

Annual Education Results Report for School Authorities



Mission: Transformative education within a Christian Community.

Vision: Striving for excellence through Christ.

Accountability Statement

The Annual Education Results Report for Central Alberta Christian High School Society for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on 18 November 2024.

The completion of the report will be announced in our monthly Knights News publication, and parents and society members will be invited to pick up the report in the school office or access the report at our web site www.cachs.ca.

We encourage our society members to attend our general meeting to obtain a more complete report on the state of their school.

A handwritten signature in black ink, appearing to read 'C. Ekkel', is written over a horizontal line.

Mrs. Cindy Ekkel (Board Chair)

Assurance Framework

The Assurance Framework is about building trust and confidence that our education system is meeting the needs of students and enabling their success. There are five assurance “domains” that we must demonstrate that we are meeting our responsibilities in. These areas include:

1. *Student Growth and Achievement*: The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
2. *Teaching and Leading*: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
3. *Learning Supports*: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
4. *Governance*: Processes that determine strategic direction, establish policy and manage fiscal resources.
5. *Local and Societal Context*: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Stakeholder Engagement

During the 2023-24 school year, our stakeholders engaged our EP during their regularly scheduled meetings (*i.e.*, Board of Directors, Education Committee, Maintenance Committee, Development Committee, Finance Committee, students, and teaching and support staff). Further engagement with our EP was done with our 38 Grade 12 students as they completed their Graduation Application 2024. The 2024 CACHS Annual Education Results Report (AERR) includes quotes to give voice to education stakeholders.

CACHS is a parent-driven school with a very high level of engagement and participation by past, current and future parents on the Board of Directors, standing committees (*i.e.*, Development, Education, Finance, and Maintenance committees), and ad-hoc committees (*i.e.*, Building Committee). To continue as a school, we must nurture our culture of heavy parent involvement by continuing to clearly indicate opportunities for parents and guardians. In the 2021-22 school year our Board created an ad-hoc Strategic Planning Committee (SPC) to gather stakeholder data that would help inform planning at CACHS for the next 3-5 years. The SPC membership included representatives from our three supporting communities – Lacombe, Ponoka, and Rimbey – and included current Board members, alumni, and past, present and future parents. The SPC created an online survey using Likert Scale questions that focussed on Faith Formation, Engagement and Improvement, Teaching and Learning, and Finance and Transportation. These survey categories aligned with our EP, but dug deeper into how CACHS stakeholders (*i.e.*, past, present and future students; past, present and future parents; CACHS staff and feeder school administrators) envisioned CACHS moving forward in the next 3-5 years. Once survey results were collected and analyzed, the SPC invited the 72 survey respondents to gather for an evening of focus group conversations regarding the survey results. Four focus groups of 6-8 respondents came together and discussed the survey data in further detail. From there the Board and SPC organized survey and focus group data into the [CACHS Strategic Plan 2025](#) (SP25) with three focusses (*i.e.*, educational programming, community relations, and growth and infrastructure) with supporting targets, actions, champions, and completion dates. With the 2023-24 school year being impacted by SP25, this report will regularly reference goals, alignments, and achievements of both our 2023-24 EP and SP25.

For the purposes of this AERR, local measures will use graphs and quotes taken from our Graduation Application 2024, SPC survey, as well as Board, committee and staff meeting reflections. SPC survey and Graduation Application results are presented in graphs showing Likert scale responses as follows: 1 - strongly disagree, 2 - disagree, 3 - neither agree nor disagree, 4 - agree, 5 - strongly agree, and 6 - do not know.

Foundational Statements

Vision and Mission Statements

Our Mission Statement was developed by the Education Committee (parent council) in consultation with parents, teachers, students, and board members. A mission/vision statement was originally adopted by the society at its April 1995 general meeting. A significant revision was ratified in November 2015. This revision reflects the spirit and intent of the original mission/vision statement.

Vision statement: Striving for Excellence through Christ

Mission statement: Transformative Education Within a Christian Community

Principles and Beliefs

The members of the Central Alberta Christian High School Society believe that the events of our world give evidence of order and purpose, which we attribute to our creator God, the Maker of heaven and earth. His will is revealed to us through our world, through His word, the Bible, and through the Holy Spirit. It is primarily through scripture that we are provided with the values that direct us in our daily actions.

We strive to have students recognize they:

1. Ought to live in a right relationship with God and all mankind.
2. Live in a world that requires active participation as citizens.
3. Are to live responsibly, seeking justice, and equality for all.
4. Are to be caretakers of our created world, seeking to be stewards of our resources.

Moving forward Central Alberta Christian High School will continue providing an environment where students will be taught about their world through the eyes of faith. Students will continue to be educated as directed by their parents, in conformity to the requirements of the province, and under the primary directive of obedience to the Word of God. We expect to graduate students who will have the requisite skills to fully function and participate as Christian young people in our multicultural pluralistic society. We instruct our students with the intent that they will become active citizens who seek to make a positive contribution to all of society.

School Authority Profile

The Central Alberta Christian High School Society was established in 1989 to provide Christian high school education to the children of Christian parents. We continue to serve primarily this constituency; however, we have never refused any parent or student who has requested entry and is prepared to receive an education as outlined in the Society's Objectives and in its Mission Statement.

We are a single school authority with a current society membership in excess of 250. We have 131 students enrolled (Sept 2024) and 8.1 teaching staff for a teacher/student ratio of 1:16. Most students live within a 50 km radius. As part of our staff, we also employ a part-time career counsellor and student support teacher.

We offer a considerable range of courses considering our small school population. In addition to courses required for an Alberta High School Diploma, a Certificate of High School Achievement and a Certificate of School Completion, we also offer:

1. Computer science
2. Cosmetology
3. Dual Credit courses in partnership with Olds College
4. Financial Management (Accounting)
5. Fine arts - Art, Drama, and Music
6. Food studies
7. Industrial arts - Wood Shop, Mechanics Shop and Welding Fabrication
8. Off campus - Registered Apprenticeship Program (RAP), Work Experience, and Green Certificate
9. Photography
10. Physical Education including First Aid and Sport performance

11. Psychology
12. Religious studies - Religious Meanings, Religious Ethics, and World Religions
13. Special needs and resource programming

Our school authority is supported by a number of professional organizations and associations:

- Association of Independent Schools and Colleges of Alberta which raises awareness regarding independent schools, provides policy advice, professional development, teacher certification, and a bulk energy purchasing program.
- Central Alberta Regional Consortium which provides professional development opportunities.
- Christian Educator Benefit Solutions which serves our staff with pension, health and insurance benefits.
- Christian Schools Foundation which provides financial services concerning independent school endowment and sustainability funds.
- Christian Schools International (CSI) which also provides Bible curriculum support, principal development, Christian publications, school governance support and teacher workshops.
- Prairie Centre for Christian Education which provides curriculum and governance support, as well as teacher professional development, in-servicing and consultative services.

During the 2023-24 school year our school did not have any English Language Learners or First Nation, Métis or Inuit students who wrote diploma exams; therefore, we do not have any results to report.

Summary of Accomplishments

1. The school has been a viable and vibrant institution with a strong academic track record. The physical plant is modern, well-maintained, attractive and well-managed, with expansions completed prior to original projections. This past school year we completed significant renovations to our science laboratory, bathrooms and gym change rooms.
2. Debt has been minimized without jeopardizing affordability and salary competitiveness.
3. The school continues to grow in special needs and resource programming by establishing the qualified special needs teacher as an essential support for a variety of students and all teachers.
4. Addressing mental health challenges that have arisen since COVID-19 restrictions and on-line learning has remained front of mind for the CACHS Board, staff, and students through the 2023-24 school year. Teachers and students worked through a mental health program – Open Parachute – during homeroom meetings to build student and staff mental health resilience.
5. CACHS continues addressing gaps in student learning and socialization due to COVID related shutdowns and restrictions.
6. In 2023-24 CACHS began offering Dual Credit courses in partnership with Olds College. These courses provide an excellent opportunity for our Grade 11 and 12 students to begin their post secondary education while still supported by our high school teachers. We have seen some growth in student interest in these courses and we will continue to explore ways to offer Dual Credit courses in meaningful ways for our students.

Trends and Issues

1. After experiencing a small reduction in students 2021-22 (94 to 88 students), the school enrollment increased significantly to 113 students in 2023-24, then again to 131 in 2024-25, and looks to continue to climb over the next few years. Enrollment ups and downs are reflective of the demographics of our supporting community, and due to the Weighted Moving Average (WMA) funding model used by Alberta Education our increasing student population places pressures on the school to remain fiscally viable while attempting to offer a variety of programming.
2. Expanding our programming while enrollment grows has been exciting and challenging. The WMA funding model is not friendly to growing schools and will force the school to be more creative and proactive in securing operational funds.
3. The new access in 2023-24 to Transportation Grant funding for independent schools and their families has been welcomed by our school community.
4. We will continue updating our computers with a new set of 30 Chromebooks in 2024-25.

5. The school now fully utilizes PowerSchool SIS including the parent and student portals. Advantages of parent and student access to their digit portals has been greatly appreciated by parents, students, teachers, office staff, and administrators. After being encouraged by parents and approved by our Board, in the Fall of 2024 CACHS launched a third-party app allowing forms to be digitally accessed and completed. Parents, students, teachers and office staff have appreciated this move to digital forms.
6. The passage of the Choice in Education Act in 2020 was a welcome and much needed legislative acknowledgment of the prior right of parents to choose the type of education that reflects their beliefs and values. The principle of parent choice in education is a foundational component of the philosophy of our school. Our school community is encouraged by the present government's affirmation of the value independent schools bring to the educational landscape and its commitment to equity, choice and parental rights. The community is resolved to continue to operate the school in a manner consistent with its foundational principles, and to demonstrate a commitment to maintaining a safe and caring teaching and learning environment.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 9294 Central Alberta Christian High School Society

Assurance Domain	Measure	Central Alta Christ HS Soc.			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	86.6	88.5	88.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.2	94.2	93.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	85.7	97.0	84.4	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	72.5	89.5	92.4	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	93.6	88.9	88.9	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	25.5	28.4	28.4	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	91.9	92.3	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	94.8	94.0	95.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.1	93.2	92.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	92.7	95.2	95.0	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathématiques (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathématiques 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Oct 12, 2024
Locked with Suppression for Fall 2024

Report Version 1.0
Data Current as of Oct 04, 2024

Question: What will you miss most about CACHS/high school?

Response: "Being in a community and learning in a space where Christian values can be shared and discussed. CACHS is a safe place where I could grow in my faith while being surrounded by people that shared similar values to mine."

- CACHS Graduate response, collected in Graduation Application 2024



Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 9294 Central Alberta Christian High School Society

Measure	Central Alta Christ HS Soc.			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	61.9	0.0	n/a	52.7	3.5	n/a	High	n/a	n/a
Drop Out Rate	1.0	1.0	1.6	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	94.4	81.0	90.5	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	96.9	97.6	93.5	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	86.3	89.6	88.5	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	89.9	93.4	93.0	80.6	81.2	81.5	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	85.0	61.8	65.7	70.7	71.9	70.0	Very High	Improved	Excellent
Safe and Caring	96.7	95.2	96.1	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	89.1	85.3	86.8	71.9	72.9	72.7	Very High	Maintained	Excellent
School Improvement	86.0	85.2	88.6	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	35.9	62.6	65.8	60.1	59.7	60.0	Low	Declined Significantly	Concern
Work Preparation	100.0	97.6	96.5	82.8	83.1	84.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Report Generated: Oct 12, 2024
Locked with Suppression for Fall 2024

Report Version 1.0
Data Current as of Oct 04, 2024

"CACHS integrates a Christian worldview into every class. Through school we get involved in the community through Circle of Friends serving a meal to the community and being encouraged and given the opportunity to volunteer. The teachers at CACHS push us to do our best in all our classes." - CACHS Graduate response, collected in Graduation Application 2024

Context and Comment -- Overall and Supplemental Summaries

The summary of results once again confirms our reputation as an excellent school. Of the eighteen measures with a measure evaluation, CACHS overall scored “excellent” in fourteen measures and “good” in two measures.

Two measures – “Transition Rate (6 yr)” and “5-Year High School Completion Rate” – overall scored “low” due to significant drops when compared to results from the previous year and previous 3-year averages. Our decrease in “5-Year High School Completion Rate” results from the continued effects of our 2020-21 graduating classes which had a low 3-year graduation rate, 4-year graduation rate, and now 5-year graduation rate. We also see a “low result in “Transition Rate (6 yr) due to the lack of 2020 grads that have entered post-secondary and apprenticeship programs. We are encouraged to see that our 2023 4-year transition rate to post-secondary and apprenticeship programming has rebounded back to our pre-COVID norms. We believe that our transition and graduation rates will continue returning to our historic averages at or above the provincial averages.

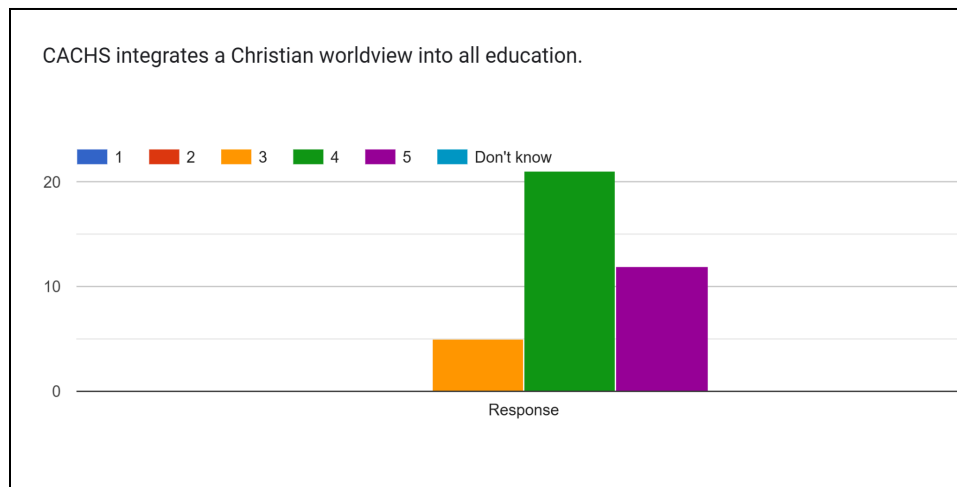
We are pleased to find “In-service jurisdiction needs”, “Rutherford Scholarship Eligibility Rates”, and “Workplace Preparation” improvements year-over-year and over the previous 3-year averages. The supplemental AEAMs help to round out the picture of our school especially when measuring the progress made toward our EP goals of Faith Formation, Quality Teaching and Learning, Wellness and Engagement and Improvement. In conclusion, our overall summary results largely remain highly positive and serve as a reminder that we must strive to adhere to practices and attitudes that have led to the confidence our constituency clearly expresses in our institution.

As we work with our EP, we are mindful of the need to understand and respond appropriately to the data we receive annually, in consideration of the fluctuations inherent in small sample sets. In the 2023-24 school year CACHS did not have any self-identified First Nations, Métis and Inuit students.

EP Goal: Faith Formation

Outcome	Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.
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"In classes we were always encouraged, especially in social and science courses to take a figurative step back and see what God was doing and has done. In everything we did we were always told to do it to the best of our abilities that God gave us." - CACHS Graduate response, collected in Graduation Application 2024



Results collected from CACHS Graduates Graduation Application 2024.

Likert scale responses:
 1 - strongly disagree
 2 - disagree
 3 - neither agree nor disagree
 4 - agree
 5 - strongly agree
 6 - do not know

"CACHS has lived out its Mission and Vision statements while I have been here at CACHS. I have gotten a good education that will set me up for success in the future, within a Christian community. This is important because we are able to talk about God in everything. It is also a very safe and encouraging community. The Christian teachers are good examples on how to live our lives. Trying your best or "striving for excellence" is definitely something that is valued within CACHS. We are encouraged to work hard at everything we do, for we are doing it for God." - CACHS Graduate response, collected in Graduation Application 2024

"Faith formation can be done and is done through daily devotions, religious studies, assemblies, Open Parachute, and personal relationships between students and staff." - Board member reflecting on EP Faith Formation goal during a 2023-24 Board meeting.

S.1 Student Learning Engagement - Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Central Alta Christ HS Soc.												
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	82	87.1	129	87.6	110	88.5	138	86.6	n/a	Maintained	n/a
Parent	n/a	n/a	15	91.1	32	96.8	21	98.4	32	94.7	n/a	Maintained	n/a
Student	n/a	n/a	60	70.0	90	65.9	82	67.0	100	65.2	n/a	Maintained	n/a
Teacher	n/a	n/a	7	100.0	7	100.0	7	100.0	6	100.0	n/a	Maintained	n/a

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Central Alta Christ HS Soc.										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	98	94.5	82	93.3	129	93.0	110	94.2	138	91.2	Very High	Maintained	Excellent
Parent	21	98.1	15	92.0	32	96.3	21	97.1	32	91.3	Very High	Maintained	Excellent
Student	70	85.3	60	87.8	90	82.6	82	85.5	100	82.2	Very High	Maintained	Excellent
Teacher	7	100.0	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent

"Everything we do during our time at CACHS is to glorify God." - CACHS Graduate response, collected in Graduation Application 2024

"I think the teachers try their best to incorporate Christ in all learning, whether that be through deep hope statements, devotions, or life experience. Being in CACHS has pushed me to become the best person I can be and being around classmates and teachers who push you to be a better version of yourself, it's a great atmosphere of encouragement and learning." - CACHS Graduate response, collected in Graduation Application 2024

Essential Insights

- The results of the Student Learning and Engagement show us that our teachers (100%) and parents (94.7%) are very satisfied with student engagement, but our students are not as convinced that they are engaged (65.2%). Moving forward with changes to our Digital Devices Policy that bans cell phones from classrooms and engaging students with new and expanded option courses (e.g., Dual Credit, cosmetology, welding and physical education), we hope to see improvements in our students' belief that they are engaged in their learning.
- Through the CACHS Strategic Plan 2025 stakeholders expressed a desire for more regimented CACHS Diploma graduation requirements that would have students showcase citizenship (*i.e.*, volunteer hours), responsibility (*i.e.*, prove graduation eligibility) and post-secondary life planning (*i.e.*, articulate how CACHS has readied students for life after high school). Starting in 2022-23 CACHS implemented an Application for Graduation requiring students to track their eligibility for the CACHS Diploma and Alberta High School Diploma. Continuing the implementation of the

CACHS diploma and Application to Graduation in 2023-24 has helped to iron out the wrinkles of student understanding of graduation requirements, helped students take ownership of their learning, and bring clarity to the overall high school graduation process.

Context and Comment

CACHS is built upon a strong sense of shared values which flow from a faith-based worldview. A school such as this is well positioned to score highly in these categories, though critics might suggest that this reality creates an unfair advantage rooted in the shared bias of the survey participants. This data also shows that a small school is very capable of educating effectively in spite of more limited human and financial resources, and perhaps contributes to a climate in which efficiency and accountability are highly valued. Clearly our students are perceived by stakeholders as having received a sound education that will serve them well in all ways for the challenges they will soon face.

"Faith formation is hard to evaluate. I am impressed overall." - Board member reflecting on EP Faith Formation goal during a 2023-24 Board meeting.

At CACHS all courses are taught "through eyes of faith", in that we teach and explore the Alberta high school curriculum through our Christian worldview. We have a long-established practice of holding weekly chapels where alongside time for student-led praise and worship, we discuss a wide array of issues pertinent to the lives of our students. Moreover, on top of the Alberta High School Diploma requirements, CACHS students are required to take two of our three religious studies courses – Religious Ethics, Religious Meanings, and World Religions – during their three years in high school. Looking at the above results we can see that parents, students, and teachers all believe strongly in the education that CACHS offers. As we notice a lower response in students from students who agree that they are engaged in their learning, teachers must continue designing and implementing lessons that connect curricular and extracurricular activities with students' lives and faith formation.

"I think it's very important that part of our Christian faith, acts of service, is part of our walk and living it out. Teaching kids to volunteer their time and do things for others is important without expecting to get paid. To show the love of Christ in our communities!" (SPC survey respondent)

Our staff continues to cultivate a consciousness of community-creating and community service. Community service projects encouraging a strong sense of citizenship are a natural extension of a Christian education. Some examples from the past year that students and staff have been involved in are: regularly serving a community meal through a local church; neighbourhood and highway ditch cleanups; an annual all-school retreat; participation in the Legion's annual artistic and literary events; and community park and trail cleanups. Another example showcasing faith formation at CACHS has been our popular "Fry Friday" burger and fry lunch prepared by students and staff and offered at cost to anyone with the expressed goal of sharing a meal together on Fridays. The administrative team and staff actively promote participation in all such activities.

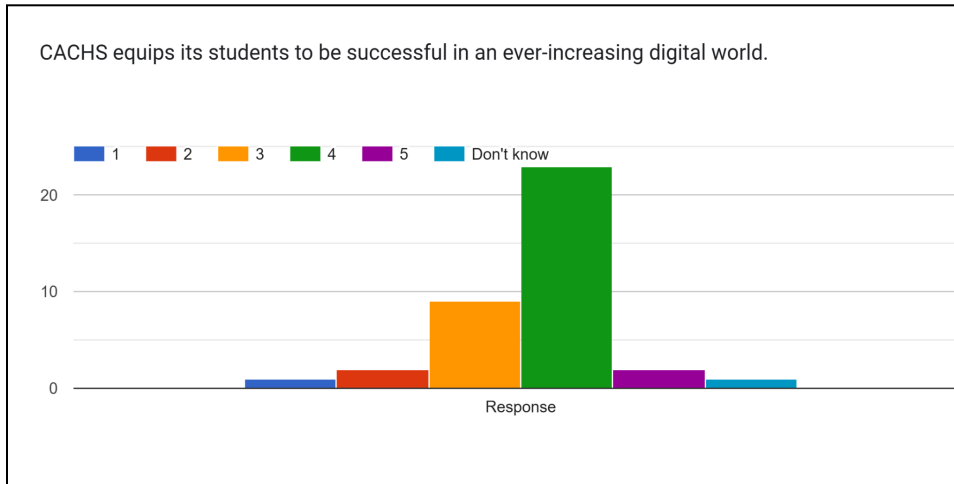
"It is great how students go and help serve in various ways in the community. (e.g., Friendship Club, Mustard Seed, Circle of Friends, etc.)" - Board member reflecting on EP Faith Formation goal during a 2023-24 Board meeting.

"CACHS encourages the students to care for and serve others in their community. Hopefully this will encourage future habits of service. It is a blessing to serve others." (SPC survey respondent)

EP Goal: Quality Teaching and Learning

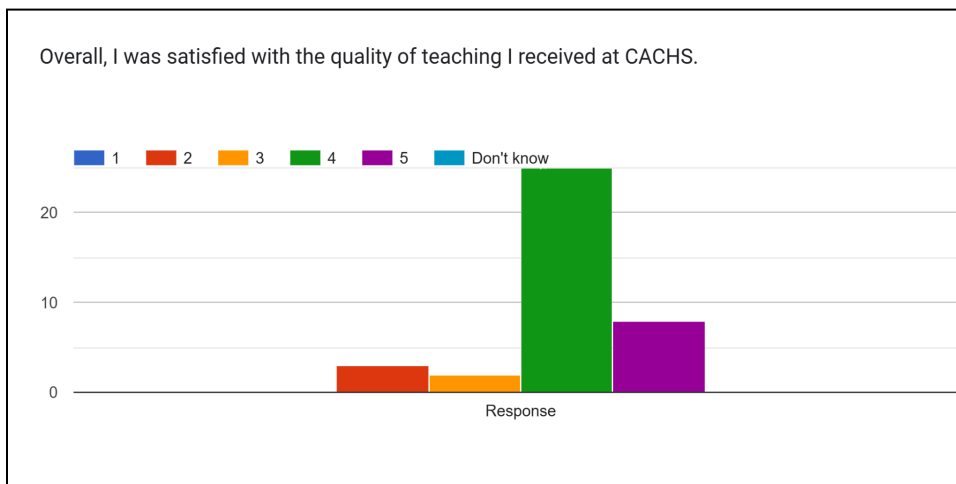
Outcome	Provide appropriate support to ensure success for all students all while showing how the Creator is intricately connected in the instruction.
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“CACHS has some awesome, quality teachers who live and love to teach kids their faith and how to integrate living as a Christian in this world.” - Education Committee member reflecting on EP Faith Formation goal during a 2023-24 Education Committee meeting.

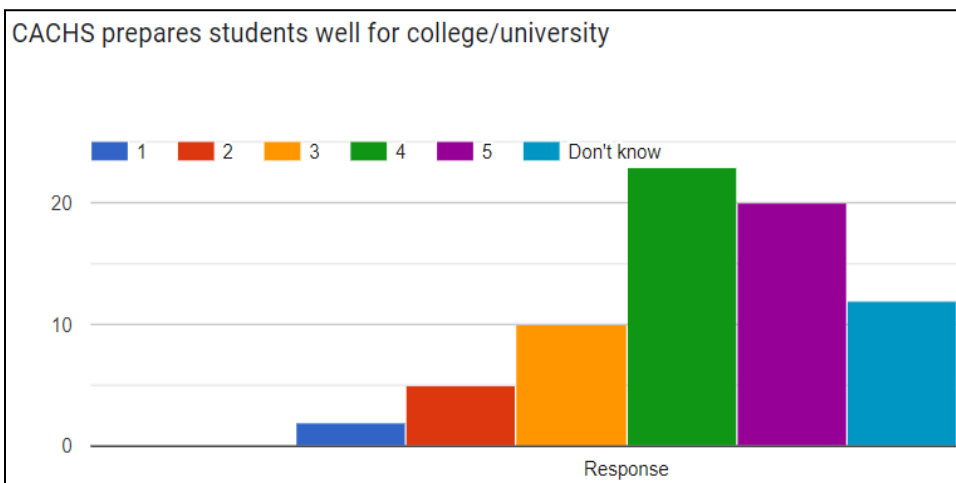


Results collected from CACHS Graduates Graduation Application 2024

Likert scale responses:
 1 - strongly disagree
 2 - disagree
 3 - neither agree nor disagree
 4 - agree
 5 - strongly agree
 6 - do not know

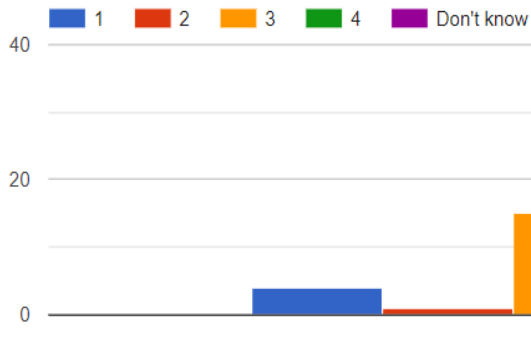


Results collected from CACHS Graduates Graduation Application 2024



Results collected from SP25 survey respondents

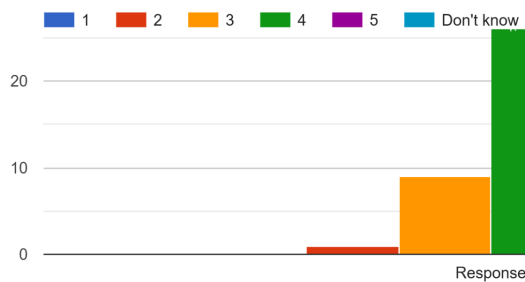
CACHS prepares students for jobs/careers.



Results collected from SP25 survey respondents

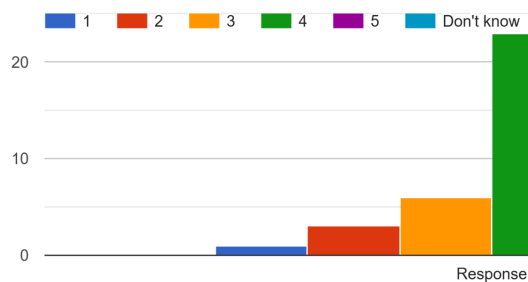
"It gave education in a Christian perspective, and allowed me to explore my own faith as well as improve my own education." - CACHS Graduate response, collected in Graduation Application 2024

CACHS prepares students with life skills.



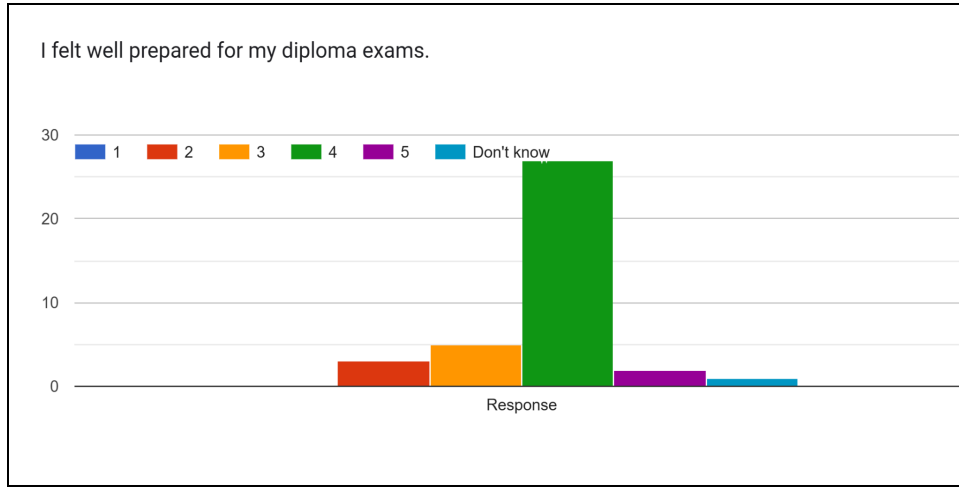
Results collected from CACHS Graduates Graduation Application 2024.

I was pleased with the variety of courses offered during my time at CACHS.



Results collected from CACHS Graduates Graduation Application 2024.

"CACHS is always telling you to do your best, striving for excellence with help of Christ." - CACHS Graduate response, collected in Graduation Application 2024



Results collected from CACHS Graduates Graduation Application 2024.

Authority: 9294 Central Alberta Christian High School Society
Province: Alberta

	Central Alta Christ HS Soc.												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	31	93.5	24	89.3	21	66.8	33	97.0	21	85.7	High	Maintained	Good
4 Year Completion	31	90.8	31	97.0	24	88.8	21	72.1	33	97.1	Very High	Improved	Excellent
5 Year Completion	33	97.0	31	90.8	31	96.9	24	89.5	21	72.5	Very Low	Declined	Concern

Authority: 9294 Central Alberta Christian High School Society
Province: Alberta

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.

	Central Alta Christ HS Soc.													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	98	76.0	82	82.4	129	87.5	110	89.6	138	86.3	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	21	87.8	15	79.4	32	86.0	21	93.5	32	82.6	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	70	69.3	60	79.1	90	80.3	82	77.3	100	80.8	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	7	70.9	7	88.7	7	96.2	7	98.0	6	95.5	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

"Option classes are varied and ever improving to teach kids trades such as carpentry, welding, and cosmetology." - Education Committee member reflecting on EP Faith Formation goal during a 2023-24 Education Committee meeting.

"Quality teaching and learning: happening through different graduation pathways for the differently abled." - Education Committee member reflecting on EP Faith Formation goal during a 2023-24 Education Committee meeting.

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Central Alta Christ HS Soc.										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	98	93.2	82	91.5	129	93.1	110	92.3	138	91.9	Very High	Maintained	Excellent
Parent	21	93.7	15	85.6	32	95.8	21	92.8	32	93.2	Very High	Maintained	Excellent
Student	70	88.3	60	88.8	90	83.6	82	84.0	100	82.6	Low	Maintained	Issue
Teacher	7	97.6	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	7	81.0	7	95.0	7	100.0	7	81.0	6	94.4	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	7	81.0	7	95.0	7	100.0	7	81.0	6	94.4	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

	Central Alta Christ HS Soc.					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023				2019	2020	2021	2022	2023
Total Gr 12 Students	28	21	15	34	20	n/a	n/a	n/a	58,970	59,357	58,631	57,307	58,930
Percent Eligible for Scholarship	85.7	61.9	73.3	61.8	85.0	Very High	Improved	Excellent	66.6	68.0	70.2	71.9	70.7

Essential Insights

- Responding to stakeholder requests for improving course and graduation options at CACHS, the Board increased funding in 2023-24 for special education and allocated new funding to add cosmetology programming and enhance our teaching kitchen classroom.
- Responding to aging technology in our main computer lab, CACHS continues to update our computers to Google Chromebooks with a new class set of 40 Chromebooks in 2023-24.
- Adding Dual Credit course options through partnership with Olds College has been a great addition to our programming that has allowed our students to explore post-secondary course work while still supported by their parent/guardian's home, home church and high school.
- We are pleased to see that our graduates have returned to high levels receiving the Rutherford Scholarship (2023 - 85%).

Context and Comment

Overall, these categories reflect that the vast majority of our students remain enrolled, successfully complete high school, and transition into post-secondary studies or the workforce. This speaks to the strength of our career counselor and her ability to work integrally as a valued member of our staff, and to the overall commitment of our parents and staff to maintaining a school climate where learning is taken seriously.

With such small sample sizes, it is important that we balance results across multiple years and if possible other surveys. The "low" student result found in the "percentage of ... students satisfied with the overall quality of basic education" should be weighed against the much higher results in our

Application to Graduation results; in particular the 35 of 38 graduates who Agreed or Strongly Agreed that “Overall, I was satisfied with the quality of teaching I received at CACHS.”

To explain the declining “5 Year High School Completion” result we look to our graduating class of 2021, which had 21 students start at CACHS in their grade 10 year, but by the time they were in grade 12 only 15 of 21 students were still registered at CACHS. Six of the 21 students moved to other schools for various reasons during their high school years. One of our registered grade 12’s did not graduate in 3 years from the start of Grade 10. Our student numbers starting in grade 10 were 21, and our actual graduates from that group were 14, resulting in a 66.7% 3-year graduation rate for 2021. If you were to look at the students that stayed with our school for three years from grade 10 then we would have 14 of 15 or 93.3% graduating, an indicator of the support we provide our students to successfully complete high school. Seeing our “3 Year High School Completion” rate for 2022 bounce back to 97% and 2023 at 85% has been a welcome result returning us to our historical average of a very high 3-year graduation rate.

As our student body continues to diversify, we now have some students on track for 4-year high school completion. With the 4-year route for graduation we are planning to ensure higher graduation rates for our grade 10 cohorts, but students changing schools will continue to be a challenge to track and encourage towards graduation.

In particular, we are taking a proactive approach to recommending that students enroll in the course level that most closely matches their level of ability and post-secondary plans. The school counsellor meets with each student officially at least three times as well as many more informal interactions during their high school career to ensure that their program planning meets their goals and strengths. The school counsellor keeps students on track, adjusting the plan in consultation with students and parents along the way. This describes that proactive approach and supports the Board's decision to provide the resources for this school counsellor. The administration team will continue to emphasize the importance of accurate assessment leading to clear recommendations regarding appropriate course level placement of students, and adherence to curricular outcomes, and we will closely monitor these measures. We will also continue to gauge the perceptions and opinions of both our current student population and parent community in our search for viable ways to improve our academic program. We will continue to track and closely monitor student progress.

It is encouraging that our teaching staff have returned to a higher belief that their “professional development and in-servicing received from the school” has helped them to grow professionally (i.e., 2022 - 100%, 2023 - 81%, 2024 - 94%). We will continue seeking out high quality professional development and encourage our staff with financial support as needed. CACHS supports teaching and leadership quality through professional learning, supervision and evaluation processes. Our school remains committed to sending our teachers teachers’ conventions hosted by PCCE and AISCA. At the conventions teachers attend sessions directly relating to their teaching loads and professional development needs. Furthermore, our staff continues the practice working through a professional development book each year that builds staff capacity as Christian educators meeting students needs. Monthly staff meetings not only allow for productive book studies, but also fruitful discussions regarding student needs and trends that teachers see arising. Opportunities for teachers to raise their student concerns and accomplishments encourages voice from all teachers within our collaborative education environment. Allowing both younger and older teachers to share their teaching experiences builds a strong sense of collegiality between our staff and has fostered mentoring relationships within humanities and math/science departments.

Professional growth plans (PGP) adhering to TQS and LQS competencies and indicators are submitted to the principal by Oct. 1. In October, teachers then meet with the principal to review their PGP. A follow up check-in meeting in January then happens between the vice principal and the teacher. In June each teacher meets with the principal to review the effectiveness of their PGP for that year, and suggestions are given for PGP ideas for the coming year. Keeping PGPs current and checked in on has been an effective way to ensure professional standards in teaching and learning at CACHS.

Diploma Exam Results

We require our Education Committee, administration and teachers assigned to diploma examination courses use past and current diploma exam data to identify areas of recurrent strength and weakness, trends, and strategies to address areas of need. After each semester the Education Committee reviews diploma exam results in consultation with the administration team, and from there teachers are engaged with strategies and support to encourage improvements.

Regarding diploma exam results, our strategies for improvement largely are in response to student weaknesses amplified by COVID learning experiences. In particular, we have found that high school students need to rebuild their mental resilience and capacity to take on heavy workloads in academically demanding courses. Teachers are making efforts to walk students through time management skills and school-life balance strategies. Rebuilding student awareness of academic course demands and the required habits of learning for Standard of Excellence achievement will be required for the next few years.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 9294 Central Alberta Christian High School Society

		Central Alta Christ HS Soc.							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	25	92.0	10	100.0	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	25	4.0	10	10.0	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	12	100.0	9	100.0	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	High	Maintained	Good	12	16.7	9	11.1	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	11	90.9	n/a	n/a	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	11	63.6	n/a	n/a	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Improved	n/a	20	85.0	10	60.0	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	20	30.0	10	30.0	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	21	100.0	8	100.0	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	21	14.3	8	0.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	17	100.0	11	100.0	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	Low	Declined	Issue	17	5.9	11	18.2	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	22	95.5	9	88.9	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	22	50.0	9	44.4	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	5	*	19	78.9	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	*	*	*	5	*	19	47.4	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	8,439	24.6	8,007	23.1

“CACHS is very able to hold students accountable and seen as we are a smaller school with teachers, admin, and other staff all working together with students and parents towards fulfilling graduation requirements.” - CACHS teacher during staff meeting discussion

Diploma Exam Results By Students Writing Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

	Central Alta Christ HS Soc.					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	36	31	38	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	81.4	88.9	93.6	Very High	Maintained	Excellent	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	3.4	28.4	25.5	Very High	Maintained	Excellent	n/a	n/a	18.2	21.2	22.6

Here we see CACHS has consistent results in achieving the Acceptable Standard and Standard of Excellence. We are pleased with a return to our historically high performance in Acceptable Standard % (2022 - 81.4%, 2023 - 88.9%, and 2024 - 93.6%) and our Standard of Excellence % (2022 - 3.4%, 2023 - 28.4%, and 2024 - 25.5%). We will continue monitoring the Standard of Excellence results, but having small sample sizes continues to swing our diploma results as one group of more or less academic students can have major effects on our overall results. Moving forward we aim for our three-year averages to meet or exceed provincial results. We must be careful to not react too quickly to results from our small sample sizes of students.

Biology 30

	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	14	9	22	n/a	n/a	13,449	23,270	24,414
Diploma Examination Acceptable Standard (%)	n/a	n/a	92.9	88.9	95.5	n/a	n/a	74.3	82.7	83.1
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	44.4	50.0	n/a	n/a	25.2	32.8	33.7
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	97.0	97.2	97.3
School Awarded Standard of Excellence (%)	n/a	n/a	64.3	55.6	68.2	n/a	n/a	51.1	51.6	51.3

Our high level of Acceptable Standard and Standard of Excellence results show achievement of our goal of exceeding provincial averages. We are pleased to see the end of student apathy towards excellence after no students achieved the Standard of Excellence in Biology 30 in 2022. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement has shown impressive results in 2023 and 2024.

Chemistry 30

	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	12	19	5	n/a	n/a	10,196	18,364	19,955
Diploma Examination Acceptable Standard (%)	n/a	n/a	75.0	78.9	*	n/a	n/a	77.1	80.5	82.9
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	47.4	*	n/a	n/a	31.1	37.0	38.0
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	*	n/a	n/a	97.4	97.4	97.4
School Awarded Standard of Excellence (%)	n/a	n/a	16.7	63.2	*	n/a	n/a	56.6	56.3	57.4

Low numbers in Chemistry 30 in 2024 were due to high numbers of our 2024 grade 12 students taking Chemistry 30 in their grade 11 year. Overall we believe our results in Chemistry 30 are back to their historically strong numbers after the impacts of COVID. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement has given us good results in 2023 and 2024 that we will continue to build on.

English Lang Arts 30-1										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	10	25	n/a	n/a	17,372	31,493	33,001
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	100.0	92.0	n/a	n/a	78.8	83.7	84.2
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	10.0	4.0	n/a	n/a	9.4	10.5	10.1
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	100.0	100.0	n/a	n/a	98.2	98.4	98.6
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	80.0	28.0	n/a	n/a	44.6	42.4	42.1

Our Standard of Excellence results finished lower than the provincial numbers, and our Acceptable Standard remains exceptionally high. We will continue monitoring our Standard of Excellence results to see if larger sample sizes over 3-years continue showing a lower performance than the province. Our process of teachers, administrators and Education Committee members reviewing our literacy strategies and diploma exam results, and then building strategies for improvement will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

English Lang Arts 30-2										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	9	12	n/a	n/a	8,903	17,112	19,219
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	100.0	100.0	n/a	n/a	80.8	86.2	85.7
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	11.1	16.7	n/a	n/a	12.3	12.7	12.9
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	100.0	91.7	n/a	n/a	96.6	96.7	96.7
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	0.0	0.0	n/a	n/a	19.9	18.7	19.1

Our Standard of Excellence results fall in line with the provincial numbers, and our Acceptable Standard remains exceptionally high. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

Mathematics 30-1										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	5	11	n/a	n/a	9,102	19,763	21,035
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	*	90.9	n/a	n/a	63.6	70.8	75.4
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	*	63.6	n/a	n/a	23.0	29.0	34.9
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	*	100.0	n/a	n/a	95.4	96.1	96.4
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	*	63.6	n/a	n/a	51.6	54.1	54.8

Our high level of Acceptable Standard and Standard of Excellence results show achievement of our goal of exceeding provincial averages. We are pleased to see strong results in our Mathematics programming. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement has shown impressive results in 2023 and 2024. We are very excited about the improvements in our math program over the past five years, and we look forward to continuing in excellence here.

Mathematics 30-2										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	10	20	n/a	n/a	7,872	14,418	15,676
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	60.0	85.0	n/a	n/a	61.5	71.1	70.9
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	30.0	30.0	n/a	n/a	11.8	15.2	15.4
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	80.0	100.0	n/a	n/a	94.3	94.1	94.3
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	30.0	40.0	n/a	n/a	29.7	29.2	30.9

Our high level of Acceptable Standard and Standard of Excellence results show achievement of our goal of exceeding provincial averages. We are pleased to see strong results in our Mathematics programming. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement has shown impressive results in 2023 and 2024. We are very excited about the improvements in our math program over the past five years, and we look forward to continuing in excellence here.

Physics 30										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	n/a	4	n/a	n/a	5,560	9,241	9,955
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	78.5	82.3	85.1
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	34.6	39.9	43.1
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	97.9	98.1	97.8
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	64.0	61.2	60.9

We continue having very few students take Physics 30, but those that complete the course are well served with an excellent veteran teacher. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Science 30										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	n/a	4	n/a	n/a	4,887	8,007	8,439
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	75.7	79.4	81.3
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	17.2	23.1	24.6
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	96.5	96.2	96.7
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	36.8	35.5	36.0

We continue having very few students take Science 30, but those that complete the course are well served with an excellent veteran teacher. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Social Studies 30-1										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	14	8	21	n/a	n/a	13,811	24,023	25,167
Diploma Examination Acceptable Standard (%)	n/a	n/a	78.6	100.0	100.0	n/a	n/a	81.5	83.5	85.2
Diploma Examination Standard of Excellence (%)	n/a	n/a	7.1	0.0	14.3	n/a	n/a	15.8	15.9	18.7
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	99.3	99.3	99.3
School Awarded Standard of Excellence (%)	n/a	n/a	28.6	62.5	42.9	n/a	n/a	50.6	50.0	50.1

Our Standard of Excellence results finished lower than the provincial numbers, and our Acceptable Standard remains exceptionally high. It is encouraging to see our Standard of Excellence results nearing provincial averages, and due to our small sample sizes we will continue monitoring our 3-year trends. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

Social Studies 30-2										
	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	19	11	17	n/a	n/a	11,131	21,045	23,985
Diploma Examination Acceptable Standard (%)	n/a	n/a	78.9	100.0	100.0	n/a	n/a	72.5	78.1	77.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	5.3	18.2	5.9	n/a	n/a	13.2	12.3	12.7
School Awarded Acceptable Standard (%)	n/a	n/a	94.7	100.0	100.0	n/a	n/a	97.1	97.0	96.9
School Awarded Standard of Excellence (%)	n/a	n/a	10.5	18.2	5.9	n/a	n/a	24.7	22.6	23.9

Our Standard of Excellence results finished lower than the provincial numbers, and our Acceptable Standard remains exceptionally high. It is encouraging to see our Standard of Excellence results nearing provincial averages, and due to our small sample sizes we will continue monitoring our 3-year trends. Our process of teachers, administrators and Education Committee members reviewing our literacy strategies and diploma exam results, and then building strategies for improvement, will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

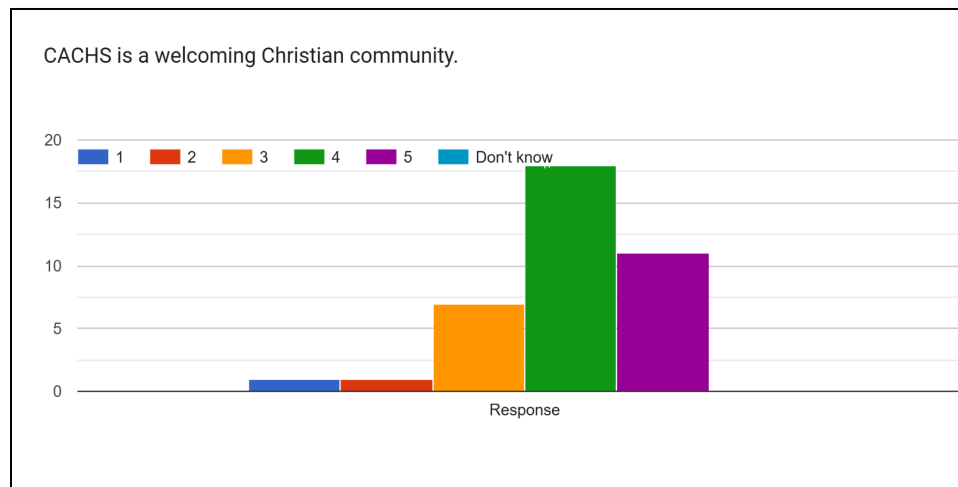
EP Goal: Wellness

Outcome	Provide students, staff and community with a safe and caring environment.
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Question: What will you miss most about CACHS/high school?

Response: "The community."

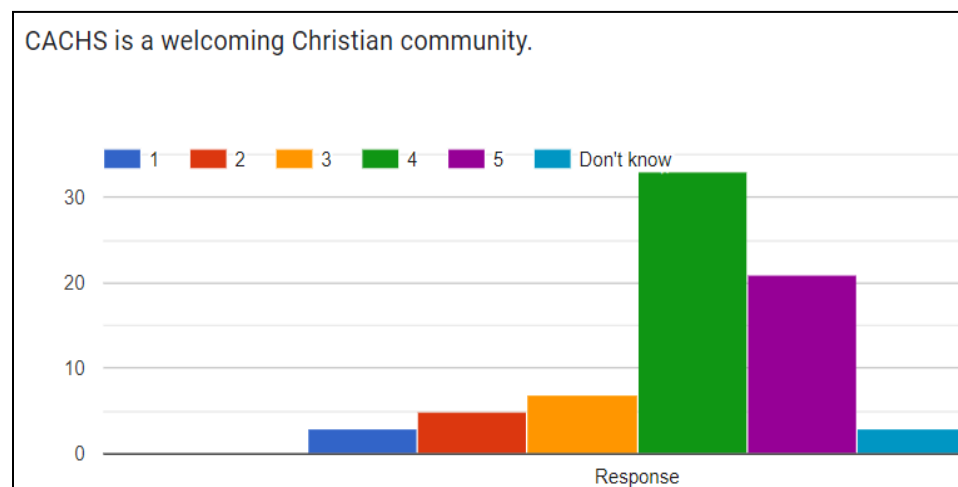
- CACHS Graduate response, collected in Graduation Application 2024



Results collected from CACHS Graduates Graduation Application 2024

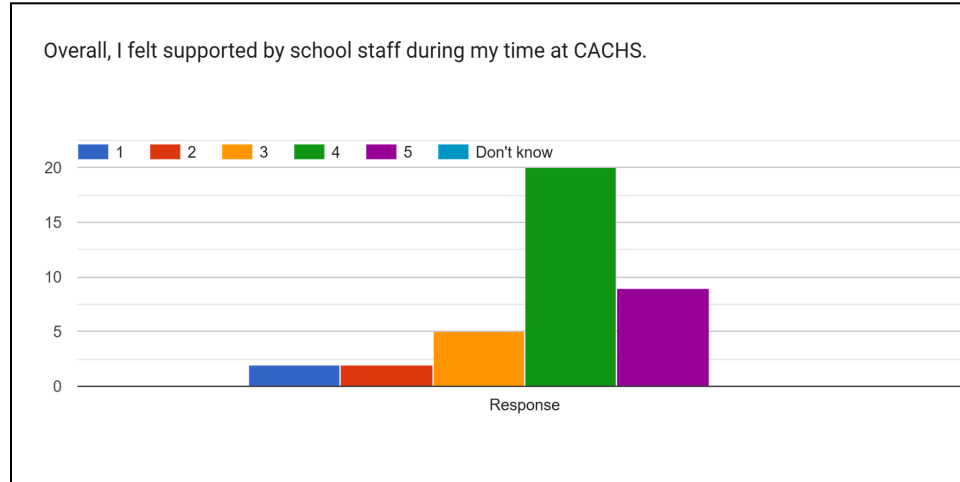
Likert scale responses:
 1 - strongly disagree
 2 - disagree
 3 - neither agree nor disagree
 4 - agree
 5 - strongly agree
 6 - do not know

"During my time at CACHS, I have appreciated how the teachers bring faith into the classes that they teach. I have been encouraged to do my best in all my classes. CACHS teachers and staff create a welcoming, Christian environment for learning. I have loved attending CACHS and I hope that future students will enjoy the same safe space to grow that I did." - CACHS Graduate response, collected in Graduation Application 2024



Results collected from SP25 survey respondents

“Every class has a Christian perspective while having other perspectives. There are so many different views in Christianity within the students and I feel that the teachers do a good job teaching with that in mind. Every teacher is so respectful and demonstrates it in everyday class.” - CACHS Graduate response, collected in Graduation Application 2024



Results collected from CACHS Graduates Graduation Application 2024

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE) - Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Central Alta Christ HS Soc.													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	82	95.5	129	96.3	110	94.0	137	94.8	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0		
Parent	n/a	n/a	15	94.1	32	99.2	21	97.0	32	96.1	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3		
Student	n/a	n/a	60	92.5	90	89.7	82	87.2	99	88.2	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2		
Teacher	n/a	n/a	7	100.0	7	100.0	7	98.0	6	100.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6		

“CACHS employs a Student Support Teacher who meets with each of her students to ensure they are receiving the accommodations necessary to best serve their learning.” - Education Committee member reflecting on EP Faith Formation goal during a 2023-24 Education Committee meeting.

B.3 Program of Studies - At Risk Students

Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Central Alta Christ HS Soc.													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	98	94.0	81	91.0	129	92.6	110	93.4	138	89.9	High	Maintained	Good	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	21	91.7	15	86.0	32	90.4	21	96.8	32	86.3	Very High	Maintained	Excellent	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	70	90.5	59	86.9	90	87.3	82	83.3	100	83.5	Intermediate	Maintained	Acceptable	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	7	100.0	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

B.4 Safe and Caring

Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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.

	Central Alta Christ HS Soc.																						Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation						2020		2021		2022		2023		2024									
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%											
Overall	98	95.8	82	96.3	129	96.9	110	95.2	137	96.7	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1											
Parent	21	99.0	15	96.0	32	99.4	21	98.1	32	98.1	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0											
Student	70	91.1	60	92.9	90	91.4	82	90.4	99	91.9	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4											
Teacher	7	97.1	7	100.0	7	100.0	7	97.1	6	100.0	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9											



B.2 Satisfaction with Program Access

Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Central Alta Christ HS Soc.													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	98	80.4	81	81.9	129	88.3	110	85.3	137	89.1	Very High	Maintained	Excellent	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	21	83.8	14	68.8	32	77.0	21	85.7	31	86.1	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	70	81.4	60	87.3	90	87.9	82	80.3	100	86.8	High	Maintained	Good	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	7	76.2	7	89.7	7	100.0	7	90.0	6	94.3	Very High	Maintained	Excellent	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8



A.8 Work Preparation

Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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.

	Central Alta Christ HS Soc.																							Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024											
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%										
Overall	28	100.0	22	90.0	39	95.3	28	97.6	38	100.0	Very High	Improved	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8										
Parent	21	100.0	15	80.0	32	90.6	21	95.2	32	100.0	Very High	Improved	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8										
Teacher	7	100.0	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7										



Drop Out Rate

Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

	Central Alta Christ HS Soc.													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	88	1.7	73	2.6	76	1.3	71	1.0	94	1.0	Very High	Maintained	Excellent	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	n/a	n/a	2	*	2	*	1	*	1	*	n/a	n/a	n/a	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6



“The school also strives to create an environment that is respectful of views and is Biblically based.” - Education Committee member reflecting on EP Faith Formation goal during a 2023-24 Education Committee meeting.

Essential Insights

- Addressing mental health challenges that have arisen since COVID-19 restrictions, CACHS will continue building student and staff mental health resilience through a bi-weekly 30-minute mental health program called Open Parachute.
- As our Strategic Plan 2025 informed CACHS of stakeholder desire for diversifying student graduation pathways, starting in 2022-23 prospective students and parents were given our [CACHS Graduation Pathways](#) document that outlines new and diverse pathways students can take to graduate high school at CACHS.

Context and Comment

Our faith perspective enables us to address each student holistically. The school reflects a worldview rooted in the notion of an authoritatively established and maintained moral universe. Each student is taught that they are ultimately accountable for their treatment of themselves and others. This perspective informs each participant in the life of our school in a manner that creates a climate of respect, humility and Christian love. This foundation explains the extremely low incidence of bullying, harassment, or threat. While we are not immune to tension and discord, the sense of safety within our school is very high. Teachers model a life of integrity and commitment to shared beliefs and values both in and outside of school. New students have generally found our school to be a particularly accepting place.

“Prayer and devotions with staff, and having lunch together helps build relationships among staff members. Relationships are the foundation of wellness.” - staff member reflecting on EP Wellness goal during a staff meeting.

We will continue to:

- Maintain teacher, counsellor, student support teacher and administration open door policies promoting openness to students.
- Train all staff in Occupational Health and Safety policies and protocols.
- Provide staff with mental, physical, and professional wellness support through the monthly CSI publication Body Bulletin Canada.
- Continue the engagement work of seeing mental health as a shared responsibility.
- Focus on relationships as the effective method to attain system wellness.
- Maintain partnerships with government and community organizations to ensure student and family wellness is supported both in and out of school.
- Maintain a safe school environment with the ongoing implementation of Workplace Harassment Prevention Policy and Workplace Violence Prevention Policy.
- Monitor and control the use of the internet, cell phones and other means of digital communication in order to minimize inevitable abuses of such technology.

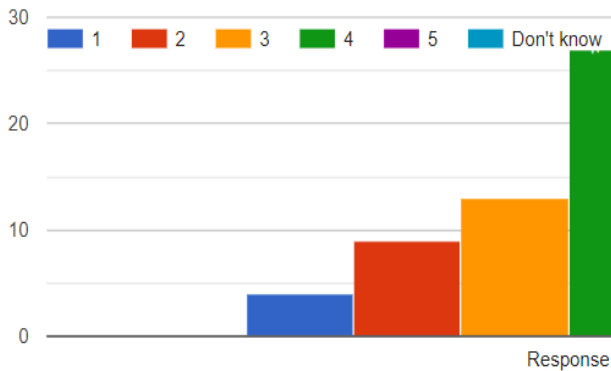
Our school adheres to curricular components and professional development to ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaty agreements and the history and legacy of residential schools. We also bring in guest speakers who raise consciousness in this area.

The school's administration is proactive in addressing situations of potential or real conflict. The members of our school community – parents, students and staff - have a high sense of personal responsibility and mutual accountability. We have established a strong sense of partnership and a culture of mutual support and encouragement. Behaviours such as bullying, and any other that denigrates the individual, violates the institutional ethos. Again, this culture is actively supported and cultivated in the homes and churches of our students.

EP Goal: Engagement and Improvement

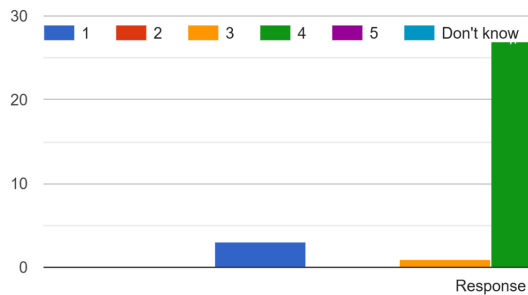
Outcome	Provide partners with the opportunity to contribute to student success.
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As a CACHS supporter I feel connected to the school.



Results collected from SP25 survey respondents

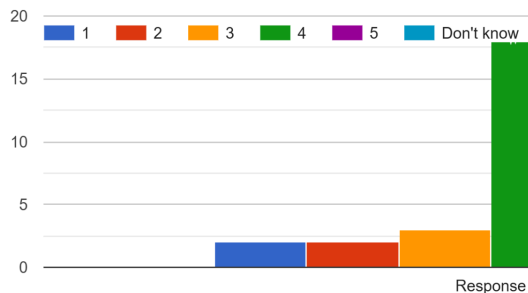
CACHS has quality facilities for high school education.



Results collected from CACHS Graduates Graduation Application 2024

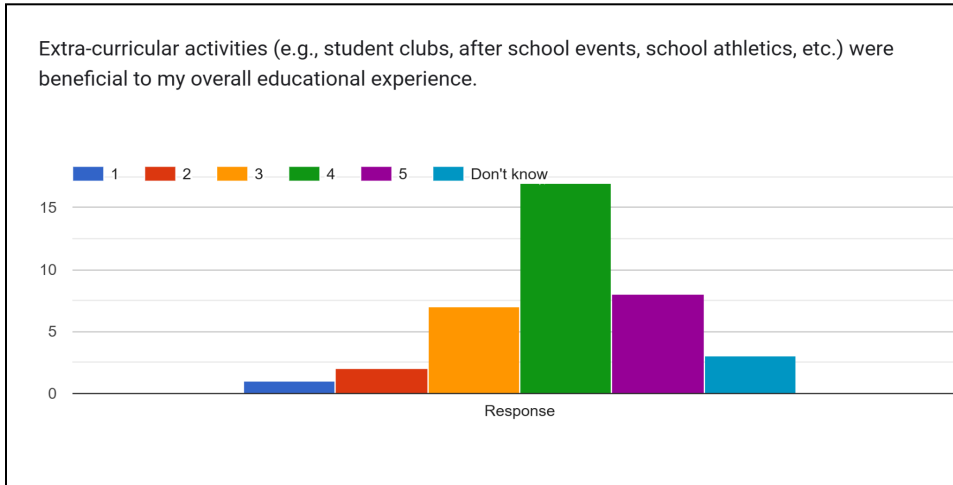
Likert scale responses:
 1 - strongly disagree
 2 - disagree
 3 - neither agree nor disagree
 4 - agree
 5 - strongly agree
 6 - do not know

I would recommend attending CACHS to others students.



Results collected from CACHS Graduates Graduation Application 2024

"All the people behind CACHS, whether staff or volunteers, put significant effort into making our education meaningful to our daily lives. It is evident that CACHS is supported by a vibrant Christian community because of the people teaching most of our electives, like art, cosmetology, and shop classes. These teachers are wonderful people from our community who value Christian education. By having them in our school, our education is better because we are being taught by people in the careers they are teaching us. Through other aspects of our school, students are pushed and encouraged to present their best work, and this is shown in sports and academics." - CACHS Graduate response, collected in Graduation Application 2024



Results collected from
CACHS Graduates
Graduation
Application 2024

Governance

C.1 Parental Involvement - Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Central Alta Christ HS Soc.													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	28	85.2	22	88.5	39	94.7	28	95.2	38	92.7	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5		
Parent	21	90.5	15	77.0	32	89.4	21	90.5	32	85.4	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4		
Teacher	7	80.0	7	100.0	7	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6		

Alberta
Government

E.2 School Improvement

Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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.

	Central Alta Christ HS Soc.													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	94	80.8	79	80.7	128	92.0	108	85.2	134	86.0	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	18	77.8	13	76.9	32	90.6	20	90.0	28	89.3	Very High	Maintained	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	70	81.3	59	79.5	90	85.3	81	80.0	100	85.4	Very High	Maintained	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	6	83.3	7	85.7	6	100.0	7	85.7	6	83.3	High	Maintained	Good	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Alberta
Government

Essential Insights

- CACHS is a parent-driven school that continues to have a very high level of engagement and participation on the Board and standing committees – Development, Education, Finance, and Maintenance committees.
- CACHS Strategic Plan 2025 continues being implemented with three focusses – Educational Programming, Community Relations, and Growth and Infrastructure.
- CACHS continues to enjoy excellent support from our educational partnerships with Association of Independent Schools and Colleges of Alberta, Central Alberta Regional Consortium, Christian Educator Benefit Solutions, Christian Schools Canada, Christian Schools Foundation, Christian Schools International, and Prairie Centre for Christian Education.

Context and Comment

Parents also continue to play a pivotal role at our school by being active members of our Board and a variety of committees, with each of these having a three-year term encouraging many of our members to be involved during their child's period of enrolment. To ensure that our EP remained effective through the 2023-24 school year, our Board and committees reviewed, commented on and made plans based on our four EP goals. Board members meeting with new parents in the summer before their first child enters CACHS is a practice that begins the home, church, and school relationship that is core to the success of all CACHS students.

Our annual CACHS Society meeting provides clear information and accountability both in terms of programs offered and the stewardship of financial resources. Encouraging parents/guardians in their essential role through secondary education has been both empowering and relieving for our new parents.

Over the 2023-24 school year the CACHS Board of Directors fundraised to add two welding booths in our industrial arts shop, and renovated the science lab, bathrooms and change rooms. These efforts align strongly with our Strategic Plan 2025 (SP25) and EP as we look to provide quality learning spaces and experiences in diverse programming. SP25 has been instrumental in guiding the CACHS Board of Directors to continue pursuing programming excellence and expansion. Furthermore, in the 2024-25 school year our Board, along with our Education and Maintenance Committees, are putting together plans and acquiring quotes to renovate our old computer lab into a new classroom. This new classroom will allow us to handle new programs (i.e., Dual Credit programming) and student population growth (i.e., 17% growth in 2023-24, 16% growth in 2024-25, and projected 15-18% growth in 2025-26). These ongoing facility updates and program expansions are continued examples of the supporting communities' strong commitment to meet the needs of all students. Students of varied academic abilities are offered high quality facilities from a greater variety of courses without sacrificing credits. It also indicates the existence of a school culture of engagement and communal responsibility that positively impacts retention of students.

Informing stakeholders with current school information and upcoming events is essential in maintaining the home and school partnership. Along with regular social media posts, a monthly newsletter is circulated which presents a wide array of information ranging from the issues of the day in education to Board notes, plans and decisions. The newsletter also includes events calendars and presents opportunities for involvement.

"In my opinion , CACHS fully lives out to the both Vision and Mission statements, it brings a lot of Christian insights to the education and through the educational process teachers and other staff help students to understand where they are in their faith journey. CACHS definitely has a great Christian influence on everyone who attends it and gives an opportunity for students to have closer relationships with God." - CACHS Graduate response, collected in Graduation Application 2024

Closing Remarks

We will continue to cultivate a model of education which is based upon the shared responsibility of home, school and church. These results affirm an educational philosophy in which parents are central to all facets of their child's education, which is not limited to the formal instruction offered during the

regular hours of a school's operation. Education in the broadest sense takes place in the context of community. A child experiences the greatest success when all facets of their lives are nurtured in a cohesive, harmonious and authentic manner. Our philosophical model rejects the notion that school is solely responsible for the education of a student. Excellent education takes place only when the school is viewed as one of several partners in the intellectual, moral, emotional, physical and spiritual development of the child. We will strive to maintain these partnerships.

Summary of Financial Results for 2023-24 School Year

All monies received from Alberta Education were spent on the operation of the school. Additional required monies were obtained through tuition and donations.

Funding Grant (Alberta Education Instructional Grant)	\$ 806,092
Other Revenues (all remaining revenue totalled)	\$ 1,175,005
Operating Expenses	\$ 1,959,301

A more complete picture of the school's finances is available by contacting the school at 403-782-4535 and requesting a copy of the Audited Financial Statement or go to www.cachs.ca and click on Plans and Reports.

To access the complete budget for the 2023-24 school year, please contact the school, 403-782-4535 or visit www.cachs.ca and click on plans and reports.

Timelines and Communication

The completed 2023-24 Annual Education Results report is posted to our website www.cachs.ca. The CACHS Society will be made aware of its availability on the web, or from hard copies in the office through an announcement made in the January newsletter. The results of the report will also be discussed during the annual CACHS Society Spring meeting.

Monthly newsletters, email notifications, the annual society meeting, and a culture of openness and transparency all contribute to strong communication between home and school.

Public Interest Disclosure (Whistleblower Protection) Act

Our current policy is posted to our website <https://www.cachs.ca/our-school/other-information>. The school is committed to high standards of professional and ethical conduct in every aspect of its operation. During the school year of 2023-24 we received no disclosures in regard to the Whistleblower policy.