

Annual Education Results Report

2025

Submitted by:

Tim Gill

Principal

9127 Destiny Christian School Society

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Red Deer County, AB T4E 1S2

Submitted to Alberta Education

Approved November 27, 2025

A MESSAGE FROM THE PRESIDENT OF THE BOARD OF DIRECTORS



The Alberta Education surveys conducted in February/March 2025 highlight the continued success of our school across all areas.

At Destiny Christian School, we remain committed to the holistic development of every student – spiritually, academically, socially, and physically – while partnering closely with parents, the church community, and our school family. We are grateful for the privilege of providing quality Christian education to families who value faith-based learning.

This Annual Education Results Report reflects our achievements and fulfills the assurance process, incorporating feedback from parents, staff, students, and community stakeholders.

Destiny Christian School continues to have a strong partnership with Home Church. With the announcement of funding being available to independent schools for new school spaces the DCS board of directors has begun the process of a capital plan project to grow the capacity for new student spaces.

Our teaching and administrative teams continue to deliver exceptional education and support, equipping students and families as we work toward developing leaders who will thrive in every sphere of society.

The core priorities of DCS remain steadfast: to “build foundations for success” by creating disciples of Jesus, cultivating servant leadership, and empowering each student to discover their unique calling. Together with families, we aim to lay strong foundations for future success – building tomorrow’s leaders today.

Sincerely yours,

Jachin Mullen

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Destiny Christian School for the 2025/2026 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2025/2026 was approved by the Board on November 27, 2025.

Jachin Mullen
Chairman of the Board
(Original Signed Copy in the School Office)

MISSION STATEMENT

"Education with a God-given Purpose"

As a ministry of Home Church, the mission of DCS, in partnership with families and the church, is to create disciples of Jesus, train servant leaders, and provide quality Christian education.



CORE VALUES

Christlikeness:

Our staff fosters a Christ-like community through a personal relationship with Jesus, love for the Church, and treating others with the compassion and love Jesus would. We embrace our role as committed stewards of the mission, vision, and calling of Jesus as staff at Destiny Christian School.

Student-Centered:

Our staff promotes a student-centered culture by deeply understanding and valuing each student as a unique individual with a God-given destiny. They manage with love and discernment to foster a thriving community where students can flourish.

VISION STATEMENT

The vision of Destiny Christian School is to nurture a community where students flourish in faith, servant leadership and learning, preparing them to live out their God-given destiny as disciples of Jesus.

FAITH STATEMENT

DCS has the fundamental belief that all children are created and loved by God, each having a divine purpose for living. The goal of life is to discover God and His will for their life. The goal of the school is to support students to reach their full development: academically, physically, socially, emotionally, and spiritually.

DCS is a ministry of Home Church. Parents choose Destiny Christian School and agree with the mission and vision of DCS along with the Statement of Faith of Home Church. The application for enrollment specifies the philosophy and beliefs that DCS adheres to. Parents acknowledge and agree with these statements when they enroll their child(ren).

PHILOSOPHY AND BELIEFS

At DCS, we believe that "all children are gifts of the Lord and His reward (inheritance)."¹ Children attending Destiny will be mentored in developing a personal faith in God and building a life-long relationship that will bring strength and direction to their personal lives through Biblical principles.

Church – Destiny is a ministry of Home Church; therefore, students and families are encouraged to connect and be a vital part of a local Christian community. We believe the **Local Church Family** is a vital part of the team to assist parents in the development and growth of their children.

Parents have been mandated by God to nurture and support their child(ren),² which affirms their responsibility in the education of their children.

School, though significant and foundational, is only part of a life-long learning process.

¹ Ps 127:3 – Sons are a heritage from the Lord, children a reward from him.

² Prov 22:6 – Train a child in the way he should go, and when he is old, he will not turn from it.

BELIEFS WE LIVE BY

1. Parents have the primary responsibility of raising their children to find and fulfill their God-given destiny.
2. The staff, parents, and student family of Destiny, are part of a team dedicated to supporting children to become lifelong learners who grow into their full potential and destiny, striving to be excellent learners with academic and personal excellence, aiming to fulfill our God-given destiny.
3. The local church family, a vital part of the team, is to assist parents in the training and growth of their children.
4. Children attending Destiny will be mentored in developing a personal faith in God and building a life relationship that will bring strength and direction to their personal lives.
5. Children attending Destiny will be mentored in building meaningful life relationships using Biblical principles.

OUR HISTORY

The Evolution of Destiny Christian School:

Our school began in the late 70s when the Government of Alberta supported alternative education through independent and private schools. We chose to provide an “independent” school as an alternative to public and Catholic systems.

We joined the Association of Independent Schools and Colleges (AISCA) as an independent, non-elitist school with a Christian foundation. Initially named People’s Christian Academy, we started with 43 students. In the late 80s, we relocated and built a multi-facility, serving over 200 students from ECS to grade 12, then called Word of Life Christian School.

As we grew along with educational costs, financial challenges arose. Many similar schools either closed, joined public boards, or increased fees. We explored becoming an alternative program within public systems but were refused. Instead, we felt guided to something better.

Destiny (Christian) School integrated the MLE (mediated learning experience) program and aimed to become a charter school, but our faith designation prevented this. In 2002, we introduced *Bright Start* (ages 3 to 7) and became one of only two MLE schools in Canada, the other being in Vancouver. Over the years, as MLE training became more complicated to implement, we moved about from being a formal MLE school, but the philosophy of the MLE program has remained.

DCS launched the *Leader in Me* Program in September 2022. Leadership lessons and the *7 Habits of Highly Effective People* are taught in all the classes from playschool to grade 9. There was great buy-in from staff, students, and parents. In 2023-2024 we decided to pause the program as it wasn’t aligning with our school culture.

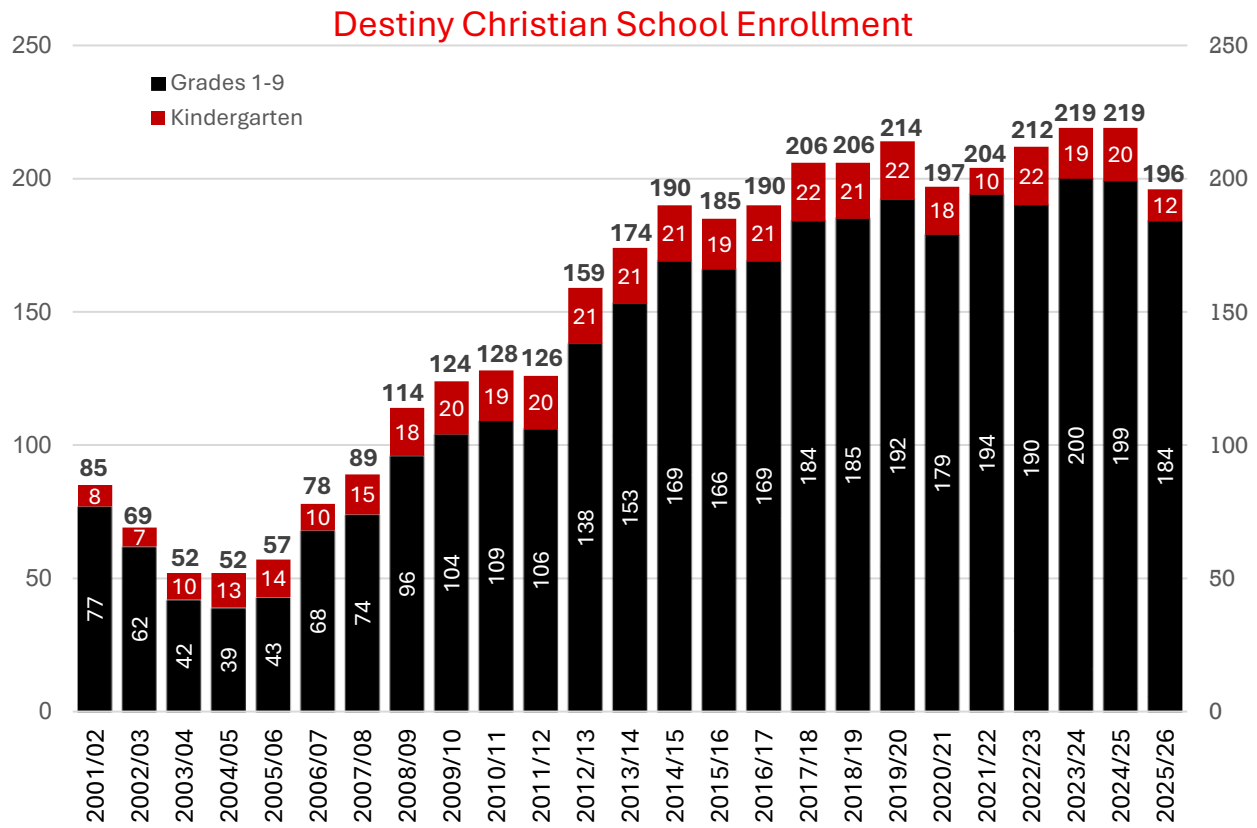
For 2025 we are implementing a program through John Maxwell Leadership called *iLead*, that is targeted towards schools and implemented across schools in Canada and the US. This builds on the principles of Leader in Me program and aligns better with our school mission in creating servant leaders.

PROGRESS AND ACCOMPLISHMENTS

Enrollment:

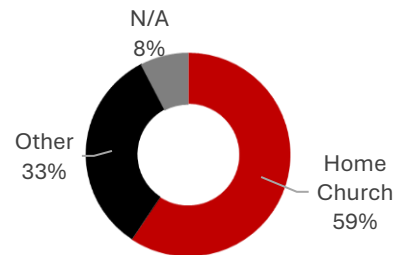
The last several school years have enabled us to serve 200 or more students in our programs with a million-dollar-plus budget. September 2019 was the highest enrollment since the beginning of the school in 1980. In the mid-90s, when we had a K-12 school, we had an enrollment of just over 200. We maintained our enrollment of over 200 students until COVID hit. In the 2022-2023 school year we saw significant growth once again.

On September 29, 2025, our enrollment was 184 students from Grade 1 to Grade 9 and 12 kindergarten students. We also provide a Playschool program: 2 full days for 3 and 4-year-olds. There are 10 children in this program.



Most of the student body is from the Home Church community (59%) throughout Central Alberta; this includes the communities of Lacombe, Sylvan Lake, Blackfalds, Springbrook, Penhold, Innisfail, and Spruce View. We are happy to serve a larger Christian community from other local church congregations (33%). 8% of families have no clear faith connection.

CHURCHES DCS FAMILIES ATTEND



Special Needs Students:

In the past, we did not have any students who were coded for special learning needs. In the fall of the 2024/2025 year, we had three students identified as having Mild/Moderate needs. This year there are currently seven students with Mild/Moderate needs and two with a Severe level as per the criteria for Special Needs funding. We are expecting to add more coded students as the year progresses.

We have access to support through Aspire Special Needs Resource Centre in partnership with a grant from AISCA. We have also recommended that Aspire assess several of our students. These needs vary from Speech and Language and Occupational Therapy concerns to Psychological Assessments. We have started working with those students that were referred to.

TRENDS AND ISSUES & NOTEWORTHY EVENTS

Improved Facilities and Future Planning:



In the fall of 2023, Home Church – located on the same property as Destiny Christian School – completed construction of its new building. This milestone allowed us to sell the portables and transitioned into permanent classrooms. Playschool through Grade 3 now occupies space in the new church building. Grades 4-6 and the library remain in the current school facility, and Grades 7-9 have moved into the pre-existing church building. These changes have significantly enhanced our learning environment. During the

summer of 2024, we upgraded the Grade 7–9 area, adding a permanent office, new bathrooms, and improving traffic flow for students. These updates created a secure and efficient space for both students and staff.

In the summer of 2025, we completed general improvements, including painting and deep cleaning throughout classrooms and common areas. Looking ahead, we are preparing for capital funding opportunities recently announced to include independent schools, which will enable us to expand classroom capacity and continue improving our facilities.

Staffing:

We have certified, mostly long-term staff. We are grateful to be able to add additional Educational Assistants for the 2025-2026 school year to support students in the classroom.

After eleven years of dedicated service, both as teacher and then principal, Jonathon Bolton resigned in the spring of 2025. In response, the Board of Directors appointed our long-serving, teacher and Vice Principal, Tim Gill, as Principal and promoted one of our experienced teachers to the Vice Principal role.

Teachers are encouraged to develop a classroom management style that builds a positive environment for student learning. The principal and vice principal may assist them in helping students with difficulty. Family conferences are conducted, and if the student cannot function well, other alternate programs are recommended.

The disciplinary policy reflects biblical standards of forgiveness, mercy, and grace. Staff and students are expected to conduct themselves according to the standards Christ set for us. Attitudes of acceptance, tolerance, love, and service to others are taught in all areas of school activity.

ECS to Grade 9 curriculum is based on the **Alberta Program of Studies**, integrating Christian principles and perspectives wherever possible.

Professional Development:

Professional development is an important part of staff development and helps to build a strong cohesiveness among the staff. The leadership team works hard to plan meaningful, practical, and intentional learning opportunities and team-building activities. Building a staff culture of continuous learning and improvement has been an important goal. Teachers are given professional development opportunities through CARC (Central Alberta Regional Consortium) and other organizations to improve their teaching skills.

Student Leadership:

We have continued providing leadership opportunities for students within the school, including leadership in our Praise and Worship teams, hot lunch fundraisers, getting involved in community outreach like being involved in food drives for the local foodbank. Our goal is for every student to have a leadership role in their classroom and/or in the school.



iLead is a K-12 leadership curriculum developed by the Maxwell Leadership Foundation, aimed at fostering character, confidence, and critical life skills in students. It emphasizes values-driven leadership and is designed to create communities of influence within schools. The program is grounded in the leadership principles of Dr. John C. Maxwell and tailored to meet the needs of today's students.

Athletics:

We have a large double gym where daily physical education classes take place. School athletics are an integral part of student life, with active participation in interschool competitions through CENAA. Students have opportunity to compete in cross-country running, volleyball, basketball, badminton, and track and field. For several years, our teams have achieved remarkable success, bringing home banners in volleyball, basketball, cross-country and multiple badminton events.



Transportation:

For the 2024-2025 school year we encountered significant challenges to our transportation. Finding qualified, reliable drivers presented a challenge, along with bus maintenance issues. The board decided to contract transportation services to Prairie Bus Lines for the 2025-2026 school year. The school had contracted one of the three bus routes running to Prairie in the 2024-2025 school year and it went well. Due to the cost of contracting bus services, we were able to provide 2 routes, instead of 3 to start the 2025-2026 school year. This also added significant cost to families, above tuition, to cover the cost of the busing contract.

37% of students take the bus to and from school. We are grateful that transportation funding has been provided to include independent schools, and we hope this continues.

Parental Involvement:

We have been encouraged by the high percentage of families that involve themselves in the four areas of school family participation: school orientation, fall parent/teacher conferences, spring parent/student/teacher conferences, and the school awards night. This year we have a fundraising parent committee working on fundraising initiatives for the school. We saw a slight increase in parent involvement with the parent surveys and are working on strategies to increase participation even more for the 2026 surveys.

Stakeholder Engagement:

Our school has been deeply committed to creating an environment of collaborative growth, guided by comprehensive stakeholder engagement. Our AERR data has played an important role in shaping our priorities, ensuring they are rooted in the real needs of our school community.

Recognizing the importance of spiritual and character development, we have worked closely with the church, aligning our strategic objectives with their mission and vision. This led to the formulation of our three core priorities: (1) Creating disciples of Jesus, (2) Cultivating servant leadership, and (3) Crafting foundations for success. Our school board was instrumental in creating and refining this report, ensuring its relevance and feasibility. Notably, our board also mirrors the diversity of our school population, emphasizing the inclusive nature of our planning approach.

Spiritual Life:



One of the school's main mission points is to 'create disciples of Jesus.' One of the many ways we are fostering this is with One-to-one discipleship with students. This is a program that students can be a part of in small group settings where they increase their knowledge about being a follower of Jesus. They complete this study with one of our volunteers and then they are equipped to share what they've learned.

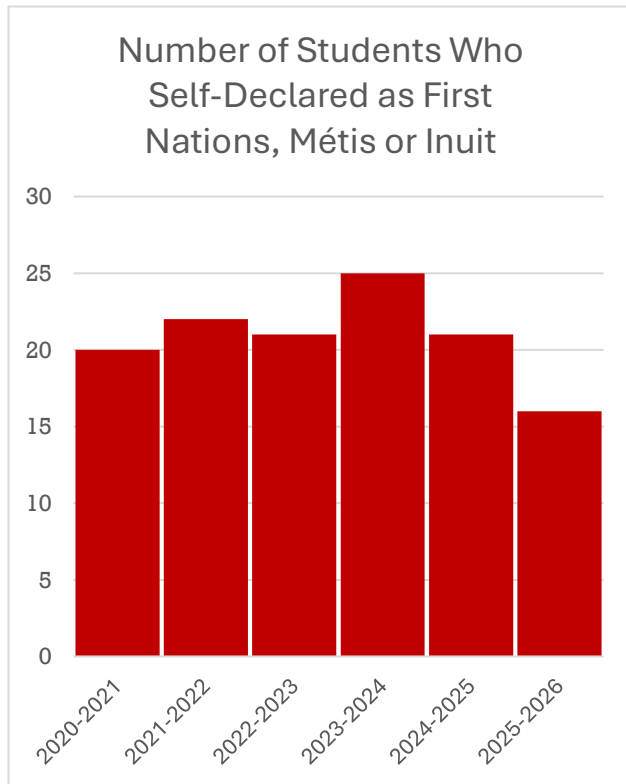
Students have the opportunity for weekly Praise and Prayer times. These are by division, K-3, Grades 4-6 and Grades 7-9. We partner with Home Church Bible College, Home Church Youth and Home Church Kids to bring in

speakers that are engaging and inspire the students to a deeper relationship with Jesus. We also have Healing Meetings, involving Grade 1-9 students in a time of prayer and worship.

International Students:

Annually, we add international families. In the spring of 2020, we began assessing these students for EAL funding. As of September 30, 2021, we had 32.8% of our students identified as foreign-born or Canadian-born and have at least one foreign-born parent. Most of these students enrolled at DCS for more than one year but were not formally assessed before June 2021. In 2022 there were 83 students assessed for assistance with English as an Additional Language. We currently have 99 students enrolled as EAL.

Honouring First Nations, Métis, and Inuit (FNMI):



Our school is actively engaging the First Nations, Métis, and Inuit (FNMI) community and student population by creating opportunities for FNMI students to take on leadership roles. We celebrate important events such as Orange Shirt Day and Indigenous People's Day, and showcase student artwork, fostering a deeper understanding and appreciation of Indigenous cultures within our school community.

Teachers also integrate First Nations, Métis and Inuit (FNMI) perspectives and content into various curriculum subjects as well as utilizing FNMI resources and materials.

We are strengthening staff collaboration with a teacher focus group that is working on additional ideas to include FNMI into classrooms and the school overall.

Preparing Teachers for New Curriculum:

At Destiny Christian School, we have taken proactive measures to ensure our teachers are well-equipped and prepared to teach the new curriculum.

Dividing into dedicated working groups, our teachers have studied the sections of the new curriculum, a process that promotes mutual understanding and consistency. This collaborative effort extends beyond these working groups; our teachers have been actively sharing knowledge and pooling resources. Many have turned to platforms such as Teachers Pay Teachers to find and utilize resources that align with the new curriculum.

Reading Intervention Program:

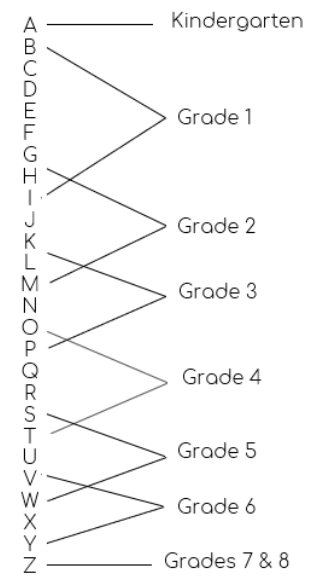
In the fall of 2024, Destiny Christian School students were assessed using the Fountas and Pinnell Benchmark Assessment System to determine if they were reading and comprehending at grade level. Students read a short excerpt aloud and then answer questions to determine if they understand what they read. The student is then classified into a reading level. Those levels determine where a student is performing according to their grade level.

Once a student's reading level has been determined they are classified into one of four groups: Exceeds expectations (reads well above grade level); Proficient (achieving at grade level); Basic (reads at a basic grade level); Intervention Required (grade level reading expectations are not being met).

Students requiring intervention in grades 2 – 6 were placed in a program with other students at the same reading level. There the children received daily reading mediation where they focus was on fluency, phonological awareness and comprehension. After 17 students received daily intervention through out the year 5 students were at or above grade expectations and 17 improved reading levels but are still below grade level.

Students in grades 7-9 received help in LA class as more of an "EA style of intervention." They would receive help on an as-needed-basis with things like spelling, sentence structure and essay writing.

Fountas & Pinnell Reading Level Chart

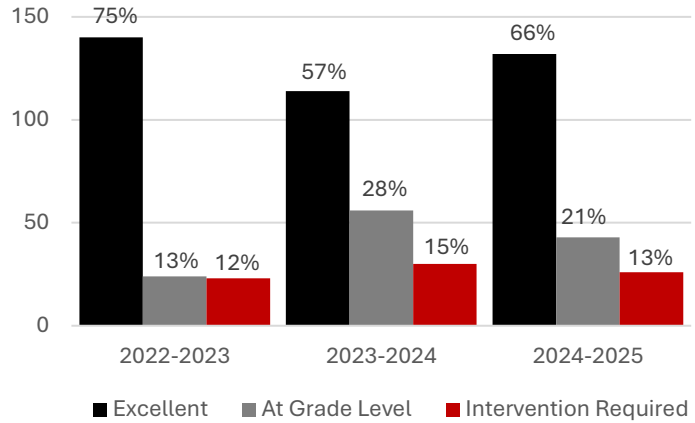


A Focus on Literacy and Numeracy:

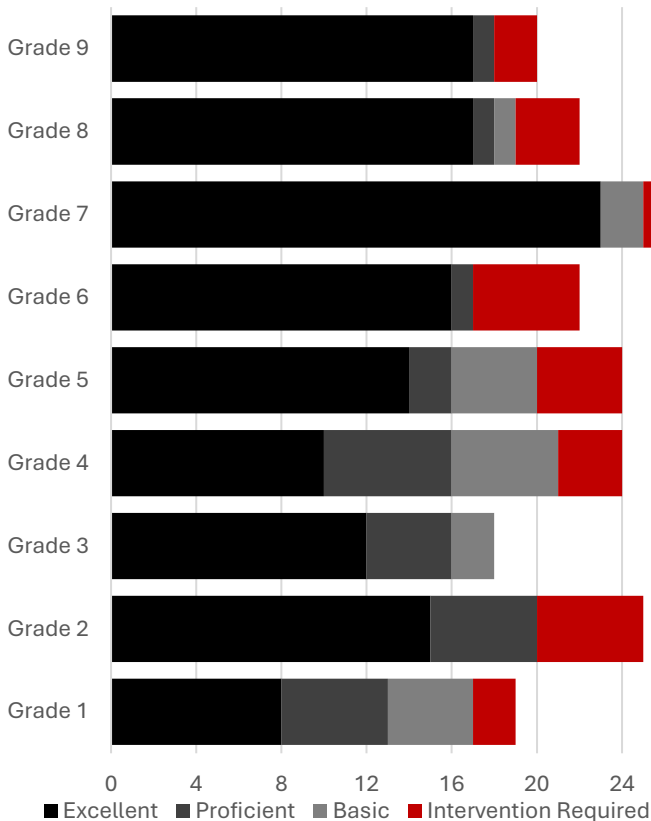
During the 2024/2025 school year we conducted the required literacy and numeracy assessments. All grade 2 and 3 students were assessed in September using the CC3 (Castles and Cohart), and Numeracy assessments. Additionally grade 2 students were assessed using the LeNS (letter name sound) assessment. Students found to be at risk were reassessed in June.

Grade 1 students were also assessed in September using the LeNS, PAST (Phonological Awareness Screening Test), RAN (Rapid Automated Naming) assessments. The CC3 and

Three-Year Reading Proficiency Comparison



Reading Proficiency by Grade 2024-2025



Numeracy assessments were done in January. Any students requiring intervention were reassessed later in the year (January or June).

In January Kindergarten students completed the LeNS, PAST, RAN and Numeracy assessments.

Kindergarten: All students were assessed using the applicable assessments provided by Alberta Education. The LeNS assessment found 29% of students to be requiring additional supports. The PAST assessment found 24% of students need additional supports, and the RAN assessment found 18% needing support, however two students were absent during this test. All 17 students assessed did not need additional support in Numeracy.

Grade 1: All students were assessed in September using the LeNS, PAST and RAN assessments. Results of students needing additional supports from the September assessments were LeNS: 1 student, PAST & RAN: 5 students. January, the student needing additional support with letter recognition no longer required additional support. The Numeracy and CC3 Assessments were also conducted in January; 2 students were found to be at risk. According to

Fountas and Pinell assessments, 2 students required intervention as well. They both started off the year at almost a full grade level behind. With intervention both students were still reading below grade level but had progressed to the middle of grade 1 in the Fountas and Pinell program. And according to the CC3 assessment in June, only one remained at risk with reading and they were both found to no longer be at risk with Numeracy in June.

Grade 2: All children were assessed in September. 9% of students (2) were found to be at risk in the LeNS assessment and 19% (4) in the CC3 assessment. These students were reassessed in January and June. Although those 4 students were found to still be at risk in the CC3 testing, both the students noted at risk improved to grade level in the LENS test by June. There were 5 grade 2 students requiring additional support in Numeracy in September. This number did not change by the end of the school year. According to Fountas and Pinell assessments 6 students required additional support, all of which were behind by at least one full grade level. After intervention, one student improved 7 levels, moving her from reading at the beginning-of-grade-1 level to a proficient end-of-grade-2 level. The remaining students averaged being 9 months behind by the end of the school year.

Grade 3: All students were assessed in September and 1 student or 5% were at risk in literacy and reassessed in June. There was no change in June when this student was reassessed. 11% of grade 3 students (2) were found to need additional support in numeracy in September, however by June only one student remained at risk in numeracy According to Fountas and Pinell assessments 2 students required intervention with an average of being 10.5 months behind grade level. At the end of the year, they both improved to a basic end-of-grade-3 reading level.

Early Years Literacy/Numeracy Assessments (by assessment)

Grade	Total Students	Requires Additional Supports														
		LeNS			CC3			Numeracy			PAST			RAN		
		Sept	Jan	June	Sept	Jan	June	Sept	Jan	June	Sept	Jan	June	Sept	Jan	June
K	17		5					0				4			3	
1	20	1	0			2	1		2	0	5			5		
2	21	2	1	0	4	4	4	5	6	5						
3	18				1	1	1	2	3	1						

Early Years Literacy/Numeracy Assessments (combined LeNS, CC3, Numeracy)

Grade	Total number of students assessed (using initial assessment)	Total number of students requiring additional supports (initial assessment)	Total number of students requiring additional supports (end of year)
K	17	5	n/a
1	20	2	1
2	21	5	5
3	18	2	1

*Kindergarten was NOT assessed using CC3

*Grade 3 was NOT assessed using LeNS

Other than noted above, students who were found at risk in Numeracy received one on one support from the teacher or educational assistant in the classroom. All classes practiced math facts as a group to increase their numeracy skills as well.

ANNUAL EDUCATION ASSURANCE MEASURES (AEAMS)

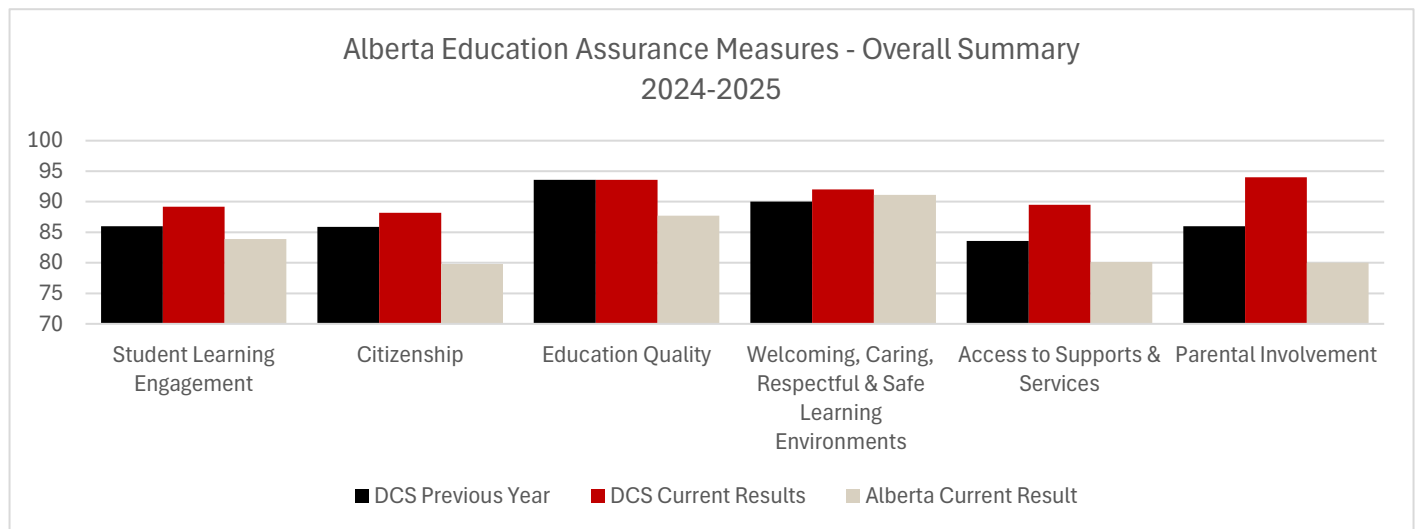
The table below summarizes Destiny’s results from the annual education survey, completed by parents, teachers, and students in spring 2025. Parents are strongly encouraged to participate, and students in Grades 4-9 completed the student surveys.

- **Grades 4-6:** 62 students **Grades 7-9:** 63 students
- **Parents:** 12 (Grades 4-6 and 11 (Grades 7-9)
- **Teachers:** 10 (ECS-Grade 9)

Total participants: 158 (students, parents, and teachers), representing an increase from the previous year.

Survey results from both parents and students indicate a high level of satisfaction with our program overall. Destiny continues to perform well above the provincial average in every category. Year after year, feedback from parents, staff, and students consistently exceeds provincial benchmarks. While these results are encouraging, we recognize there is always room for improvement and have strategies in place to further increase participation.

Assurance Domain	Measure	Destiny Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.2	86.0	87.9	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	88.2	85.9	88.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	54.5	69.3	68.0	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	14.8	17.0	14.3	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.3	93.6	93.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.0	90.0	91.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	89.5	83.6	83.9	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	94.0	86.0	87.9	80.0	79.5	79.1	Very High	Maintained	Excellent



SUMMARY OF RESULTS ON ALBERTA EDUCATION ASSURANCE MEASURES

STUDENT GROWTH

S.1 Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	131	87.1	156	88.3	149	89.5	134	86.0	158	89.2	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	14	87.8	29	98.9	19	100.0	20	91.4	23	98.6	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	104	73.6	116	72.0	120	68.6	104	66.6	125	69.0	Intermediate	Maintained	Acceptable	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	13	100.0	11	93.9	10	100.0	10	100.0	10	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Comments

Engagement among parents and teachers is excellent, but student perceptions remain a concern. The decline from earlier years indicates a need for renewed focus on student-centered engagement strategies. The disparity between student and parent perceptions suggests that while engagement is strong, they may not fully resonate with students’ experiences.

Planned Improvements: To address these findings and foster stronger engagement across all stakeholders, we will implement the following strategies:

- Increase Student Voice:** Conduct student focus groups to identify barriers to engagement and gather actionable feedback. Implement student-led projects and leadership roles to foster ownership of learning.
- Enhance Practical Learning Opportunities:** Expand real-world connections through field trips, guest speakers, and project-based learning.
- Collecting Regular Feedback:** We will establish more focused feedback with parents to share their observations and ideas about student engagement. This will allow us to identify concerns early and address them. This can be accomplished through parent focus groups that we plan to implement in early 2026.
- Expanding Differentiated Instruction:** While students and teachers maintained engagement, we will further diversify learning, incorporating new methods that resonate with students and parents. For example, more project-based learning and activities that allow students to demonstrate their learning in creative ways.

Commitment to Improvement: As we reflect on this year's data, we are committed to continually refining our approach to student engagement. Our goal is to ensure that all perspectives—students, teachers, and parents—align in their confidence that our learning environment is engaging, participatory, and transformative.

A.6 Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	131	89.0	157	89.6	150	90.2	134	85.9	158	88.2	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	14	91.4	29	94.5	19	100.0	20	88.8	23	99.1	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	104	75.5	117	76.0	121	72.6	104	71.1	125	69.7	High	Maintained	Good	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	13	100.0	11	98.1	10	98.0	10	98.0	10	95.9	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Comments

While our parents and teachers have maintained high satisfaction levels with citizenship modelling this year, we observed a slight decline in student observations. To address this, we recognize the need to make citizenship initiatives more visible, relevant, and engaging for students.

Key actions may include:

- Ensuring students know how they are actively involved in citizenship (e.g. service projects such as food drives for the local food bank, leadership roles etc). Using student assemblies to celebrate citizenship contributions.
- Building stronger partnerships with the local church to expand opportunities for meaningful servant leadership experiences.

A.7 Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	27	93.2	40	97.2	29	90.0	29	91.0	31	93.7	Very High	Maintained	Excellent	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	14	86.4	29	94.4	19	96.7	19	90.3	21	94.1	Very High	Maintained	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	13	100.0	11	100.0	10	83.3	10	91.7	10	93.3	Very High	Maintained	Excellent	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

Comments

We are pleased to continue to report that our overall results remain strong, with parents and teachers and are above the provincial average. Parent satisfaction remains consistently high, reinforcing confidence in the school's approach.

Strengthening Teacher Involvement: We will align professional development opportunities with lifelong learning programs to better support teachers in their role.

- **Highlighting Student Success:** We aim to reinforce the value of lifelong learning in classrooms by sharing student success stories and outcomes.
- **Enhancing Collaboration:** We are creating more opportunities for teachers and parents to collaborate on fostering lifelong learning skills in students.
- **Evaluating Transition Programs:** To support Grade 9 students' transition to high school, we will continuously assess and refine our partnership with local high schools.

A.8 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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	26	92.9	40	100.0	28	89.2	28	92.2	31	97.6	Very High	Maintained	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	14	85.7	29	100.0	19	89.5	18	94.4	21	95.2	Very High	Maintained	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	12	100.0	11	100.0	9	88.9	10	90.0	10	100.0	Very High	Maintained	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

Comments

The data demonstrates exceptional performance in this measure, with both parents and teachers expressing very high satisfaction. While results are strong, we will continue to adopt strategies to ensure work preparedness. We experience unique challenges as we do not offer high school grades where such skills are traditionally more relevant. Despite this, our parent ratings remain strong, maintaining a "Very High" level of satisfaction.

To address these findings, we will continue our focus on:

- **Real-world readiness skills**, including financial literacy, problem-solving, and critical thinking.
- **Servant leadership, character development, personal responsibility, and goal setting** are foundational behaviours that equip students for life beyond school.
- **Engagement with parents and teachers**, ensuring they are informed, involved, and aligned with our programs and initiatives.

Additionally, we will continue to partner with *Junior Achievers* to expose students to workplace scenarios and strengthen their understanding of real-world applications. These steps are integral to equipping our students with the attitudes and behaviours necessary for future success in work and life.

HIGH SCHOOL COMPLETION RATES:

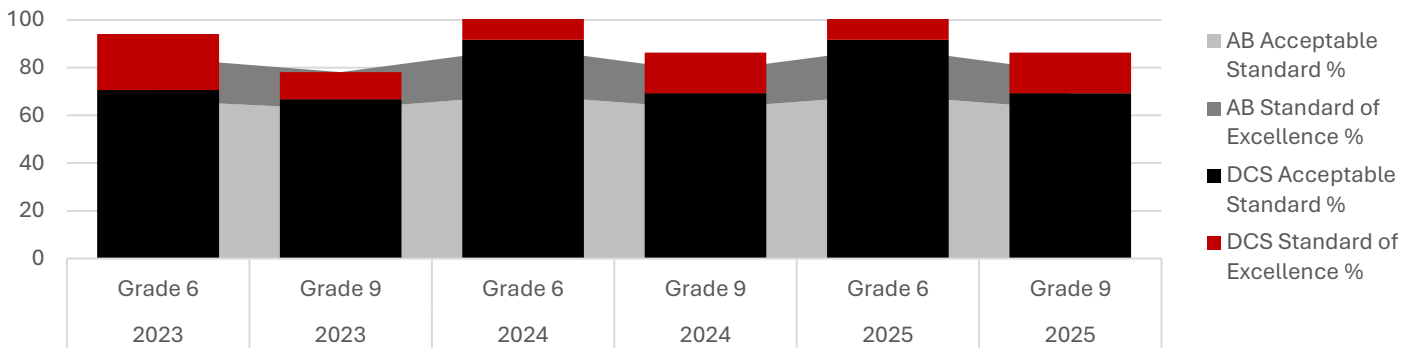
Note: We are a K to 9 school; therefore, there is no significant data to show here. We partner with high schools to ensure a smooth transition from grade 9 at DCS to grade 10 in another school. The goal is that with the transition, they continue to high school and complete grade 12. We also utilize connections through AISCA and their Career Connections to ensure students have introduction to high school level information.

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	17	0.0	15	0.0	15	0.0	13	0.0	18	0.0	Very High	Maintained	Excellent	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

PROVINCIAL ACHIEVEMENT TEST RESULTS

Note: Provincial examination results for students who identify as First Nations, Metis, and Inuit, and students with English as an Additional Language learning needs, including PATs, Diploma Exams as well as High School Completion Rates are unavailable due to the low number of students registered in these specific programs.

Acheivement Test Results: DCS vs. Provincial



Provincial Achievement Test Results – By Students Enrolled – 3 Year Rolling Average

Grade 6 PAT Results By Students – 3 Year Rolling Average						
	Destiny Christian School			Alberta		
	2021-2023 Avg	2022-2024 Avg	2023-2025 Avg	2021-2023 Avg	2022-2024 Avg	2023-2025 Avg
N	17	21	19	57,655	59,230	50,053
Acceptable Standard %	70.6	81.1	84.7	66.2	67.4	67.7
Standard of Excellence %	23.5	32.6	35.6	18.0	18.9	19.2

Grade 9 PAT Results By Students – 3 Year Rolling Average						
	Destiny Christian School			Alberta		
	2021-2023 Avg	2022-2024 Avg	2023-2025 Avg	2021-2023 Avg	2022-2024 Avg	2023-2025 Avg
N	24	23	23	57,925	59,304	59,893
Acceptable Standard %	66.7	68.0	63.5	62.6	62.6	62.6
Standard of Excellence %	11.5	14.3	14.4	15.5	15.5	15.5

PAT Results for English as an Additional Language Students (EAL)

For each course (where available) for students who require and receive English as an Additional Language supports.

Course	Measure	Destiny Christian School (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Declined	Good	7	85.7	11	100.0	9,834	60.7	10,688	65.0
	Standard of Excellence	High	Maintained	Good	7	28.6	11	42.9	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	6	100.0	9	77.8	7,504	54.5	7,109	59.6
	Standard of Excellence	High	Improved	Good	6	16.7	9	0.0	7,504	4.7	7,109	6.0
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	6	50.0	9	66.7	7,506	45.2	7,066	48.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	6	16.7	9	33.3	7,506	11.6	7,066	11.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	9	100.0	7,515	57.6	7,106	58.5
	Standard of Excellence	Very High	Declined	Good	6	16.7	9	44.4	7,515	13.8	7,106	14.6
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	6	50.0	9	77.8	7,509	47.9	7,116	49.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	6	16.7	9	22.2	7,509	10.4	7,116	10.3

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Destiny Christian School						Alberta				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	19	84.2	21	81.1	50,053	64.1	59,230	67.4
	Standard of Excellence	Low	Declined	Issue	19	10.5	21	32.6	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	High	Maintained	Good	22	86.4	23	76.1	59,391	69.8	57,676	70.4
	Standard of Excellence	Intermediate	Improved	Good	22	13.6	23	0.0	59,391	11.1	57,676	12.6
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	22	27.3	23	56.8	58,911	51.7	57,012	53.5
	Standard of Excellence	Low	Maintained	Issue	22	9.1	23	15.3	58,911	14.0	57,012	13.7
Science 9	Acceptable Standard	Intermediate	Declined	Issue	22	63.6	23	82.8	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	Maintained	Excellent	22	22.7	23	28.4	59,453	21.1	57,692	20.5
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	22	40.9	23	56.3	59,472	60.5	57,717	59.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	13.6	23	13.3	59,472	17.1	57,717	15.8

Comments

In our review of the recent Provisional Achievement Tests, we observed varied performance across different subjects and grades. While some areas demonstrate strong achievement, others indicate opportunities for improvement.

Grade 6 Social Studies:

- **Performance Overview:** Students are performing well at the acceptable level, significantly above provincial averages. However, excellence rates have declined sharply from previous years, indicating a gap in higher-level achievement.
- **Recommendation:** Maintain strong foundational instruction while introducing enrichment activities for advanced learners. Incorporate critical thinking and analytical tasks into lessons to boost excellence rates. Provide targeted feedback and exam-writing strategies for students.

Grade 9 English Language Arts (ELA):

- **Performance Overview:** Encouraging results in EAL 9. Shows solid performance at the acceptable level and improvement in excellence compared to previous years.
- **Recommendation:** Continue with current instructional strategies while expanding opportunities for advanced writing and comprehension skills. Use success in ELA as a model for improving other subjects through collaborative teaching.

Grade 9 Mathematics:

- **Performance Overview:** Math results are a concern, with significant declines in acceptable performance and low excellence rates.
- **Recommendation:** Evaluation of teaching practices. Implement intensive intervention programs focusing on foundational numeracy and problem-solving i.e. mental math strategies and weekly review of concepts. Will begin working with families to provide resources to equip students with practice opportunities such as Alberta Exam Bank and IXL extra practice for at home learning to assist in class learning.

Grade 9 Science:

- **Performance Overview:** Demonstrates strong excellence rates but a decline in acceptable performance, suggesting gaps in basic understanding.
- **Recommendation:** Reinforce core concepts through developing critical thinking skills and practicing the concepts learned. Review ability to interpret charts, data and multiple sources of information and work out strategies to improve chart reading and data skills. Providing more practice opportunities for exam writing, including exam writing strategies.

Grade 9 Social Studies:

- **Performance Overview:** Shows concerning results at the acceptable level requiring intervention.
- **Recommendation:** Integrate project-based learning and discussion-based activities to deepen understanding of historical and civic concepts. Provide formative assessments and feedback to identify gaps early. Use technology and interactive resources to make content more engaging and accessible.

In our review of the Provincial Achievement Test (PAT) results, we observed a range of performance across subjects and grades:

1. Areas of Excellence:

- Grade 9 ELA high standard of excellence. This demonstrates strong teaching practices and student preparedness in these areas.
- Grade 6 social studies showed high results improvement.

2. Areas Requiring Improvement:

- Grade 9 improvement to all subjects

3. Moving Forward:

- The teaching model learning from the ELA and collaborating together with other teachers to assist in what is done well and overall classroom success.
- Collaboration among teachers, parents, and students will ensure all students achieve their full potential and are adequately prepared for future academic and life challenges.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Assurance Domain	Measure	Destiny Christian School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	PAT9: Acceptable	75.0	*	80.6	51.2	52.7	54.0	Intermediate	Maintained	Acceptable
	PAT9: Excellence	16.7	*	25.0	10.0	10.1	10.5	Intermediate	Maintained	Acceptable

NOTE: Where students were fewer than 6, data was suppressed.

TEACHING AND LEADING

A.4 Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	89.7	157	94.2	150	92.9	134	93.6	158	93.3	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	14	82.9	29	93.7	19	93.8	20	92.5	23	92.8	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	103	87.3	117	88.9	121	84.9	104	88.3	125	87.1	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	13	98.7	11	100.0	10	100.0	10	100.0	10	100.0	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Comments

Regarding Education Quality, we continue to perform exceptionally well in overall education quality, maintaining very high ratings across all stakeholder groups. The slight gap between student satisfaction and adult perceptions suggests that while quality is strong, students may not fully perceive improvements or opportunities for engagement. Parent and teacher confidence reinforces the effectiveness of current strategies, but student feedback should guide future enhancements.

We are initiating a communication process focused on the middle school years to address this. This will include:

- Engaging students through focus groups to gather insights on their experiences and goals.
- Exploring new opportunities such as STEM, servant leadership development, and creative arts to align with student interests.
- Enhancing communication about how their feedback is being incorporated into educational improvements.

D.6 In-Service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	12	88.6	11	87.5	9	88.9	9	100.0	10	93.3	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	12	88.6	11	87.5	9	88.9	9	100.0	10	93.3	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

Comments

Our recent evaluations indicate strong teacher confidence in the quality and relevance of professional development provided by the school authority. Teachers value PD that is practical and aligned with their professional growth needs, reinforcing the importance of maintaining this focus.

To achieve this, we have adopted a more intentional approach to professional development, including:

- Organizing targeted full-day PD sessions and offering independent PD opportunities.

A.1b 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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	82	83.6	97	82.2	94	78.7	72	82.0	96	86.2	Very High	Maintained	Excellent	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	14	81.1	29	80.4	19	81.2	20	82.7	23	93.6	Very High	Improved	Excellent	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	55	77.2	57	77.9	65	70.4	42	70.1	63	67.7	Intermediate	Maintained	Acceptable	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	13	92.5	11	88.3	10	84.5	10	93.2	10	97.4	Very High	Maintained	Excellent	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

Comments

In evaluating satisfaction with our Program of Studies, including fine arts, career, technology, and health and physical education, we observed an increase among parents and teachers. While parent and teacher satisfaction remain "Very High" with an "Excellent" evaluation, the decline in student satisfaction highlights a need to explore and address their specific concerns.

To actively address this, we are:

- Exploring further opportunities to expand our program offerings, including new options, wellness initiatives, and interdisciplinary learning experiences.
- Conducting student focus groups to understand student feedback and expectations better and provide them with an opportunity to give input into programming.
- Supporting our staff through professional development and resources to ensure the successful implementation of any new programs or initiatives.

B.3 Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	90.1	157	87.5	149	84.8	134	84.7	158	88.1	High	Maintained	Good	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	14	88.1	29	87.4	19	94.6	20	83.6	23	97.0	Very High	Improved	Excellent	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	103	84.8	117	81.1	120	84.7	104	84.7	125	84.6	Intermediate	Maintained	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	13	97.3	11	93.9	10	75.0	10	85.7	10	82.8	Very Low	Maintained	Concern	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

Comments

Overall this measure remains strong, driven by high parent satisfaction, but teacher results highlight a critical gap in confidence regarding support systems.

To address these challenges:

- Expanding access to specialized services, including continued collaboration and services with Aspire Child Development Centre.
- We have increased the number of Educational Assistants our school has. 2025-2026 marks the highest number of EAs our school has had. This allows in class provision to teachers and students to ensure success for students requiring additional supports.
- Enhancing professional development opportunities for teachers to equip them better and build capacity to support at-risk students.

LEARNING SUPPORTS

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSKE)

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	131	90.9	157	92.0	150	91.3	134	90.0	158	92.0	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	14	92.0	29	96.5	19	100.0	20	92.3	23	98.9	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	104	80.7	117	80.8	121	76.9	104	80.6	125	78.6	High	Maintained	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	13	100.0	11	98.6	10	97.1	10	97.1	10	98.5	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Comments

In our recent evaluation of learning environments, while satisfaction levels among parents and teachers remain high, indicating they notice these environments as welcoming, caring, respectful, and safe, we saw a decrease from the student perspective. Recognizing the importance of student feedback in this critical area, we plan to conduct focus groups with students to uncover specific aspects that need improvement and to understand their experiences better.

The insights gained from these focus groups will guide our efforts to enhance the learning environment. Additionally, we are committed to:

- Creating a student culture that promotes respect for others and increasing access to social-emotional support and anti-bullying resources.
- Ensuring student concerns are heard through processes already in place for reporting concerns and conflicts between students.
- Sustaining open communication with parents and equipping teachers with strategies to maintain inclusive and respectful classroom cultures.

H.1 Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	85.8	157	84.8	149	83.3	134	83.6	158	89.5	Very High	Improved	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	14	84.1	29	89.0	19	93.5	20	84.8	23	98.2	Very High	Improved	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	103	84.8	117	81.1	120	84.7	104	84.7	125	84.6	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	13	88.5	11	84.3	10	71.7	10	81.3	10	85.7	Intermediate	Maintained	Acceptable	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Comments

In evaluating the accessibility of appropriate supports and services at our school, we have observed an increase of satisfaction overall.

To address these concerns, we are:

- Planning to enhance our collaboration with Aspire Child Development Centre to ensure comprehensive access to speech and occupational therapy services and others.
- Utilizing professional development opportunities to train our staff, building their capacity to support better students requiring additional assistance.

B.4 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.																							
	Authority										Measure Evaluation	Province											
	2021		2022		2023		2024		2025			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
Overall	131	92.3	157	93.4	150	93.0	134	92.0	158	94.4	Very High	Maintained	Excellent	230,987	90.0	244,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	14	91.4	29	98.6	19	100.0	20	94.7	23	99.1	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,779	88.1	33,225	88.0	34,446	87.9
Student	104	85.3	117	83.4	121	82.9	104	85.4	125	86.2	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	13	100.0	11	98.1	10	96.0	10	95.9	10	97.9	Very High	Maintained	Excellent	30,205	95.4	30,663	94.3	32,350	93.0	32,660	92.9	33,556	93.4

Comments

In our recent evaluation of learning environments, the satisfaction level increased overall.

To continue this trend we plan to:

- Enhance students' sense of safety and care through initiatives like peer-to-peer mentorship.
- Continue building a student culture that respects others and promotes kindness across all grades
- Strengthen communication about the school’s ongoing efforts to maintain a safe and caring environment.

B.2 Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation	Province											
	2021		2022		2023		2024		2025			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
Overall	127	73.1	151	60.4	144	64.1	132	74.8	156	74.8	Intermediate	Improved	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	12	83.3	24	66.7	16	80.5	19	76.9	21	86.9	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	103	62.2	116	66.0	118	68.2	103	74.4	125	70.7	Very Low	Maintained	Concern	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	12	73.8	11	48.6	10	43.6	10	73.2	10	66.7	Low	Maintained	Issue	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

Comments

In our evaluation of satisfaction with program access, we observed a significant increase in satisfaction from the parent's perspective, reflecting confidence in the accessibility and effectiveness of programs and services. However, feedback from students and, notably, from teachers suggests low satisfaction levels, pointing to an area of concern. Teachers and students feel a substantial need for more support within the community.

To address this issue, we plan to enhance the availability of information regarding community services, including:

- A focus on mental health services, family support services, and other professional resources to assist our students in various aspects of their lives. We can further assist in this with continued partnership with Home Church Kids and Youth departments in the areas of pastoral care and social connections for kids and youth.

GOVERNANCE

C.1 Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	27	82.3	39	86.8	29	91.0	30	86.0	33	94.0	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	14	73.9	29	75.7	19	90.4	20	74.0	23	90.0	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	13	90.8	10	98.0	10	91.5	10	98.0	10	98.0	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

Comments

Our Annual Education Report shows an increase in parental involvement as perceived by parents, contrasting with consistently high teacher satisfaction levels. Despite these changes, Alberta Education's assessment finds the results within the "maintained" category. We are continually developing strategies to boost parental engagement and communication, aiming to align the perspectives of parents and teachers to improve our students' educational experience.

Key initiatives include:

- Strengthening parent-teacher communication through regular updates and parent/teacher communication methods already in place. We do have a high participation in our parent/teacher app Bloomz. This is a daily communication system for parents.
- Expanding opportunities for parental involvement via parent nights and volunteer opportunities.

These measures are designed to foster a stronger sense of partnership and engagement, ensuring parental involvement remains a key strength of our school community.

E.2 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.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	128	90.4	157	92.0	147	89.1	132	87.6	157	92.1	Very High	Maintained	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6

Parent	13	84.6	29	93.1	18	94.4	19	78.9	22	100.0	Very High	Improved	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	103	86.7	117	82.8	119	82.9	103	83.9	125	86.2	Very High	Maintained	Excellent	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	12	100.0	11	100.0	10	90.0	10	100.0	10	90.0	Very High	Maintained	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

Comments

This year's Annual Education Report reveals diverse perceptions within our school community. Teachers have noted a drop our school's overall improvement, and students have observed an increase in the quality of their educational experience. However, parents have reported an “improved” satisfaction.

We have significantly expanded our infrastructure, including new Pre-K to Grade 3 classroom spaces, additional administrative staff, an elementary library, and enhanced learning spaces and renovations to our middle school. These developments are pivotal in our ongoing efforts to provide an enriching educational experience for our school community.

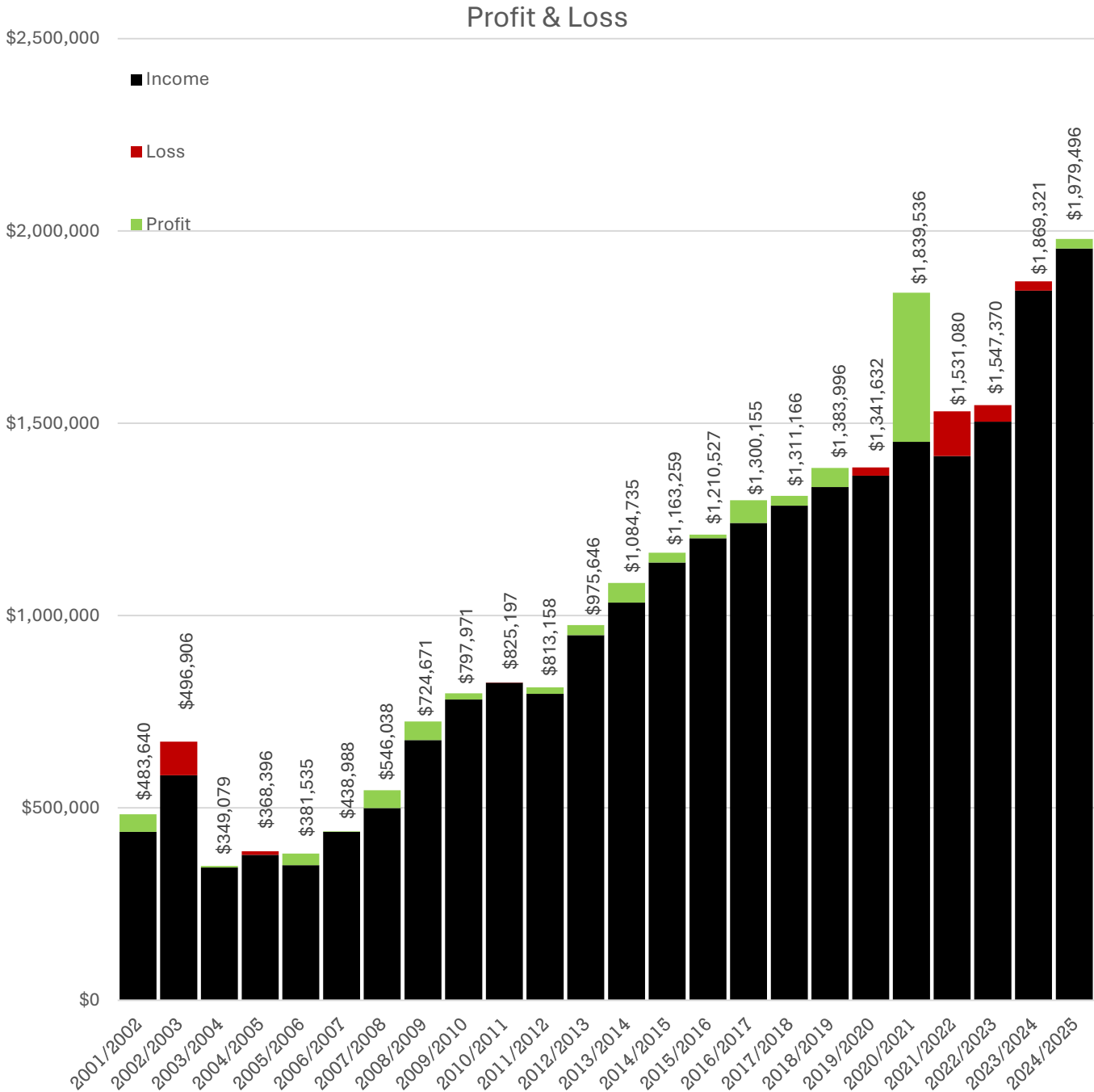
To address the decline in student and teacher satisfaction, we plan to:

- Engage students and teachers through conversations to understand their specific concerns.
- Highlight recent achievements and long-term improvement plans to build transparency and alignment.
- Strengthen communication and celebrate milestones to ensure students and teachers feel included and informed.

These initiatives are designed to maintain satisfaction levels among students and teachers while ensuring all stakeholders see and feel the benefits of our school improvement efforts.

SUMMARY OF FINANCIAL RESULTS

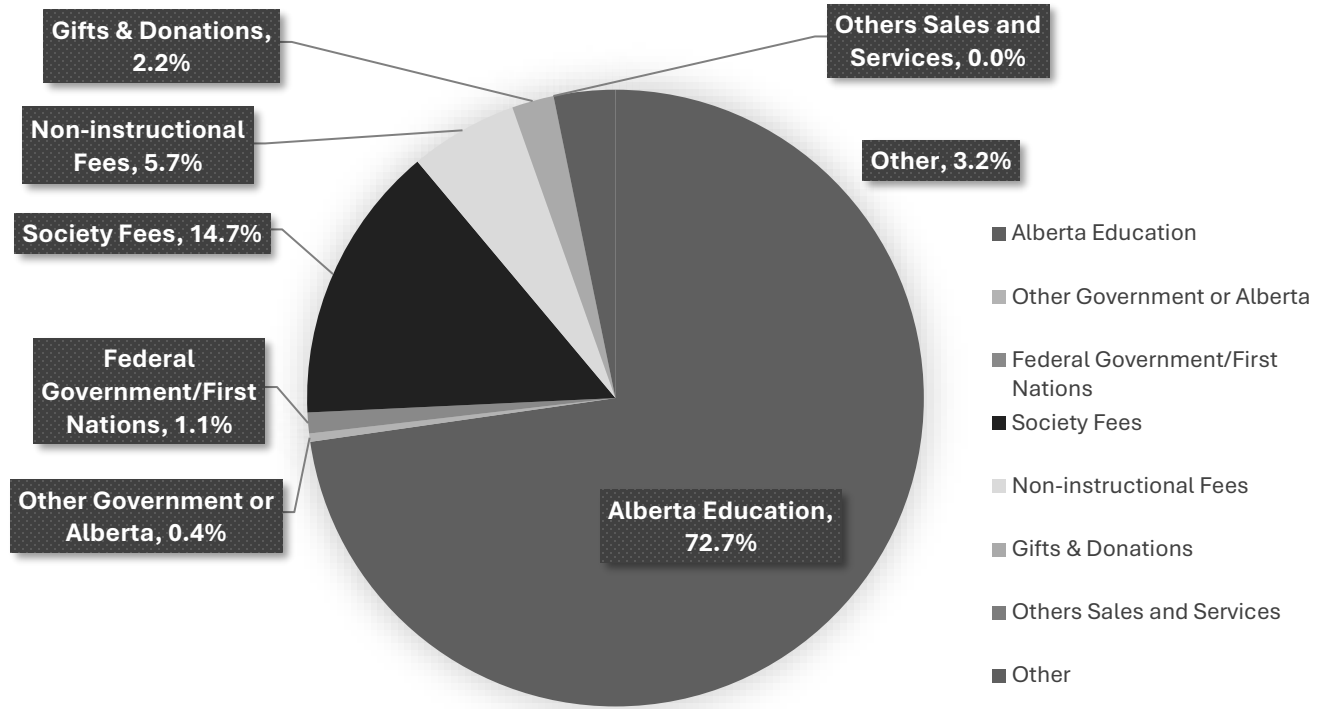
The audited financial statements for the year ending August 31, 2025, can be provided on request from the school office by phoning (403) 343-6510.



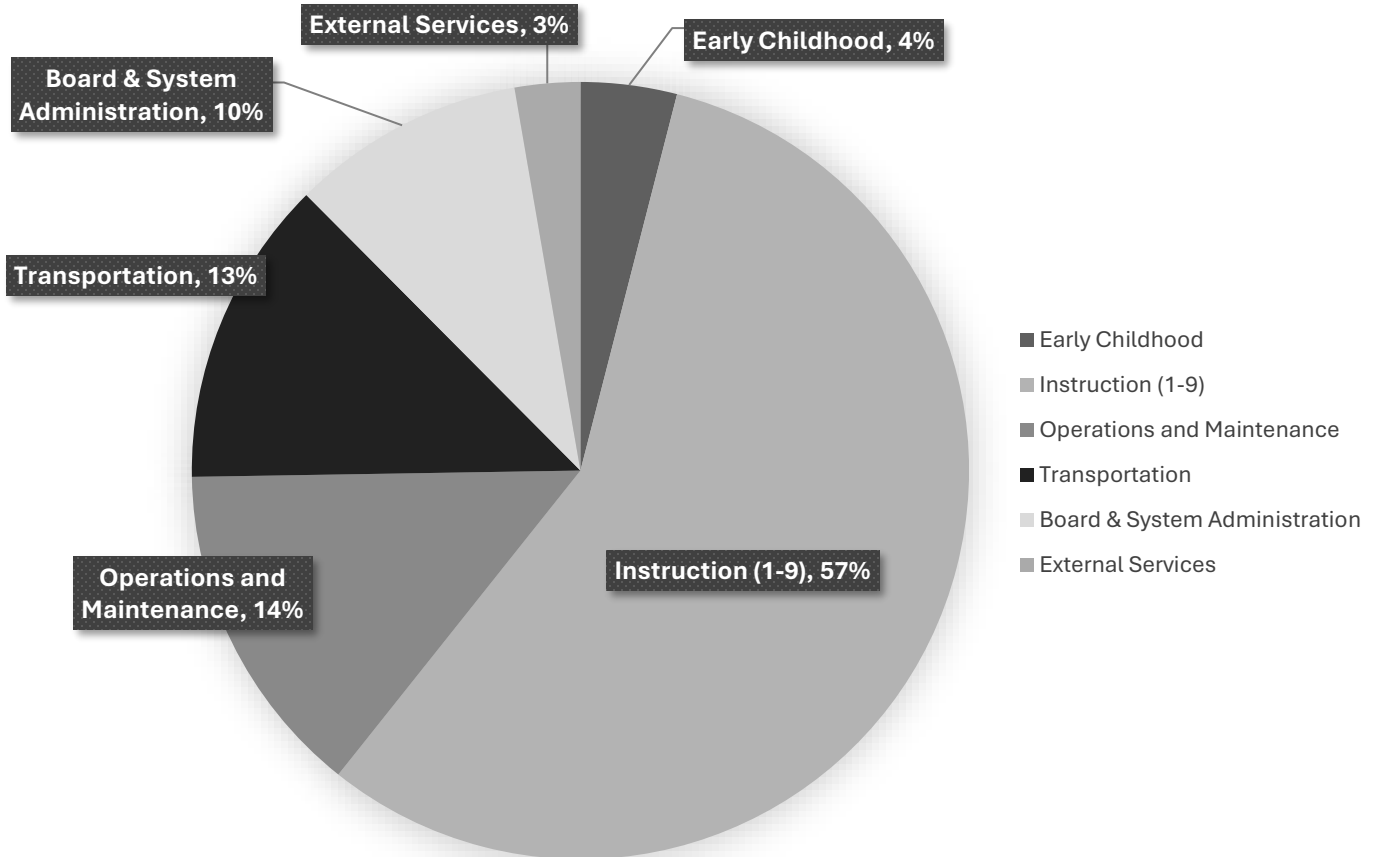
2024/2025 Registration:

Grades 1-9	199
Kindergarten	+ 20
	<u>219</u>

Destiny Christian School 2024-2025 Income



Destiny Christian School 2024-2025 Expenses



FUTURE CHALLENGES

As we look to the future, our vision includes expanding the school to meet the growing needs of our community. This opportunity comes with challenges, such as increasing revenue and adjusting tuition and transportation costs to support development.

Several classes in grades 4 to 9 have already reached capacity, with classrooms designed for up to 25 students. This reflects the rising demand for Christ-centered education and underscores the urgency of growth.

Waiting lists continue to grow, highlighting the need for additional classrooms and facilities. Our goal is to maximize current capacity while planning for future expansion that will allow us to welcome more students. These efforts align with our mission to develop the next generation of leaders and disciples of Jesus – equipping students academically, spiritually, and socially to live out their God-given destinies.

PARENTAL INVOLVEMENT

A policy ensures that all parent/family volunteers have police record checks and child intervention checks done. Parental involvement is encouraged, and several parents volunteer throughout the year, either in the classroom or on field trips. Other involvement includes work committees and special events.

TIMELINES AND COMMUNICATION

School families are notified of the posting of this document via email once it has been uploaded. This report may be viewed online at: <https://www.destinyschool.ca/wp-content/uploads/2026/04/2025-AERR.pdf>

WHISTLE BLOWER POLICY AND PROTECTION POLICY

There are no disclosures in this term. Our policy is available by contacting the school office.