

**Combined 3-Year
Education Plan
& Annual Education
Results Report
(AERR)
Koinonia Christian
School Red Deer**



2015-2018

Message from the Board Chair

Dear Parents,

I'd like to start by expressing my deep appreciation to all students, parents and staff for the positive and encouraging attitude demonstrated over the past year as we faced some very challenging and difficult obstacles regarding facility, finance, and future development.

Each year brings with it those issues that cause us to grow and develop our school to meet the needs of our parent body. One of the delights and highlights of the school year is to see our graduates leave our school equipped to enter into various avenues of employment or post-secondary education, whether that be university, technical or Bible school. This past year eleven young men and women saw that reality. Congratulations Grads of 2015.

This year we had a little smaller kindergarten class but very large and exciting preschool 3 and 4 classes. This will create a small blip in our general enrollment.

Again this year the generosity of our parents and supporters exceeded our expectation with over \$125 000 being donated to see our students enjoy improved technology as well as additional programs. Thank you to all who contributed to our Wish List 2014 where over \$15 000 was received. All those designated funds were applied to the donor's choices and as a result our students were the direct benefactors of your giving. Thank you.

Koinonia would not be the institution that we are so proud of if it were not for the cultural diversity that we enjoy. Thank you to all who call Koinonia home. Whether you are new to Canada, new to Alberta or new to Koinonia, your presence in our school helps shape who we are.

Thank you to our teaching staff, support staff, parent volunteers, those who serve on committees and on the Board. Your contribution to the life at Koinonia does not go unnoticed. Thousands of hours every year are donated by parents, grandparents, or friends of Koinonia. Your actions are a credit to our school.

In conclusion we wish to express our deepest appreciation to one of the co-founding teachers of our school Mrs. Rand. She, along with her husband, have worked side by side for thirty two years to see the school grow from 34 students to the present enrollment of over 200. Mrs. Rand was instrumental in beginning many programs in the school but her passion lay in the area of fine arts, language and travel. We all wish her much joy in your retirement that will involve travel and time with her 12 grandchildren.

On behalf of the board we say thank you to all but we especially thank God daily for each one of you!

Sincerely,

Cameron Oke
Board Chair

Accountability Statement

The Annual Education Results Report for the year 2014-2015 school year and the Education Plan for the three years commencing September 2015 for Koinonia Christian School Red Deer were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation and the Education Grants Regulations*. The 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 learning and results.

The board approved this combined Annual Education Results Report for the 2014 / 2015 school year and the three-year Education Plan for the 2015 - 2018 years on December 8, 2015.

Foundation Statements

Vision

Our school is a ministry to the families who support it. The educational philosophy is based on a God-centered view of man. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is true of man who was made in God's image, different in kind from all other creatures, with a unique capacity to know and respond to God personally and voluntarily.

K.C.S. Red Deer has a Biblical, distinctive "Statement of Faith" that all staff, parents and students agree to support. This document is made available to all families through the student handbook. We believe that every child is made in the image of God and has unique talents and needs. Christian Schooling is a full lifestyle where our Christian faith is integrated into every aspect of our day, whether at school, at home, or in the community. All this is preparatory to our secondary main goal, which is academic excellence. We believe that, with the spiritual vision in place, academic excellence emulates from spiritual vision and goals.

Beliefs

Theological Foundation

The educational philosophy of K.C.S. Red Deer is based upon a God-centered view of man and truth as presented in the Bible. The essential truths of this view are detailed in the Statement of Faith, which all faculty, staff, parents and students agree to, and support.

Because man is a sinner by nature and choice, he cannot, in this condition, know or honour God in his life. The goal of education should therefore be to enable men to know God, encourage them to love Him and equip them to serve Him.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, the Christian School, along with the Church, becomes a partner in giving this education. From this philosophy come our mission and goals.

Spiritual and Moral Goals

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards the Bible.
2. To teach the basic doctrines of the Bible.
3. To lead each student to a personal relationship with Christ as Saviour and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task.
7. To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising self-restraint and consideration of others.
8. To encourage the development of self-discipline and responsibility in the student, based on respect for and submission to, God and God-oriented authority.
9. To help the student develop for himself a Christian worldview by integrating life and studies with the Bible.

Personal and Social Goals

1. To help the student develop his character and personality based on a proper understanding and acceptance of himself as a unique individual created in the image of God and on the fullest possible development of his own capabilities.
2. To teach the student to treat everyone with love and respect since everyone is made in God's image.
3. To make the student a contributing member of society who realizes his dependence on others and their dependence on him.
4. To promote an understanding of time as a God-given commodity, which is to be used for His glory.

5. To show a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships.
6. To develop godly attitudes toward marriage and the family and the understanding and skills needed to establish a God-honouring home.
7. To promote physical fitness, good health habits, and wise use of the body as the temple of God.
8. To impart Biblical attitudes toward material things and to encourage individual responsibility to use them for God's glory.
9. To help each student accurately assess his strengths and weaknesses and recognize his responsibility to develop his talents fully and use them for the benefit of others.

Academic Goals

1. To promote high academic standards with the potential of the individual as uniquely created by God and to help each student realize his full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking and listening.
3. To develop an understanding of fundamental mathematical concepts and to develop skill in their application to everyday life situations.
4. To develop creative and critical thinking and the proper use of Biblical criteria for evaluation.
5. To teach and encourage the use of good study habits.
6. To teach the student how to do independent research and to reason logically.
7. To motivate the student to view education as a lifelong process.
8. To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
9. To discuss current affairs in all fields and to relate to God's plan for man.
10. To produce an understanding and appreciation of God's world, an awareness of man's role in his environment as well as how to use, care for, and preserve it properly.
11. To promote an appreciation of the fine arts through the development of the student's understanding and personal expression.
12. To relate curriculum to real-life situations in the community.

Family Goals

1. To cooperate closely with the parents in every phase of the student's development, especially as it relates to the school program.
2. To help the parents understand the school's purpose and program.
3. To aide families in Christian Growth and to help them develop Christ-centered homes.
4. To assist parents in understanding our changing culture, its effects on our homes, and their children and how to deal with them from a Biblical perspective.
5. To encourage regular attendance and involvement in a local church.
6. To involve parents regularly in the ministry of the school.

A Profile of the School Authority

KCS Red Deer serves an urban as well as rural and agricultural community. Our students come from several surrounding towns including Penhold, Springbrook, Blackfalds, Sylvan Lake, Innisfail and Bentley. This encompasses about an 18 mile radius. We have a bus running from Innisfail and surrounding area into Red Deer bringing in about 30 students to our school daily. Parents within the city either car pool or send students on the bus.

As an interdenominational discipleship faith based school, we are very proud of both our cultural diversity as well as our educational diversity. We have attracted, over the years, families of various ethnic backgrounds that add to our total school experience. Along with that we are very supportive of inclusive education. We have an excellent special needs program which allows us to provide Christian education to a large spectrum of the population.

Because we are only partially funded, we do charge a tuition and provide tuition assistance to those families who are unable to pay full tuition.

Red Deer has a growing population of over 100 000, Innisfail 7 000 and Sylvan of nearly 10 000. Public schools all operate in these areas as do Separate Schools. There are 4 other independent schools in the City as well as a Christian School operating as an Alternative School in Red Deer Public. This school provides Christian Education for parents at a fraction of the cost as it is a fully funded school. Parents pay a nominal amount for bussing.

KCS Red Deer has an enrollment of approximately 200 students in gr 1-12, 15 in kindergarten and 25 in preschool. The staff consists of 12.5 certified teachers and 20.5 uncertified employees which includes EAs and office personnel. The student/ teacher ratio is 14:1. All grades from Kindergarten to grade 12 use the Alberta Program of Studies. Board approved text books from Christian publishers are used either as primary or secondary resources otherwise recommended resources from Alberta Education are used. Biblical Integration is therefore absolutely essential.

Koinonia belongs to the Association of Christian Schools International (ACSI), the Association of Independent Schools and Colleges of Alberta (AISCA), and the Koinonia Christian Education Society (KCES). All three organizations give support in various areas that are essential to the effective operations of the school. KCES is the umbrella organization and represents an association of 8 schools. It provides policies, benefit plans and supervisory personnel to the various schools in terms of a superintendent as well as teacher support and professional development. ACSI provides the professional development such as Teacher conventions and broader school services. AISCA is our lobby group that provides positive relations with the government agencies, teacher evaluation for permanent certification, etc.

Our preschool provides a feeder program to our Kindergarten. This coexists with input from our kindergarten and grade 1/2 teachers for early literacy and screening for early intervention should an educational need arise. As students progress through our school, they are exposed to a variety of programs and experiences. We have chapel once a week, a strong fine arts program which includes choral, grades 1 -6, band 7-9, drama 9-12, art 1-12, A variety of options are provided both teacher taught as well as on-line. A strong academic program is offered from preschool to grade 12.

Because of our cultural diversity and mission, we take educational trips to Europe every two years, mission trips on the opposite years. Retreats and fieldtrips along with an active sports program provide variety to our educational programs. Being a faith based school we have Spiritual Emphasis week once a year and Bible Fair every second year; ESL is provided for those new to our country. French as a second language is offered to grades 4-9. Bible as a course is taught at all grade levels. Every two years our school puts on a major presentation which involves the whole school. This is used as a fundraiser for that year. We have put on such musicals as Anne of Green Gables, Fiddler on the Roof, Sound of Music as well as student written productions.

Since we are a parent run school we encourage involvement of our parents in volunteering, serving on committees, the Board, in the classroom assisting the teachers as well as coaching.

Trends and Issues

Facility

Koinonia Christian School Red Deer has for the past 22 years rented facilities from Red Deer Public School. Red Deer Public has indicated that the facility will be put up for sale in the 2015-16 school year. Initially we were asking for an extension of the lease for a maximum of 3 years. It was then conveyed to us that the intent of the Red Deer Public Board was to acquire a subdivision for the North Cottage School which is a historical site and sell the remaining property.

The subdivision was taking a long period of time and the Board came back with a proposal to extend our lease for only one year. This would mean that if we did not acquire the building that we would need to find other accommodations by September 1, 2016. The closure date for the tender has been established as January 6, 2016.

The Board of Koinonia Christian School has been diligent in attempting to find alternative sites that would be cost effective until another site could be secured. This is obviously very concerning to the families and the Board of Koinonia Red Deer.

Financial Concerns

The school has operated over the past 30 years with a positive budget. We were initially very concerned with the prospects in early spring with the proposed budgetary cutbacks. This was indeed going to cause much hardship on the part of the school to make up the shortfall in revenue. With the downturn in the economy there has been an increase in the number of families requesting tuition assistance. Our fundraising goal has been consistently at about \$80 000 net per year.

We were very grateful for the return to the initial funding that had been promised before the cutbacks of the previous government.

We are currently in the process of submitting a tender offer and securing funding for the purchase of the property. Because of the age of the building there is a limitation as to the amount that can be secured for a mortgage based on the appraised value of the property.

Technology

This is always an issue, however as part of our development program we instituted a program similar to the philosophy of the AISI project which was so beneficial to our school. Last year we recognized that we needed to continue to upgrade and improve our approach to technology. We asked parents to partner with us and we provided a wish list for the school. As a result we were able to acquire 40 chrome books and 2 carts to be able to move these from classroom to classroom. This has alleviated much of the strain that our computer room was experiencing however there are still technical issues that we need to continue to address.

Parental Involvement

This continues to be an issue as a parent run school. We depend so much on the input of our parents to ensure that our programs continue to grow. We have seen that programs that were instituted over 20 years ago which provided additional funds for the school are now struggling to survive. Not only do they no longer provide additional revenue they are becoming a burden on our school financially. We have been reviewing them to determine the economic viability of these programs and how this impacts our students in terms of services that we are able to provide.

One of the aspects that we were able to use as a marketing tool in the past was that we offered these opportunities to our parents to become involved in the educational process of their children. As a result of decreased parental involvement we are seeing programs being pared down and in some cases cut. In the area of sports in particular we have had to either cut teams or significantly reduce the number of students involved.

Trends and Issues

Community Involvement

As with parent involvement we have seen a decline. Because of demands made on parents by other organizations for extracurricular activities there is a pressure putting strain on volunteers. Some of our parents have two or three jobs and students are also encouraged to work to help with family income. This reduces the opportunity for community involvement.

The amount of fundraising done by outside organizations has increased and this is putting a strain on the available pool of fundraising dollars.

Summary of Accomplishments

Europe 2015

This year saw a group of 27 parents, students and staff travel to Portugal for 10 days during the Easter holidays. It was an incredible journey for all. The beautiful weather was an added gift to an already exciting itinerary. Landing in Porto, an UNESCO World Heritage site, we then travelled to see the University of Coimbra one of the oldest universities in the world containing over 150 000 books. From Bathaida we travelled to Lisbon, the capital city from where many famous navigators set sail for the new world. Our last destination was the most southerly part of Portugal the Algarve with its seaside caves, lighthouses and clean sandy beaches.

Spiritual Emphasis Week

A noticeable change had been noted in our school climate in terms of understanding the importance of manners in day to day living. This year we had opportunity to bring in the Manners Lady to talk to our students about daily manners and the importance of treating each other with respect. Initially we were concerned that perhaps this might not be as applicable to High School students it was soon observed, however, that the older students became very engaged and were participating well as mentors to the younger students.

It was great to see the community that was developing with the older students giving leadership and direction to the younger and taking this role seriously. Students learned the basics and importance of greeting one another in the morning and being genuine in concern for how individuals were actually feeling.

The time together spoke into student's lives the importance of respect and addressing issues of bullying whether it was intentional or not.

Ensemble

This was the third year that the school offered this program and it grew to 25 students wishing to sing a cappella. Students had to audition in order to take this class. They sang in churches, a Pastor appreciation breakfast and at our major fundraising gala. They won the hearts of audiences with their enthusiasm, excitement for life and their free spirit. At Music Fest they won major awards.

Options

This year we added an additional option for the students who enjoy the hands on experience. A construction class was held this year. There were both girls and guys that became involved and were excited with a major project of designing and building dog houses and picnic tables. The 3 best were taken to our gala and were auctioned off. It was truly amazing to see the excitement in the student's eyes when they saw the houses sell for over \$500 the proceeds of which went back to the school with a designation to the shop program.

Students learning the importance of building community was truly demonstrated as the students built an extension onto the existing platform connecting the two portables allowing the computer cart to be transported from the main building to the outside portable. The students also painted, fixed and repaired the existing ramp making it much more serviceable.

A Night to Remember Gala 2015

Students became involved in leadership by participating in the major fundraising event for the year. It was a demonstration of the student's artistic talents as shown in their artwork as well as the band, ensemble, drama, construction and public speaking.

Students were encouraged to take leadership roles and become involved. They certainly did live up to the expectations that were laid out. The night also displayed the talents of our parent group who with the help of the students transformed the hall into an exciting learning event. Greetings were brought on behalf of the mayor and City Council by Mr. Wong, City Councilor and also the Riverside Community Association. Both the live and silent auction items drew enthusiasm from the crowd gathered with over \$27 000 netted at this event.

Retreats

Both the Junior and Senior High Retreats were considered tremendously successful events. For many of our junior high immigrant children the visit to a venue, which is an operational farm, is an experience that they talked about for days after. The Senior High Class always looks forward to the rustic atmosphere of Camp Little Red which caters to the enormous gastronomical as well as athletic appetites of High School boys. Here both the boys and girls were challenged to develop their leadership skills.

Vancouver 2015

35 students plus staff filled a Greyhound bus and travelled to Vancouver for 'School Away From School'. The Foods Class was able to demonstrate their culinary skills by assisting in food preparations, the musical students led out in singing and there was opportunity to speak for those so inclined. Science day was spent whale watching with a marine biologist for over 3 hours along with a visit to Butchart Gardens which indulged our budding biologists. Our group leader who spent many hours on the bus explaining the historical facts of British Columbia also explained the plight of the homeless and destitute as we drove along Hasting Street. "An experience of a lifetime," was a comment made on our satisfaction survey that followed.

Technology

Since we are housed in a relatively old building much of the existing technology in the office is pre 1970. This would include our public address system, bell system as well as emergency system. This year a new public address system was installed that utilized the phone system. This has allowed the whole school to have the same address system with phones in every classroom.

Emergency lighting for lock down purposes has been installed which allows everyone to know that the school is in lock down mode merely by flipping a switch in the office. Students will know to find a secure place without any announcement on the address system should a situation arise where it is not possible or unwise to make a public announcement. This includes warning lights both inside and outside the school.

New Programs

This year saw the establishment of a new program, the Construction Class. This group of young men were able to hone their skills by having a variety of building experiences. This ranged from designing and building elaborate dog houses to solid picnic tables to a ramp and deck in order to allow our portable computer carts to be transported safely from the school to the two outside portables. Students took pride in what they were able to accomplish with limited resources tools and facilities. They would often brag about their air purification system which was second to none. On days that were sunny all work was done in the enclosed compound behind the school.

The second program that was instituted this past year was the PAX program which is a school wide behavior program which emphasizes self-control. Our school has qualified for this three year program and has benefited from the free training that allows all the teachers to be on the same wave length discipline wise. Rewards are given and students enjoy the rewards that are not material in nature but rather allow students to do things such as make as much noise as they want for 10 seconds, walk backwards to the library, wear a hat in class for 10 minutes or do 15 jumping jacks in the class room.

This program coupled with the Triple P Program which assists parents by enabling them with empowerment to seek out and use various methods of parenting techniques that will make life easier at home. We were able to access funding to have 2 teachers audit the course and 3 teachers to become trained facilitators. Parenting seminars were offered in conjunction with other social agencies not only to Koinonia parents but also to church and community families.

Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Koinonia Christ Sch Red Deer			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	Excellent	Safe and Caring	97.7	95.9	96.0	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	92.5	88.2	87.6	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	97.6	96.2	95.1	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	1.3	3.9	2.1	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	73.9	82.4	85.5	76.4	74.9	74.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	77.8	79.8	69.2	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	13.0	21.0	13.3	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	64.7	69.0	72.0	85.2	85.5	84.6	Very Low	Maintained	Concern
		Diploma: Excellence	17.6	6.9	8.0	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	27.7	58.8	53.6	54.9	50.5	54.4	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate	100.0	85.0	74.9	61.2	60.9	61.3	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	54.5	58.3	55.7	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	100.0	96.2	98.1	82.0	81.2	80.4	Very High	Improved	Excellent
		Citizenship	96.5	92.0	92.2	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	97.1	96.3	95.0	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	85.2	89.9	90.3	79.6	79.8	80.1	Very High	Declined	Good

Notes:

1. 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), Social Studies (Grades 6, 9, 9 KAE).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2015 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Koinonia Christ Sch Red Deer			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 Learning Opportunities	n/a	Drop Out Rate	*	n/a	n/a	8.0	7.8	8.4	*	*	*
		High School Completion Rate (3 yr)	*	n/a	n/a	46.0	43.6	42.6	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	n/a	n/a	52.1	51.4	52.2	*	*	*
		PAT: Excellence	*	n/a	n/a	6.5	5.8	5.9	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	*	n/a	78.3	78.4	76.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	*	n/a	9.4	10.1	9.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	20.2	18.9	19.9	*	*	*
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	31.5	33.0	34.2	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	30.3	32.1	31.5	n/a	n/a	n/a

Notes:

1. 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), Social Studies (Grades 6, 9, 9 KAE).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.1	66.7	80.4	69.0	64.7	80	Very Low	Maintained	Concern	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.7	6.3	10.7	6.9	17.6	8	Intermediate	Maintained	Acceptable	8	8	8

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2015	Achievement	Improvement	Overall	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	88.2	93.8	80.3	82.4	73.9	85	High	Maintained	Good	85	85	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	2.4	0.0	3.9	1.3	2	Very High	Maintained	Excellent	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.4	56.2	52.5	58.3	54.5	60	Intermediate	Maintained	Acceptable	65	65	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	61.1	75.0	64.7	85.0	100.0	75	Very High	Improved	Excellent	75	75	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	52.9	28.9	73.0	58.8	27.7	65	Very Low	Declined	Concern	65	70	70

Comment on Results

We have continued to work at improving the services to our ESL students who are struggling with proficiency in the academic English that is required in order to achieve success on diploma exams. As part of achieving success we are now recommending that more time be spent in ESL so as to bring the English level up. This may result in students taking an additional semester or second full year to finish their grade 12. Students did take advantage of the Diploma Prep and Rock the Diploma that was offered at the local high school.

With so many ESL students the results are skewed regarding the percentage of students taking 4 or more diploma exams within three years of entering High School

Strategies

- *Continue to provide ESL Classes for students whose mother tongue is not English
 - *Encourage the students new to Canada to take their high school in 4 years rather than 3 years.
 - *Continue to monitor those students who take 30-1 and 30-2 courses
 - *Continue to provide PD opportunity for teachers
 - *All students to write a minimum of 2 practice diploma exams particularly midterms
 - *Ensure that diploma type questions are included in school exams particularly midterms
 - *Encourage students to attend after school classes offered by teachers to review curriculum material
 - *Provide make-up classes for classes missed because of school scheduled activities
- *Upon completion of the Prep courses, the school will reimburse cost of the course to the student based on 100% attendance*

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.4	92.3	92.3	92.0	96.5	85	Very High	Improved	Excellent	85	85	85
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.	95.5	98.1	100.0	96.2	100.0	95	Very High	Improved	Excellent	95	95	95

Comment on Results

We are very pleased with these results. Our students continue to be examples in the community and local businesses are willing to have our students participate in work experience as well as doing community service because of their good behavior and work ethic. Parachurch organizations have been recruiting our students to work for them during the summer as well as fast food restaurants wanting our students to apply for various job openings.

Strategies

- *Continue to provide pull out for children with English as a Second Language to help improve basic literacy skills.
- *Continued usage of Success Maker in the classroom as well as at home
- *Having the afternoon of the Friday Staff Meeting devoted to teachers of elementary grades meeting together on how they can assist one another in achieving improved PAT marks.
- *CAT testing to continue at the K,1,2,4,5,6,7,8 and Gates MacGinite Testing for grades 1-8 and evaluating where students are lower
- *Ensure that the teacher's Long Range Plans incorporate and meet curriculum standards.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	92.3	96.0	95.8	95.9	95.7		n/a	n/a	n/a			

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.8	52.6	75.0	79.8	77.8	75	Intermediate	Maintained	Acceptable	75	75	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.3	6.6	12.5	21.0	13.0	12	Low	Maintained	Issue	15	15	15

Comment on Results

When we examine the population and the small sample group, one more student in the category of standard of excellence would make a large difference in the percentage of students achieving a level of excellence. We also have all of our students write these exams and very few if any are exempt because of educational circumstances.

Strategies

- *Continue to provide pull out for children with English as a Second Language to help improve basic literacy skills.
- *Continued usage of Success Maker in the classroom as well as at home
- *Having the afternoon of the Friday Staff Meeting devoted to teachers of elementary grades meeting together on how they can assist one another in achieving improved PAT marks.
- *CAT testing to continue at the K,1,2,4,5,6,7,8 and Gates MacGinite Testing for grades 1-8 and evaluating where students are lower
- *Ensure that the teacher's Long Range Plans incorporate and meet curriculum standards.

Notes:

1. 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), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	85.0	87.3	87.3	88.2	92.5	83	Very High	Improved	Excellent	83	83	83

Comment on Results

We are very pleased with the consistency of the results considering that we are a small school and options that are available are limited to a cycling of certain courses so as to make it economically feasible to have these courses teacher taught.

Strategies

- *Offering online courses from ADLC, NorthStar or Alberta Online, as this increases the number of options available
- *Offer French as a second language for grade 4 to 9 students. If students so desire they may continue on a language of choice in grades 10 to 12.
- *Offering RAP and Work Experience
- *Offering the cultural and educational trips to Europe expands horizons and sees the world as a global community.
- *Drama, Music and Art are offered in gr 7 to 12 with opportunity to use these skills and talents in a major production every two years.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.0	92.9	96.0	96.3	97.1	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.9	93.7	95.4	96.2	97.6	85	Very High	Improved	Excellent	90	90	90

Comment on Results

Very pleased with the parental involvement we have been having. Keeping parents informed is probably one of the key strategies that has worked. The meeting with parents at the beginning of the year along with parent teacher interviews prior to first report card submission has greatly improved the relationship between teacher and parent and teacher, parent and student. Implementation of the post-secondary meeting to discuss scholarship, finance and the importance of getting the right courses now and not working during the academic year and instead working at improving marks to qualify for the Rutherford Scholarships.

Strategies

- *Compulsory Parent / Teacher Interviews prior to first report cards being sent out. If necessary have interviews after as well.
- *Minimum of 2 parent teacher meetings per year
- *Encourage input through parent /teacher meetings and Annual Business Meeting

School Improvement

- *Survey parents and staff
- *PD Day through KCES where ideas are freely shared
- *ACSI Teachers Convention and Admin Conference
- *PD opportunities through the Consortium
- *PAT results discussed with parents and staff giving opportunity to see if there are trends or concerns

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	92.8	96.5	95.6	95.9	97.7	90	Very High	Maintained	Excellent	92	92	92
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.	86.3	87.3	93.6	89.9	85.2	85	Very High	Declined	Good	85	85	85

Comment on Results

We have prided our school with making some major steps in the right direction regarding course offerings and opportunity for dialogue with parents in the area of voicing concerns about the school. To see a 2 year decline is disturbing when there is such high satisfaction with the general operation of the school. The largest decline was in parent satisfaction. Student satisfaction had a 5% decline but parent had a 10% decline. We are initiating dialogue with the parents to determine what can be done to improve the concern that has been expressed.

Strategies

- *Continue to stress the importance that each student is as the scripture says "fearfully and wonderfully made"
- *Regardless of differences we are valued and important
- *Anti-bullying awareness and the recognition of what bullying is not. RCMP ticketing bullies
- *Integration of Biblical instruction into all subject areas and how this applies to treatment of fellow students.
- *Participation in Anti Bullying week
- *Utilization of Student Council / Student Leadership for this
- *K-12 school using Big Brother/ Big sister mentoring program
- *Survey the parents and the staff
- *PD Days through KCES
- *Joint PD with nearby schools

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	n/a	*	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	n/a	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			

Future Challenges

That time has finally arrived concerning the future of our school location which has been housed in this building for the past 23 years. Having had a 15 year lease that expired this year has caused much discussion at development, fundraising and board meetings. A year lease has been signed which will expire in August of 2016.

Our Board will be submitting a bid to purchase the school building in January of 2016. The Board of Red Deer Public will have 180 days to make a final decision as to the fate of the building. This leaves us to potentially wait until mid-June to find out which bid will be chosen. Should our bid not be chosen we will have 2 months to vacate the property. It is hoped that the process will be expedited more quickly as new premises may need to be secured and prepared for September opening.

Should our bid be accepted finance is in place and plans will be drawn up for future development of the property. The first item on the agenda would be of course to pay down the mortgage and then begin to plan for future expansion.

Currently one of the most pressing needs within the school of course is the issue of the bathrooms. .These would need to be renovated and of course the first phase would include bathrooms, change rooms and a new multipurpose gym/sports center.

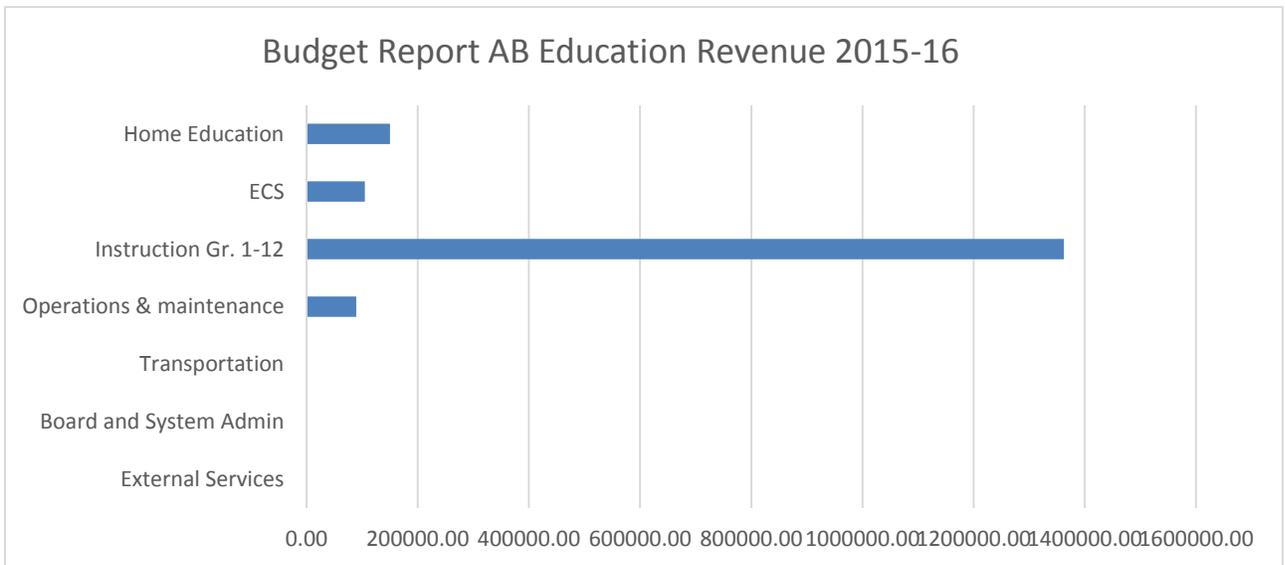
Besides the issue of the building the whole concept of how school will be done in the future is currently being addressed. Will there be more online education in the future and how will this affect the brick and mortar school. Koinonia would be interested in developing an online school. How this will look is awaiting the direction that Alberta Education will be going. We currently added a home education branch for the 2015 – 2016 school year. A letter for program expansion was submitted in June and final approval was given in July of 2015. There have been many challenges experienced along the way in developing a well-run program. The different application of regulations has made it difficult to compete with current home education providers. It was hoped that we would be able to have at least 75 students in the program.

As has been mentioned before, funding continues to be a constant concern. Will the funding level continue as in the past? We have appreciated the funding we have received in the past as it continues to foster parental choice.

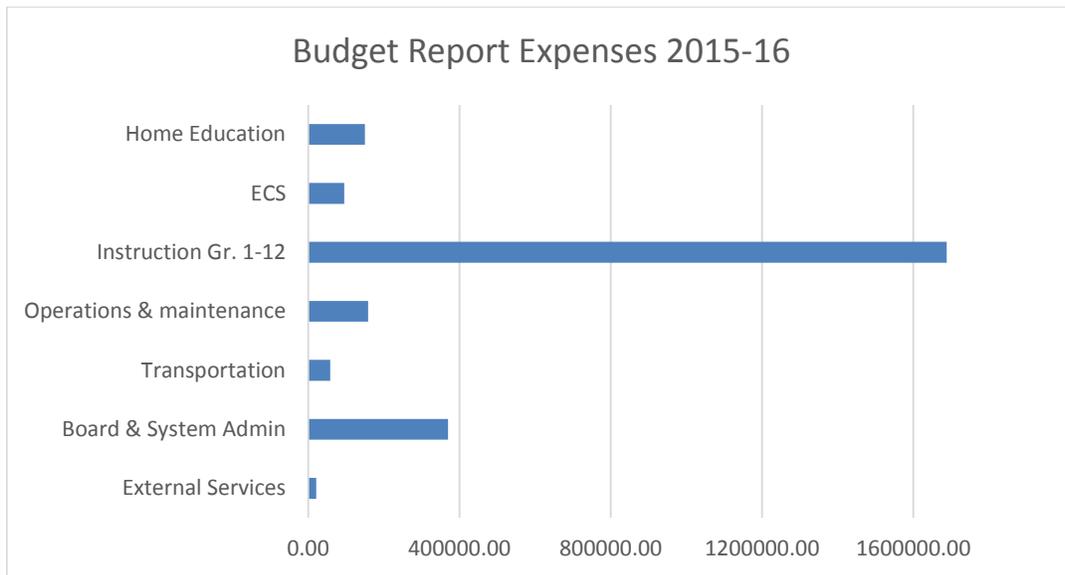
Additional options for students are always a concern for smaller schools. For those students who need more hands on type programs the offerings are limited and are based on teaching staff as well as space in the existing facility. Online courses can be utilized by the school to provide greater exposure to different subject areas.

Budget Summary

Alberta Education Budget Report Revenue 2015-16	
External Services	0.00
Board and System Admin	0.00
Transportation	0.00
Operations & maintenance	89502.00
Instruction Gr. 1-12	1362021.00
ECS	104717.00
Home Education	150373.00



Alberta Education Budget Report Expenses 2015-16	
External Services	21326.00
Board & System Admin	369756.00
Transportation	58123.00
Operations & maintenance	158203.00
Instruction Gr. 1-12	1688796.00
ECS	95611.00
Home Education	150211.00



With the growth that we experienced in the junior high a few years ago we are now seeing this translate into higher numbers in the high school area. This in turn requires more staffing and increased expenditures in the area of teaching resources, books and computers. More specialization for the teaching staff is also required.

Special needs have also grown to 27 code 40 students and additional support staff is needed to provide the quality education that we wish to provide. The position of special needs coordinator has grown so an assistant has been hired to assist in this area. The budget area of salaries has had a sharp increase.

With the signing of a new one year lease, our lease payments increased by 85%. With the downturn in the economy financial assistance grew to \$128 000. It has been the philosophy of the board that no student should be denied a Christian Education because of finance. This represents about 48 family units.

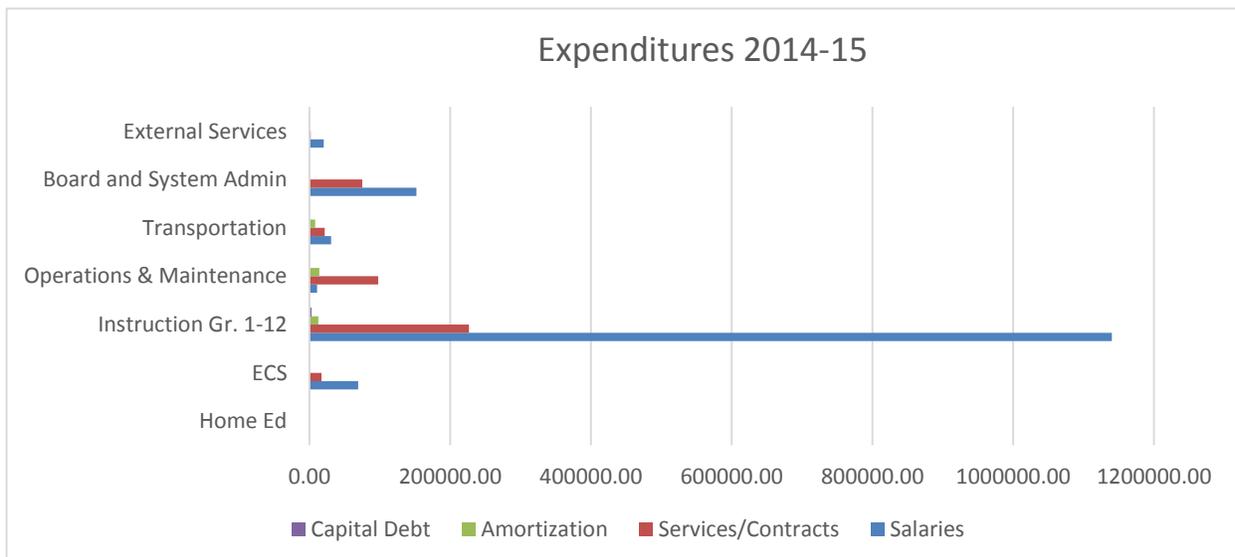
Additional amounts have been designated for testing for children who are struggling academically. Our ESL program has grown and the number of students requiring this program has increased. Currently we have increased the teaching time for that teacher to help meet the needs of these students.

Parents are being encouraged to have early intervention for students that have educational needs in the preschool and Kindergarten level. This year we are seeking approval for 6 students requiring the PUF program.

Summary of Financial Results

Revenue	Budget Report 2015-16	Budget Report 2014-15	Actual 2014-15
Government Revenue	67.00%	72.00%	68.00%
School Generated Funds	33.00%	28.00%	32.00%
Total	100.00%	100.00%	100.00%
Expenses			
Instructional	76.00%	77.00%	70.00%
Administration	15.00%	12.00%	19.00%
Transportation	2.00%	3.00%	3.00%
Operations and Maintenance	6.00%	7.00%	7.00%
Other	1.00%	1.00%	1.00%
	100.00%	100.00%	100.00%

	Home Ed	ECS	Instruction Gr. 1-12	Operations & Maintenance	Transportation	Board and System Admin	External Services
Salaries	0.00	69275.00	1140103.00	10820.00	30827.00	152023.00	20456.00
Services/Contracts	0.00	17255.00	226716.00	97600.00	21900.00	75000.00	2000.00
Amortization	0.00		12545.00	14088.00	8123.00		
Capital Debt	0.00		1799.00				



(Summary of Financial Results continued)

Amount of government funding increased by 3% from the previous year with revenue from AB ED climbing from 65% to 68 % in 2014 – 15. It is also noted that Administration Expense increased from the previous year to 19% from 13%. A clarification on this point is needed. The principal is no longer teaching therefore all of salary is apportioned to administration. A reallocation of the sale of gift cards was placed in Administration as an expense and revenue that offset that is in fundraising. Gift card purchases amounted to approximately \$120,000.

School generated funds dropped by 2% from the previous year. Although the school generated more funds from fundraising and the number of students receiving special needs funding increased significantly from the previous year. Parents pay an annual tuition of \$4300 for one child and a maximum family rate of \$6360 a year.

In order to be fiscally responsible, budgets are based on September 30 enrollment counts and are adjusted during the year to reflect a more accurate picture of the financial position of the school. What makes budgeting more difficult is that children are enrolled and some have special needs. In some cases it has been as late as February before we know whether or not our submissions have been accepted. In the meantime support staff have been hired and services and support have been accessed. In some cases these submissions have been rejected and the school is left to bear the cost of additional staff.

Now with electronic submissions it is hoped that the response time will be quicker and the financial strain less acute.

An average of over \$85 000 net has been raised over the past 5 years. Last year was an exceptional year with a net of over \$112 000 being raised. Any additional funds have been allocated to restricted accounts and will be used for future expansion and acquisition of facilities.

Although salaries represent a large portion of the expenses, teachers at Koinonia Red Deer receive approximately 67% of what their counterparts in the public system receive, not including the government assisted pension plan. At times it becomes very difficult to attract teachers into the private system because of the lower salaries

Capital and Facilities Projects

Every year surplus funds are placed into our building fund which we wish to use to secure a facility of our own. The school building is currently up for sale so should we be successful in our tender these funds will be utilized to make the down payment. Again should we be successful the first order of business would be to pay down the mortgage. Plans would be developed to see that a gymnasium be built along with bathroom and change facilities.

Summary of Facility and Capital Plans

Because we do not own the facility we have limited capital improvements, only the essential items are addressed. Historically we have spent about \$25 000 a year on upkeep to the premises.

Parental Involvement

From its very beginning Koinonia Christian School was built on the premise that the parent is the prime educator of the child and that the school was here to assist them in this responsibility. Parents need to be involved in every area of their child's life. This mandate must be reinforced periodically as it can easily be usurped by the school if care is not taken. Parents have opportunity to serve on the board, committees, volunteer in the classroom as well as participate in coaching, fieldtrip supervision and cultural and mission trips.

Koinonia means partnership, partnership with the home as well as the church. It is said that a three stranded cord is not easily broken and as the home, school and church work together with a common goal the chances of success are greatly enhanced. Having parents involved in the area of finance creates a sense of ownership and because there is always a financial shortfall, fundraising is an important part of the running of the school.

It has been noted that over the years parental involvement has declined. The pressure of finance has forced many of our parents, some of whom are immigrant families, to have 2 or 3 jobs which severely handicaps involvement in the school. The added burden of having to pay tuition also creates added financial strain. The development committee in our school has a three pronged focus, fundraising, fellowship and future. Fellowship is the social aspect of our school to encourage community. Future looks to the vision and direction of the school as an organization. Programs such as Triple P allow parents to come together for encouragement in the difficult task of raising children some of whom have profound needs. Camping and games night create bonds of friendships.

A safe and caring school can only be achieved as parents work together for the common good of the school. More parental interaction is encouraged and has a direct relationship to the issues of bullying which arise from time to time. As parents become more involved in their child's education issues, these can more effectively addressed. It is the hope of the staff and administration that parents never feel that they are unwelcomed or unappreciated.

Timelines and Communication

Parents and students are kept informed of what is happening by the emailing of information in the form of newsletters. The Koinonia Korner is published monthly and Koinonia Quick Notes are published weekly. Because of the size of the school and the family atmosphere, communication between the parent body to the Board or parent body and the student body to staff flows readily and quickly.

The information about what is happening with government, city news, school news, homework, board news and other information relative to the parent and student body is contained in the above mentioned forms of communication. Electronic monitors located throughout the school allow parents and students to have 'Enouncements' before them on an hourly basis.

Copies of the audited financial statements are available in the school finance office for the parents to look at in hard copy format as well as an abridged version available on the web site at www.koinonia.ca. The board has input into the Three Year Plan at the regularly called meetings of the Board. The Three Year Plan / AERR and its location on the web will be communicated to parents through the newsletter and electronic mail through our website.

The Combined AERR / The Three Year Plan 2015-18 can be found at www.koinonia.ca/parents.html

Whistleblower Protection

A policy was adopted March 26, 2014. There were no disclosures reported to the chief officer of KCS Red Deer.