

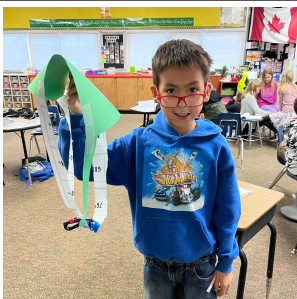


# School Results Report

2022/2023



**GATEWAY**  
CHRISTIAN SCHOOL



# **The Year in Review**

## **Fast Facts:**

Gateway Christian School  
5210 - 59 Street, Red Deer, AB T4N 2M9  
403.346.5795  
Website: [gateway.rdpsd.ab.ca](http://gateway.rdpsd.ab.ca)

Principal: Geannette Lehman  
Vice-Principal(s): Adam Barthel & Cathy Mottus-Landry

## Student Profile:

- Pre-Kindergarten: 0
- Kindergarten: 52
- Grade 1: 52
- Grade 2: 67
- Grade 3: 63
- Grade 4: 73
- Grade 5: 66
- Grade 6: 79
- Grade 7: 70
- Grade 8: 64
- Grade 9: 59
- Grade 10: 45
- Grade 11: 35
- Grade 12: 29
- Total Student Population: 754
- ESL Students: 40
- First Nations; Métis; Inuit Students: 40
- French Immersion Students: 0

## Staff Profile:

- Teachers: 40
- Classified Staff: 15
- Facility Services Staff: 3
- Total Staff: 58

## **New Directions:**

This year our primary focus was on the preparation and collaboration on the new curriculum in K-6. This has meant the commitment of time and resources to supporting our staff in their work to implement the new Alberta curriculum in a manner that supports the learning needs of our students and helps to equip them to be able to achieve success.

We implemented an interventions block into the Middle School timetable, allowing for additional focus and support in the areas of literacy and numeracy. This block has also allowed a time for a focus on wellness, allowing students a place to build community while learning how to care for themselves both physically and mentally as well.

Our staff began training and implementing Brightspace, a new Learner Management System.

We have worked to have our grade teams collaborate and align within the curriculum they are delivering. We continued to support these collaborative efforts during Sprint times throughout the year.

## **Opportunities and Challenges:**

This year allowed for more community involvement and activities throughout the school year, which was a welcomed change after the previous impacts of Covid. However, within our classrooms we continued to need to address the learning gaps that were still present through literacy and numeracy interventions.

The additional option of choosing an academy focus for our middle school students allowed for a greater variety of choices such as SportFit, Soccer, and Hockey. This allowed students to have access to additional options while still remaining a student at a Christian School of Choice within Red Deer Public Schools.

## **A Year of Success:**

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

# Alberta Education Assurance Measures: Overall Summary



## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4491 Gateway Christian School

Assurance Domain	Measure	Gateway 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	<a href="#">Student Learning Engagement</a>	87.0	80.7	80.7	84.4	85.1	85.1	n/a	Improved	n/a
	<a href="#">Citizenship</a>	88.3	77.2	79.1	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	<a href="#">3-year High School Completion</a>	n/a	85.8	82.9	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	91.6	100.0	98.4	88.6	87.1	86.2	High	Maintained	Good
	<a href="#">PAT: Acceptable</a>	86.4	72.3	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	<a href="#">PAT: Excellence</a>	35.9	13.3	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	85.7	90.6	n/a	80.3	75.2	n/a	High	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	14.3	6.3	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
	<a href="#">Education Quality</a>	91.8	85.5	88.0	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.6	85.8	85.8	84.7	86.1	86.1	n/a	Improved	n/a
	<a href="#">Access to Supports and Services</a>	82.9	73.4	73.4	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	78.8	65.6	75.4	79.1	78.8	80.3	High	Maintained	Good

## Alberta Education Assurance Measures: FNMI Summary

Insufficient response for site report.

## Alberta Education Assurance Measures: ESL Summary

Insufficient response for site report.

## Division Goal

# Literacy and Numeracy

*Literacy refers to the ability of students to effectively and confidently work with words and numbers.*

## Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

## Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	81.9	N/A	N/A	85.5	96.2
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	14.5	N/A	N/A	17.4	35.4

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	69.0	N/A	N/A	86.8	94.4
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	9.5	N/A	N/A	2.6	22.2

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	97	N/A	N/A	N/A	95
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	20	N/A	N/A	N/A	5

- Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	N/A	N/A	N/A	N/A	66.67
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	N/A	N/A	N/A	N/A	16.67

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	66.3	N/A	N/A	73.9	82.1
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	6.0	N/A	N/A	2.9	26.9

- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	48.8	N/A	N/A	47.1	81.8
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	12.2	N/A	N/A	15.7	29.1

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	50	N/A	N/A	N/A	80.0
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	22.2	N/A	N/A	N/A	10.0

- Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	100	N/A	N/A	N/A	85.7
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	50	N/A	N/A	N/A	14.3

### Division Performance Measures

- Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
53	44	83.02

- Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
65	56	86.15

- Percentage of Grade 3 students who were reading/literate within one year of grade level.–**

Number of Students	Students reading within one year of Grade Level	Percentage
62	55	88.71

- Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
74	71	93.24

- Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
66	58	87.88

- Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
46	39	84.78

- Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
26	26	100

- Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
26	26	100

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.0	N/A	87.0	92.7	88.64
Overall percentage of students who feel they are able to read and write what is expected of them in school.	92.6	N/A	88.9	88.8	89.33
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	97.7	N/A	97.2	97.3	100

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	86.9	N/A	82.4	95.1	80.68
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.4	N/A	90.9	82	87.33
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	95.5	N/A	94.4	100	100

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Increase from the 2021-2022 school year for teachers who feel students are provided with appropriate programming and levels of instruction.
- Increase from the 2021-2022 school year for the overall percentage of teachers who feel students are provided with appropriate programming and level of instruction.
- Survey results indicated a decrease from the 2021-2022 school year for parents who feel their children are able to read and write what is expected in school, as well as working with numbers.
- Increase from the 2021-2022 school year for students who feel they are provided with appropriate programming and levels of instruction. In addition, there was an increase from the 2021-22 school year for students who feel they are able to understand and work with numbers, reading and writing in school.

**Analysis:**

- Both student and teacher results improved in performance measures in literacy and numeracy. Parents who feel their children are able to understand reading, writing, and working with number tasks in school did slightly decline on the 2021-22 survey results. It is important to note that less than 3% of parents participated in the survey.
- Literacy and numeracy intervention was provided to support continued student achievement.

**Action:**

- All Kindergarten to Grade 6 Teachers will continue to have the knowledge, skills, and attitudes required to use and implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum through the use of collaborative meetings and directed staff learning opportunities during the 2023-2024 school year.
- Staff Learning Days ensure designated grade team collaboration and curriculum alignment planning time at each Staff Learning Day.
- Aligned year plan template allows grade-level teachers to align in curriculum implementation which provides both



equity and consistency for all students within the grade level.

- Continued support from Brightspace LMS Lead Teacher supports teacher implementation of the District platform.
- Ongoing PD and support for teachers using the UFLI program.
- Teachers participate in meetings with Learning Services Coordinators to analyze data received from assessments (Alberta Ed. Numeracy, F&P, LENS, CC3, EYE-TA, MIPI, and PAT assessments).
- Daily Literacy and Numeracy groups for grades 1-3.
- SPRINTS provide collaboration and alignment on curriculum delivery and assessment.
- Continued intervention block built into timetable to provide support for Middle School students.
- Literacy support through the Reading Naturally Live program available for Grades 4 - 8 students.
- Learning Assistance Teachers continue to provide support to teachers helping students in all divisions.
- Collaboration and teacher support with the District Literacy Learning Coordinator to implement and analyze RCAT (reading comprehension) assessment for middle school students will occur during the 2023-2024 school year.
- High School intervention/support REACH block built into 2023-2024 schedule to provide weekly support for High School students.

## Division Goal

# *Equity*

***Equity is fairness for all students through:  
excellence in instruction, support for students, and a reduction of barriers..***

## Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

## Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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	87.9	91.9	88.7	93.2

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	82.3	82.5	82.6	71.4	81.1

## Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	94.2	N/A	95.0	97.6	90.91
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	92.3	N/A	95.8	89.8	93.0
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	93.2	N/A	97.2	100	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	95.4	N/A	93.9	97.6	89.77
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	85.8	N/A	88.9	81.1	84.33
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	97.2	100	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	93.8	N/A	89.9	95.1	86.36
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	84.6	N/A	87.5	80.4	85.33
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	97.7	N/A	91.7	100	100

### Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Increase from the 2021-2022 school year for the overall percentage of students who feel they are connected and feel a sense of belonging at school. In addition, student results increased in the area of feeling cared for, accepted, and are usually happy and healthy at school.
- Parent results indicate a reduced percentage of feeling their children are connected and feel a sense of belonging at school, even though there was an increase of student, teacher, and parent results indicating 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.
- Teacher results remained the same of 100% of teachers who believe students have a sense of belonging at school and are involved in school activities and connecting with others, as well as believing that students are healthy, happy, and feel a sense of belonging at school.

**Analysis:**

- While parents had a slight decline in reporting that they felt their children are connected and feel a sense of belonging at school, both students and teacher results improved in this specific area.
- In addition, survey results showed an increase for both students and teachers for how students feel cared for, accepted, and are usually happy and healthy at school.

**Action:**

- Through a directed District presentation, as well as professional learning, school staff will enhance their skills in the areas of being inclusive and respectful, and building relationships with all students.
- Continued support of newly-established GSA in Middle School, as requested by students.
- CLW/Counsellor provide universal class lessons and targeted groups including pro-social/friendship groups, emotional regulation, and anxiety strategies for students.

- The breakfast program and mustard seed lunches are available for students, if necessary, to diminish food insecurity at school.
- Activities and school events are organized to promote connection and community building to support a sense of student belonging through cross-graded buddy activities, community building/leadership/service work projects, whole group worship, student clubs, theme days, and school dances.
- Teachers deliver District developed mental health lessons, including anti-bullying awareness.

## Division Goal

# Student Success And Completion

*Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..*

## Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

## Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.3	n/a	n/a	75.6	86.4
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.3	n/a	n/a	14.1	35.9

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.2	n/a	n/a	90.6	85.7
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.7	n/a	n/a	6.3	14.3

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.7	81.0	82.6	77.2	88.3

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	85.8	85.2	85.2	70.6	81.5

- Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	81.1	84.2	84.6	78.6	93.1

- High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Results (total students & percentages)									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	10	80.0	10	70.0	9	93.1	6	85.8	n/a	n/a
4 Year Completion	20	95.0	10	100.0	8	100.0	9	92	6	84.9
5 Year Completion	11	92.4	20	95.3	10	100.0	8	100.0	9	91.6

Measure	Results (in percentages)			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	70.0	3.5	n/a	56.6
Drop Out Rate	n/a	*	n/a	2.5	2.3	2.5
Program of Studies	93.1	78.6	81.4	82.9	82.9	82.6
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3
Safe and Caring	93.2	88.7	88.3	87.5	88.8	89.1
School Improvement	81.1	71.4	76.9	75.2	74.2	77.9
Transition Rate (6 yr)	96.2	65.7	63.5	59.7	60.3	60.2
Work Preparation	81.5	70.6	78.0	83.1	84.9	84.5

## Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	N/A
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	89.9	N/A	93.9	95.1	90.91
Overall percentage of students who feel they will be prepared for the next grade level.	88.8	N/A	95.8	84.5	90
Overall percentage of teachers who feel the students will be prepared for the next grade level.	93.2	N/A	77.8	86.8	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	99.6	N/A	96.0	95.1	96.59
Overall percentage of students who feel they will complete high school.	95.0	N/A	99.1	97.2	99.33
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	97.7	N/A	100	100	100

- **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	88.9	92.7	85.23
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	88.4	74.2	83.0
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	88.9	97.4	92.86

## Anecdotal Results, Analysis and Action

### **Anecdotal Results:**

- Our students have demonstrated a significant increase in achieving the acceptable standard and standard of excellence in their Provincial Achievement Tests.
- Our overall achievement of the acceptable standard in our diploma exams have decreased slightly. However, our overall achievement of the standard of excellence within our Diploma exams has increased.
- Overall percentage of parents who feel their children will be prepared for the next grade level has decreased. However, the overall percentage of students and teachers who feel they will be prepared for the next grade level has increased.
- Overall percentage of parents and teachers who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school has decreased. However, the overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school has increased.
- There is a consistent disconnect between the parents' perception on the surveys, and the perception of the students and teachers. This is concerning as we continue to work at ways to inform and communicate with parents.
- It is important to note that a very small percentage of parents (less than 3%) completed the surveys.

### **Analysis:**

- Gateway has worked to improve communication with parents in a number of areas including the curriculum that is covered with the class, the successes that are occurring within students' learning and the connections between

Gateway's Throughlines and Red Deer Public's Values for Learning and for Life. We will continue to work at communicating to make parents more aware.

- Because our High School students are shared with Lindsay Thurber, a lack of complete data makes it difficult to see a true reflection of Diploma participation and High School completion. We will continue to work with the District for better ways to communicate a complete picture of our High School student success and completion.

**Action:**

- While we currently provide a weekly newsletter with reminders to parents, a seasonal mailing of "What's Happening at Gateway", as well grade-level monthly newsletters to parents, Gateway will continue to work on ways to communicate. It is our desire that parents understand the achievement, curriculum, opportunities and offerings that are taking place at Gateway so they are able to see the full picture of what is taking place within the school community.
- Our teachers are collaborating more within the District and aligning within their grade-level teams to ensure consistency with the delivery of instruction.



## Division Goal

### ***Success for First Nations, Métis and Inuit students***

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

- Strong relationship with our district coordinators - Implementation of lessons and activities in classes provided by the District
- Grade 7 class attended a District PowWow to learn about indigenous history and culture
- FNMI activities in the classroom and throughout the school
- Indigenous Studies option class(es) offered in middle school

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Gateway Christian School. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the November 21, 2023 meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/gatewaychristian>



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