EDISON SCHOOL
non magnum nisi bonum

EDISON SCHOOL SOCIETY

2025-2028 Education Plan

Year 2 of the 3 Year Plan

INTEGRITY
ACADEMICS
COMMUNITY

Accountability Statement

The Education Plan for Edison School commencing September 2026 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*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body 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 operator and/or governing body approved the 2026/2027 Education Plan on May 27, 2026.

Edison School Board Chair, Paule Armeneau Signature _____

Original Signed Date May 27, 2026

Mission Statement

Edison School creates the opportunity for all children to discover and reach their full potential academically, emotionally, and physically, in a safe and accepting environment.

Non magnum nisi bonum – "No greatness without goodness"

Edison students and staff are polite, kind, and honest.

Time Frame

This Education Plan is year-2, commencing September 2026, of a rolling three-year plan covering the covering the 2025-2026, 2026-2027, and 2027-2028 school years. We review and update our Education Plan annually to reflect our progress and evolving priorities, while maintaining our core commitment to academic excellence and character development.

Key Insights from 2024-2025 Annual Education Results Report

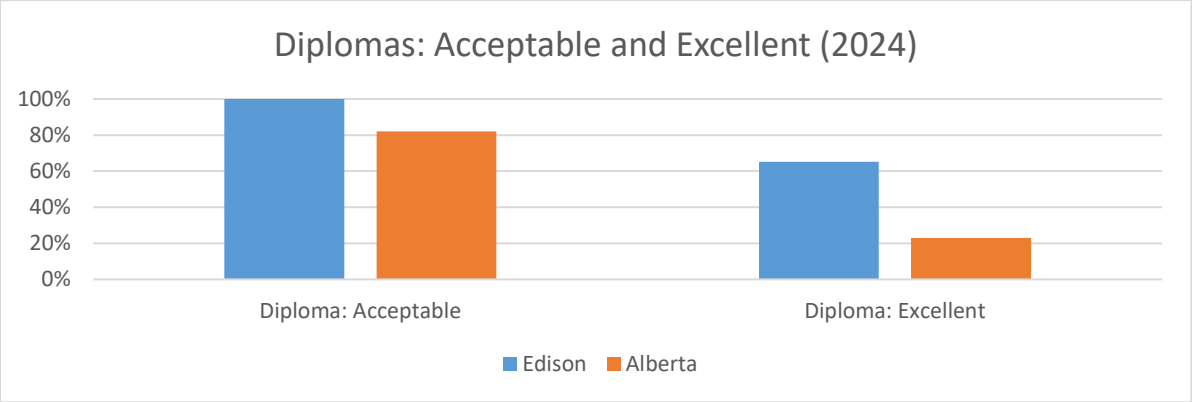
Our 2024-2025 Annual Education Results Report provides the foundation for this Education Plan, combined with extensive feedback from students, parents, and teachers collected through Alberta Education Assurance Measure surveys and our own consultation processes.

Academic Performance Excellence

Edison School achieved exceptional results across nearly all Alberta Education Assurance Measures. As discussed in our 2025 AERR, the only measure that we did not attain "Very High" Achievement on was "Access to Supports and Services" – even in this case, it was still "high" and we also received an "improved" evaluation, reflecting an increase of over 7% on this metric.

On provincial achievement tests at Edison, the proportion of Grade 9 students who reached the standard of excellence substantially increased over the previous year. For Grade 6 students, our improvement was maintained in Social Studies; however, the Grade 6 aggregate PAT scores were unavailable this year. Our students had "Very High" achievement in every category.

At Edison School, we're proud of the sustained excellence demonstrated by our diploma examination results. Once again, our students attained Very High Achievement on all diplomas this year. With 100% of our students achieving the acceptable standard or above, and 65% of our students achieving excellence (a 5% increase over last year), our approach continues to surpass expectations.



We are proud to announce that the College Board has once again awarded Edison with the Platinum Standard for AP excellence, which was only given to 11 schools in all of Canada in 2025. This recognition reflects the dedication of our students and teachers in maintaining exceptional academic standards.

Early Years Success

Our comprehensive Early Years literacy and numeracy screening continues to demonstrate effectiveness, with all at-risk students reaching grade-level expectations by year-end. This success reflects our commitment to early intervention and partnership with families.

Stakeholder Feedback and Communication

Analysis of Alberta Education Assurance Measure survey results and direct stakeholder feedback revealed important insights that inform our planning. In last year's Education Plan, we noted that while academic satisfaction was high, there were specific areas where communication and services could be enhanced based on student, parent, and teacher input. As evidence of the success of our strategies, in our most recent AERR, there were substantial increases in survey ratings from our stakeholders in every major survey category.

Stakeholder Engagement

Edison School's planning process begins with comprehensive stakeholder engagement. We conducted extensive consultations with students, parents, and teachers through multiple channels including emails, yearly phone calls with parents, Alberta Education Assurance Measure surveys, focus groups, and individual meetings.

Engagement Process

Administrative meetings regularly review stakeholder feedback and determine appropriate responses. We systematically contact new families during the first months of school to assess their experiences and gather input. Our established communication systems, including Google accounts for grades 8-12 students, and our weekly newsletter, facilitate ongoing dialogue with families about student progress and school initiatives. We have a strong focus on communication with parents about student progress and areas for growth. Edison School has a particularly open lines of communication between parents and the administration and teachers.

Integration of Feedback

Stakeholder input directly influences our educational priorities. Parents, teachers, and students requested enhanced library services, expanded fine arts programming, increased science Olympics participation, and renewed focus on athletics including basketball and track and field. These requests, combined with Alberta Education Assurance Measure results, shape the goals outlined in this plan.

Alberta Education Business Plan Alignment

This Education Plan supports Alberta Education's 2025-28 Business Plan outcomes (**BPOs**) while maintaining Edison School's distinctive approach to education.

Outcome 1: Alberta's students are successful - Our strong academics goal directly supports provincial priorities for student achievement and high school completion.

Outcome 2: First Nations, Métis and Inuit students in Alberta are successful - Integrated throughout our programming with particular emphasis in library resources and community engagement.

Outcome 3: Alberta's students have access to a variety of learning opportunities - Addressed through our athletics, fine arts, and active citizenship goals.

Outcome 4: Alberta's K-12 education system and workforce are well-managed - Supported through our comprehensive approach to teacher development and student support services.

GOAL ONE: STRONG ACADEMICS

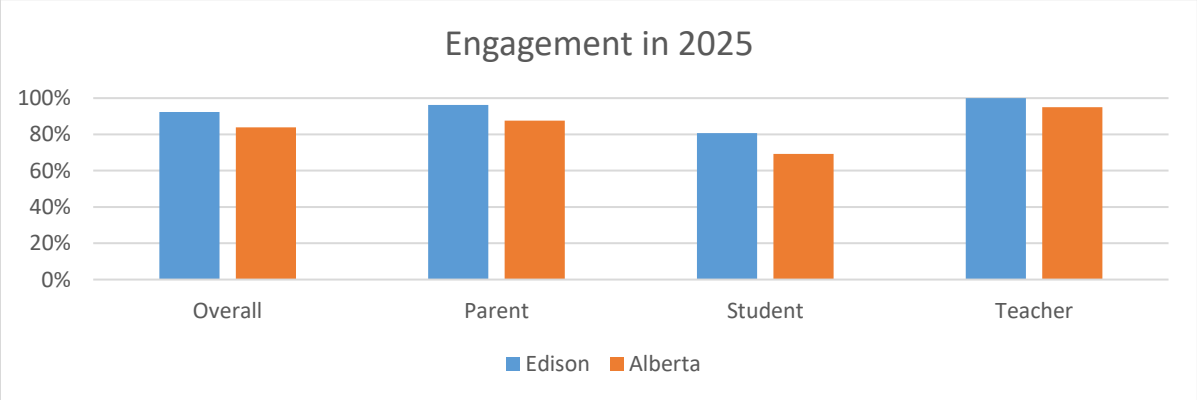
Aligned with Alberta Education's BPO 1: Alberta's students are successful.

Outcome

Edison School students will maintain exceptional academic achievement while addressing specific areas for improvement identified through stakeholder feedback and provincial assessment results.

Measures

- Percentage of students achieving Acceptable Standard and Standard of Excellence on Provincial Achievement Tests, with focused improvement on Science 6 Acceptable Standard
- Percentage of students achieving Acceptable Standard and Standard of Excellence on Diploma Examinations across all subjects
- High School Completion Rate within three and five years of entering Grade 10
- Teacher, parent, and student agreement that students are engaged in their learning at school
- Maintenance of College Board Advanced Placement Platinum Standard recognition
- Post-secondary acceptance rates and scholarship achievements
- Early years literacy and numeracy screening results maintaining zero students at-risk by year-end



Engagement: the percentage of teachers, parents, and students who agree that students are **engaged** in their learning at school.

Strategies

Our Singapore math program will continue providing the foundation for mathematical excellence. After more than a decade of implementation, we see the results in our Grade 8 students who consistently meet Mathematics 10 standards.

Our Advanced Placement program remains central to our diploma exam preparation strategy. The many Advanced Placement options offered to students in our high school provide excellent opportunities to develop the student skills necessary for diploma exam success. Additionally, these course options allow AP teachers to invest time into general exam writing strategy. These classes are one of our strongest strategies for diploma examination preparation. The success of our students in university is evidence of the program's effectiveness.

Our primary strategy for diploma examinations involves providing our high school teachers with adequate training on how diploma subjects are evaluated, and then leaving the preparation to their discretion. When these teachers request additional time for exam prep, the rest of the school is flexible and supportive wherever possible.

To address Science 6 results, we will implement enhanced hands-on learning opportunities and laboratory experiences while providing targeted support for students approaching the Acceptable Standard. The Science 6 PAT was not administered provincially last school year and data are unavailable.

Professional development will continue focusing on curriculum implementation, particularly supporting our teachers as they adapt to evolving provincial standards while maintaining our tradition of excellence.

GOAL TWO: ATHLETICS AND MENTAL WELLNESS

Aligned with BPO 3: Variety of learning opportunities & BPO 4: Well-managed system

Outcome

Edison School students will develop physical literacy, mental wellness awareness, and healthy lifestyle habits through expanded athletic programming and enhanced mental health support services.

Measures

- Participation rates in track and field programming at the junior and senior high level
- Basketball program reintroduction and participation levels
- Student, parent, and teacher satisfaction with mental wellness support services
- Access to psychological support services and mental health education programming

Strategies

Based on feedback from students, parents, and teachers, we will increase our focus on track and field programming and continue on the forward momentum with the recent reintroduction of our basketball team to our athletic offerings. We have added a pickleball unit and tournament to our offerings this year - it is already popular, with 24 students recently heading to High River to participate in a tournament. These additions respond directly to stakeholder requests for expanded athletic opportunities.

Mental wellness continues to be a strong focus for both students and staff and we will increase our access to psychological support services, and guest speakers to improve education and understanding of mental health. The psychological services and enhanced staff training in mental health literacy continue to be a success with on-site visits and assessments from the Providence team, and a staff member who is well-versed in psychological services.

In last year’s Education Plan, we said that we would leverage Okotoks community facilities to provide diverse athletic experiences while addressing transportation challenges that limit some students' participation; since then, we have purchased an additional school bus, which has significantly improved the ease of transporting students to local Okotoks schools and sports facilities. Athletic programming will emphasize skill development, confidence building, and teamwork skills that serve students throughout their lives.

Professional development for staff will include mental health awareness training and crisis intervention strategies, ensuring our entire team can support student wellness effectively.

GOAL THREE: ACTIVE CITIZENSHIP

Aligned with BPO 1: Student success & BPO 3: Supporting competitiveness.

Outcome

Edison School students will develop strong citizenship skills and community engagement through meaningful participation in local and regional activities that foster leadership and social responsibility.

Measures

- Teacher, parent, and student agreement that students model the characteristics of active citizenship
- Science Olympics team participation and achievement at University of Calgary
- Community volunteer engagement rates and diversity of involvement
- Student leadership development through community outreach activities and field trips

Strategies

Edison has been attending the APEGA science Olympics at University of Calgary for several years and, at the request of teachers, parents and students, we successfully followed through with our plan of increasing the number of teams from two to four; we feel that this type of community outreach is very beneficial for the students. Student and volunteer engagement was very high, and we intend to continue with sending four teams to the APEGA science Olympics in the future.

We will pursue sustained increases in community involvement, bringing in community nonprofits to teach the students about the variety of volunteer opportunities that are in our community, with the goal of increasing involvement. These partnerships will provide students with authentic opportunities to contribute to their community while developing empathy and leadership skills.

Our Duke of Edinburgh program will continue expanding, offering students structured opportunities for community service, skill development, and personal challenge. Students will maintain volunteer relationships with organizations such as the Okotoks food bank, developing long-term commitment to community service.

Character education will be integrated throughout daily school operations, emphasizing the development of polite, kind, and honest behavior that reflects our school values; for example, our upper school students have numerous leadership opportunities, both formal and informal, throughout the school year. These opportunities include mentorship for students in earlier grades, leadership, and assistance to lower school teachers – additional opportunities will include school skiing, camping, and canoe trips. High expectations for student behavior and accountability will continue preparing graduates for success in post-secondary education and the workforce.

GOAL FOUR: ENHANCED LIBRARY OFFERINGS AND SERVICES

Aligned with BPO 3: Variety of learning opportunities.

Outcome

Edison School students will have improved access to diverse library resources and services that support both academic achievement and personal interest development.

Measures

- Electronic indexing system implementation and student usage rates
- Library collection expansion, particularly for junior and senior high students
- Student satisfaction with library services as measured through Alberta Education Assurance Surveys
- Year-over-year improvement target of at least 10% in "top 2 box" category ratings from students on the AEA Survey question, “At school can you get the help you need with using the school library”

Strategies

In last year’s Education Plan, we stated that we were in the process of electronically indexing our library so that junior and senior high students are able to check books in and out on their own, thus increasing access to the library's offerings; this task has been successfully completed. This technological enhancement responds directly to student feedback requesting improved library accessibility.

We will focus on purchasing additional books to increase the variety of books available in the library, particularly for junior and senior high students. Collection development will emphasize both curriculum-supporting resources and materials that reflect student interests and reading preferences.

This change was a result of listening to our stakeholders' feedback in the form of the Alberta Education Assurance Surveys. Analysis of survey data revealed specific requests for enhanced library services and improved access to reading materials.

Going forward, we aim to have at least 10% year over year improvement in the "top 2 box" category rating from our students regarding library satisfaction. This measurable target will guide our ongoing improvements and demonstrate responsiveness to student needs.

Library programming will continue to expand to include research skill development sessions and reading promotion activities that support both academic success and lifelong learning habits.

GOAL FIVE: FINE ARTS AND CREATIVE EXPRESSION ENHANCEMENT

Aligned with BPO 3: Variety of learning opportunities.

Outcome

Edison School students will access comprehensive fine arts programming that develops creative expression, cultural appreciation, and artistic skills while supporting academic learning across curriculum areas.

Measures

- Violin program expansion tracking by grade level
- Photography and film program participation rates in grades 9-12
- Drama program improvement documentation through performances and student feedback
- Fine arts integration across curriculum areas

Strategies

We will build on our pilot violin program, which, in the coming years will grow, grade by grade. We aim to have it grow a grade a year, through grade 6; currently it is offered for Grades 1, 2, and 3. This systematic expansion allows us to maintain program quality while extending access to more students.

Based on stakeholder feedback, we have added film studies and sports medicine to the Grade 9-12 options classes. These additions reflect student interest in contemporary artistic media and provide relevant skills for digital communication and creative expression.

Continuous drama class improvements are being implemented through enhanced production opportunities, technical skills development, and community performance partnerships. Drama programming will emphasize both performance skills and character development.

Fine arts integration across curriculum areas will strengthen creative expression while supporting academic learning objectives in complementary subjects, demonstrating the connections between artistic and academic achievement.

First Nations, Métis and Inuit Student Success

Aligned with BPO 2: First Nations, Métis and Inuit students in Alberta are successful.

Edison School does not currently have a population of students who self-identify as First Nations, Métis, and Inuit (FNMI); however, the school has supported the implementation of the Truth and Reconciliation Day recommendations in the 2024-2025 school year by having all teachers address LQS 5 in their Professional Growth Plans: Applying Foundational Knowledge about First Nations, Métis, and Inuit.

Staff engaged in collaborative, whole-school approaches to capacity building in FNMI education by forming meaningful connections with local FNMI communities. This included a field trip to Head-Smashed-In Buffalo Jump for Grades 4-6 to supplement the Program of Studies. Grades 7-10 visited Blackfoot Crossing, the historic site of the signing of Treaty 7, and Grades 11 and 12 students attended a pipe ceremony. The latter two field trips included powerful and emotional testimonies from FNMI Residential School survivors. Feedback from teachers and students who attended these trips was very positive and indicated an authentic understanding and connection.

In addition to a book club dedicated to FNMI authors, which teachers could use in their curriculum, staff engaged in constructive dialogue during meetings. A First Nations Games Day was organized for younger students, while high school students delved deeper into the history of Residential Schools in Canada and heard firsthand stories of generational trauma. They further supplemented the curriculum by learning about the signing of Treaty 7 and its historical significance. They also participated in traditional dance and cultural activities and wrote about their experiences in social studies classes.

A local survey administered to teachers indicated increased awareness about FNMI cultures and histories, which has helped to facilitate reconciliation. One respondent stated, “As someone educated outside of Canada, experiencing hands-on learning at a genuine First Nations site was memorable and meaningful.” Survey results for Grades K-3 were not as strong, as this cohort did not attend field trips and instead participated in school-level activities, which did not seem as authentic as engaging directly with FNMI community members.

Based on these survey results, we plan to have guest speakers visit the school for this cohort, organize more field trips, and invite FNMI community members to our school annually to foster even more meaningful connections.

Plan for Implementation

Resource Allocation

Implementation requires strategic allocation of financial and human resources. Professional development funding will prioritize curriculum support, mental health training, and fine arts programming enhancement. Technology investments will support library indexing systems.

Professional Learning

Teachers will participate in professional development directly related to Education Plan outcomes, including science instruction enhancement, mental health awareness, and fine arts integration. Monthly staff meetings will support knowledge sharing and best practice development.

Progress Monitoring

Annual reviews will assess progress toward measurable outcomes using both quantitative data and qualitative stakeholder feedback. Alberta Education Assurance Measure survey results will inform ongoing adjustments and improvements.

Welcoming, Caring, Respectful, and Safe

Edison School is doing very well in providing a welcome, caring, respectful, and safe learning environment - as perceived by parents, students, and teachers. We plan to continue our current approach going forward.

Edison's Safe and Caring Schools Policy

To learn about our policy, please visit this link:

https://edisonschool.ca/wp-content/uploads/2025/10/Safe_and_Caring_School_Code_of_Conduct_October_2025.pdf

Budget and Communication

Edison School 2025/2026 Budget

Please visit this link to view the budget:

https://edisonschool.ca/wp-content/uploads/2026/06/Edison-School-2026-Budget-Report.pdf

Timelines and Communication

This document may be accessed at www.edisonschool.ca under the Alberta Education tab.

This document will be announced in the school newsletter on June 17, 2026.