



# Harvest City

CHRISTIAN ACADEMY

## 2024-2025 Annual Report



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## Contact Information

### **Harvest City Christian Academy**

2202 8<sup>th</sup> Avenue North

Regina, Saskatchewan

S4R 7T9

Phone: 306-569-1935

Fax: 306-359-9047

[Hcca.office@hccmail.ca](mailto:Hcca.office@hccmail.ca)

[harvestcitychristianacademy.com](http://harvestcitychristianacademy.com)

## Introduction

This annual report provides information about Harvest City Christian Academy for its 2024-25 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances.

In addition to describing the school goals, activities and performance, the report details how Harvest City Christian Academy has implemented the provincial education plan in relation to the school plan and the progress that has been made towards achieving the provincial level targets.



## **Governance**

### **The Board of Your School**

Harvest City Christian Academy is governed by five volunteer board members. No remuneration is provided. The Education Act, 1995 gives the Board of Education authority to govern the school.

The HCCA Board Members on August 31, 2025 were:

Joel Wells (Chair)  
Ron Swan  
Anatoliy Byelyy  
Matthew Glover  
Seyi Aberefa

## **School Profile**

### **School Philosophical Foundation**

Harvest City Christian Academy (HCCA) is an interdenominational church school (K-12) that operates as an Associate School of Regina Public Schools. While maintaining its distinctive Christian character, Harvest City is supervised by the Regina Public School Division and utilizes the division's consultants, assessment schedule, professional development program and other resources.

HCCA believes that children flourish when they come to understand the world from God's perspective as the Creator of all things. Our purpose is to guide students as they discover their God-given gifts and callings, preparing them to walk confidently in the destinies God has planned for them. Above all, we desire that each child grows in faith and develops a personal relationship with Jesus Christ. Through academic excellence, informed by Biblical values, and character development, HCCA seeks to educate and equip godly youth. We partner with families to provide a high-quality, Bible-based education within a Christ-centered environment, intentionally nurturing each child's spiritual, academic, social, and physical growth, with a strong emphasis on Christian values and character formation.

### **Division Alignment**

In 2022-23, Regina Public Schools (RPS) developed a new, four-year Strategic Plan that began implementation in Fall 2023. The Strategic Plan aligns with the Provincial Education Plan and will be a guide to the organization's actions and initiatives for the period 2023 to 2027. It is also designed to be flexible enough to incorporate new ideas and opportunities that may help further efforts to achieving the vision and will be renewed and updated annually.

HCCA's Strategic Plan aligns with Regina Public and is submitted annually to the Division.

Strategic Priority 1: Engaged & Successful Students <i>Provide inclusive, quality, and joyful teaching and learning experiences for each student to reach their potential.</i>				
Goal 1.1 Implement varied and proven instructional, intervention, and assessment practices.	Goal 1.2 Engage all learners through innovative, responsive, and engaging learning opportunities.	Goal 1.3 Support the unique learning needs of all students.	Goal 1.4 Support successful transitions as learners enter and progress through to graduation and determine a life pathway.	Goal 1.5 Honour the principles of reconciliation in our work and actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework.
ELEMENTARY ACTIONS				
HIGH SCHOOL LEVEL ACTIONS				



Analyze current instructional practices in grades 1-5.	Each classroom teacher will implement a minimum of 1 STEAM project/activity this school year.	Enhance and expand intervention supports and instructional practices to meet the unique learning needs of students.	Facilitate grade 5-8 students in activating, accessing, and utilizing their student Edsby accounts.	Facilitate grade 5-8 students in participating in a modified version of the blanket exercise.
Analyze current assessment practices in grades 1-5.	Ongoing facilitating parents in activating, accessing, and utilizing parent portal.	Implement "Building Thinking Classrooms" practices and strategies to ensure outcome mastery	Work collaboratively with school team and families to implement a targeted approach for Tier 2 and Tier 3 students according to EYE data.	Continue ongoing involvement of Indigenous community members and Indigenous Elders.
Engage in conversation with grades 6-8 students about how to navigate AI in education and support students in using it as a learning tool.	Engage in conversation with grades 6-8 students about how to navigate AI in education and support students in using it as a learning tool.	Facilitate PD regarding student supports (CLEVR, ROA's, IIP's, Adjusted Grading, Documentation guides, etc.)		IERF-Foster Wahkotowin through multi-grade and cross-cultural activities.
Engage in conversation about how to navigate AI in education and support students in using it as a learning tool.	Engage in conversation about how to navigate AI in education and support students in using it as a learning tool.	Increase communication with LRT and teachers regarding students taking modified courses.	Implement focused discussions nearing the end of each term to evaluate student needs, course load, and transition supports to increase student success.	Facilitate Blanket Exercise with all Grade 9 students.
Engage in conversation and analyze current assessment practices.	Conduct an analysis of student feedback forms collected by each course teacher.	Increase collaboration between EAL supports, EAL students and teachers to maximize student learning.	Schedule course specific conferences each semester with subject-specific teacher as needed for at risk students (not just with homeroom teacher).	Continue ongoing involvement of Indigenous community members and Indigenous Elders.
Track at risk indicators and provide targeted interventions for students.	Ongoing facilitating parents in activating, accessing, and utilizing parent portal.	Facilitate PD regarding student supports (CLEVR, ROA's, IIP's, Adjusted Grading, Documentation guides, etc.)	Create leadership and mentorship opportunities for and with students	IERF-Foster Wahkotowin through multi-grade and cross-cultural activities.

Strategic Priority 2: Equitable & Safe Environments <i>Provide inclusive, safe, and welcoming environments, informed by trauma-sensitive practices, committed to principles of diversity, equity, and inclusion.</i>		Strategic Priority 3: Healthy & Skilled Employees <i>Inspire, support, and empower individuals and teams.</i>	
Goal 2.1 Enrich, strengthen, and promote mental health and well-being in students and staff.	Goal 2.2 Deepen awareness, understanding, and commitment for diversity, equity, and inclusion.	Goal 2.3 Create accepting, safe, inclusive, and accountable learning and working spaces.	
Goal 3.2 Build shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.		Goal 3.3 Provide targeted and high-quality staff professional development and skills training.	
ELEMENTARY ACTIONS		ELEMENTARY ACTIONS	
HIGH SCHOOL LEVEL ACTIONS		HIGH SCHOOL LEVEL ACTIONS	



Utilize teaching resources to support student mental health and wellbeing through a shared resource hub.	Analyze, expand, and utilize teaching resources that support diversity, equity, and inclusion.	Provide opportunities for shared experiences from staff & students to deepen awareness and understanding of DEI.	Ongoing participation in activities to build positive, supportive relationships among staff.	Identify staff members who have not completed the Four Seasons of Reconciliation Training and support them in completing it.
Utilize additional training modules from Safe Schools to provide targeted PD for Social & Behavioral supports.	Provide opportunities for shared experiences from staff & students to deepen awareness and understanding of DEI.	Be intentional about greeting students by name (outside of your own classroom or students).	Re-establish staff checkpoints to provide opportunity for staff to share one-on-one with Admin.	Explore PD opportunities to support teachers to integrate AI into teaching while maintaining academic integrity.
	Explore tools to aid in assessing personal bias.			Provide targeted collaboration time for PLCs guided by teacher feedback and input.
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Utilize additional training modules from Safe Schools to provide targeted PD for Social & Behavioral supports.	Explore tools to aid in assessing personal bias.	Be intentional about greeting students by name (outside of your own classroom or students).	Re-establish staff checkpoints to provide opportunity for staff to share one-on-one with Admin.	Explore PD opportunities to support teachers to integrate AI into teaching while maintaining academic integrity.

# Demographics

HCCA opened in 1977 as an independent school with 33 students. Families enrol from all areas of Regina and nearby towns. The school has changed location four times, growing to over 300 students in its current facilities. The school community reflects a wide variety of cultures, languages, and backgrounds, creating an environment where diversity is celebrated.

Subpopulation	2021-2022	2022-2023	2023-2024	2024-2025
<b>Enrolments</b>				
<b>Self-Identified First Nations, Metis or Inuit</b>	23	14	22	26
<b>English as an Additional Language</b>	76	61	70	67
<b>K-8</b>	202	200	220	227
<b>9-12</b>	89	91	100	93
<b>Total</b>	<b>291</b>	<b>291</b>	<b>320</b>	<b>320</b>

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2024

## Staff

Harvest City Christian Academy (HCCA) employed 20.6 full-time equivalent teachers in the 2024-2025 school year. Additionally, support personnel, including education assistants, administrative assistants, and facilities staff are some of the other positions held by HCCA employees.

<b>Job Category</b>	<b>FTEs</b>
<b>Teachers</b>	18.6
<b>Principal/Vice Principal</b>	2.0
<b>Educational Assistants</b>	9.5
<b>Administrative Staff</b>	1.5
<b>Facilities Staff</b>	2.5
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>34.1</b>

## Strategic Direction and Reporting

### Provincial Education Plan

Saskatchewan's Provincial Education Plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students for their future, and to ensure students feel safe and supported.

The provincial education plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

## Progress in 2024-25: Targets and Measures

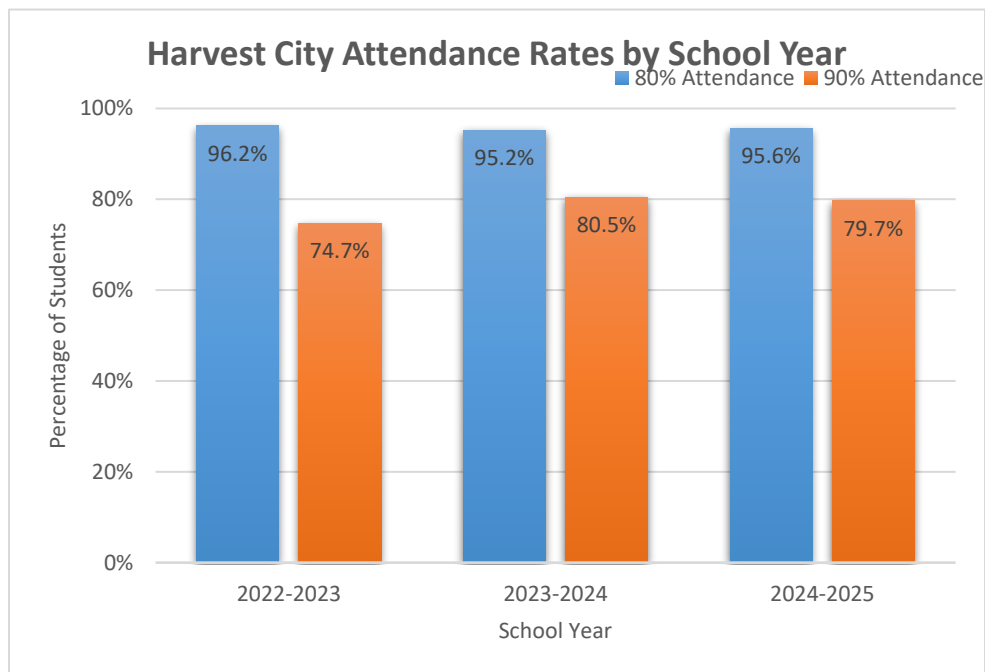
Reporting progress towards provincial-level and locally determined targets is an important component in the implementation of the provincial education plan. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year.

**Target: Student attendance will improve annually.**

**Measures:**

- The percentage of students with at least 80% attendance.
- The percentage of students with at least 90% attendance.

Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.



Notes: **Due to discrepancies in the provincial data dashboard, we are unable to provide accurate attendance data prior to 2022.**

Percentages represent all attendance that occurred in the school during the year reported. This includes all reported attendance for students attending the school during that year, whether or not they are currently enrolled but only includes attendance data while students were enrolled in the school. Each percentage is a weighted average of the monthly percentages of students enrolled in the school with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students.

Source: Ministry of Education, 2025

### **Analysis of Results – Attendance**

Harvest City Christian Academy students have consistently demonstrated strong attendance patterns and we have seen positive growth in students with 90% attendance over the last 2 school years. Unfortunately, due to changes in student data available in Dossier and discrepancies in the provincial data dashboard, we are unable to provide accurate attendance data prior to 2022. Due to the smaller size of the school population, further disaggregation of the data is not possible without compromising student confidentiality.

**Target: Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.**

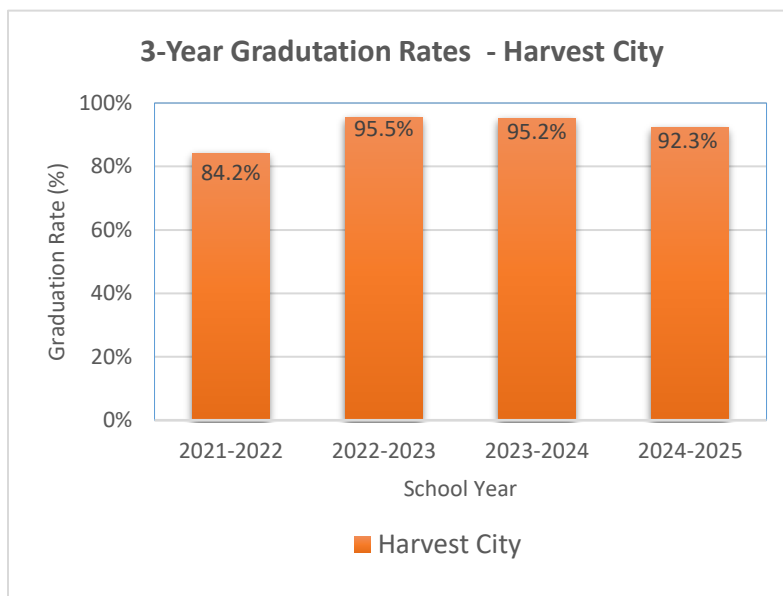
**Measure**

- **The percentage of students who graduate within 3-years of entering Grade 10.**

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students who graduated within three years of entering Grade 10 at Harvest City, along with Regina Public School Division results.



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. This means that students who withdrew from Harvest City prior to grade 12 are still included in this data. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.  
Source: Ministry of Education, 2025

## Analysis of Results – Three-Year Graduation Rates

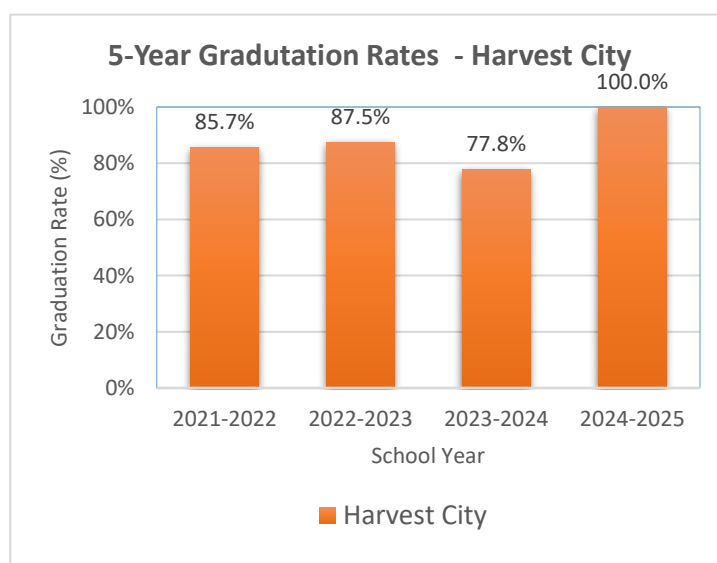
Overall, the data reflects a high proportion of students successfully completing high school within three years, with rates remaining above 90% for the past three reporting years. It is important to note that Harvest City has small graduating cohorts, which can result in noticeable year-to-year fluctuations, as the outcomes of a small number of students can have a significant impact on percentages overall. Due to the small population size, the data cannot be further disaggregated without compromising student privacy.

### Measure

- The percentage of students who graduate within 5 years of entering Grade 10.

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who graduated within three and four years, along with provincial results in each of these categories.



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). This means that students who withdrew from Harvest City prior to grade 12 are still included in this data. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### **Analysis of Results – Graduation Rates Within Five Years**

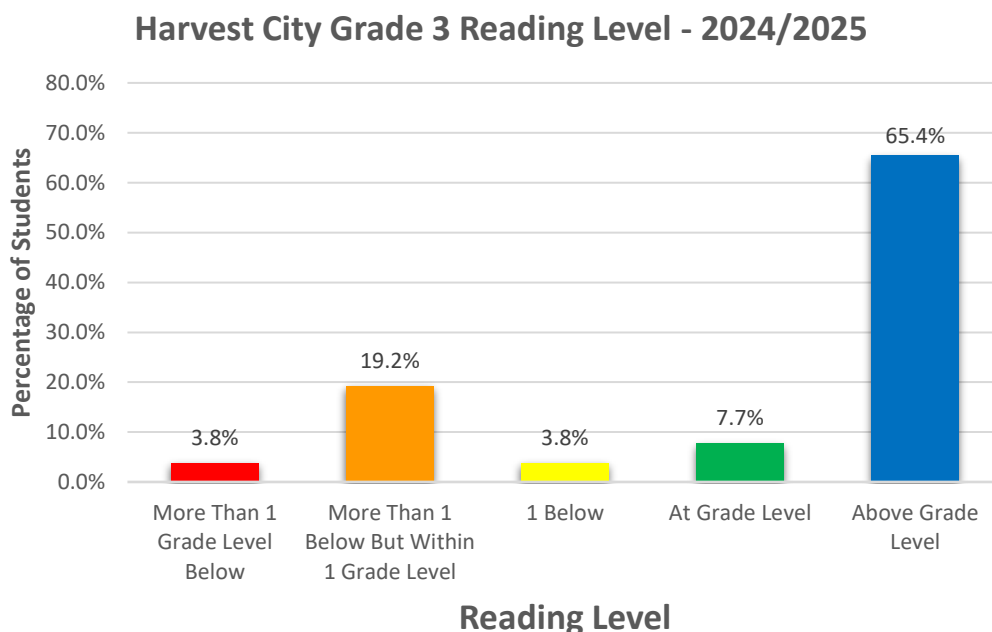
The 5-year graduation rates for Harvest City show an overall upward trajectory with some year-to-year variation. Rates increased from 85.7% in 2021–2022 to 87.5% in 2022–2023, reflecting steady improvement. Although there was a noticeable dip to 77.8% in 2023–2024, the following year saw a dramatic rise, reaching 100% in 2024–2025. This sharp rebound suggests successful interventions that supported more students in completing high school within five years. Overall, the data points to strong long-term growth.

**Target: Student literacy and numeracy outcomes will increase year over year.**

**Measure:**

- The percentage of Grade 3 students reading at or above grade level.

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 24-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level

During the COVID-19 pandemic, the school experienced a decline in student reading levels, particularly in the early elementary grades. In response, targeted interventions and instructional supports were implemented, alongside professional development focused on evidence-based literacy practices. As a result of these efforts, the past year has shown encouraging growth in reading readiness and reading achievement across Grades 1–3.

Overall, the Grade 3 reading data shows strong performance, with **65.4% of students reading above grade level** and another **7.7% at grade level**, meaning nearly three-quarters of students are meeting or exceeding expectations. About **26.8% are below grade level**, most of whom fall within one grade level below, while only **3.8% are significantly behind**. This suggests that while the majority of students are thriving, a small but important group will benefit from targeted reading support to help close gaps.

Due to the smaller size of the school population, further disaggregation of the data is not possible without compromising student confidentiality.

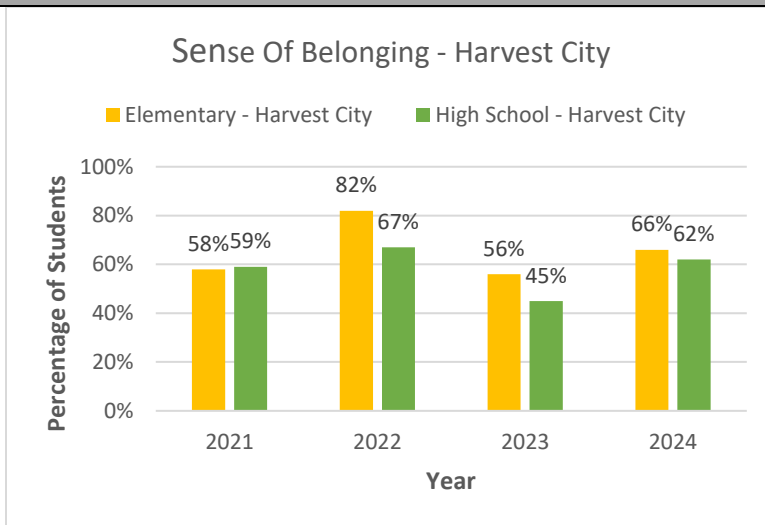
**Target: All students will have an increased sense of connection and safety in schools.**

**Measure:**

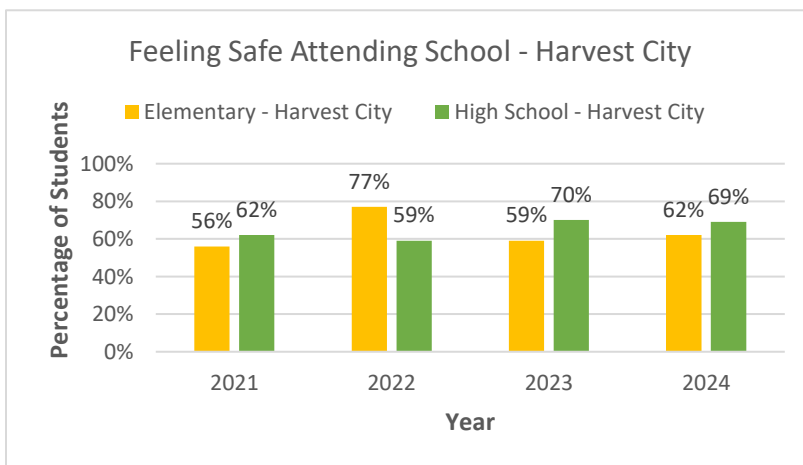
- **The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.**

When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

**School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools**



Sense of Belonging Provincial Norm for Elementary – 64-74%  
Sense of Belonging Provincial Norm for High School – 54-63%



Feeling Safe Attending School Provincial Norm for Elementary - 54-65%  
Feeling Safe Attending School Provincial Norm for High School - 52-64%

\*The above data has been collected from Harvest City OurSchool Elementary and Secondary Survey Results using results from Interactive Charts.

## Analysis of Results

### **Sense of Belonging**

The Sense of Belonging data for Harvest City shows some variability over the past four years for both elementary and high school students. Elementary students demonstrated a notable increase from 58% in 2021 to a peak of 82% in 2022, followed by a decline in 2023 (56%) and a partial recovery in 2024 (66%). High school students followed a similar pattern, rising slightly from 59% in 2021 to 67% in 2022, dropping to 45% in 2023, and increasing again to 62% in 2024.

Overall, the data suggests a dip in sense of belonging during 2023 with improvement in 2024, though levels have not consistently returned to the 2022 highs. Recent data shows stability or improvement, indicating consistency in efforts to maintain a sense of belonging and positive community. It is important to note that Harvest City has small student cohorts, which can result in greater year-to-year fluctuations and magnify the impact of individual student experiences on overall percentages. Due to the small population size, the data cannot be further disaggregated without risking the privacy of individual students.

### **Feeling Safe at School**

The Feeling Safe Attending School data for Harvest City shows fluctuating trends for both elementary and high school students across the past four years. Elementary students reported an increase from 56% in 2021 to a high of 77% in 2022, followed by a decrease in 2023 (59%) and a modest increase in 2024 (62%). In contrast, high school students reported lower perceptions of safety in 2022 (59%) compared to 2021 (62%), but experienced a notable increase in 2023 (70%) that remained relatively stable in 2024 (69%).

Overall, the data indicates variability rather than a consistent upward or downward trend, with elementary and high school experiences differing by year. Recent data shows stability or improvement, indicating consistency in efforts to maintain safe and supportive learning environments. It is important to note that Harvest City's small student cohorts can result in significant year-to-year percentage changes, as the experiences of a small number of students can substantially impact the overall results. Due to the small population size, the data cannot be further disaggregated without compromising student privacy.

Note: Because the survey assesses cohorts in Grades 5, 7, 9, and 11, alternating years of results reflect the same group of students, which may help explain the apparent pattern of fluctuating outcomes.

## Financial Overview

### Summary of Revenue and Expenses

#### **HARVEST CITY CHURCH INC.** **STATEMENT OF OPERATIONS – ACADEMY OPERATING FUND**

Year Ended August 31, 2025

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##### Revenues

<b>Revenue Source</b>	<b>Amount (CAD)</b>
Education fees	543,322
Gifts from other charities	405
Grants	83,937
Program donations	81,452
Regina Public School Board funding	2,969,045
<b>TOTAL REVENUE</b>	<b>3,678,161</b>

##### Expenses

<b>Expense Category</b>	<b>Amount (CAD)</b>
Administrative	7,730
Bank charges	6,027
Curriculum supplies	8,440
Gifts to other charities	3,295
Honorariums	359
Information technology	54,676
Insurance	12,182
Leadership and development	1,176
Professional fees	191
Program supplies	72,002
Telephone	3,579
Travel	24,792
Utilities	58,449
Wages and benefits	3,218,344
<b>TOTAL EXPENSES</b>	<b>3,471,242</b>

**EXCESS OF REVENUES OVER EXPENSES      215,392**

Note: Excess of revenues over expenses reflects the ongoing need to ensure sufficient funds are available to support the school's operational expenses and the costs associated with owning, operating, and maintaining a building.