

Olds Mountain View Christian School Association

3 Year Education Plan 2018-2021 And Annual Education Results Report (AERR) 2017-2018

Message from the Board Chair

Olds Mountain View Christian School (OMVCS) is a private, independent school operating in the rural area of Harmattan, Alberta. It is our goal at OMVCS to offer a high quality; Jesus Christ-centered education to the attending students. To achieve this goal, it is our mandate to use approved Biblical-based curriculum and Alberta Distance Learning Christian Division materials and follow the rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

It is our desire that, upon completing the student educational time with OMVCS, they will have developed a strong moral character and have achieved a high academic standard. These traits are highly regarded by post-secondary education and the work force.

With much prayer, time and energy devoted to daily and future planning, OMVCS will continue to be accountable to God and thus our government.

Accountability Statement

Accredited Funded Private School Authorities:

Please refer to Appendix C of *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting* for the wording of accountability statement

<https://education.alberta.ca/school-authority-planning-resources/current-requirements/>

The Annual Education Results Report for the **2017-2018** school year and the Education Plan for the three years commencing August 27, 2018 for **Olds Mountain View Christian School Association**, was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the three-year Education Plan for 2018 – 2021 on November 30, 2018.

Foundation Statements (optional)

Vision:

- Emphasis on mastery of individualized education through “PACE work”
- Emphasis on the development of strong moral values and Christ-like behavior
- The need for each student to have a saving knowledge of Jesus Christ
- The development of young adults who have a strong sense of responsibility towards family, community, country, and God
- To have students successfully complete grade 12 with an official Alberta Diploma or equivalency.

Mission:

- To provide training with a Bible-based academic curriculum and individualized system of learning
- To develop each child’s character academically, mentally, socially, physically, and spiritually
- That each child may reach their full potential within a Christ-centered learning environment
- For each child to have the opportunity to meet Jesus as their personal Saviour, and Lord.

Principles and Beliefs:

- The educational philosophy of OMVCS is dependent upon the authority of the Bible for providing the view point for interpreting subjects or school activities.

A Profile of the School Authority (optional)

Profile:

- Operated by an elected board consisting of parents and other interested community members who each have a personal relationship with Christ Jesus.
- Serves a rural constituency.
- Located at the small community of Harmattan.
- Use **Accelerated Christian Education** curriculum with Enrichment Lessons (correlated with Alberta Education's Curriculum) for ECS through Grade 9. Alberta Distance Learning Christian Division is used for High School or an option of A.C.E. through homeschooling.
- Facilitates homeschooling using A.C.E. curriculum.
- Provides a solid back-to-the-basics education program.
- Individualized diagnostic testing for each child, prescribing curriculum according to the child's level of knowledge and ability.
- A program incorporating character building and wisdom principles to develop good citizenship.

Trends and Issues (optional)

Summary of Accomplishments (optional)

- The school authority's accomplishments – impact of major activities/strategies

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Olds Mountain View Christ Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	100.0	98.6	95.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.9	88.3	81.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	100.0	98.7	93.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	*	*	n/a	78.0	78.0	77.0	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	75.0	80.4	73.6	73.4	73.3	*	*	*
	PAT: Excellence	*	15.6	15.0	19.9	19.5	19.2	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	55.7	54.9	54.7	*	*	*
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	58.7	57.9	59.0	*	*	*
	Work Preparation	100.0	100.0	97.6	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	100.0	97.7	88.3	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	100.0	98.3	96.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	100.0	98.8	93.9	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
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10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	85.7	*	75.0	*	90	*	*	*	90	90	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	14.3	*	15.6	*	90	*	*	*	90	90	90

Comment on Results (OPTIONAL)

Under the Freedom of Information and Protection of Privacy Act, we are not permitted to post these results, as we have less than six students in each group.

Our only comment would be we are pleased with the results and the success with the students.

Strategies

- Provide support personnel or individualized programs specifically for the child’s need.
- Provide counseling and testing to identify areas of need and interest of student.
- Note changes in student’s attitude and behaviors and the reasons behind the changes, then set appropriate plan in action.
- Quarterly incentives are provided to encourage students to accomplish quarterly academic goals.
- Recognition given to students who achieve Honor Roll.
- Administer Diagnostic placement testing for new students.
- Conduct quarterly joint student/teacher conference.
- Conduct quarterly conference with student and parent (after report cards go out) appraising them of any concerns.
- Practice test from Test Bank
- Student Tutoring Program

- Enrichment lessons and group work to stimulate subject interest and learning.
- The library is an ongoing project to provide materials for the enjoyment of learning and reading.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	n/a	*	n/a	90	n/a	n/a	n/a	90	90	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	n/a	*	n/a	90	n/a	n/a	n/a	90	90	90

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	*	n/a	*	*	90	*	*	*	90	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	n/a	*	*	*	0	*	*	*	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	n/a	*	80	*	*	*	80	80	80
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*	25	*	*	*	25	25	25
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	n/a	*	*	25	*	*	*	25	25	25

Comment on Results (OPTIONAL)

Under the Freedom of Information and Protection of Privacy Act, we are not permitted to post these results, as we have less than six students in each group.

We are pleased with the results and the success of the students.

Strategies

- Provide support personnel or individualized programs specifically for the child's need.
- Provide counseling and testing to identify areas of need and interest of student.
- Note changes in student's attitude and behaviors and the reasons behind the changes, then set appropriate plan in action.
- Provide "Career Direct" program to help student evaluate their interest and talents, to establish career direction and life goals.
- Quarterly incentives are provided to encourage students to accomplish quarterly academic goals.
- Recognition given to students who achieve Honour Roll.
- Provide opportunities for students to participate in College Days, Work Experience, and (RAP) Registered Apprenticeship Programs.
- Accessibility to counseling – staff have an open-door policy.
- To develop, with the student, a plan to graduate in three years; prescribing the required course needed so the student would have objectives to reach each semester.
- Opportunity for Summer School.
- Encourage upper level of academics to avail the student of more opportunities in future education.
- Administer Diagnostic placement testing for new students.
- Conduct quarterly joint student/teacher conference.
- Conduct quarterly conference with student and parent (after report cards go out) appraising them of any concerns.
- Practice test from Test Bank.
- Student Tutoring Program.
- Make parents and students more aware of scholarship opportunities to encourage studying for a higher test mark.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	100.0	82.3	84.8	97.7	100.0	100	Very High	Improved	Excellent	100	100	100
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	100.0	92.9	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100

Comment on Results (OPTIONAL)

Older students work at modeling characteristics and behaviours of an active, successful, citizen.

Strategies

- Incentives for volunteer programs within the church and community.
- Student Council government and elections.
- Biblical values and concepts considered foundational to relationships and productive, responsible living are conveyed throughout the curriculum in such a way as to become life-shaping influences. ie. Patriotism, responsibility to community and others, honesty, integrity, a Christian world view
- Opportunities to develop active citizenship throughout school life ie: participation in Operation Christmas Child, raising money for those in need, supporting a child in Nepal through Gospel for Asia, holding a Christmas Concert and other art performances which are open to the community.
- Have an active recycling program.
- Students daily have opportunity to develop computer and technology skills.

Notes:

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

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

Strategies

As an individualized learning program our diagnostic testing puts the child at a level they can achieve, prescribing curriculum according to the child's level of knowledge and ability. Our program develops building of character and wisdom principles which develop good citizenship.

Through Social Studies we learn about First Nations, Metis, and Inuit people, their history, culture and present situations.

We visit Aboriginal Museums on field trips. Books about First Nations people are in the school library, some of which speak specifically of the history and legacy of residential schools.

Notes:

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Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

As an individualized learning program our diagnostic testing puts the child at a level they can achieve, prescribing curriculum according to the child's level of knowledge and ability. Our program develops building of character and wisdom principles which develop good citizenship.

Through Social Studies we learn about First Nations, Metis, and Inuit people, their history, culture and present situations.

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7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100.0	92.4	94.2	98.6	100.0	95	Very High	Maintained	Excellent	95	95	95

Comment on Results (OPTIONAL)

More parental involvement occurs to help the small staff maintain and improve the school environment.

Strategies

- Our Plan to Protect is implemented and reviewed annually.
- Our curriculum’s teaching of positive character traits, our weekly chapel, and daily devotions teach positive relationships.
- Rules and consequences are reviewed and posted. Procedures for grievances are made available.
- Literature, movies, and drama (role playing) educate students and staff on desired behavior towards each other.
- Anti-Bullying program.
- Annual Safety Inspections.
- Biblical Teaching that everyone is created equal and should be treated as such.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	98.6	77.5	78.2	88.3	88.9	90	Very High	Maintained	Excellent	90	90	90

Comment on Results (OPTIONAL)

As a small school in student body, staff, and physical space, we are limited in programs offered to students. We offer what programs we can, including the fine arts, career, technology, health, and physical education.

When a student shows interest in a subject we do not offer, we do our best to find someone to instruct in the interested subject.

Strategies

- Employ teachers qualified to instruct.
- Continue use of individualized materials and mastery learning approach.
- Use challenging Christian text.
- Continue requiring Religious Studies for students.
- Curriculum is designed for mastery from K-9.
- Bring in expertise in fine arts, technology, career, health and physical education.
- Continue to update computers.
- Survey presently completed by parents, students and teachers.
- Students have daily access to computers.
- Our curriculum’s teaching of positive character traits, our weekly chapel, and daily devotions teach positive relationships.
- Literature, movies, and drama (role playing) educate students and staff on desired behavior towards each other.
- Anti-Bullying program.

Notes:

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

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	89.7	93.3	98.8	100.0	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	96.3	94.2	98.3	100.0	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	89.4	93.5	98.7	100.0	95	Very High	Maintained	Excellent	95	95	95

Comment on Results (OPTIONAL)

Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.
 Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

Strategies

- This is a parent-operated school so options of interest are introduced by them. ie. Crafts, art, woodwork, mechanics, etc.
- Parents and senior students operate and maintain the library.
- Parents act in the planning and carrying out of student activities and field trips.
- Meetings between student, parent, and teacher are conducted quarterly.
- Parents fundraise to develop new areas of technology, computers, media equipment, etc.
- Parent involvement with fresh ideas and support.
- Teachers have opportunities to attend seminars and courses on education pertinent to their interest and school needs.
- ACE Ministries hold conferences where teachers have opportunity to receive instruction in a multitude of topics: relationships, methods of teaching, abused children, motivation, etc.
- The school pays for any course that will better the teacher thus bettering the school.

Notes:

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

Note:

Future Challenges (Optional)

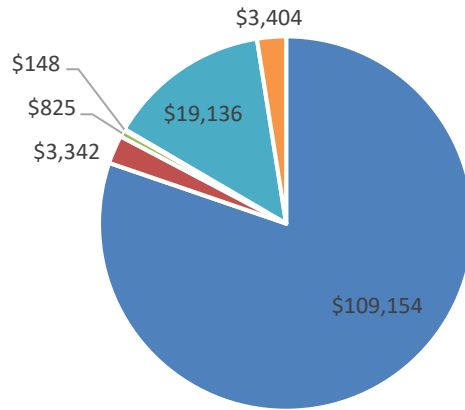
Transportation remains an issue being a rural facility. It is the responsibility of the parents to transport the students to and from the school, this includes all off-site activities.

Building space is still a challenge. We continue to discuss and adjust things to better suit the students and flow of space.

Summary of Financial Results

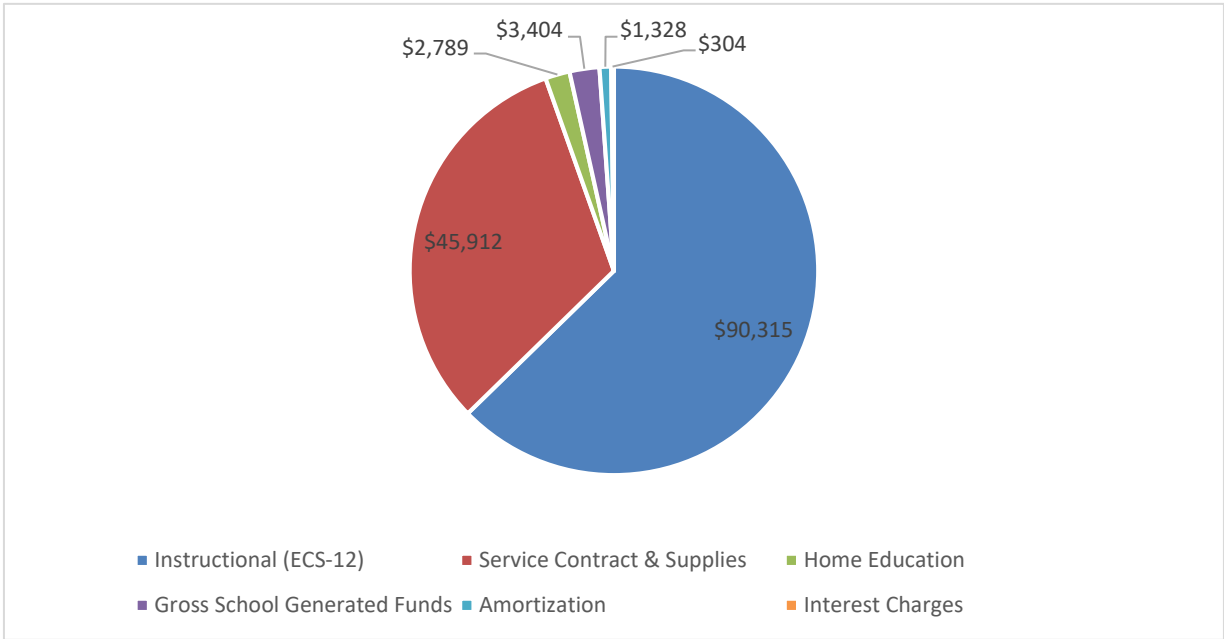
Financial Summary 2017-2018

Revenue Summary	Amount	Percentage
Alberta Education (excluding Home Education)	\$109,154	80.3%
Alberta Education - Home Education	\$3,342	2.5%
Other Government of Alberta	\$825	0.6%
Non-instructional Fees	\$148	0.1%
Gifts and Donations	\$19,136	14.1%
Gross School Generated Funds	\$3,404	2.5%
TOTAL REVENUE	\$136,009	100.0%



- Alberta Education (excluding Home Education)
- Alberta Education - Home Education
- Other Government of Alberta
- Non-instructional Fees
- Gifts and Donations
- Gross School Generated Funds

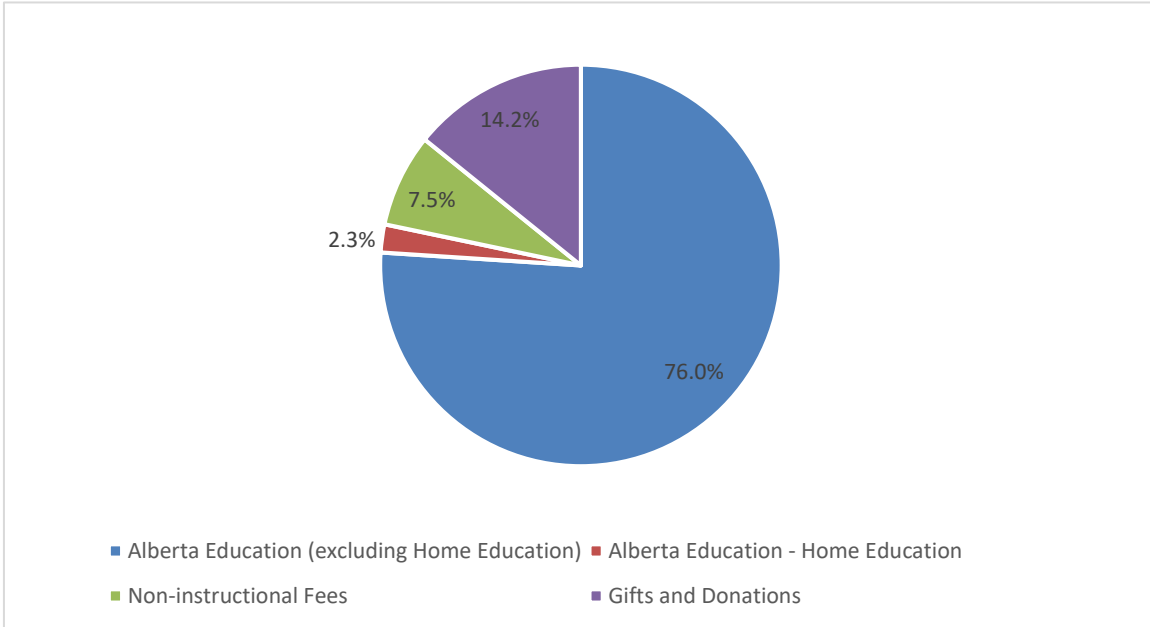
Expense Summary	Amount	Percentage
Instructional (ECS-12)	\$90,315	62.7%
Service Contract & Supplies	\$45,912	31.9%
Home Education	\$2,789	1.9%
Gross School Generated Funds	\$3,404	2.4%
Amortization	\$1,328	0.9%
Interest Charges	\$304	0.2%
TOTAL EXPENSE	\$144,052	100.0%



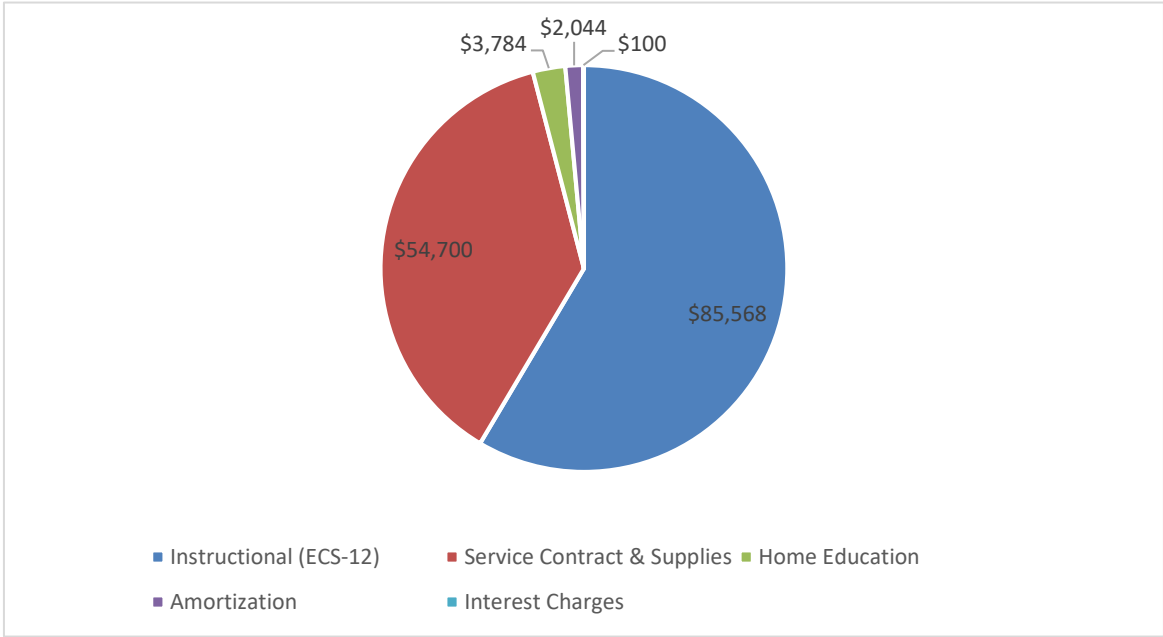
Budget Summary

Budget Summary 2018-2019

Revenue	Amount	Percentage
Alberta Education (excluding Home Education)	\$112,432	76.0%
Alberta Education - Home Education	\$3,342	2.3%
Non-instructional Fees	\$11,100	7.5%
Gifts and Donations	\$21,000	14.2%
TOTAL REVENUE	\$147,874	100.0%



Expense	Amount	Percentage
Instructional (ECS-12)	\$85,568	58.5%
Service Contract & Supplies	\$54,700	37.4%
Home Education	\$3,784	2.6%
Amortization	\$2,044	1.4%
Interest Charges	\$100	0.1%
TOTAL EXPENSE	\$146,196	100.0%



Capital and Facilities Projects

- Olds Mountain View Christian School Association currently has no Capital or Facilities project.

Summary of Facility and Capital Plans

- Olds Mountain View Christian School Association currently has no Capital or Facilities project.

Parental Involvement

- Olds Mountain View Christian School is a parent operated school and they are involved in all decision-making (operations, governing, volunteering, etc.) regarding the school.

Timelines and Communication

- The results and plan are presented at the Board level and parent meetings. Each parent has access to the printed report.
- 3-year Plan, AERR, and Budget will be posted on the school's website at omvcs.ca
- For a printed copy of the 3YEP and AERR please contact the school office: 403-556-1551 or principal@omvcs.ca.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three Year Education Plan/Annual Education Results Report. In accordance with this Act and the reporting requirement there were no incidences of wrong doing reported or investigated in the 2017-2018 school year.

With such a small school/staff size, OMVCSA has been exempted from the following sections of the Whistleblower Act:

- Section 5 – The need to establish and maintain comprehensive procedures to receive, review and manage disclosures of wrongdoing or complaints of reprisal;
- Section 7 – The responsibility to identify a designated officer;
- Section 9 – The requirement for employees to disclose wrongdoings to your designated officer;
- Section 10 – The restrictions inherent in the Act with respect to direct reporting to the Public Interest Commissioner; and
- Section 11 – The requirement for an employee to disclose to a designated officer after making a disclosure to our office.

Any reports of wrongdoing or inquiries by staff about the Act will be referred to the Office of the Public Interest Commissioner at 1-855-641-8659 or through www.yourvoiceprotected.ca

