



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 receive 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
John Young	Co-Chairperson
Shon Carey	Board Member
Darren Taylor	Board Member
Kate Bamford	Board Member
Dean Metrow	Board Member
Alex Reed	Board Member
Shainool Vira	Board Member
Al-Amin Vira	Board Member



Shauna Ockey
Founder and
Chairperson of
Tanbridge

Administrative

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



Administrative Team – Jenn Thoben, Sarah Kriston, Linda Choy, Brett Lappin

Tanbridge Teachers

Lindsay Williams	Kindergarten
Christine Cossette	Kindergarten
Jenna Wilcox	Kindergarten
Tara Ciezki	Grade 1
Sadie Scheuerman	Grade 1/2
Masha Pashchuk	Grade 2
Jo Jones	Grade 3
Melissa Whiteside	Grade 2/3
Sine MacDonald	Grade 3/4
Jessica Schultz	Grade 4
Madi Leigh	Grade 5
Kacey Otto	Grade 5
Nicole Mitchell	Grade 6
Emily Short	Grade 6
Alex Greaves	Junior High
Lindsay Greco	Junior High
Trey Felesky	Junior High
Katie Wilton	Junior High
Oskar Kasiuk	Athletic Director
Sylvia King, Gigi Morse	French Teacher
Macerena Cameron	Spanish Teacher
Tawnya Mullen	Literacy Specialist
Charlie Bringloe	Tune and Create



Tanbridge Academy Team

Education Assistant

Danielle Camp
Jennifer Woodworth
Tina Jones
Aamina Jadavji



Student Support Staff

Amanda Love
Kirsten Hetchler

Leadership Teacher
Student Support Worker

Coaches

Lisa Wickwire
Jessalyn Reimer
Ramon Mifflin
Jamieson Sawka
Tyler Deis
Reid Hnatowich
Brody Hailwood
Derek Purfield
Katie Wilton
Jeremy Ockey
Bianca Ferreira.
Oskar Kasiuk
Rob Souder

Dance, Music, Theatre
Dance
Soccer
Soccer
Hockey
Hockey
Hockey
Hockey
Hockey
Hockey
Equestrian
Equestrian
Basketball
Recreation For Life





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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 2024/2025 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 2024/2025 was approved by the Board on November 28th, 2025.

Shauna Ockey
Chairperson of Tanbridge Academy



Grade 2 students enjoying our 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 2025/2026 school year is our nineteenth year of operation. Tanbridge Academy currently has 325 students. We offer Junior Academy to Grade 9 for the 2025-2026 school year. As we look ahead, we are considering the possibility of offering high school classes in the future. This initiative is part of our ongoing efforts to expand and enhance our educational programs. 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.



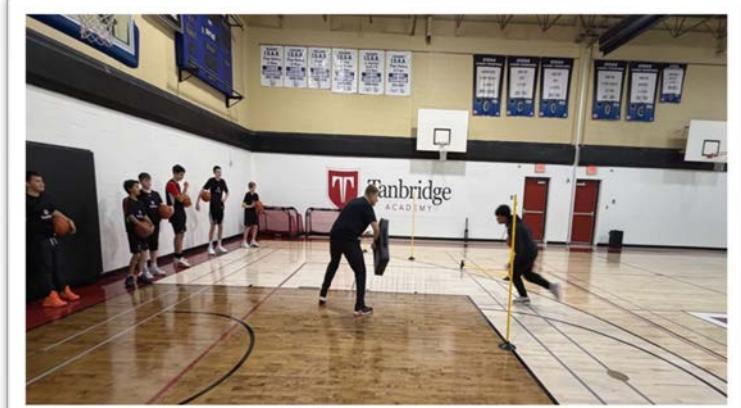


BASKETBALL PROGRAM

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.



SOCER 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 three report cards 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.

Tanbridge Academy enjoys a unique partnership with Calvary FC, being the official school of the club. This collaboration has allowed our soccer students to enhance their technical skills and other aspects of the game through direct engagement with Calvary FC.



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.



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, and Bianca Ferreira. 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 TeTournament 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 PROGRAM



Last 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 Home-made Cake Pops

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.



Older students working with younger students

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.

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.



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 ukulele.



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.





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

At Tanbridge Academy, the partial French Immersion Program aims to immerse students in the French language and culture through a variety of engaging activities. Currently available for Kindergarten to Grade 6 students, the program will progressively expand to include higher grades, allowing our existing students to continue their French studies. No prior French experience is necessary, and there are no additional fees for families. This program also offers an excellent opportunity for academic enrichment, catering to students seeking further 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 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

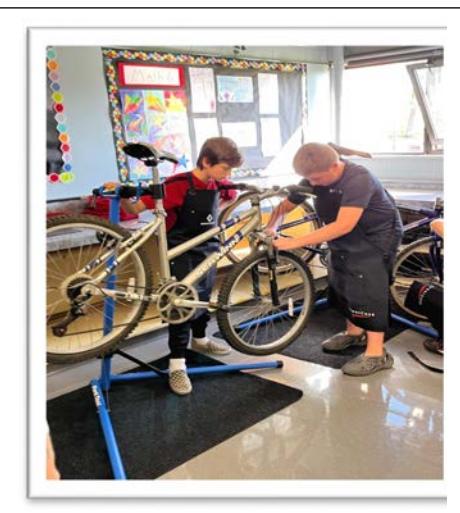
Students focus on matter and chemical change in grade 9, through skateboard deck lamination and graphic design. Basic woodworking skills such as gluing and pressing wood in a vacuum press, shaping using a rasp and file, as well as finishing work such as sanding and painting will be taught to students. 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.



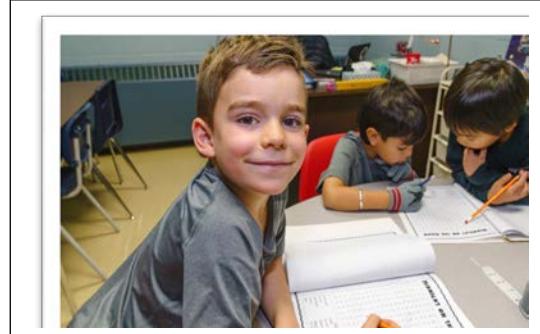
Tune and Create (TAC Program)





Remediation and Enrichment Support for Students

To provide targeted academic support, additional staff have been engaged to address learning gaps in essential subjects such as reading, writing, and mathematics. Individualized assistance, including both one-on-one sessions and small group tutorials, is available to help students progress in areas requiring improvement or enrichment. The implementation of Individual Education Plans (IEPs) for all students in Grades 1 through 9 enables systematic assessment and identification of each student's proficiency across core academic skills. This approach facilitates tailored remediation strategies for those in need, alongside enrichment opportunities for academically advanced students. The presence of students performing above grade level in reading, writing, and mathematics reflects the effectiveness of these measures, ensuring every learner receives appropriate support to achieve their full academic potential.



**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



Grade 2/3 celebrating their
academic and character
achievements

At the conclusion of each academic year, students from Kindergarten through Grade 9 are honored during an award ceremony at the Cardel Theatre. Teachers deliver individualized remarks recognizing each student's achievements in academics, athletics, and character development. Parents are invited to attend this distinguished evening in celebration of their children's accomplishments. Each ceremony features performances by students and dancers to further enrich the occasion.

Fall 2025 Required Alberta Education and Childcare 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	92.0	96.1	93.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.6	97.2	91.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	85.3	80.4	79.1	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	19.1	5.4	14.5	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.6	97.9	96.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	98.4	94.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	91.9	97.3	93.7	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	90.1	95.1	93.7	80.0	79.5	79.1	Very High	Maintained	Excellent

With a 15% increase in school population, we are pleased to report consistent performance across all measured categories. The current enrollment comprises 325 students and 35 teaching staff members, reflecting the school's ongoing growth.

Tanbridge Academy achieved results of “90% and above” in Student Learning Engagement, Citizenship, Education Quality, Welcoming, Caring, Respectful and Safe Environments, Access to Supports and Services, and Parental Involvement. Provincial achievement outcomes also showed improvement at both acceptable and excellence standards. Enhanced academic support and expanded programs have proven beneficial for students requiring additional assistance in core subjects.

The following sections will present information regarding 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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	75	91.2	110	93.6	153	91.3	169	96.1	177	92.0	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	5	*	17	100.0	22	93.9	22	98.5	12	94.4	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	62	82.3	81	80.9	107	79.9	119	89.9	137	82.7	Very High	Maintained	Excellent	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	13	100.0	12	100.0	24	100.0	28	100.0	28	98.8	Very High	Maintained	Excellent	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

We are proud to report high averages in the category of "student learning engagement," as evidenced by scores of 82.7% from students, 94.4% from parents, and 98.8% from teachers. These results underscore our ongoing commitment to fostering active student participation at Tanbridge. As our school population expands, we remain focused on strengthening this high standard of engagement, consistently working to cultivate an environment in which every student feels inspired and connected to their educational journey. To support these objectives, teachers are implementing several strategies:

- Integrating academic concepts with practical, real-world experiences; students from Kindergarten through Grade 9 participate in seven to ten field trips annually. In addition, in-school field trips enable students to engage in hands-on activities directly within their classroom setting.
- Engaging with community resources, such as supporting local food banks and individuals in need, facilitating grocery shopping for culinary classes, and donating bicycles refurbished by Grade 8 students through our "Tune and Create" program.

Beginning each September, students in Grades 1 through 9 undergo formal assessments in reading fluency, reading comprehension, writing, and mathematics. Based on these assessments, we develop Individual Education Plans tailored to each student's needs, incorporating both short- and long-term objectives alongside targeted strategies to promote continuous growth in academic skills. Students performing above grade level receive instruction aligned with higher standards or participate in enrichment programs, while those below grade level benefit from specific interventions designed to help them achieve grade-level competencies or meet individualized goals.

This academic year, we have expanded our focus to include executive functioning targets, such as organization, self-regulation, social skills, and time management. In addition to these academic evaluations, Kindergarten to Grade 3 students are assessed in literacy and numeracy using the "LeNS, CC3, and Numeracy Assessments." Grade 3 students also complete the Student Learning Assessment in early October. The classroom teacher reviews assessment outcomes with parents and sets targeted goals to enhance each student's reading and math proficiency. Students identified as "at risk" receive personalized support, either through individual sessions or small group instruction, aimed at narrowing achievement gaps in reading and mathematics.

We maintain open communication with parents regarding their child's academic progress. Annually, parents receive five report cards and three updates on their child's Individualized



Education Plan, which detail both academic and social development. Parents are invited to formally meet with teachers five times each year to review and discuss their child's educational program.

Additionally, the Principal or Vice-Principal routinely reaches out via email, phone, or in-person meetings to address any questions or concerns parents may have about their child's academic journey.

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-Principals 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 2024/2025 results indicated that 87% 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.

At Tanbridge we do celebrate student accomplishments. Students have the opportunity to achieve:

Student of the Month

Students who work hard and showcase the Tanbridge Pillars (being tolerant, ambitious, noble, balanced, respectful, inspiring, diligent, generous, and enthusiastic) are recognized at our monthly assembly.

Year-End Awards

Titan Award

Student must:

- 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
- Students submit a letter to outline how they have contributed to the school community

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 conclusion of the academic year, we recognize student achievements through an award ceremony held at Cardel Theatre. Each homeroom teacher prepares a personalized speech for every student, highlighting areas of achievement, character development, and individual interests. During the ceremony, students are acknowledged on stage as their unique speeches are delivered. Families are invited to join in celebrating their child's efforts and successes.

Our commitment to providing a robust academic and athletic program remains steadfast, ensuring that students remain engaged and motivated. Faculty and administration will continue to foster positive relationships with both students and parents by promoting effective communication, setting clear expectations, and maintaining a supportive and secure environment. We encourage parents to regularly communicate with teachers by scheduling meetings before or after school, or by connecting via telephone.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Tanbridge Academy										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	75	92.8	110	90.1	153	87.1	169	97.2	177	89.6	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	5	*	17	91.8	22	90.9	22	99.1	12	91.5	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	62	85.6	81	85.2	107	77.0	119	92.6	137	82.3	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	13	100.0	12	93.3	24	93.3	28	100.0	28	95.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

We are very pleased to maintain high standards in the citizenship category, and we will be introducing new objectives and strategies to further enhance our students' performance. During a recent Professional Development meeting with faculty and staff, we identified several goals for forthcoming implementation:



- Offering students opportunities to demonstrate leadership skills, including having senior students (grades six to nine) organize both winter and spring carnivals.
- Establishing house leagues where older students collaborate with younger cohorts to participate in athletic or STEM-related activities.
- Encouraging student involvement in charitable initiatives such as contributions to Mustard Seed, participation in the Joggin for Noggin run, performances at Children's Hospital, and visits to Senior Citizen Homes.

All students from Kindergarten through Grade 9 attend a weekly leadership class designed to impart lifelong skills and values essential for character development and well-being. Core topics addressed include effective communication, conflict resolution, identification of character traits, relationship building, cultivation of empathy and gratitude, enhancement of resiliency in the face of challenges, and mindfulness strategies. Our curriculum also empowers younger students with tools to foster friendships, regulate emotions, and develop social competencies.

Throughout the academic year, students actively participate in community support initiatives. Instruction emphasizes community engagement through charity work, litter clean-up, performing arts for senior citizens, and contributions of food and financial resources to support veterans. The ongoing advancement of our leadership program is supported by continued professional development and constructive input from both parents and students.

Furthermore, students in Grades 6 to 9 have the opportunity to join the Spirit Squad Team. This body is responsible for organizing school spirit events, leading charitable projects, and coordinating community outreach. Participation in Spirit Squad Team provides students with additional leadership experiences and opportunities to represent and contribute meaningfully to the school community.

Tanbridge Academy is grateful in having a highly capable team whose professionalism and collaborative spirit support our community. The team's dedication to student success and mutual cooperation fosters a welcoming, positive environment for both students and staff. We acknowledge and appreciate the valuable contributions of everyone at Tanbridge Academy.

Provincial Achievement Test Results – Measure Details

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Tanbridge Academy					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	9	18	14	17	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	94.4	77.8	80.4	85.3	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	33.3	23.6	5.4	19.1	High	Maintained	Good	n/a	16.8	15.5	15.4	15.6

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Provincial Achievement Test Results – Measure Details

Course	Measure	Tanbridge Academy							Alberta			
		Achievement	Improvement		Overall	2025	Prev 3 Year Average		2025	Prev 3 Year Average		
			N	%	N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	30	86.7	21	84.6	50,053	64.1	59,230	67.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	30	60.0	21	13.4	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	High	Maintained	Good	17	88.2	16	84.5	59,391	69.8	57,676	70.4
	Standard of Excellence	Very High	Improved	Excellent	17	23.5	16	9.1	59,391	11.1	57,676	12.6
Mathematics 9	Acceptable Standard	High	Maintained	Good	17	76.5	16	68.3	58,911	51.7	57,012	53.5
	Standard of Excellence	Low	Maintained	Issue	17	11.8	16	8.3	58,911	14.0	57,012	13.7
Science 9	Acceptable Standard	Very High	Improved	Excellent	17	94.1	16	82.5	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	Maintained	Excellent	17	29.4	16	20.2	59,453	21.1	57,692	20.5
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	17	82.4	16	81.0	59,472	60.5	57,717	59.4
	Standard of Excellence	Low	Maintained	Issue	17	11.8	16	20.2	59,472	17.1	57,717	15.8

		PAT Course by Course Results by Number Enrolled.										
		Results (in percentages)										
		2021		2022		2023		2024		2025		
		A	E	A	E	A	E	A	E	A	E	
		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.3	40.0	
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	46.7	
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.8	86.7	60.0
Social Studies 6	Authority	n/a	n/a	76.5	11.8	94.1	5.9	75.0	7.1	88.2	23.5	
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5	
English Language Arts 9	Authority	n/a	n/a	88.9	11.1	83.3	11.1	85.7	7.1	69.5	11.8	
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1	
Mathematics 9	Authority	n/a	n/a	88.9	44.4	72.2	16.7	64.3	0.0	76.5	11.8	
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0	
Science 9	Authority	n/a	n/a	100.0	33.3	72.2	33.3	92.9	7.1	94.1	29.4	
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1	
Social Studies 9	Authority	n/a	n/a	100.0	44.4	83.3	33.3	78.6	7.1	82.4	11.8	
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1	

Provincial Achievement Test outcomes at Tanbridge Academy demonstrate variability from year to year. These fluctuations may be attributed to the broad spectrum of student learning profiles present within our school community. Tanbridge Academy maintains a steadfast commitment to individualized instruction and the provision of targeted resources to support each student's progress according to their unique abilities and pace. We remain dedicated to fostering ongoing growth and achievement by continually refining our educational strategies to address the diverse needs of all learners.

At Tanbridge Academy, we are dedicated to embracing students with a wide range of learning profiles and needs. Instead of traditional admission tests, we facilitate trial days, providing prospective students with an opportunity to engage directly with our program. This process



enables both students and the school to determine whether Tanbridge Academy aligns with their individual learning styles and academic objectives.

Our primary goal is to ensure that every student achieves success across academic, athletic, and social domains.

Tanbridge Academy is committed to maintaining a supportive and inclusive environment where each student is empowered to thrive and develop holistically.

We remain focused on cultivating a community in which all students are respected and encouraged to realise their full capabilities.

Our institution prioritises the development of essential skills in reading, writing, and mathematics. For students from Kindergarten through Grade 3, assessments such as LeNS (Literacy and Numeracy Screening), CC3 (Classroom Connections 3), and numeracy evaluations are administered. These assessment tools allow us to monitor progress and determine if students are meeting grade-level standards in decoding and mathematical competencies.

Assessment data helps us identify those who may be “at risk” or currently performing below grade level in critical skill areas. To address these needs, our staff includes four Education Assistants and a full time Literacy Specialist. Through small-group instruction and personalised tutorials, we deliver tailored support for students requiring additional assistance in reading, writing, or mathematics.

We strive to equip all students with the necessary resources and encouragement to achieve academic success, partnering closely with families to promote each child’s educational development.

Tanbridge Academy takes pride in supporting a diverse student population, each with distinct learning attributes. This year, several students were exempted from participating in the Provincial Achievement Tests (PATs). Students granted exemptions receive a score of zero, which subsequently impacts the overall school average. While this has marginally lowered our averages, it is important to recognise that students with varying learning needs—including those exempted—contribute to these outcomes.

Tanbridge students continue to demonstrate higher performance levels above the provincial average in attaining “acceptable” standards and in achieving “excellence” on all Provincial Achievement Tests, and we remain steadfast in our commitment to ongoing improvement.

To advance this goal, staff will engage in professional development sessions focused on analyzing last year’s PAT results. As a collective, we will review the data and develop targeted strategies to enhance student comprehension of key concepts and promote higher achievement on future assessments.

In addition, supplemental academic support is available for First Nations students requiring assistance. These individuals may access small-group or one-on-one instruction from the Education Assistant and Support Teachers. At the start of each academic year, all students are evaluated in

reading, writing, and mathematics. Students needing remediation or program modifications are identified, with individualized targets established through report cards and Individual Education Plans (IEPs). During the 2024/2025 academic year, no First Nation students participated in the Provincial Achievement Tests.

This year, several ESL (English as a Second Language) students coded as 301/303 participated in the Provincial Achievement Tests. We are fully committed to supporting these learners in language acquisition and academic progress, ensuring they are equipped with the necessary resources to succeed.

Our focus remains on delivering personalized support for every student, and we are dedicated to helping all learners achieve and surpass 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
Kinder.	25 students	Literacy = 11 Numeracy = 0	Literacy = 0 Numeracy = 0	Literacy = 6 Numeracy = 0	Literacy = 6 Numeracy = 0
Grade 1	44 students	Literacy = 11 Numeracy = 0	Literacy = 1 Numeracy = 0	Literacy = 5 Numeracy = 0	Literacy = 4 Numeracy = 0
Grade 2	28 students	Literacy = 7 Numeracy = 1	Literacy = 3 Numeracy = 1	Literacy = 9 Numeracy = 8	Literacy = 5 Numeracy = 3
Grade 3	26 students	Literacy = 2 Numeracy = 1	Literacy = 2 Numeracy = 1	Literacy = 7 Numeracy = 6	Literacy = 3 Numeracy = 2

Summary of support strategies for Kindergarten students identified as being at risk:

- Teaching students letter names through activities like magnetic or velcro letters and letter cards
- Letter-sound correspondence is taught directly, using the UFLI program and other resources
- Blending is explicitly taught with letter-sound cards, magnetic letters, and Elkonin boxes
- Students practice reading with both decodable and levelled readers
- Use of PM Benchmark

Summary of support strategies for Grade 1-3 students identified as being at risk:

- Explicit instruction of letter-sound correspondence through a variety of resources and activities including the utilization of the UFLI program
- Explicit teaching of blending using letter-sound cards, magnetic letters, Elkonin boxes etc.
- Working on building phonological awareness by having the students recognize and manipulate sounds through a variety of activities including: syllable activities (ie syllable sorting) and
- Adding/deleting/substituting games with phonemes
- Using decodable readers, traditional levelled readers, and a variety of texts from the classroom for students to practice their reading skills
- Reading aloud to students to help model what an expressive, fluent reader sounds like
- Use of PM Benchmark
- Reading Fluency (AIMS program)
- Stars and Cars Program
- Jump Math Program
- Use of IXL Program

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Tanbridge Academy										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	75	98.0	110	96.0	153	95.1	169	97.9	177	94.6	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	5	*	17	93.1	22	93.9	22	97.7	12	94.4	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	62	96.0	80	94.8	107	92.9	119	96.5	137	92.4	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	13	100.0	13	100.0	24	98.6	28	99.4	28	97.0	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

We are pleased to present our continued strong results in the quality of basic education offered to students.

The Tanbridge Academy Board Committee conducts an annual parent survey to gather thorough feedback on academic and athletic programs, instructional quality, teaching standards, program accessibility, schoolwork support services, development of lifelong learning skills, and teacher expectations for student achievement. Survey findings are shared with Tanbridge staff, parents, and Board members to inform planning and improvement initiatives.

This year, 68% of parents participated in the survey.

Tanbridge Academy survey questions pertaining to quality of education for 2024/2025:

Parents were asked to what extent does your child enjoy going to Tanbridge Academy.

86% 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?

85% of the parents stated they are satisfied with the quality of teaching their children are receiving.

Comments made from parents were:

- Appreciate the weekly summary emails. Also appreciate the communication of issues or concerns.
- Our kids really like their teachers.
- My rating is based on the quality of teaching and the overall “feel” of the school today. My kids have had huge success and have gained a lot of confidence. All the children at the school are really great kids, very respectful, kind and well mannered because that is the Tanbridge way. The teaching and Administrative Staff go above and beyond!
- The teachers are lovely, and my child enjoys the time spent in the classroom.
- The teachers at Tanbridge go above and beyond to support our children.
- We are extremely happy with the attention, care and challenge provided by both of our teachers.
- Amazing first year for both of the kids. They are super happy to attend school, and love the facility. Its nice to see the business fairs and real life activities being taught
- The teaching staff over the years has been exceptional in every way—academically, personally, and emotionally. Any concerns that arise are promptly and professionally addressed, showcasing their commitment to excellence.



- Appreciate all of the effort staff put forth to make Tanbridge a successful high-level experience for students and parents.
- We've appreciated the learning environment at Tanbridge, and the focus and support on developing our children as people (socially, mentally, and academically).

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	75	95.2	110	93.8	153	91.5	169	98.4	177	92.6	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	5	*	17	93.9	22	94.3	22	100.0	12	91.6	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	62	90.4	81	91.2	107	83.4	119	95.2	137	88.6	Very High	Maintained	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	13	100.0	12	96.4	24	97.0	28	100.0	28	97.4	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

At Tanbridge Academy, we are committed to providing a welcoming, caring, respectful, and safe learning environment for all students. The Tanbridge Pillars—Tolerant, Ambitious, Noble, Balanced, Respectful, Inspiring, Diligent, Generous, and Enthusiastic—form the foundation of our educational philosophy. Students from Kindergarten through Grade 9 participate in a leadership class that emphasizes citizenship, character development, entrepreneurship, social skills, communication skills, and emotional wellness. Our buddy class program enables older students to collaborate with younger peers in various school activities, including shared reading sessions, thereby fostering enhanced leadership skills among senior students.

We remain dedicated to promoting citizenship, entrepreneurship, and character development within our student body. Throughout the academic year, we will invite external speakers to facilitate discussions, lead workshops, and organize activities designed to cultivate citizenship and leadership qualities.

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.
- Our research indicates that differentiated instruction and activities contribute to fostering a growth mindset among students. Subject teachers have been engaging in collaborative efforts to ensure that all learners receive appropriate support within the classroom. Additionally, we are organizing two parent evenings this year to inform families about our initiatives in building this community and to provide guidance on how they can assist at home.

First Nations, Métis and Inuit Student Success

At Tanbridge Academy, both students and faculty are committed to fostering an inclusive environment that respectfully welcomes First Nations, Métis, and Inuit peoples of Canada. Our curriculum integrates activities and performances designed to educate and celebrate the rich culture and history of these communities. Teachers enrich learning through novel studies, art projects, and educational field trips to museums, providing students with meaningful opportunities to understand and appreciate the historical impact and contributions of First Nations, Métis, and Inuit peoples. Furthermore, 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

Students who identify as First Nations or Métis and require additional academic support have access to personalized assistance from our Education Assistants or Support Teachers, through small group sessions or one-on-one instruction. Comprehensive assessments in reading, writing, and mathematics are conducted for all students at the beginning of each academic year, ensuring timely identification of those needing remediation or program modification. Targeted goals are established within report cards and Individual Education Plans.

Tanbridge Academy values diversity and is dedicated to serving students from a broad spectrum of ethnicities, cultures, and religions. We strive to ensure that all members of the First Nations, Métis, and Inuit communities feel respected and valued within our school. Events such as assemblies, holiday concerts, and year-end award ceremonies include student-led Land Acknowledgement Treaty statements, underscoring our commitment to recognition and respect. Teachers continue to collect resources to enhance understanding of First Nations, Métis, and Inuit perspectives. In addition, all staff receive professional development funding to support these goals.

The Academy remains focused on promoting pride in individual cultural heritage and belief systems while encouraging mutual respect among all students. These principles are reinforced through academic programming and open dialogues. Additionally, guest speakers are regularly invited to share insights into various cultures, histories, languages, and global contributions, enriching our educational experience for all.



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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	75	94.6	110	92.7	153	91.2	169	97.3	177	91.9	Very High	Maintained	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	5	*	17	95.1	22	88.7	22	99.1	12	89.1	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	62	89.2	81	89.9	107	87.4	119	94.3	137	90.1	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	13	100.0	12	93.2	24	97.4	28	98.6	28	96.4	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

We are pleased to maintain strong scores from all the stake holders to ensure students have access to the appropriate supports and services at school. The school remains committed to maintaining small class sizes, with a maximum of sixteen students in Kindergarten and eighteen students in Grades One through Nine. During this academic year, we continued to utilize support from Expanding Capacity and Learner Supports (ECLS). This initiative is an AISCA grant-funded project sponsored by Alberta Education, operating in partnership with Independent Schools.

Providence Child Development Society and Renfrew Educational Services collaborate to enhance the capacity of the school and ECS through consultation, capacity building, and targeted services in the areas of Speech Language Pathology, Occupational Therapy, Physical Therapy, and Mental Health. Additionally, we engage private Speech Pathologists and Occupational Therapists who support students from Kindergarten through Grade 9. For older students, our Occupational and Physical Therapists provide training and facilitate sessions with teachers to assist students requiring additional support in classroom or small group settings. Students with more specialized needs receive individualized private support.

For last school year and this school year, our institution appointed a Student Support Specialist. The Support Specialist works extensively with students from kindergarten through Grade 9, delivering targeted assistance to individuals experiencing social, emotional, or behavioural challenges. The Specialist conducts both small-group and individual sessions to advance social-emotional learning, conflict resolution, self-regulation, and resilience. Furthermore, the Specialist collaborates effectively with families, educators, school staff, and external professionals to address barriers to student achievement.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Tanbridge Academy										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	13	100.0	29	93.2	47	92.8	50	95.1	40	90.1	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	5	*	17	91.6	23	90.8	22	91.7	12	83.9	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	13	100.0	12	94.7	24	94.7	28	98.6	28	96.3	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



We are proud to consistently achieve high levels of parental involvement. Our parent community is well informed regarding their children's education. To keep parents updated on academic, athletic, social, and emotional progress, we provide five reporting periods throughout the year. Additionally, teachers send weekly emails every Friday to communicate homework assignments, classroom concepts, and upcoming events.

One of the questions included in Tanbridge's Parent Survey addressed parental involvement:

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

Ninety percent of our parents indicated that they receive consistent communication from their child's homeroom teacher.

Parents are provided with five opportunities each year to meet with teachers to discuss their child's academic performance, social and emotional well-being, and athletic development. Meetings can be conducted in person, online, or via phone call, according to parent preference. The Individual Education Plan serves as a collaborative working document where both parents and teachers establish specific academic objectives for students.

Additionally, the Tanbridge Academy Parent Association Board meets on a monthly basis to discuss school events and fundraising initiatives, including the procurement of technology, a school bus, and sports equipment.

We greatly appreciate the time, effort, and dedication that the parent board contributes 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	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	97.4	100.0	98.1	81.7	81.1	82.3	Very High	Maintained	Excellent
Lifelong Learning	95.1	94.6	93.3	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	85.4	95.5	92.3	83.0	82.8	82.9	Very High	Declined	Good
Program of Studies - At Risk Students	90.6	96.8	93.7	80.5	80.6	81.2	Very High	Declined	Good
Safe and Caring	95.3	98.8	96.3	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	79.6	89.5	83.1	72.1	71.9	72.5	High	Maintained	Good
School Improvement	88.7	93.9	91.9	76.6	75.8	75.1	Very High	Maintained	Excellent
Work Preparation	83.8	100.0	98.3	83.7	82.8	83.6	High	Declined Significantly	Issue

We are satisfied with the strong scores achieved in life-long learning, in-service jurisdiction needs, safe and caring environment, school improvement, and satisfaction with program access. The observed increases in each category demonstrate our commitment to meeting the needs of our students. With student numbers rising, we will address several areas of decline. Details for each category follow below.



Drop Out Rate - Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																						
Tanbridge Academy										Province												
2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023			
N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
5	*	10	10.0	11	0.0	5	*	14	0.0	Very High	Maintained	Excellent	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
n/a	n/a	n/a	n/a	1	*	1	*	n/a	n/a	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

There are no concerns regarding our drop-out rate. Our program extends through Grade 9, and all enrolled students successfully complete this stage of education before entering high school.

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	13	91.9	12	100.0	24	94.3	26	100.0	26	97.4	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	13	91.9	12	100.0	24	94.3	26	100.0	26	97.4	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

The teaching team at Tanbridge continues to expand each academic year. Currently, the staff comprises thirty five teachers, four education assistants, a Student Support Specialist and five administrative personnel as part of the Tanbridge Team. Staff members return to school in mid-August to participate in Professional Development training sessions specifically designed to address the needs of both students and staff.

Each August, essential topics include reviewing student files, developing the school schedule and classroom timetables, evaluating provincial and formal assessments for the upcoming academic year, Alberta curriculum outcomes, student recognition initiatives, communication strategies with parents prior to school commencement, parent orientation, preparation of Individual Education Plans and Report Cards, review of the AERR Plan and updating the student and parent handbook. Tanbridge staff are encouraged to pursue professional development opportunities that support their instructional objectives or enhance student learning, social, and emotional well-being. Past professional development activities have encompassed literacy, mathematics, and leadership workshops.

School administrators conduct bi-monthly meetings with each teacher to provide a structured forum for discussing classroom developments. These sessions enable educators to share successful practices, address concerns related to students or parents, and identify instructional, curricular, or material needs. Teachers find these meetings valuable as they promote open communication regarding challenges and facilitate the dissemination of effective strategies. The principal and vice principals remain dedicated to supporting faculty and maintaining comprehensive insight into academic programming and ensuring students reach their social, emotional and academic potential.

Each teacher is tasked with developing a professional growth plan. Administrators review and discuss these plans individually with teachers to clarify objectives and offer targeted support as needed. Throughout the academic year, administrators periodically meet with teachers to evaluate progress toward their teaching goals.

Weekly staff meetings are held to address school-related topics, communicate upcoming events, and coordinate school-wide activities. Organizing such events is integral to the Tanbridge community as it fosters a sense of unity within the school. Some established Tanbridge traditions include Winter Concerts, Halloween activities, Dress-up Days, Charity Events, Monthly Assemblies, Entrepreneur Fairs, and Recognition Evenings in June.

School administrators formally observe each classroom three times annually to provide constructive feedback to teachers. This feedback encompasses teaching methodologies, alignment with the Alberta curriculum, classroom management, and the provision of academic, emotional, and social support for students. Following each observation, administrators deliver targeted recommendations to assist teachers in refining their instructional practices, classroom management strategies, and program implementation.

At the end of April, school administrators conduct formal evaluations with each teacher. The evaluation addresses a range of topics, including teacher preparedness, instructional delivery quality, attendance at staff meetings, professionalism in Individual Education Plans and progress report cards, relationships with parents, students, and colleagues, standards of supervision, contributions to the school climate, absenteeism, growth planning, and classroom environment. Teachers receive detailed feedback for each area evaluated. This formal process enables administrators to provide constructive feedback and support teachers in setting goals for continued professional development where improvement is needed.

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	13	100.0	29	91.3	43	94.0	48	94.6	40	95.1	Very High	Maintained	Excellent	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	5	*	17	82.6	20	91.7	21	89.3	12	92.9	Very High	Maintained	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	13	100.0	12	100.0	23	96.4	27	100.0	28	97.4	Very High	Maintained	Excellent	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

We are very pleased to report that feedback from both teachers and parents indicates students are acquiring the knowledge, skills, and attitudes essential for lifelong learning. As outlined earlier, our Leadership program integrates life skills, communication abilities, and character development, enabling students to effectively apply these competencies throughout their academic journey 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.												Province										
	Tanbridge Academy										Measure Evaluation			2021		2022		2023		2024		2025		
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
	N	%	N	%	N	%	N	%	N	%	Good	Declined	Excellent	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	
Overall	46	92.3	66	91.2	96	90.3	98	95.5	91	85.4	Very High	Declined	Good	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	
Parent	5	*	17	92.4	22	96.2	22	90.8	12	83.1	Very High	Maintained	Excellent	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	
Student	33	86.5	37	86.3	50	78.0	48	96.6	51	75.7	Very High	Declined	Good	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	
Teacher	13	98.0	12	94.7	24	96.7	28	99.1	28	97.3	Very High	Maintained	Excellent											

As our student population continues to increase, Tanbridge is committed to enhancing and expanding programs for our students. We will continue to invite our Junior High students to offer feedback and suggestions regarding ways to expand our program of studies. The following programs have recently been made available to students.

The "Recreation For Life" program, which was started two years ago engages students in a range of activities designed to foster skills and promote lifelong recreation and active living. Activities within this program include swimming, yoga, cross-country skiing, basketball, soccer, hockey, kickboxing, golf and rock climbing.

Another program implemented was the "Tune and Create Program." The program (TAC) offers grade-specific courses that align with the Alberta Education Science Curriculum, delivering a hands-on learning experience tailored to meet curricular requirements.

Our Grade 6 TAC course is designed to engage students in a variety of projects centred on the principles of forces. The curriculum begins with the creation of CO₂ race cars, allowing students to apply Newton's Laws of Motion in their vehicle designs. After constructing their CO₂ cars, students participate in competitive dragster races. Subsequently, students design, build, and test model airplanes, evaluating their constructions based on flight distance achieved.

The Grade 7 TAC unit centers on structures and forces, engaging students in the design and construction of balsa wood towers. Students utilize balsa wood sticks to build towers that optimize strength-to-weight ratios within their class. The process begins with constructing towers according to a template, allowing students to refine their building techniques. After completing this initial phase, students are tasked with designing and building their own towers, applying structural concepts acquired throughout the course.

This STEM program provides our Grade 8 students with the opportunity to develop essential mechanical skills by performing a comprehensive overhaul of donated bicycles. Participants clean and repack wheel, headset, and bottom bracket bearings, as well as replace brake and shifter cables. Upon completion, the refurbished bicycles are donated to local families in need. Students receive thorough instruction in all relevant mechanical techniques required for these tasks.



The curriculum further encompasses concepts of matter and chemical change through skateboard deck lamination and graphic design. The Grade 9 students create their own longboard.

Fundamental woodworking skills—including wood gluing and vacuum press lamination, shaping with rasps and files, and finishing processes such as sanding and painting—are also taught. Each student completes the course with a custom-designed skateboard deck.

All Tune and Create (TAC) projects utilize only hand tools, and comprehensive safety instruction is provided prior to any work. Maintaining a safe workspace is always the highest priority within TAC.

This academic year, our hybrid French Immersion Program has continued to grow, with over fifty-five students currently participating. The program is designed to foster fluency in both spoken and written French. As part of the curriculum, the French teacher delivers science instruction in French, while language arts, social studies, and mathematics are conducted in English. In future years, the partial French program will expand to additional grade levels, enabling current participants to further their scientific studies in French. The introduction of these programs aims to enrich our students' academic experiences and strengthen their life skills.

The following complementary courses are available to our students: Leadership, Art, Digital Media, Culinary Arts, Financial Literacy, Performing Arts (Dance/Music), Parks and Recreation Activities, Strength and Conditioning, and Spanish. Students in Grades 5–9 have the opportunity to develop essential life skills by engaging in activities such as meal preparation in the Culinary Arts Program.

Our Spanish Program enables students to acquire a second language. Students from Grades 2 through 9 receive instruction in vocabulary, conversational expressions, and written Spanish skills.

The Digital Media curriculum encompasses coding, robotics, typing proficiency, and competency in computer applications including Excel, Google Suite, and PowerPoint.

Elementary students from Kindergarten to Grade 6 enhance their music, dance, and theatrical abilities under the guidance of our skilled Music and Drama instructor.

Daily physical activity is emphasised as an integral component of the curriculum. Students in Kindergarten through Grade 3 are introduced to a broad spectrum of sports, participating in a different activity every four to six weeks. In the previous academic year, students engaged in disciplines such as martial arts, skating, swimming, rollerblading, racquet sports, and yoga. Those in Grades 4 to 9 are offered the opportunity to select a sport according to their interests. Students participate in their selected sport three times per week under the guidance of a professional coach. Available sports include hockey, dance, equestrian, basketball, recreation for life and soccer.

Our Sports Program is designed to foster students' development in game strategy, sportsmanship, teamwork, resiliency and skill refinement. Furthermore, we observe increased student engagement and attentiveness in academic pursuits following participation in athletic activities.



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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	75	94.6	110	93.3	153	91.1	169	96.8	177	90.6	Very High	Declined	Good	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	5	*	17	95.7	22	88.7	22	98.4	12	85.3	High	Maintained	Good	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	62	89.2	81	89.9	107	87.4	119	94.3	137	90.1	Very High	Maintained	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	13	100.0	12	94.3	24	97.1	28	97.6	28	96.4	High	Maintained	Good	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

We take great pride in the Tanbridge Team. Our staff have consistently demonstrated commitment in providing additional care and support to students who are at risk or require assistance academically, socially, or emotionally. During this academic year, we appointed a Student Support Specialist to engage with students individually or in small groups, focusing on topics such as conflict resolution, emotional regulation, relationship building, self-management, and the development of social skills.

With a maximum class size of sixteen students in Kindergarten and eighteen in Grades 1 through 9, our school provides ample opportunities for students to consult with teachers or administrators if they require academic or emotional support. We have four Education Assistants who provide individual or small group instruction to students needing academic support or enrichment for students excelling in their studies. Our overarching goal is to ensure that each student achieves their highest academic potential.

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

- 1. 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.
- 2. 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.
- 3. Flexible Grouping:** Organize students into groups based on interests and abilities. This allows for meeting the needs of students' learning and skill level.
- 4. 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.

5. **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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	75	96.3	110	96.2	153	94.0	169	98.8	177	95.3	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	5	*	17	96.3	22	95.4	22	100.0	12	96.6	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	62	92.6	81	94.0	107	88.3	119	96.4	137	91.3	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	13	100.0	12	98.3	24	98.3	28	100.0	28	97.9	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

We are very pleased to achieve high outcomes from all the Tanbridge stakeholders. Tanbridge Academy remains committed to maintaining a safe and supportive environment for all students and staff. Effective communication among students, parents, and staff has fostered a strong sense of community. Teachers in grades four through nine meet with each student monthly to gather feedback regarding their academic experience and social-emotional well-being.

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	72	86.9	106	82.7	151	77.1	166	89.5	175	79.6	High	Maintained	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	4	*	16	80.4	21	76.2	21	82.1	10	65.2	Intermediate	Maintained	Acceptable	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	61	82.4	79	82.6	107	73.3	118	92.4	137	82.2	Intermediate	Maintained	Acceptable	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	11	91.5	11	85.2	23	81.8	27	94.0	28	91.4	Very High	Maintained	Excellent	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

We continue to be committed in providing accessibility, effectiveness and efficiency of programs and services for students in our community. For the past few years, we have engaged the services



of an Occupational Therapist, Speech Pathologist, and Psychologist to address the diverse needs of our students. Additionally, our teachers have received support through ECLS (Expanding Capacity and Learner Supports), funded by the Association of Independent Schools and Colleges in Alberta (AISCA). The ECLS team has collaborated with teachers to provide effective strategies for assisting students who require additional support in areas such as speech, self-regulation, and fine motor skills. Furthermore, we have appointed a full-time Student Support Worker to provide enhanced social and emotional assistance to students who require additional support.

In addition, several teachers have participated in workshops focused on reading, mathematics, and writing to enhance their instructional practices and curricular outcomes. We also allocate financial resources to enable Tanbridge staff to pursue professional development opportunities that serve the interests of our students, school, and staff members.

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	72	98.5	106	94.0	145	87.7	165	93.9	172	88.7	Very High	Maintained	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	5	*	17	94.1	20	90.0	21	90.5	11	81.8	Very High	Maintained	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	62	96.9	81	88.0	107	84.1	118	95.0	137	84.2	Very High	Declined	Good	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	10	100.0	8	100.0	18	88.9	26	96.2	24	100.0	Very High	Improved	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

We remain committed to upholding high standards in both our academic and sports programs. Recent results show a decline in student outcomes that requires our attention. The Tanbridge Team will keep providing challenging academics and diverse programs that support students' talents.

The Administration Team contacts each parent annually to gather comprehensive feedback regarding their child's educational experience. We collect input on student academics, classroom engagement, social well-being, and the quality of instruction. Parents are encouraged to communicate directly with teachers via email, in-person meetings, or telephone if they have questions or concerns.

Additionally, parents, teachers, and students are provided with the opportunity to complete biannual surveys to offer feedback on programming, student learning, and the overall 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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	13	100.0	29	97.1	43	97.8	46	100.0	39	83.8	High	Declined Significantly	Issue	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	5	*	17	94.1	20	100.0	19	100.0	12	75.0	Very High	Declined Significantly	Acceptable	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	13	100.0	12	100.0	23	95.7	27	100.0	27	92.6	High	Maintained	Good	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

Attaining higher support from parents regarding students' work preparation is an area we will continue to work on. We remain committed to equipping our students with the attitudes and behaviors necessary for their success upon completion of the program at Tanbridge. This year, teachers were trained to design real-world learning experiences as part of student agency development. These ideas were also shared with parents at the November 2025 Parent Forum.

Tanbridge Academy provides students with comprehensive life skills education through its leadership program, culinary arts curriculum, and digital media courses. All students from Kindergarten to Grade 9 participate in a weekly leadership class focused on cultivating lifelong skills and values essential for character development and well-being. Key topics addressed include effective communication, conflict resolution, identification of character traits, relationship building, fostering empathy and gratitude, resilience-building during challenges, and the application of mindfulness techniques. Additionally, younger students receive guidance in developing friendship-building strategies, emotional regulation, and social skills.

Each May, students in Grades 4 through 9 participate in the Entrepreneur Fair at Tanbridge Academy. The primary objective of this event is to equip students with skills essential for operating a business, including designing and producing their own products, as well as marketing and selling them to the school community. Through this process, students gain valuable experience in financial planning and budgeting, enabling them to evaluate profitability and manage potential losses from product sales. Additionally, the Entrepreneur Fair offers students the opportunity to develop communication and persuasion skills, as they engage with customers and present compelling reasons to purchase their goods.

Students in Grades Three at Tanbridge Academy develop responsibility skills through a week-long egg care initiative. Throughout this period, they receive journal prompts designed to encourage reflection on their experiences and responsibilities associated with caring for an egg.

Tanbridge Academy is committed to cultivating well-rounded individuals, with a strong focus on academic excellence, character development, and athletic achievement. To promote this comprehensive educational philosophy, the institution employs a range of targeted strategies to support students in attaining balance across these core areas.



- 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

The Tanbridge Academy Board is comprised of nine members. Shauna Ockey has served as Chairperson since the school's establishment in 2006. Enrollment has steadily increased from eight students in 2006 to a current total of 325.

Looking ahead, the Board's objective is to further expand the Academy and introduce a high school program. The Board convenes four times annually to address financial matters, school policies, operations, and facility management.

Parental engagement is a key component at Tanbridge. This academic year, we have arranged two parent forums. The sessions will focus on student agency, deeper learning in a distracted world as well as the strategies implemented at Tanbridge Academy to enhance students' academic, emotional, and social success.

Parents receive weekly communications regarding classroom activities. Homeroom teachers distribute emails each week detailing the academic concepts addressed, homework deadlines, and forthcoming events. In addition, our Tanbridge Facebook and Instagram pages highlight a range of school activities throughout the academic year.

At Tanbridge Academy, we are grateful for the dedication of our parent volunteers. These individuals have organized special lunches for staff and students, assisted with school field trip supervision, prepared meals, and provided transportation for various extra-curricular activities.

Their commitment and support play a significant role in fostering an inclusive and supportive school community.

We would like to formally acknowledge the Tanbridge Academy Parent Association Board (T.A.P.A.). Comprising six parent representatives and a school administrator, the TAPA Board convenes monthly to address critical initiatives, including fundraising and procurement of resources that enhance student learning. Through their dedicated collaboration, the board has



successfully facilitated the acquisition of school laptops, iPads, sports equipment, an outdoor shed, and robotics materials, all made possible by TAPA-organized fundraising efforts. We are grateful for the significant time and commitment contributed by our parents in support of Tanbridge Academy and its community.

Stakeholder Engagement

The AERR Plan has been created by many Tanbridge Stakeholders:

Parents – The school actively seeks parental feedback through annual surveys. An internal survey is administered to parents each January, covering all families from Kindergarten to Grade 9. Additionally, the Alberta Education Parent Survey is distributed in May to families of students in Grades 4 through 9. Each year, we also conduct individual phone calls with every family to gather input regarding programming and to discuss goals for the school and their children.

The Tanbridge Academy Parent Association Board collaborates to review school objectives and evaluate programs designed to support and enhance students' education. This academic year, we resumed in-person meetings with parents. Their involvement has contributed significantly to fundraising initiatives for computers, playground equipment, and various school programs.

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 – The Board reviews the AERR plan during regular meetings and establishes targeted objectives for the school related to programming and assessment of student and staff needs.

Tanbridge Staff – During our September Professional Development, we review all established objectives within the AERR plan. We identify areas where improvement is needed, particularly those showing a decline, and explore new strategies or goals to further promote student engagement, growth, and achievement in learning excellence.

Students – Tanbridge students in grades four through nine participate in two annual surveys to share feedback on academics, school experience, leadership, and sports development. The Tanbridge staff and Board review these results to establish targeted objectives supporting a robust educational program and promoting student safety and well-being. Additionally, the Administration Team conducts random interviews with twenty percent of students from each class to gather insights regarding their perceptions of the school environment, teacher effectiveness, and peer relationships.



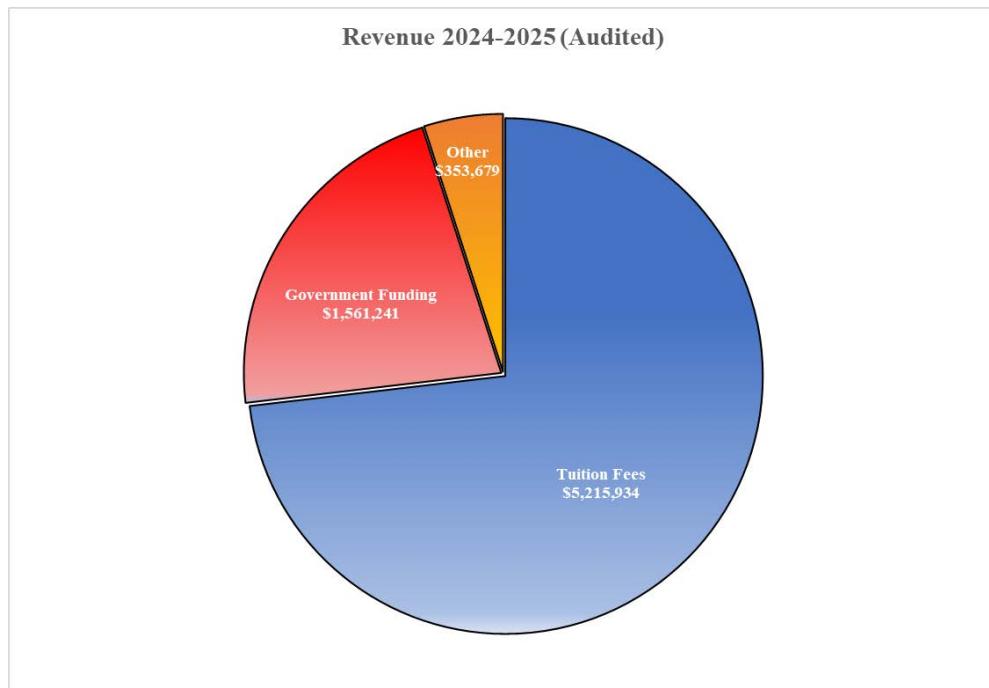
2024-2025 Audited Financial Statements for the Year Ended August 31, 2025

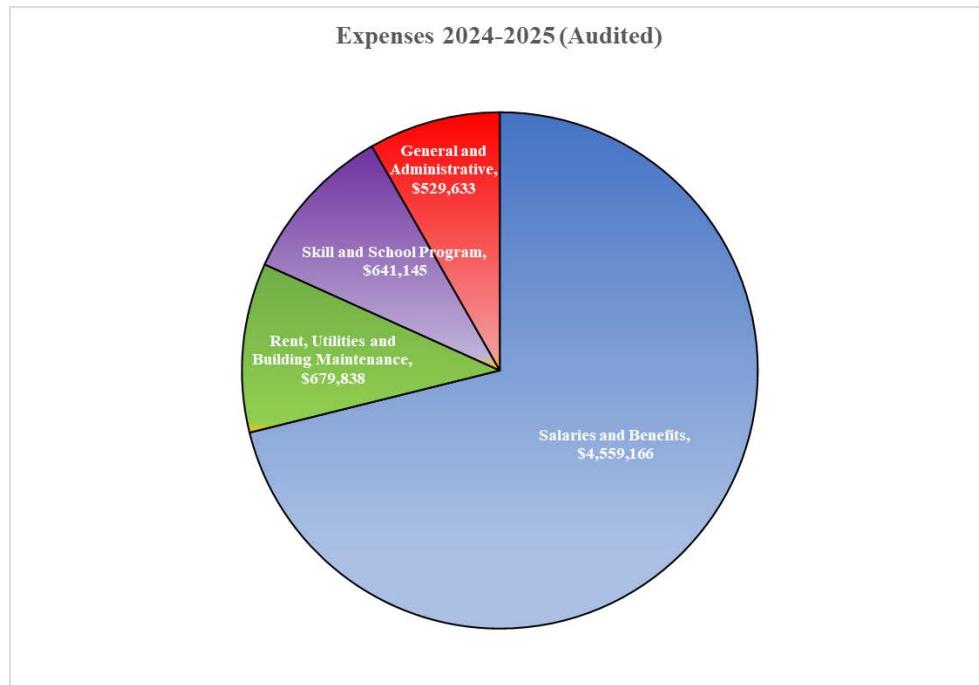
To support school priorities in literacy, numeracy, and student engagement, Tanbridge Academy strategically allocated staffing and instructional resources across grade levels. In literacy, the school hired a literacy specialist to lead targeted interventions and staff training, implemented the UFLI decoding program, and invested in Language Dynamics workbooks and the IXL program for students in Grades 4–9. These strategies strengthened foundational reading and language skills and supported differentiated instruction.

Numeracy was supported through the implementation of the Jump Math program in Kindergarten to Grade 3 and Math Dynamics workbooks in Grades 4–9, reinforcing conceptual understanding and skill development. Additional investments in coding and typing programs for Grades 1–9 enhanced digital literacy and problem-solving skills, while STEM learning was supported through hands-on structure-building projects in Grades 6–9.

To further support student success, four education assistants were hired to provide academic tutorials and enrichment, increasing individualized support and contributing to improved student engagement and achievement across subject areas.

Excess of revenues over expenses for August 31, 2025 - \$721,000. Capital expenditures 2024-2025 - \$22,297.

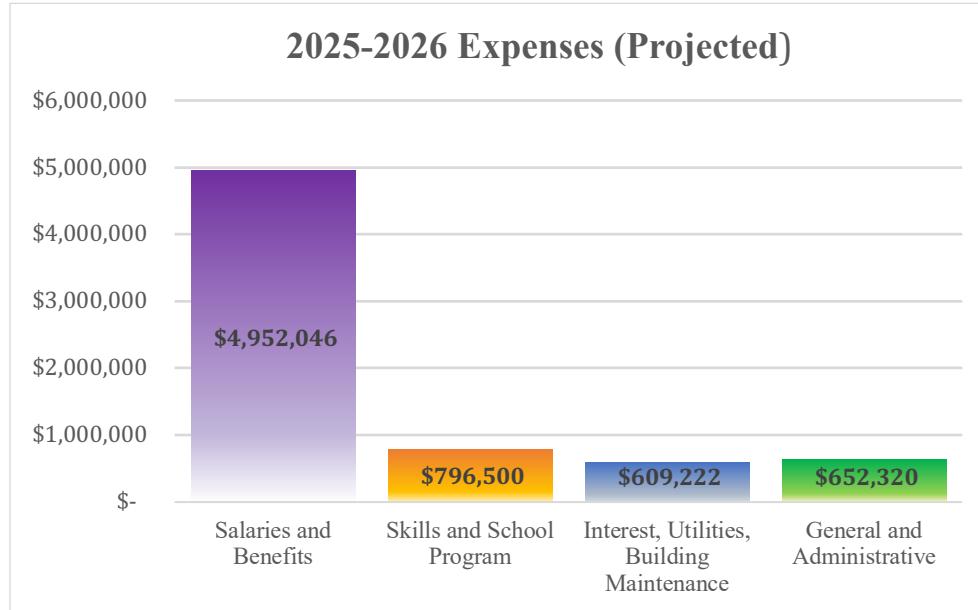
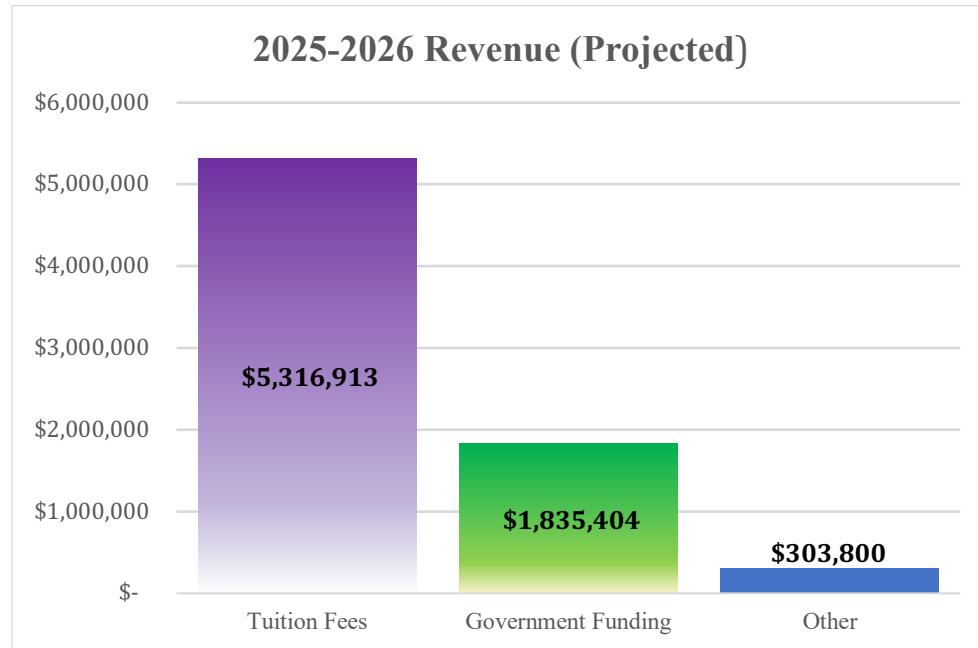




2025-2026 Budget for the Year Ended August 31, 2026

The anticipated revenue from instructional fees is \$5,317,000 which is based on student enrolment of 310. Funding from Alberta Education for the 2025-2026 school year is expected to be \$1,835,000.

Of the \$7,010,100 in total expenses for 2025-2026, \$4,952,000 or 71% 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, 2025. Parents will also have access to the document at the main school reception area by December 1, 2025.



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.



Tanbridge
ACADEMY