



**Brant Christian
School Goals
Palliser Regional Schools
2019 - 20**

Brant Christian School

Vision Statement

To become a community of Christ-like learners, encouraging and leading each other as we continue to grow academically and spiritually in an appropriate space. Operating as a school of choice, BCS will seek to nurture a caring, accepting environment where every student will discover, develop and demonstrate exemplary Christian character, personal accountability and individual academic excellence.

Mission Statement

Brant Christian School is a unique learning environment committed to academic excellence from a Biblical worldview, assisting parents and the church in developing graduates of integrity and godliness: ambassadors for Christ and His kingdom.

Goal 1

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
<p><i>Character Development:</i> Hospitality, gratitude, promise keeping, truth telling</p>	<p>Two months will be allocated for each of the four sub-topics to be discussed in our Monday morning assemblies.</p> <p>Teachers will introduce topic in their classrooms and plan age appropriate activities</p> <p>Senior high classes will interact with younger grades</p>	<p>In each assembly, students will receive information on the selected topic so that the student body has a collective understanding of the topic and will be the foundation upon which the school will work from to establish this character trait within the students.</p> <p>It is important that all students understand what we are trying to do. By breaking the topics down to something they can grasp, our success will be more likely. Teachers will use class activities as well as inter-grade events to develop deeper understanding and practical use of the trait being studied.</p> <p>By having the older students role model the character trait, it is hoped that the younger students will copy the behavior. The older students will be</p>	<p>Understanding should be evident from the students as we implement our focus on the four traits for character development with students putting into practice the traits we are focused on.</p> <p>Evidence will be noticed if students are practicing the skill outside of the classroom when unsupervised such as hallway and recess times.</p> <p>Through this process the goal is that we will see improvement in both age groups. That the</p>

	<p>discussing and demonstrating each of the four traits.</p> <p>Guest speakers will be brought into the school to discuss specific traits in the development of character</p> <p>Family groups will work as a team to develop and practice each of the four character traits.</p>	<p>able to relate better to the younger students than an adult. This will also develop greater responsibility in the older student to model this behavior in their own interactions with their peers.</p> <p>Outside speakers often generate greater interest because they are new and their approach and /or viewpoint will shed a different light on the character trait.</p> <p>The older students will be sent out to the younger grades in groups of 3 or 4 to interact with them and develop relationships with the younger students. The role modelling of the older students is crucial for the younger students to understand the significance of the development of these traits.</p>	<p>practice becomes more habit. That both age groups are more comfortable with each other.</p> <p>How the students respond to the speaker both while they are talking and afterwards. Are students more engaged in our planned activities? Do we see greater conversation as well as action on the character trait.</p> <p>By having these meetings of older and younger students it is anticipated that we will see a greater commitment on the part of the older student to live-out the character trait. For the younger student, the hope is that they will have a better understanding of the changes we are looking for and will have older students who are setting positive examples for them to follow.</p>
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Goal 2

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
<p>To strengthen the emotional stability of our students in all grades</p>	<p>Students will feel connected and an important part of their class and this school.</p> <p>Incidents of negative student interactions during recess breaks will decrease.</p> <p>Our school counsellor and chaplain will be aware of the networking</p>	<p>All students are placed in a family group at school which is made up of a cross section of students from every grade. Through planned events and other activities within this group, each student will develop relationships outside of their class and feel connected to a wider range of students.</p> <p>By having opportunities for students to mingle with other grade levels, our hope is that students will have a wider circle of friends to play with and not be forced to interact with class members only.</p> <p>The youngest of our students would have an older student that they could go to for help rather than search out a teacher.</p> <p>Through the building and strengthening of interclass relationships each student will have a larger support group and therefore stronger emotional support. Having other students available to offer support is more efficient than trusting that adult intervention is available or even</p>	<p>When we see younger and older students interacting in the hallways and during recess breaks and when older students are willingly volunteering to help with younger grades</p> <p>If teachers on supervision duty are seeing less negative interactions and if the Principal is having fewer students show up at this office due to altercations we could assume that there is a more positive emotional environment happening.</p> <p>If the stronger relationships are being established across the grade levels, then a drop-in student visits to our counsellor's office or that of the chaplain or to teachers should diminish over time. We should also see a reduction of</p>

	<p>opportunities available for all students and encourage students to take advantage of them.</p> <p>Bring in more outside speakers to present to our students coping strategies when stress levels are high. Presentations would include what is stress and how to recognize warning signs</p> <p>Plan special events at school where the focus is on emotional well-being. This would be</p>	<p>aware of situations. Trust among students, especially younger to older students will help develop to greater emotional support that we are aiming for.</p> <p>Outside presenters would provide valuable information for students and staff alike. We would want the focus to be on recognition and recovery and not an opportunity for students to claim something that does not exist for them. It is our hope that we would be creating resiliency in our students.</p> <p>Guest speakers would also allow for topics to be introduced where dialogue could be started. From this starting point, our school staff could implement measures that would help create a greater wellness for the students.</p> <p>Outside speakers would also highlight resources for students and staff outside of the school that we would otherwise not be aware of.</p> <p>Plan events where students work in teams to accomplish goals or complete tasks. These could be centered around students from your own grade or be inter-grade oriented.</p> <p>Have a staff member or senior student assigned to each group to ensure that full group participation is occurring.</p>	<p>students being left on their own at recess time and in classes. There should be evidence of students reaching out to students who are often found on the fringe of groups.</p> <p>How the students respond to the speaker in asking questions or seeking them out after the presentation would be a good indicator for student engagement.</p> <p>When carrying the message into the classroom, how the students engage in the any class discussion or group work would point to the amount of “buy-in” the students have.</p> <p>Student engagement in the activity would be a prime indicator. Equally important would be any change in relationship dynamics. Are there still students who are on the fringe of involvement?</p>
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	<p>more along the lines of activities</p>	<p>It is hoped that through the team effort, greater appreciation would be developed of each person's skills</p> <p>Obstacle course work or puzzle solving would help build unity among students and foster a greater sense of belonging.</p>	<p>Other indicators of success would be a student's willingness to participate in other school activities. A student who is freely engaged is likely emotionally strong and has the resilience required to function well in a school setting.</p>
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Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 5492 Brant Christian School

Measure Category	Measure	Brant Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.1	96.6	97.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.1	85.1	88.0	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	97.4	97.1	97.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	n/a	n/a	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	88.2	86.5	91.2	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	50.0	44.2	32.5	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	91.7	n/a	n/a	83.6	83.7	83.1	Very High	n/a	n/a
	Diploma: Excellence	25.0	n/a	n/a	24.0	24.2	22.5	Very High	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	64.8	63.4	62.2	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	59.0	58.7	58.7	*	*	*
	Work Preparation	94.2	97.8	98.3	83.0	82.4	82.6	Very High	Declined	Good
	Citizenship	94.7	95.8	95.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.0	94.7	97.3	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.1	93.5	95.4	81.0	80.3	81.0	Very High	Maintained	Excellent

**Brant Christian School
PAT Results 2019 Gr. 6**

N = 10

Subject	Acceptable	Excellent	Below
ELA	100%	40%	0
Math	90%	50%	10%
Science	90%	60%	10%
Social	90%	60%	10%

**Brant Christian School
PAT Results 2019 Gr. 9**

N = 8

Subject	Acceptable	Excellent	Below
ELA	88%	24%	12%
Math	75%	38%	25%
Science	100%	63%	0
Social	100%	33%	0

