

**L A C O M B E
CHRISTIAN SCHOOL**

2023-2027



EDUCATION PLAN

Accountability Statement for the Education Plan:

The Education Plan for the Lacombe Christian School Authority commencing June 13, 2023 was prepared under the direction of the Board of directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve students' learning and results.

The governing body approved the 2026/2027 rolling Education Plan on May 25, 2026.

Message From The Board Chair:

The Board of Lacombe Christian School is happy to report that the school is running well.

The Board is committed to maintaining our policies. The Board views Lacombe Christian School as a privilege, one we would love to share with more Christian families. We are thankful for all the staff that work in the school and appreciate their dedication and hard work to ensure we have excellent programs and results in our school. We are also thankful for the parent involvement that takes place all through the school year that helps strengthen this place.

We are encouraged by the provincial government and the commitment they have shown to independent education. We are thankful for the Education Act that was implemented. We pray that Alberta Education will continue to allow us to educate our children in a Christian environment using the Alberta curriculum.

This report aims to follow the spirit and direction of the Alberta Education Assurance Model. The transition to a new assurance model is a welcome change for us. We are thankful for the opportunity to not only compare our students' achievements to those in other schools throughout the province, but to also include the unique goals and priorities that are important to our parents and community. Over the coming years, we hope to develop local surveys and measuring instruments that will help us to better assess how well we accomplish our local priorities for our student growth and learning.

Board Chairperson/President

Nathan Kleefman



Note: Original signed.

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1. Local & Societal Context:

Lacombe Christian School History & Profile

In 1945 a small group of committed parents established a Christian elementary school, Lacombe Christian School, on the present site of the WoodyNook Christian Reformed Church. By 1966 the school's future was somewhat uncertain due to fluctuating enrollment figures and new government regulations. Part of the fluctuation of enrollment figures was due to the fact that a second Christian elementary school, Calvin Christian School, had begun operations in the town of Lacombe in the fall of 1966. In 1967 the two schools became one, under the control of a now amalgamated society, continuing operation in the town of Lacombe under the name of Lacombe Christian School. The school now has about 470 students in Playschool - Grade 9 and 28 teachers, 14 educational assistants, one secretary, an administrative assistant, a Development Officer and a Business Administrator. Steps were taken to expand the school to the point at which we are now able to comfortably handle over 450 students with multiple classes at all grade levels.

The school is operated by the Lacombe Christian School Society through an elected Board. Lacombe Christian School is an interdenominational institution committed to providing quality education through Christ-centered curriculum taught by dedicated Christian teachers.

Lacombe Christian School is not Christian because school days are started with prayer, or because songs are learned and sung, or because children come from Christian homes or because the teachers are Christian. All these things are present, of course, but they do not constitute the Christian character of the school. It is not Lacombe Christian's first concern to prepare students for a well paid position in the society we live in. The continued vision of the Board, Administration and Staff is to ". . . grow in grace and knowledge of our Lord and Saviour Jesus Christ" (2 Peter 3:18) and so mature in the application of God's Word to the totality of daily practice that all thoughts are brought into captivity and made obedient to Christ.

Students come to LCS from Lacombe and surrounding areas including Bentley, Alix, Clive, Blackfalds, and other parts of the Wolf Creek School Division.

LCS offers the regular P – 9 programs, following the guidelines of the Alberta Education curriculum. In Junior High, students select three of the following complementary courses: Knitting, Card Making, Book Club, Foods, Digital Media, Pottery, Personal Fitness, Robotics, Woodworking, Board Games, Sports Skills Development, Outdoor Education, Careers, Stop Motion, Build-a-Bear and Music.

For students requiring specialized services, we access the following service providers:

1. Randall Symes Psychological Services
2. Communication Options.
3. Learning Support Center - available on-going support for students with mild to moderate learning difficulties in grades K - 9.
4. EA support for students with mild to moderate learning difficulties
5. Early literacy program in place for students in K - Gr. 3.
6. Counseling - on-site counselor available for student needs.
7. Special Needs / PUF funding.
8. Aspire support through AISCA.
9. Level B Testing

All teachers are certified by Alberta Education or have a written letter of authority from Alberta Education. The Society is also a member of Christian Schools International, Association of Independent Schools and Colleges of Alberta and also Prairie Centre for Christian Education. The Society is governed by a constitution

and by-laws and is administered by a Board of Directors who are elected for a three year term from the general membership. The Board has various standing committees such as: Education, Transportation, Salary and Benefits, Maintenance and Finance.

Mission and Mandate

Lacombe Christian School is committed to providing our children with an education which is uniquely Christ-centered, and which aims at the highest possible academic standards as well as stimulating spiritual growth and scriptural wisdom. LCS is operated by the Lacombe Christian School Society as an accredited independent school as defined by Section 29 of the *Education Act*.

Vision Statement

To the glory of God, by His grace, and on the foundation of His word, Lacombe Christian School strives to nurture and educate children to be Spirit-filled disciples of Christ and responsible, discerning citizens in society.

Beliefs

Lacombe Christian School believes that God has given parents the authority to instruct students in His ways. This God-given responsibility translates into an education that acknowledges the Bible as the ultimate authority in seeking answers to questions relating to the meaning and purpose of life. LCS believes that the purpose of education is to equip students to serve God in all areas of life and to be of service to our fellow human beings.

As a Christian community we envision our schools as places where:

- Christ is glorified in everything we do;
- Quality teaching and learning takes place;
- Students can express themselves;
- Students feel accepted, loved, and respected;
- Christian discipleship and discipline are carried out in love;
- Students work to achieve their God-given potential in all aspects of their development;
- Everyone contributes in a positive manner to the school;
- Students build God-honoring friendships and relationships;
- Everyone can develop and talk about their personal relationship with God;
- Accountability to God and each other is stressed;
- Academic excellence is a communal goal;
- A strong sense of Christian community exists between home, school and church;
- Enthusiasm and excitement for learning and teaching is modeled;
- Students may learn to know, love, and serve God; and,
- Our individuality is known by Christ and celebrated by each other.

Profile of the School Authority

Lacombe Christian School follows a 'society run' model. School society members elect a school board, which oversees the hiring of teachers and administrators, and monitors the effective operation of the school. Members of the society are people who agree on the standards specified in the society constitution. The common ground among them is the shared Christian Worldview gained from the Protestant Reformation of the early 1500s. This worldview is expressed in particular in the Bible: The Holy Scriptures of the Old and New Testament, which is considered to be the infallible guide for faith and practice. These Scriptures are confessed to be the Word of God, as summarized and expressed in historic creeds of the Reformed churches, such as the Belgic Confession of Faith, the Westminster Confession of Faith, the Heidelberg Catechism, and the Canons of Dordt.

Summary of Accomplishments

- Board support and commitment ensures the needs of all students are being met.
- The school-wide use of the Teaching for Transformation Model ensures the integration of faith in learning. The entire staff team is now being trained in this model.
- The availability and thoughtful use of technology is a focus and commitment. We continue to add and update Chromebook carts to our instructional inventory.
- Lacombe Christian School continues to work hard to ensure that students are safe at school; students are taught the importance of caring for others, are learning respect for others, and are treated fairly in school. Students are encouraged to help one another, to view others as image bearers of God, and, because of this, we treat each other with respect and dignity.
- The Maintenance Committee is working on a Long-Term Plan for minor/major facility upgrades, creating 1-3-5 year plans for maintenance and capital improvements.

Trends

1. We are seeing more students with mild to moderate and special needs enrolling in LCS. We continue to review our Special Needs Program and our ability to provide effective and safe environments for our students..
2. We are seeing a greater need to create a flexible Learning Support Room Program. This continues to be addressed in response to students' needs, parent desires, and teacher efficacy.
3. We recognize the need as a distinctive school, to continually refine the manner in which we provide Christian Education to our students. At present we require our staff to use the Teaching for Transformation (TFT) model. We are working on staff PD surrounding the effective integration of faith in learning.
4. Teachers are working on implementing the new Alberta Curriculum with support and guidance from Alberta Education.

Issues

1. Increasing tuition costs and the problem this creates for some families. This is becoming more of an issue each year. Our hope is to receive consistent, dependable and equitable funding. We especially notice a significant discrepancy in this with regards to special education funding.
2. Accessing Special Needs funding continues to be a concern. ie. Proving the student's needs.
3. Meeting the needs of the increasing numbers of mild/moderate students.
4. We are also looking for ways to add some type of speech support for our students. AISCA is working on this for all private schools in the province.
5. One challenge has been the change in financing and programming for special services, such as speech and occupational therapy. We are now able to go through the Aspire Special Needs Resource center in Red Deer. This has helped with some of our concerns.
6. Some of our professional Development has focused on the new curriculum. The LCS staff did a review of the new curriculum. We will continue to make this a focus in the year to come. Our new Vice Principal of Learning will focus on providing support for the new curriculum, continuity across grade levels, and targeted teaching support for individuals.

7. The teachers will continue to look at and review the results of our Numeracy and Literacy results and our Grades 6 and 9 PAT results.

Insights from 2024-25 AERR

1. Our new position of Learning Support Services Lead has had a positive effect on student support. This individual is tasked with overseeing the supports for at-risk students, including assessments, EA placements, and IPP updates. We have made adjustments this year to our IPP format, creating a SMART goal centred approach to IPPs.
2. Our Professional Development this year focused on new curriculum implementation and continuing our Celebration of Learning at Lacombe Christian School for a second year.

Lacombe Christian School Priorities

Consistency with Mission, Mandate, and Vision

Our Vision Statement: To the glory of God, by His grace, and on the foundation of His word, Lacombe Christian School strives to nurture and educate children to be Spirit-filled disciples of Christ and responsible, discerning citizens in society.

Outcomes will be tied to our school's Vision Statement:

- Students will discover and develop their abilities
- Students will participate in their school and local community
- Students will understand and apply concepts of personal and community leadership
- Students will develop an appreciation of indigenous history, foundational knowledge, perspectives, contributions, and the impact of residential schools

Context (Social/Emotional & Spiritual Well-being & Development):

- Teaching For Transformation (TfT):

The biblical truth that resounds in our Christian school's curriculum is that all things in the world belong to God. It is important that we not presume that this truth is obvious or apparent to all. The task of a Christian school teacher is to help reveal God's grand story in all things. Thus, a teacher's task is one of Christian-story telling, of seeking out and helping students to "See the Story" in all areas of study.

We do this by teaching under the principle that God created and sustains all things. It is into this story that the Teaching for Transformation Throughlines, as developed by the Prairie Centre for Christian Education (PCCE) region, provides a framework for the development of authentic and integral Christian Learning experiences that are grounded in a transformational worldview with a focus on the Biblical story.

Budgetary Principles:

- Well rounded educational programming that aligns with the school's Vision Statement

Strategies:

- Continue to infuse our Vision Statement into all teaching
- Engage students in community projects and partnerships that align with LCS' Vision Statement and promote active and responsible citizenship
- Develop a common understanding of Indigenous perspectives, experiences, and issues
- Students in LCS will continue to use the Prairie Centre for Christian Education's Teaching for Transformation program to help the students "see the story" in all areas of study

- Provide opportunities for faith related services and charity based on LCS' teachings
- Encourage student participation in actions representative of the school's faith theme by participating in Buddy Groups, Chapels, and other cross-school events

Local Measures:

- School satisfaction surveys
- Student focus groups will be created (student council) to discuss student priorities
- Participation with mission/faith activities (Buddy Groups) with students leading Chapels
- Service projects (recycling, annual Mini Mall – raising funds for local and global causes), neighbourhood garbage cleanup, Junior High students volunteer at local institutions (ie Northcott Care Centre), Lacombe Food Bank visits and collections, Christmas service projects: collections of toques/mitts for the Mustard Seed in Red Deer, Bake Sale for World Vision, Movie Fundraiser for the Mustard Seed in Edmonton.

Required Provincial Measures:

- Alberta Education Survey measures in “Safe and Caring”, “Citizenship”, and “Active Engagement”

Insights from 2024-25 AERR

1. Parents, students, and teachers have been very satisfied with the school's trajectory around active citizenship. This is largely due to the Teaching for Transformation (TfT) model that teachers continue to work with in their classrooms. Within this model, teachers have been exploring Foundational Learning Experiences (FLEx) this year, giving real opportunities for students to connect to their community and have a lasting impact. This year, we hosted our second annual Celebration of Learning to create further connection with our school community and showcase the work that is happening in the school. We increased the amount of artwork at the Celebration because of parent and community feedback after last year's event. Student results improved this year: in the previous year, there were many “Don't Know” responses to questions; this year, those responses shifted to positive ones.
2. This year's school theme focused on our mission statement, as it was our 80th Anniversary as a school. This should help with further understanding of our vision within our staff, student body, and school community.
3. Parents, students, and teachers have been very satisfied with the safe and caring environment within Lacombe Christian School. This speaks to the community support and professional, caring attitudes of the staff at LCS. This is an area we will continue to foster.
4. We have implemented the JOMO (Joy of Missing Out) Curriculum for our health classes in Grades 6 to 9 to help support students as they navigate an increasingly technological society. This program also provides us with support for our community members and parents.

2. Student Growth & Achievement

Outcomes will focus on students' development: (intellectual, physical, social, emotional, spiritual):

- Students will grow in the area of literacy and numeracy skills
- Students will continue to grow in their Christian faith

Context (Academic, Career, Financial Well-being & Development):

- LCS supports student learning in the context of developing potential for personal fulfillment, career preparation, and financial success as a means to strengthening and supporting families and communities

- Grade 8/9 students will continue to participate in woodworking class at Central Alberta Christian High School
- Grade 9 students have the opportunity to enroll in the Careers Option
- Continued emphasis on monitoring student reading levels and making needed adjustments

Budgetary Principles:

- Budgetary decisions are based on supporting all students' success in all areas
- Lacombe Christian School recognizes that all students learn differently and may require differing levels of support

Strategies:

- Teachers will implement research based classroom practices, such as:
 - Differentiated instruction which includes appropriate supports for all learners
 - Integrating Biblical perspectives into each subject area
 - Integrating literacy strategies into all subjects
 - Utilizing students' strengths
 - Diagnostic assessments and interventions in numeracy and literacy allowing them to make informed decisions aimed at improving learning as evidenced by improved achievement
 - LCS offers choice in programming (eg. Academic challenges) in the form of targeted EA support and a Learning Support Room for students with special needs
 - Learning that furthers Truth and Reconciliation Calls to Action within the context of the school's mission, values, and the Alberta Program of Studies
 - Students will continue doing Numeracy and Literacy assessment from Alberta Education

Local Measures:

- School satisfaction surveys
- Student Reading Level data
- K-3 Literacy and Numeracy assessments in K - 3

Required Provincial Measures:

- Provincial Achievement Test results
- Survey measures of "Academic Engagement" and "Citizenship"
- Satisfaction with board Program of Studies
- K-3 Literacy and Numeracy assessment

Insights from 2024-25 AERR

1. LCS continues to support students to do their best in all areas of education, including Provincial Achievement Tests. PATs were completed online again last year. Students performed very well in the Grade 6 and Grade 9 PATs, out-performing the provincial averages in each of these assessments. As online assessments are relatively new, our teachers have also worked to give opportunities for students to complete assessments in online formats within their courses.
2. Staff are working collaboratively in grade-based groups and Divisional groups around the implementation of the new Alberta curriculum. Our new Vice Principal of Learning will be supporting these measures to end this year and in the coming year.
3. K-3 teachers have been completing Letter-Sound Assessment (LeNS), Numeracy Screening Assessment (NSA), and Castles and Coltheart 3 (CC3) assessments in their appropriate grades. In general, the number of students identified as "at risk" at the end of the school year declined from the first assessment of the year. We implement a variety of strategies for students who are identified as at-risk at each grade level. In all the grades, these include pull-outs for small group or 1-1 interventions with an Educational Assistant, planned by classroom teachers and carried out by the EAs. Students also work with their classroom teacher in differentiated small groups to address individual learning needs. Teachers have access to our Vice Principal of Learning and our Learning

Support Services Coordinator to determine effective strategies and supports for individuals or groups of students. In the coming year, we hope to increase our availability of Educational Assistants to provide increased support in Numeracy and Literacy in the early years.

4. Our present population of First Nations, Métis, and Inuit students work on meeting grade-level expectations. Lacombe Christian School strives to provide all students in our school community with appropriate knowledge and understanding of various cultures including First Nations, Métis, and Inuit. Professional development opportunities have been and will continue to be made available to our teachers through AISCA and Central Alberta Regional Consortium. Our goal is to foster an environment where we are sensitive to the history and challenges First Nations, Métis, and Inuit face, especially because they form an important component of our Canadian heritage and modern society. In our core subjects, there is a clear focus on First Nations, Métis, and Inuit related context. This program will provide background information on First Nations, Métis, and Inuit and work to break down stereotypes and cultivate an attitude of love and respect for all cultures including First Nations, Métis, and Inuit. This is consistent with our worldview, as we believe that all people are created equal in the image of God, and are therefore worthy of respect, and should experience a safe and caring environment.

3. Appropriate Learning Supports For All Students

Outcomes will focus on students' development:

- The entire school community participates in ensuring a welcome, safe and caring school
- LCS designates sufficient resources to provide appropriate supports to students
- LCS supports all students in our school community
- LCS has developed policies and processes to support students' wellness

Context (Academic, Social/Emotional, Mental and Physical Well-being & Development):

- LCS believes that all students who have been admitted to the school should be able to access appropriate supports to enjoy a sense of safety and belonging, and experience success in all areas of student life

Budgetary Principles:

- Budget decisions are based on providing a continuum of supports to all students who are admitted to the school according to their:
 - Individual learning needs
 - Social/Emotional needs
 - Physical needs
 - Mental needs
 - Spiritual needs

Strategies:

- LCS' teachers and leaders will:
 - Demonstrate unconditional respect which recognizes the inherent dignity of each individual
 - Create classroom environments that allow students to experience a sense of belonging where they can find success as they assess universal, targeted, or individual supports
 - As much as possible, include students along with their families in planning their education programs through the use of IPPs
 - Collaborate with community and professional agencies
 - Access initiatives, supports and services aimed at bridging gaps, and children who are PUF eligible, and students with special needs and students who need one will get their "B Level" assessment.

- We have created a new position of Learning Support Services coordinator. This individual will track all our at-risk students and ensure that needs are met. She has regular contact with individual teachers and school leadership, along with the EAs that she organizes and allocates.
- We have increased our capacity for completing Level “B” Assessments for students.
- We have set aside money in our budget to help support families who need financial assistance for psycho-educational assessments.
- We have increased the amount of EA support provided for students at our school.

Local Measures:

- Description of programs, services, or strategies to ensure that all students have access to a continuum of supports & services, including specialized supports & services
- Staff will produce Individual Program Plans for students who require them in consultation with administration, service provider, and parent. These IPPs will be goal-oriented and timely in fashion
- Teachers will also write transitional plans in May to ensure students success the following year

Required Provincial Measures:

- Survey measures of “Safe & Caring”, “Student Inclusion”, and “Access to Supports & Services”

Insights from 2024-25 AERR

1. As a Christian School, we value each student and will continue to focus on cultivating an environment of equity and respect. We see all people created in the image of God, therefore having immense value and worthy of respect. However it is impossible for a school to exist without strife and conflict. Our school society is committed to promoting positive behaviour that reflects a godly manner. The school is very committed to providing a safe and caring environment for all students. Conflict is always dealt with in a Biblical manner, with the goal to correct and restore. Christ Himself states that the Greatest Commandment is to “Love the Lord your God, with all your heart, and with all your soul, and with all your mind, and with all your strength. The second thing is to love your neighbour as yourself. There is no commandment greater than these.”
2. We are developing and fine-tuning our organizational structure, so that staff are aware who to communicate with regarding the support they may need for their students.
3. We hope to increase our Professional Development in Learning Support Services in the coming years, connecting to appropriate use of Educational Assistants, inclusive education, and other topics that staff find pertinent.

4. Quality Teaching & Leadership

Outcomes:

- This area will focus on the reality that students experience excellence in teaching and learning when teachers and leaders embrace LCS’ Vision Statement, and demonstrate their respective professional practice standards (Teacher Quality Standard/Leadership Quality Standard)
 - LCS’ teacher supervision process provides mentoring, coaching, and formative feedback for all new teachers
 - LCS teachers are able to access professional learning which supports the development of TQS competencies, the meeting of school goals, and areas identified in individual professional growth plans
 - Our new Vice Principal of Learning will support teacher efficacy through grade-level and individual curriculum and pedagogical support

Context (Social Well-being & Development):

- LCS' community supports collaboration, ongoing professional learning and communities of practice to both develop teacher/leadership excellence, and promotes positive relationships & staff engagement

Budgetary Principles:

- Budget decisions are based on:
 - Ensuring optimal staff & student engagement
 - Ensuring organizational capacity to deliver programs and offer the supports needed for students to achieve success

Strategies:

- LCS' teachers and leaders will:
 - Allow the Vision Statement to inform collaborative capacity building, leadership, and staff engagement
 - Continue to develop the knowledge, skills, and competencies needed to meet the unique needs of students
 - Engage in opportunities to improve their professional practice in applying foundational First Nations, Metis, and Inuit knowledge, perspectives, experiences & issues
 - Work collaboratively to integrate scriptural teaching in all classes and activities of the school by using the Tft program
 - LCS teacher supervision process provides mentoring, coaching, and formative feedback for all new teachers. All new teachers will be assigned a mentor teacher and be evaluated by the Leadership Team.

Local Measures:

- Successful supervision and evaluation processes which ensure competency and ongoing professional growth of teachers/leaders

Required Provincial Measures:

- Survey measures of "Education Quality", and "Safe and Caring"

Insights from 2024-25 AERR

1. Our result in this domain remains very high and we will work to build on this area of strength. Parents are very satisfied with the quality of education, quality of teachers, and opportunities for their students to demonstrate what they have learned at Lacombe Christian School. We have been blessed with talented and qualified Teachers and Educational Assistants. Teachers continue to focus on the essentials that need to be taught in the core subjects, while drawing all of this through the Christian lens and a Teaching for Transformation model. Teachers are working collaboratively within their grades and divisions on developing and implementing the new Alberta Curriculum.
2. The overall results over the past years have shown satisfaction with the overall broad program of studies here at Lacombe Christian School. It is the goal of LCS that our students receive an excellent, broad program of studies while attending here to prepare them for high school and beyond.
3. We continue to provide Fine Arts opportunities for our students, especially during Fine Art Month. This year, our focus was around music, clay-making, and dance.
4. This year, we have continued our tradition of a Celebration of Learning evening for our students, parents, and society to attend to showcase the work occurring at LCS. This was our second annual

Celebration. We focused this year on our 80th Anniversary, tying in Arts month and collaborative, “Buddy Group” projects.

5. We expanded our Options courses this year to provide students with a larger variety of opportunities, especially in Careers and archery. In the future, we may look at providing a second language or drama class to gauge student interest in these areas.
6. Teachers continue to build Professional Growth Plans, tied to Teaching Quality Standards, and support is provided to them in these regards.
7. The Board continues to monitor the enrollment process within the school to manage the rapid growth we have experienced in the past years, while maintaining true to the vision and mission of Lacombe Christian School.

5. Governance Responsiveness

Outcomes

- This area will focus on LCS’ commitment to provincial assurance responsibilities and the needs of the local school context
 - LCS hosts an Annual Society Meeting, where LCS stakeholders have opportunities to receive and respond to reports of the school’s results
 - The LCS Education Committee regularly meets together to set strategies and targets for our identified priorities

Context (Community Wellbeing & Development):

- All members of the LCS community benefit from the governance that informs, consults, & engages our stakeholders in discussions that set the strategic direction of the school

Budgetary Principles:

- Budget decisions are based on:
 - Supporting governance practices aimed at long term growth
 - Sustainable use of resources

Strategies:

- The LCS Board, Leadership, Ed Committee, and Staff will:
 - Work collaboratively to create and implement a shared vision for student success
 - Provide opportunity for students to have a voice in our vision through connections between student council and school leadership
 - Positively share word of mouth stories about their school
 - Continually clarify roles and responsibilities in legislation, policies, & procedures by using PCCE, Board In-service days, and training
 - Our Education Committee will maintain its new focus on reviewing curricular scopes and sequences.
 - Continue to restructure the office staff organization to increase efficiencies in school operation
 - Clarify to staff and the community the new structural organization of LCS, including communication and accountability directions
 - Board PD on governance and vision

Local Measures:

- Participation in Annual General Meetings
- School Satisfaction Surveys of “Effective use of Resources” and “Stakeholder Engagement”

Required Provincial Measures:

- Survey measures of “Parental Involvement” and “Budget”
- Satisfaction with school improvement

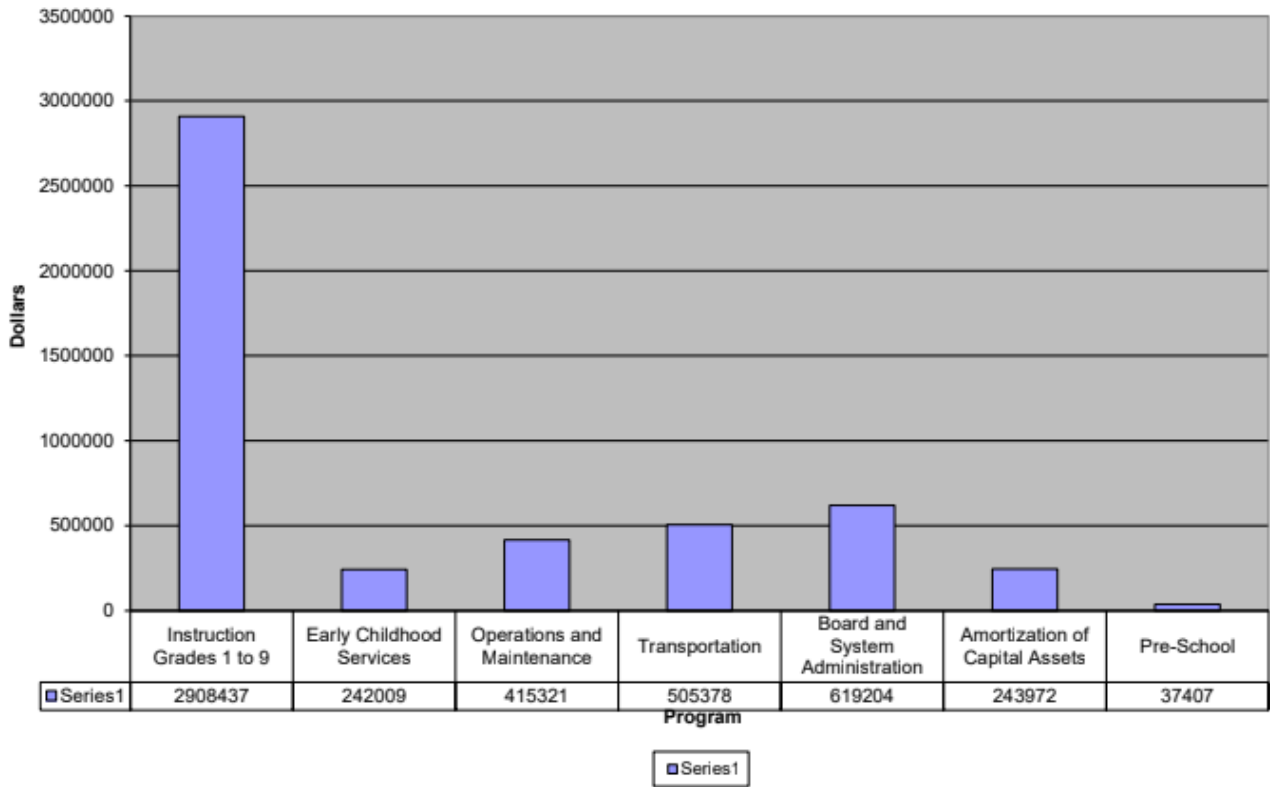
Insights from 2024-25 AERR

1. Satisfaction has remained very high, and we continue to receive consistent support from parents and society members. This year’s response rate from parents to the AB Education survey demonstrates the involvement of parents within our society. With 102 respondents, we have surpassed our previous high and doubled our average number of responses. We are thankful for an engaged community of parents.
2. There are numerous opportunities for our community members to participate in school activities and operations, including volunteering in classes, committees, and other parental initiatives. The school board continues to monitor and assess its role in this area and meet regularly with the society to encourage parental involvement. The committees that operate under the Board authority also have a large parental presence.
3. Parents continue to be involved in field trips, classroom volunteering, whole school functions, Parent-Teacher conference, IPP meeting, committees, society meetings, and special events (e.g. School Auction, Arts Night, Grandparents’ Day).
4. Our Board will continue to utilize Prairie Centre for Christian Education (PCCE) for Board Governance seminars (on a yearly basis).
5. Remind App continues to be successful in connecting parents, teachers, and the office at LCS. In addition, the implementation of the parent portal for PowerSchool in Junior High has been well received by parents. We continue to refine our communication systems to ensure that the appropriate system is used for specific purposes and items.

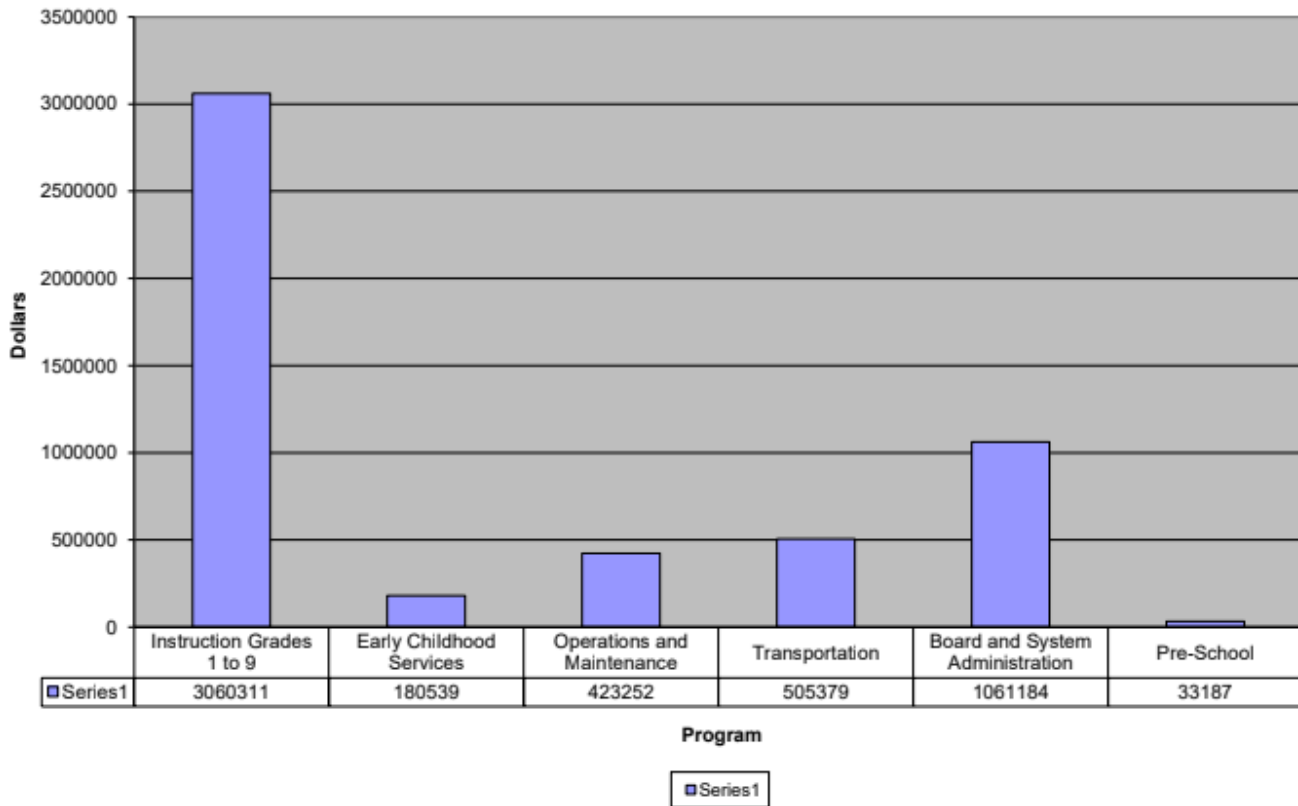
Stakeholder Engagement

LCS is a parent-governed school. As such, we continue to engage our parents and supporting society within our decision-making. Parents are a vital part of the committees that are governed by our Board. These committees are engaged in strategic planning in Education, Maintenance, Finance, and Transportation. In addition to this, we regularly engage parents in questionnaires, including the Alberta Assurance Measures and other locally-developed measures. This year, we are engaging parents, teachers, and Board members in a scheduled leadership review. In the coming year, we will engage our various stakeholders as we begin to develop our next strategic plan. Our Board and Committees remain responsive to parental and societal engagement. Our Leadership Team regularly invites teacher and/or students participation in planning for different school initiatives.

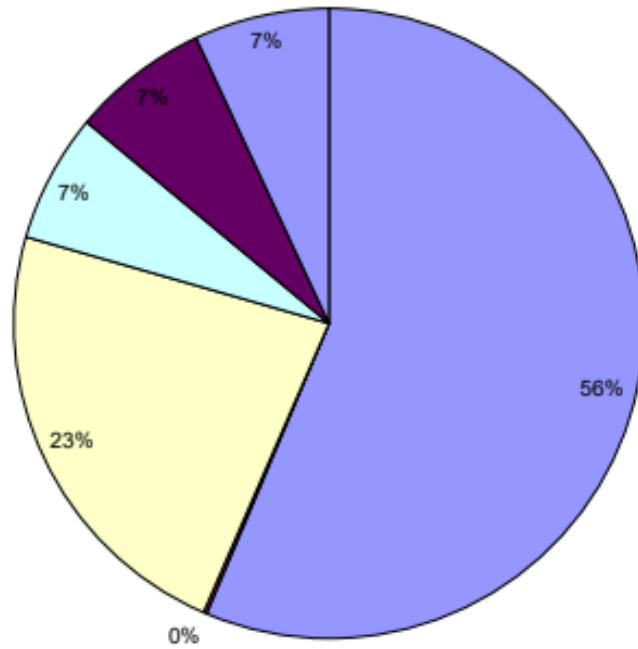
LCS EXPENSES 2024-2025



LCS REVENUE 2024-2025



LCS Revenue 2024-2025



■ Government Grants	■ First Nations, Métis & Inuit Grant	■ Tuition Fees
■ Donations & Memberships	■ Interest on Investments	■ Other Revenue

LCS Information from Audit 2024/2025

	Dollars	Percent	Budget	Percent
EXPENSES				
Instruction Grades 1 to 9	2908437	58.50	2820000	58.59
Early Childhood Services	242009	4.87	147742	3.07
Operations and Maintenance	415321	8.35	373986	7.77
Transportation	505378	10.17	543000	11.28
Board and System Administration	619204	12.45	589882	12.26
Amortization of Capital Assets	243972	4.91	310000	6.44
Pre-School	37407	0.75	28593	0.59
Total Expenses	4971728	100.00	4813203	100.00
REVENUE				
Instruction Grades 1 to 9	3060311	58.14	3392146	70.56
Early Childhood Services	180539	3.43	177154	3.68
Operations and Maintenance	423252	8.04	246180	5.12
Transportation	505379	9.60	394815	8.21
Board and System Administration	1061184	20.16	539777	11.23
Pre-School	33187	0.63	57428	1.19
Total Revenue	5263852	100.00	4807500	100.00
Government Grants	2966548	56.36	2990914	62.21
First Nations, Métis & Inuit Grant	8954	0.17	0	0.00
Tuition Fees	1205901	22.91	1254278	26.09
Donations & Memberships	347654	6.60	357000	7.43
Interest on Investments	369931	7.03	0	0.00
Other Revenue	364864	6.93	205308	4.27
Total Revenue	5263852	100.00	4807500	100.00

LCS Information from Audit 2024/2025

Statement of Cash Flow 2024/2025

Cash on September 1, 2024		\$373,927.00
Operating Activity	(\$14,380.00)	
Investing Activity	(\$211,023.00)	
Financing Activity	\$110,428.00	
Cash on August 31, 2025		\$258,952.00

Balance Sheet on August 31, 2025

Current Assets	\$423,460.00	
School Generated Assets	\$10,677.00	
Capital Assets	\$3,846,189.00	
	Total Assets	\$4,280,326.00
Current Liabilities	\$250,428.00	
Long Term Liabilities	\$3,739,082.00	
	Total Liabilities	\$3,989,510.00
Total Operating Surplus (Deficit)	\$243,979.00	
Total Capital Funds	\$46,837.00	
	Total Net Assets	\$290,816.00
	TOTAL LIABILITIES & NET ASSETS	\$4,280,326.00

A copy of the Audited Financial Statement for 2024/2025 is available at the school office for viewing

For additional financial information about Lacombe Christian School, you can contact the school's business administrator, Jack Oudman, at (403) 782 - 6531 or business@lacs.ca