

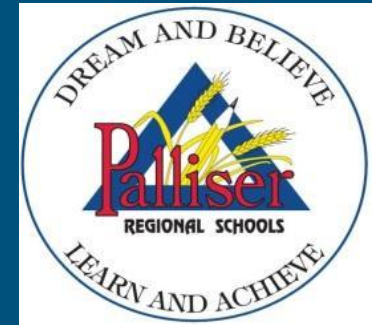
TRINITY CHRISTIAN SCHOOL

Palliser Regional Schools

Assurance Report 2022 - 2023

Principal: Michelle Duimel

Vice-Principals: Henry Schellenberg & Dawnyshia Dykshoorn





TCS values...

AUTHENTIC
COMMUNITY

TENACIOUS
CURIOSITY



UNDENIABLE
TRUTH

Mission

Our mission is to prepare God's children for a life of learning and service in His world. By the grace of God, in partnership with the Christian home and church, we will lead children to be the best they can be for His glory.

Vision

Our vision at TCS is to fulfill the unique potential of each child by providing education in a Christ-centered community.

- Pillar 1 - We will be a community of believers that is deliberate in building up the body of Christ by offering an environment that encourages each student's spiritual growth and personal commitment to Christ
- Pillar 2 - We will provide excellent education from a Biblical Worldview for all learners
- Pillar 3 - We seek to partner closely with the Christian home and church
- Pillar 4 - We will seek out opportunities to serve in God's school, community, city and world
- Pillar 5 - We submit to the LORD's direction in addressing the growing demand for Christian education in Calgary South
- Pillar 6 - In Christian community with God's provision we will strive to provide affordable society fees

Principles

The basic purposes and objectives of the Association for Christian Schooling in Calgary South are:

- To create an interdenominational educational community that seeks to educate the child from a Christian perspective
- To educate the whole child; challenging each student to reach their full potential in every area of personal development -- emotional, physical, social, intellectual and spiritual -- while nurturing their relationship to God in each of these areas
- To develop intellectual discipline, a keenness for knowledge and sharpness for critical thinking
- To integrate in a meaningful way what students learn at school with the home, the church, and the greater school community
- To foster Christian community and active participation among parents, staff and students
- To promote excellence in teaching through ongoing support and professional development

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 9973 Trinity Christian School



Assurance Domain	Measure	Trinity Christian School			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	91.1	86.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	94.6	91.9	94.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	94.7	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	39.4	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.6	94.4	97.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.2	93.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.7	90.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	94.4	90.9	97.0	78.8	79.5	81.5	Very High	Maintained	Excellent

Assurance Measures

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 9973 Trinity Christian School



Measure	Trinity Christian School			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)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.0	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	97.9	92.2	90.3	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	92.1	79.1	75.2	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	93.4	91.2	93.1	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	92.6	87.4	93.8	81.9	82.7	84.8	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	97.3	94.6	96.0	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	83.9	82.1	82.7	72.6	71.8	74.1	Very High	Maintained	Excellent
School Improvement	93.0	92.8	95.3	74.2	81.4	81.3	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	97.4	97.5	98.0	84.9	85.7	83.5	Very High	Maintained	Excellent

School Goal 1

TCS will endeavour to provide differentiated instruction using universal supports in a learning environment that acknowledges and values differences in student learning strengths, needs, interests and abilities.

Desired States

- 1) Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
- 2) Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- 3) Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.

Strategies

- 1) To assign EAs to different teachers throughout the day to allow for workshops and groupings that allow teachers to meet unique needs and close gaps in learning
- 2) Provide PD and teacher sharing opportunities to encourage collaboration, and support what is already successful in our school
- 3) Creating opportunities for smaller group workshop scenarios to address more specific learner needs and provide more frequent formative assessment
- 4) Use varied learning resources and instructional strategies to meet different learners (ie. visual, kinesthetic, tactile, auditory) and learning preferences (peer, collaborative, independent)
- 5) Use break out spaces and quiet work rooms so students can work with peers that support their learning style
- 6) Create groupings according to a variety of learner needs as a whole as opposed to grades or homerooms

Measures

- 1) Evidence of student success (engagement, innovation, critical thinking, articulated output) through self-reflection, self-evaluation, and varied communication (written/oral)
- 2) Teachers will report an increase in success with less need for accommodations and modifications for few, but will more accurately meet learner needs globally
- 3) Teachers will have evidence of varied formative assessments tools
- 4) Evidence of movement, varied resources, collaboration, and unique learning spaces (i.e drama room, gym, Commons, outdoor neighbourhood spaces)
- 5) Teachers will have evidence of Project Based Learning and examples of differentiation and extension

School Goal 1

TCS will endeavour to provide differentiated instruction using universal supports in a learning environment that acknowledges and values differences in student learning strengths, needs, interests and abilities.

Summary of Results

- 1) Each grade level has two homeroom teachers and at least 1 educational assistant that support individualized student gaps in their learning and provide targeted intervention.
- 2) Assessments completed by teachers and our learning support team showed evidence of the gaps in learning decreasing over the past 12 months.
- 3) Collaboration time is provided 1 - 2 times per month for teachers to connect and plan for projects, targeted interventions, and determining where the gaps are and how they will reduce these gaps.
- 4) Classrooms, breakout spaces and hallways have been designed to provide spaces for movement, flexible seating, and areas to create and innovate.
- 5) In Junior high, Math and LA are taught in PIC groups which meet the learning styles of individual students (Peer, Independent, and Collaborative)





School Goal 2

*TCS will endeavor to create a community of GRACE, SUPPORT and RESPECT
as we navigate a challenging world together*

Desired States

- 1) The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.
- 2) Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Strategies

- 1) Embrace the Difficult Conversations
 - a) Speakers for mental health challenging subjects for parents and students.
 - i) Use Palliser Making Connections Workers
 - b) Alberta Health Services regular email
- 2) Create Mentorship and Connection Opportunities
 - a) "Go To" teachers / Small Group discussions
 - b) School Discipleship Pastor/ Pastor Partnerships
 - c) Use of Family School Liaison Counselor and Connections Worker
 - d) Use of Therapy Dogs
- 3) Create a Wellness Action Plan
 - a) Health Champion
 - b) Making Connections Worker/Family School Liaison Counselor
 - c) Support staff with resources and PD
 - d) Support parents with resources
- 4) Increase Mental Health Curriculum
 - a) Your Story Matters - Health Class
 - b) Implement Fourth R (JH) and Second Step (K-6) Health curriculum

Measures

- 1) The school will have documented evidence of guest speakers and topics sponsored through the school council
- 2) The school will have documented evidence of resources sent to parents (guidelines and AHS trainings)
- 3) Health class - lesson plans will reflect mental health initiative
- 4) School will have a documented Wellness Action Plan
- 5) Parent and student ourschool survey questions will be directed towards mental health goals, and will reflect an increase in student and parent mental health awareness
- 6) Accountability Pillars will reflect an increase in "safe and caring" environment questions from students, staff and parents

School Goal 2

*TCS will endeavor to create a community of GRACE, SUPPORT and RESPECT
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Summary of Results

- 1) Sid Koop presented to our parents in February about identity formation. Monthly newsletters are made available to our parents from The Centre for Parents and Youth Understanding (www.cpyu.org). The CPYU Parent Page is a monthly newsletter designed by the Center for Parent/Youth Understanding to help keep parents informed about the latest happenings and trends in the world of youth culture. Helping parents and youth workers understand and respond to the complex world of their children and teens from a distinctively Christian point of view is what CPYU is all about.
- 2) Our FSLC and Making Connections Worker have provided in-class presentations on mental health and anxiety. Our FSLC sees about 40 students on an individual basis each year. Our MCW works with several small groups of students to focus on coping strategies, peer relationships and regulation strategies.
- 3) We have four trained therapy dogs that are utilized as supports for our students and staff.
- 4) We have a great wellness team made up of a lead teacher, principal, MCW, FSLC, and our two spiritual formation directors. Our plan is to create community within our school, especially between our grade buddies (K and 5, 1 and 6, 2 and 7, 3 and 8, 4 and 9). The buddy groups connect monthly to build community and will share about 5 Eagle Hours together to plan a service project.
- 5) Our Health curriculums support our focus on mental health through the programs of Second Step (K - 6) and the Fourth R (JH).
- 6) TCS hosted the Headstrong Summit this year which was fantastic and provided Palliser leadership students with great resources and ideas, as well as lots of time to collaborate and plan for their schools.





TCS Therapy Dogs

These four dogs have completed their training and are eager to show some love at TCS once or twice a week. Two are new to the team and two are veterans.



Murphy
Grade 8

Maria C.



Bella
Grade 2

Tiawni C.



Winnie
Drama
(Sandy in Annie Jr.)

Robyn S.



Kona
Grade 9

Gonda R.