
Canadian Reformed School Society of Calgary

(Tyndale Christian School)

3-Year Education Plan and Annual Education Results Report (AERR)

November 30, 2018

Accountability Statement

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018 for the Canadian Reformed School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the three-year Education Plan for 2018-2021 on November 27, 2018.

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	The Cdn Reformed Sch. of Cal			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.9	99.4	99.8	89.0	89.5	89.4	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	84.6	90.8	91.0	81.8	81.9	81.7	Very High	Declined	Good
	Education Quality	97.1	97.5	98.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	*	100.0	78.0	78.0	77.0	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.7	94.7	95.5	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	17.9	36.8	33.6	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.7	93.8	87.7	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.9	31.3	26.2	24.2	22.2	21.7	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	*	*	100.0	55.7	54.9	54.7	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	100.0	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	74.4	74.4	58.7	57.9	59.0	*	*	*
	Work Preparation	100.0	100.0	100.0	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	95.3	98.4	98.2	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	99.0	96.6	98.8	81.2	81.2	81.0	Very High	Maintained	Excellent

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	90.4	100.0	91.7	94.7	85.7		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	30.8	32.1	31.9	36.8	17.9		Intermediate	Maintained	Acceptable			

Strategies for Achieving the Standard of Excellence on Diploma Exams and Achievement Tests

- Provide students with test-taking strategies.
 - Assist students with planning strategies – highlight key topics to study and planning for extra study time for challenging topics.
- Provide students with more opportunities to simulate the exam experience.
 - Utilize resources such as Quest A-Plus, Exam Bank, Key Study Guide in order to provide students with a variety of exam experiences.
- Provide students with more opportunities to reflect on their exam performances.
 - Direct students to reflect about what worked and what did not work for them when they took an exam. Enable them to think about changes they can make to improve performance.

The above strategies have been successful due to:

- Good teaching that focusses on multiple pathways to learning for all students.
- Sound lessons that not only address all the learning outcomes but also place more emphasis on the major learning outcomes.
- Strong emphasis on literacy and numeracy.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	92.9	92.9	76.5	93.8	83.7		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	35.7	17.9	29.4	31.3	20.9		High	Maintained	Good			

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	100.0	*	100.0	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.3	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	74.4	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	100.0	*	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	83.3	*	100.0	*	*		*	*	*			

Strategies

- Identify the most important elements of the curriculum. Implement instructional methods that: integrate the knowledge and skills of the students to a variety of disciplines, ensure that student knowledge is sustained over time, and that ensure students are prepared for the next level of instruction.
- Collaborate to create performance assessments that evaluate each level of student performance. Implement instructional methods that build knowledge and provide incremental feedback for students.
- Engage in a process of continued refinement and improvement of instructional practices with a view to success for students in achieving the learner outcomes.
- Provide teachers with professional development opportunities pertaining to their teaching specialties.

The above strategies have been successful due to:

- Focussing on the essentials: coherent curriculum (*what* to teach), sound lessons (*how* to teach) and authentic literacy in all subject areas.
- Striving to be consistent across the grades with regards to challenging students to exceed expectations.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	97.7	97.4	98.7	98.4	95.3		Very High	Declined	Good			
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.	100.0	100.0	100.0	100.0	100.0		Very High	Maintained	Excellent			

Strategies

- Teach and model the aspect of stewardship (school mission statement) across the curriculum.
- Develop a school slogan based on our mission statement.
- Teach current events across the curriculum and elicit class discussion about our role and/or response to events going on in our society.
- Teach and model the Biblical Worldview and Christ-like attitudes across the curriculum.
- Offer the CTS courses **Job Preparation and Work Safety**.
- Provide opportunities for students to practice social and moral responsibility.
- Provide opportunities for students to become more politically literate.
- Develop strategies within school-taught courses (Religious studies, CALM) that not only provide opportunities, but also promote volunteering and citizenship off-campus.

These strategies have been successful due to:

- The implementation of a more formal guidance counselling program: 1) Resume writing sessions at school led by McBride Career and Employment Center 2) Off campus job fairs 3) Numerous opportunities to apply for scholarships 3) Involvement with Skills Canada 4) Participation in the Registered Apprenticeship Program.
- The work of our Student Action Leadership Team (SALT) in promoting a positive atmosphere at school (e.g. anti-bullying).
- The success of our political club (Student club – Association for Reformed Political Action) which strives to educate, equip and encourage students to be politically active.
- The opportunity provided to students to volunteer in our community (e.g. Chestermere Fair and Chestermere Food Bank).

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	100.0	100.0	100.0	92.9	100.0		n/a	n/a	n/a			

Strategies

- Integrate topic of stewardship (from school mission statement) in all subject areas.
- Teach: personal/social skills, communication skills, and cooperative learning skills across the curriculum.
- Invite guest speakers to Annual General Meetings to educate the community about current trends and issues in education.
- Foster and promote a positive school atmosphere about the joy of learning.
- Sustain the guidance and career education program to provide students with the tools they need for success in school, in the workplace, and in their daily lives.

These strategies have been successful due to:

- The unity of purpose of home, school and church equipping students to be lifelong learners serving God and their neighbour.
- The parental engagement effect resulting in student success and student desire for learning. The parental engagement effect suggests that it’s what parents do at home that has the greatest impact on children. The more parents and children communicate together, the better students achieve.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated

How Tyndale Christian School strives to infuse and heighten FNMI awareness in our school:

- Teach respect for cultural diversity as described in the intended learner outcomes of the social studies curriculum.
- Emphasize a more inclusive and integrated history of Canada stressing the ongoing process of cultural interaction and adaptation of First Nations, Metis and Inuit peoples.
- Utilize our local FNMI resource/contact to provide a narrative and perspective for our students.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	99.8	100.0	99.8	99.4	97.9		Very High	Declined	Good			

Strategies

- Utilize key highlights/points of the TCS Safe, Caring, and Inclusive Schools Policy during supervision.
- Discuss at-risk students at every age-level (high school, elementary) staff meeting, which occur at least once per month.
- Discuss strategies and suggestions for promoting diversity and inclusion among students at full-staff meetings (twice per month).
- Ensure that teaching staff is up-to-date with the school’s Child Protection Policy which has been created by the Education and Policy Review Committee. Policy to be used to ensure students are safe and protected from bullying, abuse etc.
- Provide professional development and awareness about mental health difficulties.
- Provide more opportunities for students to listen to guest speakers on topics such as: social media, bullying and cyber-bullying.

These strategies have been successful due to:

- The *Safe, Caring and Inclusive Schools Policy* that strives to protect ALL students.
- The unity of purpose of home, school and church that equips students to treat people with respect and dignity because everyone has been created in the image of God.
- Professional development provided for staff in the areas of mental health, bullying, social media use, and promoting positive and respectful school culture etc.
- A staff that promotes active listening to student concerns and is diligent in their supervision in and around the school facility.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.2	90.7	91.4	90.8	84.6		Very High	Declined	Good			

Strategies

- Hire personnel qualified in Career Technology Studies (CTS) areas such as Technology, Design Studies, and Business. Two current staff members have qualifications in these areas. This strategy has enabled us to offer courses such as Accounting, Design Studies and Website Design.
- Offer music, art and drama courses to Grades 7-12.
- Integrate music and drama (e.g. musicals, plays) in English Language Arts (ELA) Junior and Senior High courses.
- Provide opportunities for personalized learning programs where students can learn and excel in areas of their interest.
- Provide more off-campus learning opportunities for students, including school-organized tours of various post-secondary campuses and job fairs.
- Bring in various guest speakers to discuss technology and health education.
- Provide off-campus learning opportunities or physical education to expand content offered and promote healthy living beyond secondary school.

These strategies have been successful due to:

- The efforts of our staff members who teach options beyond the core subject areas.
- The success of our guidance counselling program that has helped students focus on career planning and life-long learning, and continues to organize guest speakers in school to discuss career and technology options.
- The participation in the Registered Apprenticeship Program.
- The numerous opportunities provided for off-campus learning (field trips, career outings).
- The *Heritage Fair* and *Science Fair* put on by the Grade 5-8 students. These fairs allow students to utilize their talents beyond the core subjects.
- The annual *Theme Months* which showcase a variety of student talent beyond what is taught in the regular core subject areas.
- Hiring staff with more qualifications and experience in the area of physical education.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.4	98.1	90.2	99.8	93.5		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	100.0	99.7	96.6	99.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	99.5	98.8	98.5	97.5	97.1		Very High	Maintained	Excellent			

Strategies

School Improvement:

- Analyze parent survey results with a view to school improvement. Highlight specific areas in reporting and also at AGM's. Poll parents if necessary at AGM's regarding certain decisions that need to be made.
- Continue to teach topics such as: friendships, conflict resolution, peer pressure.
- Educate parents about school culture.
- Update parents regarding the school culture at Tyndale Christian School.
- Foster and promote a positive school culture in which ALL students feel welcome and accepted.

Parental Involvement and Overall Quality of Basic Education:

- Collaborate as Education and Policy Review Committee, Board, Staff to ensure that we are serving the society's best interests with a view to improvement in teaching and learning.
- Make consistent efforts to elicit parental feedback via weekly newsletter (Tyndale Tidbits) and Annual General Meetings. (e.g. Parents asked to submit opinions regarding late arrivals, discipline, safe and caring schools checklist and incident reports. Feedback submitted to principal, EPRC or school board).
- Provide opportunities for parents to volunteer with school programs (both curricular and extra-curricular).
- Provide opportunities for parents to provide feedback regarding new initiatives and/or new policies.

These strategies have been successful due to:

- The high level of parent interest, involvement and engagement.
- The excellent attendance and engagement at the annual general meetings and parent-teacher interviews.
- The unity of purpose of home, school and church that recognizes that parents are the primary educators of their children. The school *assists* parents in this task.
- The parental engagement effect. Parental engagement means that parents are more active and more personal in the lives of their children. They are engaged. They communicate and speak *with* their children and not just *to* their children. Such parents are acutely aware about what their children are learning and what their children are doing at school. They take initiative to ensure that they are informed about and actively engaged in their children's learning. In fact, they participate in the learning process.

Summary of Financial Results

Accredited Private School Authority (Tyndale Christian School):

- Key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves: TCS had a deficit of the following amount: \$30,241.
- How additional financial information, including the accredited private school authority's Audited Financial Statement, can be accessed: The AFS was provided to the membership on November 26, 2018 at the Fall AGM. Members may refer to Gwenda DeHaas, school treasurer for any further questions or comments.

Level 2 Private School (Tyndale Christian School)

- The total revenue received from Alberta Education in 2017-2018 was: \$478,924.

Budget Summary

1. Key financial information about the upcoming school year: TCS can provide the means necessary to operate. Anticipated major change: Building expansion and declining enrollment numbers. AGM's will be scheduled to discuss how this will affect the membership financially.
2. How to access additional budget information and the Canadian Reformed School Society's Budget Report Form: Contact the treasurer Gwenda DeHaas.

Anticipated revenue from Alberta Education for the 2018-2019 school year: \$494,459.

Capital and Facilities Projects

On November 17, 2017 at the Fall AGM, the school society unanimously supported the board in their desire to expand our facilities. Current facilities need to be expanded in order to provide a more conducive learning environment for the students. Staff is currently using every square inch of space (including hallways, foyers, and rooms originally meant for church purposes only). In light of recent Alberta Education funding announcements, this discussion was temporarily put on hold, however a proposal will be discussed further at the November 26, 2018 Fall AGM.

Summary of Facility and Capital Plans

1. Campus planning to be discussed amongst all stakeholders: board, teaching staff and parents.
2. Requirements: Extra classroom space to accommodate all grades and to accommodate the implementation of a broad program of studies. Extra office space to accommodate special education programs and educational assistant needs.
3. Discussion to take place during scheduled AGM's to discuss allocating part of budget to capital expansion – i.e. doing this on an annual basis.

Parental Involvement

We are once again pleased to note that parents are satisfied with the level of parental involvement at TCS :

- *100% (2014 results)*
- *100% (2015 results)*
- *99.7% (2016 results)*
- *96.6% (2017 results)*
- *99.0% (2018 results)*

Strategies to deal with the result re: parental involvement:

- Continued concerted effort to elicit parental feedback via weekly newsletter (Tyndale Tidbits) and Annual General Meetings. (e.g. Parents asked to submit opinions regarding late arrivals, discipline, safe and caring schools checklist and incident reports. Feedback submitted to principal, EPRC or school board).
- Use parent survey results with a view to school improvement. Highlight specific areas in reporting and also at AGM's. Poll parents if necessary at AGM's regarding certain decisions that need to be made.
- Parents may provide input regarding the operation of the school by: attending annual general meetings, discussing school matters with teachers and/or the administration, engaging with board members via discussions, conversations, meetings and letters to the board.

Timelines and Communication

Accredited Private School Authority (Tyndale Christian School):

All Private Schools

Private schools must post their AERR for 2017-2018 on their website by November 30, 2018 in a publicly accessible format and notify the Provincial Coordinator, Private Schools. The plan can be found on our website: www.tyndalecalgary.ca. If you have any questions pertaining to this report, please contact the principal, Mr. Justin Raap. This plan is also available from the office.

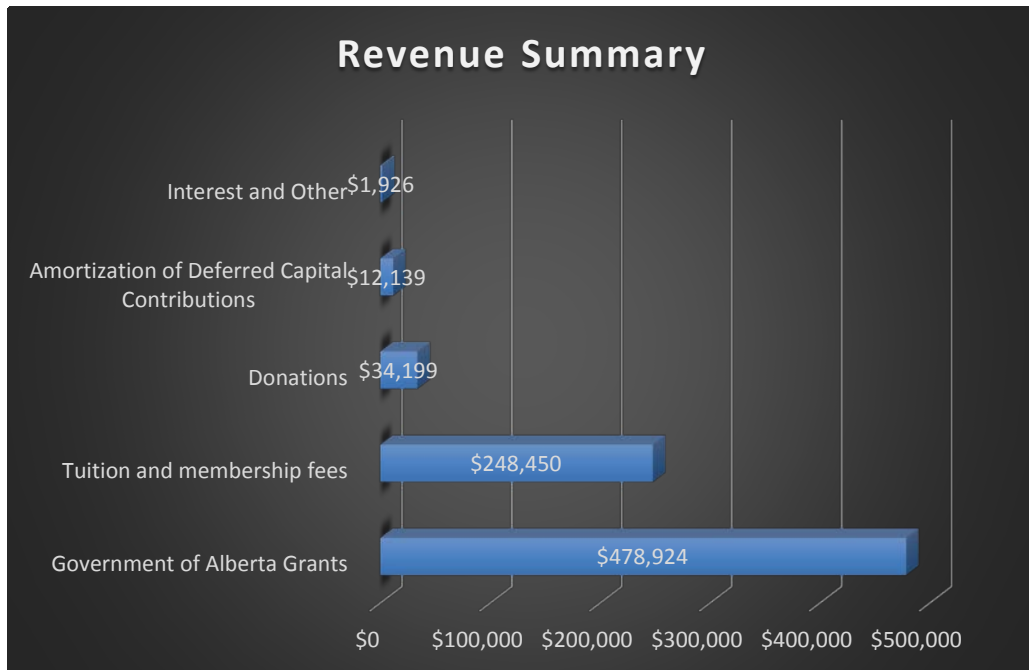
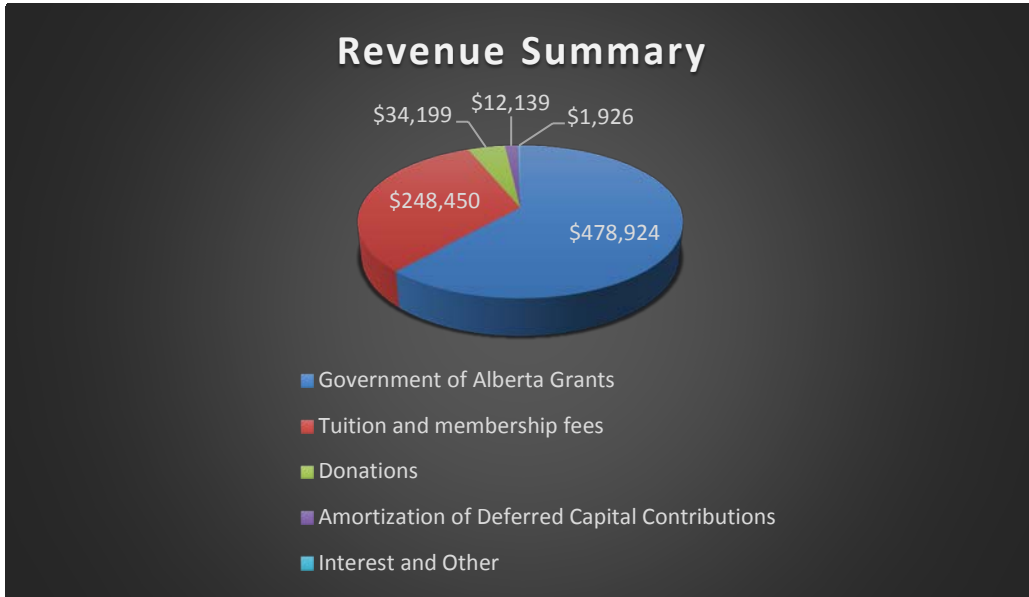
Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

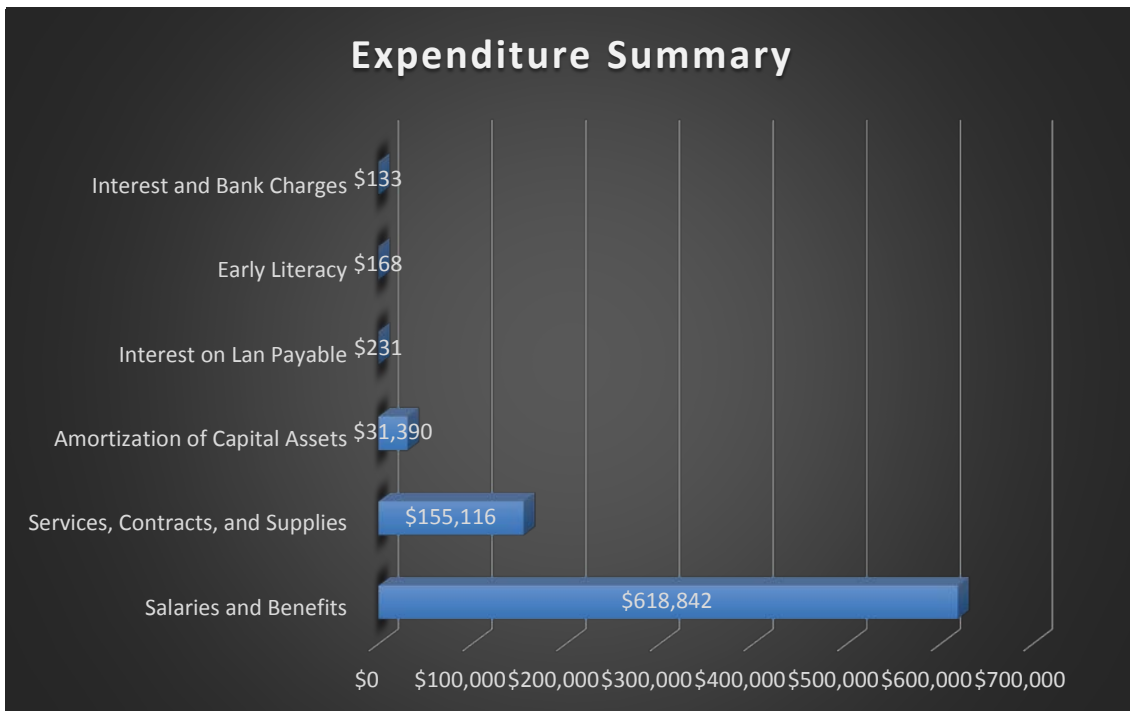
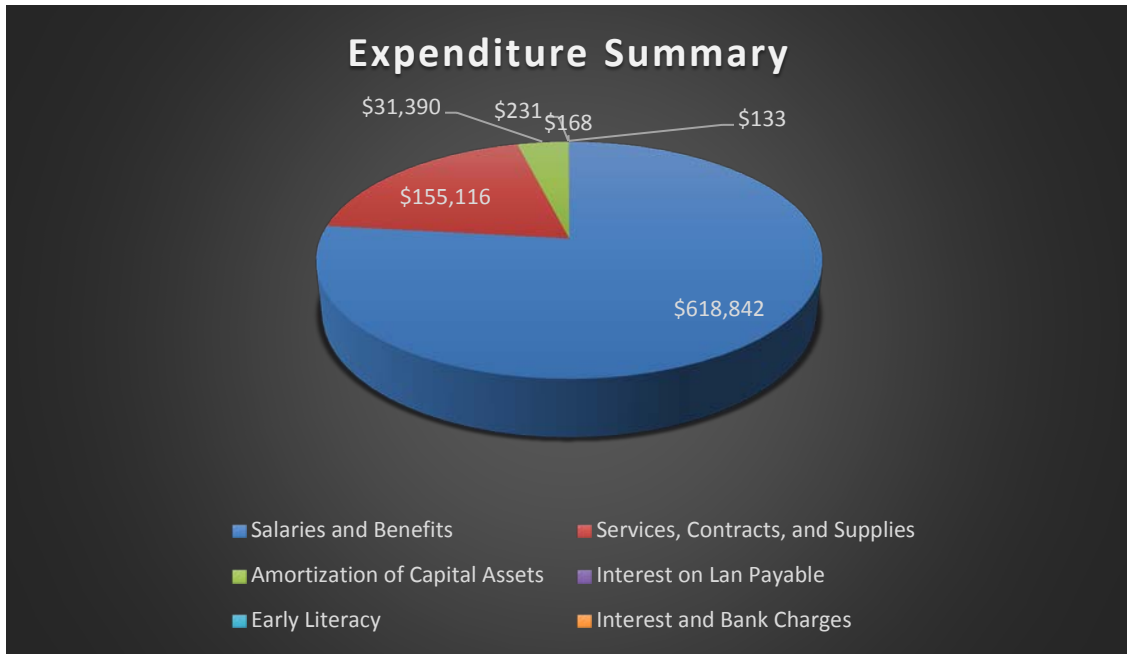
The Tyndale Christian School Annual Report of Disclosures can be found on the school website: www.tyndalecalgary.ca. The link to this report can be found directly under the link to the combined Three-Year Education Plan/Annual Education Results Report. The Annual Report of Disclosures is also available from the office.

Appendix I
Canadian Reformed School Society at Calgary
Tyndale Christian School
AERR, 2017-2018 Actual

Revenue Summary

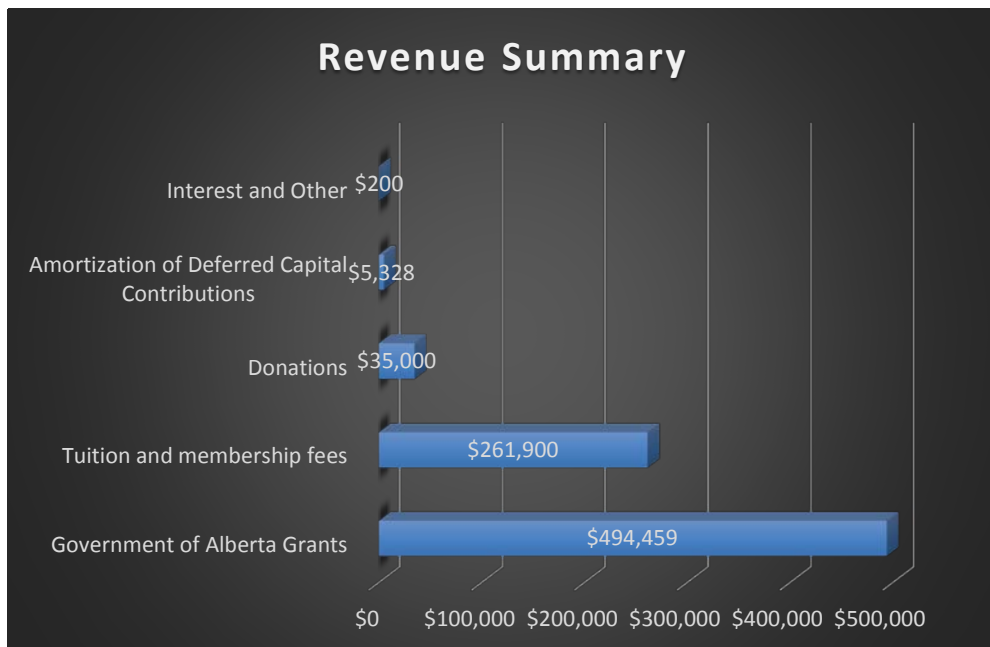
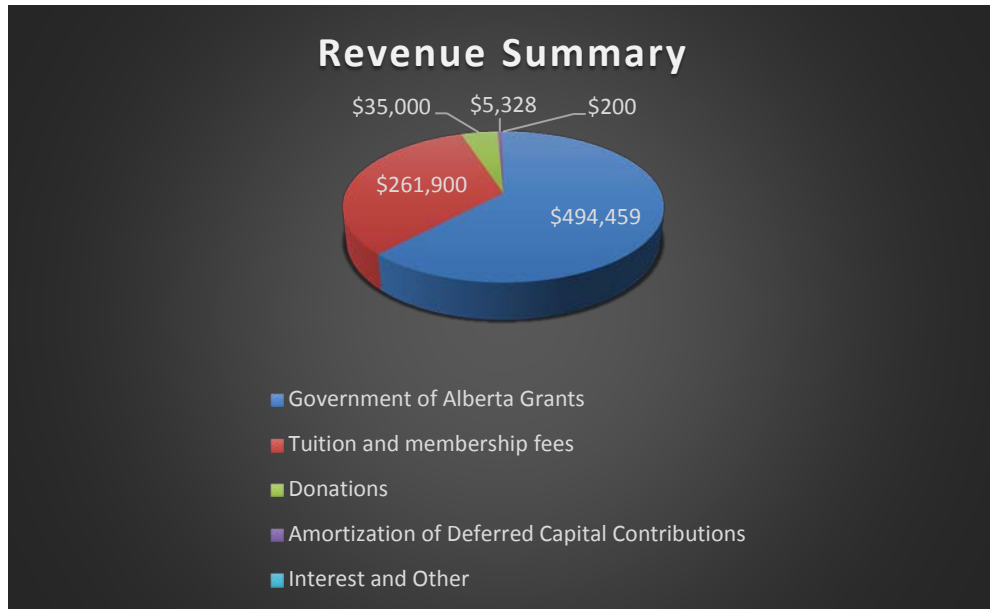


Expenditure Summary



Canadian Reformed School Society at Calgary Tyndale Christian School AERR, 2018-2019 Budget

Revenue Summary



Expenditure Summary

