



2022-2025
EDUCATION PLAN
YEAR 3: 2024-2025



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 well-being;
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.





MESSAGE FROM THE SCHOOL DIRECTOR AND ACADEMIC PRINCIPAL

Dear Members of the Alberta Ballet School Community,

We are delighted to present to you a review and update of the 2022-2025 Education Plan for our school as we move into year three of its implementation. Within this plan are the 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.

This Education Plan is a living document, and each year the outcomes are reviewed based on student, parent and staff feedback. As with the implementation of any new programs and processes, adjustments need to be made in order address data and feedback in real time and to maximize the progress towards achieving the goals. As such, this revision for year three includes some modifications to strategies and their implementation timelines.

Our school is special beyond measure. The complementary academic and dance programming, as well as our unique student body, highlights that our school has very particular areas of strength and areas of need that are somewhat different than a typical school. We are pleased that this plan finds ways to help our students as they pursue both their academic education and dance training. We are confident that the year three revisions will ensure we better meet the individual needs of our students and our school.

We are excited to see the continued progress of our school as these plans are implemented in year three. We are so grateful for everyone's feedback and contributions as they continue to make this plan a reflection of the most beneficial use of our efforts to improve teaching and learning at our school.

Ashley McNeil
Director, Alberta Ballet School

Candice Beermann
Academic Principal

ACCOUNTABILITY STATEMENT

The Education Plan for Alberta Ballet School commencing September 2022 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2022-2025 Education Plan on May 26, 2022. (Year 1)

The Board reviewed and approved the 2022-2025 Education Plan on May 25, 2023. (Year 2)

The Board reviewed and approved the 2022-2025 Education Plan on May 28, 2024 (Year 3)

~~Heather Rae (May 30, 2024 08:03 MDT)~~
Heather Rae
Chair of the Board of Directors



OVERVIEW

At Alberta Ballet School, we incorporate the mission and values of the Alberta Ballet, as well as our school beliefs, to inform our plans for continuous school improvement. Our school development goals ensure continued growth for our school, assurance to our stakeholders, and movement towards achieving the mission of the Alberta Ballet organization.

Key priorities for the 2022-2025 Education Plan were identified from the performance measures as outlined in the Annual Education Results Report and stakeholder engagement sessions. Data-informed goals were then carefully crafted and reviewed with parents, students, and teachers to ensure they address the identified needs of our community. A further review of the goals and strategies is performed yearly as outlined on page 6-7 of this document to ensure that the Education Plan continues to address the areas of needs of the school.

KEY INSIGHTS FROM RESULTS ANALYSIS & FEEDBACK

Informing the 2022-2025 Education Plan Goals:

- Data shows an overall decrease in parent, student, and teacher satisfaction that students model the characteristics of active citizenship, particularly with the degree to which the school encourages students to participate in activities to help the community.
- English language learners that join our school require enhanced programming and supports. Expanding literacy skills and engagement for all students will enhance academic achievement.
- The continuum of supports analysis showed the need for increased services around mental health as evidenced anecdotally as well as through the data.

Informing the Update for Year 3 of the Education Plan:

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

- Changes to the mental health programming have been successful. The Body Conditioning and Mindfulness class also continues to be well received.

Goal 2: Language Promotes Learner Success

- Development of 'One School, One Question' has progressed. Continued need for supports and programming for English Second Language learners.

Goal 3: Learners are Active Citizens in a Strong Community

- Interest in volunteer opportunities has waned and needs to be further evaluated.

ALBERTA BALLET SCHOOL'S GOALS FOR 2022-2025:

LEARNERS ARE FUELED BY THEIR
POSITIVE PHYSICAL AND MENTAL
WELL-BEING

LANGUAGE PROMOTES LEARNER
SUCCESS

LEARNERS ARE ACTIVE CITIZENS
IN A STRONG COMMUNITY



GOAL ONE

LEARNERS ARE FUELED BY THEIR POSITIVE PHYSICAL AND MENTAL WELL-BEING

At Alberta Ballet School, students are met with an advanced dance training program as well as rigorous academic schooling. In order to optimize their dance training, students need to maintain their physical health, especially through body conditioning training to prevent and minimize injury. Mental health is a key priority for our student so that they can thrive within a perceived high-pressure environment. In addition, many students are away from home and living in residence, so additional supports for student well-being from the school are key to their success.

OUTCOME 1.1

LEARNERS UNDERSTAND MENTAL HEALTH AND ACCESS SUPPORTS AND RESOURCES

YEAR 3 STATUS AND UPDATES

Feedback from students, staff, and parents after year 2 implementation indicate that:

- The move away from the Open Parachute program was the right choice for our school community
- Sessions provided by a Sports Psychologist who specializes in elite athletes was well received. One large group and one small group session was provided. He also was able to meet individually for counselling sessions with a few of our students who expressed need.

Strategies for year 3 do not require revision.

STRATEGIES

Year 1 (Complete)	Implementation of Open Parachute; a mental health program for students with prepared, grade specific, social emotional learning lessons and activities ⇒ 30 minutes per week ⇒ Co-led by academic and artistic teacher ⇒ Application for grant funding for this program as well as additional complementary psychologist visits
Year 2 (Complete)	Implementation of at least 2 mental health seminars in the year ⇒ Facilitated by mental health experts ⇒ Focused topics of interest, need, and relevance to the student body ⇒ Sufficient time allotted to each seminar to facilitate deeper reflection and understanding
Year 3	Expansion of mental health seminars to 4 times a year with the addition of further relevant topics and subject experts. Creation of a resource list of mental health experts on hand to help with student issues on an as-needed basis.

PERFORMANCE MEASURES

- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school
- Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

PROVINCIAL

- School developed survey to be administered yearly in June. Questions revolving around:
 - Mental Health Literacy
 - Assessment of student mental health
 - Assessment of student injury/physical health
- Data on number of visits to school psychologists
- Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

LOCAL

OUTCOME 1.2

DANCERS ENHANCE THEIR PHYSICAL WELL-BEING THROUGH INJURY PREVENTION

YEAR 3 STATUS AND UPDATES

- Feedback from students and parents continues to be positive around the Body Conditioning and Mindfulness class. As this was the second year of the program, the school found that the need for an information session wasn't necessary. We will review this again for next year to see if it is necessary.

STRATEGIES	
Year 1 (Complete)	Development of Body Conditioning and Mindfulness Syllabus and draft implementation across grades 7-12 ⇒ Dance Faculty Teacher, who is a specialist in this area, hired to undertake project ⇒ Interviews with experts for syllabus development (physiotherapist, University of Calgary Injury Prevention Study Researchers, etc.) ⇒ Professional Development for Teachers Implementing the syllabus.
Year 2 (Complete)	Review of Body Conditioning and Mindfulness (BCM) curriculum with experts—consultants, physiotherapists, University of Calgary Injury Prevention Research team. Revisions as necessary. Additional coaching for teachers implementing syllabus. ⇒ BCM information session for students and families in September
Year 3	Full review of syllabus including impact on student physical well-being. Adjustment and finalization of syllabus. ⇒ Potential BCM information session for students and families in September

PERFORMANCE MEASURES

PROVINCIAL

- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school
- Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community
- The percentage of teacher, parent and student satisfaction with the quality of education that the student receives at school
- The percentage of teacher, parent and student agreement that the student is learning what they need to know

LOCAL

- Injury survey results from University of Calgary Injury Prevention Study
- Number and frequency of injuries as reported by school physiotherapist
- School developed survey to be administered yearly in June. Questions revolving around:
 - Increased/decreased incidence of injury
 - Feeling of physical well-being
 - Meeting unique needs of dancers
- Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students



GOAL TWO

LANGUAGE PROMOTES LEARNER SUCCESS

All learners benefit from advancement in literacy skills – reading comprehension, communicating orally or in written language, and listening for understanding. Students who are English language learners particularly benefit from additional language exposure and language supports.

Activities around language building can be as simple as devoting time daily to reading or can work towards unifying a community around important topics. At Alberta Ballet School, we want students to thrive academically by supporting their continued strengthening of their language skills.

OUTCOME 2.1

ENGAGING IN READING AND PARTICIPATION IN SCHOOL-WIDE LITERARY STUDY, 'ONE SCHOOL, ONE QUESTION', IGNITES CURIOSITY AND IMPROVES LITERACY

YEAR 3 STATUS AND UPDATES

- The faculty spent some professional development time brainstorming around topics and resources for 'One School, One Question' and came up with this question: "How can we be happy amidst our personal struggles and challenges?" Options for readings/media as well as guiding questions will be distributed to students before summer break with the expectation that all students and staff engage in the work over the break.
- In early November 2024, students and staff will gather to discuss the topic and readings

STRATEGIES

Year 1 (Complete)	Planning for 'One School, One Question'; a school-wide literary study where all members of the community read a book related to a chosen theme and then explore the theme together through a series of activities and discussions about the books. ⇒ Assembly of planning committee including students and staff to decide on theme/question for book studies and examine potential texts at various reading levels Encouragement of daily reading through accessibility ⇒ Field trip to the Calgary Public Library for tour and student sign up for library card
Year 2 (Complete)	Continued work by the planning committee on refining the question, acquiring books, and planning for the event.
Year 3	Implementation of 'One School, One Question' including students and staff picking and reading one of the selected books and planning of a culminating day for discussion of books and theme. Review of the event including post event survey data and examine feasibility of continuation of the event on a yearly or semi-yearly basis.

PERFORMANCE MEASURES

PROVINCIAL	LOCAL
<ul style="list-style-type: none">• Provincial Achievement Test results• Diploma Examination results• Teacher, parent and student satisfaction with the overall quality of basic education.• Teacher, parent and student agreement that the literacy skills students are learning at school are useful.• Teacher, parent and student satisfaction that the student can access [school] library services and services (beyond regular instruction) that help students to read and write.	<ul style="list-style-type: none">• Pre- and post- 'One School, One Question' survey data• School developed survey to be administered yearly in June. Questions revolving around:<ul style="list-style-type: none">• Reading habits• Accessibility to suitable and interesting reading materials• Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

OUTCOME 2.2

ENGLISH LANGUAGE LEARNERS THRIVE

YEAR 3 STATUS AND UPDATES

- In year 2, the faculty was able to participate in professional development offered from both external experts as well as from one of the school's own teachers. While the concepts presented were not new, it gave teachers an opportunity to review, reflect and spend some time implementing them into their classes.
- The Junior ESL 7/8 Language Arts class was successfully used and most necessary for our English language learners who made up more than half of the junior school. Further supports are required if the school demographics remain the same including similar support for the ESL grade 9s as well as academic subject specific supports.
- To maintain student English language development over the summer and to support new students starting in the fall, we have designed a summer ESL course to be offered online in the summer of 2024.

STRATEGIES

Year 1 (Complete)	Increase access to supports of English Language Learners ⇒ Development and implementation of ESL Science class incorporating additional language support (level TBD based on ESL enrolment) ⇒ Expansion of small group learning supports with volunteer tutors during flex time ⇒ Yearly benchmarking of ESL students to monitor progress
Year 2 (Complete)	Implementation of junior ESL English Language Arts class Identification of professional development opportunities for all Academic teachers on Sheltered Language Instruction (helping students to learn academic language at the same time they are learning the academic content)
Year 3	Implementation of Sheltered Language Professional Development and Instruction and assessment of its impact. Implementation of optional summer ESL online classes

PERFORMANCE MEASURES

PROVINCIAL	LOCAL
<ul style="list-style-type: none">• Disaggregated data based on student English Language Proficiency from<ul style="list-style-type: none">• Provincial Achievement Test results• Diploma Examination results• Teacher, parent and student agreement that students can get the support needed from the school to be successful in their learning.• Teacher, parent and student satisfaction that specialized supports and services the student receives enables them to be a successful learner	<ul style="list-style-type: none">• School developed survey to be administered yearly in June. Questions revolving around:<ul style="list-style-type: none">• Access to supports for English language learning• Perceived language development• Language development needs• Yearly ESL Benchmarking Data• Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students



GOAL THREE

LEARNERS ARE ACTIVE CITIZENS IN A STRONG COMMUNITY

As a small school, it is important that we have a strong and cohesive community. By ensuring the coordinated effort of both the artistic and academic components of the school, we can enhance the students' learning experience.

A strong community also extends beyond our school walls and student and staff involvement in citizenship in our broader community is key. Further, our community is also impacted by our histories. Active citizenship is also needed to further the reconciliation efforts with the First Nations, Métis and Inuit people.

OUTCOME 3.1

THE SCHOOL IS STRENGTHENED THROUGH A COHESIVE COMMUNITY AND DEVELOPMENT OF ACTIVE CITIZENS

YEAR 3 STATUS AND UPDATES

- In year 2, development of cohesiveness between academic and artistic divisions of the school continued though strategies outlined.
- Work around volunteerism did not evolve due to lack of interest/ability amongst the student body. Instead, student council organized initiatives around fund-raising for charitable organizations.
- For year 3, an interest assessment for volunteering opportunities will be conducted with the student body. If opportunities are still desired, staff will work with student council to facilitate.

STRATEGIES

Year 1 (Complete)	Full School Cohesiveness Enhancement Initiatives
	⇒ Two Artistic and Academic Joint Full Staff Meetings ⇒ Full staff and student events ⇒ Co-facilitation of Open Parachute program with artistic and academic teacher Creation of Volunteerism working group ⇒ Identification of nearby community organizations for individual and group volunteering and investigation of logistics and opportunities for student participation
Year 2 (Complete)	Review of progress to increase school cohesiveness and continued development of co-artistic/academic meetings, events, educational opportunities, etc. Investigation of opportunities for volunteerism and implementation of volunteering plan with nearby organization.
Year 3	Continued access to joint academic-artistic opportunities. Review of student volunteering activities interest and development of individual and group opportunities as desired by student council.

PERFORMANCE MEASURES

PROVINCIAL

- Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe
- Teacher, parent and student agreement that students model the characteristics of active citizenship
- Teacher, parent and student agreement that students are encouraged to be involved in activities that help the community

LOCAL

- School developed survey to be administered yearly in June. Questions revolving around:
 - Perception of school community cohesiveness
 - Opportunities for community building
 - Volunteerism
 - Staff feedback for joint meetings and events
- Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

OUTCOME 3.2

COMMUNITY IS BUILT THROUGH ACTIVITIES THAT FURTHER RECONCILIATION WITH THE FIRST NATIONS, MÉTIS AND INUIT PEOPLE

YEAR 3 STATUS AND UPDATES

- In year 2, students participated in the National Centre for Truth and Reconciliation's activities over the week prior to September 30th along with other schools around Canada. Activities and resources were able to be adjusted for the various grades and backgrounds of the students.
- In the spring, all students will visit the Lougheed House and participate in their Metis program to learn more about the history of the Metis people in Canada.
- Feedback around the school's work to further reconciliation in the ways mentioned above was positive. Refinement of activities will continue into year 3 with the possible addition of an opportunity for our students to learn powwow dance in the fall.

STRATEGIES

Year 1 (Complete)	To recognize the National Day for Truth and Reconciliation on September 30th, develop, plan, and execute full school and/or pan-Canadian unified activities ⇒ Collaboration with Canada's National Ballet School, Royal Winnipeg Ballet School, and L' École Supérieure de Ballet du Québec ⇒ Academic curricular links and in-class activities ⇒ Whole school recognition of significance of Truth and Reconciliation activities
Year 2 (Complete)	Revisiting and revising National Day for Truth and Reconciliation activities as needed. Development of whole school field trip to a site of significance in Indigenous Culture and Heritage.
Year 3	Revisiting and revising National Day for Truth and Reconciliation activities as needed. Development of whole school field trip to a different site of significance in Indigenous Culture and Heritage. Implementation of a learning opportunity for students around powwow dance.

PERFORMANCE MEASURES

PROVINCIAL

LOCAL

- Parent, staff and students agreement that students are encouraged at school to be involved in activities that help the community.
- School developed survey to be administered yearly in June. Questions revolving around:
 - Improved knowledge and understanding of First Nations, Métis and Inuit people's culture and history
 - Staff perceptions on student engagement in the work of reconciliation
 - Feedback on activities developed for the National Day for Truth and Reconciliation
 - Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

2024-2025 BUDGET SUMMARY

- Projected Enrolment

Student Type	Projected Enrolment
Eligible Funded (Alberta Resident) Grades 7-9	10
Eligible Funded (Alberta Resident) Grades 10-12	19
Non-funded Students	44

- Alberta Government funding as per the Funding Manual for the 2024-2025 school year
- Budget includes Professional Division, Residence, and Post-Graduate Programming

Year Ending August 2024	Budget 2025¹\$	Budget 2025 %
REVENUES		
Provincial Education Grants	\$216,472	4.5%
Tuition and Related Fees	\$3,577,496	73.8%
Other Provincial and Federal	\$669,830	13.8%
Other	\$384,430	7.9%
Total Revenues	\$4,848,228	100%
EXPENDITURES		
Salaries and Benefits	\$2,965,698	57.7%
Cost of Operations	\$2,110,527	41.0%
Other	\$67,700	1.3%
Total Expenditures	\$5,143,925	100%
Surplus (deficit) of revenues over expenditures	(\$295,697)	

¹Budget information summarized from May 28, 2024 budget as approved by the Board.






Alberta Ballet School Education Plan 2022 - 2025 - Year 3 Compressed

Final Audit Report

2024-05-30

Created:	2024-05-30
By:	Dalma C (dalmac@albertaballet.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAzc1kn_VYObK9OqnBRDSENaQk3lo9BMGy

"Alberta Ballet School Education Plan 2022 - 2025 - Year 3 Compressed" History

-  Document created by Dalma C (dalmac@albertaballet.com)
2024-05-30 - 5:07:53 AM GMT
-  Document emailed to Heather Rae (h.rae@hrjconsulting.com) for signature
2024-05-30 - 5:08:00 AM GMT
-  Email viewed by Heather Rae (h.rae@hrjconsulting.com)
2024-05-30 - 2:02:42 PM GMT
-  Document e-signed by Heather Rae (h.rae@hrjconsulting.com)
Signature Date: 2024-05-30 - 2:03:03 PM GMT - Time Source: server
-  Agreement completed.
2024-05-30 - 2:03:03 PM GMT