



22 Eagle Road, Lacombe, Alberta, T4L 1G7

Assurance Framework: Education Plan 2025-30

Accountability Statement for the Education Plan

The Education Plan for Central Alberta Christian High School commencing September 2025 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The operator and/or governing body approved the 2025-2030 Education Plan on 26 May 2025. (Year 1)

The operator and/or governing body reviewed and approved the 2025/2030 Education Plan on 26 May 2025. (Annually after Year 1)

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

Mrs. Cindy Ekkel, CACHS Board Chair

Stakeholder engagement is essential to the operation of CACHS. As a school created by parents desiring independent Christian education for their children in 1989, CACHS thrives today due to continued parent, grandparent, prospective parent, student, future student and alumni involvement. The presence of stakeholder involvement at CACHS is experienced in all school activities. For example, CACHS Board decisions have been guided by parent, alumni, student, and staff contributions to our CACHS Strategic Plan 2025, and will continue to be guided by CACHS Strategic Plan 2030. CACHS also has many alumni coaching athletics teams; parents filling committee positions in education, finance, maintenance, development, and the Board; grandparents, parents and future students running food concessions during athletic events; and various stakeholders joining CACHS students on educational tours both local and abroad.

CACHS Education Plan 2025-2030: 2025-26 Assurance Framework

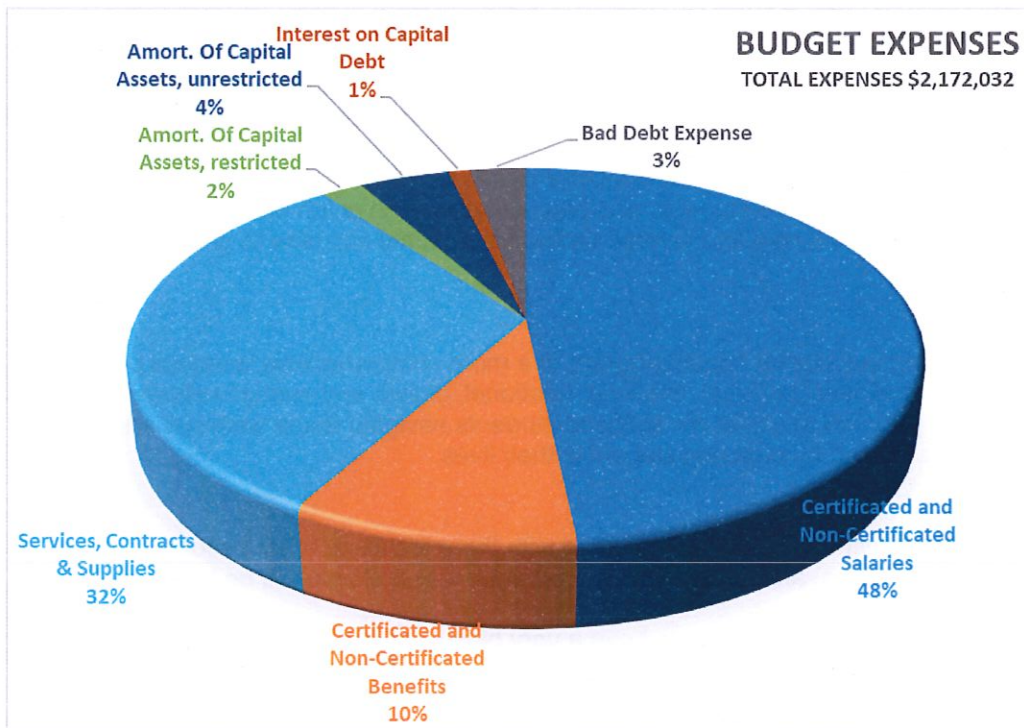
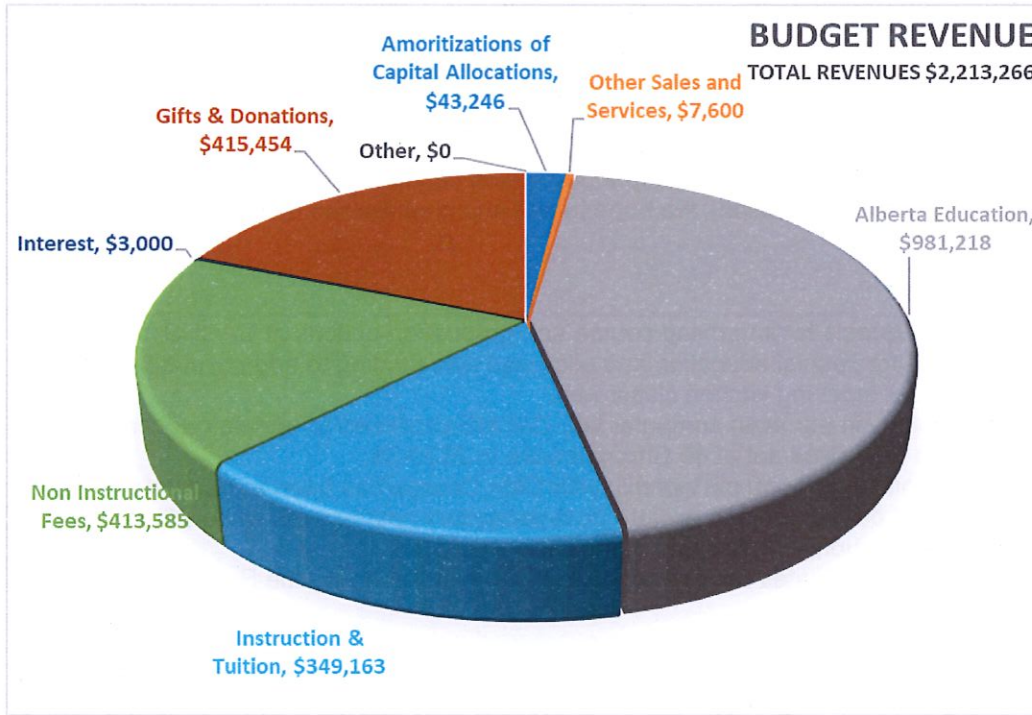
Central Alberta Christian High School: Transformative education within a Christian Community.

Goal	Faith Formation	Quality Teaching and Learning	Wellness	Engagement and Improvement
Understanding the Context	As a Christian school, we are called to share our Christian faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ.	Student success depends on quality instruction in an environment that respects the learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.	Central Alberta Christian High School is committed to success and well-being for all students. As a school community wellness is not limited to staff and students, but must be present for all stakeholders.	Central Alberta Christian High School is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.
Outcome	Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.	Provide appropriate supports to ensure success for all students all while showing how the Creator is intricately connected in the instruction.	Provide students, staff and community with a safe and caring environment.	Provide partners with the opportunity to contribute to student success.
Strategies	<p>PRIMARY STRATEGIES:</p> <ul style="list-style-type: none"> *Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students. *Design and implement extracurricular faith formation activities led by staff and community stakeholders (chapels, school wide retreat, service opportunities). *Develop a deeper understanding of the connection between our spiritual life and our wellness. *Maintain faith formative role of extracurricular programs *Staff book studies and Professional Learning Communities. <p>ONGOING STRATEGIES</p> <ul style="list-style-type: none"> *Continue a focus on faith formation learning opportunities for staff and students. *Engage community partners in engaging all staff and students in faith based service initiatives. *Work with PCCE and CSI to celebrate the good news of Christian Education. 	<p>PRIMARY STRATEGIES:</p> <ul style="list-style-type: none"> *Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, 10-12 (TQS, LQS). *Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, 10-12 (TQS, LQS). *CACHS Graduation Pathways document informing and guiding students, parents and staff. <p>ONGOING STRATEGIES</p> <ul style="list-style-type: none"> *Support all students in an inclusive environment with appropriate accommodations, adaptations and modifications. *Support responsive teaching through data informed decision making. *Identify and implement best practices to align with excellent learning pedagogy and learning environments. *Create flexible and responsive graduation pathways to meet the needs of the diverse students, particularly FNMI students. *Engage TRC 'calls to action' through guest speakers and curriculum study (TQS, LQS) . 	<p>PRIMARY STRATEGIES:</p> <ul style="list-style-type: none"> *Maintain teacher, counsellor, and administration open door policies promoting openness to students, staff, parents, and community stakeholders. *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. *AISCA wellness webinars. <p>ONGOING STRATEGIES</p> <ul style="list-style-type: none"> *Continue seeing student wellness as a shared responsibility between students, parents, and staff (e.g., Monday Wellness program). *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. 	<p>PRIMARY STRATEGIES:</p> <ul style="list-style-type: none"> *Maintain transparency through continued generative stakeholder engagements and communication strategies. *Enable on-going communication through various mediums between the Board, administration, classroom and home. *Provide safe and effective transportation. *Maintain and improve where possible school facilities that are safe, clean and support effective education. *Grandparents Day. *Grade 8-9 Day. <p>ONGOING STRATEGIES</p> <ul style="list-style-type: none"> *Collaborate with the church and faith community. *Maintain continuous operational review and improvements through the Education, Finance, Maintenance, and Development committees. *Continue ongoing funding allocation reviews by the Finance committee and the Board to achieve priority-based budgeting.
Success Measures	<p>Central Alberta Christian High School measures:</p> <ul style="list-style-type: none"> *School faith environment *Staff faith formation *Student faith formation *Staff engagement in daily staff morning devotions. *CACHS Application to Graduation graduate responses. *CACHS Strategic Plan 2025 Education Program goals. *CACHS Diploma completion rate <p>Alberta Education measures:</p> <ul style="list-style-type: none"> *Students model active citizenship *Student learning engagement 	<p>Central Alberta Christian High School measures:</p> <ul style="list-style-type: none"> *Progress from student interventions *Education Committee members observing classes and reporting back to the committee. *CACHS Application to Graduation graduate responses. *CACHS Strategic Plan 2025: Education Program and Growth and Infrastructure goals. <p>Alberta Education measures:</p> <ul style="list-style-type: none"> *Class size averages *Diploma exam results *High school completion *Indigenous achievement *Overall quality of basic education *Post secondary transition *Rutherford eligibility *Satisfaction with a broad program of studies. 	<p>Central Alberta Christian High School measures:</p> <ul style="list-style-type: none"> *Staff health and wellness as measured by absenteeism, monthly staff meeting wellness conversations, and regular staff check-ins by school administration. *Student wellness as measured by attendance, monthly staff meeting discussions regarding student challenges, strategies, etc. *Success with transitions into and out of high school. *CACHS Application to Graduation graduate responses. <p>Alberta Education measures:</p> <ul style="list-style-type: none"> *Success with educational transitions. *Success with safe and caring schools. 	<p>Central Alberta Christian High School measures:</p> <ul style="list-style-type: none"> *Funds allocated to support school priorities. *Success of community engagement in school decisions. *Success with school, church and association partnerships. *Success with adequacy of resources. *Success with school facilities. *CACHS Strategic Plan 2025 Community Relations and Growth and Infrastructure goals. <p>Alberta Education measures:</p> <ul style="list-style-type: none"> *Satisfaction with parental involvement. *Satisfaction with school improvement.

Essential Insights from the [2023-24 Annual Education Results Report](#) informing the 2024-25 Education Plan:

- **Goal: Faith formation**
 - 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.
- **Goal: Quality teaching and learning**
 - 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%).
 - 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.
 - As our Strategic Plan 2025 informed CACHS of stakeholder desire for diversifying student graduation pathways, starting in 2023-24 prospective students and parents have been given our [CACHS Graduation Pathways](#) Document that outlines the new and diverse pathways students can take to graduate high school at CACHS.
- **Goal: Wellness**
 - In 2025-26 we are overhauling our mental health program to a more comprehensive wellness program focussing on five aspects of wellness: physical, financial, relational, digital, and mental wellness. We will be working with community partners to assist our staff and students navigate these wellness areas with the goal of helping students flourish by restoring shalom in their lives.
- **Goal: Engagement and Improvement**
 - [CACHS Strategic Plan 2025](#) continues being implemented with three focusses – Educational Programming, Community Relations, and Growth and Infrastructure. In 2025 we will be building our 2025-2030 Strategic Plan.
 - 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.
 - Responding to our facility needs, the Board has raised and allocated funds for renovating our old computer lab into a flexible learning space for Dual Credit, Art, and Cosmetology students. This project will be completed by June 2025.

Projected Budget Summary for the 2025-26 School Year



To access the complete budget for the 2025-26 school year, please contact the school by phone 403.782.4535 or email office@cachs.ca.