
ANNUAL EDUCATION RESULTS REPORT 2024-2025

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Summary of Accomplishments

Alberta Ballet School's Annual Education Results Report presents the Board's accomplishments and results for the 2024-2025 school year.

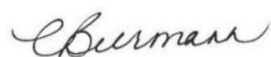
This year marked the final year of implementation of Alberta Ballet School's Education Plan for 2022-2025. Within the plan are ways that we are addressing the need for supporting the physical and mental health of our students, how we are encouraging our students to be contributing citizens of the larger community, as well as how we will continue to improve the academic success of all of our students.

As the Education Plan is an evolving document, again for the third year of implementation we were able to implement adjustments to strategies utilized towards achieving our goals. This was possible due to the examination of data collected after the first and second years' implementation.

Alberta Ballet School has developed a new Education Plan for 2025-2028 with goals to further enhance supports for English language learners, provide flexible learning spaces and library resources to students, build better communication between the school and international families, and build intercultural understanding.

Alberta Ballet School is very proud of the Class of 2025 composed of 15 students who completed their program with fantastic academic achievement and elite dance training. Of the 15, five returned to Alberta Ballet School in the Post-Graduate or Trainee programs, five chose to pursue an academic university program, four entered other post-graduate or trainee dance programs, and one now dances professionally after receiving a company contract.

We are excited to see the continued progress of our school and where 2025-2026 will take us. We are eager to learn and grow as a school and to foster academic and artistic excellence for our students.



Candice Beermann
Academic Principal

Accountability Statement

The Annual Education Results Report for Alberta Ballet School for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the operator and/or governing body on November 25, 2025.


Heather Rae (Nov 27, 2025 08:08:06 MST)

27/11/2025

Heather Rae – Chair of the Board of Directors

Date

Whistle Blower Protection

Section 32(3) of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

Alberta Ballet Company is committed to acting with integrity and ethical behavior in all matters. As such, the Board created AB-HR-PY-012 Whistleblower Policy to assign roles, responsibilities and define expectations for Board procedures that facilitate employees to make confidential disclosures about serious wrongdoing in a safe setting that is free from reprisal. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

There have been no disclosures for 2024-2025.

Foundation Statements



The Vision of Alberta Ballet

To ignite creativity, inspire excellence and foster a lifelong love for dance through innovative performances, rigorous training and inclusive education, enriching the cultural fabric of our community and beyond.

Mission

OUR COMPANY MISSION is to build on the classics and embrace innovation with the aim to inspire the next generation of dancers and audiences with exceptional new works and revolutionary ways of performing.

OUR SCHOOL MISSION: With a unique curriculum and unwavering dedication, we cultivate, train, and empower the next generation of professional dancers, ensuring our students are prepared to excel in post-secondary studies or pursue a thriving dance career, be it in Alberta or beyond.

OUR COMMUNITY MISSION: To enrich communities throughout Alberta by focusing on the Social Determinants for Health and ensuring that every Albertan has the chance to benefit from the experiences dance participation can provide.

OUR FOUNDATION'S MISSION is to foster an endowment fund, held in perpetuity for the long-term financial stability of Alberta Ballet, supporting Alberta Ballet to create new repertoire, develop new audiences and provide educational programs

At Alberta Ballet School We Believe:

1. students achieve their best in a welcoming, caring, respectful and safe learning environment;
2. each student has a unique pathway to success and that we can help them to reach their potential and be prepared for their next steps in life – whether it is a career in dance or otherwise;
3. physical and mental well-being is crucial to success in all aspects of school life;
4. in respect: valuing all members of the school community, respecting and understanding different points of view and beliefs, and supporting each other's success and wellness;
5. in excellence: each person is proud of personal achievement, produces work of the highest quality, sets high standards and personal goals for improvement, and makes best use of talents, time and resources; and
6. by providing exceptional dance training and a rigorous academic program, we can produce graduates who are highly skilled and versatile, well balanced, and who make a positive impact in a dynamic global community.

Academic Program

Alberta Ballet School provides a passion-driven educational program that brings together a world-renowned ballet faculty with first class academic professionals who are working in concert to provide the very best technical training and academic programming. Our school provides the flexibility that is required to accommodate the training and demands of our elite dancers. Our students are enrolled in an academic program designed to complete the requirements for an Alberta High School Diploma and to graduate with the qualifications necessary to enter the post-secondary institution of their choice.

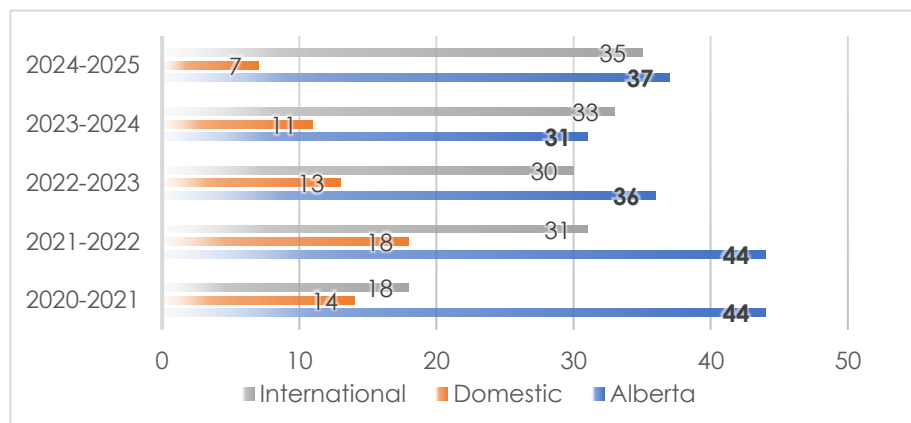
Academic programming at Alberta Ballet School is offered for Professional Division students in grades 7 through 12. Students in the Professional Division experience a personalized learning environment that caters to the distinct learning needs, interests, aspirations, and cultural background of individual students. Small class sizes foster individualized attention for each student. Alberta Ballet School is committed to offering courses which reflect the passion of the students through locally developed courses as extensions of the mandated core curriculum.

Student acceptance to Alberta Ballet School is on an annual basis. While students must be in academic good standing, they are also assessed on their fit for the program, both physically and mentally. The program of classical ballet training is rigorous and difficult. Students must have physical aptitude for dance to mitigate risk of injury. Mentally, students must be resilient to find success in the demanding training and workload of simultaneous artistic and academic pursuits. Students may be recommended to not continue at Alberta Ballet School in the subsequent year if they are not able to withstand the rigors of the program. This is for their own safety and well-being.

Alberta Ballet School's enrolment for the 2024-2025 school year was 79 students, grades 7 to 12. Of those, 37 students were Alberta residents, while the remainder were students from other provinces in Canada as well as from other nations like Japan, Korea, Brazil, United States, and Australia.

Figure 1

Number of Students Enrolled in Alberta Ballet School from Various Regions



Residence

Alberta Ballet School's residence, located at Mount Royal University, houses students from Alberta and around the globe, making it possible for all students to achieve their ballet aspirations, no matter where they are from. Travel to and from the residence is provided by a local bus company with safety of the students as the priority. The Residence Program creates a comfortable home away from home with areas and facilities to accommodate concentrated academic study and leisure time with access to fitness equipment and residence planned activities. Nutritious meals and snacks are provided through local food service providers who offer delicious, healthy food choices to meet the dietary needs of our student-dancers.

Facility

Alberta Ballet School is located in the Beltline District of downtown Calgary. Boasting six ballet studios, the School is spread over 30,000 square feet and includes newly renovated academic classrooms, medical room with on-site physiotherapy, a weight room/gym, wardrobe, student changing rooms with showers and lockers, a lobby and dining area for students, staff offices and reception area. The School has been in its current location since 1994 after moving from Edmonton to Calgary. The studio facilities are also used in the evenings and on weekends for recreational dance programming.

Students in the Academic Program attend classes on the Alberta Ballet School campus, directly below the ballet studios. The Academic school houses five academic classrooms, including a science lab, a school library, and common area for collaborative learning and independent study. Our website www.albertaballetschool.com provides more detailed information.

ALBERTA EDUCATION ASSURANCE MEASURES AND LOCAL MEASURES

In the data that follows, we will examine the measures and results related to Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance. In addition, we utilize data to measure the success of the strategies and outcomes outlined in Alberta Ballet School's 2022-2025 Education Plan. The data is gathered from the Alberta Education Assurance Survey administered to all students, teachers, and Alberta-resident parents in early 2025. A locally developed survey was administered to non-Alberta parents on the Assurance measures to ensure their representation in the result. Finally, students and parents completed a locally developed survey that targeted feedback on the aspects of the school identified in our Education Plan goals.

Alberta Ballet School had no self-identified First Nations, Métis or Inuit students in the 2024-2025 school year, therefore no disaggregated data can be provided. In addition, Alberta Ballet School had only three Alberta resident English Second Language students and, as such, we are unable to provide disaggregated data and analysis for this sub-population.

Student Growth and Achievement

Although Alberta Ballet School has a unique purpose in providing elite artistic training to our students, we equally have the responsibility to deliver excellence in academics to our students to prepare them for life outside of high school – be it in the dance world, work world, or pursuing post-secondary studies.

1.1 Student Learning

Due to the COVID-19 pandemic, results for Provincial Achievement Tests and Diploma Examinations over the last 5 years are interrupted, and trends must be interpreted with caution.

Table 1.1.1

Student Growth and Achievement Domain

Assurance Domain	Measure	Alberta Ballet School			Measure Evaluation		
		Current Result 2024-2025	Previous Year Result 2023-2024	Previous 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	PAT: Acceptable	66.7	47.5	73.8	Low	Maintained	Issue
	PAT: Excellence	41.7	32.5	47.5	Very High	Maintained	Excellent
	Diploma: Acceptable	92.7	88.7	92.1	Very High	Maintained	Excellent
	Diploma: Excellence	45.5	42.3	48.0	Very High	Maintained	Excellent

Assurance Domain	Measure	Alberta		
		Current Result 2024-2025	Previous Year Result 2023-2024	Previous 3 Year Average
Student Growth and Achievement	PAT: Acceptable	62.5	62.5	62.6
	PAT: Excellence	15.6	15.4	15.5
	Diploma: Acceptable	82.0	81.5	80.9
	Diploma: Excellence	23.0	22.6	21.9

Note. Excerpt from Required Alberta Education Assurance Measures – Overall Summary Fall 2025ⁱ

Table 1.1.2

Provincial Achievement Test Results by Course based on Number of Students Writing

	Alberta Ballet School					Alberta				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Language Arts 9										
Acceptable Standard (%)	n/a	100.0	100.0	100*	100	n/a	85.4	85.1	83.8	82.4
Standard of Excellence (%)	n/a	33.3	70.0	75.0*	44.4	n/a	15.8	15.9	14.2	13.1
Below Acceptable Standard (%)	n/a	0.0	0.0	0.0*	0.0	n/a	14.6	14.9	16.2	17.6
Mathematics 9										
Acceptable Standard (%)	n/a	100.0	100.0	100.0	100	n/a	63.7	64.7	62.0	60.6
Standard of Excellence (%)	n/a	66.7	40.0	50.0	53.8	n/a	20.1	16.0	16.5	16.4
Below Acceptable Standard (%)	n/a	0.0	0.0	0.0	0.0	n/a	36.3	35.3	38.0	39.4
Science 9										
Acceptable Standard (%)	n/a	100.0	100.0	100.0	83.3	n/a	82.1	78.8	79.2	80.4
Standard of Excellence (%)	n/a	91.7	80.0	66.7	50.0	n/a	27.3	23.9	24.4	24.8
Below Acceptable Standard	n/a	0.0	0.0	0.0	16.7	n/a	17.9	21.2	20.8	19.6
Social Studies 9										
Acceptable Standard (%)	n/a	100.0	100.0	100*	100	n/a	72.8	69.3	70.9	71.0
Standard of Excellence (%)	n/a	83.3	60.0	100*	100	n/a	20.6	18.9	18.5	20.1
Below Acceptable Standard (%)	n/a	0.0	0.0	0.0*	0.0	n/a	27.2	30.7	29.1	29.0

* These results should be interpreted with caution as the total number of students was fewer than 6.

Note. Adapted from Provincial Achievement Test Multiyear Reportsⁱⁱ

Table 1.1.3

Provincial Achievement Test Participation by Course

	Alberta Ballet School				
	2020-2021	2021-2022	2022-2023	2023- 2024	2024-2025
English Language Arts 9					
Students Enrolled	n/a	13	10	10	15
Students Writing	n/a	12	10	4	9
Students Excused	n/a	1	0	6	6
Mathematics 9					
Students Enrolled	n/a	13	10	10	15
Students Writing	n/a	12	10	6	13
Students Excused	n/a	1	0	4	0
Science 9					
Students Enrolled	n/a	13	10	10	15
Students Writing	n/a	12	10	6	12
Students Excused	n/a	1	0	4	1
Social Studies 9					
Students Enrolled	n/a	13	10	10	15
Students Writing	n/a	12	10	3	8
Students Excused	n/a	1	0	7	5

Note. Adapted from Provincial Achievement Test Multiyear Reportsⁱⁱⁱ

Table 1.1.4

Diploma Course School Awarded Marks and Exam Results

	Alberta Ballet School					Alberta				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Language Arts 30-1										
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	98.3	98.3	98.6	98.8
School Awarded Standard of Excellence (%)	n/a	n/a	78.6	58.3	100.0	n/a	44.0	41.8	41.6	42.4
Diploma Exam Acceptable Standard (%)	n/a	n/a	100.0	91.7	100.0	n/a	79.0	83.9	84.3	85.3
Diploma Exam Standard of Excellence (%)	n/a	n/a	21.4	8.3	22.2	n/a	9.6	10.6	10.2	10.9
English Language Arts 30-2										
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	100*	100*	n/a	96.6	96.7	96.7	97.3
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	25.0*	60.0*	n/a	19.5	18.5	18.8	20.1
Diploma Exam Acceptable Standard (%)	n/a	n/a	n/a	50.0*	80.0*	n/a	80.9	86.3	85.7	85.6
Diploma Exam Standard of Excellence (%)	n/a	n/a	n/a	25.0*	0.0*	n/a	12.2	12.8	12.8	11.3
Mathematics 30-1										
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	93.8	90.9	n/a	95.4	96.1	96.3	96.9
School Awarded Standard of Excellence (%)	n/a	81.3	58.3	50.0	72.7	n/a	51.1	53.9	54.4	56.5
Diploma Exam Acceptable Standard (%)	n/a	93.8	91.7	93.8	90.9	n/a	64.5	71.4	75.8	77.8
Diploma Exam Standard of Excellence (%)	n/a	68.8	50.0	43.8	81.8	n/a	23.2	29.2	35.1	37.1
Social Studies 30-1										
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	100.0	100.0	n/a	99.3	99.2	99.3	99.5
School Awarded Standard of Excellence (%)	n/a	100.0	91.7	75.0	66.7	n/a	49.7	49.6	49.2	51.3
Diploma Exam Acceptable Standard (%)	n/a	100.0	100.0	100.0	100.0	n/a	81.6	83.5	85.2	84.6
Diploma Exam Standard of Excellence (%)	n/a	42.9	50.0	75.0	33.3	n/a	15.8	15.9	18.7	16.8
Social Studies 30-2										
School Awarded Acceptable Standard (%)	n/a	100*	100*	100.0	100*	n/a	97.0	97.0	96.8	97.3
School Awarded Standard of Excellence (%)	n/a	25.0*	40.0*	55.6	40.0*	n/a	23.6	21.9	23.2	25.4
Diploma Exam Acceptable Standard (%)	n/a	100*	60.0*	77.8	80.0*	n/a	72.1	78.0	77.4	77.5
Diploma Exam Standard of Excellence (%)	n/a	0.0*	40.0*	55.6	20.0*	n/a	12.8	12.1	12.1	12.3
Biology 30										
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	100.0	100.0	n/a	97.0	97.1	97.2	97.6
School Awarded Standard of Excellence (%)	n/a	100.0	100.0	81.8	85.7	n/a	50.9	51.5	51.1	54.6
Diploma Exam Acceptable Standard (%)	n/a	100.0	100.0	100.0	85.7	n/a	74.6	82.9	83.2	82.7
Diploma Exam Standard of Excellence (%)	n/a	85.7	91.7	54.5	57.1	n/a	25.2	32.9	33.7	34.8
Chemistry 30										
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	97.5	97.4	97.4	97.8
School Awarded Standard of Excellence (%)	n/a	n/a	91.7	81.8	66.7	n/a	56.7	56.2	57.3	57.8
Diploma Exam Acceptable Standard (%)	n/a	n/a	100.0	81.8	100.0	n/a	77.7	80.6	83.5	83.8
Diploma Exam Standard of Excellence (%)	n/a	n/a	66.7	36.4	66.7	n/a	31.5	37.1	38.1	40.6

* These results should be interpreted with caution as the total number of students was fewer than 6.

Note. Adapted from Diploma Examination Multiyear Reports^{6v}

Commentary on Results

Again, it's important to note that the data above does not include complete sets of data for the previous five years. There were no PATs administered in 2020-2021 school year, and diploma exams were not administered in January 2021, June 2021, and January 2022. In addition, the weighting of the diploma exams for the 2022-2023 school year was adjusted to 20%. The 2023-2024 school year marked the return of diploma exam administration and weighting to pre-pandemic norms.

Table 1.1.1 shows an overall increase in the percentage of students meeting the acceptable standard and standard of excellence for students in both the grade 9 Provincial Achievement Tests and the Diploma Examinations over the prior year. Also, Alberta Ballet School surpasses the provincial averages.

With respect to the PATs, however, though there is an improvement over the 2023-2024 results, it is important to note the difference in achievement compared to the three year average. This is because that data is based on the total number of eligible grade 9 students at the school and does not take into account the participation rates outlined in Table 1.1.3. In 2024-2025, there were a significant number of grade 9 students who, as students new to Canada, did not have the English language proficiency to be able to participate in all of the PATs. In order to mitigate the mental stress and anxiety that sitting for a provincial assessment would cause, some students were exempted from specific subject PATs as notes in Table 1.1.3. This year, however, we saw an increase in participation and therefore an increase in the percentage of students meeting the acceptable standard.

Table 1.1.2 shows the PAT results based on the students writing. It is evident that the students who were able to write the respective PAT subject assessments achieved well and above provincial average.

As a whole, the data above shows that Alberta Ballet School students perform consistently above the provincial average. In particular, the percentage of students reaching the standard of excellence for Alberta Ballet School in both the Provincial Achievement Tests and Diploma Exams is much higher than in Alberta schools at large.

However, special consideration must be made for the English 30-2 and Social 30-2 courses and diploma exam results. Again, the number of students writing these two courses is quite small and caution must therefore be taken in interpreting these results. At Alberta Ballet School, these courses are largely populated by our English Language Learners (ELLs) as the language requirements for these courses are slightly less rigorous. In Alberta at large, these courses are not populated by students who have only learned English for two or three years. Our data reflects this in that our students do not typically meet or exceed the Alberta averages for English 30-2. A continued focus on improving English language learning for

our international students is evident in our Education Plan for 2025-2028 and will positively be reflected in future diploma examination results for these courses.

1.2 High School Completion Rate

Table 1.2.1

Rate at which Alberta Students Complete High School Within Three, Four and Five years of Starting Grade 10.

	Alberta Ballet School										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	N	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	8	100.0	8	100.0	7	85.7	6	100.0	8	90.9	Very High	Maintained	Excellent
4 Year Completion	11	90.9	8	100.0	8	100.0	7	85.7	6	100	Very High	Maintained	Excellent
5 Year Completion	13	94.5	11	90.9	8	100.0	8	100.0	7	85.7	Intermediate	Maintained	Acceptable

	Alberta				
	2020	2021	2022	2023	2024
	%	%	%	%	N
3 Year Completion	83.4	83.2	80.7	80.4	81.4
4 Year Completion	85.0	87.1	86.5	85.1	84.7
5 Year Completion	86.2	87.1	88.6	88.1	87.1

Note. Excerpt from School Report: High School Completion Rate – Measure History

Commentary on Results

At Alberta Ballet School, we are proud of the success that our students exhibit artistically and academically. The data in Table 1.2.1 is calculated by tracking Alberta-resident students based on their school of enrolment in grade 10.

The deviation that appears in the three-year completion rate is as a result of one student who, after leaving Alberta Ballet School following grade 10, is not recorded as having completed high school studies in Alberta. It is believed that it's because, after their withdrawal from our school, this student moved out of the province to complete high school studies.

Likewise, the deviation in this year's 5-year completion results is the continuation of a student who began with us in grade 10 in 2019-2020 but left the school thereafter. This

student has not yet finished the Alberta High School Diploma requirements in the province – likely she finished her high school studies in another province or abroad.

We are proud to say that students who continue in Alberta Ballet School through grade 12 always complete the graduation requirements in three years.

1.3 Citizenship

Table 1.3.1

Percentage of Teachers, Alberta Parents and Students who are Satisfied that Students Model the Characteristics of Active Citizenship.

	Alberta Ballet School										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	84	91.5	104	93.7	101	92.3	86	93.0	92	86.8	Very High	Declined	Good
Parent	12	86.2	15	90.7	24	85.6	13	87.7	21	79.6	High	Maintained	Good
Student	64	90.8	81	92.9	68	91.4	64	91.2	62	87.5	Very High	Maintained	Excellent
Teacher	8	97.4	8	97.5	9	100.0	9	100.0	9	93.2	High	Maintained	Good

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	83.2	81.4	80.3	79.4	79.8
Parent	81.4	80.4	79.4	78.7	78.6
Student	74.1	72.1	71.3	69.5	70.3
Teacher	94.1	91.7	90.3	89.8	90.5

Note. Excerpt from School Report: A.6 Citizenship – Measure History^{vi}

Table 1.3.2

Percentage Non-Alberta Resident Parents Satisfied that Students Model the Characteristics of Active Citizenship

	Alberta Ballet School									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	89.6	n/a	n/a	27	88.9	22	89.8

Commentary on Results

To gauge active citizenship via the Assurance survey, parents, students, and teachers were asked a series of questions to establish to what degree they felt that the students follow the rules, help and respect each other, are involved in the community, and try their best.

The data this year shows a small overall decrease in the agreement that students model the characteristics of active citizenship. In looking deeper into the responses, the question pertaining to students being encouraged at school to be involved in activities that help the community scores low. There was also a notable difference between the responses of parents of junior students (grades 7-9) versus senior students (grades 10-12). Parents of senior students scored their agreement with statements such as students following the rules and students helping and respecting each other much lower than their junior student counterparts.

Alberta Ballet School still far surpasses the average of Alberta Schools in general in the area of citizenship.

1.4 Student Learning Engagement

Table 1.4.1

The Percentage of Teachers, Parents and Students who Agree that Students are Engaged in their Learning at School.

	Alberta Ballet School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	84	90.8	104	93.1	101	93.0	86	89.0	92	90.3	Very High	Maintained	Excellent
Parent	12	91.7	15	100.0	24	90.0	13	88.9	21	90.5	High	Maintained	Good
Student	64	80.7	81	87.5	68	88.9	64	85.4	62	87.9	Very High	Maintained	Excellent
Teacher	8	100.0	8	91.7	9	100.0	9	92.6	9	92.6	Low	Maintained	Issue

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	85.6	85.1	84.4	83.7	83.9
Parent	89.0	88.7	87.3	86.7	87.6
Student	71.8	71.3	70.9	69.3	69.3
Teacher	96.0	95.5	95.1	95.1	95.0

Note. Excerpt from School Report: S.1 Student Learning Engagement – Measure Historyⁱⁱ

Table 1.4.2

The Percentage of Non-Alberta Resident Parents Who Agree that Students are Engaged in their Learning at School.

	Alberta Ballet School									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	94.3	n/a	n/a	27	88.1	21	95.4

Commentary on Results

In this survey, the measure of student engagement in learning at school is based upon agreement that students are learning what they need to know and developing useful literacy and numeracy skills. The survey asks students about their satisfaction with the usefulness and interest in each of the core subjects.

The data has remained relatively consistent from previous years, however, there is an increase in the agreement of non-Alberta resident parents that students are engaged in their learning at school. In looking into the responses to individual questions, one area that is slightly lower than the others is high school students' agreement with the usefulness of and interest in grades 10-12 math. This is perhaps a commentary on the curriculum itself rather than on its delivery at the school as the higher-level pre-calculus math courses are quite complex and abstract.

Insights

Overall, as in the past years, Alberta Ballet School and its students are showing excellent results pertaining to student learning. Students are achieving very well, are engaged in their learning, are good citizens, and are completing their high school studies successfully in three years when they remain at Alberta Ballet School.

One of the most notable areas in need of attention is the impact participation rate on the grade 9 PATs appears to have. Those that did write the PAT, however, did very well. Both the PAT participation and the results on English 30-2 and Social 30-2 that deviate from the remainder of the results relate to the enrolment of English Language Learners and how we are serving them.

Implications

The Education Plan for 2025-2028 incorporates goals and strategies aimed at further strengthening student growth and achievement. However, particular focus should be aimed at:

- ✓ monitoring of achievement results for international students who are English Language Learners to ensure that their language acquisition is sufficient to achieve the standard of acceptable or excellence on diploma examinations at the culmination of high school studies
- ✓ adjusting but encouraging participation in the grade 9 PATs for our English Language Learners

Teaching and Leading

2.1 Education Quality

Table 2.1.1

Percentage of Teachers, Parents and Students Satisfied with the Overall Quality of Basic Education

	Alberta Ballet School										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	84	92.5	104	97.1	101	94.7	86	94.8	92	92.4	Very High	Maintained	Excellent
Parent	12	87.5	15	96.6	24	88.9	13	92.2	21	92.8	Very High	Maintained	Excellent
Student	64	90.0	81	94.6	68	95.2	64	92.3	62	91.8	Very High	Maintained	Excellent
Teacher	8	100.0	8	100	9	100	9	100	9	92.6	Intermediate	Maintained	Acceptable

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	89.6	89.0	88.1	87.6	87.8
Parent	86.7	86.1	84.4	83.8	84.3
Student	86.3	85.9	85.7	84.9	84.8
Teacher	95.7	95.0	94.4	93.9	93.9

Note. Excerpt from School Report: A.4 Education Quality – Measure Historyⁱⁱⁱ

Table 2.1.2

Percentage of Non-Alberta Resident Parents Satisfied with the Overall Quality of Basic Education

	Alberta Ballet School									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	93.1	n/a	n/a	26	88.5	22	90.9

Commentary on Results

The Assurance survey measures education quality by asking agreement with statements regarding clear learning expectations, the rigor and interest of the schoolwork, subject

usefulness as well as the overall quality of education and quality of teaching at the school. Again, Alberta Ballet School achieved higher than provincial average.

The results from all stakeholders are largely maintained from previous years. In looking at the responses to individual items in the survey, it's positive to note that the satisfaction with the overall quality of education that the student is receiving at school scored very high by parents (Alberta Parents 95%, Non-Alberta Parents 95.5%). Likewise, students overwhelmingly answered that the overall education that they are receiving at the school is good or very good (grades 7-9 100% and grades 10-12 97%).

2.2 Supporting Teaching and Leadership Quality

Table 2.2.1

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

	Alberta Ballet School										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Teacher	8	76.2	7	84.2	9	96.0	9	92.3	9	88.9	High	Maintained	Good

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Teacher	84.9	83.7	82.2	81.1	81.7

Note. Excerpt from D.6 In-service Jurisdiction Needs - Measure History^x

Commentary on Results

Overall, Alberta Ballet School teachers feel that their needs for professional growth continue to be met although there is a small decrease.

Professional development continued to focus around goals outlined in the Education Plan for 2022 – 2025, such as supports for English Language Learners. In the 2024-2025 school year, the strategy was the implementation of the Sheltered Language Professional Development and best practices for supporting English Language Learners. The impact of these strategies implemented was assessed through local measures as outlined in section 5.2.

Anecdotal local data this year includes that, as part of the professional development opportunities offered to teachers, each teacher attended the Calgary City Teachers' Convention. Due to late registration, many sessions of peak interest were already full, perhaps contributing to the decrease in satisfaction. Further, as a small staff, many professional development pursuits are done independently as outlined in each teacher's Teacher Professional Growth Plan (TPGP). While it seems that most teachers appreciate the opportunity to pursue the professional development most in tune with their needs, perhaps there is more of a desire for full group guided professional development.

The school continues to implement Alberta Ballet School's Teacher Growth, Supervision and Evaluation Policy (ABS-2) to ensure timely feedback to teachers on areas of growth as well as planning of professional development pursuits around any identified areas in need of improvement.

Insights

The quality of education that Alberta Ballet School provides is excellent. Students, parents and teachers rate their satisfaction well above provincial average.

Similarly, teachers are satisfied with their opportunities for professional development and rate their satisfaction above provincial average. Teachers are consistently striving to improve their practice to further increase the quality of education by pursuing both group professional development related to the Education Plan, and individual professional development related to their own unique goals outlined in their Teacher Professional Growth Plan. Teachers can also receive financial support from the school for their professional development in the form of a grant program, the Flora Altieri Professional Development Award.

Implications

The new Education Plan for 2025-2028 incorporates goals and strategies aimed at further strengthening teaching and leading. However, particular focus should be aimed at:

- ✓ awareness of teachers' preferences for group and individual professional development pursuits
- ✓ earlier access to the Calgary City Teachers' Convention registration for optimum session availability
- ✓ continuing to ensure access to professional development opportunities that help teachers to improve the quality of teaching and learning for all students

Learning Supports

3.1 Welcoming, Caring, Respectful and Safe Learning Environment

Table 3.1.1

The Percentage of Teachers, Parents and Students Who Agree that their Learning Environments are Welcoming, Caring, Respectful and Safe

	Alberta Ballet School										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	84	93.0	104	96.9	101	92.4	86	91.9	92	91.1	Very High	Maintained	Excellent
Parent	12	92.7	15	99.2	24	86.2	13	85.6	21	86.8	Intermediate	Maintained	Acceptable
Student	64	90.0	81	93.2	68	91.1	64	90.2	62	86.5	Very High	Maintained	Excellent
Teacher	8	96.4	8	98.2	9	100.0	9	100.0	9	100	n/a	Maintained	n/a

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	87.8	86.1	84.7	84.0	84.4
Parent	88.2	86.9	85.6	85.3	85.2
Student	79.8	77.7	76.6	75.2	75.7
Teacher	95.3	93.6	92.0	91.6	92.3

Note. Excerpt from School Report: W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure History

Table 3.1.2

The Percentage Non-Alberta Resident Parents Who Agree that their Learning Environments are Welcoming, Caring, Respectful and Safe

	Alberta Ballet School									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	97.0	n/a	n/a	27	93.5	22	93.8

Commentary on Results

This measure was determined by asking stakeholders' agreement with statements regarding students caring, respecting and treating each other well, students being safe at and to/from school, and being welcomed and treated fairly by the adults in the school. Alberta Ballet School is again above provincial average in parent, student and teachers' perception of having a safe, caring, welcoming and respectful environment.

In looking at the individual questions, it's interesting to note that agreement of Alberta parents of grade 7-9 students was higher than parents of grades 10-12. The parents of grade 10-12 students scored their agreement lower on areas pertaining to students caring about each other, respecting each other, and treating each other well. Interestingly, this difference was not observed in the students' responses, instead the grade 10-12 students overall scoring their agreement higher than the grade 7-9 counterparts. This was also not observed in the non-Alberta resident parents' responses.

Another interesting note is that, in last year's data parents had scored lower on the prompt "Your child is safe on the way to and from school". This year, however, parents and students showed a higher agreement with this statement.

3.2 Access to Supports and Services

Table 3.2.1

The Percentage of Teachers, Parents, and Students who Agree that Students have Access to the Appropriate Supports and Services at School

	Alberta Ballet School										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	84	80.9	104	79.4	101	81.5	86	80.0	92	83.5	High	Maintained	Good
Parent	12	70.0	15	71.8	24	67.0	13	71.7	21	81.4	High	Maintained	Good
Student	64	80.3	81	84.0	68	84.6	64	83.9	62	87.0	High	Maintained	Good
Teacher	8	92.3	8	82.5	9	93.0	9	84.4	9	82.2	Low	Maintained	Issue

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	82.6	81.6	80.6	79.9	80.1
Parent	78.9	77.4	75.7	75.4	75.5
Student	80.2	80.1	79.9	78.7	78.7
Teacher	88.7	87.3	86.2	85.6	86.0

Note. Excerpt from School Report: H.1 Access to Supports and Services – Measure History^{xi}

Table 3.2.2

The Percentage of Non-Alberta Resident Parents Who Agree that Students have Access to the Appropriate Supports and Services at School

	Alberta Ballet School									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	83.4	n/a	n/a	27	79.3	22	80.0

Table 3.2.3

Percentage of Teacher, Parent and Student Satisfaction with the Accessibility, Effectiveness and Efficiency of Programs and services for Students in their Community

	Alberta Ballet School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	83	58.3	102	58.5	100	70.1	83	64.1	91	65.9	Low	Maintained	Issue
Parent	11	43.2	13	40.0	23	52.7	11	38.9	21	45.2	Very Low	Maintained	Concern
Student	64	67.0	81	68.9	68	73.8	63	69.4	61	68.1	Very Low	Maintained	Concern
Teacher	8	64.7	8	66.7	83.7	83.7	9	84.0	9	84.4	Intermediate	Maintained	Acceptable

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	71.8	72.6	72.9	71.9	72.1
Parent	65.7	67.4	68.4	67.8	68.4
Student	71.9	73.5	74.3	73.0	73.8
Teacher	77.8	77.0	76.0	74.8	74.1

Note. Excerpt from School Report: B.2 Satisfaction with Program Access – Measure Historyⁱⁱ

Table 3.2.4

The Percentage of Non-Alberta Resident Parents Satisfaction with the Accessibility, Effectiveness and Efficiency of Programs and services for Students in their Community

	Alberta Ballet School									
	2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	56.9	n/a	n/a	19	61.3	17	67.4

Commentary on Results

The first aspect of Learning Supports refers to students' abilities to get access to supports and services in school. It is measured by asking for agreement with statements relating to students' ability to get help with their learning and schoolwork as well as their ability to get help for problems not related to schoolwork. The results, though largely maintained, show a slight increase over the prior year. In looking at parent responses, there is a marked increase in the agreement that "You can get the support you need from the school to help your child be successful in their learning" this year over last.

Another aspect of Learning Supports, though not an Alberta Education Assurance Measure that requires reporting here, is the accessibility and effectiveness of programs and services in the community. This is measured by asking about suitable availability of career counselling, academic counselling, library resources and services, and specialized supports around academics beyond the regular classroom, such as support with reading and writing. Alberta Ballet School's is consistently low performing in these areas.

3.3 Access to a Continuum of Supports and Services

Table 3.3.1

Student Appointments with Registered Psychologist

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of hours	56	27	13	28	30

Table 3.3.2

English Second Language Learner Enrolment

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of ELL Students Requiring Support	14	19	20	32	29

Commentary on Results

As part of the tuition cost to attend Alberta Ballet School, students are provided with the opportunity to book up to three sessions with a registered psychologist to support their social emotional needs. Table 3.3.1 shows the number of hours booked with the psychologist associated with the school and this year reflects 17 individual students accessing the service (versus 9 in 2024-2025). This is a large increase in the number of students accessing our school associated psychologist. Presenting concerns included depression, anxiety, disordered eating, burnout, family issues, and homesickness among others. Alberta Ballet School has also added the option for students to meet individually for counselling sessions with the sports psychologist who has come in to do group sessions. In addition, we anecdotally know that some students access their own psychologist, not associated with the school and are therefore not reflected in these numbers.

The number of English Second Language students remains relatively consistent from the year prior and represents a significant portion of the student population (37%). This large percentage of students with language learning demands, and the school's desire to improve upon the educational services that we offer to support their needs, is reflected in goals and strategies of both the 2022-2025 Education Plan as well as the 2025-2028 Education Plan. In the 2024-2025 school year, the strategy was the implementation of the Sheltered Language Professional Development and best practices for supporting English Language Learners. The impact of these strategies implemented was assessed through local measures as outlined in section 5.2.

3.4 First Nations, Métis and Inuit Student Success

In the 2024-2025 school year, Alberta Ballet School had no students who self-identified as First Nations, Métis or Inuit. As such, no grant funding was received.

Table 3.4.1

Percentage of Students and Parents who Agree with the following statements relating to First Nations, Métis and Inuit Student Success and Education Plan Goals.

	2023-2024		2024-2025	
	Students N = 62	Parents N = 33	Students N = 53	Parents N = 26
	%	%	%	%
The student's knowledge and understanding of Canada's First Nations, Métis and Inuit peoples' culture and history has increased in their time at the school	88.5	66.7	88.7	74.1
The student is aware of the efforts towards reconciliation with Canada's First Nations, Métis and Inuit people	95.1	75.8	94.3	84.6
The activities and lessons that students participated in during Truth and Reconciliation Week were useful	80.0	66.7	71.7	80.8
Students were able to reflect and make meaning of Orange Shirt Day and its activities	90.2	87.9	92.5	84.6

Comments:

Parent: "I appreciate the activities provided on orange shirt day, and the knowledge it provided about this important topic."

Student: "I'm learning a lot in my social studies classes, and I'm getting lessons that will help me understand the intent of Orange Shirt Day."

Student: "As I knew nothing about the First Nations of Canada before I came here, I have learnt a reasonable [amount] in general even without specifically learning about it in lesson time."

Student: "While the school has done a wonderful job in engaging students in TRC education in the classroom, I have found that there has not been enough engagement with the community during Truth and Reconciliation week... - and I also feel students would learn far more about Truth and Reconciliation if it was saturated throughout the school year, as opposed to just a couple days in one month."

Student: "I learned a lot of new things since I came to Canada ABS, I learned about the First Nations and the meaning of orange shirt day from class activities, and the powwow dancing class was really fun and interesting."

Parent: "The children may have learned and understood it in school, but their parents abroad know nothing about it, so they want to know what their children have learned."

Student: "This year, the school brought a Powwow dance teacher to teach us their traditional dance. It was an interesting lesson and enhanced the school's engagement in the work of reconciliation."

Parent: "My student is able to discuss these topics in depth and has developed a good understanding of reconciliation and how she can support that."

Commentary on Results

In the 2024-2025 school year, Alberta Ballet School continued to dedicate time to lessons about First Nations, Métis, and Inuit culture and history, particularly around the time of the National Day for Truth and Reconciliation and Orange Shirt Day. These lessons, integrated into academic class time, aimed to teach the students the significance of these important days, provide students with background knowledge of the history of residential schools, and further apply the recommendations from the Truth and Reconciliation Commission.

In addition, all students participated in a workshop on Pow Wow dance during their artistic time on Orange Shirt Day. This workshop, led by a member of the indigenous community and a descendant of residential school survivors, provided a meaningful way for the students to engage in their learning about indigenous culture, history of residential schools, intergenerational trauma, and to build intercultural understanding. Students enjoyed participating in a new type of dance while at the same time being able to celebrate and learn about indigenous culture.

The data collected shows that Alberta Ballet School is planning and implementing lessons and activities that are further expanding students' knowledge and understanding Canada's First Nations, Métis and Inuit peoples' culture and history.

Insights

Alberta Ballet School is doing well in the area of Learning Supports. The school has done well at developing an environment where students feel safe, welcomed and cared for. There may be some dynamics between students that need to be monitored, particularly with respect to them respecting and treating each other well, although there is some conflicting data in the student and parent responses.

Learning supports provided by the school are above provincial average and it is wonderful to see an increase in parents' perception that they can get the help and support they need from the school to help their child with their learning. With respect to accessibility to resources and supports in the community, as a small school with limited support staff, we do not have individuals dedicated to career or academic counseling. Nor do we have a well resourced library or librarian able to work with students as their needs arise. However, the Education Plan for 2025-2028 aims to improve access to literature in the library to ensure that the materials within it align with the educational goals and interests of the students.

Students do have access to a continuum of supports and services which attend to matters to support diverse learners and their needs. Students have been accessing the mental health support that the school provides with the available psychologist. Another complexity that the school has is the students who require English language learning support. Again, both the Education Plans for 2022-2025 and for 2025-2028 aim to further enhance services for this group of students.

The school continues to work to integrate the Truth and Reconciliation Commission of Canada's recommendations. To do this, the school has implemented enhanced classroom learning and the data shows that we are making progress in the education that we are doing around First Nations, Métis and Inuit culture and history.

Implications

The Education Plan for 2025-2028 incorporates goals and strategies aimed at further strengthening learning supports. However, particular focus should be aimed at:

- ✓ close attention to the dynamics between students and their care and respect for one another
- ✓ consideration for how to resource the school library
- ✓ continued emphasis on how to best support students who are learning English as a second language
- ✓ continued creativity and fine tuning to further students' understanding of First Nations, Métis, and Inuit culture and history

Governance

4.1 Parental Involvement

Table 4.1.1

Percentage of Teachers and Parents Satisfied with Parental Involvement with Decisions about their Child's Education

	Alberta Ballet School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	20	72.5	23	64.3	33	70.4	22	70.6	30	80.4	High	Improved	Good
Parent	12	66.1	15	53.6	24	56.4	13	61.3	21	80.8	Very High	Improved	Excellent
Teacher	8	78.9	8	75.0	9	84.4	9	80.0	9	80.0	Low	Maintained	Issue

	Alberta				
	2021	2022	2023	2024	2025
	%	%	%	%	%
Overall	79.5	78.8	79.1	79.5	80.0
Parent	72.2	72.3	72.5	74.4	75.6
Teacher	86.8	85.2	85.7	84.6	84.3

Note. Excerpt from School Report: C.1. Parental Involvement– Measure History^{xiii}

Table 4.1.2

Percentage of Teachers Non-Alberta Resident Parents Satisfied with Parental Involvement with Decisions about their Child's Education

	Alberta Ballet School									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Non-Alberta Resident Parents	n/a	n/a	29	88.8	n/a	n/a	26	79.3	20	87.3

Commentary on Results

This measure examines parents' perception of involvement in their child's education, including involvement in decision making about the student and about the school. This year we see a large improvement in our results showing that parents, both local and non-resident, are satisfied with the opportunities to be involved in decisions about their child's overall education. That said, it's interesting to note a much higher result in the Alberta resident parents of grades 7-9 students (91%) versus the parents of grades 10-12 (59.4%).

Of interest is also that there is no perceived overall change from the teachers with respect to parental involvement.

This year's results, though showing an improvement, do not yet negate the continued need for improvement on the engagement of all parents to their level of satisfaction. Improvement in this area, however, still needs to occur within the confines of the school structure and provincial requirements.

4.2 Summary of Financial Results

Figure 2

2025 Revenues - Actuals

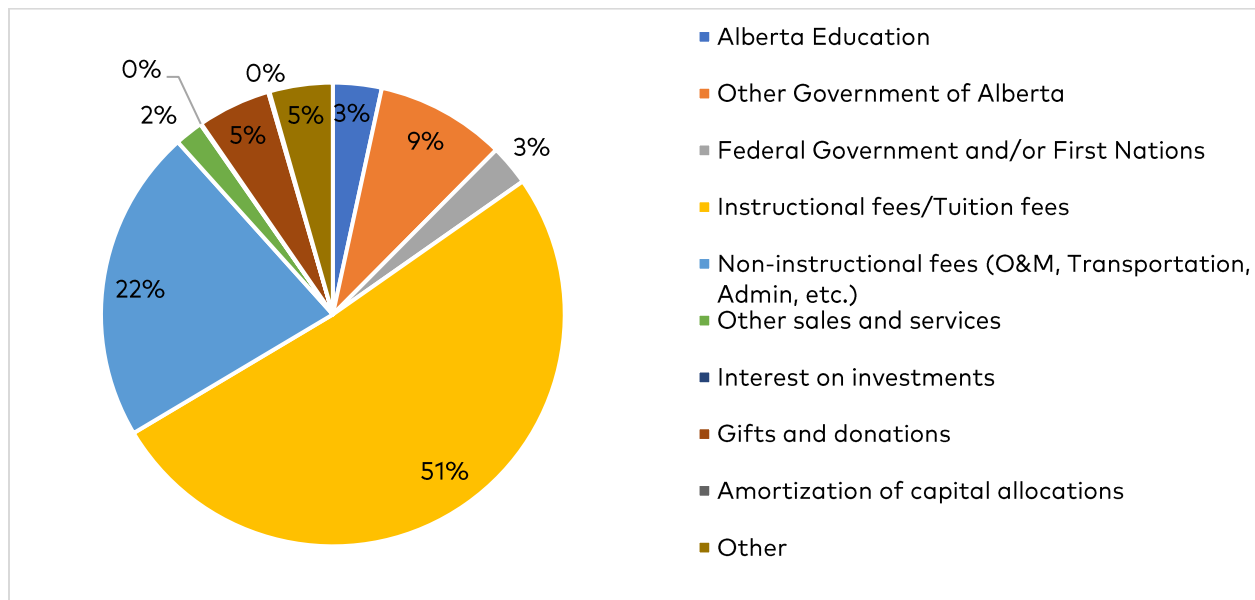


Figure 3

2025 Revenues – Budget

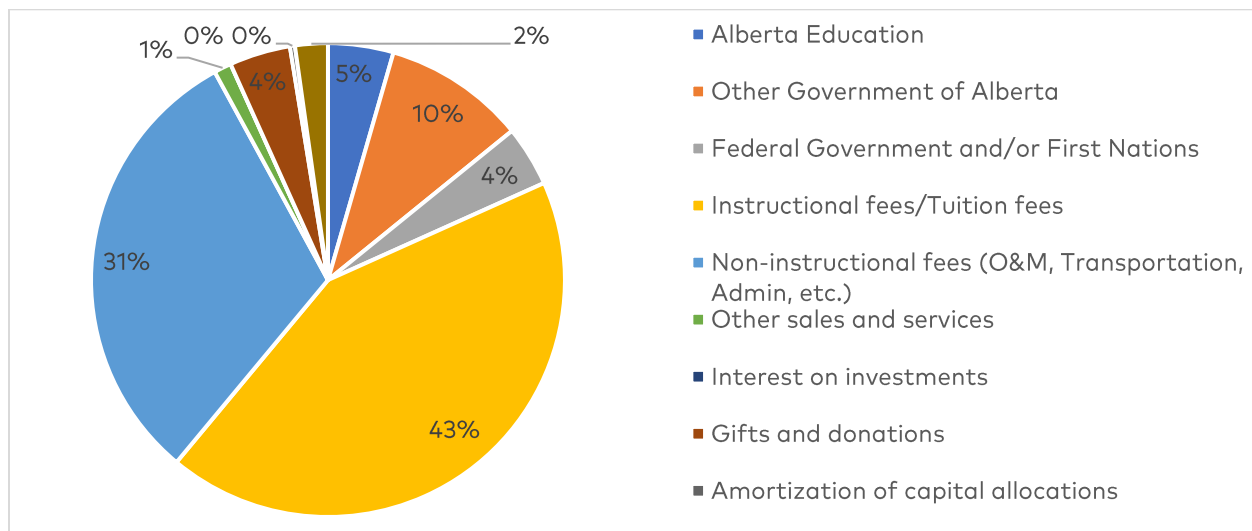


Figure 4

2025 Expenses – Actuals

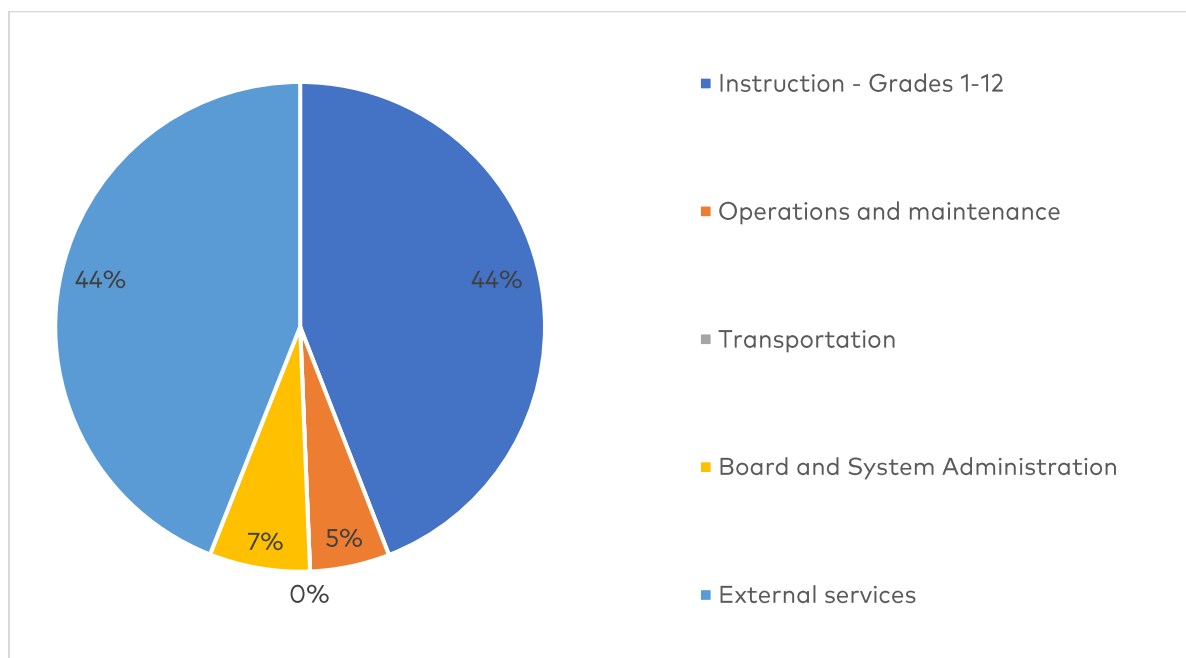


Figure 5

2025 Expenses - Budget

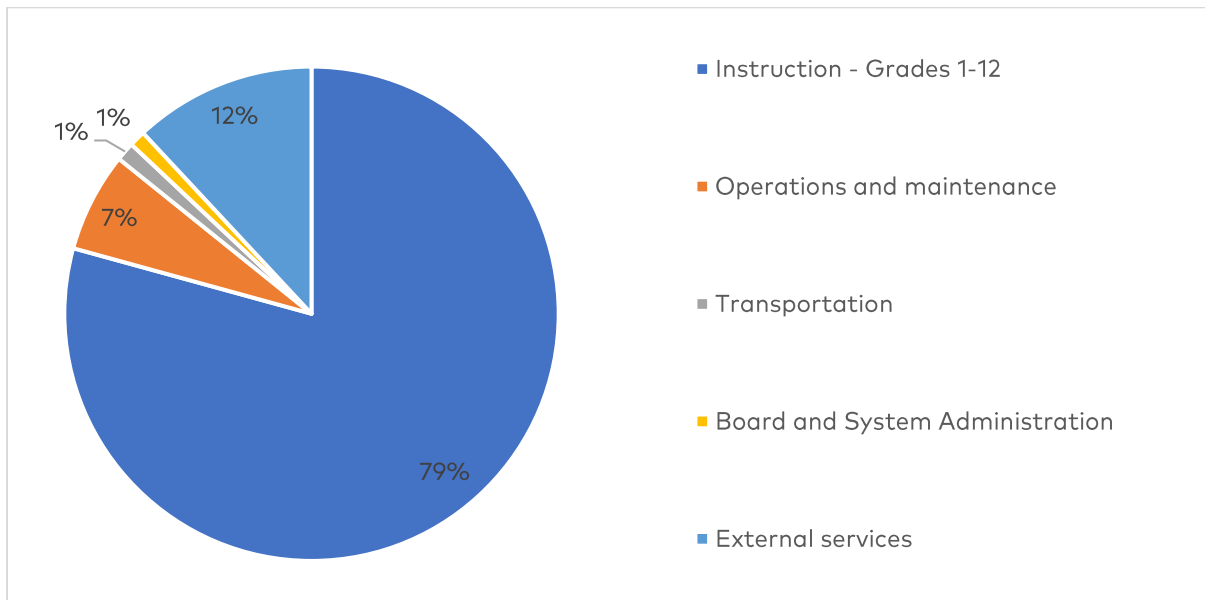


Table 4.2.1

Statement of Operations for the Year Ended August 31

		Actuals - 2025	Budget - 2025
REVENUES			
Alberta Education		\$239,840	\$216,472
Other Government of Alberta		\$638,288	\$469,830
Federal Government and/or First Nations		\$200,000	\$200,000
Instructional fees/Tuition fees		\$3,613,402	\$2,072,916
Non-instructional fees (O&M, Transportation, Admin, etc.)		\$1,545,537	\$1,504,580
Other sales and services		\$139,537	\$57,646
Interest on investments		\$4,771	\$0
Gifts and donations		\$360,925	\$202,037
Amortization of capital allocations		\$5,986	\$16,505
Other		\$311,624	\$108,242
Total Revenues		\$7,059,910	\$4,848,228
EXPENSES			
Instruction – Grades 1 to 12		\$3,202,672	\$4,077,662
Operations and maintenance		\$382,257	\$334,904
Transportation		\$0	\$63,100
Board and System Administration		\$482,704	\$54,400
External services		\$3,195,747	\$613,859
Total Expenses		\$7,263,380	\$5,143,925
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES		(\$203,470)	(\$295,697)

Additional financial statement information can be obtained at <https://www.albertaballetschool.com/governance> or by contacting the school.

4.3 Stakeholder Engagement

The Annual Education Results Report is prepared to report on the school's progress to achieving the priorities and outcomes identified in their Education Plan and to inform the development of future priorities.

The process of developing and sharing the results of this report provides assurance to school stakeholders by providing transparency, the opportunity for critical analysis, and input from all towards identifying next steps in school improvement.

The process of the AERR development incorporates these opportunities for feedback and contributions:

Table 4.3.1

Timeline of communications and information gathering from stakeholders for the Annual Education Results Report

Date	Action
October 2 – November 3, 2025	Development of AERR by school academic principal in alignment with Section L of the 2024-2025 Funding Manual and in consultation school staff as needed
November 3, 2025	Presentation of key insights of AERR to Parent Advisory Council with solicitation of feedback
November 10, 2025	Presentation of key components of AERR with Student Council with solicitation of feedback
November 10, 2025	Sharing of draft of AERR with members of the School Committee in advance of meeting
November 14, 2025	Sharing of draft report with academic teachers and solicitation of feedback and insights
November 17, 2025	Presentation of key components of AERR with School Committee with solicitation of feedback
November 18, 2025	Sharing of AERR document with members of the Board of Directors
November 25, 2025	Presentation of key components of AERR at Board of Directors meeting with solicitation of feedback
November 28, 2025	Final Annual Education Results Report posted to school website
December 4, 2025	Notice to all parents, students, and staff of final AERR posted to website with link

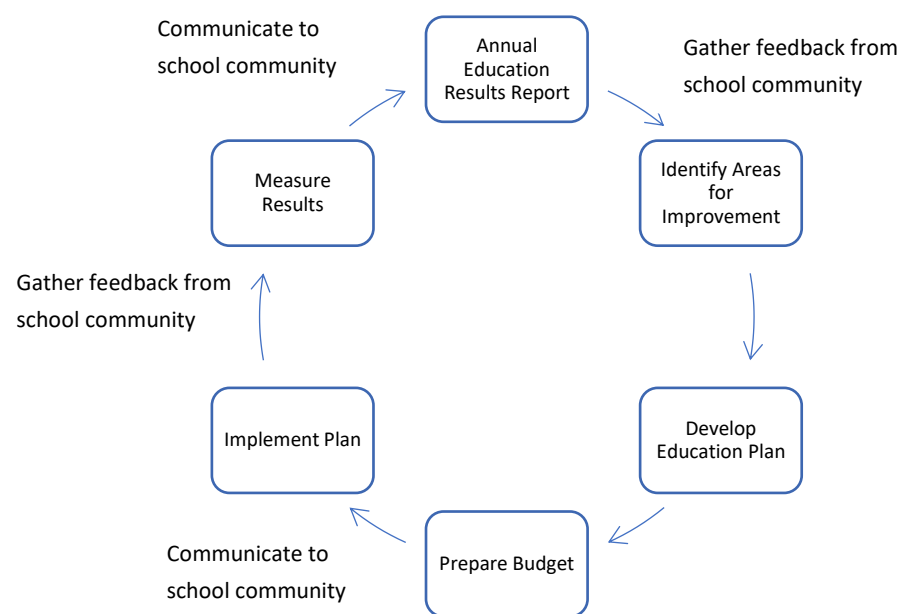
4.4 Accountability/Assurance System

While Alberta Ballet School, and all accredited funded private schools, are accountable to Alberta Education, the school and the board also have a responsibility to all stakeholders (parents, students, staff and the public) to show that we are fulfilling our responsibilities in educating our youth.

To provide assurance to our communities, Alberta Ballet School engages parents through the Parent Advisory Council. Each fall, the Parent Advisory Council is presented with the results from provincial and local measures at their November meeting. Parents are encouraged to ask questions, discuss, and offer feedback and suggestions to the Academic Principal for inclusion in the Annual Education Results Report. Similarly, in the spring, Parent Advisory Council is presented with an outline of the Education Plan, or its yearly revisions, to gain their perspective and collect their input.

Similarly, the Academic Principal ensures staff participation in the process of development of the Annual Education Result Report and Education Plan through regular meetings, and utilizes the Student Council as representatives from their peer groups to participate in data analysis and planning. All reports, education plans, and policies are posted to our website for public access.

The key to continuing to improve the success of our students is the alignment of data from multiple sources to prioritizing key changes and next steps. This is known as evidence-informed decision making. This, in tandem with consistent communication and ongoing engagement of stakeholders, provides Alberta Ballet School's assurance framework.



Annual Education Results Reports and Education Plans are prepared in accordance with section L of the [Funding Manual for School Authorities 2025/26 School Year](#).

Insights

Key to the assurance framework and important to the education of students is the involvement of parents. This year the data shows an increase in satisfaction from parents on their involvement with decisions about their child's education and input into the school. However, there is still significant room for improvement, particularly with some subgroups. Though there are certainly limits to what options and choices are available to be made by parents due to the constraints of Alberta Ballet School's unique program, it is clear from the data that more opportunity for parental involvement would continue to enhance accountability and assurance.

Implications

The Education Plan for 2025-2028 incorporates goals and strategies aimed at further strengthening governance. However, particular focus should be aimed at:

- ✓ Increased opportunities for all parents, both local and non, to be involved in decision making around their child's education and the school
- ✓ Enhanced communication practices with parents to ensure that they are adequately informed about the school and know how they may become more involved

Education Plan 2022-2025

5.1 Goal 1: Learners are Fueled by their Positive Physical and Mental Well-Being

Table 5.1.1

Percentage of Students and Parents who Agree with the following statements relating to mental health initiatives

	2023-2024		2024-2025	
	Students N = 62	Parents N = 33	Students N = 53	Parents N = 26
	%	%	%	%
Students' understanding of mental health has increased	72.6	75.0	81.1	82.1
School's programming is adequate to enhance students' understanding of mental health and wellness	75.8	71.9	71.7	78.6
Student's mental health is good	67.7	87.9	62.3	82.1
Student's mental health is better now than this time last year	56.5	67.7	43.4	72.0
The Open Parachute program from 2022-2023 was useful	34.0	36.8	n/a	n/a
Sports psychology sessions are useful	80.6	61.3	30.8	64.3

Comments:

Parent: "The sports psychology sessions have been very valuable and are something my student discusses with me. It has helped her outside of school as well."

Student: "In the past year, I have gained more of an awareness of my mental health and what I can do to better it by talking with my teachers and peers about current situations. Sessions with [the sports psychologist] have definitely been more limited to last year and I don't find that the group sessions help as much as they are intended to."

Student: "I think the session with [the sports psychologist] are good but they need to be tailored to the grade they are being given to because the longer we are in the school the more we are hearing the same things for many years. This is causing many of the students to feel like we aren't learning anything new and that what we are hearing is repetitive and not helpful to further our understanding of mental health."

Student: "[The sports psychologist's] speeches might help for some but not for all."

Parent: "Boarding students' mental health needs more attention and care. For students who spend 24 hours together, sharing ballet training, academic classes, and dorm life in a more stressful environment than usual - the school should be more involved in their interpersonal relationships."

Student: "We have only had one session with [the sports psychologist], which I did find interesting and useful for my mental health afterwards, therefore I am feeling excited for our next session. I appreciate that our school and dance teachers often recommend rest, recovery, and taking care of ourselves and our mental health rather than just pushing through hard times, so that has encouraged me to be more understanding for myself when I am feeling extra tired or down. I would appreciate even more sessions with [the sports psychologist] or people like him to learn more about how to manage my mental health while living away from family."

Table 5.1.2

Percentage of Students and Parents who Agree with the following statements relating to physical health initiatives

	2023-2024		2024-2025	
	Students N = 62	Parents N = 33	Students N = 53	Parents N = 28
	%	%	%	%
Student's physical health is good	90.2	87.9	90.6	96.4
Student's physical health is better now than this time last year	72.1	77.4	69.8	88.9
Student sustained a preventable injury in dance this year	44.4	36.0	49.1	10.7
Student sustained an accidental injury in dance this year	41.5	37.5	34.0	14.3
The Body Conditioning and Mindfulness program is useful	90.3	84.4	65.4	85.2

Comments:

Parent: "The school takes this seriously which is great."

Student: "I feel very well supported with our body conditioning class, my access to physiotherapy right across the hall from our studios, and the constant encouragement towards taking care of your physical health and never pushing through injuries. I would appreciate even more classes or seminars on learning about injury recovery and these sorts of things."

Student: "Body conditioning class helps me strengthen and sometimes brings joy to the long day, I enjoy Body conditioning class and should keep it the same."

Student: "The Body Conditioning and Mindfulness program has completely changed my attitude towards conditioning and working out in general. It's something I look forward to every single week, and I have always found it to be exciting and entertaining. There is never a dull or idle moment in BCM - it is an amazing way to get my body moving outside of the dance sphere while still being in a school environment with my peers. However, I can't help but wish we had a separate 'stretch and strength' class somewhere during the week, as I feel it would be extremely advantageous not only to our students' physical health but also their mental health and sense of peace."

Student: "The Body Conditioning and Mindfulness classes this year have definitely been more useful and functional to my life than they were last year. I have incorporated the exercises we do in class to my cross-training outside of school."

Student: "I don't like BCM because it is an easy workout and doesn't push me at all. I would prefer if it was much harder or focused more on mindfulness. I find it is ineffective for both body conditioning and mindfulness. It doesn't improve my physical or mental health."

Parent: "The Injury Prevention Study is incredible. The Body Conditioning could be improved. There are too many relays/games and not enough strength building/cardio. I think the kids feel it is too young for them. They could also benefit from it at least 2x per week."

Commentary on Results

The data shows that there were some challenges with the programming for student physical and mental health. In particular, students showed a decreased satisfaction with the mental health sessions offered by the sports psychologist this year. Anecdotally, it came to light that this year's combination of mental health seminars with the One School One Question initiative decreased students' perception of the usefulness of the sports psychologist sessions. This change meant that students had to read an article and discuss it in these seminars and it looks like this caused a decrease in their perceived efficacy.

With respect to physical health, there was a decrease in students' satisfaction with the usefulness of the Body Conditioning and Mindfulness classes, with some stating the conditioning wasn't adequate, some stating there was not enough mindfulness, and some stating that the class should be more frequent.

It is interesting to note the differences between student responses and parents – with the data sometimes showing large differences between student and parent results. This could indicate some poor communication between students and parents or school and parents.

5.2 Goal 2: Language Promotes Learner Success

Table 5.2.1

Percentage of Students and Parents who Agree with the following statements relating to literacy initiatives

	2023-2024		2024-2025	
	Students N = 62	Parents N = 33	Students N = 53	Parents N = 28
	%	%	%	%
Student enjoys reading	91.9	69.7	81.1	78.6
Student reads every day	58.1	54.5	47.2	57.1
Student has access to suitable and interesting reading material	80.6	69.7	73.6	64.3
Student has access to the Calgary Public Library	75.0	40.6	63.5	51.9

Comments:

Student: "Often the SSR (sustained silent reading) class time is forgotten"

Student: "Students are encouraged to read outside of school, but with homework and other activities after school, it can be difficult to find the time."

Parent: "English class has been interesting and engaging"

Parent: "My child has access to a variety of classic literature at home and is interested in reading but sometimes lacks motivation. The school has provided a solid foundation, but further steps could include offering more choice-based reading, incorporating high-interest contemporary books and encouraging interactive discussions to further ignite curiosity."

Student: "Providing an online library allows students to access a wider variety of literary works and offers them more opportunities to engage with diverse content."

Student: "I find that my love and appreciation for reading largely comes through my personal upbringing, and not through the English program at school. While reading is encouraged, the focus is largely on the diploma which clearly limits the time for additional reading."

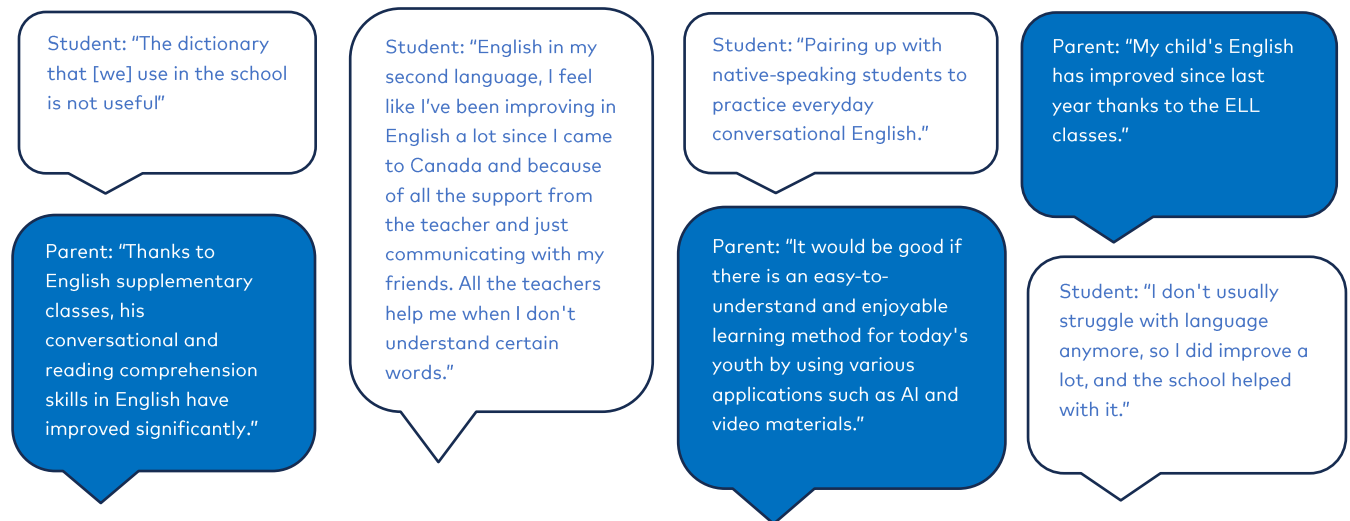
Student: "The extent to which we are encouraged to read outside of school is wonderful, especially in English classes. However, I feel this encouragement would be bolstered by an increase in the quality of our library facilities. This would definitely help students who may not have access to quality literature outside of school - for example, students in residence."

Table 5.2.2

Percentage of Students and Parents who Agree with the following statements relating to English Language Learning supports

	2023-2024		2024-2025	
	Students N = 62	Parents N = 33	Students N = 29	Parents N = 16
	%	%	%	%
Student is able to access support for English Language Learning (if applicable)	68.6	62.5	80.6	81.3
Student's progress in learning English as an additional language is good (if applicable)	72.3	58.3	96.3	66.7

Comments:



Commentary on Results

Data with respect to student literacy shows that while curricular related reading tends to be the norm at school, there are challenges apparent to getting students to read for enjoyment outside of school. Some of this is related to scheduling and what students are able to do outside of school amidst their other commitments, and perhaps some of it has to do with the availability of reading materials that engage students. Alberta Ballet School relies on the Calgary Public Library as a source of reading material to supplement what is available in the school library and the teacher libraries in the classrooms.

With respect to the supports of students who are learning English as an additional language, the data shows improvements in the students' access to and progress in learning English in school. However, this data still needs to be interpreted with caution due to the

language barrier that exists between the survey language and the language of the English Language Learning students and their parents.

5.3 Goal 3: Learners are Active Citizens in a Strong Community

	2023-2024		2024-2025	
	Students N = 62	Parents N = 33	Students N = 29	Parents N = 28
	%	%	%	%
The student experiences Alberta Ballet School as a cohesive community	87.1	93.9	86.8	85.7
The student feels a sense of community while at school	95.2	78.8	84.9	85.7
There are opportunities for students to participate in community building in the school	82.3	75.8	78.8	71.4
Students have the opportunity to volunteer in the community	70.0	58.1	53.8	59.3

Comments:

Parent: "While volunteerism and activism is encouraged through teaching and fundraising within the school, there is very little recognition or emphasis placed on achievements students have outside of the walls of ballet. For example, recognizing a student's volunteering in the community as a whole (not the ballet community) or achievements in sports would show a more well-rounded community."

Student: "I feel that more opportunities for engaging with the community, and volunteering could be offered."

Student: "I really enjoy all the activities that the school offers, including the possibility of being part of the yearbook club, student council, assistant teaching and getting together with other schools like with the Ballet Forward."

Student: "I feel as though that there is a slight disconnect between the Academic and artistic sides of the school. It can feel sometimes that the sides are not coordinated and the load of work between the two sides can feel overwhelming and cause extreme stress and exhaustion for a lot of students."

Parent: "It would be beneficial to have a system that fosters closer relationships among boarding students, especially those from different countries."

Student: "I find that the school is not very cohesive. There is a large divide between international and local students (large language barriers, international students tend to only want to speak with their fellow international peers)."

Parent: "For Japanese people, volunteering is an unfamiliar activity. I wish more young people could understand its value and importance."

Student: "We don't usually get involved with things outside the school but I don't see how that could be done."

Student: "I think the student council does a good job of creating a cohesiveness within the school with the activities they organize."

Commentary on Results

This data, along with the data from our First Nations, Métis and Inuit Student Success initiatives show that the school is making progress in pursuing the active citizenship and strong community goals. However, there continues to be room for improvement in the engagement of students in opportunities to volunteer in the community. The comments again indicate that, though there is a desire for more opportunities for volunteerism, some parents and students feel that students do not have the capacity to become more involved due to their existing commitments and schedules. Also, there seem to be some divisions within our community that students are perceiving, such as international students versus local students, and artistic programming versus academic programming.

Insights

The Education Plan for 2022-2025, now complete in its implementation, has had moderate success in making progress towards the stated goals through the identified strategies.

The first goal was "learners are fueled by their positive physical and mental well-being". Over the three years, the strategies have been modified and it seems that we had the most success in year 2 where the sports psychologist sessions were not framed by articles but instead were able to focus in on the experience of being an elite athlete and the best means to support their mental health. Physically, students seemed to find the Body Conditioning and Mindfulness class to be useful, as well as the Injury Prevention Study. The Body Conditioning class will continue in years to come.

The second goal was "language promotes learner success". From the feedback, our school wide literacy initiative, with whole school readings and journaling around the question "How can we be happy amidst our personal struggles and challenges?" linked with the sports psychologist sessions did not have the intended impact of igniting curiosity and improving literacy. However, the second portion of that goal, with supporting English Language learners saw some success with many of our students feeling that they have gotten the support, resources, and instruction that they need to be successful in their academic classes.

Lastly, the goal of "learners are active citizens in a strong community" saw some success. Students and parents feel that, for the most part, we have a cohesive community, our students experience a strong sense of community, and we have opportunities to build our community through many school organized activities. There are, however, still not enough opportunities for students to volunteer in the community, though there is still a question as to the desire and availability of students to do so. Within this goal is also our work towards reconciliation with First Nations, Métis and Inuit people. As seen in section 3.4, we have had

success in educating our students about the history and culture of our Indigenous people, make meaning of Orange Shirt Day, and participate in meaningful activities to further intercultural understanding.

Implications

The Education Plan for 2025-2028 proposes new goals and related strategies, as well as continued goals from the previous education plan. However, particular focus moving forward should be aimed at:

- ✓ Continued improvement to the ESL programming as well as increased opportunities for ESL students and their parents to provide meaningful and authentic data on the success of the provision of English Language Learning Supports.
- ✓ Resourcing the school library and teacher classroom collections as a means to engage students in further literacy
- ✓ Continued efforts to build intercultural understanding and enhancing learning on First Nations, Métis, and Inuit Culture and History

FEEDBACK

In order to best represent stakeholders in the implementation and adjustment of Alberta Ballet School's Education Plan for 2025-2028, feedback on the Annual Education Result Report as well as thoughts and ideas for improvement are essential. Please contact Academic Principal, Candice Beermann (candiceb@albertaballet.com), directly to share your thoughts. All input is greatly appreciated.

ⁱ Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

ⁱⁱ Notes:

- * Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.
- ** Security breaches occurred over last few days of the 2021-22 PAT administration window. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results.
- ***Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

ⁱⁱⁱ Notes:

- * Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.
- ** Security breaches occurred over last few days of the 2021-22 PAT administration window. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results.
- ***Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

^{iv} Notes:

- * Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and the 2020/2021 school years.
- ** The 2021/2022 results do not include the results of the January 2022 diploma exam administration as this administration was cancelled due to the COVID-19 context. As such, the 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing the results over time.

^v Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level

of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

^{vi} Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

^{vii} Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

^{viii} Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

^{ix} Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

^x Notes:

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^{xi} Notes:

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^{xii} Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

^{xiii} Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.






AERR Alberta Ballet School 2024-2025 Final

Final Audit Report

2025-11-27

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