

High Level Christian Academy

A Koinonia School

2022-2023 Annual Education Results Report (AERR)

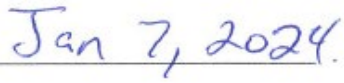
The mission of High Level Christian Academy is to prepare students for further education through Christ-centered education and academic excellence while challenging them to know Jesus Christ as Savior and Lord so they may serve others through their character and leadership.

Accountability Statement:

The Annual Education Results Report for High Level Christian Education Society for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board on January 7, 2024.



Board Chairperson:



Date:

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Message from HLCES Board Chair

In 1992, High Level Christian Academy (HLCA) had humble beginnings, renting a church basement with 40 students, and operating on a very modest budget. The 2022-2023 academic year finished our 31st year of operation with 25 years in our current facility! The various staffs, boards, students, and families that have been through these doors have been a blessing and have been blessed by the abundant provisions from our gracious and faithful Lord.

HLCA's supporters and alumni have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating government support, industrial and economic instability, along with all the of the typical pressures that schools face working to provide a solid education within an ever changing political and social climate. Topping all of that off, we faced the Chuckegg Creek wildfire in May 2019 that forced the evacuation of High Level and the surrounding area for more than two weeks which caused a most unusual interruption to our school year and a unique closing to our academic year. In March 2020, the Covid-19 pandemic caused the closure of all on-campus learning. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. That continued to be the story in the following school year of 2020-21 with HLCA accommodating remote and on-campus learners. In the 2021-22 school year, the constant change in Alberta Education's approach to Covid-19 regulations continued to present challenges to on-campus learning. The 2022-2023 school year was the first uninterrupted year in four years! Throughout all the challenges of the last 5 years, HLCA's staff, board, and parents continue to work together to ensure student learning and growth.

As the chair of the Board, I am blessed to have been a student of this institution and now, more than a decade later, I am equally blessed to know that it is still here for my children to attend for their education as well. It is with joy and gratitude that HLCA continues to offer Christ-centered education and academic excellence to students, and we are encouraged that families moving to High Level choose to send their children to a Christ-centered school that is not just interested in the academic, but also the physical, emotional, social, and spiritual well-being of each child.

Teachers are not the only ones who have had an impact on the lives of children within these walls. Over HLCA's last 30+ years, guidance, correction, coaching and discipleship has occurred not just in the classroom but on the basketball court, the hockey rink, on mission trips, at the swimming pool, through the drama and musical productions, as well as the community service opportunities that our kids engage in. The office and support staff contribute so much to the lives of our children, and I would be negligent if I did not acknowledge them along with the many volunteers that make our school successful. Each year volunteers faithfully contribute thousands of hours which do not show up on financial statements in actual dollars. These valued contributions need acknowledgement, and we wish to say thank you!

We are grateful for the approximately \$360,000 we received in taxpayer dollars during the 2022-2023 school year however the \$320,000 additional dollars raised through school fees and fundraisers to cover the required costs of Operations and Maintenance, Transportation, Technology, etc. - is no small amount or task. The 2023-2024 school year projects the need for the school to raise (through school fees, fundraisers, and community support) a similar percentage of our operational budget. The weighted moving average and early enrollment projection requirement force us to make conservative projections for the following year (thus avoiding claw backs later). Despite this daunting task, parents, stakeholders in and around the community, and other supporters are committed to seeing children trained in a God honouring setting by sacrificing to see this achieved. It is thanks to their efforts that HLCA continues to operate and grow.

In closing, the High Level Christian Education Society Board is pleased to present the Annual Education Results Report for 2022-2023. On behalf of the board, I say thank you and in doing so, recognize that it is through the blessing and faithfulness of our Lord that we can achieve our goals.

With Gratitude,

Shawn Wiebe
Board Chair

School History

High Level Christian Academy (HLCA) is in High Level, Alberta. HLCA is a member school of the Koinonia Christian Education Society (KCES), and the Association of Independent Schools and Colleges in Alberta (AISCA). We are an accredited independent school that follows Alberta curriculum as set out by Alberta Education; all teaching staff are Alberta certified Christian teachers.

The school was started by concerned parents who had deep convictions about the importance of Christian Education. A steering committee was formed on September 26, 1991. A survey of local parents definitively indicated interest in beginning a Christian school. A planning committee held its first meeting on February 12, 1992, and with suggestions from the Association of Christian Schools International (ACSI), the committee became members of the Koinonia Christian Education Society (KCES). This society recommended that a school board be elected, and this was achieved on May 6, 1992. On September 8, 1992, High Level Christian Academy opened its doors to 42 students from kindergarten to grade seven.

In 1998, the school acquired five acres of land in a newly developed area on the west side of town. On September 14, 1998, the High Level Christian Academy opened its new 10,000 ft² facility, which was only made possible through God's work in people's hearts. This facility continues to house students from kindergarten to grade nine, while the property features a ball diamond, basketball court, and a large fenced in playground area. Over the years, the community has grown further west and now HLCA is in a safe residential neighbourhood only a two-minute drive from the local hospital as well as both the fire and police departments.

HLCA and its supporters have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating support from government, instability in industry and the economy with mills closing and oil field industry dwindling, along with all the of the typical pressures that schools face to provide a solid education within the ever changing political and social climate. In May 2019, High Level and HLCA faced the Chuckegg Creek Wildfire that forced the evacuation of High Level and the surrounding area for over two weeks which were unique circumstances at the end of the school year. Still HLCA did return as a school body in June 2019 to complete the school year and to hold graduations and awards. Unfortunately, Chuckegg would not be the greatest hurdle in HLCA's recent history; in March 2020, the Covid-19 Pandemic caused the closure of all on-campus learning in Alberta. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. That spirit of adaptability and cooperation continued to be the story in the 2020-2021 school year with HLCA accommodating remote and on-campus learners. The 2021-22 school year presented challenges to on-campus learning with Provincial policies and regulations changing consistently throughout the fall. The 2022-2023 school year was the first uninterrupted academic year in 5 years! Throughout all these recent challenges of the last 5 years, HLCA's community continues to work together to ensure student learning and growth in a safe and welcoming environment.

Throughout the Covid pandemic upheaval, God has continued to provide for HLCA and its future. In the middle of the 2022-2023 academic year, God laid it on the hearts of the board to pursue the possibility of building an addition to the school building. This space would not only include a gym, it would also include a kitchen, stage/performance space, and additional storage areas. We are incredibly grateful for God’s hand of protection and provision on our school.

Community and School Population Profile

High Level is a town in northern Alberta, Canada. It is located at the intersection of the Mackenzie Highway and Highway 58, approximately 733 km north of Edmonton and 725 km south of Yellowknife, Northwest Territories. It is located within Mackenzie County and was founded in 1947. High Level has long, summer days with warm temperatures from May to August, with short, cold days from November through March. Because of the long, warmer days in May and June, HLCA finishes their school year by the third week in June and begins the academic year earlier.

High Level has a small population of approximately 4,000 people but is the center for commerce and trading for close to 20,000 people from both rural Northern Alberta and the Northwest Territories. High Level is on Treaty 8 land and is surrounded by four separate First Nations: the Dene Tha’ First Nation, the Beaver First Nation, Little Red River Cree Nation, and the Tallcree First Nation. High Level also has large Mennonite and Protestant populations. High Level Christian Academy exists to serve the academic needs of this unique and diverse community.

While many of HLCA’s families are from a Mennonite tradition, High Level Christian Academy is a non-denominational school and has students from all the main churches in High Level.

Student Numbers by Years	2022-23	2021-22	2020-21	2019-20	2018-19
Total Number of Families	29	21	20	21	25
On-Campus students	56	41	28	47	43
Remote Learning students	N/A	N/A	15	N/A	N/A
Total Number of Students	56	41	43	47	43
FNMI Students	3	1	1	0	1
ESL Students	11	2	1	1	2
Students on an IPP	6	4	4	3	2

Community Engagement

High Level Christian Academy was founded by parents; our parent body continues to faithfully serve, to lead, and guide the school since its opening. Our parents serve in our library, our classrooms, for hot-lunches, field-trip drivers, supervisors, and fundraisers; our board consists of current parents, alumni, and parents of alumni. HLCA’s past parents and alumni form a large part of our school community and support system. Throughout Covid restrictions, our parent body adapted to the restrictions and guidelines presented for our schools. They continued to

support students and staff, while honoring the Covid restrictions and policies enacted by school leadership.

With the lifting of Covid restrictions, we were able to host in-person society meetings in November and in May; the HLCES board communicates throughout the year with our parent community in various ways: the back to school BBQ, monthly memo updates, social media platforms, letters home, and board member availability during Parent-Teacher interview nights.

In anticipation of this Education Plan, HLCA did survey its parent body asking for feedback on several domains: school mission, school governance (board and principal), student growth and achievement, learning supports, and teaching and leading within the school. The survey asked parent to use a rubric style ranking (A=Excellent, B=Good, C=Satisfied, or D=Unsatisfied); HLCA scored well on all questions in all areas of the survey. Of the 53 questions, 9 questions had a scoring of C or D; all other questions scored B or higher. This feedback helps guide our priorities for our education plan, but also to instigate further stakeholder engagement, research, and planning. We had 28 of 53 parents respond, a 53% response rate; this is an improvement from the 44% last year. While the response return is concerning, the consistent engagement from parents within our school and few complaints arising elsewhere seem to be strong indicators that the low survey response is due to parent satisfaction and not discontent. With HLCA's consistent enrollment growth, student dynamics have changed; along with student population growth, parent population has also grown, 18 of HLCA's 53 parents are new to the parent body this year.

Parental involvement in the Alberta Education Assurance Measures Survey (AEAMS) was also low with 16 of a possible 33 surveys completed; this is a 46% completion rate. There are a couple of possible explanations for this though: the first being that surveys were delayed in being sent by AB Education and this caused frustration and difficulties in ensuring clear communication from the school about these surveys. HLCA had 33 students enrolled in grades 4-9, which means there were 33 surveys issued to families. While HLCA had 33 students in grades 4-9; there were only 17 families. There are multiple ways to read the parent results; one is that 16 of 17 sets of parents completed the survey and did not realize they could complete 1 per student OR 16 surveys of 33 possible were completed by parents. There is also the possibility that some surveys were not received or returned in the time frame provided by Alberta Education. All these scenarios are possible, which makes the interpretation of data also difficult as it's either reliable data or only reflective of approximately 50% of our parent body.

We also conducted a separate set of standardized testing in our school; in February 2023, all Grade 1-9 students took the CAT-4 exams. These results were studied by both the principal and the teaching staff with the purpose of directing our school's priorities and celebrating successes. Through data analysis and collaboration between staff and leadership; goals were developed for the school based on the results of parent surveys, the CAT-4 results, the AEAMS results, in conjunction with teacher assessment and observations. Based on the collaborative analysis, teachers and school leadership developed three priorities for the school, a literacy priority and a numeracy priority for student growth and development. The third priority focusing on school governance.

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PART 1 – WHISTLEBLOWER PROTECTION POLICY

Policy Statement

A just workplace culture is fundamental to the success of independent schools in Alberta. To ensure High Level Christian Academy (HLCA) maintains high standards of legal, ethical and fiscal behavior, HLCA endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated.

Application

1.1. The Public Interest Disclosure (Whistleblower Protection) Act facilitates the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous, or injurious to the public interest. The Act applies to employees of independent schools in Alberta, defined specifically in the Act as:

“a private school registered and accredited under the School Act that receives a grant under the Education Grants Regulation”

1.2. The Act and this procedure only apply with respect to wrongdoings committed after the Act came into force on June 1, 2013, and to wrongdoings added to the amended Act which came into force on March 1, 2018.

1.3. Matters that do not relate to wrongdoings defined under the Act will continue to be managed in accordance with other internal operational policies & procedures.

Purpose

1.4. The purpose of this policy and its subsidiary procedures is to:

- a. Provide guidance to employees on how to report wrongdoing within HLCA;
- b. Describe the roles and responsibilities of management and employees as they relate to the Act;
- c. Provide guidance on the management and investigation of disclosures by employees, as required by the Act.
- d. Support employees who come forward to report wrongdoing, and make them aware of the protection provisions afforded to them under the Act.
- e. Detect and remedy wrongdoing within HLCA and in doing so, instill public confidence in the administration of HLCA.

PART 2 – ROLES & RESPONSIBILITIES

The Public Interest Commissioner

2.1. The Public Interest Commissioner is responsible for carrying out the purpose of the Act. The Public Interest Commissioner reviews and investigates disclosures of wrongdoing and complaints of reprisal made under the Act by employees of independent schools, and reports the outcome of any investigation, along with recommendations for corrective measures, to the operator of the independent school, and to the Minister of Education where required. The Public Interest Commissioner also provides advice to employees, and provides advice and support to the Designated Officer.

The Chief Officer

2.2. The Chief Officer is responsible for the overall administration and reporting requirements of the Act within independent schools. This includes the establishment and maintenance of this procedure, and ensuring information about the Act and the procedures are widely communicated to employees. The Chief Officer of an independent school is the **operator of the independent school**, and where the operator is incorporated

or registered as a society under the *Societies Act*, then the **chair of the board of directors** of the corporation or society.¹

The Designated Officer

2.3 The Designated Officer is the individual appointed by the Chief Officer made responsible for receiving and investigating disclosures of wrongdoing by employees within the independent school. The designated officer also has a responsibility to provide information and advice to employees who are considering making a disclosure. Where a Designated Officer is not appointed, then the Chief Officer fills this role. The designated officer for HLCA is the Principal and may be contacted at 780 926 2360.

Supervisors

2.4. Supervisors are responsible for giving information and advice to employees who are considering making a disclosure of wrongdoing. Employees are protected for seeking advice from their supervisor, to the extent of the information requested and advice provided. Supervisors are anyone who has a reporting relationship with employees, and includes school principals. Further information relating to the role of supervisors can be found at <https://yourvoiceprotected.ca/supervisors>.

Employees

2.5. Employees who believe wrongdoing is occurring within HLCA are protected from any type of adverse employment action when they report the wrongdoing to either their Designated Officer, or to the Public Interest Commissioner. Employees have a responsibility to report wrongdoing in good faith, to cooperate during an investigation, and to provide any information the Designated Officer or Public Interest Commissioner may require.

PART 3 – PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING

Reportable types of wrongdoing

- 3.1. The Act facilitates the disclosure and investigation of “wrongdoing.” The Act specifically defines the types of wrongdoing that may be reported and investigated:
- a. A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;
 - b. An act or omission that creates:
 - i. A substantial and specific danger to the life, health, or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
 - ii. A substantial and specific danger to the environment;
 - c. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
 - i. Public funds or a public asset,

¹ Schedule 2, Section 1(c), *Public Interest Disclosure (Whistleblower Protection) Regulation*

- ii. The delivery of a public service, including the management or performance of
 - A) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement², and
 - B) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment,
 - iii. employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation;
- d. Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.
- 3.2. This procedure **does not** apply to alleged contraventions of internal policies or directives, code of conduct matters, violations of collective agreements, or individual disputes between management and an employee relating to bullying, harassment, or intimidation.

Seeking advice

- 3.3. Employees considering making a disclosure may seek advice from their supervisor, their Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.
- 3.4. In circumstances where the matter relates to the Designated Officer or Chief Officer, employees are encouraged to seek advice from the Public Interest Commissioner.
- 3.5. The office of the Public Interest Commissioner may be contacted at:

Email: info@pic.alberta.ca

Phone: 1-855-641-8659

www.yourvoiceprotected.ca

Reporting wrongdoing

- 3.6. Employees who want to report wrongdoing may do so by contacting the Designated Officer. Employees should clearly indicate they are making a disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*. The designated officer for *HLCA* is Principal and may be contacted at: **Phone:** 780 926 2360
- 3.7. Employees may be asked to report the wrongdoing to the Designated Officer using the prescribed [Disclosure of Wrongdoing](#) form in Appendix 1.
- 3.8. Employees who want to report wrongdoing to the Public Interest Commissioner may do so by submitting the prescribed form on the Public Interest Commissioner's website. Employees may find the form at <https://yourvoiceprotected.ca/for-employees/disclosure-form>.

² No contracts or arrangements have been identified or described in the regulations as of the date of this policy

Anonymous disclosures

3.9. Employees considering making a disclosure anonymously should seek advice about doing so from the Designated Officer or the Public Interest Commissioner. Anonymous disclosures may not be acted on if there is inadequate particulars provided about an alleged wrongdoing that would permit the conduct of a fair and effective investigation.

Reporting reprisals

3.10. The Act protects employees from reprisal who have, in good faith:

- a. requested advice about making a disclosure from a supervisor, the Designated Officer, or the Public Interest Commissioner,
- b. made a disclosure under the Act,
- c. cooperated in an investigation under the Act,
- d. declined to participate in a wrongdoing, or
- e. done anything in accordance with the Act.

3.11. A **reprisal** is defined as taking, directing, or counseling someone to take or direct:

- a. a dismissal, layoff, suspension, demotion or transfer, discontinuation of a job, change of job location, reduction in wages, change in hours of work or reprimand;
- b. any measure, other than those mentioned above, that adversely affects the employee's employment or working conditions; or
- c. a threat to take any of the measures above.

3.12. HLCA supports employees who come forward in good faith to report wrongdoing.

Reprisals taken against employees will not be tolerated. A reprisal is an offence under the Act, and anyone who takes a reprisal against an employee is liable to prosecution under the Act in addition to disciplinary action, including termination of employment, by HLCA.

3.13. Employees who believe they have been reprimanded against may make a complaint of reprisal directly to the Public Interest Commissioner using the form on the Public Interest Commissioner's website. The Complaint of Reprisal Form may be found at <https://yourvoiceprotected.ca/for-employees/reprisal-form>.

PART 4 – PROCEDURES FOR MANAGING AND INVESTIGATING DISCLOSURES OR WRONGDOING

Accessing disclosures of wrongdoing

4.1. After a disclosure is received from an employee, the Designated Officer must acknowledge receipt of the disclosure within 5 business days.

4.2. Within 20 business days, the Designated Officer must decide whether or not an investigation is required, and notify the employee who made the disclosure of this decision and the reason for the decision.

4.3. An investigation is not required if:

- a. The subject matter of the disclosure is not jurisdictional under the Act (i.e. the allegations do not constitute wrongdoing defined under the Act);
- b. The subject matter is frivolous, vexatious or has not been made in good faith;
- c. The disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement;
- d. The subject matter of the disclosure is already being investigated by another authority;
- e. The subject matter of the disclosure is currently before the courts;
- f. More than 2 years has passed since the date that the wrongdoing was discovered.

4.4. Employees who are dissatisfied with the Designated Officer's decision may bring the matter to the Public Interest Commissioner.

Investigating disclosures of wrongdoing

4.5. The Designated Officer will notify the Chief Officer prior to initiating an investigation into a disclosure of wrongdoing. The Designated Officer may consult with the Chief Officer regarding the management and investigation of the disclosure.

4.6. The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure. Requesting advice from the Commissioner will not result in the Commissioner initiating an investigation into the matter.

4.7. The Designated Officer may collect, use, and disclose personal information, individually identifying health information, and any other information that is considered necessary to manage and investigation the disclosure of wrongdoing.

4.8. The Designated Officer may require any employee to provide any information or record and give written or oral replies to questions, for the purpose of investigating the disclosure.

4.9. The Designated Officer may request any individual assist with investigating the disclosure of wrongdoing, including retaining the services of a third party where appropriate.

4.10. If during an investigation the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed, the Designated Officer may investigate the wrongdoing and notify the Chief Officer.

4.11. If more than one disclosure of wrongdoing is received by a Designated Officer with respect of the same matter, a single investigation may be conducted rather than a separate investigation.

4.12. The Designated Officer must conclude an investigation not more than **120 business days** from the date the disclosure of wrongdoing was received. The Chief Officer, with the Commissioner's permission, may extend the time period to complete the investigation

that the Commissioner considers to be appropriate in the interest of a fair and efficient outcome.

- 4.13. If the time period has been extended, the employee who submitted the disclosure must be promptly advised of when he or she may expect the next procedural step to occur or be completed.
- 4.14. At the conclusion of an investigation, the Designated Officer must prepare a report for the Chief Officer outlining the allegations investigated, whether the investigation found wrongdoing occurred, and recommendations for corrective measures.
- 4.15. The Chief Officer shall consider the recommendations, implement corrective measures to remedy the wrongdoing, and take appropriate disciplinary action which may include termination of employment.
- 4.16. Employees who are dissatisfied with the outcome of the investigation by their Designated Officer or believe the matter has not been resolved, may bring the matter to the Public Interest Commissioner.

Ensuring procedural fairness

- 4.17. Disclosures of wrongdoing shall be investigated in accordance with the principles of procedural fairness and natural justice. This includes the right of an alleged wrongdoer(s) to be heard, and the right to have the matter investigated in an impartial manner.
- 4.18. Where a disclosure of wrongdoing is determined to have merit, the alleged wrongdoer(s) has the right to know the nature of the allegations made against them. However, this does not include disclosing the identity of the employee who made the disclosure or witnesses who participated in an investigation.
- 4.19. Where a disclosure of wrongdoing is determined to have merit, the Designated Officer must afford the alleged wrongdoer(s) the opportunity to respond to the allegations and the relevant information used to support the allegation. The Designated Officer may receive a response verbally or in writing, and in any manner the Designated Officer determines to be fair and appropriate.
- 4.20. The Designated Officer must recuse themselves from an investigation where they believe they are in a conflict of interest, or when they believe a bias exists. The Chief Officer may appoint an alternate individual to function as the Designated Officer may refer the matter to an alternate authority.

Protecting confidentiality

- 4.21. Designated Officers must protect the identity of employees who make disclosures of wrongdoing, individuals alleged to have committed the wrongdoings, and witnesses who participated in investigations.

- 4.22. Designated Officers must maintain all records and information relating to investigations in a secure manner that is not accessible to any other individual.
- 4.23. The Designated Officer may only identify the employee who made the disclosure, the individuals alleged to have committed the wrongdoing, and witnesses who participated in investigations, to:
- a. individuals who have been requested or retained to assist with the investigation,
 - b. the Chief Officer, and
 - c. the Public Interest Commissioner
- 4.24. Any individual requested to assist with an investigation must protect the identity of the individuals involved in the disclosure process, including the employee making the disclosure, individuals alleged to have committed the wrongdoings and witnesses.
- 4.25. Where a wrongdoing has been found, the Chief Officer may identify the wrongdoer(s) to others within the organization or to external authorities for the purpose of taking appropriate corrective action.

Referring disclosures of wrongdoing

- 4.26. The Designated Officer may refer a disclosure of wrongdoing to an alternate authority, including to the Public Interest Commissioner. Factors in considering whether to refer a disclosure of wrongdoing include:
- a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority,
 - b. The complexity of the subject matter of the disclosure,
 - c. Whether a perceived conflict of interest may exist,
 - d. The resources and expertise required to conduct a fair and effective investigation
 - e. If the subject matter pertains to an individual that supersedes the hierarchal position of the designated officer.
- 4.27. The referral of a disclosure of wrongdoing may only be made if the disclosing employee consents to the referral.

Matters constituting an imminent risk

- 4.28. Notwithstanding any other provision in this procedure, where the subject matter constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer may, without the consent of the disclosing employee, notify any individual within HLCA in order to be able to appropriately respond to the danger, and notify any appropriate authority required to respond to the danger including calling 911.
- 4.29. The Designated Officer must also notify:
- a. The appropriate law enforcement agency,
 - b. In the case of a health-related matter, to the Chief Medical Officer of Health, and
 - c. To the department, public entity, or other entity responsible for managing, controlling, or containing the risk, if any exists.

4.30. The Designated Officer must suspend any investigation into the matter and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

Matters involving a possible offence.

4.31. If during an investigation the Designated Officer has reason to believe that an offence has been committed under a Provincial or Federal Act or Regulation, the matter must be reported to a law enforcement agency and to the Minister of Justice and Solicitor General as soon as reasonably practicable.

4.32. The Designated Officer must suspend any investigation into the matter and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

PART 5 – ANNUAL REPORTING REQUIREMENTS

5.1. The Chief Officer will prepare a report annually as required by the Act, and include:

- a. The number of disclosures received by or referred to the Designated Officer and the number of disclosures acted on, and the number of disclosures not acted on, by the Designated Officer;
- b. the number of investigations commenced by the Designated Officer;
- c. in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made, or corrective measures taken in relation to the wrongdoing, and
- e. if corrective measures in relation to the wrongdoing have not been taken, the reasons provided.

5.2. The Chief Officers report will be included in the annual report for HLCA.

5.3. The Chief Officer will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publicly disclose individually identifying health information within the annual report.

DEFINITIONS

“**Act**” means the *Public Interest Disclosure (Whistleblower Protection) Act*

“**Chief Officer**” means the operator of an independent school, or if the operator is incorporated or registered as a society under the *Societies Act*, the chair of the board of directors of the corporation or society.

“**Commissioner**” means Public Interest Commissioner

“**Employee**” means an employee of the office of the independent school, or an individual who has suffered a reprisal and is no longer employed by the independent school

“**Designated Officer**” means the senior official designated by the Chief Officer to manage and investigate disclosures under the Act.

“**Personal information**” means personal information as defined in the *Freedom of Information and Protection of Privacy Act*.

“**Reprisal**” means a measure taken, directed or counselled contrary to section 24(2) or (3) of the Act.

“**Regulation**” means the *Public Interest Disclosure (Whistleblower Protection) Regulation*

“**Wrongdoing**” means a wrongdoing referred to in section 3 of the Act, and includes an alleged wrongdoing.

REFERENCES

Public Interest Disclosure (Whistleblower Protection) Act

Public Interest Disclosure (Whistleblower Protection) Regulation

Public Interest Disclosure (Whistleblower Protection) Transitional Regulation

Whistleblower Protection Annual Disclosure Report for 2022-2023:

- There have been no disclosures to report.

Budgeting Principles

Rationale

The proper and wise use of funds is critical both for the efficient daily operation of the school and for its long term survival and growth. Poor stewardship of funds can lead to financial pressures, which may impact the educational program or cause a loss of trust on the part of the parents and supporters. Mishandling of funds not only will have legal consequences but may lead to declining enrollments and ultimately closure of the school. The Board and Principal have the joint responsibility to establish and follow a Budget and manage all the finances of the school in such a way as to ensure that the mission of the school is achieved.

Budget Policy

1. Each year, in January, the Finance Committee shall develop a Preliminary Budget for the next school year. The Preliminary Budget will reflect the committee’s recommendations for changes to tuition and salary rates as well as their projections for changes in enrollment, government funding, fundraising, and all expenses.
 - a. The Budget shall reflect a conservative approach to revenue estimates and a liberal approach to expenditures, accounting for current trends including the inflation rate.
 - b. The Budget will allow for only such changes in enrollments as are reasonable to predict based on current class sizes, waiting lists, and the flow of inquiries.
 - c. The Budget will allow for revenue shortfalls due to unpaid tuition or fees in an amount at least equal in percent to that of the previous year.
 - d. Whenever possible, the Budget should be designed so that operational expenses are met without drawing upon revenues from fundraising and donations.

2. The School Board will review the Budget and make revisions as it sees fit. The revised Preliminary Budget will then be approved in principle to be used by the Administration for planning, hiring, and recruitment.
3. The Final Budget will be adopted at the October Board Meeting of that budget year based upon actual September 30th enrollments.

Summary of Financial Results for 2022-2023:

RESULTS	2022-2023					TOTALS
	ECS	INSTR 1-9	O&M	TRANS	B & ADMIN	
Revenue						
AB Ed	\$ 17,455.00	\$ 183,923.00	\$ 25,876.00	\$ 574.00	\$ 12,819.00	
School Fees		\$ 118,538.00				
Other Fees						
Donations	\$ 7,853.00		\$ 135,937.00		\$ 47,169.00	
Other Revenue		\$ 122,568.00			\$ 1,861.00	
Total Revenue	\$ 25,308.00	\$ 425,029.00	\$ 161,813.00	\$ 574.00	\$ 61,849.00	\$ 674,573.00
Expenses	\$ 23,980.00	\$ 380,390.00	\$ 131,825.00		\$ 96,182.00	\$ 632,377.00
						\$ 42,196.00

The full Audited Financial Statements for the 2022-2023 School Year can be found at:
<http://www.hlccademy.ca/documents.html>

Challenges and Opportunities for Growth

HLCA and its supporters have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating support from government, instability in industry and the economy with mills closing and oil field industry dwindling, along with all the of the typical pressures that schools face to provide quality education within an ever changing political and social climate.

- Staffing has been a frequent challenge for HLCA; because of High Level’s remote location, teacher turn-over is frequent. A large amount of energy is spent in mentoring new teachers, only to have them leave after a few years. This also presents a challenge in terms of continuity of program and strong scope and sequence of content. HLCA was without a needed teacher for the entirety of the 2022-23 school year.
- The rising cost of living for all impacts many aspects of school operations and recruitment. Costs are rising in every area of operations.
- Without a full-time teacher in a classroom, there is a growing dependency on technology to fill in the gaps. The demand for reliable technology for each student continues to grow as technology continues to advance. Families often only have one computer or laptop for the whole family, this is also not conducive to online learning.

- High Level's remote location presents challenges to learning in multiple ways: there is less access to off-campus learning for field trips; the technological infrastructure is not as strong or well developed. Finally, it is difficult to access high quality professional development resources at a reasonable cost. All professional development conferences require increased travel costs and more days off to attend.
- Even with HLCA's high parental involvement in the school, it has been a struggle to engage parents in providing qualitative feedback for reporting, assurance purposes.
- Canadian Achievement Test (CAT-4) scores and teacher feedback reveal that students struggle with independence and confidence when approaching and decoding word problems in Mathematics.
- CAT-4 results also show that while most students are at grade level in their overall reading comprehension, an area where there is room for growth is in comprehending and analyzing media and informational texts.
- Due to a high percentage of students moving away and new students arriving, testing and assessment data has been difficult to track over time. Data is difficult to track over time due to these fluctuations in student numbers, but also because our student population is low, the data range can greatly impact results. The 2022-23 school year saw a 36% increase in enrolment; the 2021-22 school year also saw increases in new students.

Highlights of the 2022-2023 School Year

High Level Christian Academy staff and students pursue excellence daily; these are just some of HLCA's accomplishments this year:

- HLCA continues to demonstrate a safe and caring environment with scores of 96% from parents and from students, according to the AB Education 2023 Alberta Education Assurance Measures Surveys (AEAMS); that's 12% higher than the province. HLCA's Parent Survey for the 2022-2023 school year also demonstrates a similar level of approval, with over 90% of parents providing a good or excellent approval.
- Student activities, such as, planned theme days, monthly community service as well as musical/drama productions throughout the year help students build strong friendships and develop leadership skills.
- HLCA was able to form a Jr High girls basketball team competing with the local school division; these girls earned silver in Tier 2.
- HLCA continues to move forward technologically; students continue to develop their familiarity with our LMS. Students continue to build their communication skills through our use of Schoology and its tools.

- With the disbanding of RCSD, HLCA needed to find alternative sources of supports for our diverse learners; nonetheless HLCA continues to ensure the delivery of paraprofessional supports and educational assessments for our students.
- We continue to be active and engaged members of our community. Community service events for the 2022-23 school year include: picking up garbage, Operation Christmas Child, food drives, essentials kits for the homeless, games with the local seniors, town clean up, etc.
- HLCA hosted various events throughout the year providing opportunities to connect with our community, such as our Christmas Family Fun Night, our spring banquet production, pie auction, and the back to school barbeque.
- HLCA students were able to demonstrate their learning and gifts throughout the school year in a range of events: science fair, track and field, bulletin board displays, art displays, and our musical production at the spring banquet. These provide students of all abilities and strengths opportunities to shine.
- Our Science Fair was a success; students presented their learnings in presentations that included colorful displays, engaging presentations, and a written report. Visitors came and enjoyed the presentations and celebrated the student's hard work.
- Each year it is a challenge to provide a variety of learning opportunities for our Junior High options, because it is a multi-grade class HLCA strives to ensure that each year we have various options for the students. In the 2022-23 school year, the Grade 7-9 students enjoyed a critical thinking class, coding, fine arts classes, and Spanish.
- Field trips and learning in alternate environments have been challenging in the last few years, due to Covid. Despite these challenges, HLCA continued its long tradition of Swimming for PE during our cold winter months; we were able to arrange for the use of a gym from November through March for the grades 4-9 PE. HLCA hosted a World War I museum box, from the Canadian War Museum in November; this box provides learning experiences to our students that are impossible to enjoy in a small rural community.
- Classroom teachers brought in local community members as guest speakers and planned curricular specific field trips such as: a greenhouse visit, a visit to a local farm, field studies in local park areas. Grades 4-9s participated in Student Vote in May 2023 to promote citizenship and civic responsibilities.
- Parental involvement in our school remains high; 30 of the 53 parents in our school regularly volunteer in some capacity. Parents value taking part in their children's education; they volunteer in the classrooms, building maintenance, offer extra supervision for field trips, and help with major school projects such as book fairs, subject based fairs, bake sales, hot lunch programs, fundraising and community service projects. Our parents also provide support to teachers, preparing resources, providing meals and treats, etc.

- HLCA staff were engaged in many professional development opportunities from a variety of sources, Koinonia Christian Education Society (KCES), Association of Independent Schools and Colleges in Alberta (AISCA), Learning Disabilities Association of Alberta, Internal opportunities, etc. HLCA staff faithfully demonstrate a desire to improve and grow in their abilities.
- There are many costs associated with operating a school that government funding and school fees just cannot cover; each year HLCA needs to fundraise a large sum to continue to operate. We rely on a variety of fundraising events throughout the year. Our annual pie auction and spring banquet are popular events in our community and well supported.
- Growth in enrollment – HLCA saw a 36.5% increase in enrolment this year.

School Priorities

Provincial Priority:

“First Nations, Métis, and Inuit students in Alberta are successful.”

School Priorities:

1. HLCA will develop student proficiency in multi text comprehension and analysis.
2. HLCA will foster student critical thinking and problem solving skills.
3. The HLCES board will increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.

Report on School Priorities

Provincial Priority:	
<i>First Nations, Métis, and Inuit students in Alberta are successful.</i>	
Local and School Context	<p>Our community and the first nations communities around High Level are deeply grieved by the ever growing numbers of forgotten and lost children never properly acknowledged by the Canadian Government. The local first nations communities were victims of the Canadian Residential School System; there are two former residential schools near High Level. The wounds from inter-generational trauma from Canada’s system of assimilation cut deep across our community.</p> <p>HLCA is committed to fulfilling the Calls to Action from the TRC’s report pertaining to our role as educators. We are committed to teaching age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. We continue to use budgeted funds to expand teacher, school, and classroom libraries with resources to effectively incorporate First Nations, Métis, and Inuit culture and history into our classroom and</p>

	<p>school learning. We strive to put new learning into practice and continue to pursue professional development wherever accessible and available.</p> <p>As Christ followers, we are called to treat others with love and respect regardless of differences. We aim to encourage one another and share one another's burdens. This is taught daily in our classrooms and is the expected standard for all staff and students. We continue to provide a learning environment where all students are welcomed, safe, respected, and cared for by every person in the school. We are confident that our students and their parents feel safe, loved, cared for, and welcomed in our school and school community.</p>
<p>Report on Provincial Priority</p>	<p>HLCA had three students who self-identified as First Nations, Métis, or Inuit in the 2022-2023 school year and only one student in past years, so no HLCA specific data exists currently. However, other data does confirm that HLCA continues to provide a welcoming, safe, respectful, and caring learning environment and that HLCA continues to provide access to supports and services ensuring student success with close to 100% agreement from parents and students surveyed in the AEAMS (see Appendix A).</p> <p>HLCA's parent surveys (see Appendix B) also indicate that over 90% agree that their students feel safe at school and their students enjoy coming to school. These surveys also indicate that the school does an excellent job of providing individualized supports for student needs and that staff work to help every student. Parents were also asked to provide feedback on content taught in the classroom; parents expressed a high approval rate in all subject areas with the highest approval being in core curricular subjects (Bible, Science, Social Studies, Language Arts, and Math). These results indicate that HLCA's parents consider their children to be successful learners in school and that students are returning home and sharing their excitement over their learning.</p> <p>HLCA's CAT-4 exam results also demonstrate that students are learning and experiencing success in our school. The 2022-2023 school year was a growing year for the student body with a 36% increase in enrolment. In the 2020-2021 school year only the on-campus students wrote the CAT-4s; in 2021-22 the number of students writing the CAT-4s rose by approximately 60%. Because of the high number of new students, it is difficult to assess student improvement from one year to another with accuracy.</p> <p>HLCA teachers diligently work to provide specific opportunities to learn FNMI cultures and content. We invited FNMI guest speakers, participated in FNMI professional development, and continued to build our FNMI story library for teachers to use across the curriculum in the classroom. Building our FNMI knowledge and teaching tools available</p>

	to students has been a specific part of administration’s professional goals. Because of this professional and instructional leadership focus, HLCA provided an FNMI related professional development session for Koinonia Christian Education Society conference in September 2022.
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School Priorities:	
<i>HLCA will develop student proficiency in multi-text comprehension and analysis.</i>	
Measures	<p>Local: According to our grade 6 CAT-4 scores; HLCA’s students performed at grade level with the Canadian norm (see Appendix C). HLCA’s grade 5-9 CAT-4 mean grade equivalency scores for reading are at a grade 8 level, with even the lowest scores assessing at grade level. This indicates general improvement in reading comprehension. Teachers regularly assess student reading comprehension using Fountas & Pinnell’s Benchmark Assessment System to track student progress throughout the year. In December of 2022, HLCA began using the Building Literacy and Supporting Teamwork (BLAST) assessments to identify student learning needs.</p> <p>Provincial: The HLCES board and school staff determined to not have students in grades 6 or 9 write PATs in the 2022-23 academic year. This is in part due to small class sizes, test anxiety, multi-grade classes (who often take subject matter for Science and Social Studies out of order) and changing curriculums. HLCA has not been able to use the PAT scores in an effective way and students have struggled with the PAT as a standardized test in ways they have not with the CAT-4 tests. This has led the board to re-evaluate the usefulness of the PAT in providing accurate and reliable data for planning and student assessment.</p>
Report on Progress	<p>The 2021-22 school year was the first year working toward these specific school priorities; before HLCA invested in new resources, it was imperative that an inventory of school resources be completed. With constant staffing and leadership changes, resources exist in the school without leadership’s knowledge. Completing an inventory would help ensure that funds were spent wisely and towards new tools and resources. HLCA needed to replace our outdated library catalogue system, which required re-cataloguing the entire school library. This created opportunities to organize and catalogue materials in multiple search categories including topic and reading level. Over the course of the year, nearly \$1000 of reading materials were added to the school library, through school investment, donations in kind, etc. This does not include teacher investment in their own classroom libraries.</p> <p>In the 2022-23 school year, HLCA invested in various professional development opportunities for staff; literacy intervention kits and implemented school-wide literacy groups. From September until January every student participated in literacy groups, students were assessed with the Fountas and Pinnell Benchmark Assessment System and then separated based on reading level and need. In January, HLCA staff received training in</p>

	<p>the Building Literacy and Supporting Teamwork (BLAST) program (costing around \$4200), implementing this literacy intervention from January – June. The BLAST assessments identify a student’s mastery of specific phonological awareness or phonics skills which are the building blocks of proficient readers.</p> <p>The love of reading has been part of HLCA’s school culture for years; reading buddies, DEAR, library time, reading groups, reading challenges have all been part of operations for years. Grades 5 and up students always have a book or two in their desk for reading and classroom libraries are running out of shelf space for new books. Reading challenges have high engagement and students challenge themselves to read new and different genres of texts.</p> <p>Over the course of the 2022-23 school year, teachers took in a variety of literacy based PD through AISCA, KCES, and the Alberta Regional Consortium. Three staff members took part in the Science of Reading course offered through AISCA; two staff members completed the course. Teachers continue to pursue professional development in literacy.</p>
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<i>HLCA will foster student critical thinking and problem solving skills.</i>	
Measures	<p>Local: According to our grade 6 CAT-4 scores; HLCA’s students performed a full grade level higher than the Canadian norm (see Appendix C). Grade 6-9 students scored consistently higher than the national norm, while the grade 5s scored at grade level. HLCES Parent surveys also shows that over 90% of parents considers Math and Science instruction to be excellent in the school; they are equally happy with HLCA’s pursuit of academic excellence.</p> <p>Provincial: The HLCES board and school staff determined to not have students in grades 6 or 9 write PATs in the 2022-23 academic year. This is in part due to small class sizes, test anxiety, multi-grade classes (who often take subject matter for Science and Social Studies out of order) and changing curriculums. HLCA has not been able to use the PAT scores in an effective way and students have struggled with the PAT as a standardized test in ways they have not with the CAT-4 tests. This has led the board to re-evaluate the usefulness of the PAT in providing accurate and reliable data for planning and student assessment.</p>
Report on Progress	<p>The 2022-23 school year was the second year working toward these specific school priorities; before HLCA invested in new resources, it was imperative that an inventory of school resources be completed. With constant staffing and leadership changes, resources exist in the school without leadership knowledge. Completing an inventory would help ensure that funds were spent wisely and on new tools and resources. Because HLCA strives to be good stewards of funds provided and we are in a building year, approximately \$500 was spent on extra numeracy tools outside of instructional costs and professional development.</p>

	<p>Opportunities for critical thinking and problem solving were offered across the curriculum in learning activities such as the Science fair, Student Vote, group projects, engaging with local and global news, math projects and games. Grades 7-9 students had a critical thinking/logic course added to their options courses; this course focuses on identifying faulty logic and problems in thinking. Puzzles and challenges were added to theme days.</p> <p>Mental Math practice has been incorporated into classroom learning with the goal of building fluency. Explicit problem solving instruction and opportunities for students to discuss and share their thinking behind their solutions. Hands on practice of practical skills and problem solving continue to be added to classroom instruction when and wherever possible. Math games were incorporated for extra practice and repetition in a fun setting.</p> <p>With the changing of the Math program of studies, teachers have been focusing on adapting and adding concepts where necessary for smooth transition. Jump Math has been HLCA’s chosen math curriculum for K-8 for a few years, and they have many opportunities for PD and for adapting their curriculum to AB Education’s program of studies. With numeracy and problem solving skills being a school-wide goal, teachers have worked to choose numeracy related PD opportunities; HLCES budgets for the AISCA and KCES professional development conferences (travel costs are quite high for such a small staff) to be available for teachers and support staff. We also have access to the Alberta Regional Learning Consortium opportunities as well.</p>
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<i>The HLCES board will increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.</i>	
Measures	<p>Local: HLCES parent surveys reveal that parents are quite happy with the school board overall; in the past few years the board’s ability to communicate scored lower than the rest of the survey questions. In the parent surveys sent out in spring 2023. This area showed improvement from past years, with 85% of parents scoring board communication at excellent and the other 15% scoring it as good. This is a marked improvement from the 70% excellent and only 10% good of 2022. This data</p> <p>Provincial: Both the required and supplemental AEAMS reveal that parents 100% agree that they have many opportunities to be involved in school programming and in their student(s)’ education. This is a consistent trend for the past 3 years or more.</p>
Report on Progress	<p>All board members are parent, community, or alumni volunteers, who dedicate many hours to the school and its community. These board members are elected from High Level Christian Education Society members. The 2022-23 school year was the second year for the HLCES board to work on improving their communication with the school community. The HLCES</p>

board modified and adjusted which forms of parent communication seemed the most effective, discussing options with parents and society members.

While the HLCES board does use social media to communicate some information to parents, social media does not provide the security or privacy necessary for some school information. The HLCES board added many alternative opportunities for parents to connect with their boards. Using Schoology (HLCA's Learning Management System), the board also created message boards for questions and concerns to be voiced online. While this message area remains available to parents, it has not been utilized by the parent community at this time.

HLCA has for many years, communicated through a monthly memo sent out at the beginning of a new month; with the goal of communicating general board information, a board box was added to the memo. This section communicates who serves on the board, their responsibilities, fundraising updates, upcoming board events (Pie Auction, bottle drives, etc.). An email list was set up for parents and other community stakeholders to receive this memo, monthly.

Board members have always been active and present at school functions, from concerts, academic fairs, some community service events, etc. They head several committees and are active and involved members of the HLCA school community. To build strong communication ties with parents, they also committed to being available during Parent-Teacher Interview evenings for parents to connect and communicate concerns. This gives parents opportunities to connect and get to know the board.

The board continues to host society meetings, meet the teacher, and board BBQs, fundraising events from bottle drives to big events such as the pie auction and spring banquet.

Appendix A: Required and Supplemental AEAMS

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	High Level Christian Ed Soc			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	85.5	86.5	86.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	96.1	100.0	99.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	0.0	55.6	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0.0	n/a	16.0	17.7	n/a	Very Low	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	96.5	97.5	98.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.1	100.0	100.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	94.5	98.1	98.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	100.0	100.0	79.1	78.8	80.3	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. 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.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1495 High Level Christian Academy

Measure	High Level Christian Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.6	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	2.6	2.3	2.5	*	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	82.2	83.7	84.3	n/a	n/a	n/a
Lifelong Learning	88.0	100.0	92.0	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	82.8	95.8	97.9	82.8	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	84.6	98.1	98.4	81.2	81.9	83.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.8	70.2	68.3	n/a	n/a	n/a
Safe and Caring	88.2	100.0	100.0	87.6	88.8	89.1	Very High	Declined	Good
Satisfaction with Program Access	88.6	96.1	96.1	72.8	72.6	73.9	Very High	Declined	Good
School Improvement	87.6	100.0	98.2	76.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	68.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	83.8	100.0	100.0	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

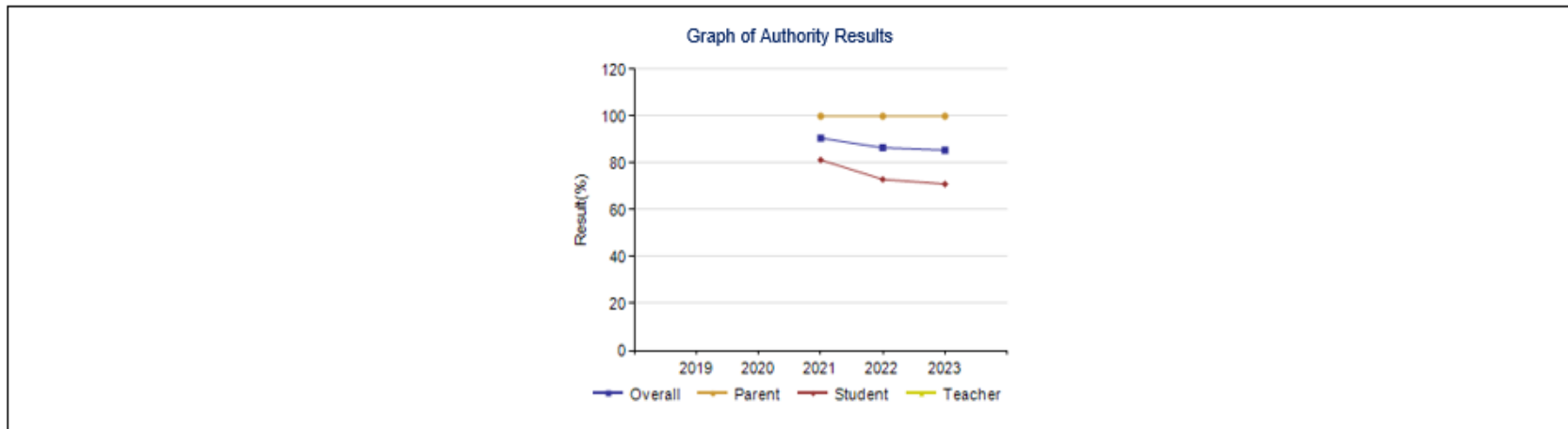
1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Disaggregated AEAMS Results:

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	33	90.6	34	86.5	47	85.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	15	100.0	12	100.0	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	18	81.3	22	73.0	31	71.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	3	*	5	*	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

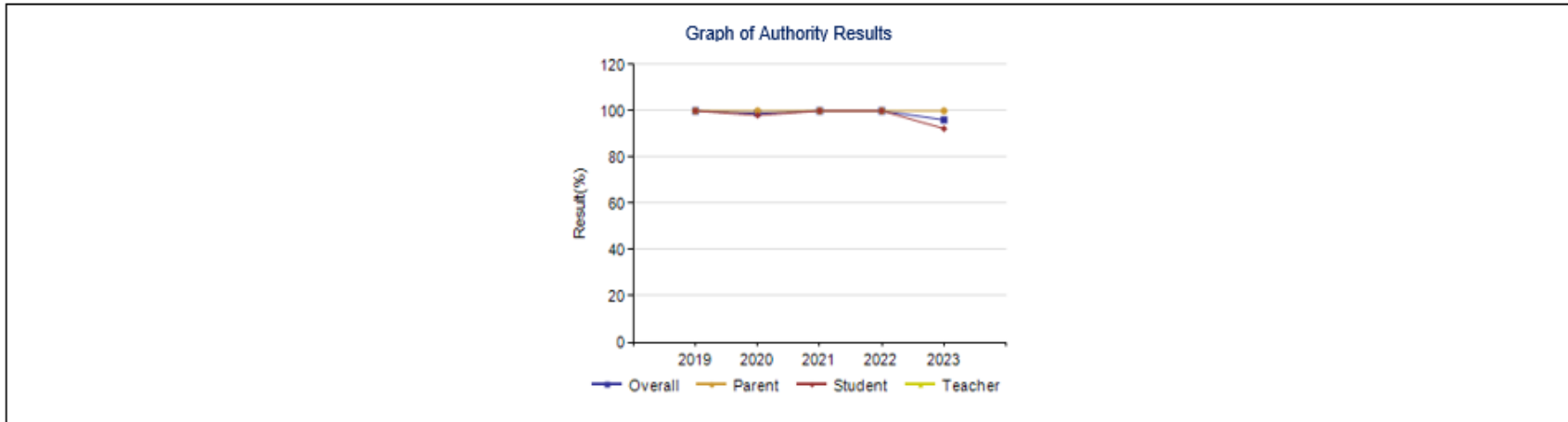


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	29	100.0	27	99.0	33	100.0	34	100.0	47	96.1	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	10	100.0	14	100.0	15	100.0	12	100.0	18	100.0	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,889	79.4
Student	19	100.0	13	98.1	18	100.0	22	100.0	31	92.3	Very High	Declined	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	4	*	3	*	3	*	5	*	5	*	*	*	*	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

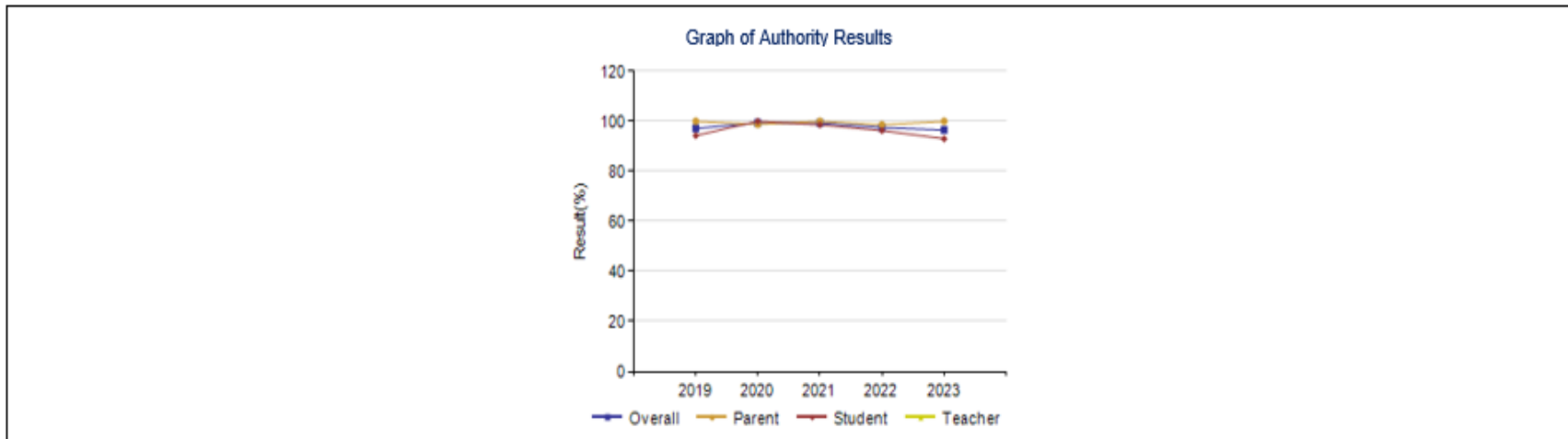


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	29	97.1	27	99.4	33	99.3	34	97.5	47	95.5	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	10	100.0	14	98.8	15	100.0	12	98.6	16	100.0	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	19	94.3	13	100.0	18	98.6	22	96.3	31	93.0	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	4	*	3	*	3	*	5	*	5	*	*	*	*	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



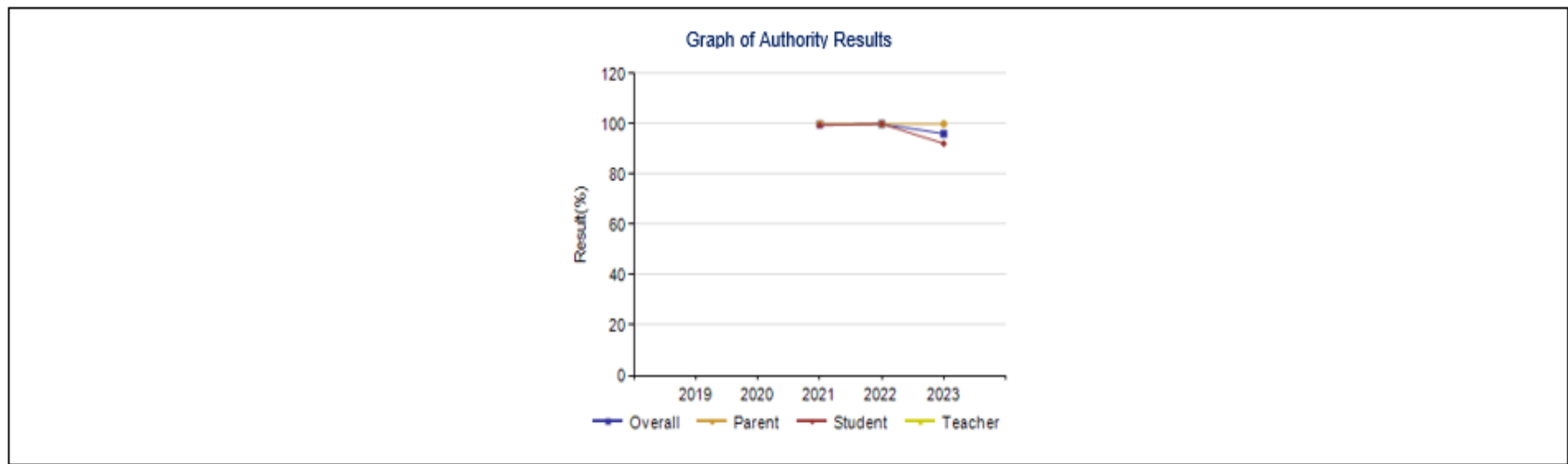
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	33	99.8	34	100.0	47	96.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	88.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	15	100.0	12	100.0	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	88.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	18	99.5	22	100.0	31	92.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	3	*	5	*	5	*	*	*	*	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

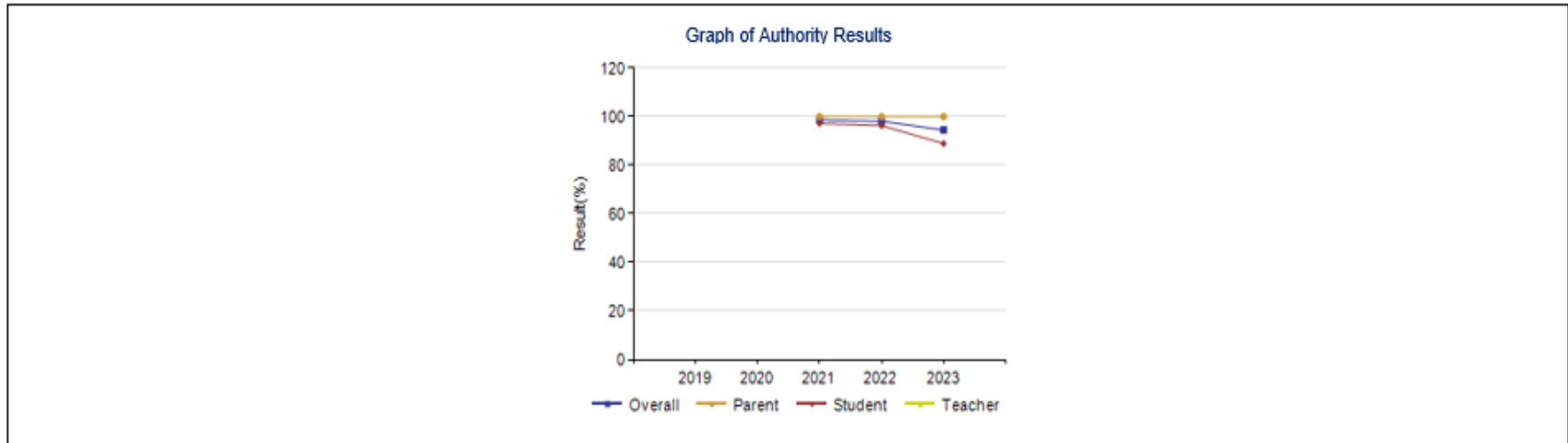


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	33	98.6	34	98.1	47	94.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	15	100.0	12	100.0	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	18	97.2	22	96.3	31	88.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	3	*	5	*	5	*	*	*	*	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

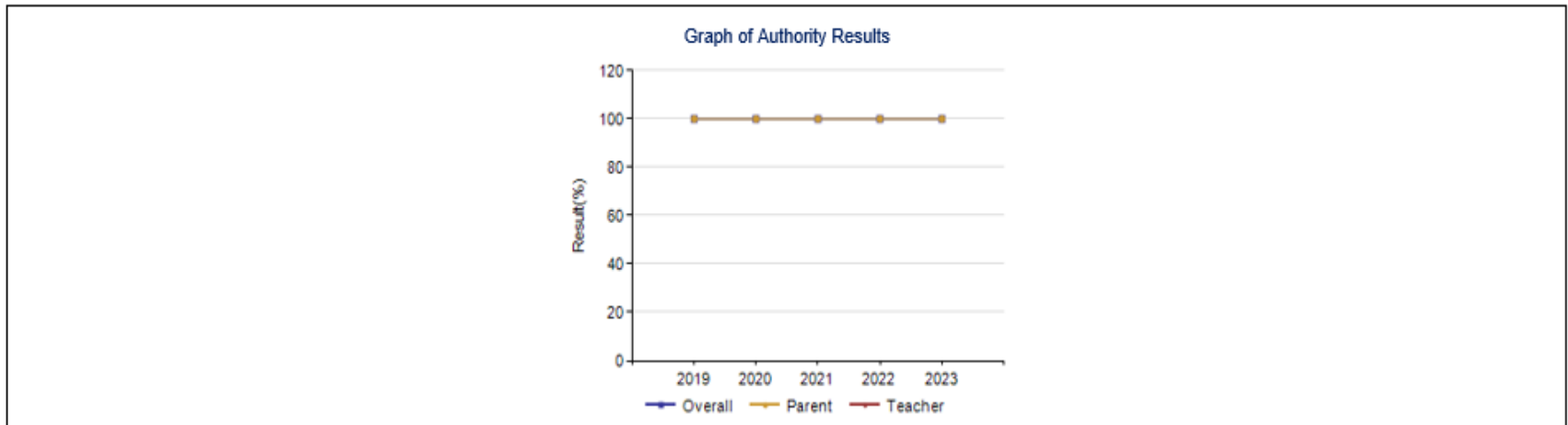


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Parental Involvement – Measure Details

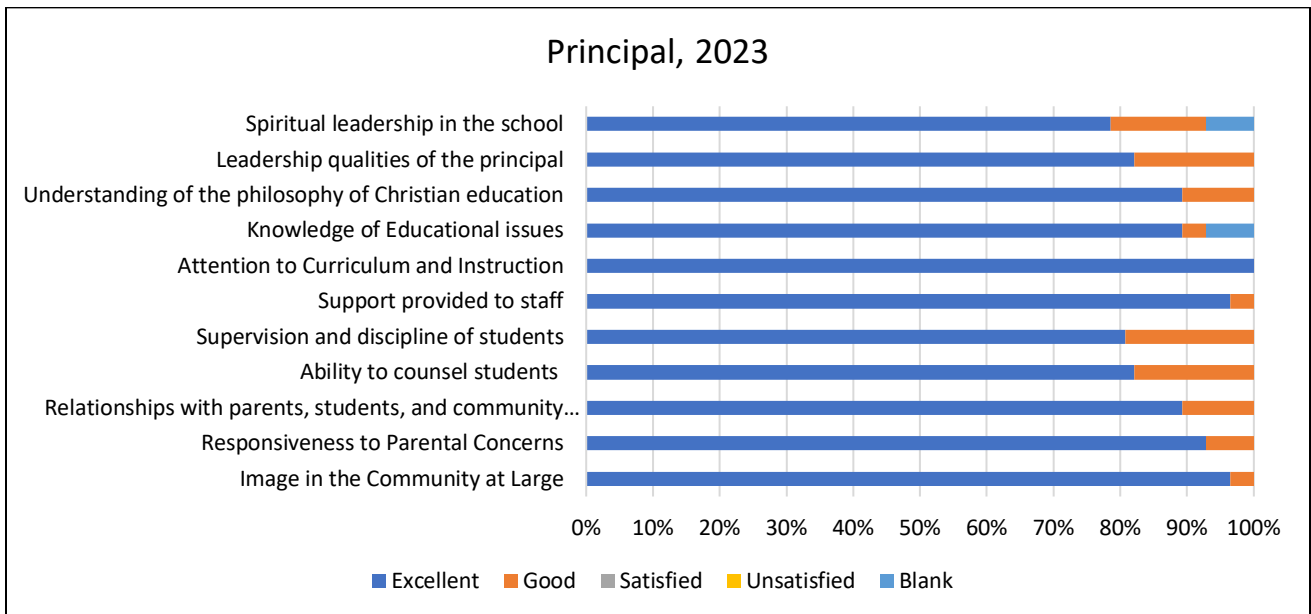
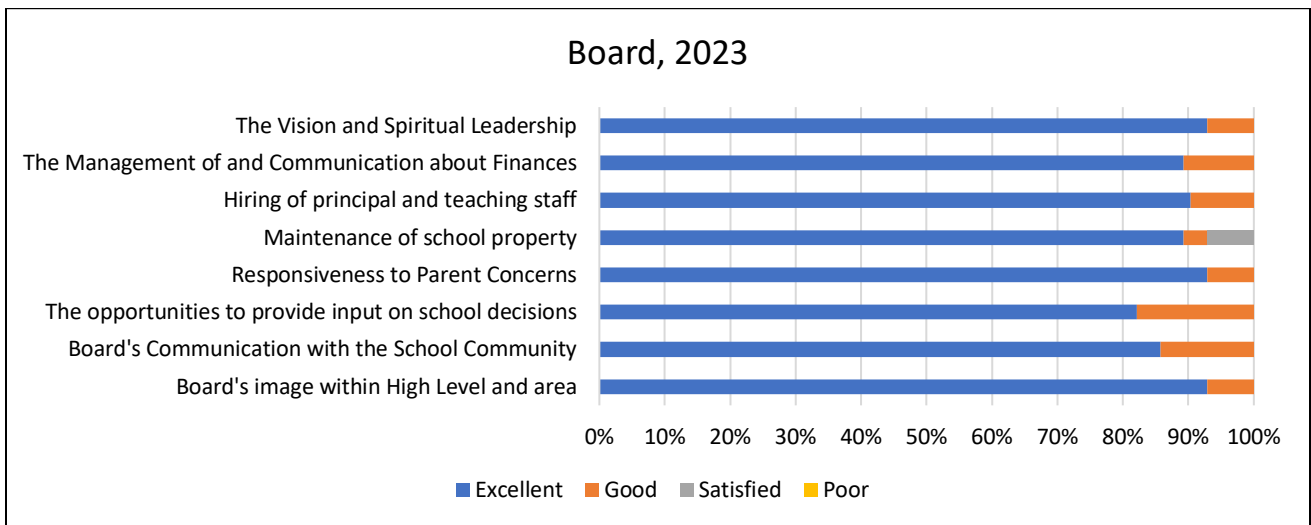
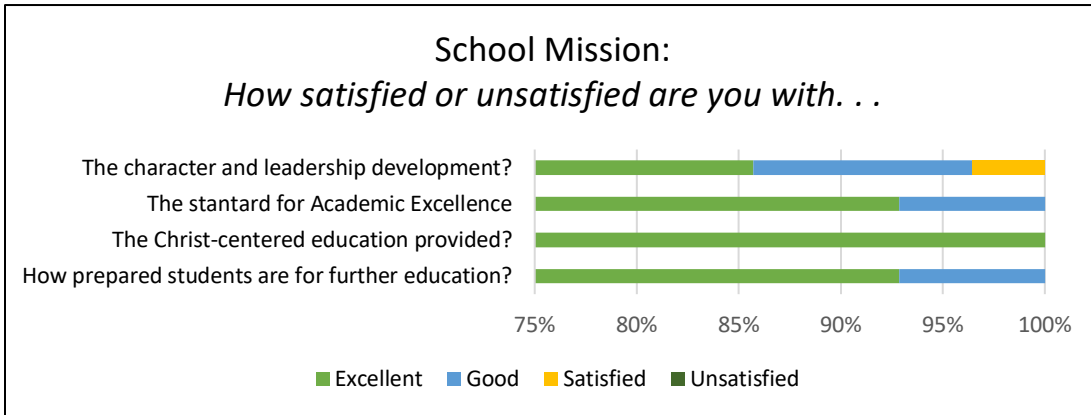
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	14	100.0	15	100.0	12	100.0	16	100.0	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	10	100.0	14	100.0	15	100.0	12	100.0	16	100.0	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	4	*	3	*	3	*	5	*	5	*	*	*	*	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



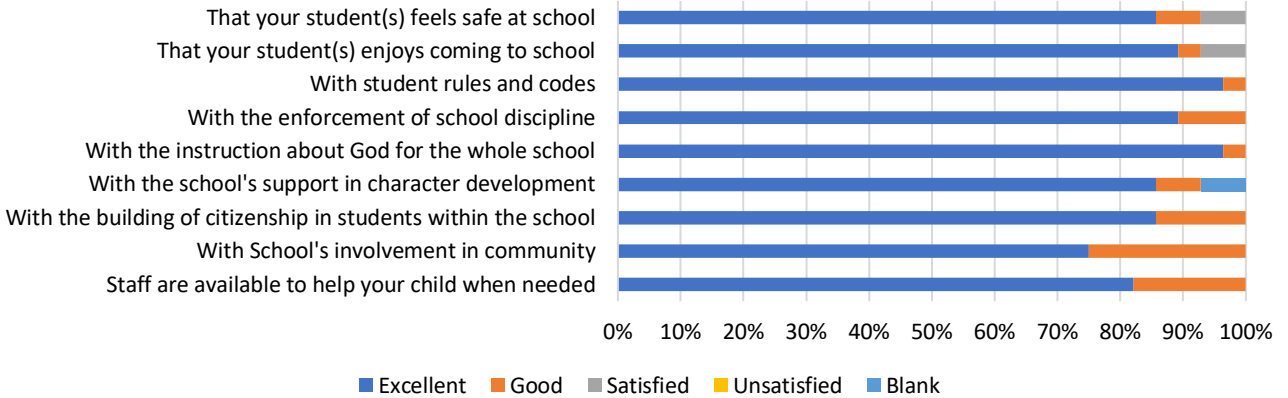
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

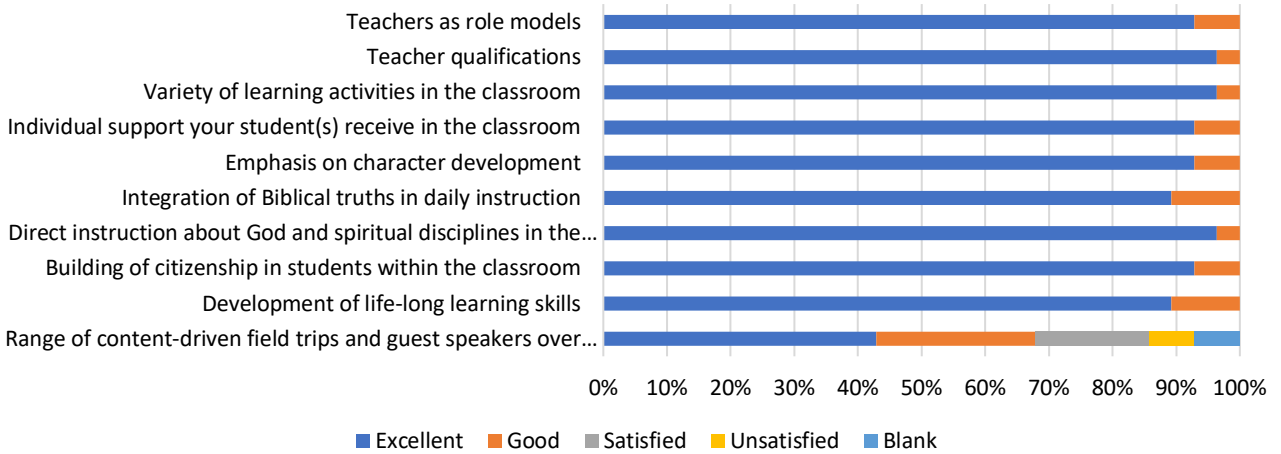
Appendix B: 2022-23 HLCES Parent Survey Results:



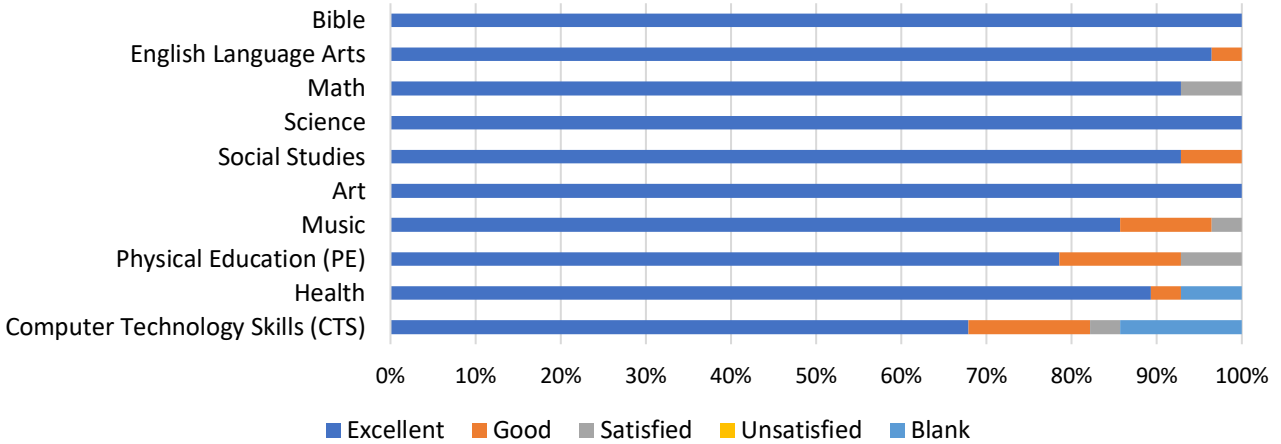
The School, 2023

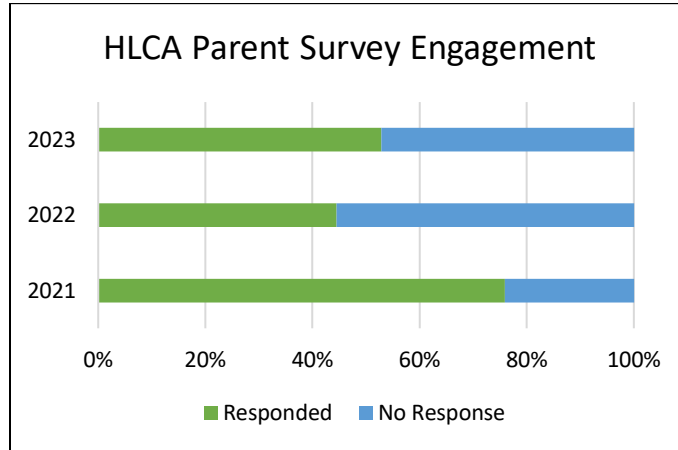
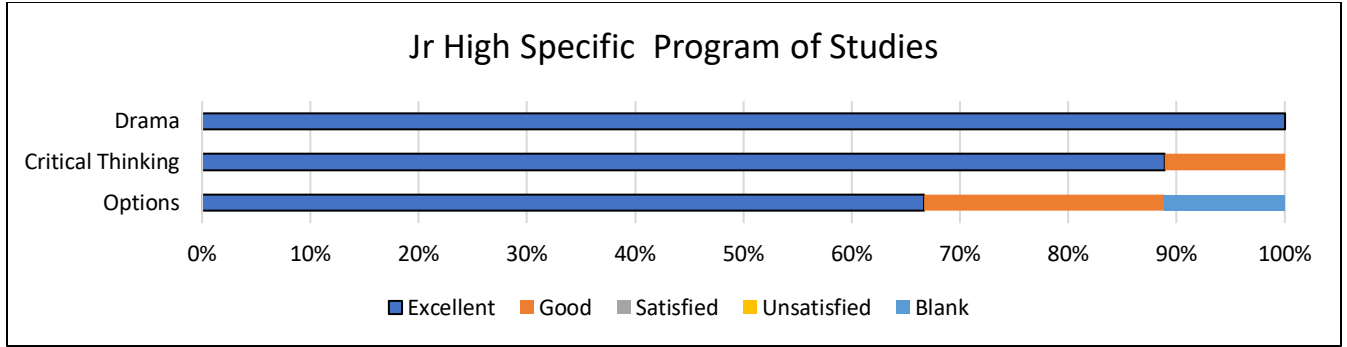


Staff, 2023



Program of Studies, 2023





Appendix C: CAT-4 Exam Summary Results:

Table of CAT-4 Mean Grade Equivalent (MGE) Results:

Grade Levels	Total Reading	Total Writing Conventions	Total Mathematics	Total Battery	Grade at Testing
Gr 5	5.2	5.5	5.2	5.2	5.6
Gr 6	6.4	6.2	7.7	7.0	6.6
Gr 7	8.9	9.9+	8.0	9.0	7.6
Gr 8	10.5	10.9+	9.7	10.1	8.6
Gr 9	11.9+	11.9+	10.6	11.9+	9.6
MGE* Gr 6-9	8.6	8.9	8.2	8.6	8.6

*The group size for grades 5-9 totals 26 students; this is a strong indicator for high achieving students since the total battery average for all 26 students totals a mean grade equivalency of 8.6 (grade 8, 6 months). With the total enrollment of students at 51 for grades 1-9 and an average grade size of 5.

Class Record Sheet

Teacher: ALISA JEFFREY
 Grade: 6.6
 Level: 16
 Test Date: 2023/03/03
 School: HIGH LEVEL CA
 District: AB PRIVATE
 Job #: 36389 - 65854

		Reading	Vocabulary	Writing Conventions	Spelling	Mathematics	Computation Estimation	Total Reading	Total Writing Conventions	Total Mathematics	Total Battery	
CLASS SUMMARY	MNP	58	43	55	32	79	52	50	51	72	60	
	MNS	5	5	5	4	7	5	5	5	6	6	
	MRP	56	43	49	27	78	41	48	45	68	57	
	MRS	5	5	5	4	7	5	5	5	6	5	
	MGE	7.0	6.2	6.3	5.1	8.3	6.3	6.4	6.2	7.7	7.0	
	MNC	24	20	26	21	35	16					
	MSS	525	501	497	500	541	511	519	498	531	519	
	N	5	5	5	5	5	5	5	5	5	5	