

Drayton Christian School

2022-2023 Annual Education Results Report

Due November 27, 2023



School Profile:

Drayton Christian School is an alternative program within the Wild Rose School Division. The school is located in Drayton Valley, Alberta and currently has **234 students** enrolled from **Pre-Kindergarten through Grade 8**. It is located at 4762 50 Street and in the Eldorado School building. The students come from diverse socio-economic, cultural, and religious backgrounds. Our coursework aligns with the Alberta Program of Studies and is presented through a Christian lens. In addition, we offer both afterschool and intramural sports programs for archery, volleyball, handball, basketball, badminton and track. We also offer extracurricular worship leadership.

PK/K - 15 + 27 = 42

1- 24

2- 22

3- 28

4- 16

5- 21

6-23

7- 20

8- 18

9-0

Total: 214

Foundational Statements of Drayton Christian School:

Mission Statement:

We are a learning **community** that inspires **academic success** as we emphasize a **Biblical worldview** through example and instruction, recognizing the Lordship of **Jesus in every dimension of life**.

Vision Statement:

DCS will equip students to **honour God in everything**, to **choose lives of integrity** and become **positive contributors to society**.

DCS will offer a strong **Christian** program that instills **excellence** in academics, fine arts, and athletics.

DCS will be a **visible light** to the community, representing Christ through **worship, discipleship, and outreach opportunities**.



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 2289 Drayton Christian School

Assurance Domain	Measure	Drayton Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.6	81.8	81.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.8	81.2	81.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	30.6	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	8.1	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.0	85.7	86.3	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	87.7	87.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.9	70.2	70.2	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	92.6	78.7	84.7	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9, 9 KAE), Français (De année), French Language Arts (De année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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, Social Studies 30-2.

Analysis of October 2023 Assurance Survey Results Summary

These results have been impacted by the lack of provincial achievement data because of the spring wildfire evacuations and meagre parent participation. Some areas have not been reported due to minimum thresholds of parent participation in the survey not being met. FNMI and ESL data reports are unavailable for DCS.

Celebrations:

- **Very High Percentage of teachers and parents** are satisfied with parental involvement in decisions about their child's education.
- **Very High 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.
- **High Percentage** of teachers reported that in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional development.

Improvement Goals:

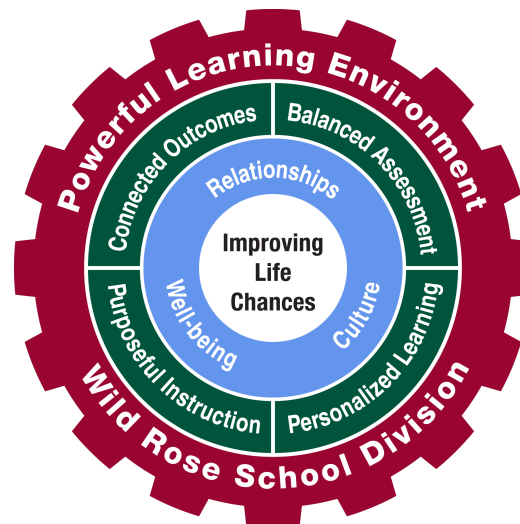
- **Acceptable/Low** percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Very Low Percentage** of parents and students are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career technology, and health and physical education.
- **A very low percentage of students** and a **low percentage of teachers** agree that programs for at-risk children are easy to access and timely.

School Inquiry Question:

2022-2023

How can implementing trauma-informed, trust-based interventions help build relationships, well-being, culture and learning at DCS?

What happens when students feel safe, precious, heard, and important at school?



Key Strategies:

Focus on Connecting Principles:

- Engagement Strategies
 - Staff use appropriately authoritative voice with a blend of structure and nurture, never weak, shaming or harsh
 - Value eye contact with soft eyes
 - Matching student's posture and voice
 - Incorporating healthy touch (with permission) such as high fives, fist bumps and hugs
 - Interacting playfully with voice tone or appropriate silliness

- Mindful Awareness
 - Identifying thoughts, beliefs, and behaviours that we as adults bring to the relationships with our students based on our personal history and triggers
 - Practicing regulating ourselves during times of stress
 - Pray, take deep breaths etc.
 - Staying calm and emotionally present during child's distress in order to think flexibly, solve problems creatively, model compassion and co-regulate with students.

Focus on Empowering Principles

- Physiological Strategies
 - Water bottles for hydration
 - Nutrition every two hours
 - Incorporating movement (FOCUS Sequence) every two hours
 - Creation of a Sensory Room with Sensory Training from Occupational Therapists for all staff
- Ecological Strategies
 - Lighting: filtered fluorescent or natural lighting
 - Using predictable routines with visuals
 - Consider noise levels, unfamiliar or strong odours etc.
 - Develop awareness of sensory input

Focus on Correcting Principles

- Viewing behaviour as communication of unmet needs rather than willful defiance (See the need, Meet the need, Find a way, Don't give up, If not you, then who?)

- Collaborative Problem-Solving Approach with students, staff, and parents

Data:

- Staff report that learning about and implementing the principles have increased their confidence and success in working with most students.
- Staff report increased level of job satisfaction in correlation to implementing the strategies
- Reduction of critical incidents with students

Summary of Effectiveness:

- Based upon qualitative and quantitative data, we conclude that implementing practices that affirm students as safe, precious, heard and important at school positively impacts culture and learning at Drayton Christian School.
- Our next steps will be to continue implementing the three principles as listed above (ie. onboard new staff, review regularly with students etc.). This will provide a secure foundation for deeper learning to occur in every learning environment at Drayton Christian School.

This information from this report was presented to the staff and parents on Tuesday, November 21, 2023.

Acronyms and Terms

ATA - Alberta Teachers Association

CAAMSE - Central Alberta Association of Municipal and School Employees

CRM - collaborative response model (**Jigsaw Learning**)

F & P - Fountas and Pinnell Literacy

MIPI- Math Intervention Programming Instrument

PCCE- **Prairie Centre for Christian Education**

PLE - Powerful Learning Environments

TBRI- Trust-based Relational Intervention

TFT- Teaching for Transformation (Program for Christian Education affiliated with PCCE)

WRSD- Wild Rose School Division

SPRINT - A simple professional development process that supports overloaded educators to continuously enhance their expertise. **TEACHING SPRINTS IS A MANAGEABLE AND MEANINGFUL APPROACH TO EVIDENCE-INFORMED PROFESSIONAL LEARNING FOR TEACHERS.**

CREW- Crew is always two things:

1. **It is a structure—a** group of students who meet together to support and push each other in school and life.
2. **It is a spirit, a way of being.** To be "Crew" means to pitch in to help each other, to step up and take responsibility for everyone's well-being around you.

Trauma Competency Continuum

for Faith Leaders & Communities

He heals the brokenhearted and binds up their wounds. — Psalm 147:3

Churches and faith communities have a unique opportunity to show the tangible love of God to those most vulnerable in their communities by taking active steps to move along the Trauma Competency Continuum. When a church or faith community becomes trauma informed, they are making a commitment to pursue hope, healing, and restoration through implementing compassionate, supportive policies and practices.



TRAUMA AWARE

Objective:
Increase Awareness

Become aware of the need for trauma informed care.



TRAUMA SENSITIVE

Objective:
Introduce Knowledge and Skills

Grow in knowledge and skills while exploring the principles of trauma informed care and how trauma impacts children and families.



TRAUMA RESPONSIVE

Objective:
Implement Change

Implement trauma informed principles and practices individually and organizationally.



TRAUMA INFORMED

Objective:
Integrate Practices

Fully integrate trauma informed principles and practices into the culture of a family and/or organization.

Phase language (i.e. trauma aware) is adopted from Missouri Department of Health and Partners (2014). Missouri Model: A developmental framework for trauma-informed.