
Devon Christian School Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2020-2021 – 2022-2023

MESSAGE FROM THE BOARD CHAIRMAN

It was once again a privilege to serve God and our community on the Devon Christian School Board. This past year has been filled with many challenges, but we have also seen many answers to prayer. I think I can speak for the whole Board, in that we are constantly humbled and awestruck, as we allow and see God reveal His desires for Devon Christian School. Psalm 127:1 says, “Unless the Lord builds the house, they labor in vain who build it.”

I am so grateful for our Board members this year. Each one brings invaluable insights and knowledge to the table. Once again Devon Christian School has been blessed with dedicated teachers. Praise the Lord! This devoted group led by our principal, Rhonda Bray, has added stability and continuity to our school. A job well done!

Parents, grandparents, and families of students have a profound influence on our school through volunteer work, financial support, and prayer. The Devon Christian School Board and Staff covet your prayers. James 5:16b says, “The effective prayer of a righteous man can accomplish much.” I believe that prayer is the most important single ingredient for Devon Christian School to be blessed and to be a blessing!

Considering the changing attitudes and values in the general population today, it reinforces the need for a Christian school in Devon.

On behalf of the school Board and Staff I would like to welcome all new families. It is our prayer that Devon Christian School would be a blessing to you and your family.

In His Service,

Armyn Pederson

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Devon Christian School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020-2023 on December 10, 2020.

FOUNDATION STATEMENTS

Mission Statement:

Devon Christian School equips students for a life of loving and serving God and others through a commitment to spiritual, academic, and personal excellence.

Purpose Statement:

- To provide an environment that strengthens the spiritual development of the student.
- To provide a learning environment where students attain to their highest level of academic excellence.
- To provide a context where students can grow in maturity in their relationships with one another.
- To encourage and strengthen Christian values in the home.

Educational Philosophy and Programming:

Devon Christian School is a Pre-Kindergarten-Grade 9 Christian School committed to a Biblical standard of spiritual and academic excellence. We believe that every child is made in the image of God and has unique talents and needs. Devon Christian School provides a program which enables each child to grow spiritually, academically, socially, and physically so that he or she is equipped for service to God. We are committed to a Biblical standard of excellence for the glory of God in all that we do. We believe that anything worth learning should be learned well and the role of the teacher is to ensure that learning occurs for every student. We have focused our curriculum on a select group of core and complementary subjects which we strive to teach with excellence.

A PROFILE OF THE SCHOOL AUTHORITY

Devon Christian School opened in the fall of 1991 with Grades 1-7. An expansion in the fall of 1992 incorporated kindergarten and grade 8. Grade 9 was added in 1993 and Pre-Kindergarten was added in 2008. Classroom facilities which also house washrooms are situated in portables behind the Alliance Church and we have use of a regulation size gymnasium, a sanctuary, and kitchen facilities.

Devon Christian School is a non-denominational school whose mission is to provide a Biblically based education in a positive environment that encourages spiritual commitment, academic potential, and individual growth, thus ministering to the whole child. Devon Christian School provides education to approximately 100 students from Preschool through to and including Grade 9. Devon Christian School is located on the Southwest Corner of Highway 60 and Miquelon Avenue. We are always welcoming new families to join us at Devon Christian School!!

TRENDS AND ISSUES

Governance Issues and Trends:

Alberta Education funding fluctuates for private schools and inequality remains a major issue. Our dependence upon fundraising to operate the instructional program significantly influences the operation and maintenance of facility. The Board must continue to develop a global vision and plan in conjunction with the administration of the school. The School Board needs to monitor, discuss, and follow proposed changes to the School Act ensuring that Devon Christian School provides the required curriculum set out by Alberta Education is from a Christian perspective.

Staff Issues and Trends:

Staffing costs continue to constitute a large percentage of most schools operating budgets. This leaves very little room to support additional classroom supports such as technology, curriculum resources, and external consultants.

Enrollment Issues and Trends:

To a large extent the operation of a school division is dependent upon the enrollment of students in the system. We receive approximately 70% of the base instructional funds per student for curriculum and instruction that public schools receive for each enrolled student. We do not receive grants for capital expenditures or benefits for staff. This funding provides us with the majority of income in our annual budget. Since adding preschool to our school in 2008 we have experience increased enrollment in kindergarten to grade 4; however, our grade 5-9 classes remain relatively small due to families desiring more options in the older grades.

Facilities Issues and Trends:

Most of our facility issues focus on maintaining our aging portables which is mostly completed by volunteers from our Devon Christian School families and supporters. Our school portables have been located on the Devon Alliance Church property for 25 years and we also rent the gym, kitchen, and sanctuary facilities from the church. They have been very accommodating, but we continue to explore options where we can be self-sufficient in our own building and on our own property.

Program Issues and Trends:

We are incredibly pleased with the overall performance of our students considering the challenges that our students faced when COVID-19 forced all students to engage in remote learning for the final term of the 2019-2020 school year. No students completed Provincial Achievements Tests or year-end examinations in the 2019-2020 school year. We are always looking for opportunities to increase our technical resources, including the possibility of a portable computer lab. As of right now, elementary students have limited access to the computer lab. The cost of technology could place heavy demands on our school; however, we are blessed to be a part of the Computers for School program.

SUMMARY OF ACCOMPLISHMENTS

1. 100% of Devon Christian School students received Scripture Memory Awards and earned Character Certificates for demonstrating personal growth in the fruit of the spirit.
2. 10% of our grades one to nine students earned Scripture Honours. This means they were able to recite Luke 6:1-49 with no assistance from their teacher.
3. Our students displayed Christ-like attitudes whenever they were out in our community on field trips, outreaches, and events. They were praised for their exceptional behavior from people outside of our Devon Christian School family.
4. We are so proud of all our students achievements during a challenging third term when our students began remote learning due to COVID-19. 100% of our students participated in remote learning from March 2020 - June 2020. 50% of our students excelled in remote learning from March 2020 - June 2020. We celebrated their achievements in a safe, socially distanced graduation and awards gathering in our school parking lot. 90% of our students attended the event.
5. 98% of teachers, parents, and students agreed that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
6. 96% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
7. 97% of teachers, parents and students are satisfied that students model the characteristics of active citizenship.
8. 97% of teachers and parents are satisfied with parental involvement in decisions about their child's education.

Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Devon Christian School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.6	99.0	96.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.1	85.4	81.3	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	96.4	94.6	94.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	78.6	71.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	21.4	24.1	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	95.8	100.0	95.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	96.9	96.1	94.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	97.4	98.4	92.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.1	92.3	87.1	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	75.0	52.3	83.3	78.6	n/a	n/a	n/a	n/a	82	82	82
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.8	15.9	20.5	30.6	21.4	n/a	n/a	n/a	n/a	20	20	20

Comment on Results:

Our students did not complete Provincial Achievement Tests in the 2019-2020 school year due to COVID-19. We are so proud of all our students achievements during a challenging year. 100% of our students participated in remote learning from March 2020 - June 2020. 50% of our students excelled in remote learning from March 2020 - June 2020.

Strategies:

1. We will continue to use the websites and resources provided by Alberta Education to prepare for Provincial Achievement Tests.
2. We will ensure that the Alberta Education Curriculum is being taught so the students will have covered all the material for the Provincial Achievement Tests.
3. We will assess students and determine their level of achievement in advance of the Provincial Achievement Tests.
4. Once assessment is done, provide extra work in areas of need for individuals.
5. We will provide areas of opportunity for teachers to develop new methods of assessment and assisting students in areas that they may be struggling.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.0	94.5	92.4	94.2	96.1	96.9	Very High	Maintained	Excellent	94	94	94

Comment on Results:

We are extremely pleased with our results.

Strategies:

1. We will continue in our programs to develop the student’s comprehension of needs in society and opportunities for them to assist in acting out methods of citizenship to help in these areas.
2. We will continue to involve/communicate to parents in the activities in which we engage our students where we are teaching responsibility, positive attitudes, perseverance under pressure, and determination to see an activity completed.
3. We will provide opportunities for community outreaches for the students, such as singing for patients at our local hospital, collecting donations for World Vision, picking up garbage throughout the community, collecting Christmas items for Operation Christmas Child, collecting items for the local food bank and local youth centres, sending out thank you cards to those that serve in our community.
4. We will throughout our curriculum use Biblical truths to broaden the students’ minds about people around them and their needs and the roles that our students should follow to be good citizens.
5. We will have a Career Day where certain members in the community come in to discuss all aspects of their job.
6. We will continue to include CTS courses in our junior high program.
7. The junior students will continue to attend the Edmonton Expo to learn about a variety of careers.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	n/a	n/a	n/a	n/a	80	80	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	n/a	n/a	n/a	n/a	20	20	20

Comment on Results:

Results are suppressed due to the low number of FNMI students who write Provincial Achievement Tests. Due to COVID-19 none of our students completed the 2019-2020 Provincial Achievement Tests.

Strategies:

1. Staff will continue to use the websites and resources provided by Alberta Education to broaden our knowledge of FNMI history and perspectives.
2. Staff will continue to be witnesses and messengers of reconciliation with the FNMI community.
3. Teachers will teach our students about the history and legacy of residential schools, along with the history of First Nations, Metis, and Inuit people of Canada.
4. Teachers will be provided with professional development opportunities to learn more about the FNMI groups of people so they are better prepared to meet the needs of their FNMI students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.2	70.4	76.5	81.9	85.4	81.1	Very High	Maintained	Excellent	80	80	80

Comment on Results:

This area has been one of our weaker areas over the years; however, we are extremely pleased that our results are improving. In the 2017-2018 we hired a music teacher who has 40 years of experience. He has completely revitalized our music program and has been an incredible blessing to our students, parents, and staff. In the 2019-2020 school year we held fundraisers to purchase tone chimes. The staff, students, and parents are every excited about this addition to our program.

Strategies:

1. We will continue to broaden the areas of fine arts, sports, career and technology studies, etc. to our students by contracting professionals and utilizing the expertise of our school community to teach skills in these areas.
2. Field trips to locations such as the Clifford E. Lee Bird Sanctuary, John Janzen Nature Centre, Telus World of Science, the University of Alberta, Vertically Inclined Rock Climbing, Rabbit Hill Snow Resort, Aerials Gymnastics Club, 9 Round Fitness Centre, and swimming lessons at Leduc Recreation Centre will supplement our curriculum.
3. Continue to improve our music program by adding a variety of instruments.
4. Support, encourage, and professional development will be provided to teachers in arts, careers, technology, health, and physical education.
5. We will continue to keep open communication with our students and parents as to what they would like to see offered to broaden our program and then do our best to incorporate those ideas.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers and school authority leaders

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.	94.3	95.9	92.6	96.6	99.0	97.6	Very High	Maintained	Excellent	94	94	94
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.6	93.2	93.9	96.0	94.6	96.4	Very High	Improved	Excellent	94	94	94
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	87.5	95.5	88.9	96.7	100.0	95.8	Very High	Maintained	Excellent	92	92	92
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.8	88.8	82.8	95.3	98.4	97.4	Very High	Maintained	Excellent	86	86	86
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.0	83.0	84.6	84.3	92.3	87.1	Very High	Maintained	Excellent	86	86	86

Comment on Results:

We are very satisfied with the involvement of the parents in our school and are thrilled with our results.

Strategies:

1. We implemented an orientation meeting at the beginning of the school year where parents had the opportunity to learn about the teachers, the rules and routines of their class, and ask questions.
2. Staff communicate with parents through conversation, student's planners, emails, and phone calls regularly.
3. We connect with our school family and community through newsletters, our website, Instagram, and Facebook.
4. We have a text line as a form of communication for our parents, so they can reach their child's teachers during the school day.
5. All parents have e-mail access to their child's teacher. Teachers are required to respond within 24 hours.
6. Our School Board is composed of parents of our students.
7. Surveys are sent out regularly to see what parents are satisfied or dissatisfied with and will seek to further ways that parents can be involved in the education of their children.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

DEVON CHRISTIAN SCHOOL SOCIETY
Statement of Financial Position
As at August 31, 2020

	General Fund	Capital Reserve Fund	Investment in Capital Assets Fund	2020	2019
ASSETS					
CURRENT					
Cash	\$ 42,286	\$ -	\$ -	\$ 42,286	\$ 6,378
Investments (Note 2)	-	516,517	-	516,517	522,918
Accounts receivable (Note 3)	6,657	-	-	6,657	17,326
Goods and Services Tax recoverable	3,129	-	-	3,129	5,800
Prepaid expenses	<u>2,243</u>	<u>-</u>	<u>-</u>	<u>2,243</u>	<u>816</u>
	54,315	516,517	-	570,832	553,238
CAPITAL ASSETS (Note 4)	<u>-</u>	<u>-</u>	<u>169,226</u>	<u>169,226</u>	<u>186,348</u>
	<u>\$ 54,315</u>	<u>\$ 516,517</u>	<u>\$ 169,226</u>	<u>\$ 740,058</u>	<u>\$ 739,586</u>
LIABILITIES					
CURRENT					
Accounts payable and accrued liabilities (Note 5)	\$ 14,885	\$ -	\$ -	\$ 14,885	\$ 11,413
Deferred registration fees	<u>5,226</u>	<u>-</u>	<u>-</u>	<u>5,226</u>	<u>12,775</u>
	20,111	-	-	20,111	24,188
LONG TERM DEBT (Note 6)	30,000	-	-	30,000	-
UNAMORTIZED CAPITAL ALLOCATIONS (Note 7)	<u>-</u>	<u>-</u>	<u>88,589</u>	<u>88,589</u>	<u>94,722</u>
	<u>50,111</u>	<u>-</u>	<u>88,589</u>	<u>138,700</u>	<u>118,910</u>
FUND BALANCES					
General	4,204	-	-	4,204	6,132
Capital reserve	-	516,517	-	516,517	522,918
Investment in capital assets	<u>-</u>	<u>-</u>	<u>80,637</u>	<u>80,637</u>	<u>91,626</u>
	<u>4,204</u>	<u>516,517</u>	<u>80,637</u>	<u>601,358</u>	<u>620,676</u>
	<u>\$ 54,315</u>	<u>\$ 516,517</u>	<u>\$ 169,226</u>	<u>\$ 740,058</u>	<u>\$ 739,586</u>

Private School Authority Code:	9319
School Code:	3290

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31
(in dollars)

	Budget 2020 / 2021	Projected 2019 / 2020	ACTUAL 2018 / 2019 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	\$506,326	\$500,192	\$504,918
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$506,326	\$500,192	\$504,918
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$15,000	\$13,900	\$33,405
Non-instructional (O&M, Transportation, Admin fees)	\$50,795	\$34,222	\$25,705
Other sales and services	\$51,410	\$73,350	\$0
Interest on investments	\$14,845	\$30,000	\$14,845
Gifts and donations	\$50,000	\$54,000	\$93,072
Gross school generated funds	\$15,900	\$14,550	\$16,472
Amortization of capital allocations (where applicable)	\$6,133	\$2,120	\$6,133
Other (specify):	\$0	\$0	\$0
TOTAL REVENUES	\$710,410	\$722,334	\$694,550
EXPENSES			
Certificated salaries (excluding Home Education)	\$353,184	\$351,689	\$294,056
Certificated benefits (excluding Home Education)	\$37,519	\$41,014	\$52,417
Non-certificated salaries and wages (excluding Home Education)	\$95,312	\$62,107	\$102,297
Non-certificated Benefits (excluding Home Education)	\$11,511	\$9,605	\$13,705
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$98,001	\$172,396	\$165,350
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$18,000	\$0	\$18,000
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS	\$65,860	\$56,020	\$65,860
Program Unit	\$0	\$3,100	\$3,352
English as a Second Language	\$4,620	\$900	\$0
Home Education			
Certificated salaries	\$0	\$0	\$0
Certificated benefits	\$0	\$0	\$0
Non-certificated salaries and wages	\$0	\$0	\$0
Non-certificated Benefits	\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials	\$0	\$0	\$0
Contracts	\$0	\$0	\$0
Services and Supplies	\$0	\$0	\$0
Gross school generated funds	\$15,900	\$14,550	\$16,472
Capital and debt services			
Amortization of capital assets			
From restricted funds	\$6,133	\$2,120	\$6,133
from unrestricted funds	\$10,989	\$8,794	\$10,989
Total amortization of capital assets	\$17,122	\$10,914	\$17,122
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$0
TOTAL EXPENSES	\$717,028	\$722,295	\$748,631
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	(\$6,619)	\$39	(\$54,081)
	(\$6,619)		

FUTURE CHALLENGES

We do greatly appreciate the funding we receive from the Government; however, it would be very beneficial for a small private school such as ours to receive equal funding to public schools. Parents find it difficult to know that while they live in a certain school district, the school tax money paid goes to that district, and does not follow their child to the school of their choosing. They would like their tax money to go to the school of their designation.

We expect to have financial challenges in the future due to the loss of approximately 35% of our student enrollment due to COVID-19.

PARENTAL INVOLVEMENT

- Our board primarily consists of parents of students.
- Parents honour a volunteer commitment each year. They volunteer for things such as: reading one on one with our students, teaching a CTS course to our junior high students, helping with supervision on field trips, participating in maintenance projects, and so much more!!
- Our website, Facebook, and Instagram are managed regularly to let the parents know upcoming events, how they can participate, and praise and prayer requests to keep them actively involved.
- There is an annual meeting where all things over the past year are discussed with school families and society members.

TIMELINES AND COMMUNICATION

- Documents are posted on our website, Facebook, and Instagram.
- Regular emails are sent home to Devon Christian School families and society members.
- Teachers communicate regularly with the parents of their students through email, text messages, phone calls, and daily through the student's planners.
- The link to our website for the 2020 Combined 3 Year Education Plan and AERR is <https://www.devonchristianschool.ca/about/accountability-reports>.

WHISTLEBLOWER PROTECTION

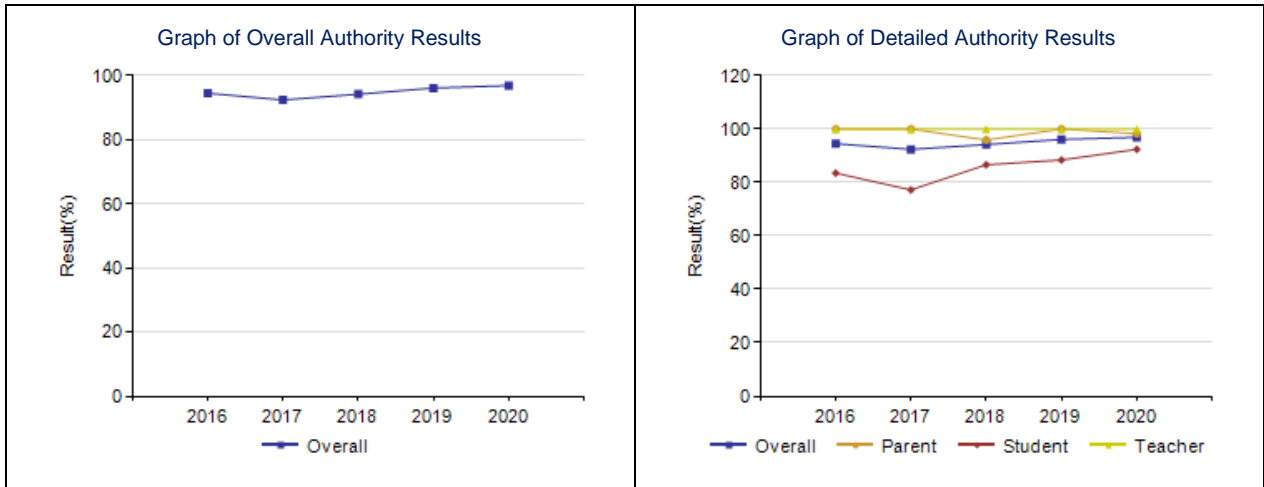
- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.
- In accordance with this Act and reporting requirement there were no incidences of wrongdoing reported or investigated in the 2019-2020 school year.

APPENDIX

Citizenship – Measure Details

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.5	92.4	94.2	96.1	96.9	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	100.0	100.0	100.0	94.5	94.0	93.4	93.2	93.6
Parent	100.0	100.0	95.9	100.0	98.3	82.9	82.7	81.7	81.9	82.4
Student	83.5	77.2	86.6	88.4	92.4	74.5	74.4	73.9	73.5	73.8

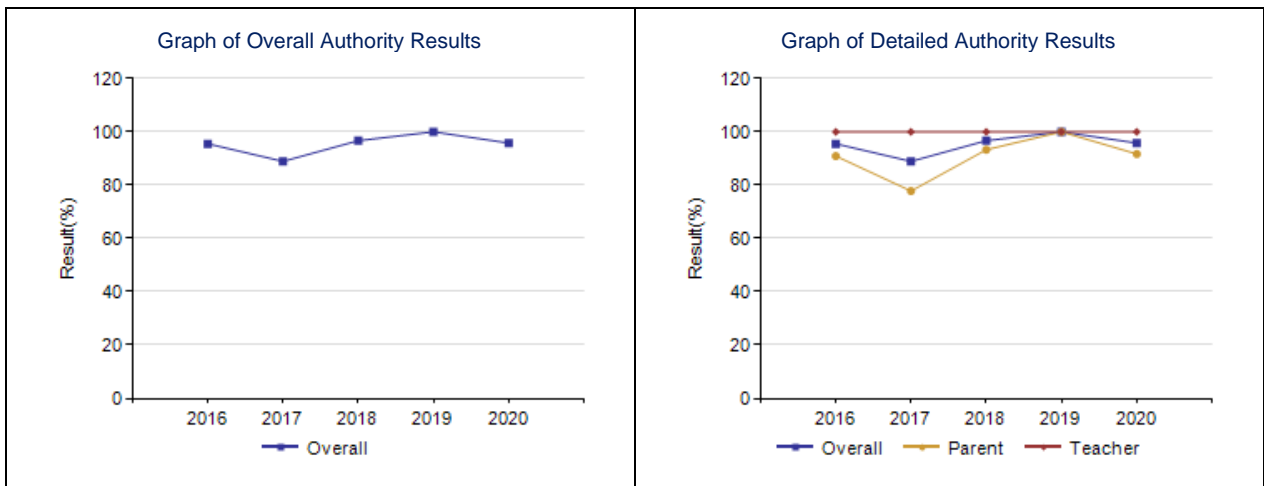


- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.5	88.9	96.7	100.0	95.8	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	100.0	100.0	90.5	90.4	90.3	90.8	92.2
Parent	90.9	77.8	93.3	100.0	91.7	74.8	75.1	74.6	75.2	76.0

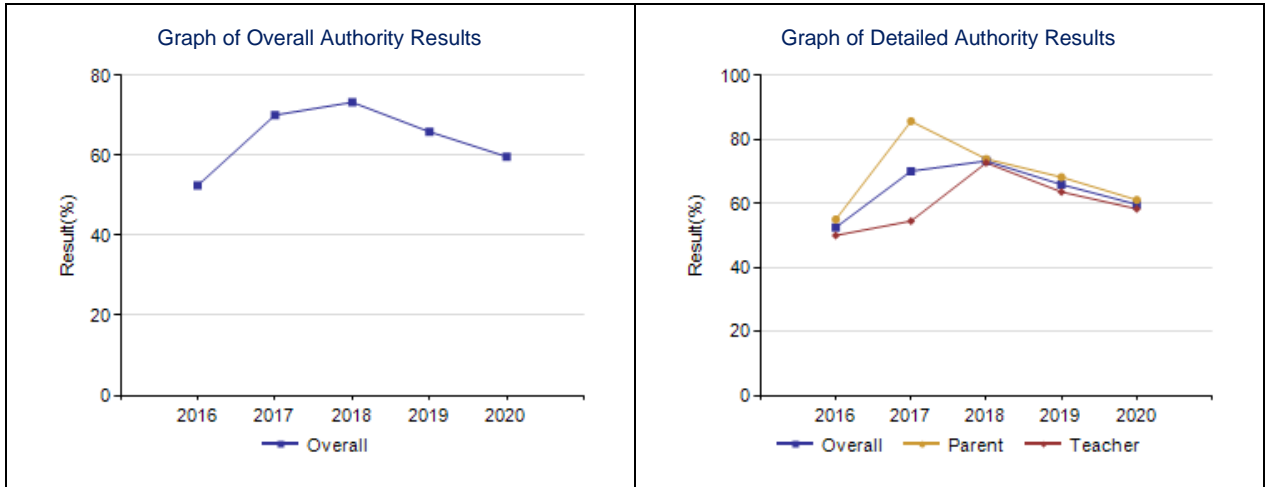


- Notes:
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Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	52.5	70.1	73.3	65.9	59.7	70.7	71.0	70.9	71.4	72.6
Teacher	50.0	54.5	72.7	63.6	58.3	77.3	77.3	77.8	78.8	80.6
Parent	55.0	85.7	73.9	68.2	61.1	64.2	64.8	64.0	64.0	64.6



Notes:

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Provincial Achievement Test Results – Measure Details

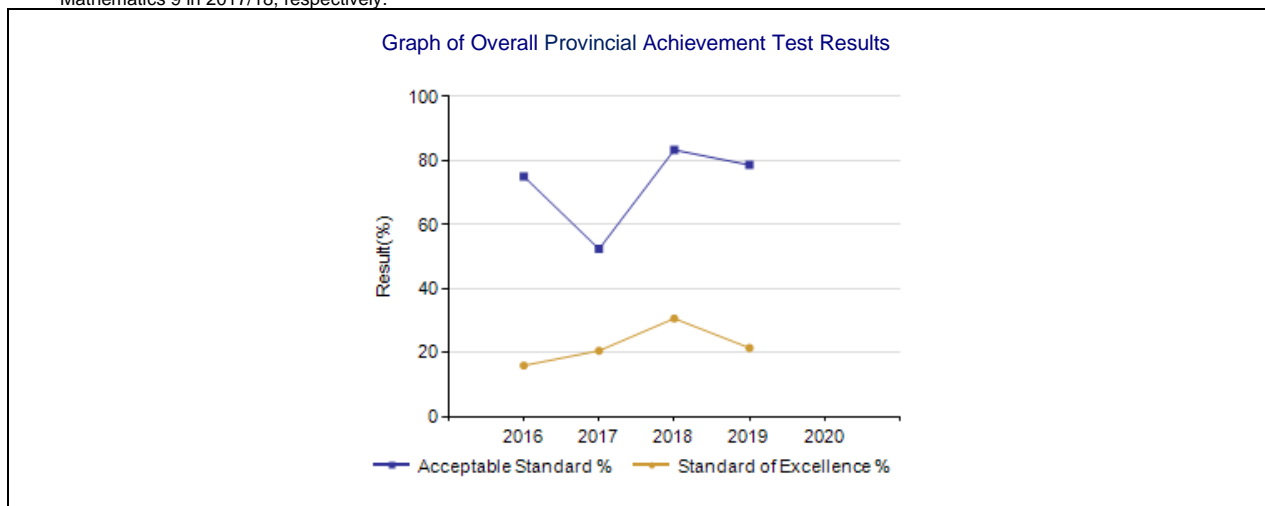
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	83.3	0.0	*	*	*	*	*	*	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a	80	20
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a
Mathematics 6	Authority	66.7	33.3	*	*	*	*	*	*	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a	80	20
Science 6	Authority	66.7	33.3	*	*	*	*	*	*	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a	80	20
Social Studies 6	Authority	66.7	33.3	*	*	*	*	*	*	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a	80	20
English Language Arts 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a	80	20
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a
Mathematics 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a	80	20

K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a
Science 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a	80	20
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a
Social Studies 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a	80	20
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



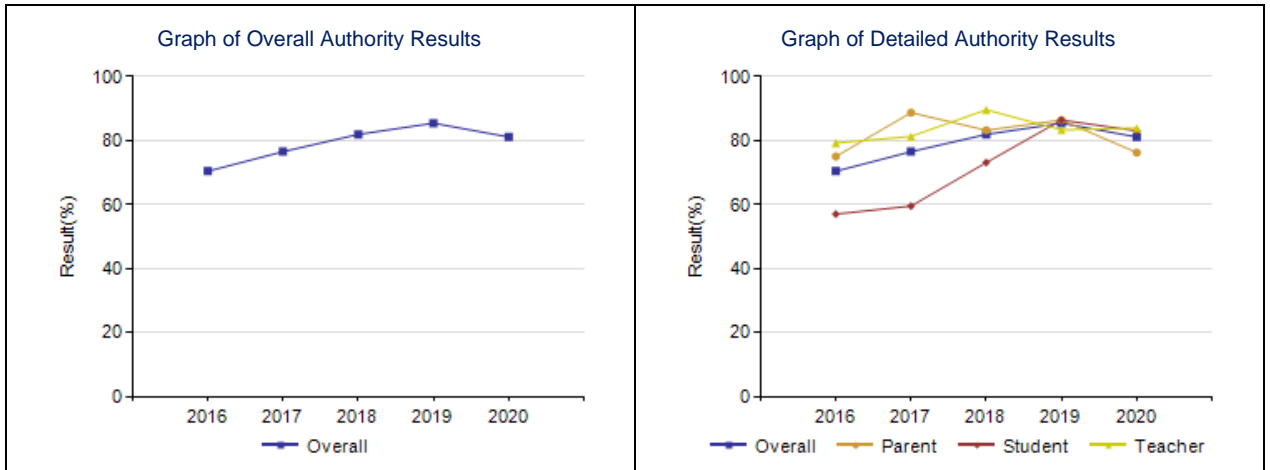
Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Program of Studies – Measure Details

Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	70.4	76.5	81.9	85.4	81.1	81.9	81.9	81.8	82.2	82.4
Teacher	79.2	81.3	89.6	83.3	83.9	88.1	88.0	88.4	89.1	89.3
Parent	75.0	88.7	83.2	86.4	76.2	80.1	80.1	79.9	80.1	80.1
Student	57.0	59.5	73.1	86.4	83.0	77.5	77.7	77.2	77.4	77.8

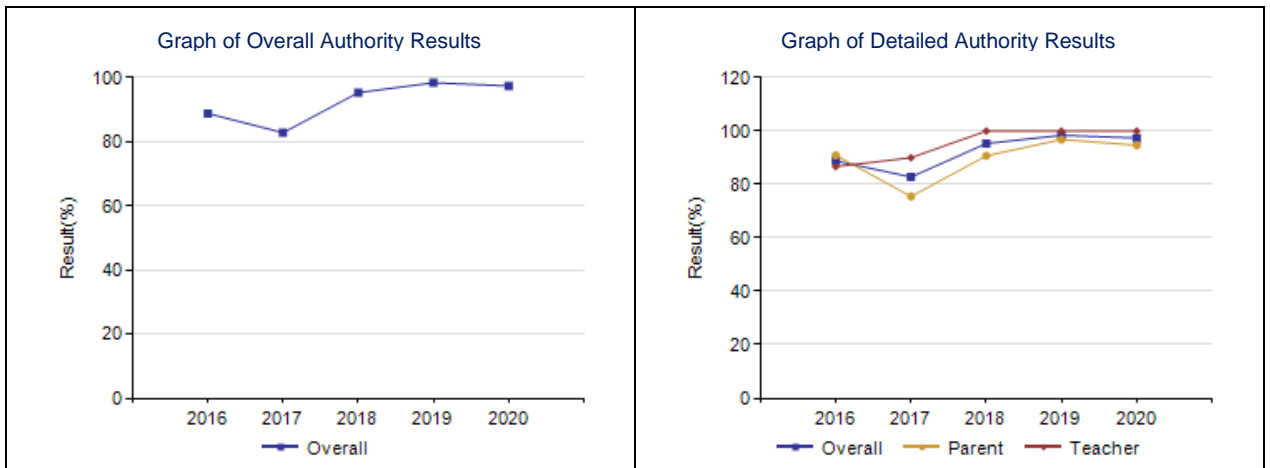


- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

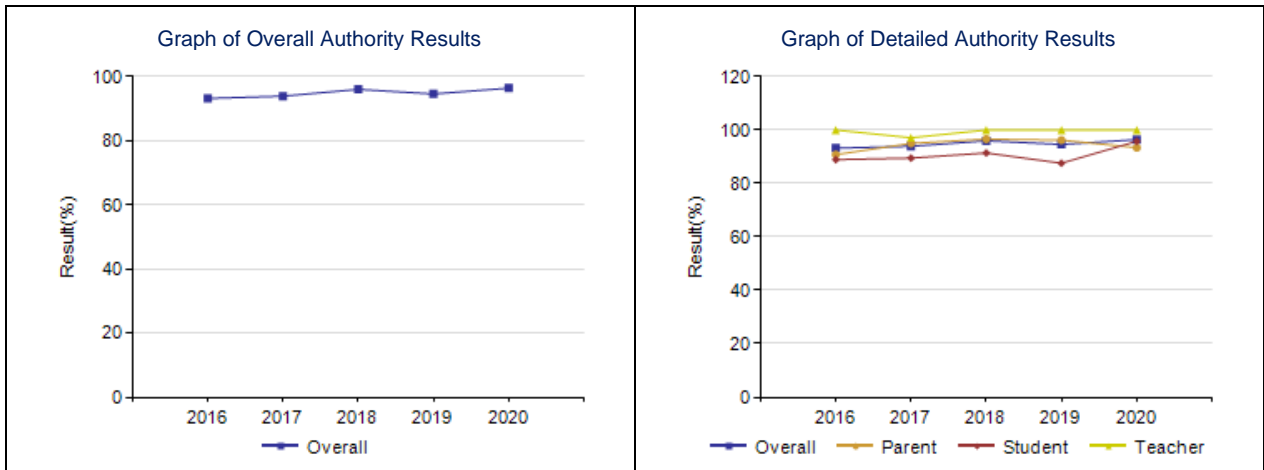
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.8	82.8	95.3	98.4	97.4	80.9	81.2	81.2	81.3	81.8
Teacher	86.7	90.0	100.0	100.0	100.0	88.4	88.5	88.9	89.0	89.6
Parent	90.9	75.5	90.7	96.8	94.7	73.5	73.9	73.4	73.6	73.9



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.2	93.9	96.0	94.6	96.4	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	97.1	100.0	100.0	100.0	96.0	95.9	95.8	96.1	96.4
Parent	90.8	95.0	96.6	96.2	93.4	86.1	86.4	86.0	86.4	86.7
Student	88.9	89.5	91.4	87.6	95.8	88.0	88.1	88.2	88.1	87.8

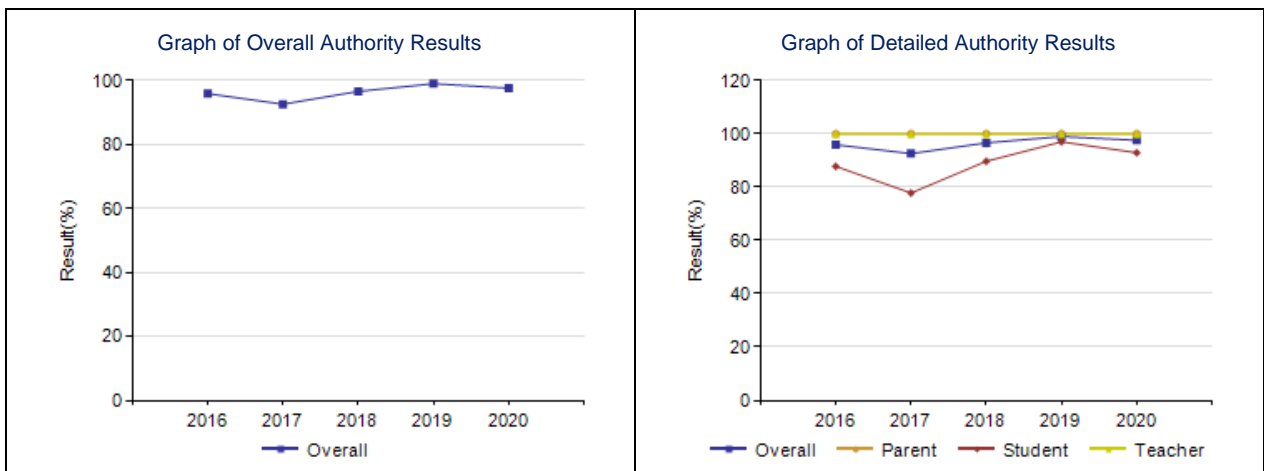


Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teachers, parents, and students agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.9	92.6	96.6	99.0	97.6	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	100.0	100.0	100.0	100.0	95.4	95.3	95.0	95.1	95.3
Parent	100.0	100.0	100.0	100.0	100.0	89.8	89.9	89.4	89.7	90.2
Student	87.8	77.8	89.7	97.0	92.9	83.4	83.3	82.5	82.3	82.6



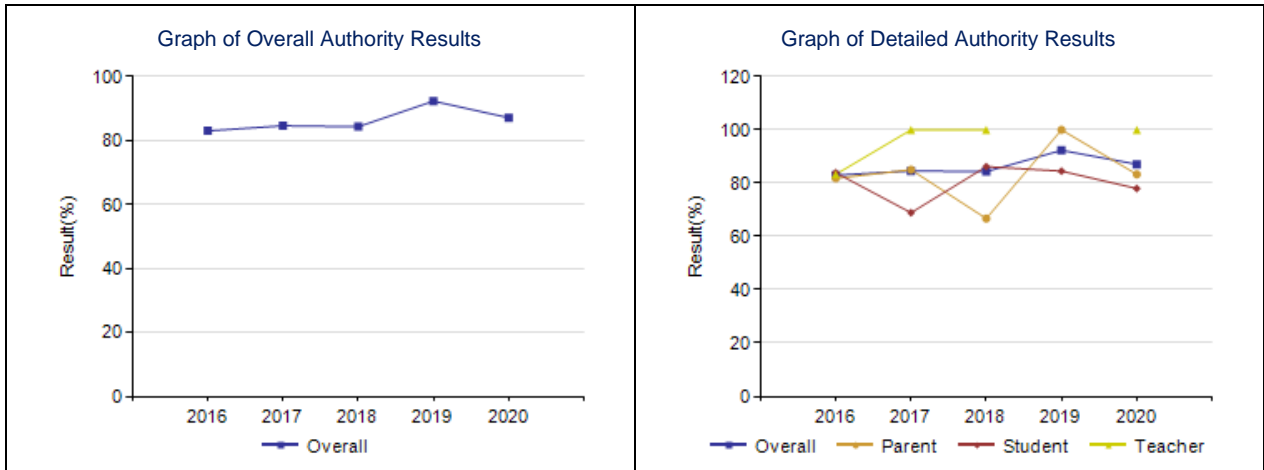
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.0	84.6	84.3	92.3	87.1	81.2	81.4	80.3	81.0	81.5
Teacher	83.3	100.0	100.0	*	100.0	82.3	82.2	81.5	83.4	85.0
Parent	81.8	85.0	66.7	100.0	83.3	79.7	80.8	79.3	80.3	80.0
Student	83.9	68.9	86.2	84.5	78.0	81.5	81.1	80.2	79.4	79.6



Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.