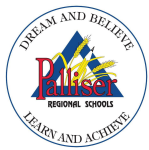


# Calgary Christian Secondary

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## Palliser Regional Schools

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# Education Plan 2023/24 School Year



Learn,  
to shape God's world.

# Calgary Christian Secondary School

## Mission Statement

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Calgary Christian School is a community, called and dedicated to integrate faith and learning, reaching for excellence in equipping responsive citizens of God's kingdom through a Christ-centered educational environment.

## Vision

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God's children making the world a better place.

## Tagline

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Learn, to shape God's world.

## Vision Statement

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We believe that God is the Lord of all creation. As a community of Christians, together with the support of the home and encouragement of the church, we are dedicated to educating, from a biblical perspective, the children God has entrusted to us.

Within a Christian environment, the school seeks to shape its curriculum and methodology using Christian principles.

Children are unique image bearers of Christ. Therefore, we are committed to developing the gifts of each student. We wish to nurture all children so that they may be led to discover, celebrate and proclaim, both individually and communally, the restorative power of God's work in all areas of life.

We strive to provide knowledge, insight and skills to equip them for a life of faithful and joyous service to God and neighbour.

## Staff Vision Statement

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The staff at Calgary Christian Secondary School believe we are called to create a warm and inclusive atmosphere that engages students in learning and encourages them to live in a Christ-like manner.

<b>Goal 1</b>	To intentionally provide opportunities that foster stakeholder wellness and relationships.	
<b>Division's Desired States:</b> A3, B1, B2, B4, C3	<b>Measures:</b> <i>How will we know?</i>	<b>Strategies:</b> <i>How will we get there?</i>
<b>Key Relationships:</b>  1. Student ↔ Student 2. Staff ↔ Student 3. Staff ↔ Staff 4. School ↔ Community	<ul style="list-style-type: none"> <li>- OurSchool Survey</li> <li>- Staff Engagement at Staff Learning Gatherings</li> <li>- Parent-Teacher Interviews</li> <li>- Attendance at Evening Events</li> <li>- Support of and Participation in the School's Extra CurricularActivities</li> </ul>	<ul style="list-style-type: none"> <li>- School wide student council meetings and events</li> <li>- Discussions around what an effective mentoring program should look like here at CCS</li> <li>- Student leadership team - engages Palliser wide initiatives and new virtual events</li> <li>- 4th R - new health curriculum provided by Palliser</li> <li>- Creating small group faith formation times that foster personal conversations</li> <li>- SEL programs for our grade 7s+8s</li> <li>- Making Connections Worker facilitating small group discussions to establish and/or restore relationships.</li> <li>- The WELL - a new space that allows students who need to reset or return to a regulated state. Overseen by our FSCL and wellness team.</li> <li>- Building relationships through small group faith formation</li> <li>- Establishing cohorts/clubs of shared interest to build mentorship opportunities</li> <li>- Senior project mentor choice</li> <li>- Extra-curricular involvement</li> <li>- EAL (English as an Additional Language) learners supported by a new program designed to support and teach EAL learners.</li> <li>- Intentional staff learning times that provide ample opportunity for staff voice</li> <li>- Social events</li> <li>- Share professional learning moments publicly</li> <li>- Collaborative learning &amp; teaching</li> <li>- Shared vision dialog</li> <li>- School wellness team led by health champion and administration</li> <li>- Classroom visits between colleagues</li> <li>- Engaging in service opportunities outside our walls</li> <li>- Celebrate great things publicly and virtually via the website and social media</li> <li>- Involve parents in the learning process through parent email, info nights, and a celebration of learning</li> <li>- Open House</li> <li>- Develop relationships with local indigenous peoples to further reconciliation and to develop a deeper understanding of culture.</li> <li>- Making Connection Worker works alongside families that need help identifying support available to them.</li> </ul>

<b>Goal 2</b>	To intentionally foster and develop a culture of thinking integrated with faith.	
<b>Division's Desired States:</b> <i>A1, A2, B1, B2, C2</i>	<b>Measures:</b> <i>How will we know?</i>	<b>Strategies:</b> <i>How will we get there?</i>
<b>1. Faith &amp; School Culture</b> a. Rigorous b. Relevant <b>2. Curriculum</b> a. Rigorous b. Relevant	<ul style="list-style-type: none"> <li>- OurSchool Survey</li> <li>- Gathering Discussions</li> <li>- Staff Sharing</li> <li>- Grad Profile</li> <li>- Internal/External Results</li> <li>- Building Expansion</li> <li>- Stakeholder Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Consistency of content/curriculum delivery</li> <li>- Allow for space for big questions that can be explored and honoured through class discussions and through staff discussions.</li> <li>- Increase our estimates of student achievement - raising the bar</li> <li>- Grad Profile</li> <li>- Consistency w/ school policy and shared expectations</li> <li>- Worldview Document</li> <li>- Continued work to establish a culture of thinking.</li>   <li>- Meet kids where they are at - understand/research current societal issues</li> <li>- Model respectful conversations amongst adults in front of students</li> <li>- Grad Profile</li> <li>- Professional learning/reading</li> <li>- Emotional Intelligence Training - the creation of new wellness classes in grade 7&amp;8.</li> <li>- Use OurSchoolSurvey questions and data to assess needs in the area of wellness.</li>   <li>- Student testing to establish baselines</li> <li>- Consistency of content/curriculum delivery &amp; vocabulary (grade 7-12)</li> <li>- Integrated time for enriched experiences to start and develop</li> <li>- Continue scope &amp; sequence conversations between disciplines</li> <li>- Sharing of best practice</li> <li>- Diploma/PAT Analysis will return after January 2022 exams</li> <li>- New strategies for deployment of EAs to allow for more student opportunities during COVID-19</li> <li>- Revamped the IPP process for students to include ISP</li> <li>- Staff hiring along with reassessing current teaching assignments</li> <li>- Hired two Bible instructors to spark the program</li>   <li>- Investigate/try a new visible learning practice</li> <li>- Acknowledge the latest trends in educational pedagogy -</li> <li>- Continue dialog around best practice</li> <li>- Dual Credit</li> <li>- New Career Pathways discussions continue</li> <li>- Cultures of Thinking PD</li> <li>- Increased use of myBlueprint</li> </ul>

<p style="text-align: center;"><b>Grad Profile/ Identity</b> Our deep hope for CCS Grads...</p>	<p style="text-align: center;"><b>Teacher Support</b></p>
<p>Root their own story in God's story</p> <ul style="list-style-type: none"> <li>● Find themselves in the Biblical Story(s)</li> <li>● Creation, Fall, Redemption, Restoration</li> </ul>	<p>Make the biblical story relevant, engaging and attractive.</p> <p>What did this Bible text mean to original hearers?</p> <p>Share your own story.</p>
<p>Desire to learn and grow, receive and share God's grace</p> <ul style="list-style-type: none"> <li>● Students are taught to know God through His Word, prayer, and fellowship with believers.</li> <li>● Practice forgiveness, meditation/conflict resolution, kindness &amp; generosity</li> </ul>	<p>Demonstrate this in their own ways to students and verbally appreciate the ways others do it now or in history.</p> <p>Include appreciation for other CCS teachers.</p>
<p>Respect differences of opinion</p> <ul style="list-style-type: none"> <li>● Active Listening</li> <li>● UNDERSTAND, then respectfully articulate their opinion/ disagree</li> </ul>	<p>Share diverse views rooted in the Biblical story.</p> <p>Create a safe environment so student's can say what they think &amp; not what they think we want to hear.</p> <p>Provide opportunities for student - parent faith discussions.</p>
<p>"Own" their faith in Jesus and practice living it out</p> <ul style="list-style-type: none"> <li>● Personalize</li> <li>● Based on God-given gifts</li> <li>● Scripture knowledge</li> <li>● Devotions</li> </ul>	<p>Encourage Questions &amp; independent, biblically rooted, thinking.</p> <p>Share stories, including their own; offer *FLEx &amp; other opportunities to help students practice discipleship or own the story.</p>
<p>Re-present Jesus in all of life at CCS and after Graduation</p> <ul style="list-style-type: none"> <li>● Kingdom of God - Jesus says he owns every square inch of creation (Kuyper)</li> <li>● Engaging/ transforming not hiding or retreating from the world</li> <li>● Opportunities to practice</li> <li>● Be given tools to share faith.</li> <li>● Has had to identify &amp; practically use gifts and talents for the Kingdom of God.</li> </ul>	<p>Grace first.</p> <p>Share their own passion &amp; stories.</p> <p>*FLEx and other opps. to help students own the story</p> <ul style="list-style-type: none"> <li>- It is a pious wish to think students will transform the world if we don't give them opportunities to practice (Nicholas Wolterstorff)</li> </ul>

## GRAD PROFILE – Summarizing key values

We've taken feedback from stakeholders in various meetings and tried to consolidate them into some kind of cumulative sequence that makes sense. We need to find a consistent way to share these elements. (This is still complex; word choice needs to be narrowed down. Brevity and succinctness are highly desirable.)

Foundational Elements (IDENTITY) are grounding for all other character and skill developments - defines ALL values, ALL activities, ALL learning.

Contextual Elements (RELATIONSHIP) We affirm being created as relational beings - children and image-bearers of God - meant for community (in all its shapes and forms including friendships, families, neighborhoods, the church - locally and globally).

Life Expression/Action Elements (PURPOSE) Fulfillment, then, is the application of these values and beliefs into the world wherever we may be called; that is part of learning - to explore, discover, prepare (practice) and act upon the purpose(s) for which we were created.

### ➤ **Identity** (FOUNDATION)

- Inner IDENTITY
  - Loved by God, saved thru Christ, created for a purpose
    - rooted in God's Story (narrative) (Bible)
    - informed by God's revelations (Creation)
  - Uniquely created - God's peculiar treasure, equipped for a distinct purpose
- Outward EXPRESSIONS (outlook)
  - Optimistic (we are loved by *the* sovereign God who rules all things)
  - Resilient (all things are possible through Him; endurance)
  - Gracious (kind encouragement) (*paraclete* see Romans 15)
    - Kind, understanding, respectful, humble

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### ➤ **Relationship** (CONTEXT)

- To God through Christ
  - active faith life / spiritual disciplines
- To others because of Christ
  - (Christian Character)
    - kind
    - empathetic
    - respectful

- “image reflector”
    - “servant worker”
  - Communal participant / “community builder” – value (growth and sanctification) of self is realized in a context of genuine relationship and support of others IN COMMUNITY (the church universal as it permeates all facets of our lives)
    - Foster, grow, and strengthen presence of the Kingdom - family, church, school, work, neighborhood, municipality, world
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➤ **Purpose** (ACTION)

Our “Life Expression” which incarnates our purpose to love our our neighbors and steward creation

- |                           |  |
|---------------------------|--|
| 1. culturally literate    | Cultural Literacy                            |
| 2. physically active      | Personal Well-being                          |
| 3. emotionally grounded   | Emotional Resilience                         |
| 4. critical thinkers      | Gracious/Respectful/Thoughtful Discernment   |
|                           |  |
| ○ genuinely curious       | Genuine Curiosity                            |
| ○ perpetual learners      | Growth Mindset (learning)                    |
| ○ effective communicators | Effective Communication                      |
| ○ solution creators       | Creative Solution-building / Problem Solvers |
| ○ generous collaborators  | Generous Collaboration                       |

Stewarding Creation includes literacy:

- Ecologically / ie natural resources, ecosystems, etc.
- Financially / ie money management, poverty alleviation, commerce & industry, entrepreneurship for communal development
- Culturally / ie, arts & sciences, trades, regional diversity, community & civic planning