

The Father's House Christian School

2021-2024 Education Plan

Authority: 9253 The Father's House Christian Fellowship: Sturgeon County

Accountability Statement:

The five year strategic plan for the 2021/2022 – 2023/2024 school year starting August 16, 2021 for The Father's House Christian Fellowship - Sturgeon County (The Father's House Christian School) was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulations and the Education Grants Regulations. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the Accountability Pillar Results and stakeholder feedback to the best of its abilities to develop the education plan, and is committed to implementing the strategies to improve student learning and results.

The Board approved the education plan for 2021/2022 – 2023/2024 on May 10th, 2021.

This report is available at the TFHCS office and on the TFHCS website.

The Father's House Christian School.

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TFHCS Vision:

Educate, Nurture & Empower Disciples

TFHCS Mission Statement:

The Father's House Christian School, in partnership with families and The Father's House Church, exist to educate, nurture and empower students to be disciples in a biblically based educational environment.

Collaborative Planning:

Accountability pillar results are shared with parent council, education team and board. Data is analyzed and compiled for use during envisioning day, where students, parents, staff, pastors, and board jointly develop goals and strategies for the development of the rolling three year Education Plan. Progress is reviewed throughout the year and displayed within the Annual Education Results Report. Parent Council is involved in an advisory capacity on an on-going monthly basis. The Education Plan is communicated to the school community on an ongoing basis. Goals, priorities and strategies are provided by administration via Parent Council, awards ceremonies, leadership team meetings, board meetings, staff meetings and via our TFHCS APP.

Financial Information:

Total Revenues of \$3,060,796 in 2019-2020:

- 97.72% came from Alberta Education
- 2.28 % came from other sources
- 11.90% was received for Kindergarten and Grades 1 to 12
- 87.34% was received for Home Education
- 0.76% was received for Operations & Maintenance

Total Expenses of \$3,034,356 in 2019-2020:

- 12.30% was spent on Kindergarten and Instruction Grades 1 to 12
 - 81.59% was spent on Home Education
 - 6.11% was spent on Operations and Maintenance of Schools and Board and System Administration
- Surplus of \$26,439

Total Revenues of \$3,778,703 budgeted for 2021-2022:

- 97.53 % comes from Alberta Education
- 2.47 % comes from other source
- 11.90% is received for Kindergarten/ Grades 1 to 12 and PUF Program
- 85.12 is received for Home Education
- 2.98% is received for Operations and Maintenance of Schools and Board and System Administration

Total Expenses of \$3,751,555 budgeted for 2021-2022:

- 12.40% is spent on Instruction Kindergarten/ Grades 1 to 12 and PUF Program
- 79.42% is spent on Home Education
- 8.18% is spent on Operations and Maintenance of Schools and System Administration

2019-2020 FINANCIAL SUMMARY

Revenue Summary	
Alberta Education Grades K-8	294,821
Home Education	2,673,296
Operations & Maintenance	23,135
Fees	35,344
Other Revenue	34,200
Total Revenue	3,060,796

Expenses Summary	
Grades K-8	373,306
Home Education	2,475,837
Administration	58,223
Operations & Maintenance	126,991
Total Expenses	3,034,357

Total Revenue Less Expenses	26, 439
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2021-2022 BUDGET

Revenue Summary	
Alberta Education Grades K-8	356,514
Home Education	3,216,400
Operations & Maintenance	30,184
System Administration	82,270
Fees	63,185
Other	30,150
Total Revenue	3,778,703

Expenses Summary	
Grades K-8	464,948
Home Education	2,979,631
Administration	85,303
Operations & Maintenance	221,673
Total	3,751,555

Total Revenue Less Expenses	27,147
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Additional Information:

For additional financial information including the Audited Financial Statements for the 2019-2020 school year and the Budget Report for the 2021-2022 school year, please contact Silmara Guimaraes, Accounts Manager for The Father’s House Christian School at 587-879-7332.

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Student Learning & Achievement

Outcome #1: The reading and writing competencies of students in grades one through eight will improve to at or above grade level over the course of the three year strategic plan.

Context: TFHCS has traditionally been an ACE school, using PACE’s for curriculum application. Transitioning Science, Social and Language Arts (75%) to classroom instruction (within a Christian worldview, through Christian curriculum, using Christian pedagogies, taught by Christian educators) will allow for the necessary tools and strategies to increase reading and writing competencies through increased practice, and engagement in the learning process. Other strategies to support students noted below will also be implemented.

Provincial Measures Analysis:

Percentage of teacher, parent and student satisfaction with the accessibility, **effectiveness** and efficiency of programs and services for students in their community decreased from 85.1% to 77.5%.

Percentage of teachers, parents and students satisfied with the **overall quality of basic education** decreased from 97.9% to 93.8%.

Local Measures Analysis:

Parents have indicated in focus groups their desire to see reading and writing skills improve.

Objective	Strategies & Timeline	Measurement
1.1 Implementation of new curriculum, teaching methodologies and resources to support reading and writing competencies.	Transition from PACEs to teacher instruction in Language Arts (75%), Science and Social Studies in kindergarten through grade eight. <ul style="list-style-type: none"> ▪ Provide classroom budgets for science labs, photocopying resources, and professional development to support teachers within teacher instructed classes. 	Percentage of teachers, parents and students satisfied with the effectiveness of reading and writing competencies will increase on provincial measures.

Teaching & Leading

Outcome #2: Increase teacher competencies relating to student engagement and leadership opportunities for students through applications of teacher instructed courses, options, health classes, and extra curricular activities to facilitate a lifelong love of learning.

Context: Parents and students of TFHCS value the four day school week. TFHCS meets the instructional minutes required, however core subjects must be taught in the morning while students are fresh, and all other options must be taught in the afternoon to further engage students. In past years, science PACES covered most of the health curriculum. In the final year of transitioning TFHCS to teacher instruction, health classes will be taught as paces are no longer available to us.

Provincial Measures Analysis:

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, **career planning**, technology, **health** and physical education decreased from 93.0% to 76.2%.

Satisfactions with the variety of courses available to you at school is recorded at 75% which is below the provincial average of 82.4%.

Local Measures Analysis:

Focus groups noted a 100% of our parents and students desire student leadership opportunities and engagement in learning.

Focus group noted engagement and desire to think of learning in future context was limited.

Objective	Strategies & Timeline	Measurement
<p>2.1 Implementation of new curriculum and resources to support engagement and love of learning for both students and team.</p>	<p>Transition from PACES to teacher instruction in Language Arts (75%), Science and Social Studies in kindergarten through grade eight.</p> <ul style="list-style-type: none"> ▪ Provide classroom budgets for science labs, photocopying resources, and professional development to support teachers within teacher instructed classes. <p>Increase 1.0 FTE teacher role to support the transition to split classes.</p> <p>Develop and present a course on identity rotating every two years co-taught by Pastors and Teachers.</p> <p>Develop and implement health course, Life Fair, Career Day and Gifts testing for students in grades six through eight.</p>	<p>Local focus groups will display increased satisfactions in both student engagement, and love of learning through offering options to junior high students.</p>

	Develop Options program for Junior High Students in grade 6, 7 and 8 to develop passion, interest, and love of learning outside core subject areas.	
1.3.3 Develop and implement Engaging leadership opportunities for students.	Develop a student council for student in the senior learning centre.	Parent and student focus groups will indicate satisfaction in the leadership opportunities provided to students.
1.3.7 Develop lifelong love of learning in teachers to engage excitement in teaching practices, which will filter into our students.	Professional Development of book studies within staff annually. (On Christian Teaching).	Provincial satisfaction surveys and feedback will display increased satisfaction of the variety of subjects offered at TFHCS.

Local and Societal Issues

Outcome #3: Develop biblical education and faith based supports for the mental and emotional health of students.

Context: TFHCS is private Christian school, where we believe context of our Christian Faith is embedded into all we do. Loving people for how God made each of them is what our mission focuses on. Our values surround God’s love for each of us, and our treatment and love for others. In response to the emotional and mental health issues that have arose in students during COVID, faith based preaching, activities, supports and learning is required to deal with emotional health (comparison, anxiety, pressure, etc).

Provincial Measures Analysis:

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship dropped from 97.9 to 93.0.

Only 75% of students believe they can get help at school with problems that are not about school work.

Local Measures Analysis:

Stakeholder focus groups showed a desire to support student mental and emotional health.

<p>5.1.1 Engaging relationally with students, to teach a faith curriculum that support emotional and mental health.</p>	<p>Implement faith (purple book) curriculum that teaches foundational beliefs to students.</p> <p>Develop monthly themed chapels and bible memorization that support and provide character building opportunities to increase awareness of emotional health, and loving and accepting neighbour and self.</p>	<p>Increased local satisfaction of student emotional and mental health supports at TFHCS through discussion groups and survey analysis.</p>
<p>5.1.2 Build context and faith into curriculum and culture at TFHCS.</p>	<p>Implementation of co-curricular outreach into community (faith based) acts of serving, which put lessons learned into real life applications.</p> <p>Provide student counselling options through Christian Counsellor at TFHCS as needed.</p>	<p>Students will practice applying biblical principals outside TFHCS.</p> <p>Increased local satisfaction of student emotional and mental health supports at TFHCS through discussion groups and survey analysis.</p>
<p>5.1.3 Building relationship between all stakeholders within TFHCS and TFH and TFHCS families.</p>	<p>Develop a Facebook messenger group for TFHCS families to provide support for connection, questions, and prayer requests.</p>	<p>Increased local satisfaction of supports available to families though focus groups and surveys.</p>

	Ensure each parent is engaged twice daily through park and ride to see needs of families.	
5.2.4 Provide professional supports for emotional and mental health concerns that arise.	Provide consults to faith based family counsellor through TFH as needed.	TFHCS through discussion groups and survey analysis.