



Tanbridge Academy's Mission Statement

“At Tanbridge Academy, we inspire students to realize their unique strengths through a balanced approach that blends academic excellence, leadership, character and physical development. We foster innovation, collaboration, and empathy, equipping students with the skills and mindset to excel in all areas of life and contribute to a better world.”

Tanbridge Academy's Motto

The motto for Tanbridge is “Adversity, Perseverance, Triumph.” It represents a life plan that will help students achieve their goals.

Adversity represents the challenges that students may go through in their life. These struggles will take on many forms, such as academic struggles, athletic disappointments, and disagreements with family and friends.

Perseverance is the process of developing character and determination in order to help students deal with adversity and keep moving towards their goals. Perseverance is the determination to continue battling through difficult times.

Triumph is the reward students receives for all of their hard work. It is the realization of achieving their goal(s), and the satisfaction that they worked hard for what they achieved.

Tanbridge Pillars

Our Tanbridge Community focuses on the following Pillars. We believe that these principles help our students and staff become stronger leaders and build on strengthening their character and well-being.

- T** = Tolerant
- A** = Ambitious
- N** = Noble
- B** = Balanced
- R** = Respectful
- I** = Inspiring
- D** = Diligent
- G** = Generous
- E** = Enthusiastic





Tanbridge Academy Board Members

Shauna Ockey	Chairperson of Tanbridge
Scott Hill	Chief Executive Officer
Shon Carey	Board Member
Darren Taylor	Board Member
Kate Bamford	Board Member
Dean Metrow	Board Member
Angel Morrow	Board Member



**Shauna Ockey
Founder and
Chairperson of
Tanbridge**

Administrative

Bryan Errmann	Chief Finance Operator
Katherine Westlake Waugh	Executive Assistant/Book Keeper
Troy Paul	I.T. Manager

School Administrators

Linda Choy	School Principal
Jennifer Thoben	Vice Principal
Brett Lappin	Vice Principal
Karen Wall	School Receptionist/Assistant
Tina Orcheron	School Receptionist/Assistant



**Scott Hill
Chief Executive Officer**

Tanbridge Teachers

Lindsay Williams	Kindergarten
Christine Cossette	Kindergarten
Anna Sinik	Grade 1
Josephine Jones	Grade 1
Tara Ciezki	Grade 1
Kerry-Jade Genders	Grade 2
Masha Pashchuk	Grade 2/3
Sadie Scheuerman	Grade 3
Charlie Bringloe	Grade 4
Sine MacDonald	Grade 4/5
Kacey Otto	Grade 5
Jessica Schultz	Grade 4/5
Nicole Mitchell	Grade 6
Alex Greaves	Grades 6, 7, 8
Cara Marshall	Junior High
Lindsay Greco	Junior High
Brett Lappin	Grades 9
Grace Collins	Junior High, Culinary Arts
Jennifer Walsh	Junior High. PE.
Oskar Kasiuk	Athletic Director
Sylvia King	French Teacher
Justine Moon	Spanish Teacher
Tawyna Mullen	Literacy Specialist



Administrative Team

Education Assistant

Danielle Camp
Jami Scheirman
Jennifer Woodworth



Tanbridge Academy Team



Coaches

Lisa Wickwire	Dance, Music, Theatre
Ramon Mifflin	Soccer
Jamieson Sawka	Soccer
Tyler Deis	Hockey
Reid Hnatowich	Hockey
Brody Hailwood	Hockey
Derek Purfield	Hockey
Jeremy Ockey	Equestrian
Nikki Larson	Equestrian
Kelsey Jansen	Equestrian
Oskar Kasiuk	Basketball
Rob Souder	Recreation For Life

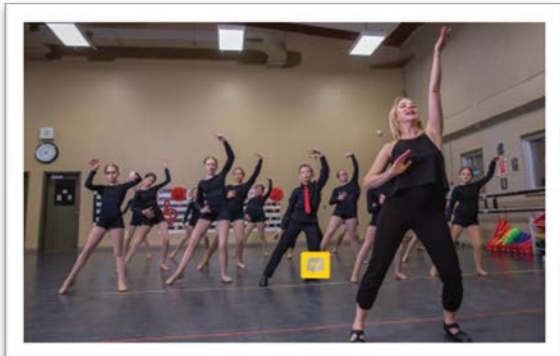




Table of Contents

Tanbridge Mission Statement	Cover Page
List of Board Members/Staff	Pg. 1
List of Coaches	Pg. 2
Table of Contents	Pg. 3
Accountability Statement	Pg. 4
School Profile	Pg. 5
Our Future	Pg. 6
Basketball Program	Pg. 7
Hockey Program	Pg. 8
Soccer Program	Pg. 9
Dance Program	Pg. 10
Equestrian Program	Pg. 11
Recreation For Life Program	Pg. 12
Leadership Program	Pg. 13
Dance and Music Program	Pg. 14
Grade 1-3 Sports	Pg. 15
JK – Grade 3 Sports	Pg. 16
Culinary Arts Program	Pg. 17
Digital Media Program	Pg. 18
Spanish Program	Pg. 19
French Immersion Program	Pg. 20
Tune and Create Program	Pg. 21 & 22
Remediation and Enrichment Support.	Pg. 23
English as a Second Language	Pg. 24
Community Building	Pg. 25
Accountability Pillar Summary	Pgs. 26 - 47
Budget Report	Pgs. 48 -52



Kindergarten students enjoying an in class field trip



Creating friendships at Tanbridge Academy



Grade 3 students working on an activity

TANBRIDGE ACADEMY



Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Tanbridge Academy 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 November 28th, 2024.

S. Ockey

[S.Ockey \(Nov 27, 2024 10:43 MST\)](#)

Shauna Ockey
Chairperson of Tanbridge Academy

Scott Hill

[Scott Hill \(Nov 27, 2024 11:44 MST\)](#)

Scott Hill
CEO of Tanbridge Academy



Grade 2 students enjoying our new outdoor classroom



Grade 4 students learning science concepts



School Profile



The mandate of Tanbridge Academy is to provide our students with the best combination of academics, leadership, and athletic skill development. Tanbridge Academy will provide a range of educational services to students who have a desire to participate in a world-class sports skill development program, enhance their leadership skills, and excel at grade level curriculum when provided the comprehensive instruction that leads to the further development of independent and advanced learning strategies. Students will obtain a rigorous and demanding academic program, as well as high performance athletic training, skill development and recreation training. The athletic training complements and enriches the community sport programs for our students.



Our leadership program at Tanbridge Academy is one of our most valuable offerings at Tanbridge Academy. Students learn lifelong skills and values that will help develop their character. Our program is also dedicated to imparting skills that students will need to become the leaders of tomorrow. With the right guidance and mindset, we help students to improve their attitude towards learning, leading, and growing.



Tanbridge Academy challenges its students in academics, athletics, and personal growth. Students are given many opportunities to assume leadership roles in the school and the extended Tanbridge Academy community. All students from Elementary to Junior High are enrolled in a weekly Leadership class. In addition, staff, students, parents, and volunteers work collaboratively to create a culture of support and encouragement. Everyone in the Tanbridge Academy community has many opportunities to challenge themselves and to achieve their goals.

Tanbridge Academy teachers create an exciting learning environment that supports the delivery of a demanding curriculum. They utilize the latest educational technology to support the delivery of the curriculum. All students have access to iPads and ChromeBooks to enhance their educational experience and to foster the development of digital literacy skills. In addition, Tanbridge Academy has purchased robotics kits to help enhance our Digital Media Program. Our teachers foster an education that is enriched with collaboration, hands-on problem solving, activities that ignite creativity, and experiential learning.

Our Future

As the education landscape continues to evolve and change, it is apparent that parents and students are looking for educational options that will provide them with the best opportunity for success. At Tanbridge Academy, we provide a very viable and comprehensive educational option. The opportunity to combine academics and athletics in a supportive and challenging environment, that is based on respect and determination, is a very desirable option for many students and their parents. Encouraging our students to participate in our sports programs also helps them to build leadership and self-discipline.



The 2024/2025 school year is our seventeenth year of operation. Tanbridge Academy currently has 295 students. We offer Junior Academy to Grade 9 for the 2024-2025 school year. We will look at offering high school classes when the school numbers are more established in Junior High. We offer skill development opportunities in Hockey, Soccer, Dance, Basketball, Recreation For Life and Equestrian, and will continue to expand our skill development programs as our student numbers increase. We also offer an academic flex program (gymnastics, figure skating, etc.) for high performance athletes that receive their coaching from sources outside Tanbridge Academy's skill development programs.



Our current facility is just over 33,000 sq. ft. It is located in Calgary at the corner of Highway 22x and 53 St. S.W., 178003 112 Street West. This location offers twenty classrooms, administration offices, staff area, student lounge, a large gymnasium, outside track, fitness/dance studio, playground, a soccer, football, and baseball field and an outdoor kindergarten classroom. A proposed future facility will include state-of-the-art academic classrooms and support facilities, hockey arenas, a gymnasium, an indoor soccer facility, and outdoor fields.



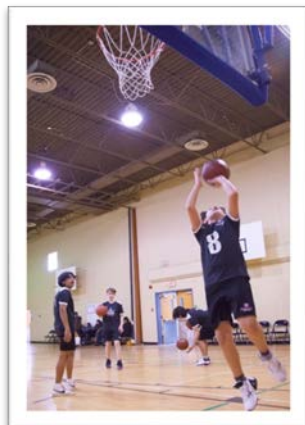


BASKETBALL PROGRAM

Students in the basketball program will learn and develop the fundamental skills needed to be a productive member of any basketball team. Each session, athletes will participate in skill specific drills to improve their confidence and effectiveness on the court. Through scrimmages and video analysis, students will learn the rules, concepts, and strategies that apply to in-game situations.

Our program emphasizes the importance of teamwork and character development to help our students become better athletes and better people. By setting high standards, providing constructive feedback and encouraging players to take responsibility for their actions on and off the court, at Tanbridge we strive to help our students to become the best version of themselves.

Our Director of Basketball, Oskar Kasiuk, is an experienced teacher and coach with a Bachelor of Education from Lakehead University. After playing coaching in Ontario, Oskar moved abroad to Qatar and the Netherlands where he taught and coached at various international schools. During this time, Oskar participated in training sessions with the QBF and Jr. NBA. Oskar enjoys sharing his passion for the sport with athletes who are committed.





HOCKEY PROGRAM



Our Grades 4-9 Hockey Skill Development Program is led by Coach Tyler Deis. Tyler is the Head Coach for the Okotok Oilers. He has earned widespread recognition in the community, having been named Coach of the Year in the Alberta Junior Hockey League for three consecutive years.

Coach Tyler has been instrumental in developing and administering the hockey program at Tanbridge. Students in the hockey program receive hundred hours of ice time. The on-ice sessions include high intensity drills that focus on skating, passing, shooting, puck control, and game playing. Students are held to high standards and are consistently pushed to perform at their highest level. Parents and students are provided with a report card at the end of every term that details their student's skill level, sportsmanship, attitude, participation, as well as areas of growth and strategies, to support their success in hockey.

Our Hockey Program is open to any students who are passionate about the sport, regardless of their current skill level. Students are exposed to expert coaching and instruction that allows them to improve upon their basic skating and fundamental hockey skills. Our program helps students to build confidence in their game and experience a sense of accomplishment. Every year our alumni students, staff, and parents faceoff against current students at Tanbridge. Throughout the years, this event has given our students a nice challenge on ice.



Our Grades 1-3 students are exposed to a variety of sports throughout the school year. The students have participated in skating lessons, kick boxing, swimming, racquet sports, yoga, baseball, rollerblading, and trampolining classes. The students learn the various skills of skating at the Cardel Rec Centre, supported by Coach Tyler Deis. Students are assessed at the beginning of the program to determine their skill level and are then placed in specific groups to improve their skating skills.



SOCCKER PROGRAM



Students receive about hundred hours of technical soccer training per year. Our soccer program provides a roadmap for students at all skill levels that want to play for fun or competitively.

Our junior high students have shown great commitment to our program every year by earning a soccer banner, competing with other private schools in Calgary.

Parents and students are provided with a report card at the end of every term that details their skill level, sportsmanship, attitude, participation, area(s) of growth, and strategies to support their success in soccer.



Our Soccer Program is led by Coach Ramon Mifflin, and Jamieson Sawka.

Ramon has been a fixture in the Calgary soccer community for the past 12 years. In his previous club, he led 7 Tier 1 teams to Provincial gold medals and furthermore, 6 national medals. Ramon is currently the head coach of the University of Calgary Soccer Team.

Under Ramon's and Jamieson's guidance and support, students participate in high intensity training sessions that focus on dribbling, first touch, ball mastery, passing, defending, and heading. In addition, students are exposed to tactical application, group defending, and team play.

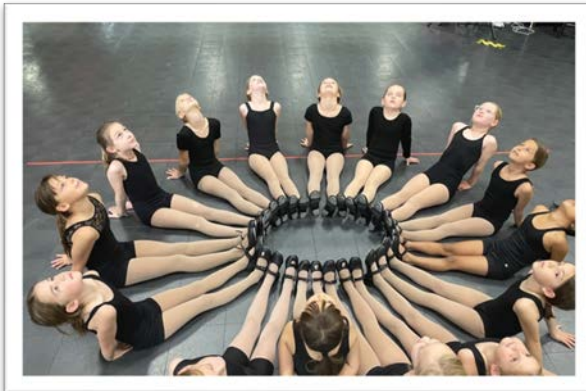
We have a special relationship with Calvary FC. Our soccer students have had the opportunity to work with the Calvary FC on technical skills and other areas of the game.



In addition, our students from Grades 4-9 are exposed to a different sport throughout the school year. The various sports encourage well-rounded fitness by focusing on speed, agility, flexibility, strength, and endurance and are taught by professional coaches. Students have participated in Tae Kwon Do, boxing, in-line skating, yoga, strength and conditioning, baseball, and curling.

DANCE PROGRAM


Tanbridge Academy offers a comprehensive skill development dance program for students from grades 1-9. All students in the Dance program are provided the opportunity to pursue their passion for the Arts by studying an array of dance styles throughout the course of the school year, such as Jazz, Tap, Ballet, and Hip Hop. The students will also be given several opportunities to perform for their peers, community, and on a stage. Students in this program will benefit both physically and mentally - improving their strength, flexibility, balance, musicality, and confidence. Although students will work on their own dance development individually, they will also learn to work as a team with their fellow dancers.



The goal of our dance program is to spark creativity in our students and to develop a love for the Arts. Creative movement encourages our students to explore their own self-expression through engaging action songs, barre technique, across the floor combinations, choreography, and free movement. The students are given the opportunity to explore and build connection between music and movement in a positive and engaging space. Our Dance program also enhances our students' academic skills by nurturing focus, concentration, balance, and coordination. Students simultaneously learn dance content, skills, techniques, and the specific vocabulary which is to be applied to each dance form.



Students have the opportunity to showcase their dancing talents at a few Senior's Homes in Calgary. The Seniors love the performances and the talents that our dancers have.

Our Director of Dance, Ms. Lisa Wickwire, is passionate about fostering the love of dance in her students. Having danced since the young age of three, Ms. Lisa has spent her entire life in the world of dance. She grew up in Calgary as a competitive dancer and moved to Toronto at eighteen to pursue Theatre, where she graduated as class president from the Randolph Academy of the Performing Arts with a Diploma in Musical Theatre and Performing Arts.

EQUESTRIAN PROGRAM

International Equestrian program focuses on supporting the novice rider on all the basic skills in order to achieve a solid riding foundation. The students are exposed to flatwork, which includes transitions and lateral work, poles and cavalettis for balance and rhythm, and over fences through both gymnastic exercises and course work. The program's horses are well trained and well-mannered and are used in both flat and jumping lessons, up to 0.9m in height. All horse tack is provided.



The Silver Haven Stables are located .5 km south of Spruce Meadows on Highway 22X and seven minutes away from Tanbridge Academy. Sitting on 17 acres with a beautiful view of the Foothills and Rocky Mountains, Silver Haven is a hunter/jumper facility that offers year-round indoor riding. The facility includes a heated indoor ring, an outdoor Grand Prix field, and 30 stalls.



Our Equestrian Program is taught by Jeremy Ockey, Nikki Larson and Kelsey Janson. The coaches are energetic, caring, fun, passionate, and supportive trainers. Recently, we had Coach Jeremy Ockey win a competition at the Masters (Equestrian World Championships). They are proud of their Tanbridge Academy students and work hard to develop their riding skills.

It is wonderful to see our Equestrian students competing. Some of our students have competed and been successful in the X-Rails Novice Rider Development Circuit Teesdale Tournament and the X-Rails Novice Rider Year End Tournament Hunter Class Championship.

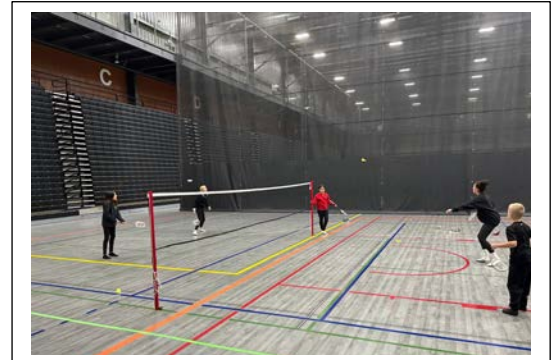


Some of our students are part of the Flex Program where they are in a high level of Equestrian Training. We help support the students with their academic programming during heavy competition or tournaments.

RECREATION FOR LIFE



This school year we started our Recreation for Life program that engages students in a dynamic range of activities designed to foster essential skills and ignite a passion for active living! From swimming, soccer, yoga, kickboxing, hiking, basketball and snowshoeing our students have the opportunity to explore diverse recreational activities. Each activity is crafted to promote fitness, teamwork, and fun, ensuring students not only learn valuable skills but also develop a lifelong love for movement and wellness.





LEADERSHIP PROGRAM



Selling bracelets



Selling gourmet treats

Our leadership program at Tanbridge Academy is one of our most valuable classes. Students learn lifelong skills and values that will help develop their character. Our program is also dedicated to imparting skills that students will need to become the leaders of tomorrow. With the right guidance and mindset, we help students to improve their attitude towards learning, leading, and growing.



Selling Keychains

In May, students from Grades 4 to 9 participate in our Entrepreneur Fair. The goal of this fair is to teach students how to operate their own business, design and create their own product, and market and sell it to the families and friends of Tanbridge Academy. This process teaches students how to financially plan and budget for success. Students learn from their product sales on whether they are able to make a profit or experience a negative loss. The Entrepreneur Fair also provides an opportunity for students to learn the skills of communication and persuasion, as students must convince customers to purchase their items.

o

We also provide our junior high students the opportunity to be leaders for our lower elementary classes. Our older students regularly support the younger students by reading to them, working through various art projects and activities, and by being positive role models to them. We are specifically delighted to see the wonderful connections that the Kindergarten students have created with our grade 9 students in their weekly class together.



Older students working with younger students

Each month a student from each classroom has the opportunity to earn "Student of the Month". Students whom are recognized present the Tanbridge Pillars of being tolerant, ambitious, noble, balanced, respectful, inspiring, diligent, generous, and enthusiastic. At our monthly assembly each homeroom teacher has the opportunity to showcase a student that has shown the positive characteristics of being a great leader and showing determination/commitment in all their academic and sport classes.

In leadership, Indigenous learning is integrated, with students learning the Seven Sacred Teachings. These teachings can be applied to their own lives, contributing to their personal character development.



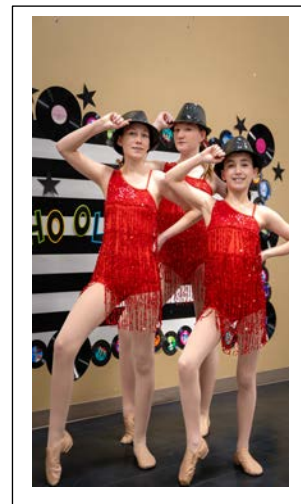
DANCE AND MUSIC PROGRAM

Our Kindergarten to Grade 6 students participate in our Dance/Musical Theatre based program. The curriculum focuses on dancing, acting, and singing. Throughout the year, our students cover various styles of dance such as Jazz, Hip Hop, and Stomp. Students are involved in two large productions: one in December for our Winter Concert and one in June for our Awards Ceremony.



In December, all our students from Kindergarten to Grade 9, perform at our Winter Concert. The students and staff of Tanbridge Academy are given the opportunity to showcase their skills at the Cardel Theatre. Our Dance Troupe also have the opportunity to showcase their talents in our community and monthly school assemblies.

Students are exposed to a variety of musical instruments in their Music and Drama classes. Students are taught how to read music and dance to various rhythms. Students in grade 5 and 6 have been taught to play the ukele.





GRADE 1-3 SPORTS - OPTIONAL CLASS

Our Grade 1-3 students have an opportunity to participate in a sport of their choice (hockey, soccer, or dance) with a professional coach once a week. The students are so enthusiastic for the extra skill development class. Students work on strengthening their skills, sportsmanship, and cooperative skills during their sessions.



The dance coach, Lisa Wickwire, created her second Junior Dance Troupe this school year. She is working on strengthening the Grade 1-3 students with their tap, ballet, and jazz moves. In addition, she has a young group of Kindergarten students that are starting to develop their dance talents.



Soccer Coach Ramon is very excited to be working with the younger students. The students work hard on foot work, dribbling, sportsmanship, ball control and agility. Students love the opportunity to scrimmage and shoot at the net.



KINDERGARTEN TO GRADE 3 SPORTS THROUGHOUT THE SCHOOL YEAR

Students from Junior Kindergarten to Grade 3 are exposed to a variety of sports throughout the school year. Students get to experience rollerblading, baseball, skating, kick boxing, tennis, cricket, yoga and strength and conditioning activities. Students are coached by professional coaches to focus on proper technique and skills in each of the sports.



Students learning the various skills in tennis – great way to develop hand-eye coordination.



Students rollerblading around the gym to music. Students receive eight sessions of rollerblading to practice and build confidence with their skills. As part of leadership program, our older students help the Kindergarten students with putting on their inline skating gear.



CULINARY ARTS PROGRAM



Our Grade 5 to 9 students participate in our Culinary Arts program. Students are taught the skills needed to follow a recipe, the significance of food safety, and cooperate with various students in their class. Students with dietary restrictions are also encouraged to make a variety of meals that address their personal needs.

Our Culinary Arts program has several additional benefits. Students are exposed to a variety of foods from different cultures and food groups. They use basic math skills to weigh, count, measure, and time as the recipes require. Students must comprehend the recipe instructions in the correct sequence, and they learn to take responsibility for the preparation of their own meals.



Students are also responsible for organizing and cleaning their kitchen area. A checklist is provided to students to ensure they have met the cleaning standards. The Culinary Arts classes end with students enjoying their meal and it allows the parents to prepare one less lunch for their children per week.

DIGITAL MEDIA AND ROBOTICS

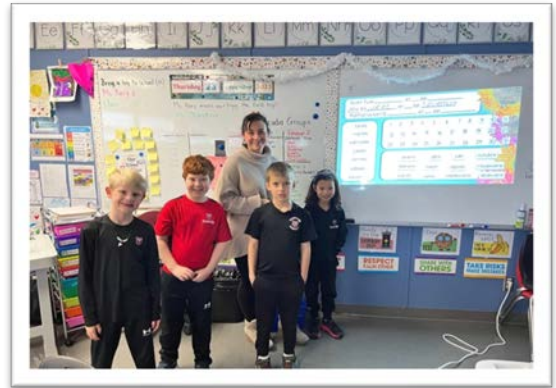
Tanbridge Academy is committed to providing students meaningful opportunities and foundational knowledge in the Digital Arts. All students in Grades 4-9 take part in our Digital Media program. The program offers mandatory typing, coding, and presentation skills for all students in Grades 4 - 6. The Junior High program (Grades 7-9) allows students to branch out into their areas of interest. In the Grade 7-9 Digital Media program, students will work through two modules per school year, choosing from: Photoshop & Photography, Microsoft Office, Presentation Media, Social Media research, typing, and programming 300 (Python, JavaScript, game design & coding).

Coding and robotics have been a focus for our students from Grades 1-9. Tanbridge Academy's Robotics program gives students the opportunity to improve creative thinking, social, problem solving, and computer programming skills. Not only does our program work on team building, but also helps students to apply their technology, math, and science concepts in action. So far, we have introduced our students to robot design and computer programming using basic coding principles. Students have been able to create robots that are capable of performing simple tasks. They have specifically been working with Jimu Robots and Sphero Bolt Robots. We recently purchased Lego Robots, and we look forward to implementing this new program into our programming.





SPANISH PROGRAM



The Grades 2-9 Spanish program is designed to equip students with foundational reading, writing, listening, and speaking skills in the Spanish language. A strong emphasis is placed on vocabulary acquisition and applied speaking skills that span a variety of daily social situations (e.g., expressing emotions, asking the time, ordering in restaurants).



Through various project and activity work, students also learn about the diverse cultures of the Spanish-speaking world.



FRENCH IMMERSION PROGRAM

New at Tanbridge Academy is the partial French Immersion Program. The goal of the program is to immerse the students in the French language and culture through various activities. The program is currently offered to students from Kindergarten to Grade 4. In subsequent years, the program will expand to other grades, so that our current students can continue their studies in French. No French experience is required and there are no additional fees incurred by the families. The program also provides an excellent opportunity for academic enrichment catering to students that are pursuing such advancement.

Our program is run by an experienced, Alberta Education certified teacher, who is a native French speaker. French classes are taught each day. Not only are our students learning to speak, read, and write in French, but students will also learn the social studies and science curriculum in French. All other core subjects will continue to be taught in English.



TUNE AND CREATE PROGRAM

We are excited to see the success of our **Tune and Create** program with Tanbridge students. This STEM-based, hands-on workshop is designed for students in grades 6 to 9, offering a dynamic learning experience that integrates Science, Technology, Engineering, and Math.

The program not only focuses on meeting curricular outcomes but also emphasizes building a strong community through partnerships, knowledge sharing, altruism, and fostering an entrepreneurial spirit. By providing students with safe, hands-on exposure in a workshop setting, the program encourages the development of practical skills, particularly in mechanical systems.

We are proud to see how **Tune and Create** has enhanced the educational experience at Tanbridge Academy, giving students valuable skills and a deeper understanding of the real-world applications of STEM.

The Tune and Create (TAC) Program offers grade-specific courses designed to align with the Alberta Education Science Curriculum, providing students with a hands-on, project-based approach to learning.

Grade 6 TAC: Forces in Motion

In the Grade 6 TAC course, students explore the concepts of forces and motion through two exciting projects. The first project challenges students to apply Newton's Laws of Motion in the design and construction of CO₂ race cars. After building their cars, students race them in a dragster competition. The second project focuses on aerodynamics, as students design and build model airplanes to test which can fly the furthest distance.

Grade 7 TAC: Structures and Forces

The Grade 7 TAC course centers on the engineering principles of structures and forces. Students begin by designing and constructing towers using balsa wood, aiming to achieve the best strength-to-weight ratio. After their initial tower build, students learn how to optimize their design with a template and apply structural concepts learned in class to create their own, custom-built towers.

Grade 8 TAC: Bike Tuning and Rebuilding

Students will learn the mechanical skills necessary to complete a full overhaul of a donated bicycle. They will clean and repack the wheel, headset and bottom bracket bearings on the bikes. Brake and shifter cables will also be replaced. The bikes will then be donated back to local families in need. Students are taught all mechanical skills necessary to perform each task.

Grade 9 TAC: Creating own Skateboard

Students focus on matter and chemical change in grade 9, through skateboard deck lamination and graphic design. Basic woodworking skills such as gluing and pressing wood in a vacuum press, shaping using a rasp and file, as well as finishing work such as sanding and painting will be taught to students. Each student gets to take home a custom-designed skateboard deck upon completion of the class.

Safety and Tools

All TAC projects are designed to be completed using hand tools, with students receiving comprehensive safety training in the workspace before any hands-on work begins. Safety is always the top priority in the TAC program, ensuring a secure and engaging learning environment for all participants.

Tune and Create (TAC Program)





Remediation and Enrichment Support for Students

To support students who require academic assistance, we have hired additional staff to help **remediate learning gaps** in key areas such as reading, writing, and math. Some students benefit from one-on-one support or small group tutorials, which help address areas where they may be falling behind. Through our Individual Education Plans (IEPs) for all students in Grades 1 to 9, we are able to assess and identify where each student stands in terms of core academic skills. This allows us to tailor support for students who need remediation, while also providing opportunities for those who require **enrichment to excel** in their academic pursuits. We are proud to have students who are working above grade level in math, reading, and writing, and it is rewarding to know that our additional staff helps ensure every student, whether below or above grade level, receives the support they need to thrive.



ENGLISH AS A SECOND LANGUAGE PROGRAM

The Tanbridge English as a Second Language (ESL) program is designed to support beginner through advanced level English language learners. Students follow an individualized curriculum created according to their respective language levels and needs. Instruction is provided in both one-on-one and small group configurations. Practical thematic units are studied which aid students in acquiring vocabulary and functional language that is directly applicable to their daily lives. Examples include expressing one's emotions, discussing the weather, asking to borrow a friend's school supplies, talking about weekend plans, and ordering in a restaurant. Within these thematic units, students are assigned various tasks designed to strengthen their four language skill areas—speaking, listening, reading, and writing. Students work on role play tasks, presentations, listening comprehension activities, reading comprehension passages, reading fluency, workbooks, and written pieces. Through the program, students can also seek one-on-one assistance on their core subject work when needed.





COMMUNITY BONDING



“Orange Shirt” Day performance by our dancers.



Grade 2/3 Students Hosting Remembrance Day Assembly



Fundraising to help fight Childhood Cancer



Supporting Easton in battling brain cancer.

Celebrating Student Successes



Girl Power Group held after school

At the end of the school year, all our students from Kindergarten to Grade 9 are recognized with an award ceremony at the Cardel Theatre. The students are recognized with a personalized speech by their teachers and receive recognition for the accomplishments that they have earned through academics, athletics, and character. Parents are invited to this special evening to help celebrate the successes of their children. Performances by students and dancers are showcased for each celebration night.

Fall 2024 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Tanbridge Academy			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	96.1	91.3	92.5	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	97.2	87.1	88.6	79.4	80.3	80.9	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	75.0	94.1	94.1	68.5	66.2	66.2	Intermediate	Declined	Issue
	PAT6: Excellence	20.8	5.9	5.9	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	80.4	77.8	77.8	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	5.4	23.6	23.6	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	97.9	95.1	95.6	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.4	91.5	92.7	84.0	84.7	85.4	n/a	Improved Significantly	n/a
	Access to Supports and Services	97.3	91.2	91.9	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	95.1	92.8	93.0	79.5	79.1	78.9	Very High	Maintained	Excellent

Tanbridge Academy is very pleased in achieving “90% and above” in the categories of: Student Learning Engagement, Citizenship, Education Quality, Welcoming, Caring, Respectful and Safe Learning Environments, Students Having Access to Supports and Services and Parental Involvement. However, one area where we scored lower was the Provincial Achievement Tests. This lower performance can be attributed to the diverse range of learners we enroll, as well as the students who are exempt from writing the tests. Those exempt are assigned a mark of "zero," which significantly impacts our overall scores. Despite these challenges, we remain focused on supporting all students and continuing our efforts to improve in this area.

In the following pages we will be reporting on the domains of: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context.



Student Learning Engagement – Measure Details

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

	Tanbridge Academy										Province												
	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	75	91.2	110	93.6	153	91.3	169	96.1	n/a	Improved	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	5	*	17	100.0	22	93.9	22	98.5	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	62	82.3	81	80.9	107	79.9	119	89.9	n/a	Improved Significantly	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	13	100.0	12	100.0	24	100.0	28	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

We are extremely pleased with our achievement of high averages in the category of "student learning engagement," reflected in an impressive score of 89.9% from our students, 98.5 % from parents and 100% from teachers. This accomplishment highlights our commitment to ensuring that students are actively involved in their learning experience at Tanbridge. As our student population continues to grow, we remain dedicated to maintaining and strengthening this level of engagement, working hard to create an environment where every student feels motivated and connected to their learning journey. Some strategies that teachers will be incorporating are:

- Connecting learning concepts with real-life experiences (students from Kindergarten to Grade 9 have an opportunity to experience seven to ten field trips a year). We also have in-school field trips where students are given the opportunity to have hands-on experiences in their classroom.
- Going out to the community and connect with various resources (supporting our food banks and people in need, having students go grocery shopping to purchase food items for culinary classes, donating bicycles after our grade 7 to 9 students repair and tune them in our new "Tune and Create" program).

Academically in September, all our students from Grades 1- 9 are assessed formally on their reading fluency, reading comprehension, writing, and math skills. An Individual Education Plan is developed for each student based on their results. Short- and long-term objectives, as well as strategies, are created to ensure each student shows growth with their academic skills. For students who are above grade level with their reading, writing, and math skills, teachers monitor students at a higher grade level or provide an enrichment program. For students who are below grade level with their reading, writing, or math skills, teachers provide specific strategies to help them reach grade level or achieve their individual goals. This year we ensured that in addition to academic goals, students were also provided executive functioning goals (eg. Organization, self regulation, social skills and time managements goals).

In addition to our assessments, our Kindergarten to Grade 3 students are assessed on their literacy and numeracy skills. Each child is tested using the "LeNS, CC3 and Numeracy Assessments". The Grade 3 students also complete the Student Learning Assessment in early October. The classroom teacher shares the results with the parents and creates specific goals to help students with their reading and math skills. Students that are targeted "at risk" are provided one-on-one support or small group instruction to decrease their learning gap in reading or math.

We communicate with our parents on a regular basis regarding their child's academic performance. Each school year, parents receive five report cards and three reporting periods on their child's Individualized Education Plan regarding their child's academic and social progress. Parents have an opportunity to meet with the teachers formally five times a year to discuss their child's education. The Principal or Vice-Principal of the school contact parents through e-mail, phone calls, or meetings to see if parents have any questions or concerns regarding their child's education program.

Student Learning Engagement

The Administration Team (Principal and Vice Principals) meet with each teacher on a bi-monthly basis to discuss student and academic progress. This provides an opportunity to collaborate and improve our processes at Tanbridge Academy. It also creates open communication so that we can support students with achieving academic and social success.

Tanbridge Academy will continue to set high standards for teachers and students to maintain a strong focus on reading comprehension, reading fluency, writing, and math skills. The Principal and Vice-Principal review all Individual Education Plans and student report cards to provide strategies, if necessary, to ensure students are meeting their academic goals.

Our annual calendar and daily schedules allow for our students to receive well above the number of academic hours required by Alberta Education. Our Kindergarten students are in five full days of school. Kindergarten students receive 1089 hours of instruction. The minimum hours that are required by Alberta Education is 475 hours for Kindergarten students.

Our Grade 1- 9 students receive 1131 hours of instruction and the minimum hours required by Alberta Education is 950 hours. Students are provided more instruction, practice, and individual attention throughout the school year. Additional tutorials are provided to students who require extra review, practice, or support with consolidating concepts. This is provided to students before, during, and after school hours.

A parent survey is conducted by the Tanbridge Academy Board Committee on a yearly basis. The results are shared with the Tanbridge staff, parents, and Tanbridge Board members. The focus of the survey is to gather information on: student satisfaction of our academic and sports program, quality of education, quality of teaching, student access to programs, and services to receive support with school work, if are students taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime, and if teachers set high expectations for student learning. Our 2023/2024 results indicated that 98.5% of the parents are very pleased with their child's academic and sport programming, and the high support they receive from the teachers.

In May, students from Grades 4 to 9 participate in our Entrepreneur Fair. The goal of this fair is to teach students how to operate their own business, design and create their own product, and market and sell it to the families and friends of Tanbridge Academy. This process teaches students how to financially plan and budget for success. Students learn from their product sales on whether they are able to make a profit or experience a negative loss. The Entrepreneur Fair also provides an opportunity for students to learn the skills of communication and persuasion, as students must convince customers to purchase their items.

Students from Grades 4 to 9 complete a monthly self-evaluation based on our Tanbridge Pillars (pillars of being tolerant, ambitious, noble, balanced, respectful, inspiring, diligent, generous, and enthusiastic). The students rate themselves on how they showcase the pillars within and outside of the school. Once the students complete their evaluations, the homeroom teachers would conference with each student (based on the pillars) and a score is given. Homeroom teachers create monthly goals for students on what they can work on.

Each month, students from Grades 4-9 have the opportunity to evaluate one another by completing a leadership checklist. They evaluate how all the students in Grades 4-9 demonstrate the Tanbridge Pillars. The evaluations provide teachers and administrators feedback on whether students are adhering to the Tanbridge Pillars throughout the school day. This evaluation is completed anonymously, and students are held accountable by their peers.



Student Learning Engagement

Year-End Awards

Titan Award

Student must:

- Achieve a minimum average of 80% on three report cards in the “Factors Contributing to School Success” rubric
- Model the *Pillars of Tanbridge* at school and in the community
- Show leadership qualities at school and in the community
- Achieve personal best in their academics
- Be nominated by teachers

Honour Roll

Students achieving an overall average of 80% or above in core subjects.

Honour Roll with Distinction

Students achieving an overall average of 90% or above in core subjects.

Subject Excellence

Student achieved a grade of 85% or above in an individual core subject.

Subject Improvement

Recognizes the achievement and growth a student has made throughout the school year. Awarded when a student has achieved continual academic improvement each term in their core subjects.

Excellence in Complementary Courses

Students from each division are recognized for achievements in various areas:

Digital Media, Leadership, Speech and Debate, Spanish, Outdoor Education and Physical Education

Athlete of the Year

Student must:

- participate in more than one sport
- Possess athletic ability
- Display “sportsmanlike” conduct
- Be respectful and be a strong leader for his/her team
- Be in good standing with good school behaviour

Year End Recognition

At the end of the school year, we celebrate all the accomplishments with an award ceremony (held at Cardel Theatre). Each homeroom teacher would write a personalized speech for each student focussing on areas of accomplishment and character, as well as each student’s special interests. Students walk across the stage and their individualized speech is presented. Parents and extended family are invited to celebrate their child’s efforts and accomplishments.

We will continue to provide a strong academic and sports program to ensure students are excited and motivated. Teachers and administration will continue to build quality relationships with students and parents by ensuring strong communication, clear expectations, and a caring and safe environment. We welcome parents to communicate with the teachers on a regular basis by setting up after school or before school meetings or by a phone call.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Tanbridge Academy										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	84	94.5	75	92.8	110	90.1	153	87.1	169	97.2	Very High	Improved Significantly	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	18	95.6	5	*	17	91.8	22	90.9	22	99.1	Very High	Improved	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	54	91.4	62	85.6	81	85.2	107	77.0	119	92.6	Very High	Improved Significantly	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	12	96.6	13	100.0	12	93.3	24	93.3	28	100.0	Very High	Improved	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

We are extremely pleased to see the significant increase in scores for each category. We will continue to work on achieving high standards in the citizenship category. We will be adding new goals and strategies to strengthen our student scores. At a Professional Development meeting with teachers and staff, some goals we will be working on are:

- Providing our students an opportunity to showcase leadership skills. Our older students from grades six to nine will be running a winter and spring carnival.
- We will be creating house leagues where our older students will be working with younger students to compete and participate in sport activities or Stem activities.
- Providing opportunities for our students to support charity organizations – Mustard Seed, Joggin for Noggin run, performances at Children’s Hospital, and visiting Senior Citizen Homes.

All our students from Kindergarten to Grade 9 participate in a leadership class each week. Students learn lifelong skills and values that will help develop their character and well-being. Topics that have been a focus in our leadership classes are: building strong communication skills, dealing with conflict, identifying character traits, relationship building, enhancing empathy and gratitude, building on resiliency skills during life challenges and learning mindfulness strategies. Our younger students are empowered with skills and strategies to help them build friendships, deal with emotions, and learn social skills.

Throughout the school year, students are involved in activities to help support the community. Our students are taught to giving back to the community through charity work, cleaning of litter in the community, dance, and musical performances for Senior Citizens and supporting the Veterans through food and money donation.

We will continue to strengthen the leadership program through professional development, as well as parent and student feedback.

In addition to our leadership program, students Grades 7 to 9 have the opportunity to be a part of Student Council. Our Student Council is tasked with creating and running school spirit events, charity initiatives, and community involvement. This program allows those students who are interested with exposure to further leadership opportunities, representing and being active in their school community.

We are very fortunate to have a strong team that works at Tanbridge Academy. Their passion, commitment, and dedication to the students and each other truly make a difference in our community. It is wonderful to see how each team contributes to creating a welcoming and positive environment for students and colleagues alike. We are very proud of the Tanbridge Academy Team!



Provincial Achievement Test Results – Measure Details

Grade 6 PAT Results By Number Enrolled Measure History													
	Tanbridge Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	17	17	24	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	76.5	94.1	75.0	Intermediate	Declined	Issue	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	11.8	5.9	20.8	High	Improved	Good	n/a	n/a	20.1	18.0	19.8

Grade 9 PAT Results By Number Enrolled Measure History													
	Tanbridge Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	9	18	14	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	94.4	77.8	80.4	High	Maintained	Good	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	33.3	23.6	5.4	Very Low	Declined	Concern	n/a	n/a	16.8	15.5	15.4

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Tanbridge Academy						Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	24	79.2	17	82.4	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Maintained	Excellent	24	37.5	17	23.5	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Intermediate	Declined	Issue	24	75.0	17	94.1	60,804	68.5	57,655	66.2
	Standard of Excellence	High	Improved	Good	24	20.8	17	5.9	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	High	Maintained	Good	14	85.7	18	83.3	59,096	69.5	56,255	71.4
	Standard of Excellence	Low	Maintained	Issue	14	7.1	18	11.1	59,096	11.8	56,255	13.4
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	14	64.3	18	72.2	58,577	52.7	55,447	54.4
	Standard of Excellence	Very Low	Declined	Concern	14	0.0	18	16.7	58,577	14.0	55,447	13.5
Science 9	Acceptable Standard	Very High	Improved	Excellent	14	92.9	18	72.2	59,072	67.6	56,311	66.3
	Standard of Excellence	Intermediate	Declined	Issue	14	7.1	18	33.3	59,072	20.8	56,311	20.1
Social Studies 9	Acceptable Standard	High	Maintained	Good	14	78.6	18	83.3	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	Declined	Concern	14	7.1	18	33.3	59,125	15.8	56,309	15.9

Our results for Provincial Achievement Tests are inconsistent from year to year. We would like to note that these scores may fluctuate due to the diverse range of student learning profiles we support at Tanbridge Academy. We remain committed to individualized learning and providing the necessary resources to help all students succeed at their own pace and level. We look forward to continued growth and achievement as we adapt our educational approach to meet the needs of each learner.

At Tanbridge Academy, we take pride in welcoming students with a diverse range of learning profiles and needs into our community. Rather than using traditional admission testing, we offer trial days for students to experience our program firsthand. This approach allows both the students and our school to assess whether Tanbridge Academy is the right fit for their learning style and educational goals. Our focus remains on ensuring that all students feel successful—academically, athletically, and socially.

We are committed to providing a supportive and inclusive environment where each student can thrive and grow in every aspect of their development.

We look forward to continuing to foster a community where every student feels valued and empowered to reach their full potential.

At Tanbridge Academy, we are committed to ensuring that all students develop strong foundational skills in reading, writing, and math. For our students from Kindergarten to Grade 3, we administer the LeNS (Literacy and Numeracy Screening), CC3 (Classroom Connections 3), and Numeracy assessments. These tools help us gauge whether students are meeting grade-level expectations in decoding and math skills.

The results of these assessments allow us to identify students who may be “at risk” or performing below their grade level in these key areas. To support these students, we have three dedicated Education Assistants and a part-time teacher who provide targeted assistance. Through small group instruction and one-on-one tutorials, we are able to offer tailored support to students who need additional help in reading, writing, or math.

We are committed to giving all students the resources and encouragement they need to succeed, and we will continue to work closely with families to ensure their child’s academic growth and success.

At Tanbridge Academy, we take pride in supporting a diverse range of students, each with unique learning profiles. This year, a few students were exempted from writing the Provincial Achievement Tests (PATs). Students who are exempted receive a score of zero, which affects the overall average scores for our school. While this has slightly lowered our averages, it is important to note that students with various learning needs, including those who were exempt, contribute to these results.

Despite this, Tanbridge students have consistently outperformed the provincial averages in achieving "acceptable" standards. Our goal moving forward remains to increase the number of students who reach the "excellence" category in all Provincial Achievement Tests, and we are committed to continuously improving these outcomes.

To support this goal, professional development sessions will be held to analyze last year’s PAT results. As a team, we will examine the data and brainstorm strategies to strengthen our students’ understanding of key concepts and improve their performance on future tests.

Additionally, we provide extra academic support to First Nations students who require assistance. These students have access to small group or one-on-one support from our Education Assistant and Support Teachers. All students are assessed at the beginning of the year on their reading, writing, and math skills. Those who require remediation or program modification are identified, and individualized goals are set through their report cards and Individual Education Plans (IEPs).

This year, we also had several ESL (English as a Second Language) students coded as 301/303 who participated in the Provincial Achievement Tests. We are committed to supporting these students in their language acquisition and academic development, ensuring they have the resources they need to succeed.

We are focused on providing personalized support to every student, and we remain dedicated to helping all learners meet and exceed their potential.



Early Years Literacy and Numeracy Assessments

Below is a summary of the grade one to three literacy and numeracy results.

The assessments used to determine students results were:

Math – Numeracy Testing provided by Alberta Education

Literacy – LeNS and CC3 testing provided by Alberta Education

Grade Level	# of students assessed at the beginning of the year	# of students identified as being at risk at the beginning of the school year	Total number of students identified as being at risk at the end of the school year	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the administration of the final assessments for at risk students	Summary of support strategies used for students identified as being at risk
Grade 1	22 students	Literacy = 11 Numeracy = 4	Literacy = 8 Numeracy = 2	Literacy = 8 Numeracy = 6	Literacy = 6 Numeracy = 4	-Evan-Moor -PM Benchmark -Jump Math -IXL -UFLI Literacy
Grade 2	24 students	Literacy = 6 Numeracy = 3	Literacy = 4 Numeracy = 1	Literacy = 12 Numeracy = 12	Literacy = 8 Numeracy = 6	-Evan-Moor -PM Benchmark -Jump Math -IXL -UFLI Literacy
Grade 3	25 students	Literacy = 5 Numeracy = 2	Literacy = 4 Numeracy = 2	Literacy = 8 Numeracy = 8	Literacy = 6 Numeracy = 6	-Evan-Moor -PM Benchmark -Stars and Cars Program -Reading Fluency (AIMS program) -Read Theory -Epic -Jump Math -IXL -UFLI Literacy

Education Quality – Measure Details

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

	Tanbridge Academy										Province												
	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	84	97.3	75	98.0	110	96.0	153	95.1	169	97.9	Very High	Improved	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	18	97.2	5	*	17	93.1	22	93.9	22	97.7	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	54	96.0	62	96.0	80	94.8	107	92.9	119	96.5	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	12	98.6	13	100.0	13	100.0	24	98.6	28	99.4	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

We are very pleased with scoring high in the quality of basic education that we are providing to our students.

A parent survey is conducted by the Tanbridge Academy Board Committee on a yearly basis. The results are shared with the Tanbridge staff, parents, and Tanbridge Board members. The focus of the survey is to gather information on: student satisfaction of our academic and sports program, quality of education, quality of teaching, student access to programs, and services to receive support with school work, if students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime, and do teachers set high expectations for student learning.

We received responses from 68% of the parents.

Tanbridge Academy survey questions pertaining to quality of education for 2023/2024:

Parents were asked to what extent does your child enjoy going to Tanbridge Academy.
90.4% of parents stated that their children enjoy going to Tanbridge Academy.

How satisfied are you with the quality of teaching your child is receiving at Tanbridge Academy?

90% of the parents stated they are satisfied with the quality of teaching their children are receiving.

Comments made from parents were:

- Wonderful teachers. Committed, creative and thoughtful.
- I love Tanbridge, the teachers have provided life changing support for my kids.
- Excellent calibre of teachers at Tanbridge, always communicating what is going on academically.
- Love how teachers are encouraging, we can see the changes in my son's emotional intelligence, creativity, and intellect over the course of the year.
- My child loves to learn and we love how open and inviting the teachers are, a wonderful learning environment.
- Truly appreciate the weekly e-mails and the communication as needed, keep it up.
- We appreciate the feedback provided through direct messaging, emails that keeps us up to speed and helps us to align with the teachers and the goals they have for our kids both from

an educational and emotional point of view. It is evident they care for the kids and want to see them continue to grow.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	Tanbridge Academy										Province												
	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	75	95.2	110	93.8	153	91.5	169	98.4	n/a	Improved Significantly	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	5	*	17	93.9	22	94.3	22	100.0	n/a	Improved	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	62	90.4	81	91.2	107	83.4	119	95.2	n/a	Improved Significantly	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	13	100.0	12	96.4	24	97.0	28	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

At Tanbridge Academy, we work hard to ensure we provide a welcoming, caring, respectful, and safe learning environment to all our students. All our students are taught the Tanbridge Pillars of being: Tolerant, Ambitious, Noble, Balanced, Respectful, Inspiring, Diligent, Generous and Enthusiastic. Students from Kindergarten to Grade 9 participate in a leadership class that focuses on citizenship, character development, entrepreneurship, social skills, communication skills, and emotional wellness. We have created buddy classes that allow our older students to work with our younger students on school activities, reading to one another, and for our older students to enhance their leadership skills.

We will continue to work hard in fostering citizenship, entrepreneurship, and character development with our students. We will bring in outside speakers to create discussions, build workshops, and activities to build citizenship and leadership characteristics. This school year we have designated a qualified teacher that has been at Tanbridge Academy for close to ten years to teach the Leadership class to students from Kindergarten to Grade 9.

Topic areas the program focuses on are:

- Peer Dynamics (eg. friendships/boundaries/bullying/communication skills)
- Awareness of cultural issues (eg. Prejudice/inequalities)
- Mental Health (eg. Anxiety/depression/trauma)

Goals that we as a school will continue to focus on are:

- developing responsibility, accountability self-esteem, initiative, creativity, leadership, independence, and school pride
- building resiliency when students face adversity in their lives



- participating in and managing altruistic activities
- developing positive school/community relationships and peer relationships. On a monthly basis all our students will continue to reflect and evaluate themselves and their peers on our Tanbridge Pillars of being tolerant, ambitious, noble, balanced, respectful, inspiring, diligent, generous, and enthusiastic. Teachers also provide monthly feedback to students to help them develop characteristics of active citizenship.
- Through our research we have learned that differentiating instruction and activities for students also fosters a growth mindset. Subject teachers have been collaborating on various ways to ensure that all learners in the class are supported in the right ways. We are also hosting two parent nights this year where parents will learn about what we are doing at school to build this community and how they can support us at home.

All our students and teachers take pride in welcoming First Nations, Metis, and Inuit people of Canada by ensuring various class lessons include activities and performances that recognize the culture and history of our First Nations, Metis, and Inuit communities. Our teachers incorporate novel studies, create artwork pieces, field trips to museums to have our students have an understanding and awareness of their history and the contributions they have made to the world.

First Nations and Metis students who require extra support for their academics are able to access small group or one-on-one support from our Education Assistant or Support Teachers. We assess all our students at the beginning of the year on their reading, writing and math skills. Students who require remediation or program modification are identified and goals are set in their report card and Individual Education Plans.

Tanbridge Academy is a place for all ethnic groups of people who strive to better themselves and the world. The school community involves people from various countries, cultures, and religious backgrounds. We want all our First Nations, Metis, and Inuit communities to feel equally important and valued within our school community. At our assemblies, Christmas Concerts and Year-end Award Ceremonies, we have a student that states the Land Acknowledgement Treaty.

Tanbridge will continue to encourage each student to take pride in their own culture and belief system and to respect the cultures and beliefs of others. These skills and principles are taught and discussed in our academic programming. Speakers from outside the school are welcomed to present to our students the various cultures, history, languages, and contributions of various groups of peoples.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Tanbridge Academy										Province												
	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	75	94.6	110	92.7	153	91.2	169	97.3	n/a	Improved Significantly	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	5	*	17	95.1	22	88.7	22	99.1	n/a	Improved	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	62	89.2	81	89.9	107	87.4	119	94.3	n/a	Improved	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	13	100.0	12	93.2	24	97.4	28	98.6	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

It is wonderful to see how our overall score has increased significantly. We continue to intentionally keep our class sizes small. Our maximum class size for the Kindergarten classes is set at sixteen students and our maximum class size for Grades One to Nine is at eighteen students. This school year, we continued to access support from Expanding Capacity and Learner Supports (ECLS). This is an AISCA grant-funded project sponsored by Alberta Education that operates as a partnership between Independent Schools, Private ECS Operators, and the AISCA service providers (i.e., Providence Child Development Society and Renfrew Educational Services). The goal is to expand the capacity of the school/ECS through consultation, capacity building, and some direct services, in Speech Language, Occupational Therapy, Physical Therapy, and Mental Health. In

addition, we have a private Speech Pathologist and Occupational Therapist that provide support to our students from Kindergarten to grade grade 9. For our older students, we have our Occupational and Physical Therapist provide training and sessions to our teachers to work with students that require extra support in class or in small groups. Students that require more specialized support receive private support.

Parental Involvement – Measure Details

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

	Tanbridge Academy										Province												
	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	30	92.2	13	100.0	29	93.2	47	92.8	50	95.1	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	18	87.8	5	*	17	91.6	23	90.8	22	91.7	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	12	96.7	13	100.0	12	94.7	24	94.7	28	98.6	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

We are extremely pleased to consistently score high with parental involvement. Our parent population are well informed of their child's/children education. We have five reporting periods to inform parents on how their child/children are performing in their academics, sports, socially and emotionally. In addition, every Friday teachers would e-mail parents to provide an update on homework assignments, concepts that are covered in class and upcoming events.

A question that was asked regarding parental involvement on the Tanbridge's Parent survey was:

Do you receive regular communication from your child's homeroom teacher?

93% of our parent stated that they received regular communication from their homeroom teacher.

Parents have the opportunity to meet the teachers five times a year to review their child's academic, social, emotional wellbeing, and athletic skills. Parents are given the option of meeting face-to-face, online, or phone call meetings. The Individual Education Plan is a working document where parents and teachers set specific academic goals for students.

We have a Tanbridge Academy Parent Association Board that meets monthly to discuss school events, fund-raising for the school (purchasing of technology, school bus, sports equipment, and discuss ways to involve the school community. We are very pleased with the time, effort and work the parent board provides to the school.

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Tanbridge Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Drop Out Rate	*	0.0	5.0	2.5	2.5	2.4	*	*	*
In-Service Jurisdiction Needs	100.0	94.3	97.1	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	94.6	94.0	92.7	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	95.5	90.3	90.7	82.8	82.9	82.9	Very High	Improved	Excellent
Program of Studies - At Risk Students	96.8	91.1	92.2	80.6	81.2	81.5	Very High	Improved	Excellent
Safe and Caring	98.8	94.0	95.1	87.1	87.5	88.1	Very High	Improved	Excellent
Satisfaction with Program Access	89.5	77.1	79.9	71.9	72.9	72.7	Very High	Improved Significantly	Excellent
School Improvement	93.9	87.7	90.9	75.8	75.2	74.7	Very High	Maintained	Excellent
Work Preparation	100.0	97.8	97.4	82.8	83.1	84.0	Very High	Improved	Excellent

We are extremely pleased with the high scores pertaining to program of studies, life-long learning, safe and caring environment, school improvement, and work preparation for our students. To see an increase in each category represents how solid we are with meeting the needs of our students. We will respond to each category in more detail below.

Drop Out Rate - Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Tanbridge Academy										Province												
	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	5	*	5	*	10	10.0	11	0.0	5	*	*	*	*	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	1	*	n/a	n/a	n/a	n/a	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

We have no concerns with our drop-out rate. Our program goes up to Grade 9 with all students completing up to this level of education prior to high school. Previous year scores monitored students that moved to another province or to United States for high school. We had several students that pursued their sports outside of Alberta after completing their grade 9 school year at Tanbridge Academy. This is the reason for the higher drop-out rate score in 2021.

In-Service Jurisdiction Needs- Measure Details

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.

	Tanbridge Academy										Province												
	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	12	100.0	13	91.9	12	100.0	24	94.3	26	100.0	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	12	100.0	13	91.9	12	100.0	24	94.3	26	100.0	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

It is exciting to see the teaching team grow each school year at Tanbridge. Currently we have twenty eight teachers, three education assistants, a social worker and six administrator staff as part of the Tanbridge Team. The Tanbridge Staff return to school mid-August for Professional Development training. Our sessions are based on student and staff needs. Areas of topic that are covered every August are: review of student files, creating the school schedule and classroom timetables, review of assessments – provincial and formal assessments at the beginning of the school year, Alberta curriculum outcomes, student recognition, communicating with parents before school starts, parent orientation, setting up of Individual Education Plans and Report Cards, and updating of the student and parent handbook. We welcome our Tanbridge Staff to enrol in professional development that they find pertinent to their teaching or to help support students learning, social or emotional well-being. We have had teachers partake in literacy, math and leadership professional development.

The school administrators meet with each teacher bi-monthly. This provides an opportunity for the teachers to share what is occurring in their classrooms. Teachers would share: what is going well in the classroom, parent or student concerns, and any instructional, curriculum or material support they require. Teachers find these meetings meaningful as this allows them to voice any concerns they may have or showcase areas that are going well. The school principal and vice principals strive to support the teaching staff and to ensure they have a pulse of what is occurring in the classrooms.

Each teacher develops a teacher growth plan. The school administrators would review the growth plans, set up one-on-one discussions with each teacher on their goals and provide support where needed. Throughout the school year, the school administrators will meet with the teachers to see if they have achieved their short term and long-term goals.

We have weekly staff meetings to discuss any school concerns that may arise, inform staff of upcoming events and to plan school wide activities. Creating school events plays a significant role



at Tanbridge as this brings the school community together. Events that are a Tanbridge tradition are Winter Concerts, Halloween activities, Dress-up Days, Charity Events, Monthly Assemblies, Entrepreneur Fairs, and Recognition Evenings in June.

The school administrators go into each classroom three times a year to provide formal feedback to teachers. The administrators provide specific feedback on the teacher's teaching methods, alignment of Alberta curriculum, classroom discipline and how each student is supported academically, emotionally, and socially. Feedback is given to each teacher after each observation to help support teachers on their instruction, classroom management, and program of studies.

At the end of April, the school administrators meet with each teacher to complete a formal evaluation. The topics covered on the evaluation are: teacher preparedness, quality of instructional delivery, attendance at scheduled staff meetings, professionalism of Individual Education Plans/Progress report cards, relationship with parents, relationship with students, relationship with colleagues, standard of supervision, contributions to positive school climate, absenteeism, teacher growth plan and classroom environment. Teachers are given specific feedback on each topic. The formal evaluation allows the school administrators to provide the teacher positive feedback and to help set goals if an area requires more attention.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Tanbridge Academy										Province												
	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	29	87.5	13	100.0	29	91.3	43	94.0	48	94.6	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	17	75.0	5	*	17	82.6	20	91.7	21	89.3	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	12	100.0	13	100.0	12	100.0	23	96.4	27	100.0	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

We are very pleased to have our teachers and parents indicate that students are demonstrating the knowledge, skills, and attitudes necessary for lifelong learning. As stated previously, with having a Leadership program that incorporates life skills, communication skills and character building our students are able to apply these skills as they navigate through their school years and into adulthood.



Program of Studies – Measure Details

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.

Tanbridge Academy										Measure Evaluation			Province									
2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
56	88.4	46	92.3	66	91.2	96	90.3	98	95.5	Very High	Improved	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
18	81.3	5	*	17	92.4	22	96.2	22	90.8	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
26	84.0	33	86.5	37	86.3	50	78.0	48	96.6	Very High	Improved Significantly	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
12	100.0	13	98.0	12	94.7	24	96.7	28	99.1	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

As our student population continues to grow, Tanbridge places effort in strengthening or adding new programs for our students. To ensure we provide students a broader program of studies we have added a few new programs this school year. This school year we added a “Recreation For Life” program. Students will participate in various activities that will teach skills and support a love for recreation and active living. Activities in the Recreation for Life program could include swimming, yoga, cross country skiing, soccer, hockey, hip hop dance, kickboxing, hiking, snowshoeing, martial arts and more.

A second program that we added last school year was the “Tune and Create”. The Tune and Create Program (TAC) creates grade specific courses tailored to meet the Alberta Education Science Curriculum with a hands-on approach.

Our grade 6 TAC course focuses on creating various projects, structured around forces. Students begin by creating C02 Race cars, in which students apply Newtons Laws of Motion towards the design of their cars. Students build their C02 cars then race against one another in a dragster race. Following this initial project, students then create model airplanes which are constructed and flown to test furthest distance.

Our grade 7 TAC unit focuses on structures and forces, in which students design and create balsa wood towers. They focus on building structures with balsa wood sticks, aiming to achieve the best strength-to-weight ratios in their class. Students begin by building towers followed by a template to best construct a tower. Once student have completed their first tower build, they are then instructed to create their own towers in which they apply structural concepts towards their design learned in class.

This STEM program allows the students to learn the mechanical skills necessary to complete a full overhaul of a donated bicycle. They will clean and repack the wheel, headset and bottom bracket bearings on the bikes. Brake and shifter cables will also replaced. The bikes will then be donated back to local families in need. Students are taught all mechanical skills necessary



to perform each task. The program also focuses on matter and chemical change through skateboard deck lamination and graphic design. Basic woodworking skills such as gluing and pressing wood in a vacuum press, shaping using a rasp and file, as well as finishing work such as sanding and painting is taught to students. Each student gets to take home a custom-designed skateboard deck upon completion of the class.

All Tune and Create (TAC) projects require only the use of hand tools and students are instructed on safety in the workspace before work is conducted. Attention to safety is always the top priority in TAC.

This school year we have continued with our hybrid French Immersion Program. We have over fifty five students who are participating in the program. The program is to have students become fluent in verbal and written French. The French teacher will deliver the science curriculum in French. Language arts, social and math classes will be taught in English for the students. In subsequent years, the partial French program will be offered in the next grades so our current students enrolled in this program will be able to continue their studies in science, in the French language. We are excited to add these additional programs as they will enhance and broaden our students' life and academic skills.

Complementary courses offered to our students are: Leadership, Art, Digital Media, Culinary Arts, Financial Literacy, Performing Arts – Dance/Music, Parks and Recreation activities, Strength and Conditioning, and Spanish. Our students from Grades 5-9 are given the opportunity to enhance life skills where students learn to cook various meals.

Our Spanish Program provides an opportunity for our students to learn a second language. Students from Grades 2 to 9 are taught vocabulary, conversational expressions, and written skills in Spanish. In Digital Media students focus on coding, robotics, typing skills, and learning computer programs (Excel, Google, PowerPoint).

Our elementary students from Kindergarten to Grade 6 develop music, dance and theatrical skills with our talented Music and Drama teacher.

Daily physical activity plays a significant role. Students from Kindergarten to Grade 3 are exposed to a variety of sports. Students partake in a new sport every four to six weeks. Last year, students got to experience sports and activities such as martial arts, skating, swimming, roller blading, racquet sports, and yoga. Students in Grades 4-9 have the option to select a sport of their choice. They focus on this sport three times a week with a professional coach. The sport options are as follows: hockey, dance, equestrian, basketball or soccer.

Overall, our Sports Program develops and enhances students' game playing, sportsmanship, teamwork, and skill development. In addition, we find students more engaged and attentive with their academic studies after having completed their sport activity.



Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Tanbridge Academy										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	84	97.7	75	94.6	110	93.3	153	91.1	169	96.8	Very High	Improved	Excellent	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	18	98.1	5	*	17	95.7	22	88.7	22	98.4	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	54	95.1	62	89.2	81	89.9	107	87.4	119	94.3	Very High	Improved	Excellent	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	12	100.0	13	100.0	12	94.3	24	97.1	28	97.6	Very High	Maintained	Excellent	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

We are very proud of our Tanbridge Team. Our staff have been solid in providing extra care and support to students that are at risk or that requires extra support academically, socially or emotionally. This school year we hired a Social Worker to meet with students one-on-one or in small group setting to work on various topics: conflict, big emotions, relationships, self-regulation and social skills.

With the maximum class size of sixteen (Kindergarten) to eighteen students (Grades 1 to 9), students have the opportunity to meet with their teachers or school administrators if they required extra support in their academics or emotional well-being. We have hired three Education Assistants that support one-on-one or small group teaching to students that were below grade level with their academics or required emotional support with connecting with their peers. This school year we hired an additional Education Assistant to provide students that require enrichment with their academics. Our goal is to ensure all our students reach their full potential in their academics.

Some of the strategies that our teachers and Education Assistants implement are:

- Differentiated Instruction:** Adapt lessons to include more complex tasks for advanced learners or remediate students that require extra support with their reading, writing or math.
- Thematic Units:** Create interdisciplinary units that allow students to explore topics in depth. This encourages exploration and application of knowledge across different subjects, promoting a deeper understanding.
- Flexible Grouping:** Organize students into groups based on interests and abilities. This allows for meeting the needs of students' learning and skill level.
- Access to Technology Programs:** Students from grades 1 to 9 use Yeti and IXL programs to help students extend or practice skills they have been taught.
- Extracurricular Activities:** Promote clubs and activities that align with students' passions, such as year-book club, spirit club, book club and wellness group. These settings can foster skills in a more relaxed and enjoyable environment.

6. **Regular Assessment and Feedback:** Continuously assess students' progress and provide constructive feedback. This helps identify areas for further support or enrichment and ensures students remain engaged.
7. **Create a Supportive Environment:** Foster a classroom culture that values curiosity, creativity, and risk-taking. Encourage students to ask questions and pursue their interests without fear of failure.

By implementing these strategies, we can create a rich learning environment that supports and challenges and engages all students, allowing them to thrive academically and personally.

Safe and Caring – Measure Details

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.

	Tanbridge Academy										Province												
	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	84	96.7	75	96.3	110	96.2	153	94.0	169	98.8	Very High	Improved	Excellent	264,204	89.4	230,987	90.5	249,835	88.8	257,278	87.5	265,150	87.1
Parent	18	96.7	5	*	17	96.3	22	95.4	22	100.0	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	54	93.4	62	92.6	81	94.0	107	88.3	119	96.4	Very High	Improved	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	12	100.0	13	100.0	12	98.3	24	98.3	28	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

We are very pleased with our increased results. We will continue to ensure that we provide a safe and caring environment for our students and staff. Strong communication with our students, parents, and staff have created a strong community at Tanbridge Academy. Our teachers from grades four to nine meet with each student monthly to receive feedback on how they are feeling with their education, their social and emotional needs.

Satisfaction with Program Access – Measure Details

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

	Tanbridge Academy										Province												
	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	83	88.7	72	86.9	106	82.7	151	77.1	166	89.5	Very High	Improved Significantly	Excellent	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	18	81.4	4	*	16	80.4	21	76.2	21	82.1	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	53	86.4	61	82.4	79	82.6	107	73.3	118	92.4	Very High	Improved Significantly	Excellent	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	12	98.3	11	91.5	11	85.2	23	81.8	27	94.0	Very High	Improved	Excellent	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

We are extremely pleased to see an increase in our results. Last school year, we brought on an Occupational Therapist, Speech Pathologist and Psychologist to help the various needs of our students. We also have ECLS (Expanding Capacity and Learner Supports) funded by the Association of Independent Schools and Colleges in Alberta (AISCA) that are providing support to our teachers. They have met with teachers to provide them strategies to work with students that require extra support with speech, self regulation and fine motor skills.

In addition, some of our teachers have participated in reading, math and writing workshops to strengthen their teaching and curriculum outcomes. We allocate funds to allow our Tanbridge Staff to enroll in professional development that they find would be beneficial for the students, school, and themselves.

School Improvement – Measure Details

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.

Tanbridge Academy										Province												
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	%
84	92.3	72	98.5	106	94.0	145	87.7	165	93.9	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
18	83.3	5	*	17	94.1	20	90.0	21	90.5	Very High	Maintained	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
54	93.5	62	96.9	81	88.0	107	84.1	118	95.0	Very High	Improved Significantly	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
12	100.0	10	100.0	8	100.0	18	88.9	26	96.2	Very High	Maintained	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

We will continue to work hard to ensure our academic and sport programs maintain high standards. From reviewing the above results, we are very pleased to achieve scores that are above the 90% zone.

The Administrator Team calls each parent once a year to obtain feedback regarding their child's programming. We receive feedback from parents on students' academics, engagement in class, social wellbeing, and teaching quality. Parents are invited and encouraged to communicate with teachers through e-mail, face-to-face meetings, or phone conversations if there are any questions or concerns.

Parents, teachers and students also have an opportunity to complete two surveys a year to provide feedback on programming, student learning and learning environment.

Work Preparation – Measure Details

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.

	Tanbridge Academy										Province												
	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	13	100.0	29	97.1	43	97.8	46	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	16	100.0	5	*	17	94.1	20	100.0	19	100.0	Very High	Maintained	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	12	100.0	13	100.0	12	100.0	23	95.7	27	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



To achieve 100% from Parents and Teachers in work preparation for our students is a great accomplishment. We will continue to teach students attitudes and behaviors to have them become successful when they finish their program at Tanbridge.

Our students are taught many life skills at Tanbridge Academy through the leadership program, culinary arts program, and digital media classes. All our students from Kindergarten to Grade 9 participate in a leadership class each week. Students learn lifelong skills and values that will help develop their character and well-being. Topics that have been a focus in our leadership classes are: building strong communication skills, dealing with conflict, identifying character traits, relationship building, enhancing empathy and gratitude, building on resiliency skills during life challenges and learning mindfulness strategies. Our younger students are empowered with skills and strategies to help them build friendships, deal with emotions, and learn social skills.

In May, students from Grades 4 to 9 participate in our Entrepreneur Fair. The goal of this fair is to teach students how to operate their own business, design and create their own product, and market and sell it to the families and friends of Tanbridge Academy. This process teaches students how to financially plan, and budget for success. Students learn from their product sales on whether they are able to make a profit or experience a negative loss. The Entrepreneur Fair also provides an opportunity for students to learn the skills of communication and persuasion, as students must convince customers to purchase their items.

Our students from Grades Three to Five are taught responsibility skills by looking after an egg for a week. Students are provided journal questions to reflect on the experience of taking care of an egg.

Our goal at Tanbridge Academy is to create a balanced student with a focus on academics, character development and sports. Some key elements to help our students achieve this balance are:

- Ensure a comprehensive curriculum that covers core academic subjects, complementary courses to develop life skills
- Ensuring we have skilled and dedicated teachers who not only excel in their subject matter but also inspire students to learn and grow
- Incorporating a robust sports program that includes a variety of sports to cater to different interests and abilities

- Having regular physical education or activity to promote a healthy and active lifestyle
- Implementing a leadership program that focuses on values such as respect, empathy, cooperation, responsibility, caring and citizenship

By integrating these elements into our school philosophy, we are able to develop well-rounded students who excel not only academically but also in sports and character. A balanced approach prepares students for success or challenges they may face in various aspects of their lives.



Governance and Local and Societal Context

Our Tanbridge Academy Board consists of seven board members. Shauna Ockey has been the Chairperson of Tanbridge Academy since the opening of the school in 2006. It is exciting to see the number of students increase each year. In 2006 there were 8 students enrolled in the Tanbridge program and to see the school grow to 295 students is very exciting.

The future plan is to continue to grow the school and include a high school program. The Tanbridge Academy Board meet three times a year to discuss financials, school policies, operations, and facility.

Parent involvement plays a significant role at Tanbridge. This school year we have organized two parent forums. The forums would focus on “technology and social media use with children” and strategies we use at Tanbridge Academy to build on student success academically, emotionally and socially.

Parents are informed weekly on what occurs in the classrooms. Homeroom teachers create weekly e-mails outlining the academic concepts covered, homework due dates, and upcoming events. Our Tanbridge Facebook and Instagram pages showcase various activities that occur during the school year.

We are very honoured to have committed parent volunteers at Tanbridge Academy. Our parents have organized special lunches for our staff and students, helped with supervision on our school field trips, prepared meals for our student and staff, and driven our students to a variety of extra-curricular activities. We truly appreciate the support and time they put forth in creating a welcoming school community.

We would also like to recognize the Tanbridge Academy Parent Association Board (T.A.P.A.). The TAPA Board consists of six parents and a school administrator. The board meets on a monthly basis to focus on key areas such as fundraising, and purchasing items to support student learning. This team has shown phenomenal support in working collaboratively to reach specific goals. School laptops, iPads, sport equipment, outdoor shed and robotic equipment have been purchased from the fundraising events that TAPA organized. Again, we are very fortunate to have parents who have donated countless hours in support of Tanbridge Academy and the community.



Stakeholder Engagement

The AERR Plan has been created by many Tanbridge Stakeholders:

Parents – We have parents provide the school feedback through yearly surveys. We have an in-house survey that is given to the parents in January. This survey is given to all the families from Kindergarten to Grade 9. The second survey is the Alberta Education Parent survey for our grade 4 to 9 students in May. We also call every family once a year to receive feedback on programming and goals that they would like to see for the school or for their child.

We have a Tanbridge Academy Parent Association Board that review school goals and discuss programs that would support and enhance our students' education. This school year we re-started our in person meetings with our parents. The parents have helped support the students and school in fundraising for computers, playground equipment and school programming.

Parents have access to the AERR Plan on our school website (www.tanbridge.com) and a copy will be held at the main school reception area.

Tanbridge Board – We review the AERR plan at our regular meetings and set specific goals for the school regarding programming and assessing the needs of the students and staff.

Tanbridge Staff – At our September Professional Development we review all the set goals in the AERR plan. We look at where we could make improvement in areas that show a decline. We also seek new strategies or goals to help ensure student learning engagement maintain in the excellence with student growth and achievements.

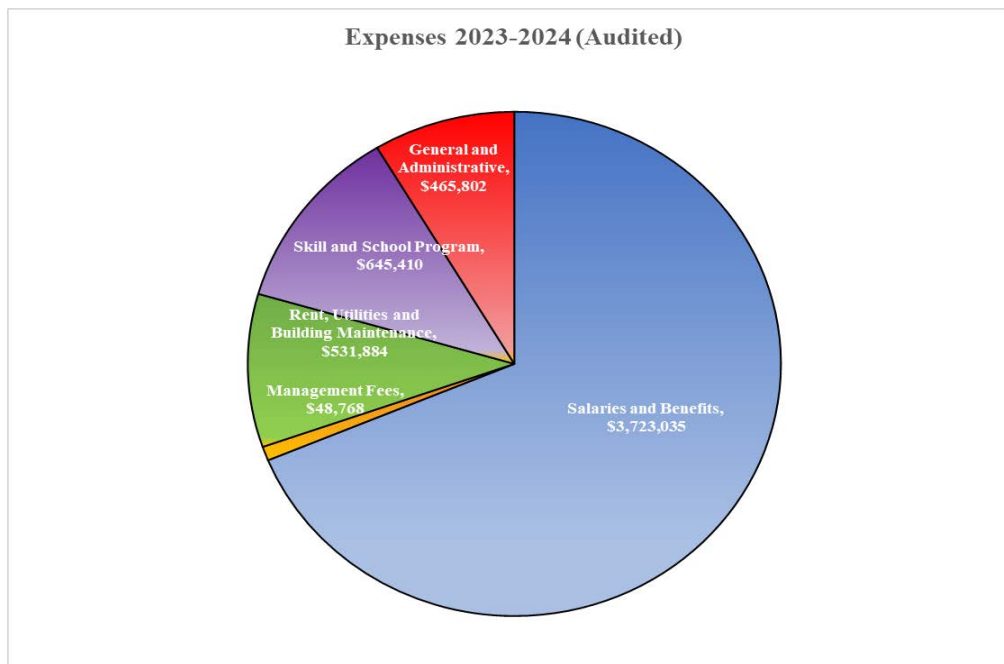
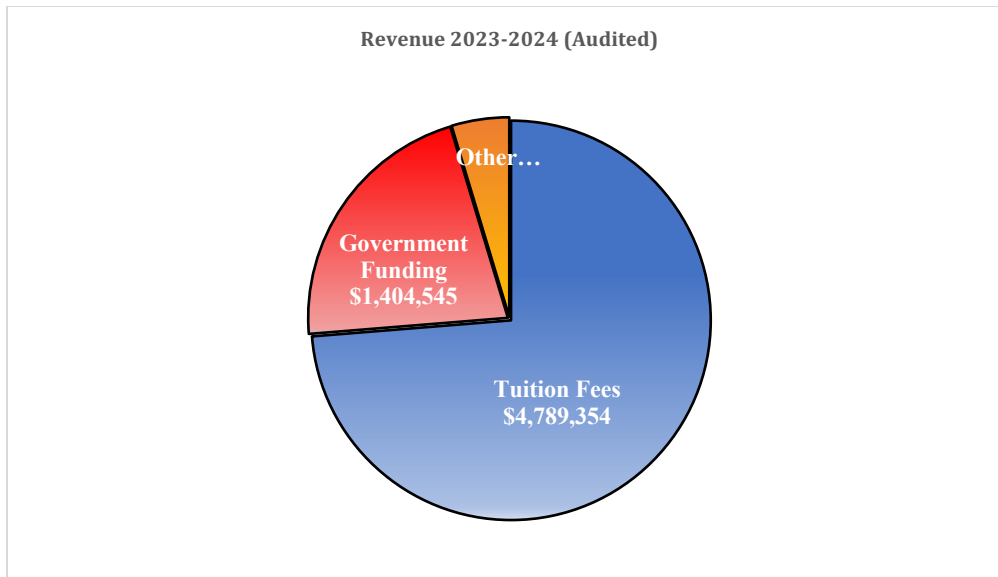
Students – The Tanbridge students from grades four to nine are provided two surveys a year to provide feedback on their academics, school experience, leadership and sports development. The Tanbridge Staff and Board would review the results to set specific goals to help students receive a strong education program and to ensure students feel safe and cared for. The Administration Team would randomly interview twenty percent of students from each class to ask them how they are feeling about school, their teachers and their peer relationships.



Budget Report

2023-2024 Audited Financial Statements for the Year Ended August 31, 2024

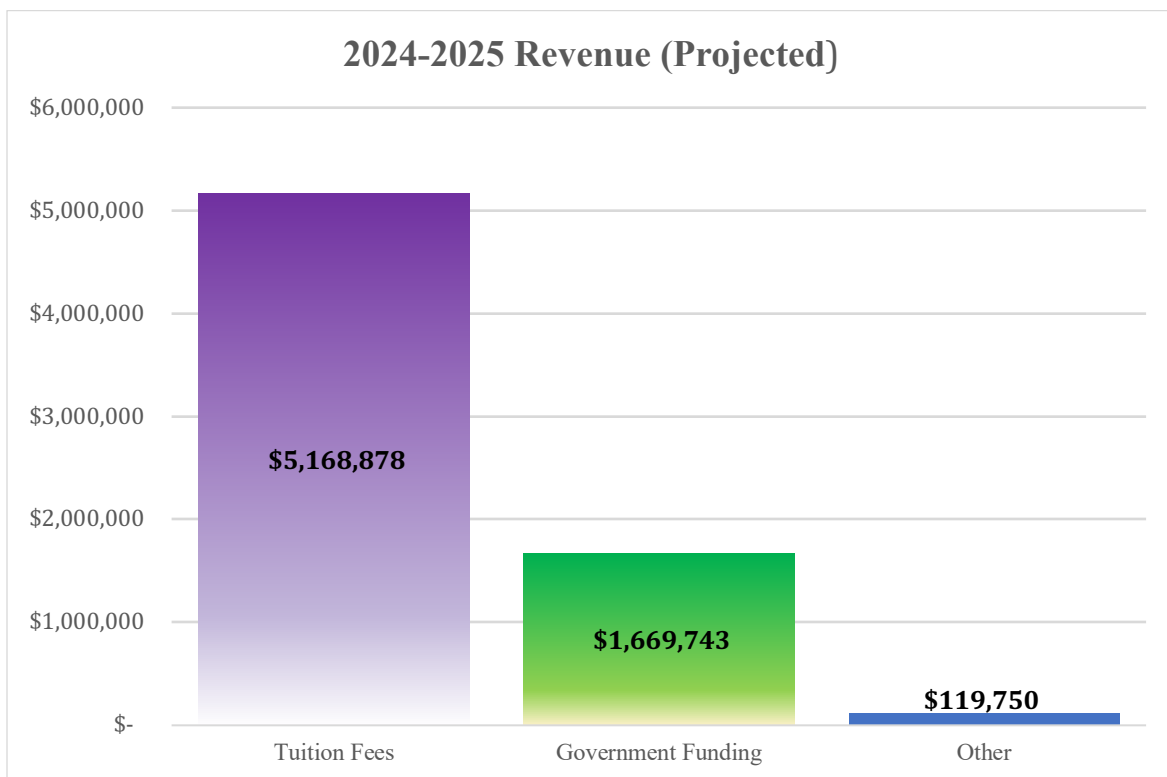
Excess of revenues over expenses for August 31, 2024 - \$1,082,000. Capital expenditures 2023-2024 - \$5,239,000.

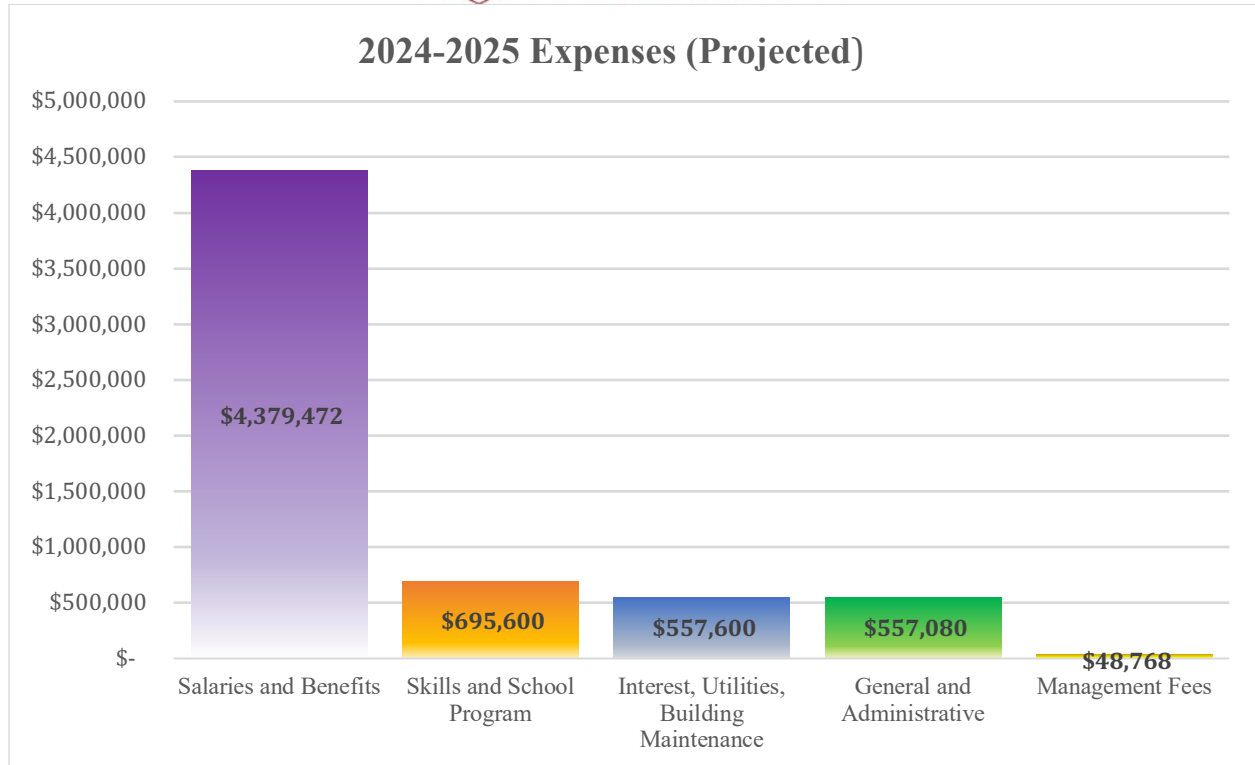


2024-2025 Budget for the Year Ended August 31, 2025

The anticipated revenue from instructional fees is \$5,169,000 which is based on student enrolment of 295. Funding from Alberta Education for the 2024-2025 school year is expected to be \$1,670,000.

Of the \$6,239,000 in total expenses for 2024-2025, \$4,379,000 or 70% relates to salaries and benefits. Other significant expenses include interest on capital debt related to the purchase of a school building; utilities and maintenance expense; skill program expenses; and management fees. The 'general and administrative' category includes professional fees, school supplies, advertising, school functions, insurance, and amortization.





Timelines and Communication

Our Three Year Education Plan and AERR Plan will be posted on Tanbridge Academy’s website: www.tanbridge.com by December 1, 2024. Parents will also have access to the document at the main school reception area by December 1, 2024.

Whistleblower Protection

The 2013 Public Interest Disclosure (Whistleblower Protection) Regulation requires Alberta School Authorities include whistleblower disclosures in an annual Combined Three Year Education Plan and Annual Education Results Report. **There are no disclosures to report.** Any employee who wishes to disclose a significant and serious wrongdoing in the workplace can have their workplace handle the matter internally or make a report to the Public Interest Commissioner. “Wrongdoing” under the Act is defined as illegal acts, an act or omission that creates a substantial and specific danger to the life, health or safety of individuals, a substantial and specific danger to the environment, gross mismanagement of public funds or counselling a person to commit a wrongdoing.

Budget Report

A copy of our School Budget Report and Audited Financial Results are available through Bryan Errmann, our Chief Financial Officer. If you would like additional financial and budget information you could contact Bryan Errmann at 403-259-3443 or email berrmann@tanbridge.com. A copy of the Three Year/Annual Education Results Report will also be located on the Tanbridge Academy Website and a copy at the front office of the school.




2024 2025 Three Year Plan Tanbridge


Final Audit Report


2024-11-27


Created:	2024-11-27
By:	Katherine Westlake-Waugh (kwaugh@tanbridge.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAOSmNWwiRAWVbKlh1mlal1RMYo8dMje2k


"2024 2025 Three Year Plan Tanbridge" History


 Document created by Katherine Westlake-Waugh (kwaugh@tanbridge.com)
2024-11-27 - 5:31:48 PM GMT

 Document emailed to sockey@tanbridge.com for signature
2024-11-27 - 5:34:24 PM GMT


 Email viewed by sockey@tanbridge.com
2024-11-27 - 5:43:17 PM GMT


 Signer sockey@tanbridge.com entered name at signing as S.Ockey
2024-11-27 - 5:43:48 PM GMT

 Document e-signed by S.Ockey (sockey@tanbridge.com)
Signature Date: 2024-11-27 - 5:43:50 PM GMT - Time Source: server

 Document emailed to Scott Hill (scott.hill@tanbridge.com) for signature
2024-11-27 - 5:43:53 PM GMT

 Email viewed by Scott Hill (scott.hill@tanbridge.com)
2024-11-27 - 6:43:14 PM GMT

 Document e-signed by Scott Hill (scott.hill@tanbridge.com)
Signature Date: 2024-11-27 - 6:44:40 PM GMT - Time Source: server

 Agreement completed.
2024-11-27 - 6:44:40 PM GMT