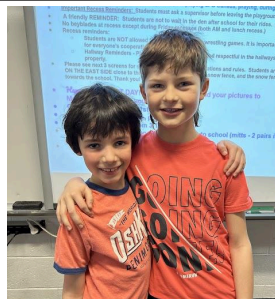


School Results Report

2023-2024 School Year



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

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

Student Profile:

- Pre-Kindergarten: 0
- Kindergarten: 44
- Grade 1: 56
- Grade 2: 53
- Grade 3: 70
- Grade 4: 73
- Grade 5: 82
- Grade 6: 75
- Grade 7: 77
- Grade 8: 71
- Grade 9: 58
- Grade 10: 40
- Grade 11: 37
- Grade 12: 35
- Total Student Population: 771
- EAL Students: 41
- First Nations; Métis; Inuit Students: 41

Staff Profile:

- Teachers: 39
- Classified Staff: 15
- Facility Services Staff: 3
- Total Staff: 57

New Directions:

The addition of a Student Support Room has provided valuable resources to meet the social and emotional needs of many of our K-8 students. This space is staffed full-time by a dedicated teacher, ensuring students have immediate access to short-term regulation strategies and support whenever needed.

Alongside our Learning Support Teams, this addition strengthens our ability to meet the diverse learning needs across our school community.

Opportunities and Challenges:

The ongoing introduction and implementation of Alberta's new curriculum has brought both challenges and exciting opportunities for our teachers. Collaborating with the district, our staff continues to dedicate time and effort to ensure a thoughtful and effective transition. Together, we remain committed to fostering a collaborative teaching environment that upholds our mission: to provide academic excellence through a Christ-centered education, equipping students to pursue lives of meaning and purpose.

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

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	Student Learning Engagement	88.2	87.0	83.9	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	86.8	88.3	82.8	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	*	n/a	89.4	80.4	80.7	82.4	*	*	*
	5-year High School Completion	84.7	91.6	97.2	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	86.7	80.2	80.2	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	26.7	30.9	30.9	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	85.7	88.6	88.6	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	26.5	37.7	37.7	15.4	15.5	15.5	Very High	Declined	Good
	Diploma: Acceptable	92.2	85.7	85.7	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	15.6	14.3	14.3	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	92.6	91.8	88.7	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	91.6	88.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.0	82.9	78.2	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	86.4	78.8	72.2	79.5	79.1	78.9	Very High	Improved	Excellent

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	85.5	96.2	N/A
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	N/A	N/A	17.4	35.4	N/A

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	86.8	94.4	92.6
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	N/A	N/A	2.6	22.2	13

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	N/A	N/A	N/A	95	100
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	N/A	N/A	N/A	5	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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.	N/A	N/A	N/A	66.7	100
Overall percentage of students who achieved the standard of excellence on the English 30-2 diploma examinations.	N/A	N/A	N/A	16.7	25

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	73.9	82.1	N/A
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	N/A	N/A	2.9	26.9	N/A

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	47.1	81.8	76.8
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	N/A	N/A	15.7	29.1	23.2

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	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.	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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	N/A	N/A	N/A	85.7	84.2
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	N/A	N/A	N/A	14.3	21.1

Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **55**
- Grade 2: **52**
- Grade 3: **70**

Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **8 (Literacy) 8 (Numeracy)**
- Grade 2: **6 (Literacy) 13 (Numeracy)**
- Grade 3: **12 (Literacy) 10 (Numeracy)**

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: **4 (Literacy) 4 (Numeracy)**
- Grade 2: **6 (Literacy) 6 (Numeracy)**
- Grade 3: **12 (Literacy) 9 (Numeracy)**

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
52	39	75.00

- 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
51	48	94.22

- 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
70	67	95.71

- 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
68	60	88.24

- 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
73	64	87.67

- 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
4	0	0

- 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
0	0	0

- 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
45	45	100

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	87.0	92.7	88.64	82.6
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	88.9	88.8	89.33	89
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	97.2	97.3	100	90.3

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	82.4	95.1	80.68	78.3
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	90.9	82	87.33	86.6
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	94.4	100	100	90.3

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Increase from the 2022-2023 school year for the percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations. Along with 100% of students who achieved this standard, 5% achieved the standard of excellence.
- Increase from the 2022-2023 school year for the percentage of students who achieved the acceptable standard on the English 30-2 diploma examinations.
- Slight from the 2022-2023 school year for the percentage of students who achieved the acceptable standard on Grade 9 Provincial Achievement Tests. However, the average still remained above the provincial average.
- Slight decline from the 2022-2023 school year for students who achieved the acceptable standard on Math 30-2 Diploma examinations; however, an increase occurred for the number of students who received a standard of excellence on this examination.
- Percentage of students in Grade 1 through 5, who were reading/writing within one year of grade level ranged from 75% to 87.67%.
- Percentage of students in Grade 6 through 8, who were reading/writing within one year of grade level ranged from 66% to 100%. It was noted that 100% of the Grade 8 students were reading/writing within one grade level in the 2022-2023 school year.

Analysis:

- During the 2022-2023 school year, there were notable changes in student performance across various provincial examinations.
- More students reached the standard on Provincial Achievement Tests than the 2021-2022 school year. In Math 30-2 Diploma exams, there was a slight decline for students who achieved the acceptable standard despite an increase for students who received a standard of excellence.
- These results indicate both areas for continued focus on data analysis to guide curriculum programming and support student academic performance. Continued opportunities for literacy and numeracy intervention for our students throughout the duration of the school year to support student achievement and bridge any learning gaps will be an ongoing focus.

Action:

- Through the use of collaborative Sprint teacher meetings and directed staff learning opportunities, all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum during the 2024-2025 school year.
- Designated K-6 Curriculum implementation and alignment at each Staff Learning Day.
- Continued use of a yearly plan framework allows grade-level teachers to align curriculum implementation.

- Continued use and professional development for teachers to utilize the District's Brightspace LMS platform.
- Ongoing Professional Development and support for teachers using District Literacy and Numeracy programs to support universal and targeted programming for students, e.g., UFLI, Read Naturally Live, RCAT comprehension, 3-Minute Reading Assessments, Jump Math, Zorbis Math program, and Math Up program.
- Teachers participate in collaborative Sprints to analyze data received from the MIPI, May Math Assessments, Alberta Education Literacy & Numeracy Assessments (LeNS, CC3, EYE-TA, and PAT assessments)
- Teachers provide continued Literacy and Numeracy support with targeted groups during common intervention blocks in grades 1 - 5.
- Continued Intervention Block built into timetable to provide support for Middle School students.
- Learning Assistance Teachers provide support to teachers helping students in all divisions.
- Ongoing professional development from District Coordinators to support teachers in analyzing assessment data to guide programming.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	87.9	91.9	88.7	93.2	92.7

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	82.5	82.6	71.4	81.1	83.3

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	95.0	97.6	90.9	93.4
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	95.8	89.8	93.0	94.7
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	97.2	100	100	96.7

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	93.9	97.6	89.77	100
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	88.9	81.1	84.33	89.9
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	97.2	100	100	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	89.9	95.1	86.36	100
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	87.5	80.4	85.33	89
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	91.7	100	100	93.5

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Increase from the 2022-2023 school year for the overall 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.
- An increase was seen from the 2022-2023 school year for the overall percentage of parents and students who feel that learning is delivered in ways that are meaningful and appropriate.
- Increase from the 2022-2023 school year for the overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school. Teachers remained at 100 percent in this performance measure.
- Increase from the 2022-2023 school year for the overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school. This increased to 100 percent in this performance measure.
- Increase to 100 percent also noted for the 2022-2023 school year for parents who feel their children are connected and feel a sense of belonging at school.

Analysis:

- While there was an increase in the overall percentage of both parents and students who felt they were learning in ways that are meaningful and appropriate, there was a slight decline in teachers who feel they have the skills to support the learning needs of students.
- In addition, there was a decline in the overall percentage of teachers from the 2022-2023 school year for those who feel their students feel connected and feel a sense of belonging at school, while there was an increase for both students and parents in this performance measure. 100 percent of parents felt their children were connected and felt a sense of belonging at school in the 2022-2023 school year.

Action:

- To support ongoing teacher efficacy to increase skills to support the learning needs of students, professional development opportunities will be provided on Staff Learning Day from our Student Support Room teacher focusing on student self-regulation strategies.
- Family School Liaison Counsellor and Teacher Counsellor will continue to 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.
- District WITS (Walk away, Ignore, Talk it out, Seek help) anti-bullying program implementation begins for all elementary and Middle School students.
- Learning Support Teams continue to meet weekly to support individualized and targeted student needs in all areas of academic, social, and behavioural development.
- Community support from RCMP to provide bullying awareness presentations to grade five through eight students.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	75.6	86.4	86.2
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	14.1	35.9	26.6

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	90.6	85.7	92.2
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	6.3	14.3	15.6

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.0	82.6	77.2	88.3	86.8

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	85.2	85.2	70.6	81.5	89.4

- 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	84.2	84.6	78.6	93.1	89.4

- 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)									
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	10	70.0	9	93.1	6	85.8	n/a	n/a	*	
4 Year Completion	10	100.0	8	100.0	9	92	6	84.9		
5 Year Completion	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	52.7	3.5	n/a
Drop Out Rate	*	n/a	n/a	2.5	2.5	2.4
Program of Studies	89.4	93.1	85.9	82.8	82.9	82.9
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0
Safe and Caring	92.7	93.2	90.9	87.1	87.5	88.1
School Improvement	83.3	81.1	76.2	75.8	75.2	74.7
Transition Rate (6 yr)	12.1	96.2	71.7	60.1	59.7	60.0
Work Preparation	89.4	81.5	76.1	82.8	83.1	84.0

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).	26
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- Survey result scores for completion and transition measurements by students, parents, and staff

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	93.9	95.1	90.91	

Overall percentage of students who feel they will be prepared for the next grade level.	N/A	95.8	84.5	90	
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	77.8	86.8	100	

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	96.0	95.1	96.59	
Overall percentage of students who feel they will complete high school.	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.	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	2023-2024
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:

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Analysis:

- While we continue to 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 remain focused on open communication with our school community. 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.
- The School Council has embedded time at each meeting for parents to ask questions in regards to Gateway’s goals and plans for student success and achievement.

Action:

- Teachers are continuing to collaborate during their Sprint meetings and on Staff Learning Days. This allows alignment with our Bible curriculum, all other areas of curriculum and assessment between grade teams to ensure ongoing consistency with the delivery of instruction for our students.
- Students will continue to learn about the Red Deer Public Schools’ Values for Learning and Life in school through Spark lessons.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- Continue to build a strong relationship with our district coordinators who support our implementation of lessons and activities in classes provided by the District.
- FNMI activities embedded throughout all areas of curriculum.
- Indigenous Studies option class(es) offered in middle school.
- FNMI students participate in community events supported through the District.

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 19, 2024 meeting of the School Council
- The School Results Report is posted on the school website at: <https://gatewaychristian.rdpsd.ab.ca/>



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