



Rocky Christian School

Live Justly, Love Mercy, Walk Humbly with God!!

2023-2024 Annual Education Results Review

Submitted by:
Mr. Robert Duiker, Principal

November 2024

Our Vision and Mission Statements

Profile

Rocky Christian School is the Wild Rose School Division option, in the southern half of the division, for families who desire a Christian Education for their families. Rocky Christian School has no affiliation with any particular church. The families which make up our school community attend many different churches in the area.

Christ-centred education is emphasized. We strive toward a goal to prepare students for Christian life. The school is a member of the Prairie Centre for Christian Education. The 'centre' is a community of schools that provides one-another with support, Christian resources, and in-service teacher professional development.

The school endeavours to instill in students the knowledge, skills, and devotion needed to live a responsible, joyful Christian life. The school encourages its students to excel in all areas of learning. Along with the core studies, the school provides instruction in art, home economics, information technology, band, and music. Additionally, a fairly extensive extracurricular sports program is offered.

Rocky Christian School is situated in the town of Rocky Mountain House, a town of about 6,500 people serving an extensive surrounding rural area. Rocky Mountain House is located on central Alberta's western edge of agricultural activity and on its eastern edge of forestry activity. The oil and gas industry is the major industry in the area.

The school enrolls about 145 students from Pre-Kindergarten to grade 9. The majority of our students are rural residents who are transported on school buses.

Vision Statement

Under the guidance of the Holy Spirit, the home, church, and school work together to equip students to live lives that honour and serve God and contribute to society in positive ways.

Mission Statement

Rocky Christian School is a non-denominational community of Christian believers dedicated to developing and pursuing excellence in Christ-centred education.

Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Rocky 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	82.7	78.8	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.5	89.1	88.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	PAT6: Acceptable	77.8	46.2	46.2	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	33.3	0.0	0.0	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	50.0	55.2	55.2	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	5.0	1.7	1.7	15.4	15.5	15.5	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	92.3	88.1	90.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	92.4	91.8	91.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.9	80.9	83.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	93.8	85.1	91.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Previous Year

Assurance Domain	Measure	Rocky 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	78.8	86.4	86.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	89.1	88.3	85.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	53.5	84.4	n/a	63.3	64.3	n/a	Very Low	Declined	n/a
	PAT: Excellence	1.4	28.1	n/a	16.0	17.7	n/a	Very Low	Declined	n/a
Teaching & Leading	Education Quality	88.1	92.8	91.1	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	91.8	91.5	91.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.9	85.6	85.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	85.1	97.5	89.6	79.1	78.8	80.3	Very High	Maintained	Excellent

Analysis of Results

- Grade 6 and 9 PAT Results are now reported separately.
- Grade 6 performed better than Grade 9 in this set of cohorts.
- Grade 9 results were negatively impacted by the absence of 30% of students in a small cohort. Absence results in a grade of 0% on any PAT test.
- The results show some improvement in our student engagement results from last year. This is likely, at least in part, attributable to a concerted effort to ensure that Math and Language Arts learning experiences are enjoyable.
- The pattern of scoring consistently well on citizenship and parental involvement continues.

Early Years Screener Data (Grades 1-3: 2022-2024)

Grade 3 CC3 English	Sept. 22	June 23	Sept. 23	June 24	Sept. 24
Requiring Additional Supports	3	2	1	2	4
Not Requiring Additional Supports	10	11	15	14	16
Percentage Requiring Supports	23.08%	15.38%	6.25%	12.50%	20.00%
Grade 3 Numeracy	Sept. 22	June 23	Sept. 23	June 24	Sept. 24
Requiring Additional Supports	4	2	1	3	1
Not Requiring Additional Supports	9	11	15	13	19
Percentage Requiring Supports	30.77%	15.38%	6.25%	18.75%	5.00%
Grade 2 CC3 English	Sept. 22	June 23	Sept. 23	June 24	Sept. 24
Requiring Additional Supports	1	0	1	1	0
Not Requiring Additional Supports	14	15	16	16	10
Percentage Requiring Supports	6.67%	0.00%	5.88%	5.88%	0.00%
Grade 2 LeNS	Sept. 22	June 23	Sept. 23	June 24	Sept. 24
Requiring Additional Supports	1	0	0	0	0
Not Requiring Additional Supports	14	15	17	17	10
Percentage Requiring Supports	6.67%	0.00%	0.00%	0.00%	0.00%
Grade 2 Numeracy	Sept. 22	June 23	Sept. 23	June 24	Sept. 24
Requiring Additional Supports	2	0	2	0	3
Not Requiring Additional Supports	13	15	14	16	7
Percentage Requiring Supports	13.33%	0.00%	12.50%	0.00%	30.00%
Grade 1 CC3 English	Jan. 23	Jun. 23	Jan. 24	Jun. 24	Jan. 25
Requiring Additional Supports	1	1	0	0	
Not Requiring Additional Supports	16	16	9	9	
Percentage Requiring Supports	5.88%	5.88%	0.00%	0.00%	
Grade 1 LeNS	Jan. 23	Jun. 23	Jan. 24	Jun. 24	Sept. 24
Requiring Additional Supports	0	0	1	0	1
Not Requiring Additional Supports	18	18	8	9	24
Percentage Requiring Supports	0.00%	0.00%	11.11%	0.00%	4.00%
Grade 1 Numeracy	Jan. 23	Jun. 23	Jan. 24	Jun. 24	Sept. 24
Requiring Additional Supports	1	0	1	0	4
Not Requiring Additional Supports	16	17	8	9	20
Percentage Requiring Supports	5.88%	0.00%	11.11%	0.00%	16.67%
Grade 1 RAN					Sept. 24
Requiring Additional Supports					4
Not Requiring Additional Supports					21
Percentage Requiring Supports					16.00%
Grade 1 PAST					Sept. 24
Requiring Additional Supports					0
Not Requiring Additional Supports					9
Percentage Requiring Supports					0.00%
Average of all Screens by Year	11.53%	4.58%	6.64%	4.64%	9.46%

Analysis of Results

- The percentage of students in primary grades requiring supports in literacy and numeracy has remained fairly stable over the years since the Covid 19 related learning disruptions.
- We are pleased to report that the pattern of relatively few students are 'at risk' continues.

Inquiry Question

Our Inquiry Question in 2023-24 was:

How can the use of Storyboards help to make connections between curricular outcomes and the Teaching for Transformation tools that we employ?

Data Collection

A Storyboard is a collection of data where a record is kept of outcomes met that flow from one uniting theme or overarching goal pursued over the course of the school year. Students will be able to see how outcomes connect to each other and to the storyline. The data collection has the effect of giving evidence of connecting outcomes.

Inquiry Question Discussion

Wild Rose School Division advocates for powerful learning environments. It is committed to constant improvement of the knowledge and skills of our classroom teachers as a means to improve student success. The Division has identified six keys to establishing such a powerful learning environment in each of our schools. Rocky Christian School has chosen the key 'connected outcomes', to focus on in our pursuit of a powerful learning environment.

There are many ways that the phrase 'connected outcomes' can be understood. Is this about connecting the provincial outcomes to our classrooms? Is it about outcomes connecting to one-another such that they form a cohesive narrative? Perhaps the phrase is meant to suggest that outcomes must connect to the student in such a way that the learning is durable and can be a foundation for future learning. We will presume all of the above.

Based on Colossians 1: 16-18 we contend that everything in heaven and on earth, visible and invisible, has been created in Jesus, through Jesus, and for Jesus. Furthermore He holds everything together and is sovereign over everything. In a Christian School it is important that everything we teach is understood this way.

Storyboard is a relatively new tool in the suite of tools we call Teaching for Transformation. It is a visual representation of outcomes that have been met over the course of the school year integrated with Biblical themes that we call throughlines. It is our plan to use Storyboards in our classrooms to enable teachers to be more deliberate about curricular outcomes and how they connect with student experiences and to each other.

The inquiry question was arrived at through a collaboration of all teachers at Rocky Christian School through a sharing of experiences with "[Teaching for Transformation](#)" throughout the building.

Please see [The Power of Documentation in a Reggio-Inspired Classroom | The Compass School](#) for more on the background research.

Assurance and Accountability

This report has been shared in draft form at various stages of development at staff, school council, and Rocky Christian School Society meetings in October and November 2024.