

ASSURANCE FRAMEWORK

Annual Education Results Report 2023

ACADEMICS - ATHLETICS - CHARACTER



Message from Administration

The 2022-23 school year was an outstanding year at Edge School that saw us make a number of strides forward as a learning community.

At the core of our success is our people and the relationships that form between them. Our students continue to demonstrate a commitment to their sport, to their studies and to their community. Our parents provide unwavering support for their children, for our staff and for our programs. Our staff are incredibly dedicated to helping each student pursue their personal best as students, as athletes and as people. Our boards are committed to advancing the mission and vision of Edge School. There is an enduring sense of community at Edge.

Looking back on this past year, there are so many things to be proud of. A few accomplishments that particularly stand out are:

- We have seen steady enrolment growth over the past few years. At 398, our current student population is our greatest ever.
- Our character development program is an integral component of our three-sphere model and remains prominent in our strategic plan. It continues to evolve with improvements to the senior high character curriculum and with the development and implementation of a formal curriculum for our junior students. This program was expanded to once a week for our senior students from once every month.

Edge School continues to be an exciting place to learn and to work. We would like to express our sincere gratitude to our parents to our staff and to our volunteer boards (both Society and Foundation) for their ongoing commitment to making a positive difference in the lives of each of our student-athletes.

Regards,

Keith Taylor,
CEO and Head of School

Ed Polhill,
Principal



Edge School Manifesto

It's actually about graduating awesome humans.

Ask many people what makes for a life well lived, and the answer will likely include some combination of an enduring passion for something; a commitment to physical health and mental wellness; work-life balance; strong relationships; caring for others; and a visceral sense of right and wrong.

However, cultivating and nurturing that kind of well-roundedness in young people is easier said than done. There are schools that specialize in athletic excellence and others that focus on academic greatness. Some even profess to in-still higher values in their students.

But finding a school that offers all three of these spheres while not diminishing any one of them? That can be a tall order. All too often, students, and their parents, are forced to choose between them.

Fortunately, it's a choice that Edge School families never have to make. We are certainly acknowledged for fully developing our students' athletic potential, but don't be fooled by the hype and the trophies. The real reason we get up every morning is to leverage our students' passion for sport into an equally compelling passion for learning, leading and personal integrity. Our balanced approach to developing the pursuit of personal excellence in academics, athletics, and character is how we create well-rounded individuals who are uncommonly equipped to succeed in all aspects of their lives.

To ensure that this happens, we have cultivated a truly one-of-a-kind school. One where teachers, coaches and support staff are highly accomplished in, and fully dedicated to, their chosen fields. However, they are even more devoted to the holistic development of each student. Our small class sizes, access to best in class facilities, and unique collegiate feel provide the atmosphere and individual attention so vital to unlocking the full potential of every Edge student, no matter what path they choose to take in life.

We wholeheartedly believe that our student-athletes should strive for their 'personal best' every day, in all aspects of their lives. As students, athletes and community members now, and as partners, parents, business leaders, sports figures, and global citizens in the future. As a result, Edge graduates are primed to lead vital, fulfilling lives. They are ready to make the world a better place by being the best humans they can be.

Edge School. Where a passion for sport drives a passion for learning and leading.

[Edge Manifesto Video](#)



Edge School Vision and Mission

Vision

*Make the world better by graduating students who
aspire to achieve their personal best.*

Mission

*To build a culture of personal excellence in
academics, athletics and character.*

When student-athletes join the Edge family they:

- become part of a community that understands, respects and develops their passion for sport;
- Become part of a community that uses their passion for sport to help develop their passion for learning, leading and community involvement;
- are surrounded by the academic and athletic resources that they need in order to achieve their personal goals;
- become teammates, friends, and supporters of fellow Edge Mountaineers from different sports and cultural backgrounds;
- understand and respect one another while fostering a friendly competitive

Domain: Local and Societal Context - A Profile of the School

Edge school is entering its 25th year of operations, with the class of 2024 being its 21st graduating class. Our students, staff and community are passionate individuals who believe in our educational model where the student-athlete will be immersed in an environment with a focus on personal excellence in academics, athletics and character.

The entire Edge Community believes that we are all learners, collectively inspiring a love of learning and community.

Our small class sizes allow our teachers and coaches to spend quality time with each student-athlete. Our staff are committed to making a positive difference in the lives of each student by encouraging them to be the best possible version of themselves. In turn, our students become community leaders, ready to make a positive difference in the lives of others. At the end of the day, it's actually about graduating awesome humans.

By providing best practice athletic development, together with a unique university preparatory academic program, our student-athletes have the ability to reach new levels of personal excellence every day.



Accountability Statement

The Annual Education Results Report for the 2022/2023 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in this document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Annual Education Results Report for the 2022/2023 school year effective November 23rd, 2023.

Sincerely,

J. Paul Charron
Chair of the Board



Fall 2023 Required Alberta Education Assurance Measures

Overall Summary



Assurance Domain	Measure	The Edge School For Athletes			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.9	91.4	91.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	90.0	91.6	94.0	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	87.7	98.5	91.9	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	91.5	86.6	88.4	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	85.4	89.2	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	20.7	32.4	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	82.7	69.4	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	15.2	9.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	93.6	95.1	96.3	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	92.4	93.8	93.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	87.9	93.5	93.5	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	87.8	90.0	91.4	79.1	78.8	80.3	Very High	Maintained	Excellent

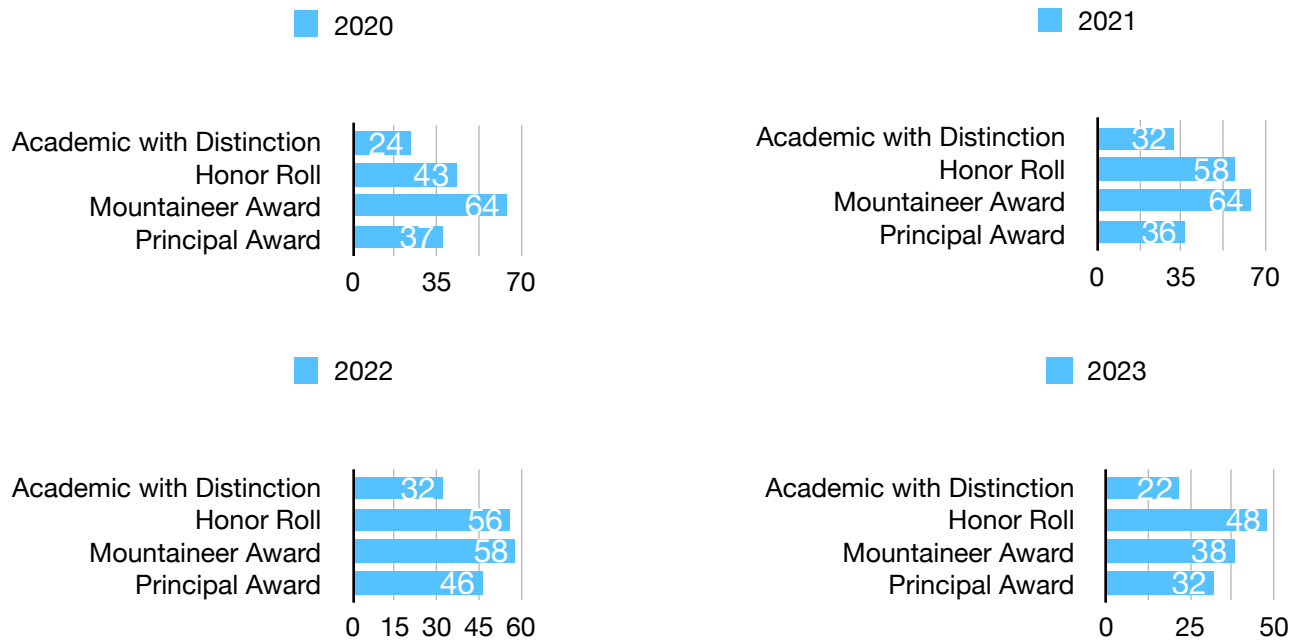
Notes:

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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

Domain: Student Growth and Achievement (Local Measure)



AEAM: Student Learning



Explanation

These graphs represent the percentage of students in grades 4-12 who received each academic/character award for the year.

Academic Excellence with Distinction

Any student who has an **overall** average of 90% or greater in core academic courses (English, Math, Science, Social and Spanish) and no grade less than 85% in **any** course, including complementary courses.

Honour Roll

85% overall average in all courses and no mark less than 75% in any one course.

Mountaineer Award

Awarded to any student who has earned outstanding (O) commendation for effort in all courses including LEAD, Sport, Sport Performance, and PE.

Principal's List

Any student who has earned both Honour Roll and the Mountaineer Award.

Overview of Results

Almost one quarter of our students received academic excellence with distinction and 38% received a mountaineer award. A third of our students consistently achieved the principals award, with 32% getting that recognition this year.

Key Insights

Strengths: In spite of the fact that we have seen decreases this past year, we still have almost half of our students achieving honour roll status.

Area of Growth: The Mountaineer Award took a significant drop this year and overall the results were down in all categories.

Links to Education Plan

Strategies

1. Professional Development for teachers implementing new curriculum.
2. Develop professional growth networks with other independent schools.
3. Establish developmentally appropriate leadership roles for students.
4. Expand locally developed course for leadership, character and social responsibility.
5. Utilize new technology for enhancing school operations, online learning, in-class learning and sport delivery.

Domain: Student Growth and Achievement

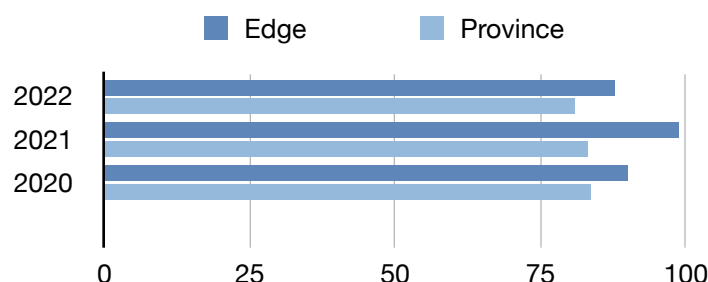
AEAM: High School Completion



High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	41	88.2	60	87.6	43	89.8	45	98.5	57	87.7	High	Maintained	Good	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	57	90.1	41	87.4	60	86.1	43	90.1	45	98.3	Very High	Improved	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	50	94.9	57	91.4	41	87.4	60	86.6	43	91.5	High	Maintained	Good	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

• Insufficient data for ESL and FNMI students



Explanation

The Data in this chart outlines the percentage of students who enter our school in grade 10 and complete their High School Graduation requirements within 3, 4 or 5 years in any Alberta school.

Overview of Results

The performance measure results for High School Completion rate is misleading. A number of our students complete high school in another province as a result of moving to pursue their athletic aspirations. Because these students do not complete high school in Alberta, they are reported as not graduating, when in fact they are. This impacts our completion rates significantly. In the calculations of High School Completion, a statistical assumption is made (based on Provincial averages) that a certain percentage of the students who leave our school will not graduate. The number of our grade 12 students who meet graduation requirements is at or near 100% every year. The above data does not reflect our reality.

Key Insights

Strengths: In spite of the challenges associated with the data, our 3 Year Completion rate is 87.7% and 7% above the Provincial average. While this is reported as 'high' for this year, all this really means is that 87.7% of the students who were with us in grade 10 graduated from an Alberta school 3 years later.

Area of Growth: More needs to be done to fully explain the discrepancy between the presented data and the reality of our actual High School Completion rates.

Links to Education Plan

Strategies

1. Technology upgrades - ensure professional development/support is in place to enable technology to be leveraged for the maximum benefit for teaching and learning.
2. Hiring a learning commons facilitator.
3. Expand academic offerings (Science 30).
4. Director of Alumni Relations and Fund Development will refine continue the process of tracking our students post-graduation.

Our Director of Alumni Relations and Fund Development will continue the process of gathering more detailed information about our alumni's post-secondary endeavours. This work will help us to better unpack the high school completion rate data as and will improve the connection with our alumni.



Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	385	94.7	365	96.4	294	95.8	350	91.6	320	90.0	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	112	96.0	100	96.6	60	96.6	67	90.9	28	83.6	Very High	Declined	Good	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	255	91.3	248	92.7	216	92.0	265	87.4	276	87.7	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	18	96.6	17	100.0	18	98.9	18	96.7	16	98.8	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Explanation

Students, parents and teachers are asked a series of questions related to active citizenship and their perspective on how well the students are engaged in its pursuit at Edge.

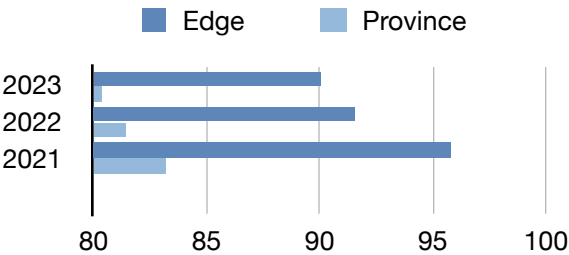
Overview of Results

These measures continue to be of great significance to the Board of Directors, Edge School staff and families. Character is a key component of our Integrated Spheres Model and character development is purposefully and seamlessly integrated into everything that we do at Edge. Character development is a key component of our Five Year Strategic Plan. We firmly believe that Edge has a responsibility to provide each student with opportunities to develop the knowledge, skills and attitudes that will enable them to be successful, contributing global citizens.

Key Insights

Strengths: Edge continues to maintain a very high satisfaction rating with respect to active citizenship. Overall, the results from our school are 10% above the Provincial average. Of particular note is that our student results are more than 16% over the Provincial average.

Area of Growth: While the student results are very high the parent results dipped by 7% this year. This was the first time in a few years that parent results dipped below 90%.



The implementation of our character curriculum at the senior high level was an important step in developing a formal framework that will ground the delivery of the elements of our character sphere. We have increased this class from twice a month to once a week this year and have connected it to the same time as the junior LEAD class in the hopes of increasing opportunities for mentorship within the school.

Links to Education Plan

Strategies

- 1. Bring back the “Edge Wedge” program as a means to celebrate character, by catching students doing the right thing.
- 2. Pilot mental health programs for students.
- 3. Implement recommendations from sport culture committee.
- 4. Enhance the culture of giving back by building on partnerships with charities in our community.
- 5. Continue to grow and evolve the character program across all grades.
- 6. Continue work on establishing developmentally appropriate leadership roles for students.
- 7. Expand locally developed course for leadership, character and social responsibility.
- 8. Review progress and impact of community service initiatives.

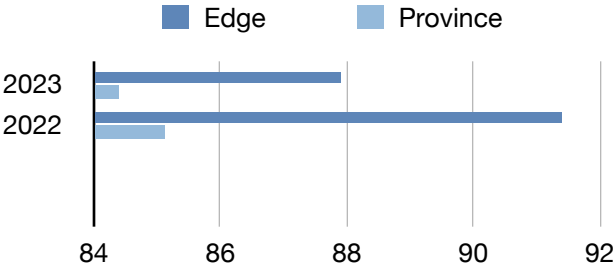
Domain: Student Growth and Achievement

AEAM: Student Learning Engagement



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority											Province											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	294	93.5	350	91.4	320	87.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	60	98.3	67	95.0	28	88.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	216	84.2	265	79.1	276	77.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	18	98.1	18	100.0	16	97.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Explanation

Students, parents and teachers are asked a series of questions related to how well they believe students are engaged in their learning at school.

Overview of Results

The overall percentage of our school community that feel that students are engaged in their learning is 87.9%. Over 88% of our parents and 97% of our teachers believe students are engaged in their learning. Unfortunately the student results sit at 77%. While this is below our other stakeholders it still sits 7 % above the Provincial average.

Key Insights

Strengths: The overall results are 3.5% above the Provincial average. The parent results are above the Provincial average and the student results are 7% above the Provincial average.

Areas for Growth: While overall our results are very good, it is interesting that students perception of how engaged they are in their learning continues to be lower the that of teachers and parents. While still 7% higher than the Provincial average, it is a trend that needs ongoing exploration. Our current strategies are not producing the desired results in student engagement from their perspective. This is something we will need to target in our next Education Plan.

Links to Education Plan

Strategies

1. Host a career day in the spring.
2. Implement teacher/coach 3 sphere partnerships.
3. Explore academic, athletic and character workshop and conference hosting opportunities.
4. Continue to develop research partnerships that benefit student athlete development and performance.
5. Professional development support to leverage technology in order to maximize benefit for teaching and learning. (Particularly for traveling students).
6. Provide opportunities to connect academic programs with training and performance.

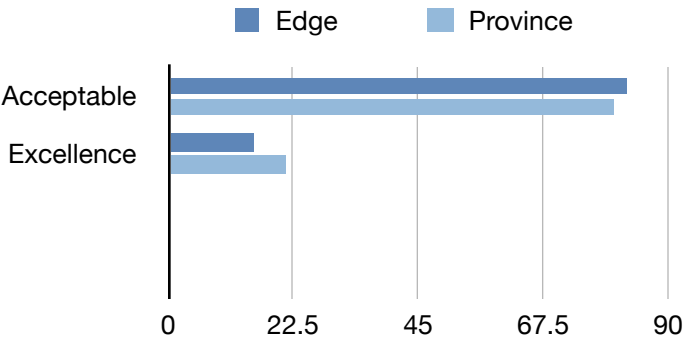
Domain: Student Growth and Achievement

AEAM: Diploma Exam Results



Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	94.0	16.0	n/a	n/a	n/a	n/a	75.0	0.0	89.1	6.5	100	15
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
Mathematics 30-1	Authority	76.1	23.9	n/a	n/a	n/a	n/a	37.5	0.0	76.9	15.4	100	20
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0	57.1	0.0	100	10
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	100.0	26.5	n/a	n/a	n/a	n/a	91.2	8.8	89.7	15.4	100	20
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	100.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100	20
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	88.0	32.0	n/a	n/a	n/a	n/a	87.5	29.2	82.9	12.2	100	20
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	91.2	58.8	n/a	n/a	n/a	n/a	25.0	0.0	82.4	26.5	100	30
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	100.0	21.1	n/a	n/a	n/a	n/a	90.0	10.0	70.6	35.3	100	40
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		

• Insufficient data for ESL and FNMI students



Key Insights

Strengths: Acceptable standard averages exceeded the Province in all subjects but Math 30-2 and Physics 30.

Areas for Growth: Results on achieving the standard of excellence fell below the Province in all categories. We need to continue the work on expanding our academic program offerings and ensuring that students are in the appropriate courses.

Links to Education Plan

Strategies

1. Hire a Learning Commons Facilitator.
2. Develop professional Growth Networks with other independent schools.
3. Provide opportunities to connect academic programs with training and performance.
4. Grow research partnerships with post secondary institutions.
5. Technology upgrades - ensure professional development/support is in place to enable technology to be leveraged for the maximum benefit for teaching and learning.
6. Encourage staff to use PD funds to pursue PD opportunities.
7. Recognize, celebrate, share and promote staff professional development and accomplishments.
8. Explore academic, athletic, and character workshops and conference hosting opportunities for 2023-24.

Explanation

The chart shows a summary of student achievement on Diploma Exams across all subject areas and compares Edge students achievement of acceptable standard and standard of excellence with that of students around the Province.

Overview of Results

We saw improvements in many areas on our Diploma results last year. Our percentage of students reaching acceptable standard grew from 80.3% to 82.7% and standard of excellence increased from 9% to 15.2%.

Domain: Student Growth and Achievement

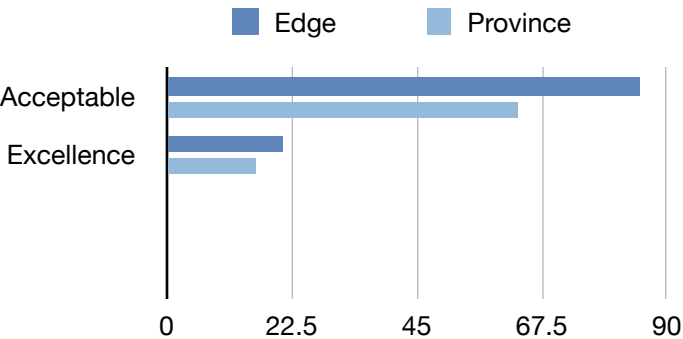
AEAM: Provincial Achievement Exam Results



PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	95.0	20.0	n/a	n/a	n/a	n/a	100.0	25.0	68.0	28.0	100	30
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	Authority	90.0	30.0	n/a	n/a	n/a	n/a	91.7	33.3	72.0	16.0	100	20
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	95.0	75.0	n/a	n/a	n/a	n/a	100.0	33.3	76.0	36.0	100	40
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	95.0	65.0	n/a	n/a	n/a	n/a	91.7	58.3	56.0	24.0	100	30
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	87.0	15.2	n/a	n/a	n/a	n/a	93.8	22.9	95.7	8.5	100	15
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
Mathematics 9	Authority	73.9	28.3	n/a	n/a	n/a	n/a	83.3	33.3	85.1	27.7	100	30
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
Science 9	Authority	89.1	30.4	n/a	n/a	n/a	n/a	83.3	22.9	89.4	25.5	100	30
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
Social Studies 9	Authority	87.0	26.1	n/a	n/a	n/a	n/a	95.8	43.8	87.2	19.1	100	25
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

• Insufficient data for ESL and FNMI students



Explanation

The chart reflects a summary of student achievement on PATs across all subject areas and compares Edge students achievement of acceptable standard and standard of excellence with that of students around the Province.

Overview of Results

The overall results show that overall 85.4 percent of Edge students achieve acceptable standard compared to 63.3 percent of students across the Province. It also shows that 20.7 percent of Edge students achieve standard of excellence compared to 16 percent of students across the Province.

Key Insights

Strengths: The overall results for acceptable standard are 22.1% above the Provincial average. The standard pf excellence results are 4.7% above the Provincial average.

Areas for Growth: The standard of excellence for PATs fell by 11% from last year while the Provincial average only fell 1.7%.

Links to Education Plan

Strategies

1. Hire a Learning Commons Facilitator.
2. Develop professional Growth Networks with other independent schools.
3. Provide opportunities to connect academic programs with training and performance.
4. Grow research partnerships with post secondary institutions.
5. Technology upgrades - ensure professional development/support is in place to enable technology to be leveraged for the maximum benefit for teaching and learning.
6. Encourage staff to use PD funds to pursue PD opportunities.
7. Recognize, celebrate, share and promote staff professional development and accomplishments.
8. Explore academic, athletic, and character workshops and conference hosting opportunities for 2023-24.

Domain:Teaching and Learning

AEAM: Education Quality



Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority													Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	385	97.1	365	97.5	293	97.0	349	95.1	320	93.6	Very High	Declined	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	112	96.9	100	98.0	60	96.4	67	94.5	28	90.5	Very High	Declined	Good	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	255	96.2	248	95.4	215	95.6	264	93.6	276	92.5	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	18	98.1	17	99.0	18	99.1	18	97.2	16	97.9	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Explanation

Students, parents and teachers are asked a series of questions related to the overall quality of basic education at the school.

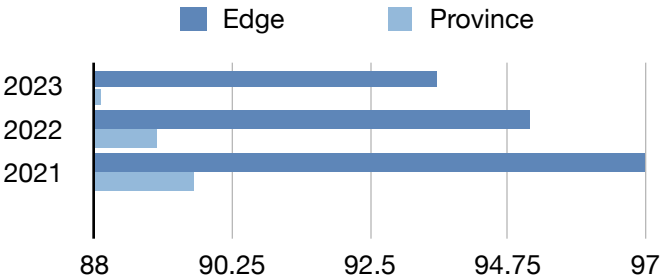
Overview of Results

In 2023, 93.6% of our school community were satisfied with the overall quality of education at the school. Individually, parents, staff and students are all well above the Provincial average in their belief in the education quality at Edge.

Key Insights

Strengths: Our overall satisfaction is 5.5% higher than the Provincial average. We are above the Provincial average in every category, staff, students and parents.

Area of Growth: While still very high, our parents satisfaction with the education quality at our school declined by 4%.



Links to Education Plan

Strategies

1. Expanding academic course offerings (Science 30)
2. Continue to develop our partnership with Golden Hills School Division to provide online courses for our students to expand their non core academic options.
3. Technology upgrades - ensure professional development/support is in place to enable technology to be leveraged for the maximum benefit for teaching and learning
4. Continue to develop research partnerships that benefit student-athlete performance and development.
5. Continue to evolve the student services hub plan.

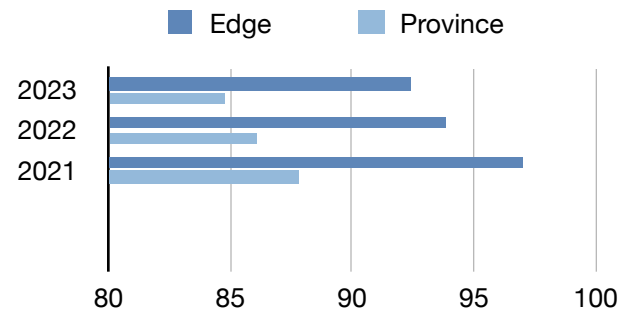
The implementation of the above strategies have contributed to the continued excellent results. We see our students feeling more connected to the curriculum through our focus on outcomes based assessment.

Domain: Learning Supports

AEAM: Welcoming, Caring, Respectful and Safe Learning Environment



The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	294	97.0	350	93.8	320	92.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	60	97.9	67	92.4	28	88.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	216	93.9	265	91.3	276	88.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	18	99.2	18	97.6	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



Explanation

Students, parents and teachers are asked a series of questions related to their perspective on the school being a welcoming, caring, respectful and safe learning environment.

Overview of Results

Edge school continues to be a welcoming, caring, respectful and safe learning environment. 92.4 % of our stakeholders agree. 100% of teachers and 88.7% of parents believe Edge School is a welcoming, caring, respectful and safe learning environment.

Key Insights

Strengths: Our overall average who agree that Edge is a welcoming, caring, respectful and safe learning environment is almost 7.3% above the Provincial average. The percentage of students who agree is a full 12% above the Provincial average.

Area of Growth: While our percentage of students who agree that Edge is a welcoming, caring, respectful and safe learning environment is much higher than the Provincial average, there is a gap of 11.4% between teacher and student results. Despite the increased focus on character programming, parent and student satisfaction has decreased in the last three years.

Links to Education Plan

Strategies

1. Bring back the “Edge Wedge” program as a means to celebrate character, by catching students doing the right thing.
2. Continue to grow and evolve the character curriculum.
3. Implement teacher/coach 3 sphere partnerships.
4. Explore character workshops and conference hosting opportunities for 2023-24.
5. Pilot mental health support programs.
6. Implement the recommendations of the sport culture committee.
7. The leadership team at Edge will continue to meet with a diverse group of students in order to solicit feedback on how safe, respectful, caring and inclusive our school is. We will ask for suggestions on how we can improve in these areas.
8. Continue to expand initiatives such as Be the Change Week (including Pink Shirt Day, Change Your Sport Day and Combined Junior and Senior Lunch Day). These initiatives will highlight the expectation of doing the right thing, especially when nobody is watching.

The variety of initiatives outlined above have helped us to see the outstanding results that we see in this category. Our students are engaged in an ongoing conversation about this topic through our character curriculum and through conversations with sport leaders and teachers.



The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority													Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	292	96.4	350	93.5	320	87.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	60	95.9	67	95.2	28	82.7	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	215	93.3	265	91.0	276	88.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	17	100.0	18	94.4	16	92.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Explanation

Parents and teachers are asked a series of questions related to parental involvement and their perspective on whether students have access to the appropriate supports and services at the school.

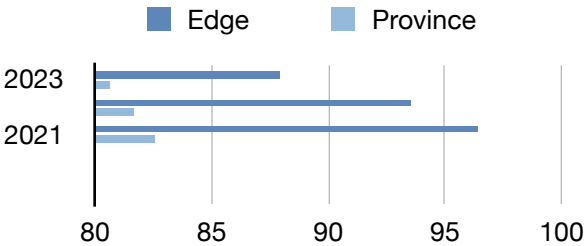
Overview of Results

The overall percentage of parents, students and teachers that agree that students have access to the appropriate supports and services at school is 87.9%. This breaks down to 82.7% of parents, 88.7% of students and 92.4% of teachers who agree.

Key Insights

Strengths: There is agreement that our students have access to the appropriate supports and services at school. This result is 7.3 % above the Provincial average.

Area of Growth: While still very high, all three groups saw a drop in the percentage of people who agree that students have the appropriate supports and services at school. This is particularly true for parents and students. This needs to be pursued further. We would also like to strengthen and enhance our feedback mechanisms for student-athletes.



Links to Education Plan

Strategies

1. Hire the a Learning Commons Facilitator.
2. Hire a teacher who also contributes to the operations of our hockey skill academy.
3. Pilot mental health support programs for students.
4. Continue to develop research partnerships that benefit student athlete development and performance.
5. Update spaces audit to address our need for space.
6. Establish a nutrition education program.
7. Implement teacher, coach 3 sphere partnerships.
8. Grow and evolve the character program.
9. Establish a learning support team.
10. Continue to evolve the student services hub plan.

Career day continues to play an important role in our programming.

In addition to dedicated teachers and coaches, our sport psychology and counselling services provide students with important support as they pursue personal excellence in academics, athletics and character development.



Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	130	92.8	116	92.7	76	93.3	85	90.0	44	87.8	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	112	90.1	99	90.5	59	87.8	67	83.4	28	75.5	Very High	Declined	Good	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	18	95.4	17	94.9	17	98.8	18	96.7	16	100.0	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Explanation

Parents and teachers are asked a series of questions related to their level of satisfaction with parental involvement in decisions at the school.

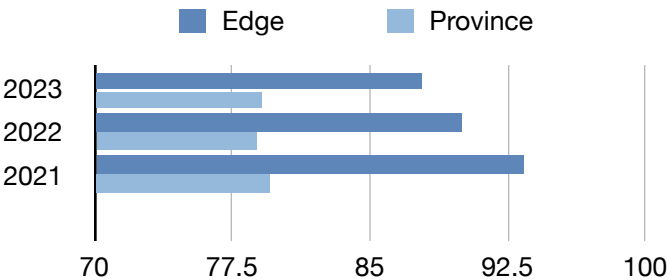
Overview of Results

100% of teachers and 75.5% of parents. are satisfied with parental involvement in decisions about their child’s education.

Key Insight

Strengths: These results are exceeding the Provincial average by over 18.7%. The parent results are 3% over the provincial average, and the teacher results are 14.3% higher than the Provincial average.

Area of Growth: There is a significant difference between the parent and teacher result and the parent result has declined. This gap needs to be investigated and steps need to be taken to better understand why this gap exists.



Links to Education Plan

Strategies

- 1. We need to find a way to ensure that more parents are taking part in surveys.
- 2. Recruit parents to share career path and experiences during career days.
- 3. Continue the local survey for both students and parents that will allow us to gather more in depth information about what we can do to improve the services that we provide to our families.
- 4. Continue to promote parent information sessions regarding high school transitions and post-secondary planning.

We continue to provide parent feedback opportunity in our weekly parent communication. We hope this will give us timely feedback that we can act on to improve the student and parent experience.



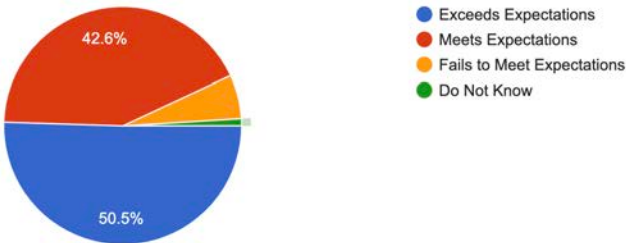
Domain: Local Component

AEAM: Summary of Internal Survey

Academics

In your time at Edge, overall, are we meeting your expectations in Academics?

101 responses



Explanation

Parents and teachers are asked a series of questions related to overall satisfaction level in each of the three spheres.

Overview of Results

The overall percentage of parents for whom the education program meets or exceeds their expectations is 93.1%. The overall percentage of parents for whom the athletic program meets or exceeds their expectations is 84.2%. The overall percentage of parents for whom the character education program meets or exceeds their expectations is 86.6%.

Key Insights

We will continue to ask the same questions on our local surveys moving forward to generate year over year comparisons on our parents views of the strength of our academic, athletic and character programming.

Overall the data is strong, but given our commitment to ongoing improvement we will monitor the data to identify areas for growth.

Links to Education Plan

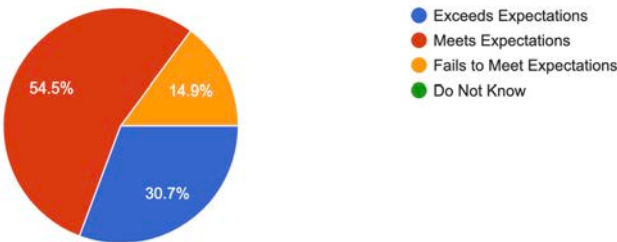
Strategies

1. Strategies outlined previously in all areas will contribute to our achievement in these areas.

Athletics

In your time here at Edge, overall, are we meeting your expectations in athletics?

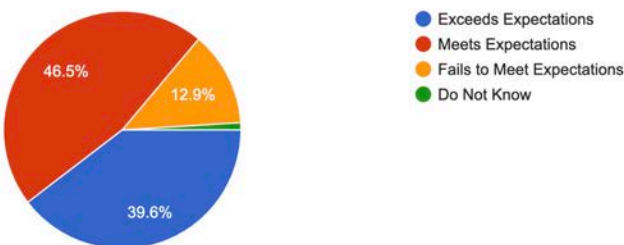
101 responses



Character

In your time here at Edge, are we meeting your expectations in terms of character development?

101 responses





Domain: Local Component

Stakeholder Engagement, Accountability and Assurance System

Stakeholder engagement, accountability and assurance are ongoing processes at Edge. Results and initiatives are continually shared, in the venues listed below, as we develop our 3 Year Plan and our Strategic plan and as we review results. All stakeholders are engaged through a comprehensive meeting and communication structure. Results, information and feedback are shared through in-person and on-line meetings as well as through our two formal communication forms, the weekly "*Mountaineer Minute*" and the monthly "*Edge Express*".

Student Engagement

Students are engaged in a number of ways in our school. **Student leadership** is a part of both our senior (10-12) and junior (4-7) programming. Through this program, students are involved in planning and delivering events for our school and in providing important feedback to ensure that the needs of the student population are being met. Another important student group is our **Grad Committee**. This group provides feedback from our grade 12 population and works to ensure that the senior students are a part of the planning for their important last year at our school. We also use **student focus groups** in order to get feedback on various aspects of the school. LEAD is a class that occurs daily for our grade 4-9 students and once a week for our grades 10-12 students. In this class, students cover a variety of topics including our character curriculum but we also use this time to engage our students in important discussions about the school.

Staff Engagement

There are many layers of staff engagement at our school. Our academic staff are a part of bi-weekly **Senior (10-12) and Junior (4-9) team meetings**. These meetings provide a venue for all staff to be engaged in conversations about how things are going in the school and to provide input and feedback on important initiatives in our school. Our **Athletic Team Meetings** also provide this venue to the athletic staff in our building. Our Athletic Director leads these meetings and it is an integral part of the engagement and feedback process for our athletic staff.

In an effort to ensure that we are having the important conversations that will help our organization grow and improve, we have implemented a leadership structure (briefly outlined below) to ensure that both strategy and operations are approached from a continuous improvement mindset.

The strategy team meets bi-weekly and plays a key role in keeping the strategic plan and the three year plan in focus. This group ensures that the strategic plan is operationalized and finds organizational efficiencies with the school's key plans and events.

The Operations Team meets weekly to ensure that we are ready to have a successful upcoming week. This group reviews the calendar to ensure that everything and everyone is in place to run successful events and plans. They also ensure that an appropriate communication plan is in place so that everyone is aware of what is happening in a timely manner.

Parent Engagement

Parent Council Meetings

These monthly meetings are designed to connect with the broader parent community. They are intended to be a venue to update our parents on important initiatives and events that are coming up in the school. Parents also use these meetings to discuss ways to support the school.

Town Hall Meetings

Periodically, throughout the year, we provide opportunities for our entire school community to come together and connect around important topics. These town halls help us to engage the broader school community in dialogue, collective learning and evaluation of results.

Mountaineer Minute

This weekly communication provides important information for the upcoming week and general reminders about school processes, protocols and initiatives. It is sent out on Friday each week.

Weekly Parent Feedback

Each week in our parent communication, *The Mountaineer Minute*, we provide an opportunity to give feedback related to anything parents or students are experiencing in the school. Parents are provided a survey link entitled "*How are we doing?*". These comments are reviewed weekly and are used as part of our continuous improvement cycle and allow us to make real-time changes based on this ongoing feedback mechanism.

Edge Express

This monthly newsletter celebrates our students, our alumni and our school culture in a variety of ways, keeping all stakeholders informed of the many wonderful things going on in our school community.

Local Survey

Each year we engage our parent community through our "Three Sphere Survey". This survey asks important questions on how we are meeting our commitment to academics, athletics and character education through the eyes of our community.

Survey Numbers

We have noticed a downward trend in parent survey participation. We are discussing options to increase parent engagement in this important feedback mechanism.



Domain: Local Component

AEAM: Summary of Financial Report

Financial Results

Results Summary

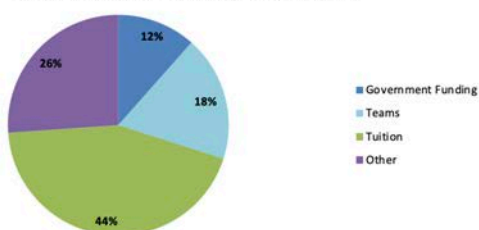
Revenue:

Actual funding from Alberta Education is \$1,716,894 based on 367 enrolments.

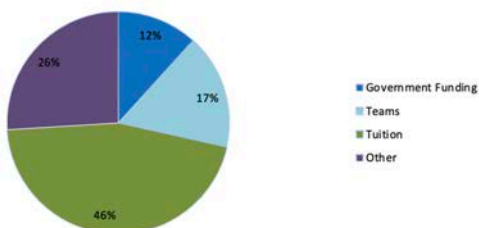
Revenue from tuition fees based on 367 enrolments is \$6,747,752. Other significant revenues include the rental of our arena, team sports, and extracurricular programming.

Total revenues are \$15,346,874. This is an increase in last year's total revenues by \$1.5m which is a direct result of increased enrolments and being fully operational after covid restrictions in prior year.

Actual Edge School Revenue 2022/23



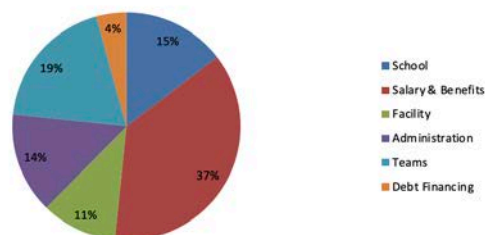
Actual Edge School Revenue 2021/22



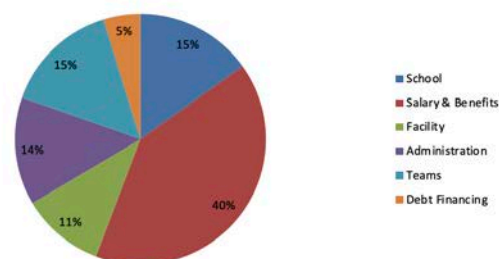
Expenses:

Expenses before amortization are \$13,408,883. This is an increase in last year's total expenses of \$1.7m mainly due to being fully operational after covid restrictions in the prior year. Salaries and benefits make up the major category of our expenses, at \$4,961,220. We continue monitoring revenues and expenses with a thoughtful eye on reducing our accumulated deficit from operations on a year over year basis.

Actual Edge School Expenses 2022/23



Actual Edge School Expenses 2021/22



Capital and Facilities Project

Item:	Capital Spending					
	2020/21 Actuals	2021/22 Actuals	2022/23 Actuals	2023/24 Forecasted	2024/25 Forecasted	2025/26 Forecasted
Building	270,199.00	49,153.00	287,169.00	501,649.00	400,000.00	400,000.00
Furniture and Equipment	104,990.00	317,892.00	182,772.00	458,000.00	300,000.00	250,000.00
Land/Grounds	-	162,909.00	10,737.00	14,263.00	50,000.00	100,000.00
	375,189.00	529,954.00	480,678.00	973,912.00	750,000.00	750,000.00

2022/23 Items

Vehicles - school van

Electrical work for air conditioning

Furniture - tables, chairs

LED lights

Replacement of boiler and water pump

Technology - Learning commons projector and sound system and security cameras



Whistle Blower Protection

- ◆ Edge School is committed to establishing and maintaining a work environment that encourages employees to report wrongdoing without fear of reprisal.
- ◆ Edge School is also committed to providing students the best possible, quality learning opportunities in a safe and caring environment, characterized by behavior consistent with the School's stated moral and ethical beliefs.
- ◆ Edge School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the Designated Officer will be properly reviewed and investigated and then acted upon by the School, as appropriate.
- ◆ All Edge School employees have the right and obligation to report wrongdoing. An employee making a report of wrongdoing in good faith will be protected against reprisal or other detrimental impacts within the power of the School.
- ◆ Teachers and other employees may report wrongdoing to the Designated Officer so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report pertains to the Designated Officer, then the individual should report the matter directly to the Commissioner.
- ◆ Should a report of wrongdoing be made directly to the Commissioner, as named under Alberta's Public Interest Disclosure (Whistleblower Protection) Act, the Designated Officer and Edge School will make every effort to assist the Commissioner's office with its review of the report of wrongdoing, to bring the matter to a reasonable and just conclusion.
- ◆ Employees considering making a disclosure may seek advice from their Supervisor, the Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.
- ◆ **For the 2022-2023 school year, the School confirms there have been no Protected Disclosures received by the Designated Officer or the Public Interest Commissioner.**

