



# Olds Mountain View Christian School Association



## Annual Education Results Report (AERR) 2019-2020

Located within the hamlet of Harmattan, Olds Mountain View Christian School is a small school, serving the rural community in the area, as well as the homeschool community throughout Alberta. We are a non-denominational private school lead by parents who are committed to their children's academic and spiritual upbringing, providing Biblically sound education in the county of Mountain View.

For Grades 1-9, we use the Accelerated Christian Education (ACE) curriculum infused with Enrichment Lessons to ensure the goals for the Program of Studies, set by Alberta Education, are met. High School students primarily use the ADLC curriculum, monitored and graded by our teachers, equipping them to graduate with an Alberta High School Diploma, often with honours.

We recognize that each student is an individual who understands and learns differently in each area, therefore, we diagnose each student individually, in each subject area, to determine what level of learning each is at and prescribe curriculum accordingly. This world-renowned curriculum is an educational experience based upon individualized instruction, and mastery learning. In essence, each child is their own class. Each is looked upon as an individual whose needs, abilities, and potential are all taken into consideration. A student is not pushed ahead with a class if not ready and is not held back by the class if ready to progress. This individualized approach to education allows a child to learn effectively, giving them a sense of achievement. The curriculum incorporates character building and wisdom principals which develop skills essential to lifelong learning, and for good, active citizenship.

Our staff are carefully chosen by the board, in cooperation with the principal, to provide the highest level of guidance to the students. They do their best to encourage each student to strive for excellence in all areas, whether academic, physical, social, or spiritual. The elected board consists of parents and other interested community members who have a personal relationship with Christ Jesus.

## Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing August 31, 2020 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 2019/2020 school year and the three-year Education Plan for 2020 – 2023 on December 17, 2020.

## 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 board-approved Bible-based curriculum and ADLC materials and follow the Alberta Program of Studies as well as 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.

Board Chair, Ted Harrison



## Vision

The vision of OMVCS is to develop young adults who have a strong sense of responsibility toward family, community, country, and God. We desire each student to develop strong moral values and Christ-like behaviour. We place an emphasis on individualized education so that students may successfully complete grade 12 with an official Alberta Diploma or equivalency. We see the need for each person to be introduced to the person of Jesus Christ so that each may come to know Him as her personal Lord and Saviour.

## Mission

The mission of Olds Mountain View Christian School is to provide quality, Biblically based education to our students. 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.

*Train up a child in the way he should go: and when he is old, he will not depart from it.*  
*Proverbs 22:6*

## Principles and Beliefs

The educational philosophy of OMVCS is dependent upon the authority of the Bible for providing the viewpoint for interpreting subjects or school activities. Parents are a child's first, most enduring, most influential teacher. The teacher does not relieve parents of responsibility for their child's education, rather works in cooperation with them to ensure the child receives a complete education.

## Complications and Issues

As data collection from a small group has the potential to skew results significantly, our school, being a very small body, finds it challenging to interpret the results accurately. A difference of one will have a drastic impact on the overall results. Another complication is that the number of students in each given category for PATs and Diploma Exams is often too small to report, therefore the results are suppressed.

Because we diagnose each student at his level in each subject, a child is not typically in one grade across the board; a student may even be at a different grade level for each of his core subjects. This makes PATs difficult as it is assumed that a child in Grade 3 Math will also be in Grade 3 English and in our school, this is often not the case.

Due to government legislation owing to the COVID-19 pandemic, OMVCS moved to at home learning on March 15, 2020, along with the rest of the province. The nature of the ACE curriculum (which was also designed to be a homeschool curriculum) made this transition relatively easy for us, though not without its struggles. During this time, we maintained consistent contact with our students and families through email, text messaging, and phone calls. Overall, parents were happy with the education their children received from us during this period of time. While it did impact student learning and, more so, student attitude and positivity, most were good at completing necessary work to fully complete their year and begin the new school year as initially expected.

## Accomplishments

While COVID-19 had a significant impact on the students at every level across the province, we feel as though our move to at-home learning was handled well. During this time, we were able to continue to direct students through their year so that they would finish the year well. There were even new families added to our numbers in those days, as the parents were impressed with the amount of learning our students had compared with those from surrounding schools.

## Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	OMVCS			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	98.9	98.9	99.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.7	100.0	92.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.4	99.4	99.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	8.3	8.3	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	75.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	*	15.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	60.1	59.0	58.5	*	*	*
	Work Preparation	100.0	100.0	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	95.6	98.6	98.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	95.4	97.9	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.0	100.0	99.6	81.5	81.0	80.9	Very High	Declined	Good

Notes:

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

## Measure Evaluation Reference

### Achievement Evaluation

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

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

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

### Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

## Student Growth and Achievement

### Provincial Achievements Exams

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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### Comment on Results

*Due to Covid-19, no provincial exams were written in 2020.*

### 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 quarterly incentives to encourage students to accomplish academic goals.
- Give recognition to students who achieve Honour Roll.
- Administer Diagnostic placement testing for new students.
- Conduct conferences with student and parent (after report cards go out) appraising them of any concerns.
- Administer practice tests from Test Bank
- Teach enrichment lessons and group work to stimulate subject interest and learning.
- Continue to foster the enjoyment of learning and reading.
- Continue our phonics-based literacy program to promote good reading skills.

## Diploma Exams & High School Completion

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	n/a	*	*	*	*
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	n/a	*	*	*	*
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	n/a	*	*	*	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	*	*	*	*	*	*
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	*	*	*	8.3	Low	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	n/a	*	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results 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.

### Comment on Results

*Overall, we are pleased with the results and the success of the students.*

*With such small numbers in our student body, one student can have a great impact on our results.*

### Strategies

- Provide support personnel or individualized programs specifically for the student'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 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.
- Provide the 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 conference with student and parent (after report cards go out) appraising them of any concerns.
- Make parents and students more aware of scholarship opportunities to encourage studying for a higher test mark.

## Citizenship

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

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.8	97.7	100.0	98.6	95.6	83.9	83.7	83.0	82.9	83.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

## Comment on Results

*Staff work at being Christ-like examples for all students.*

*Older students work at modeling characteristics and behaviours of an active, successful, citizen for the younger students.*

## Strategies

- Provide incentives for volunteer programs within the church and community.
- Students elect a Student Council government who are responsible for certain school events and functions.
- Biblical values and concepts are considered foundational to relationships and productive, responsible living are conveyed throughout the curriculum in such a way as to become life-shaping influences regarding patriotism, responsibility to community and others, honesty, integrity, a Christian worldview.
- Provide 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 have opportunity to develop computer and technology skills.

## Academic Engagement

Students are actively engaged in their own education at OMVCS. Determining their own goals, under teacher direction, students feel successful when those goals are accomplished, compelling them to continue striving for excellence. The ACE curriculum is a self-guided approach to learning which makes the students responsible for their educational success.

## First Nations, Métis, and Inuit History and Culture are Understood and Respected

[No Data for Overall FNMI Results]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

### Comment on Results

*No matter a person's culture or heritage, we believe that all people are created in the image of God and therefore should be treated with respect and love. Moreover, it is important for students to know the history of the FNMI people as part of the heritage of Canada.*

*With a small body of students in rural Central Alberta it is rare to have any students that identify as FNMI.*

### 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.

## Teaching and Leading

### Program of Studies

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.

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.2	88.3	88.9	100.0	81.7	81.9	81.9	81.8	82.2	82.4

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.

### Comment on Results

*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.*

*Staff continue to learn and develop skills to enhance student learning.*

### Strategies

- Encourage students to participate in conventions and competitions geared to help them to discover and develop talents and skills.
- Employ teachers qualified to instruct.
- Continue use of individualized materials and mastery learning approach.
- Use challenging Christian text.
- Continue requiring Religious Studies for students.
- Bring in expertise in fine arts, technology, career, health and physical education.
- Continue to update computers.
- Prepare survey to be completed by parents, students and teachers.
- Ensure students have daily access to computers.
- Positive character traits and relationships through our curriculum, weekly chapels, and daily devotions.
- Use literature, movies, and drama (role playing) to assist in education students and staff on desired behaviour towards each other.
- Communicate with parents and students regarding programs and courses available to them.

### Safe and Caring

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.

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.2	98.6	100.0	98.9	98.9	89.5	89.5	89.0	89.0	89.4

### Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.5	98.7	100.0	99.4	95.4	90.1	90.1	90.0	90.2	90.3

### Work Preparation

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.

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.9	100.0	100.0	100.0	100.0	82.6	82.7	82.4	83.0	84.1

### Lifelong Learning

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

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.9	95.8	100.0	100.0	93.3	70.7	71.0	70.9	71.4	72.6

### Parental Involvement

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

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.2	98.3	100.0	95.4	100.0	80.9	81.2	81.2	81.3	81.8

### School Improvement

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.

	OMVCS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.3	98.8	100.0	100.0	93.0	81.2	81.4	80.3	81.0	81.5

### Comment on Results

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

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

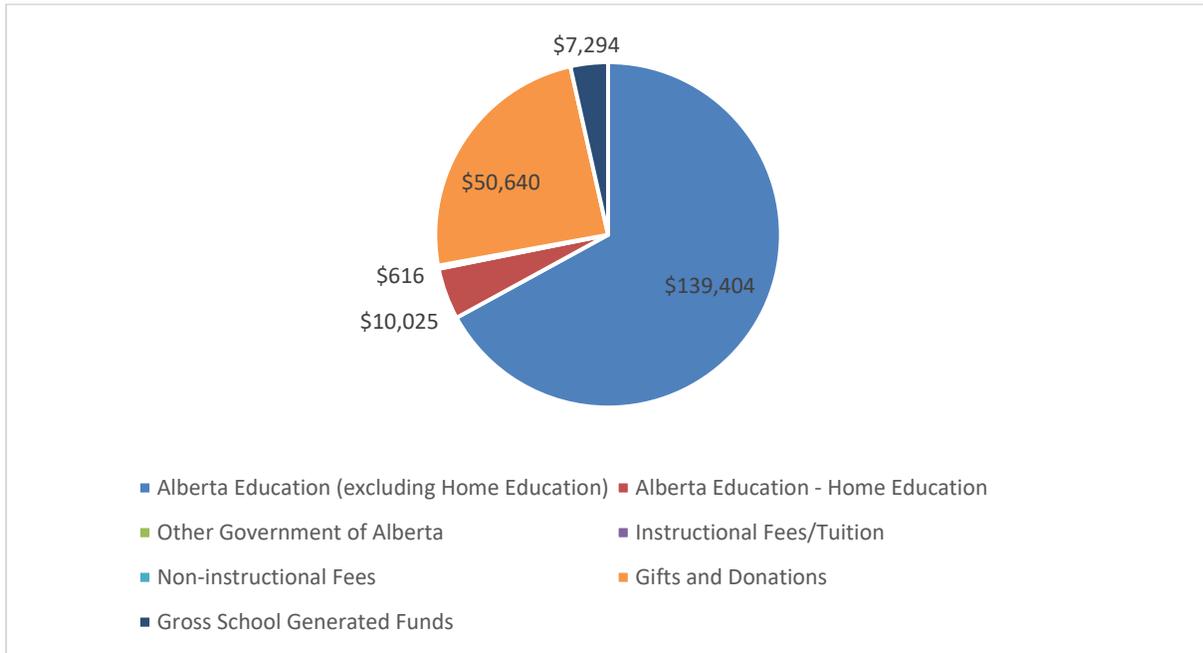
*Overall, teachers and parents are satisfied with the amount of parental involvement.*

## Strategies

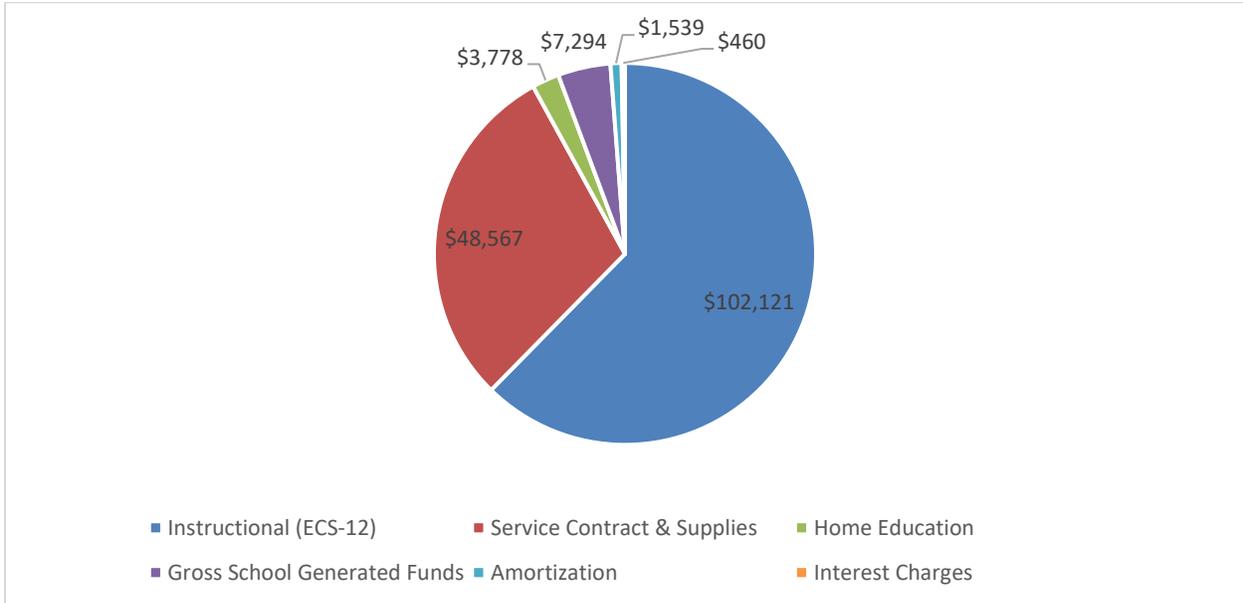
- Our Plan to Protect is implemented and reviewed annually.
- Our curriculum's teaching of positive character traits, our weekly chapel, and daily devotions teach positive relationships.
- Rules and consequences are reviewed and posted. Procedures for grievances are made available.
- Literature, movies, and drama (role playing) educate students and staff on desired behavior towards each other.
- Bullying is not tolerated.
- Annual Safety Inspections are done.
- Biblical Teaching that everyone is created equal and should be treated as such.
- 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 need 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.
- This is a parent-operated school so options of interest are introduced by them. ie. Crafts, art, woodwork, mechanics, etc.
- Parents act in the planning and carrying out of student activities and field trips.
- Meetings between student, parent, and teacher are conducted regularly.
- 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.

## Financial Summary 2019-2020

Revenue Summary	Amount	Percentage
Alberta Education (excluding Home Education)	\$139,404	67.0%
Alberta Education - Home Education	\$10,025	4.8%
Other Government of Alberta		0.0%
Instructional Fees/Tuition	\$616	0.3%
Non-instructional Fees		0.0%
Gifts and Donations	\$50,640	24.3%
Gross School Generated Funds	\$7,294	3.5%
<b>TOTAL REVENUE</b>	<b>\$207,979</b>	<b>100.0%</b>

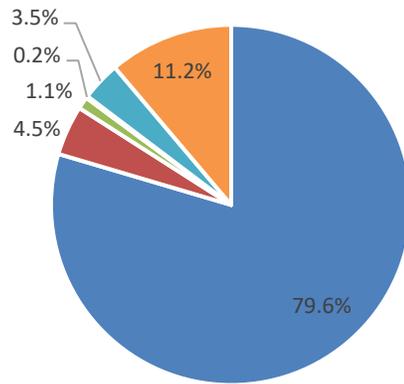


Expense Summary	Amount	Percentage
Instructional (ECS-12)	\$102,121	62.4%
Service Contract & Supplies	\$48,567	29.7%
Home Education	\$3,778	2.3%
Gross School Generated Funds	\$7,294	4.5%
Amortization	\$1,539	0.9%
Interest Charges	\$460	0.3%
<b>TOTAL EXPENSE</b>	<b>\$163,759</b>	<b>100.0%</b>



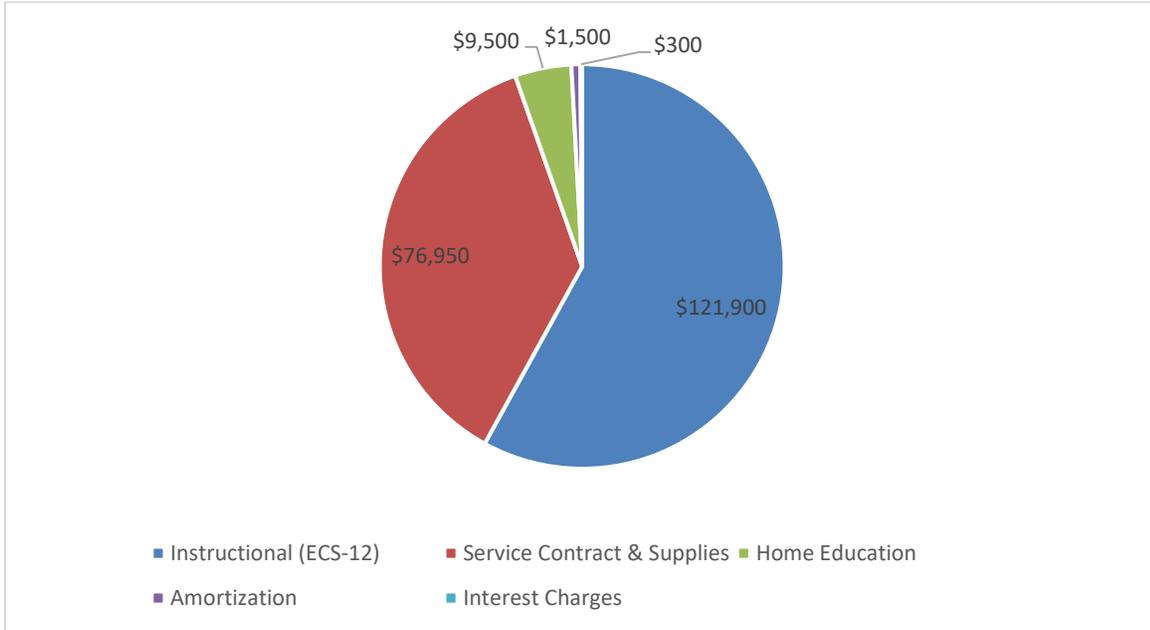
## Budget Summary 2020-2021

Revenue	Amount	Percentage
Alberta Education (excluding Home Education)	\$181,509	79.6%
Alberta Education - Home Education	\$10,200	4.5%
Non-instructional Fees	\$2,500	1.1%
Instructional Fees	\$400	0.2%
Gross School Generated Funds	\$8,000	3.5%
Gifts and Donations	\$25,500	11.2%
<b>TOTAL REVENUE</b>	<b>\$228,109</b>	<b>100.0%</b>



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

Expense	Amount	Percentage
Instructional (ECS-12)	\$121,900	58.0%
Service Contract & Supplies	\$76,950	36.6%
Home Education	\$9,500	4.5%
Amortization	\$1,500	0.7%
Interest Charges	\$300	0.1%
<b>TOTAL EXPENSE</b>	<b>\$210,150</b>	<b>100.0%</b>



## 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.
- Parent communication happens regularly through letters, emails, communication books, phone calls, texts and face to face. This builds a solid bond between home and school, and parent and teacher.
- Parents are involved in the operation of the school and school events, as well as volunteering as in-class helpers.
- Our school board is mostly made up of parent volunteers.

## Timelines and Communication

- The results and plan are presented at the board level.
- 3-year Plan, AERR, and Budget is posted on the school's website at omvcs.ca.
- Parents are made aware of the availability of the report.

## 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 wrongdoing reported or investigated in the 2019-2020 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](http://www.yourvoiceprotected.ca)