



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 24 May 2026. (Annually after Year 1)

A handwritten signature in blue ink, appearing to read 'Matthew Kraay', is written over a horizontal line.

Mr. Matthew Kraay, 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 are informed by parent, alumni, student, and staff input. The CACHS Strategic Plan 2030 is also a stakeholder informed document that guides Board decision making. 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: 2026-27 Assurance Framework

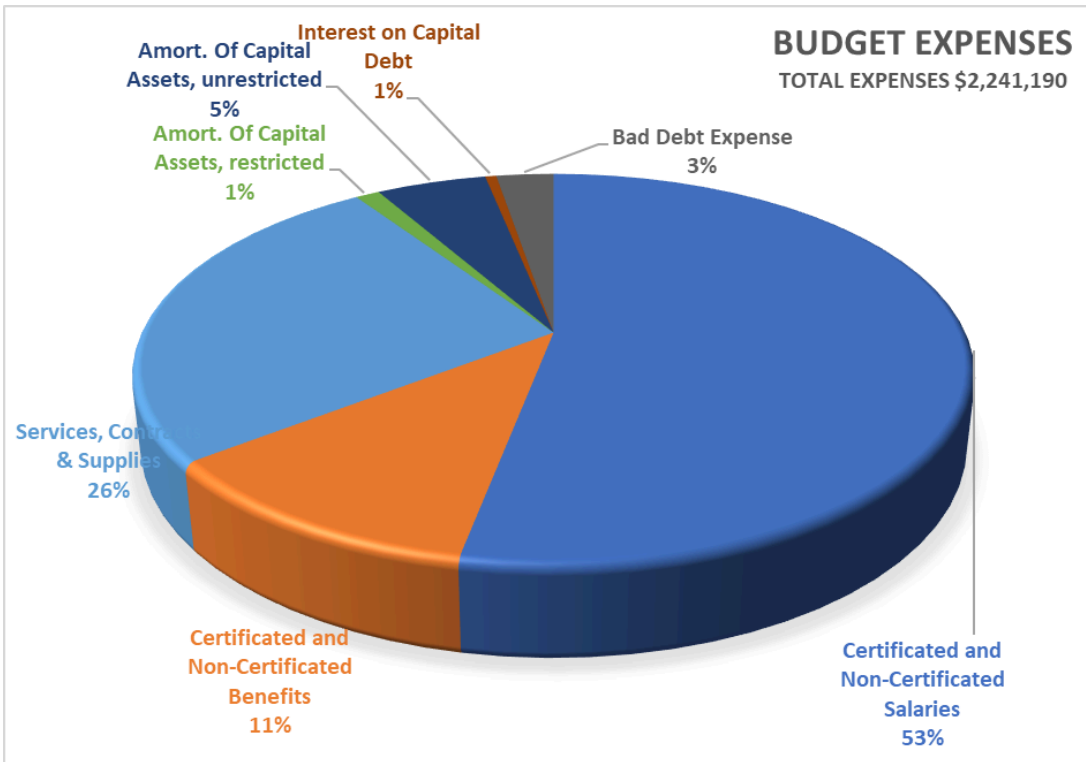
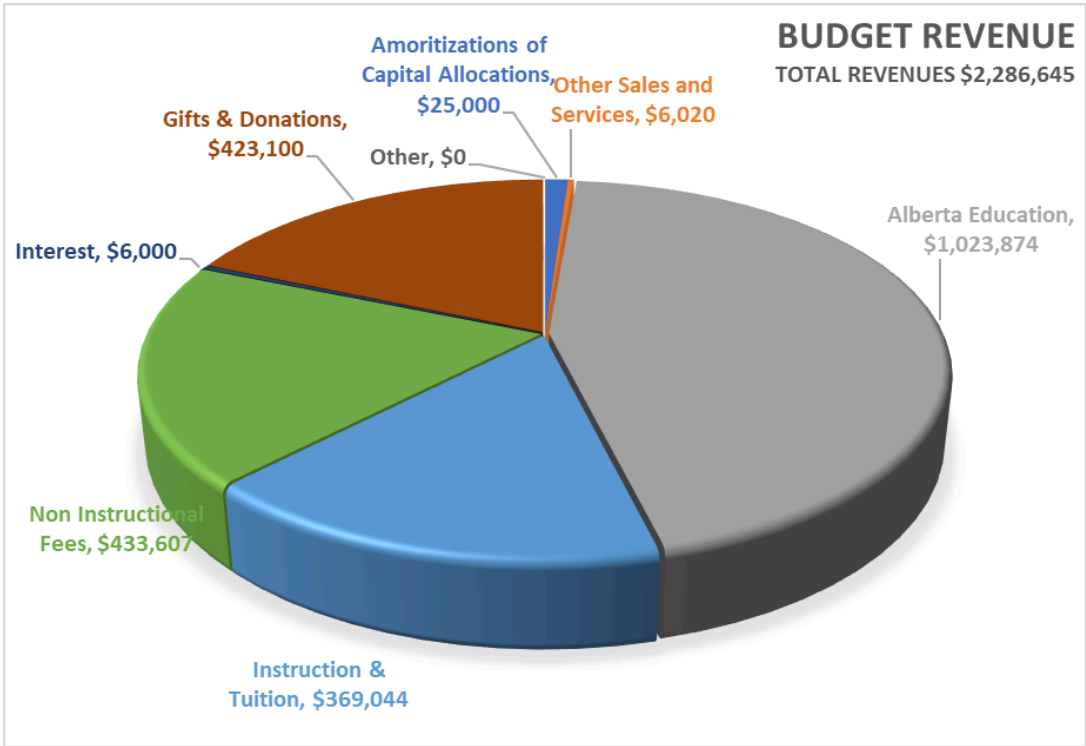
**Central Alberta Christian High School: Transformative education within a Christian Community.**

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 support 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><b>PRIMARY STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>*Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students.</li> <li>*Design and implement extracurricular faith formation activities led by staff and community stakeholders (e.g., chapels, school wide retreat, service opportunities).</li> <li>*Develop a deeper understanding of the connection between our spiritual life and our wellness.</li> <li>*TFT 101 training for new teachers learning about Christian education.</li> <li>*Maintain faith formative role of extracurricular programs.</li> <li>*Staff book studies and Professional Learning Communities.</li> </ul> <p><b>ONGOING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>*Continue a focus on faith formation learning opportunities for staff and students.</li> <li>*Engage community partners in engaging all staff and students in faith based service initiatives.</li> <li>*Work with PCCE and CSI to celebrate the good news of Christian Education.</li> </ul>	<p><b>PRIMARY STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>*Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, 10-12 (TQS, LQS).</li> <li>*Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, 10-12 (TQS, LQS).</li> <li>*CACHS Graduation Pathways document informing and guiding students, parents and staff.</li> </ul> <p><b>ONGOING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>*Support all students in an inclusive environment with appropriate accommodations, adaptations and modifications.</li> <li>*Support responsive teaching through data informed decision making.</li> <li>*Identify and implement best practices to align with excellent learning pedagogy and learning environments.</li> <li>*Create flexible and responsive graduation pathways to meet the needs of the diverse students, particularly FNMI students.</li> <li>*Engage TRC 'calls to action' through guest speakers and curriculum study (TQS, LQS) .</li> </ul>	<p><b>PRIMARY STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>*Maintain teacher, counsellor, and administration open door policies promoting openness to students, staff, parents, and community stakeholders.</li> <li>*Train all staff in Occupational Health and Safety policies and protocols.</li> <li>*Provide staff with mental, physical, and professional wellness support through the monthly CEBS publication Benefits for Life.</li> <li>*AISCA wellness webinars.</li> </ul> <p><b>ONGOING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>*Continue seeing student wellness as a shared responsibility between students, parents, and staff (e.g., Shalom Project home rooms).</li> <li>*Focus on relationships as the effective method to attain system wellness.</li> <li>*Maintain partnerships with government and community organizations to ensure student and family wellness is supported both in and out of school.</li> <li>*Maintain a safe school environment with the ongoing implementation of Occupational Health and Safety policies and procedures..</li> </ul>	<p><b>PRIMARY STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>*Maintain transparency through continued generative stakeholder engagements and communication strategies.</li> <li>*Enable on-going communication through various mediums between the Board, administration, classroom and home.</li> <li>*Provide safe and effective transportation.</li> <li>*Maintain and improve where possible school facilities that are safe, clean and support effective education.</li> <li>*Grandparents Day.</li> <li>*Grade 8-9 Day.</li> </ul> <p><b>ONGOING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>*Collaborate with the church and faith community.</li> <li>*Maintain continuous operational review and improvements through the Education, Finance, Maintenance, and Development committees.</li> <li>*Continue ongoing funding allocation reviews by the Finance committee and the Board to achieve priority-based budgeting.</li> </ul>
Success Measures	<p><b>Central Alberta Christian High School measures:</b></p> <ul style="list-style-type: none"> <li>*School faith environment.</li> <li>*Staff faith formation.</li> <li>*Student faith formation.</li> <li>*Staff engagement in daily staff morning devotions.</li> <li>*Application to Graduation graduate responses.</li> <li>*Annual CACHS student surveys.</li> <li>*<b>SP30:</b> Goal 1: Articulate and embody a clear, compelling Reformed Christian identity, and 4: Cultivate a deeply connected CACHS community where belonging is tangible, people flourish, and transformation is intentional.</li> <li>*CACHS Diploma completion rate.</li> </ul> <p><b>Alberta Education measures:</b></p> <ul style="list-style-type: none"> <li>*Students model active citizenship.</li> <li>*Student learning engagement.</li> </ul>	<p><b>Central Alberta Christian High School measures:</b></p> <ul style="list-style-type: none"> <li>*Progress from student interventions.</li> <li>*Education Committee members observing classes and reporting back to the committee.</li> <li>*Application to Graduation graduate responses.</li> <li>*<b>SP30:</b> Goal 3: Articulate, pursue, and measure excellence for our students.</li> </ul> <p><b>Alberta Education measures:</b></p> <ul style="list-style-type: none"> <li>*Class size averages.</li> <li>*Diploma exam results.</li> <li>*High school completion.</li> <li>*Indigenous achievement.</li> <li>*Overall quality of basic education.</li> <li>*Post secondary transition.</li> <li>*Rutherford eligibility.</li> <li>*Satisfaction with a broad program of studies.</li> </ul>	<p><b>Central Alberta Christian High School measures:</b></p> <ul style="list-style-type: none"> <li>*Staff health and wellness as measured by absenteeism, monthly staff meeting wellness conversations, and regular staff check-ins by school administration.</li> <li>*Student wellness as measured by attendance, monthly staff meeting discussions regarding student challenges, strategies, etc.</li> <li>*Success with transitions into and out of high school.</li> <li>*Application to Graduation graduate responses.</li> <li>*<b>SP30:</b> Goal 2: Cultivate and sustain our exceptional staff</li> </ul> <p><b>Alberta Education measures:</b></p> <ul style="list-style-type: none"> <li>*Success with educational transitions.</li> <li>*Success with safe and caring schools.</li> </ul>	<p><b>Central Alberta Christian High School measures:</b></p> <ul style="list-style-type: none"> <li>*Funds allocated to support school priorities.</li> <li>*Success of community engagement in school decisions.</li> <li>*Success with school, church and association partnerships.</li> <li>*Success with adequacy of resources.</li> <li>*Success with school facilities.</li> <li>*<b>SP30:</b> Goal 5: Strengthen operational resilience and long-term sustainability.</li> </ul> <p><b>Alberta Education measures:</b></p> <ul style="list-style-type: none"> <li>*Satisfaction with parental involvement.</li> <li>*Satisfaction with school improvement.</li> </ul>

**Essential Insights** from the [2024-25 Annual Education Results Report](#) informing the 2026-27 Education Plan:

- Goal: Faith formation
  - The results of the Student Learning and Engagement show us that our teachers (100%) and parents (92%) are very satisfied with student engagement, but our students are not as convinced that they are engaged (62%). Our continued “Very Low” score from students agreeing that they are engaged in their learning is concerning. We have made efforts to improve engagement by offering more diverse courses (e.g., splitting math classes by level, Dual Credit, cosmetology, welding and physical education). We hope to see improvements in our students’ belief that they are engaged in their learning.
  - We are very pleased to see that our parents, students and teachers continue to be satisfied with students modelling the characteristics of active citizenship at a “Very High” rate. We will build on these strong results by continuing our high expectations of character and morality as we work with students in curricular and co-curricular activities. When we balance the results from S.1 Student Learning Engagement with A.6 Citizenship, we get a fuller understanding of student experiences at CACHS. Students are living out their faith by modelling active citizenship, but they don’t seem to believe that the citizenship lessons are coming from their education. We will work to bridge student understanding.
  - Begin implementation of [CACHS Strategic Plan 2030](#) Strategies and Initiatives targeting Goals 1 and 4.
  
- Goal: Quality teaching and learning
  - Although our Parents and Staff scored the school “Very High” in A.4 Education Quality our students continued to score the school “Low” in their “overall satisfaction with the quality of basic education”. We will continue to respond to student interests in high quality learning experiences in all their courses. Exploring new and expanding course offerings (i.e., Dual Credit, trades programming, student support services, and increasing stand alone course offerings such as Science 24, Math 10-3, Social Studies 30-1, English 30-1, Social Studies 30-2 and English 30-2) will hopefully increase student belief in the quality of their basic education.
  - We are pleased to see that our graduates have maintained “Very High” Rutherford Scholarship attainment after a few years of lower results (2021 - 73%, 2022 - 61%, 2023 - 85%, 2024 - 81%).
  - In 2024-25 the staff were divided into two Professional Learning Communities (PLC) – one for STEM teachers and another for humanities teachers. These PLCs have helped to develop leadership and excellence among our staff as they collaborate and encourage each other in the Teaching Quality Standard. We have benefited from continuing and developing our PLCs. We have added in a Trades Instructors PLC that has built camaraderie and confidence in our part-time trades instructors as well.
  - Begin implementation of [CACHS Strategic Plan 2030](#) Strategies and Initiatives targeting Goal 3.
  
- Goal: Wellness
  - Addressing mental health challenges that have arisen since COVID-19 restrictions, in 2026-27 CACHS will continue building student and staff resilience through weekly chapel services and our Shalom Project that together aim to build student wellness - mental, emotional, spiritual, technological, relational, etc.
  - As our Strategic Plan 2030 informs CACHS of stakeholder desire for diversifying student graduation pathways, CACHS will continue informing prospective students and parents of our [CACHS Graduation Pathways](#) document outlining diverse pathways students can take to graduate high school at CACHS. The Pathways document has proven helpful for students, staff and parents navigating the high school graduation options our school offers.
  - Begin implementation of [CACHS Strategic Plan 2030](#) Strategies and Initiatives targeting Goal 2.
  
- Goal: Engagement and Improvement
  - 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 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.
  - Adding sections of core and option courses in accordance with population growth and demand has allowed us to maintain quality learning experiences for all our students.
  - Begin implementation of [CACHS Strategic Plan 2030](#) Strategies and Initiatives targeting Goals 4 and 5.

**Projected Budget Summary for the 2026-27 School Year**



To access the complete budget for the 2026-27 school year, please contact the school by phone 403.782.4535 or email [office@cachs.ca](mailto:office@cachs.ca).