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
Bob White	Board Member

Administrative

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

School Administrators

Linda Choy	Head of School
Brett Lappin	Principal
Sarah Kriston	Vice Principal
Cathy Gibbs	Vice Principal
Michelle Morrissette	School Receptionist/Assistant
Karen Wall	School Receptionist/Assistant
Tina Orcherton	School Receptionist/Assistant

Tanbridge Teachers

Lindsay Williams	Kindergarten
Christine Cossette	Kindergarten
Jenna Wilcox	Grade 1
Tara Ciezki	Grade 1
Meghan DiLello	Grade 1/2
Masha Pashchuk	Grade 2
Sadie SCheuerma	Grade 2/3
Amanda Love	Grade 3
Melissa Whiteside	Grade 3
Jessica Schultz.	Grade 4
Sine MacDonald	Grade 4/5
Madi Leigh	Grade 5
Jay Merkley	Grade 5
Nicole Mitchell	Grade 6
Courtney Bardock	Grade 6
Jenn Walsh	Junior High
Alex Greaves	Junior High
Lindsay Greco	Junior High
Kennedy Praud-Rypien	Junior High
Will Tyrrell	Junior High
Nick Galeski	High School
Grace Philibert	High School
Oskar Kasiuk	Athletic Director
Rob Souder	Physical Education
Sylvia King, Josie Morissette	French Teachers
Tawnya Mullen	Literacy Specialist
Charlie Bringloe	Stem/Tune and Create

Education Assistant

Danielle Camp
Jennifer Woodworth
Tina Jones

Student Support Staff

Kirsten Hetchler	Student Support Worker

Coaches

Lisa Wickwire	Dance, Music, Theatre
Jessalyn Reimer	Dance
Ramon Mifflin	Soccer
Jamieson Sawka	Soccer
Tyler Deis	Hockey
Reid Hnatowich	Hockey
Brody Hailwood	Hockey
Derek Purfield	Hockey
Jay Merkley	Hockey
Oskar Kasiuk	Basketball
Jenna Thompson.	Equestrian
Rob Souder	Recreation For Life
Charlie Bringloe	Volleyball



Tanbridge Academy Team

Tanbridge ACADEMY

Table of Contents

Tanbridge Mission Statement	Cover Page
Board Members/Staff/Coaches	Pg. 1
Table of Contents	Pg. 2
Accountability Statement	Pg. 3
School Profile	Pg. 4
Our Future	Pg. 5
Basketball Program	Pg. 6
Hockey Program	Pg. 7
Soccer Program	Pg. 8
Dance Program	Pg. 9
Equestrian Program	Pg. 10
Recreation For Life Program	Pg. 11
Volleyball Program	Pg. 12
Leadership Program	Pg. 13
Performing Arts Program	Pg. 14
Grade 1-3 Sports	Pg. 15
JK – Grade 3 Sports	Pg. 16
Culinary Arts Program	Pg. 17
French Program	Pg. 18
STEM Program	Pg. 19
Remediation and Enrichment Support.	Pg. 21
English as a Second Language	Pg. 22
Community Building	Pg. 23
Grade 10 Program	Pg. 24
Accountability Pillar Summary	Pgs. 26 - 50
Budget Report	Pgs. 51 -53



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 Compliance with the Provincial Strategic Priorities for Education Regulation

Accredited Funded Independent Schools
The operator and/or governing body of Tanbridge Academy has reviewed its 2026/27 Education Plan in accordance with the requirements of the Provincial Strategic Priorities for Education Regulation. The operator and/or governing body confirms that the Education Plan aligns with the provincial strategic priorities of strong foundations, academic mastery, and engaged and responsible members of society within the legislative, regulatory, funding, and operational context applicable to accredited funded independent schools, and that the Education Plan includes outcomes, measures, and strategies that will enable the school authority to report results related to each priority in its 2026/27 Annual Education Results Report (AERR).

Where necessary, the school authority updated its Education Plan or identified actions that will be taken to achieve alignment with the provincial strategic priorities and improve student learning and results.

The operator and/or governing body approved this statement and confirmed the accredited funded independent school's compliance with the Provincial Strategic Priorities for Education Regulation on

Date: November 25, 2026

Shauna Ockey
Chairperson of Tanbridge Academy



Grade 2 students enjoying our outdoor classroom



Grade 4 students learning science concepts

Tanbridge ACADEMY







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 technology and building equipment to help enhance our STEM 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 2026/2027 school year is our twentieth year of operation. Tanbridge Academy currently has 356 students. For the 2026–2027 school year, we introduced our Grade 10 class. We will offer Grade 11 in the following school year, followed by Grade 12 the year after. This expansion reflects our ongoing commitment to strengthening and enhancing our educational programs. We offer skill development opportunities in Hockey, Soccer, Dance, Basketball, Recreation for Life, Volleyball and Equestrian, and will continue to expand our skill development programs as our student numbers increase. We also offer an academic flex program for high-performance athletes that receive their coaching from sources outside Tanbridge Academy's skill development programs. Our flex program is an opportunity for students to receive extra academic support before regular classes begin.



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.



Tanbridge ACADEMY

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.





Tanbridge ACADEMY

HOCKEY PROGRAM



Our Grades 4-9 Hockey Skill Development Program is led by Coach Tyler Deis. Tyler is the Head Coach for the Okotoks 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. Our Elementary teacher, Jay Merkley, also brings a strong competitive hockey background to the program, and is heavily involved in our on-ice training sessions.

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 face off 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.

Tanbridge ACADEMY

SOCCER PROGRAM



Our Soccer Program is led by Coaches 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.

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.





In addition, our students from Grades 4-10 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.

Tanbridge ACADEMY

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 and support instructor, Ms. Jessalyn Reimer, are passionate about fostering the love of dance in their 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.

Tanbridge ACADEMY

EQUESTRIAN PROGRAM

The Equestrian program focuses on supporting novice riders as they develop the core skills needed for a solid riding foundation. Students are introduced to flatwork, including transitions and lateral work, as well as poles and cavalettis to build balance and rhythm. Instruction also covers jumping through both gymnastic exercises and full course work. The program utilizes well-trained, well-mannered horses suitable for both flat and jumping lessons, and all necessary horse tack is provided for students.



Training takes place at Teesdale Equestrian Centre, with instruction led by primary coach Julianne Hanniman. Through dedicated coaching, students build technical proficiency, confidence, and horsemanship in a supportive environment. Several participants have gone on to test their skills in local competition, earning notable results in events such as the X-Rails Novice Rider Development Circuit Tournament and the X-Rails Novice Rider Year End Tournament Hunter Class Championship.

For student-athletes pursuing a higher level of competitive equestrian training outside of standard school hours, Tanbridge offers additional flexibility through the Flex Program. This structure allows high-performance riders to balance intensive training schedules and heavy tournament travel with tailored academic support, ensuring they stay on track with their coursework throughout the competition season.

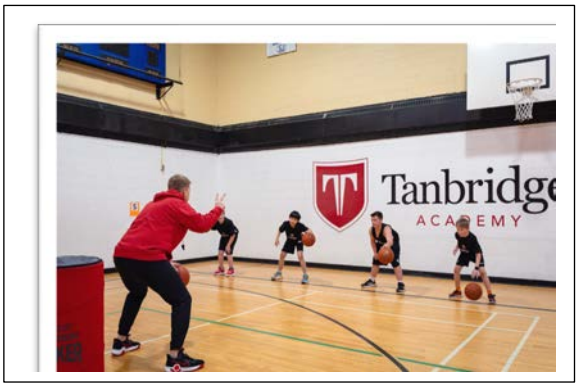




RECREATION FOR LIFE PROGRAM



Our Recreation for Life program 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.









Tanbridge ACADEMY

VOLLEYBALL PROGRAM

Our newly introduced volleyball program has seen significant engagement among students in Grades 4 through 9 since its launch. Initially offered as a once-per-week athletic option this school year, strong student participation and sustained interest have prompted plans to expand the program across all three designated sports days each week.



Instruction is led by Tanbridge faculty member Mr. Bringloe, who brings high-level athletic expertise from his background playing university volleyball. The curriculum is structured to accommodate a wide range of skill levels, effectively supporting both beginners with no prior experience and students who already compete in club leagues outside of school. Through structured drills and scrimmages, students build core technical competencies including serving, passing, setting, spiking, and blocking, while also developing foundational knowledge of court positioning, team communication, and game strategy.

In addition to it being a training program, a substantial number of participants progressed from the weekly sessions to represent the school on the Tanbridge Titans Grade 7 and 8 volleyball team this year. The competitive season concluded with a school-wide teacher-versus-student match, an event that celebrated student progress and fostered broader school community engagement.





Tanbridge ACADEMY

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.

Tanbridge ACADEMY

PERFORMING ARTS PROGRAM

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





In December, our students from Kindergarten to Grade 6, perform at our Winter Concert. The students and staff of Tanbridge Academy are given the opportunity to showcase their skills to the Tanbridge community. Our Dance Troupe also have the opportunity to showcase their talents in our community and monthly school assemblies.

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







Tanbridge ACADEMY

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.





Our hockey instructors and teachers work closely with our younger students as many of them have just recently learned how to skate and put on their equipment! Instructors ensure students are learning the basic skills, staying safe, and having fun on the ice!

JK- GR 3 SPORT SESSIONS

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. These sports and games also help foster teamwork, cooperation, and resiliency skills.







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





Tanbridge ACADEMY

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.

Tanbridge ACADEMY

FRENCH 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 7 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.

The French immersion program is run by two experienced, Alberta Education certified teachers, who are native French speakers. French classes are taught each day. Not only are our students learning to speak, read, and write in French, but students are also learning science curriculum in French. All other core subjects continue to be taught in English.

In addition to our immersion program, all students in Grades 2-6 receive a French Language lesson each week. The Grades 2-6 French program is designed to equip students with foundational reading, writing, listening, and speaking skills in the French language. A strong emphasis is placed on vocabulary acquisition and applied speaking skills that span a variety of daily social situations. Through various project and activity work, students also learn about the diverse cultures of the French-speaking world.









Tanbridge ACADEMY

STEM PROGRAM

Our K–9 STEM (Science, Technology, Engineering, Mathematics) program brings together two previous courses, TAC and Digital Media, into one streamlined class. By combining these subjects, the program covers all required learning outcomes in a more connected way from Kindergarten through Grade 9. The curriculum is designed to build directly on the science outcomes and core competencies at each grade level, giving students a chance to apply what they learn in science through practical, hands-on projects.

Rather than just reading about concepts, students spend their class time designing, building, testing, and problem-solving. This experiential approach helps them develop strong digital literacy, technical skills, and critical thinking as they work through real-world challenges.

A standout part of the program is how it connects classroom learning with community service. Students take in donated used bicycles, diagnose mechanical issues, and repair and refurbish them. Once the bikes are tuned up and safe to ride, they are donated back to local families who need them most. Through this project, students put their mechanical and problem-solving skills to work while making a tangible difference in the wider community.

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

We also plan to focus on matter and chemical change in our final term, 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.

The main areas of focus across grade levels can be seen in the table below:

Focus Area	Student Skills, Understanding, and Knowledge
Design & Problem Solving	Identifies problems, generates ideas, plans solutions, tests designs, and makes improvements.
Hands-On Building & Technical Skills	Uses tools, materials and equipment appropriately; demonstrates construction, measuring, fabrication and practical skills.
Computer & Digital Literacy	Demonstrates computer fundamentals, keyboarding, file management, digital citizenship and appropriate use of digital tools.
Coding & Computational Thinking	Develops algorithms, sequences instructions, identifies patterns, uses logic and debugging to solve problems.
3D Design & Digital Fabrication	Creates and modifies 3D models using appropriate software and applies digital designs to 3D printing and prototyping.
Safety & Work Habits	Follows safety procedures, cares for equipment, works responsibly and demonstrates independence and perseverance.

Tanbridge ACADEMY

STEM Program

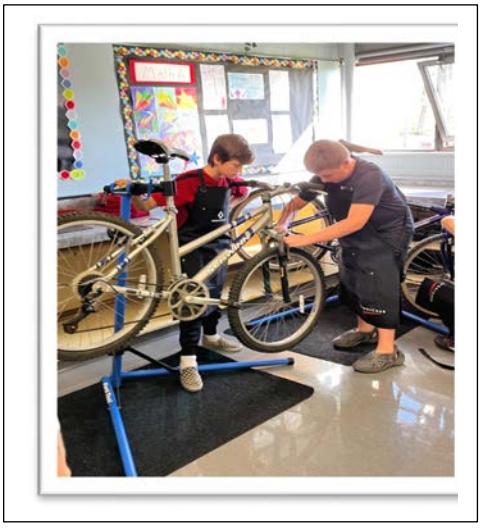


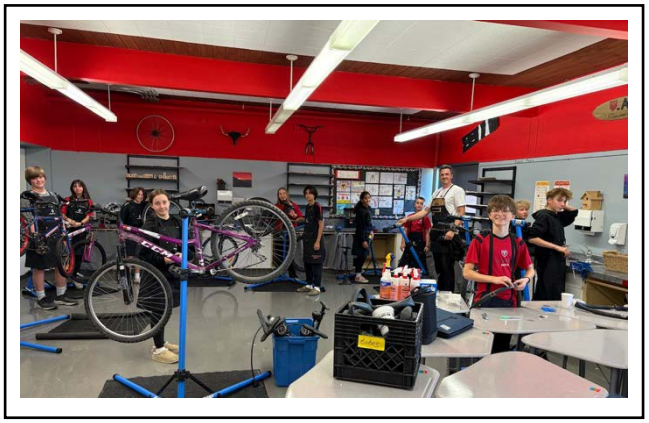
















Remediation and Enrichment Support for Students

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.











Tanbridge ACADEMY

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.









Tanbridge ACADEMY

COMMUNITY BUILDING

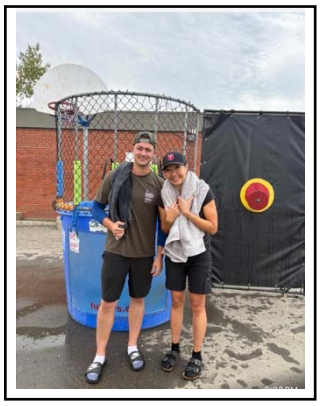




"Orange Shirt" Day performance by our dancers and our Reconciliation Tree



Grade 2/3 Students Host the Remembrance Day Assembly



Ms. Choy and Mr. Lappin in the dunk tank after our school reached our Terry Fox Fundraising Goal



Supporting Easton in battling brain cancer.



Grade 2/3 celebrating their academic and character achievements

Celebrating Student Successes

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.

Tanbridge ACADEMY

GRADE 10 AT TANBRIDGE ACADEMY

Tanbridge Academy is expanding into secondary education with the launch of its new High School program. Beginning with Grade 10 in the 2026/2027 school year, the program will expand intentionally over the next two years, adding Grade 11 in 2027/2028 and Grade 12 in 2028/2029. Built around a student-centered model, the high school curriculum balances academic rigor with athletic and personal development, ensuring students are supported as they transition into secondary studies.

A low teacher-to-student ratio is central to how the high school operates, allowing faculty to provide individualized guidance and tailor instruction to student needs. In fact, the initial Grade 10 course offerings were shaped largely around the specific interests and passions of our founding cohort. To support their daily learning, every high school student is provided with a Chromebook for the school year, giving them reliable access to digital tools and resources.

Beyond core academics, the program places a strong emphasis on leadership and real-world application. High school students serve as visible role models within the broader Tanbridge community by acting as House team captains, organizing school-wide events and assemblies, and pairing up as buddies for younger students as part of their leadership coursework. Classroom learning is also extended through experiential opportunities that expose students to potential career pathways, such as an upcoming field study trip to the Bamfield Marine Sciences Centre.

Athletics and long-term planning are woven directly into the high school structure. Student-athletes have the flexibility to incorporate sport-specific training into their Physical Education credits, supporting their athletic goals alongside their academic schedule. To help students navigate their path toward graduation and beyond, the school utilizes the "*my Blueprint"* program. Through this platform, students engage in long-term career and post-secondary planning right from Grade 10, helping them make thoughtful, intentional course selections throughout their high school years.







Tanbridge ACADEMY

Fall 2026 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	**97.2**	92.0	93.1	**84.2**	83.9	84.0	Very High	Improved	Excellent
	Citizenship	**98.2**	89.6	91.3	**81.2**	79.8	79.8	Very High	Improved Significantly	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**80.0**	85.3	81.1	**60.8**	62.5	62.6	High	Maintained	Good
	PAT9: Excellence	**26.7**	19.1	16.0	**15.5**	15.6	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**98.5**	94.6	95.9	**87.8**	87.7	87.8	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**98.5**	92.6	94.2	**85.8**	84.4	84.4	Very High	Improved Significantly	Excellent
	Access to Supports and Services	**95.8**	91.9	93.4	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**98.5**	90.1	92.7	**79.9**	80.0	79.5	Very High	Improved	Excellent

With an increase in school population, we are pleased to report consistent performance across all measured categories. The current enrollment comprises 356 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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	93.6	153	91.3	169	96.1	177	92.0	187	97.2	Very High	Improved	Excellent	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,809	84.2
Parent	17	100.0	22	93.9	22	98.5	12	94.4	6	100.0	Very High	Maintained	Excellent	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	87.6
Student	81	80.9	107	79.9	119	89.9	137	82.7	148	91.6	Very High	Improved	Excellent	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	70.2
Teacher	12	100.0	24	100.0	28	100.0	28	98.8	33	100.0	Very High	Maintained	Excellent	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	94.7

We are proud to report high averages in the category of "student learning engagement," as evidenced by scores of 91.6% from students, 100% from parents, and 100% 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” STEM 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. For the 2026/2027 school year the grade 4 and 5 students were introduced to the MAZE literacy test and numeracy test. 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 2025/2026 results indicated that 91% 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, Tune and Create, Leadership, French, 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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	90.1	153	87.1	169	97.2	177	89.6	188	98.2	Very High	Improved Significantly	Excellent	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	278,858	81.2
Parent	17	91.8	22	90.9	22	99.1	12	91.5	6	100.0	Very High	Maintained	Excellent	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	37,180	80.1
Student	81	85.2	107	77.0	119	92.6	137	82.3	149	94.6	Very High	Improved Significantly	Excellent	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	207,891	72.7
Teacher	12	93.3	24	93.3	28	100.0	28	95.0	33	100.0	Very High	Improved	Excellent	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	33,787	90.9

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. For the past few years we have continued to:

- Offer students opportunities to demonstrate leadership skills, including having senior students (Grades Six to Nine) organize both winter and spring carnivals.

- Establish house leagues where older students collaborate with younger cohorts to participate in athletic or STEM-related activities.
- For the past two years, our Grade 2 students have participated in Open Minds, the Library School Program at Calgary's Central Library. This week-long experiential program transforms the library and downtown into a living classroom, where students explore city design, history, literacy, Indigenous placemaking, local art, and media. They also learn directly from librarians, collection selectors, Wellness Desk social workers, artists-in-residence, and Treaty 7 Elders through the Elders Guidance Circle.
- Encourage 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.

For the 2026/2027 school year, house teams have been a great way to build a strong sense of community at Tanbridge by bringing together students from a variety of grades. Each house team gives students the opportunity to connect, collaborate, and develop relationships with peers they may not otherwise have the chance to work with. As part of building their team identity, students create a torch that represents their Tanbridge Pillar and reflects the values of their house. Throughout the year, monthly competitions and spirit days encourage students to work together toward a common goal while promoting teamwork, sportsmanship, school spirit, and enthusiasm. These shared experiences help strengthen connections across grade levels and contribute to a positive, inclusive school community.

Furthermore, students in Grades 7 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 – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Tanbridge Academy					Measure Evaluation			Alberta				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	9	18	14	17	15	n/a	n/a	n/a	53,039	57,925	60,682	61,071	61,946
Acceptable Standard %	94.4	77.8	80.4	85.3	80.0	High	Maintained	Good	62.9	62.6	62.5	62.5	60.8
Standard of Excellence %	33.3	23.6	5.4	19.1	26.7	Very High	Maintained	Excellent	16.8	15.5	15.4	15.6	15.5

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Tanbridge Academy							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts & Lit 6	Acceptable Standard	n/a	Maintained	n/a	36	91.7	30	93.3	63,866	71.3	61,670	69.1
	Standard of Excellence	n/a	Declined Significantly	n/a	36	8.3	30	40.0	63,866	8.9	61,670	12.7
Mathematics 6	Acceptable Standard	n/a	Declined	n/a	36	63.9	30	83.3	63,820	53.0	61,656	53.1
	Standard of Excellence	n/a	Declined Significantly	n/a	36	13.9	30	46.7	63,820	18.3	61,656	15.1
Science 6	Acceptable Standard	n/a	n/a	n/a	36	77.8	n/a	n/a	63,740	65.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	36	25.0	n/a	n/a	63,740	20.7	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	24	85.3	29,449	64.5	56,171	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	24	28.9	29,449	18.7	56,171	18.8
English Language Arts 9	Acceptable Standard	High	Maintained	Good	15	86.7	16	85.8	58,077	70.0	58,247	70.2
	Standard of Excellence	High	Maintained	Good	15	20.0	16	13.9	58,077	11.4	58,247	12.1
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	14	64.3	16	71.0	56,398	50.7	57,645	52.9
	Standard of Excellence	Very High	Improved	Excellent	14	35.7	16	9.5	56,398	15.1	57,645	13.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	15	93.3	16	86.4	54,620	65.3	58,279	67.5
	Standard of Excellence	Very High	Maintained	Excellent	15	33.3	16	23.3	54,620	20.4	58,279	20.7
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	73.3	16	81.4	55,336	57.5	58,302	59.8
	Standard of Excellence	High	Maintained	Good	15	20.0	16	17.4	55,336	16.3	58,302	16.3

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2022		**2023**		**2024**		**2025**		**2026**	
		A	**E**	**A**	**E**	**A**	**E**	**A**	**E**	**A**	**E**
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	93.3	40.0	91.7	8.3
	Province	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7	71.3	8.9
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.3	46.7	63.9	13.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1	53.0	18.3
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.8	25.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.7	20.7
Social Studies 6	Authority	76.5	11.8	94.1	5.9	75.0	20.8	86.7	60.0	n/a	n/a
	Province	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5	64.5	18.7
English Language Arts 9	Authority	88.9	11.1	83.3	11.1	85.7	7.1	88.2	23.5	86.7	20.0
	Province	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1	70.0	11.4
Mathematics 9	Authority	88.9	44.4	72.2	16.7	64.3	0.0	76.5	11.8	64.3	35.7

	Province	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0	50.7	15.1
Science 9	Authority	100.0	33.3	72.2	33.3	92.9	7.1	94.1	29.4	93.3	33.3
	Province	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1	65.3	20.4
Social Studies 9	Authority	100.0	44.4	83.3	33.3	78.6	7.1	82.4	11.8	73.3	20.0
	Province	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1	57.5	16.3

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.

Tanbridge Academy 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. For the 2026/2027 school year, Grade 4 and 5 testing were introduced to students to determine their literacy and numeracy level.

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 three 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, couple 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 on all Provincial Achievement Tests, and we remain steadfast in our commitment to ongoing improvement with standards of excellence.

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 2025/2026 academic year, two First Nation students participated in the Provincial Achievement Tests, completing the applicable assessments as part of the provincial testing process. The two students performed well on the assessments, demonstrating strong achievement across the applicable areas evaluated. One additional First Nation student was exempt from participating in the exams and therefore did not write the Provincial Achievement Tests.

For the 2025/2026 school year, we had two ESL (English as a Second Language) students, coded as 301/303, who participated in the Provincial Achievement Tests. Both students were able to meet acceptable standards on the assessments, demonstrating positive progress in their academic learning while continuing to develop their English language skills. We remain fully committed to supporting these learners in both language acquisition and academic progress. This includes providing appropriate resources, targeted supports, and learning opportunities that respond to their individual needs and help strengthen their confidence and skills. Our goal is to ensure that each student is well supported and equipped with the tools necessary to continue progressing and succeeding academically.

Our focus remains on delivering personalized support for every student, and we are dedicated to helping all learners achieve and surpass their potential.

Tanbridge ACADEMY

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	# of students identified as being at risk in January	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.	49 students	Literacy = N/A Numeracy =N/A	Literacy = 5 Numeracy= 4	Literacy = N/A Numeracy = N/A	Literacy = 6 Numeracy = 6	Literacy = N/A Numeracy = N/A
Grade 1	24 students	Literacy = 1 Numeracy = 1	Literacy =2 Numeracy =0	Literacy = 0 Numeracy = 0	Literacy = 6 Numeracy = 5	Literacy = 6 Numeracy = 5
Grade 2	44 students	Literacy = 1 Numeracy = 4	Literacy =5 Numeracy =7	Literacy = 4 Numeracy = 2	Literacy = 8 Numeracy = 6	Literacy = 3 Numeracy = 3
Grade 3	24 students	Literacy = 4 Numeracy = 3	Literacy =9 Numeracy = 5	Literacy = 6 Numeracy = 2	Literacy = 10 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

Summary of support strategies for Grade1-3 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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	96.0	153	95.1	169	97.9	177	94.6	188	98.5	Very High	Improved	Excellent	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	17	93.1	22	93.9	22	97.7	12	94.4	6	100.0	Very High	Maintained	Excellent	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
Student	80	94.8	107	92.9	119	96.5	137	92.4	149	96.1	Very High	Maintained	Excellent	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	13	100.0	24	98.6	28	99.4	28	97.0	33	99.5	Very High	Maintained	Excellent	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

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.

Tanbridge Academy survey questions pertaining to quality of education for 2025/2026:

Parents were asked to what extent does your child enjoy going to Tanbridge Academy.
87% 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?
94% of the parents stated they are satisfied with the quality of teaching their children are receiving.

Comments made from parents were:

- Teachers are all wonderful, supportive and so kind.
- All teachers are amazing.
- We adore the teachers. The channels for direct communication with each teacher are excellent, and the teachers are completely receptive and responsive to all questions.
- As well as the amazing teachers we have had year after year, I want to mention that the Administration has been approachable, supportive and go above and beyond. Tanbridge is a special place.
- I have and will continue to refer friends and family to Tanbridge, we love it for our son and are so grateful he attends.

- We love Tanbridge and so do our kids. I do appreciate the continued enrichment where needed.
- Really appreciate the culinary program; I can tell many of the teachers care; holiday concert is great.
- We really like the entrepreneur fair.

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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	93.8	153	91.5	169	98.4	177	92.6	188	98.5	Very High	Improved Significantly	Excellent	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	279,038	85.8
Parent	17	93.9	22	94.3	22	100.0	12	91.6	6	100.0	Very High	Maintained	Excellent	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	86.6
Student	81	91.2	107	83.4	119	95.2	137	88.6	149	95.6	Very High	Improved Significantly	Excellent	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	77.9
Teacher	12	96.4	24	97.0	28	100.0	28	97.4	33	100.0	Very High	Maintained	Excellent	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	92.9

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. Our Grade 2 students take part in Library School

through the Open Minds program, which provides meaningful opportunities for learning beyond the classroom. As part of these sessions, students have the opportunity to meet with Treaty 7 Nation Elders, listen to their perspectives, and deepen their understanding through direct engagement and conversation.

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										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	92.7	153	91.2	169	97.3	177	91.9	188	95.8	Very High	Maintained	Excellent	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	79.5
Parent	17	95.1	22	88.7	22	99.1	12	89.1	6	93.3	Very High	Maintained	Excellent	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	74.8
Student	81	89.9	107	87.4	119	94.3	137	90.1	149	94.0	Very High	Improved	Excellent	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	12	93.2	24	97.4	28	98.6	28	96.4	33	100.0	Very High	Maintained	Excellent	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	84.3

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 eighteen students in Kindergarten and eighteen to twenty 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.

Tanbridge also 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										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	29	93.2	47	92.8	50	95.1	40	90.1	39	98.5	Very High	Improved	Excellent	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	79.9
Parent	17	91.6	23	90.8	22	91.7	12	83.9	6	100.0	Very High	Maintained	Excellent	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	75.7
Teacher	12	94.7	24	94.7	28	98.6	28	96.3	33	96.9	Very High	Maintained	Excellent	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	84.1

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 six 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 2026 Supplemental Alberta Education and Childcare 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**	0.0	0.0	**2.4**	2.4	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	**100.0**	97.4	97.2	**81.0**	81.7	81.7	Very High	Maintained	Excellent
Lifelong Learning	**100.0**	95.1	94.6	**81.2**	80.8	80.4	Very High	Improved	Excellent
Program of Studies	**94.8**	85.4	90.4	**83.4**	83.0	82.9	Very High	Improved	Excellent
Program of Studies - At Risk Students	**94.3**	90.6	92.8	**80.2**	80.5	80.8	Very High	Maintained	Excellent
Safe and Caring	**99.0**	95.3	96.0	**88.3**	87.3	87.3	Very High	Improved	Excellent
Satisfaction with Program Access	**93.3**	79.6	82.1	**71.8**	72.1	72.3	Very High	Improved Significantly	Excellent
School Improvement	**97.2**	88.7	90.1	**76.3**	76.6	75.9	Very High	Improved Significantly	Excellent
Work Preparation	**100.0**	83.8	93.9	**84.2**	83.7	83.2	Very High	Improved	Excellent

We are very satisfied with the strong scores achieved in life-long learning, in-service jurisdiction needs, program of studies, safe and caring environment, school improvement, work preparation and satisfaction with program access. The observed increases in each category demonstrate our commitment to meeting the needs of our students. 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								
	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	%
Drop Out Rate	10	10.0	11	0.0	5	*	14	0.0	8	0.0	Very High	Maintained	Excellent	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4	219,080	2.4
Returning Rate	n/a	n/a	1	*	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2	6,740	18.9

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. For the 2026/2027 school year we have added the grade 10 program.

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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	12	100.0	24	94.3	26	100.0	26	97.4	32	100.0	Very High	Maintained	Excellent	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0
Teacher	12	100.0	24	94.3	26	100.0	26	97.4	32	100.0	Very High	Maintained	Excellent	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0

The teaching team at Tanbridge continues to expand each academic year. Currently, the staff is comprised of 35 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, resiliency 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 two to 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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	29	91.3	43	94.0	48	94.6	40	95.1	38	100.0	Very High	Improved	Excellent	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8	68,123	81.2
Parent	17	82.6	20	91.7	21	89.3	12	92.9	6	100.0	Very High	Maintained	Excellent	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5	35,211	75.1
Teacher	12	100.0	23	96.4	27	100.0	28	97.4	32	100.0	Very High	Maintained	Excellent	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1	32,912	87.2

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.

	Tanbridge Academy										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	66	91.2	96	90.3	98	95.5	91	85.4	91	94.8	Very High	Improved	Excellent	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	196,028	83.4
Parent	17	92.4	22	96.2	22	90.8	12	83.1	6	100.0	Very High	Maintained	Excellent	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	37,119	82.5
Student	37	86.3	50	78.0	48	96.6	51	75.7	52	85.6	Very High	Maintained	Excellent	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	125,148	78.5
Teacher	12	94.7	24	96.7	28	99.1	28	97.3	33	98.9	Very High	Maintained	Excellent	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	33,761	89.3

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 new programs have recently been made available to students.

For the 2026/2027 school year, we introduced volleyball as a new sport option, providing students with an additional opportunity to develop their skills, remain active, and participate in competitive play. Our volleyball training schedule is designed to develop strong foundational skills, athletic ability, and game intelligence through purposeful, progressive sessions, while ensuring that training remains engaging, supportive, and age-appropriate.

For the 2026/2027 school year we also added a STEM program for students from Kindergarten to Grade 9. The STEM program at Tanbridge Academy provides students with opportunities to develop their hands-on building, computer science, and design skills through engaging, project-based learning. Projects and activities are connected to grade-level curriculum outcomes, allowing students to apply and build upon concepts they are learning in their science Curriculum.

The STEM course is organized into three terms. During the first term, students focus on hands-on building projects connected to their science curriculum, allowing them to explore grade-level outcomes through practical skills and procedures. In the second term, students develop their computer science skills through coding lessons aligned with curriculum outcomes. The final term focuses on 3D printing and design, where students apply their creativity and technical skills to design and create their own projects.

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.

Our STEM and 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 seventy 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 French. 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 regular French Program enables students to acquire a second language. Students from Grades 2 through 6 receive instruction in vocabulary, conversational expressions, and written French 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, soccer, hand ball, floor hockey, 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, volleyball 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										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	93.3	153	91.1	169	96.8	177	90.6	188	94.3	Very High	Maintained	Excellent	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5	278,402	80.2
Parent	17	95.7	22	88.7	22	98.4	12	85.3	6	88.9	Very High	Maintained	Excellent	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5	37,068	73.1
Student	81	89.9	107	87.4	119	94.3	137	90.1	149	94.0	Very High	Improved	Excellent	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	12	94.3	24	97.1	28	97.6	28	96.4	33	100.0	Very High	Maintained	Excellent	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4	33,748	88.0

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 eighteen students in Kindergarten and eighteen to twenty 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 Grade 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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	110	96.2	153	94.0	169	98.8	177	95.3	188	99.0	Very High	Improved	Excellent	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	278,912	88.3
Parent	17	96.3	22	95.4	22	100.0	12	96.6	6	100.0	Very High	Maintained	Excellent	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	37,193	88.9
Student	81	94.0	107	88.3	119	96.4	137	91.3	149	97.1	Very High	Improved	Excellent	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	207,932	82.4
Teacher	12	98.3	24	98.3	28	100.0	28	97.9	33	100.0	Very High	Maintained	Excellent	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	33,787	93.8

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 4 through 9 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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	106	82.7	151	77.1	166	89.5	175	79.6	188	93.3	Very High	Improved Significantly	Excellent	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1	276,717	71.8
Parent	16	80.4	21	76.2	21	82.1	10	65.2	6	91.7	Very High	Maintained	Excellent	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4	36,083	68.7
Student	79	82.6	107	73.3	118	92.4	137	82.2	149	89.4	Very High	Improved	Excellent	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8	207,015	74.8
Teacher	11	85.2	23	81.8	27	94.0	28	91.4	33	98.8	Very High	Improved	Excellent	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1	33,619	71.9

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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	106	94.0	145	87.7	165	93.9	172	88.7	177	97.2	Very High	Improved Significantly	Excellent	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6	272,598	76.3
Parent	17	94.1	20	90.0	21	90.5	11	81.8	5	*	*	*	*	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4	35,434	75.0
Student	81	88.0	107	84.1	118	95.0	137	84.2	148	94.5	Very High	Improved	Excellent	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4	205,728	76.8
Teacher	8	100.0	18	88.9	26	96.2	24	100.0	29	100.0	Very High	Improved	Excellent	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1	31,436	77.1

We remain committed to upholding high standards in both our academic and sports programs. Recent results from the students show a nice increase. 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										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	29	97.1	43	97.8	46	100.0	39	83.8	38	100.0	Very High	Improved	Excellent	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7	66,650	84.2
Parent	17	94.1	20	100.0	19	100.0	12	75.0	6	100.0	Very High	Maintained	Excellent	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0	34,404	76.7
Teacher	12	100.0	23	95.7	27	100.0	27	92.6	32	100.0	Very High	Improved	Excellent	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4	32,246	91.7

We are very pleased with our scores for work preparation. 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 Grade 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 354.

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. The Tanbridge Board has approved the opening of our Grade 10 program for the 2026–2027 school year, marking an important step in the continued growth of our senior grades. We will build on this expansion by offering Grade 11 in the following school year and Grade 12 the year after, creating a clear three-year pathway for students as they progress through high school.

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.

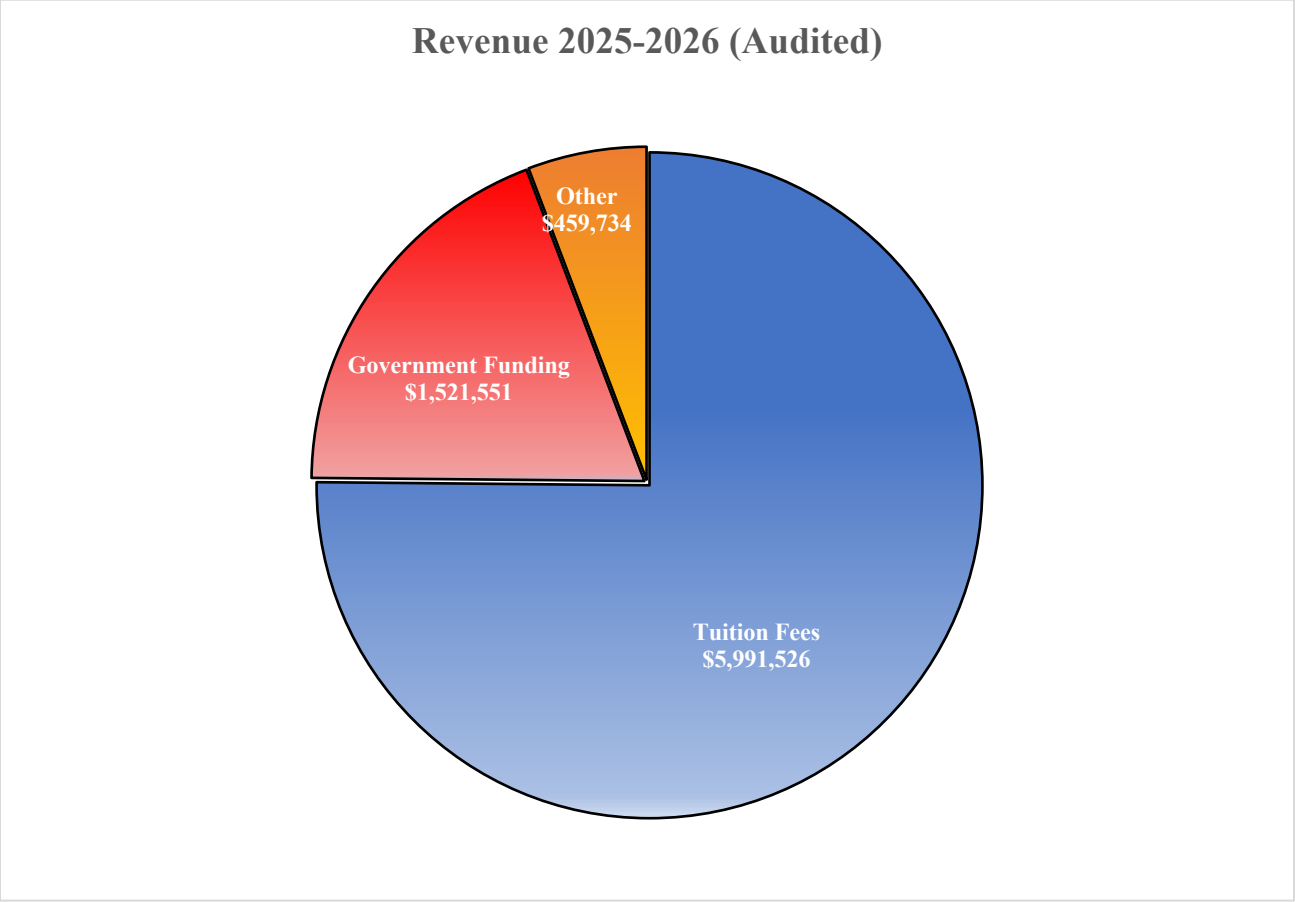
2025-2026 Audited Financial Statements for the Year Ended August 31, 2026

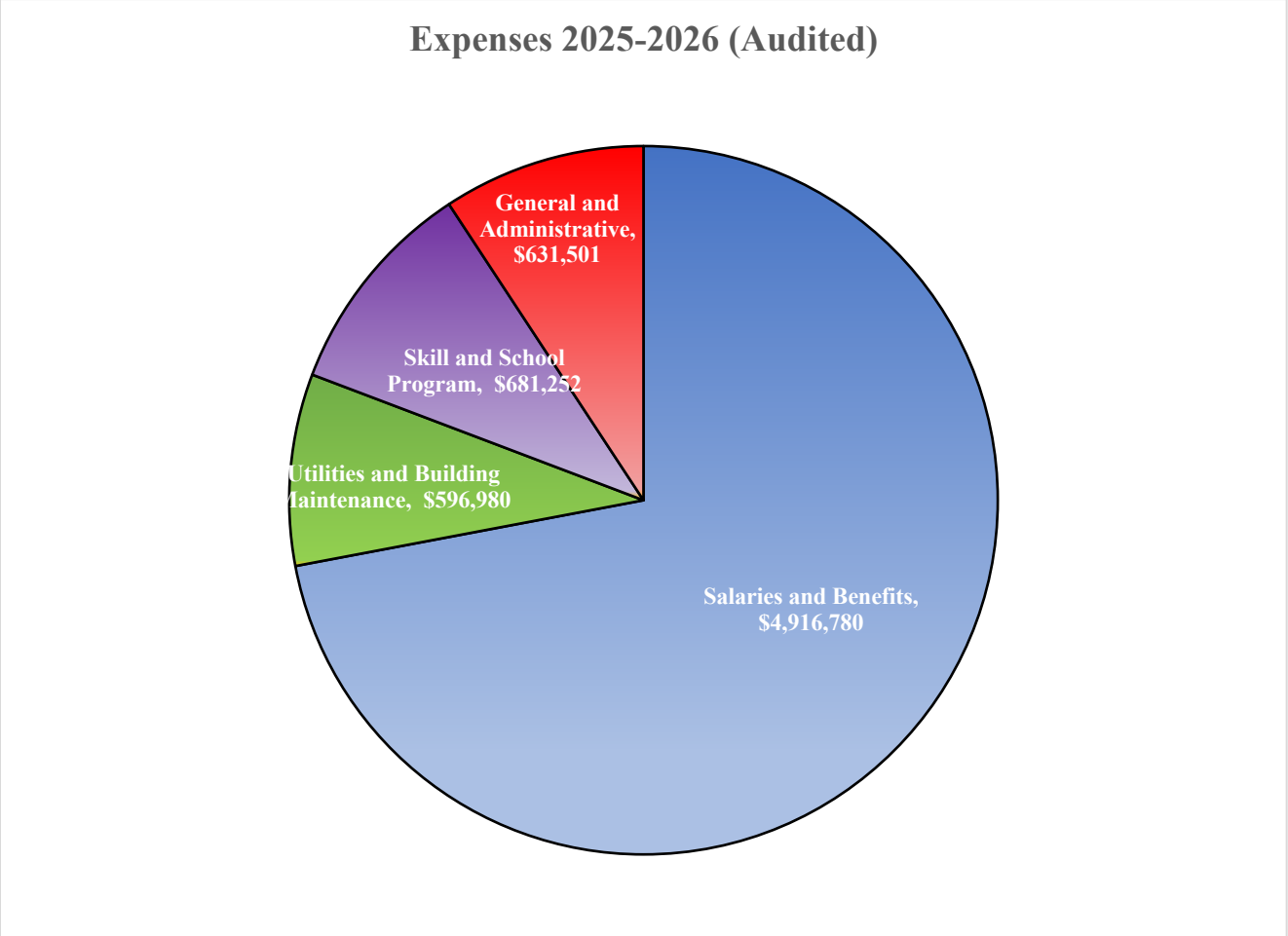
During the 2025–26 school year, Tanbridge Academy continued investing in instructional programming, specialized staffing, and learning resources to support student development in literacy, numeracy, and overall academic achievement. Literacy remained a priority, with the literacy specialist providing targeted student interventions and guidance to teaching staff. The school continued using the UFLI decoding program, Language Dynamics workbooks, and IXL for Grades 4–9 to strengthen reading, language development, and individualized learning.

Mathematics instruction continued to incorporate Jump Math in Kindergarten to Grade 3 and Math Dynamics workbooks in Grades 4–9, reinforcing foundational skills, mathematical understanding, and problem-solving. Coding and typing programs, including Typing.com, supported technology and digital literacy skills across Grades 1–9. Hands-on STEM projects in Grades 6–9 encouraged creativity, collaboration, and practical application of classroom learning.

Education assistants continued providing individualized instruction, academic tutorials, and enrichment opportunities to support diverse learning needs, reinforce classroom instruction, and improve student engagement and achievement.

Excess of revenues over expenses for August 31, 2026 - $1,146,300. Capital expenditures 2025-2026 - $976,230.

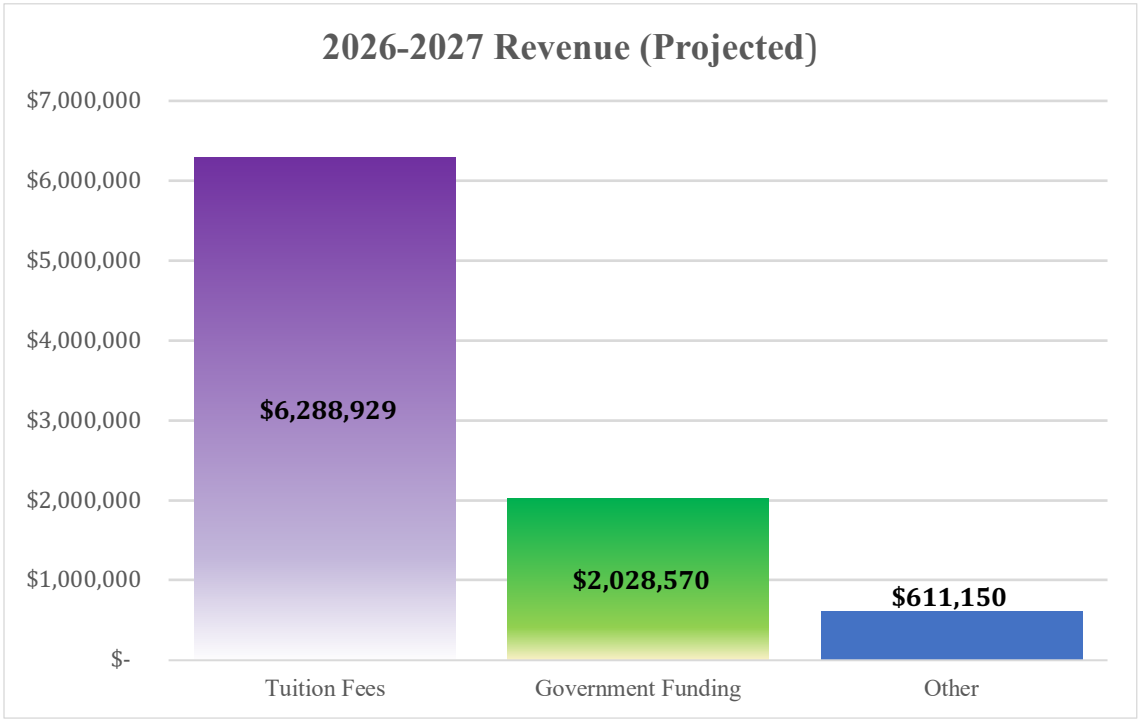


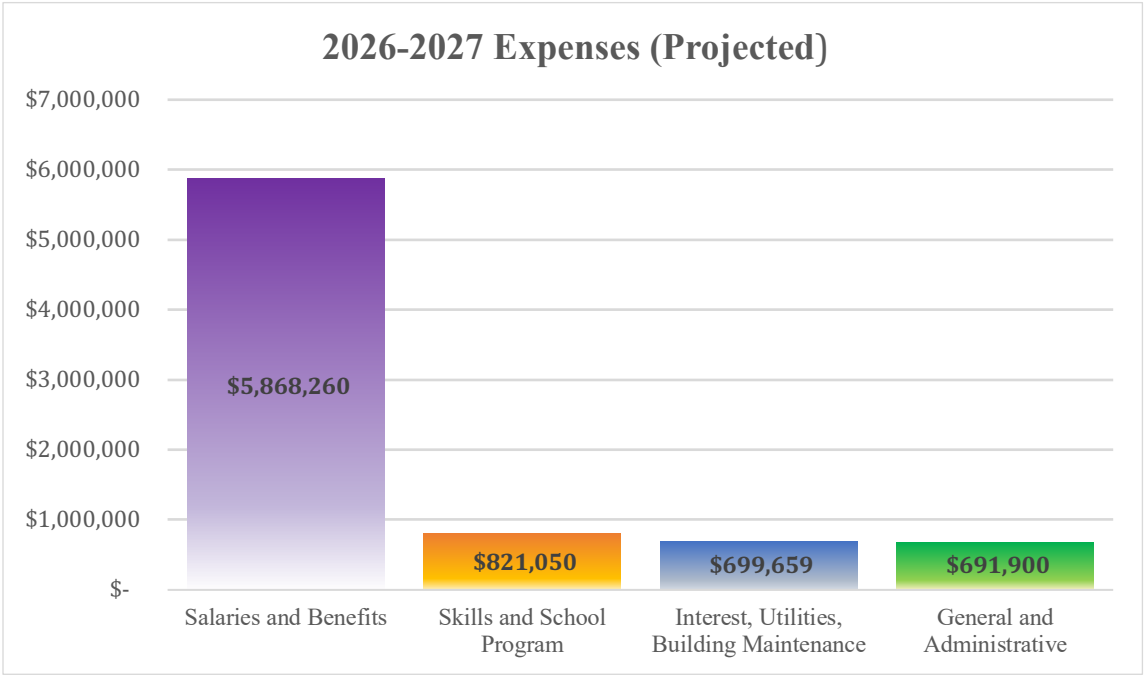


2026-2027 Budget for the Year Ended August 31, 2027

The anticipated revenue from instructional fees is $6,288,900 which is based on student enrolment of 341. Funding from Alberta Education & Childcare for the 2026-2027 school year is expected to be $2,028,600.

Of the $8,080,900 in total expenses for 2026-2027, $5,868,300 or 73% 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 and skill program expenses. The 'general and administrative' category includes professional fees, school supplies, advertising, school functions, insurance, and amortization.


2026-2027 Revenue (Projected)
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$-
$6,288,929
$2,028,570
$611,150
Tuition Fees
Government Funding
Other


2026-2027 Expenses (Projected)
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$-
$5,868,260
$821,050
$699,659
$691,900
Salaries and Benefits
Skills and School Program
Interest, Utilities, Building Maintenance
General and Administrative

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, 2026. Parents will also have access to the document at the main school reception area by December 1, 2026.

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 please 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