

The Canadian Reformed School Society of
Calgary – Authority 9938
(Operating Tyndale Christian School - 9984)



2025-2028
Three-Year Education Plan

“For a life of responsible stewardship in God’s kingdom...”

1) Accountability Statement

The Education Plan for The Canadian Reformed School Society of Calgary, commencing September 2, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board 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.

Approved by the Board: May 31, 2025



Dave Schriemer
Board Chairperson

May 31, 2025

Date Signed

2) Message from the Board

The board of Tyndale Christian School presents the following 2025–2028 three-year education plan. It is our hope and prayer that the measures, outcomes, and strategies listed here have a positive impact on student learning, success, and overall well-being in the school community.

The purpose of Tyndale Christian School is to assist parents in the education of their covenant children. It was set up to enable parents to carry out the promise they made at the baptism of their children “to instruct and have them instructed in the doctrine of salvation to the utmost of their power. The parents envision TCS as a place where students and teachers are engaged in the study of various subjects taught in accordance with the Word of God, as confessed in the Belgic Confession, the Heidelberg Catechism and the Canons of Dort. TCS will strive to develop the student's talents so that they acquire the knowledge, skills and attitudes needed for a life of Christian stewardship.” We firmly believe that all our endeavours and attitudes must be clearly focused on seeking God's glory in our service to Him and our neighbour.

Recent school expansion, including a gymnasium and new classrooms, reflects our strategic focus on growth, academic improvement, and holistic student development.

The school society added just less than ten students since opening its doors this year on September 3rd, 2024, and is anticipating adding an additional five families and up to twenty students before the first day of school for the 2025-2026 school year. This is a time of growth and blessing, and as a board, we are striving to be clear-sighted about the future and have substantial plans in place to meet the needs of our growing base of school stakeholders.

2.2) Five-Year Strategic Plan

This plan has been shaped by and reflects aspects of our newly adopted Five-Year Strategic Plan, developed in partnership between our seven-member Education Committee, our five-member Board, our twelve-member staff integrating student feedback, and discussed, debated, and eventually approved at our Spring Annual General Meeting on May 26, 2025 with a majority of the membership present. This Five-Year Strategic Plan will drive board activity for the next year, and be revisited monthly during strategic planning meetings, and formally reviewed annually, and is structured around four strategic pillars:

Pillar 1: Strengthen Christian Character and Culture

- 1.1 Build on our covenantal foundation to influence student behaviour
- 1.2 Nurture discipleship by mentoring at-risk students and combating bullying
- 1.3 Connect faith to real-world student experiences
- 1.4 Equip students with spiritual resilience for life beyond TCS

Pillar 2: Enhance the Breadth and Excellence of Our Programming

- 2.1 Develop an integrated religious instruction program
- 2.2 Improve our high school curriculum offerings
- 2.3 Build a transparent and cyclical curriculum review process
- 2.4 Expand learning supports for students with special needs

Pillar 3: Attract, Develop, and Retain Excellent Educators

- 3.1 Launch a targeted teacher recruitment plan
- 3.2 Establish a structured, goal-oriented PD program
- 3.3 Incorporate a regular staff evaluation system
- 3.4 Work toward regionally competitive compensation

Pillar 4: Develop a Long-Term Facilities & Enrollment Plan

- 4.1 Build relationships with local Reformed and Presbyterian church

leaders

4.2 Develop a flexible long-term campus plan

4.3 Update our facility agreement with Calgary Canadian Reformed Church

4.4 Grow and diversify our donor base

Some of these pillars and their sub-points can be of great interest to Alberta Education, some speak more closely to our faith identity, but all being worked with intentionally at the Board level as direction setters and drivers of development and change.

2.3) AERR and AEAM Reports

Another key set of metrics that have been used to frame this Annual Education Plan are the current strengths and growth priorities based on the 2025 Alberta Education Assurance Measures Report and our 2024 Annual Education Results Report.

Our reading of these reports led to the following meta-analysis of strengths:

1. **Tyndale Christian School maintains exceptionally strong school culture and student citizenship:** Aggregate stakeholders gave the school a 96.5% in this in 2025, up from 95.4% in 2024 and 92.6% in 2023. This far exceeds the Alberta average of 79.8%.
2. **Tyndale Christian School maintains a welcoming, caring, respectful & safe learning environment (WCRSLE):** Aggregate stakeholders gave the school a 97.9% in this in 2025, up from 95.9% in 2024, and 95.0% in 2023. The Alberta average in 2025 is 84.4%. We believe this reflects a strong culture of care, and indeed, Christian love for one another.
3. **Tyndale Christian School enjoys an exceptionally high rating for parental involvement and satisfaction:** The school received a rating of 99.4% in this in 2025, maintaining exceptional levels of family-school partnership. The Alberta average in 2025 is 80.0%.
4. **Tyndale Christian School enjoys a high rating in quality teaching and learning:** The school received an aggregate education quality rating of 97.2%, which is consistent with a 3-year average of 94.6% and exceeding the provincial average of 87.7%.
5. **Continued improvement in access to supports and services:** 95.2% of stakeholder were satisfied in this area in 2025, which is an improvement from 93.5% in 2024 and well above the Alberta average of 80.1% in 2025.

Our reading of these reports also led to the following meta-analysis of priorities for future development:

6. **Improvement in the “Excellence” category in academic achievement on PATs and Diploma examinations:** 2024 results in both PATs and Diploma examinations were exceptionally low and well below the provincial average with Grade 6 PATs have a 0.0% rating in the excellence category, Grade 9 PATs have a 16.7% rating in the excellence category, and Diploma exams having 12.1% rating in the excellence category (in contrast to 22.6% across the province).
7. **Improvement in student engagement measures in Grades 4–6:** These junior students rate their learning engagement at 59.6% vs. 84.0% in Grades 7–9 and 81.9% in Grades 10–12. This trend has remained static since 2021.
8. **Improvement in interest ratings in core subjects:** Math interest remains at 63–64% across all grades; ELA interest is only 75% in high school.
9. **Close the gap between adult and student perceptions of engagement in learning:** Overall student engagement = 75.2% vs. 98.6% for parents and 100% for teachers. We’d like to see student perception of engagement go up (rather than parent and teacher perception of engagement go down).
10. **Improve ratings on certainty in learning usefulness:** Math usefulness rated at 82% in secondary; social studies at 67%.

The outcomes and strategies in this plan make every effort to align to the needs and desires of this small, unique school community, improve student learning, growth and achievement, and reflect priorities for student learning as identified by Alberta Education.

The Board is pleased and thankful for continued positive results from its parents, students, and teachers. Delivering a quality education program requires dedication from many stakeholders in the broader community, and we’re thankful for continued operation under God’s providence at Tyndale Christian School.

3) Local Context

Tyndale Christian School as a distinctively Reformed, academically strong, and community-driven K–12 school dedicated to nurturing students for lives of faithful service and leadership which currently serves the needs of families from various faith-based communities in the Calgary area, with a little over 100 Kindergarten – Grade 12 students. The school employs 8 teachers, 3 full-time support staff, as well as one administrative staff. Students graduate from Tyndale Christian School with a fully accredited Alberta high school diploma.

We are a small, community-minded group committed to the unity of church, home, and school in the education of our students, a key tenet of covenantal education. We believe that parents and the involvement of the home and community have a critical role to play in student success.

Some of the most important characteristics of our school include:

- *Covenant-Based Christian Education*: rooted in Reformed theology (Belgic Confession, Heidelberg Catechism, Canons of Dort); assists parents in fulfilling their baptismal vows; has the mission: “to educate children to develop their talents and potential for a life of responsible stewardship in God’s kingdom.”
- *Strong Church-Home-School Integration*: emphasizes unity among church, home, and school as a core tenet of “covenantal education.”; maintains formal and informal relationships with local churches
- *High Parental Involvement and Satisfaction*: exceptionally high parental satisfaction rating; well attended general meetings; regular communication through newsletters and updated website.
- *Excellent School Culture and Environment*: close to 100% stakeholder satisfaction in WCRSLE; extremely high levels of student belonging and citizenship
- *Committed to Christian Discipleship and Character Formation*: focus on spiritual resilience and mentoring of at-risk students; faith is integrated across academic subjects and real-life contexts.
- *Academic Excellence as a Growth Area*: strong satisfaction with education quality; PAT/Diploma “Excellence” scores receiving sustained attention; strategic goals include improving standardized test results and student interest in core subjects.
- *Holistic Student Development*: offers co-curricular programs: sports, drama, STEM, political action clubs, mission month; promotes both academic and spiritual development.
- *Long-Term Strategic Planning*: follows a five-year strategic plan approved by a broad stakeholder group; monthly board reviews and annual formal reviews ensure alignment.
- *Financial Responsibility and Growth*: budget of \$1.23M with projected surplus; strong mix of public funding, tuition, and donations; active pursuit of donor support and matching grants.
- *Data-Informed Decision Making*: uses internal and provincial surveys to track satisfaction, engagement, interest, and academic outcomes; aligns planning with Alberta Education's Assurance Framework.

4) The Five Domains of the Assurance Framework

4.1) Domain 1: Student Growth and Achievement

Outcomes

- Expand accessibility and relevance of high school programming.
- Improve academic achievement by increasing both Acceptable and Excellence performance on PATs and Diplomas.
- Increase student engagement and interest in Grades 4–6.
- Strengthen Christian character and student citizenship.
- Maintain high clarity and preparedness for post-secondary transitions.

Strategies

- Continued implementation of structured high school course rotations and expanded CTS options.
- Expansion of program offerings through dual-credit partnerships with local post-secondary institutions, as well as expansion of RAP and work experience programs.
- Conduct exit survey analysis to identify high school programming gaps.
- Board supported staff involvement in PAT and Diploma Exam piloting and marking opportunities.
- Build and maintain a 6-year Education Committee driven cyclical and transparent curriculum review process.
- Intentionally integrate faith into academic programming through worldview assignments and capstone projects.
- Increase hands-on, inquiry-based learning in Grades 4–6.
- Use internal surveys to monitor interest and usefulness of learning.
- Hire additional guidance and support staff.
- Expanded co-curricular programming including sports, drama, STEM challenges, and the like.
- Celebrate learning through public-facing events and student showcases.

Local Measures

- Exit interviews assessing post-secondary preparedness and program satisfaction.
- Annual internal surveys monitoring subject interest, engagement, and usefulness.

- Education Committee-led curriculum review with tracked revisions and implementation feedback.

Provincial Measures

- 100% 3-year high school completion rate.
- 80%+ at Acceptable Standard on PATs and Diplomas.
- Raise Excellence results to 20% on PATs/Diplomas.
- Maintain 96%+ on Citizenship.
- Student-reported engagement above provincial average by grade band.

4.2) Domain 2: Teaching and Leading

Outcomes

- Teachers grow in professional capacity in alignment with the Teaching Quality Standard (TQS).
- Leaders demonstrate increased instructional leadership aligned with the Leadership Quality Standard (LQS).
- Instruction reflects biblical worldview and pedagogical excellence through integrated religious instruction.
- Students demonstrate engagement and success in diverse instructional settings.
- Narrow the gap between student and adult perceptions of engagement in learning.

Strategies

- Increase PD budget and further alignment of growth plans to school-wide and TCS-TQS/LQS themes.
- Support Principal and VP in completing LQS certification and graduate studies.
- Implement structured teacher evaluation based on finalized TGSE policy and TCS-TQS, introducing robust but sustainable feedback loops.
- Develop and pilot a K–12 integrated religious instruction scope and sequence.
- Embed “Christian Character & Pedagogy” reflection into classroom observations and evaluations.
- Continue hosting and participating in Christian education conferences to network and share best practices.
- Grow capacity in administrative structure (Principal, VP, and support staff) to enable instructional leadership.

Local Measures

- Full implementation of updated teacher growth and evaluation framework based on TCS-TQS.
- Implementation of internal “new teacher” mentoring program.
- Track teacher alignment with professional goals and TCS-TQS indicators.
- Staff share-out sessions following conferences and PD events.
- Curriculum team progress reports on integrated religious instruction design and pilot implementation.

Provincial Measures

- Maintain ≥95% satisfaction on Education Quality in AEAM.
- Student Citizenship: 96.5% (2025) — maintain “Very High” rating.
- Parental Involvement: 99.4% — sustain at or above 98%.
- Student Engagement: increase student score ≥80% while sustaining adult satisfaction.

4.3) Domain 3: Learning Supports

Outcomes

- Strengthen early identification and intervention in primary grades.
- Ensure all exceptional needs students receive appropriate and timely supports.
- Foster a safe, welcoming, inclusive, and respectful school culture.
- Promote First Nations, Métis, and Inuit (FNMI) awareness and culturally responsive education, even in the absence of self-identified FNMI students.
- Maintain high levels of stakeholder satisfaction with access to supports and services.
- Prepare for future FNMI reporting obligations with accurate documentation and meaningful engagement.

Strategies

- Conduct twice-yearly K–2 literacy and numeracy assessments to support early intervention.
- Formalize and monitor Individual Program Plans (IPPs), ensuring increased parent communication and documentation.
- Use RCSD and AISCA grant funding to expand learning support services.
- Maintain a dedicated budget line for learner assistance and special education.

- Provide staff with professional development at national and FNMI-focused conferences.
- Promote FNMI breakout sessions and integrate Indigenous perspectives into classroom teaching across grade levels using curriculum resources.
- Recognize Treaty 7 territory in school functions and classroom discussions to reflect the spirit of reconciliation.
- Begin tracking FNMI-related activities and strategies for future Annual Education Results Reports (AERRs).

Local Measures

- 100% of exceptional needs students have documented access to supports (AEAM reporting).
- Reporting on K–2 early literacy/numeracy assessments confirms early intervention is in place.
- Staff participation in FNMI PD and breakout sessions is documented annually.
- FNMI curriculum integration and Treaty 7 acknowledgments are tracked for internal review and future reporting.
- Updated registration package that includes easier access to FNMI, EAL, and Francophone self-identification.

Provincial Measures

- Access to Supports & Services: 95.2% satisfaction in 2025 (vs AB avg. 80.1%).
- WCRSLE Satisfaction: 97.9% (vs AB avg. 84.4%)—indicating safe, inclusive environments.
- Maintain ≥90% satisfaction across parents, teachers, and students on inclusive education indicators.
- Align with Alberta Education’s FNMI education and reconciliation goals, preparing for future compliance and reporting.

4.4) Domain 4: Governance

Outcomes

- Maintain and strengthen the unity of home, church, and school by fostering high levels of parental involvement and community trust.
- Promote transparency, accountability, and responsiveness through strategic governance practices and open communication.

Strategies

- Continue monthly board meetings with one strategic planning focus (e.g., SWOT).
- Host two general membership meetings annually with >90% attendance target.
- Share survey data (tech, education quality, etc.) and school results regularly with stakeholders.
- Support student involvement in governance through the Student SALT team.
- Maintain ongoing communication via *Tyndale Tidbits* and *Tyndale Times*.
- Launch the newly updated website with easy navigation for stakeholders.
- Ensure all board policies, bylaws, and annual education reports are publicly accessible on the school's website.

Local Measures

- Integrate newly adopted five-year strategic plan into governance policy handbook.
- Monitor web analytics and stakeholder feedback on the usability and access of public-facing board documents.

Provincial Measures

- Maintain ≥95% satisfaction with parental involvement, as measured in AEAM.

4.4.1) Budget Summary (2024–2025)

Revenue

- Alberta Education Funding: \$653,190
- Tuition Fees: \$395,423
- Donations: \$140,000
- Interest Income: \$2,400
- Amortization of Capital Allocations: \$40,905
- **Projected Total Revenue:** \$1,231,918

Expenses

- Instruction (ECS): \$29,223
- Instruction (Grade 1-12): \$818,570
- Operations & Maintenance: \$166,108

- Transportation: \$51,544
- Board & System Administration: \$155,749
- **Projected Total Expenses:** \$1,221,194

Projected Surplus: \$10,724

This surplus reflects improved financial health compared to the previous year's projected deficit of \$38,896, supporting strategic investments in programming and staffing.

Note: Budget figures are based on Alberta's Weighted Moving Average (WMA) enrolment methodology and reflect the streamlined grant categories as defined in the 2025–2026 Funding Manual.

4.4.2) Capital Planning

New gymnasium, classrooms, and student common areas were completed in 2023 to support expanded enrollment and programming.

Tyndale's future capital priorities include flexible campus expansion and updated facilities maintenance planning. An ad hoc committee has been struck to design a future facilities plan and pursue a local development permit in order to allow expansion within a five-year timeline based on a projected enrollment increase to 200 students.



4.5) Domain 5: Local and Societal Context

Outcomes

- Deepen church-home-school integration.
- Strategically grow facilities and enrollment to meet the needs of a growing student population in Alberta.

- Expand course offerings leading to employment in area of economic growth and opportunity within Alberta, such as skilled trades, healthcare professionals, agri-technologies and the like, through dual-credit partnerships and career counselling
- Maintain high student connectedness and belonging.
- Ensure Christian worldview integration supports relevance.

Strategies

- Schedule annual pastor-principal forums and classroom visits.
- Complete Memorandum of Understanding with Calgary Canadian Reformed Church for facility use.
- Launch donor recognition and explore matching grants.
- Recruit teachers aligned with Christian worldview and inclusive education.
- Expand mission month, political action clubs, and worldview-based curriculum.

Local Measures

- Track enrollment growth and facility usage.
- Monitor student connectedness through AEAM and internal surveys.
- Conduct annual feedback sessions with church leaders and families.

Provincial Measures

- Maintain >90% satisfaction in student belonging and school culture.
- Align strategic planning with Alberta Education's assurance and growth frameworks.

5) Assurance and Accountability

In recent years, Alberta Education shifted reporting guidelines for school authorities from an *Accountability* Framework to an *Assurance* Framework, intended to engage more stakeholders and provide assurance that the Alberta Education system was meeting the needs of students successfully.

The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful. The Assurance Framework model makes use of the following five domains:

1. Student Growth and Achievement
2. Teaching and Leading

3. Learning Supports
4. Governance
5. Local & Societal Context

For the purposes of the description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below. (AB Education 2024-2025 Funding Manual)

The board of the Canadian Reformed School Society operating Tyndale Christian School continues to reflect on previous annual education plans and results in assuring that the government and our broader school community have confidence in the work done at Tyndale Christian School. This education plan, as well as capital plans and the 2024-2025 budget included in this plan, incorporate regular feedback from these various stakeholders and intend to represent the priorities of the membership, as derived from Education Committee feedback, other subcommittee feedback, student surveys and ongoing feedback, membership interactions with weekly school publications and quarterly board publications, and feedback at twice yearly general membership meetings. Copies of this three-year education plan are available from the office or on the school website, www.tyndalecalgary.ca.

For more information about the shift to the Assurance Framework and overall reporting requirements for Alberta schools, please visit <https://www.alberta.ca/education.aspx>.