

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1379.000	Custodial	8.200000	Salaries	\$8,613,724	96.74%
Weighted	1559.550	Exempt	1.000000	Supplies, Equip., Services	\$290,635	03.26%
Regular	1,379	Support	16.000000			
		Teacher	<u>59.553000</u>			
Year Opened	1958	<b>Total 84.753000</b>		<b>Total \$8,904,359</b>		100.00%

### School Philosophy

Vimy Ridge Academy offers a rigorous academic program for students in grades 7 through 12 with a focus on Sports Alternative Programming. We hold students to our CORE values of Commitment, Ownership, Respect, and Engagement, and these values ensure a safe, welcoming, caring, respectful and inclusive learning environment that fosters a sense of belonging for all. Combined with our flexible schedule design, we emphasize student leadership, citizenship, self-discipline, physical fitness, and healthy, active lifestyles. Our goal is to graduate student-athletes who will be sought after by post-secondary institutions across North America or the world of work, and who will be exemplary citizens and leaders of tomorrow. Our student-athletes transform their passion into performance on the field, on the ice, and on the stage, ultimately leading to successful and engaging careers.

### Community Profile

Vimy Ridge Academy is located in an established neighbourhood in south-central Edmonton. Students attending Vimy Ridge Academy travel from a wide variety of neighbourhoods in Edmonton as well as outlying communities in the Greater Edmonton area. Together with our formal partners in the organization and delivery of alternative athletic programming, we provide opportunities for students to rigorously develop skills and attitudes that lead to an active and healthy future with transitions and connections to post-secondary schools, the world of sports and athletics, and the world of work. Our collaborative work is student-centred, and parents are valued contributors to our school. Our formal partners include the Academic and Athletic Development Institute of Edmonton, the Edmonton School of Ballet, the Green and Gold Soccer Program through the University of Alberta, and the Okanagan Hockey Academy.

### Programs and Organization

Vimy Ridge Academy is an Edmonton Public School site specifically designed with alternative athletic programming for unique and diverse opportunities. Students interested in seeking athletic skill development during the school day in programs such as Baseball, Brazilian Jiu-Jitsu, Dance, Elite Athlete, ESports, Golf, Hockey, Lacrosse, Outdoor Pursuits, Ringette, Soccer, Softball, or Sport-Fit, would consider Vimy Ridge Academy as their school of choice. A strong academic program ensures success for all students in grades 7 - 12. The Academic Enrichment Program (AEP) for Grades 7-9 and the Advanced Placement Program for Grades 10- 12 are excellent academic paths for learners who maintain high academic standings on top of their rigorous athletic commitments. Each alternative athletic academy is administered under the supervision of an Academy Partner who works very closely with the administration and teaching staff of Vimy Ridge Academy to ensure that the academic and athletic programming needs of each student are met. Our expanded campus model includes a variety of local athletic venues wherein students participate in academy activities offsite a number of times each week. Vimy Ridge Academy is also a division site for the Individual Support Program, providing programming options for medically fragile students who reside in south-central and southeast Edmonton.

### School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Academic & Athletic Development, Bonnie Doon Shopping Centre, City of Edmonton, Edmonton School of Ballet, Extencicare Holyrood, Friends of Vimy Ridge, Idylwyde Community League, Meals to Go, Okanagan Hockey Academy, Summerside Physio, University of Alberta Green & Gold Soccer Academy

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Vimy Ridge Academy will continue to focus on literacy skills in reading and writing, and numeracy skills in mathematics and computations wherein all students will demonstrate growth and achievement each core subject area. By June 2025, results on HLATs, provincial assessments, the Assurance Survey, and the Division Feedback Survey will indicate improvement on numbers of students meeting the acceptable standards through engaged learning lessons with an emphasis on skill-based, hands-on, interactive activities in classes.

To address achievement in literacy specifically, we strive to see a 3% increase in the percentage of students who achieve at or above their Grade Level of Programming in written skills on the Highest Level of Achievement Tests, and 3% increase in the percentage of students achieving an acceptable standard of reading and writing on the Grade 9 Language Arts Part A and B Provincial Achievement Tests. As well, we strive to see a 3% increase in the percentage of students achieving an acceptable standard of reading and writing on the Grade 12 Language Arts Diploma Exam Part A and B. We strive to see 3-5% increase in the percentage of students who think they are getting better at writing this year reflected in the Division Feedback Survey.

To address achievement in numeracy, we strive to see a +1.0 median increase in the percentage of students who improve their computation and mathematical skills on the CAT4 assessments, and 3% increase in the percentage of students achieving an acceptable standard on the Grade 9 Mathematics Part A Provincial Achievement Tests (Part A assesses students' foundational skills and fluency in mental math, estimation, algebra, square roots, exponent laws, and arithmetic operations on rational numbers, without the use of calculators), and a 3% increase in Grade 9 Mathematics Part B Provincial Achievement Tests (Part B is completed with the use of a calculator), and a 3% increase in the percentage of students achieving an acceptable standard on both the Mathematics 30-1 and 30-2 Diploma Exam. We strive for a 3-5% increase in the percentage of students who feel their teachers know how they learn best on the Division Feedback Survey.

**Literacy Results Achieved:**

- 90.1% of students in Junior High Grades 7 - 9 were assessed to be Reading At or Above Grade Level, an increase of 16% over the previous year.
- 74.7% of students in Junior High Grades 7 - 9 were assessed to be Writing At or Above Grade Level on the HLAT assessment.
- 75.1% of students in Junior High Grades 7 - 9 assessed on the CAT4 achieved a stanine of 4 and above on the Reading Assessment. (equivalent to Division results)
- Grade 9 PAT results indicate that the mean percentage for English Language Arts 9 increased from 58.6% in 2022 to 63.1% in 2023, and then remained relatively stable at 63.2% in 2024. The Acceptable Standard percentage shows an increasing trend, rising from 72.2% in 2022 to 84.1% in 2024. The Standard of Excellence percentage also increased from 9.1% in 2022 to 12.6% in 2023, then slightly decreased to 9.6% in 2024. The English Language Arts 9 PAT percentage Below Acceptable shows a consistent decrease, falling from 27.8% in 2022 to 15.9% in 2024.
- Diploma Exam Results in English 30-1 demonstrate 84% of students meet the Acceptable Standard, and in English 30-2, 93% meet the Acceptable Standard.
- 90% of parents feel the literacy skills their child is learning at school are useful. 89% of students agree with this statement.

**Numeracy Results Achieved:**

- 87.2% of students in Junior High Grades 7 - 9 assessed on the CAT4 achieved a stanine of 4 and above on the Mathematics Assessment (5.4% higher than Division Result).
- 87% of students in Junior High Grades 7 - 9 assessed on the CAT4 achieved a stanine of 4 and above on the Computation Assessment (6% higher than Division Result).
- Grade 9 PAT Results in Math indicate the Acceptable Standard percentage shows a slight decrease from 67.6% in 2022 to 66.5% in 2023, followed by an increase to 70.4% in 2024. The Standard of Excellence percentage remained relatively stable from 10.8% in 2022 to 10.2% in 2023, then significantly increased to 18.4% in 2024. The Below Acceptable Standard percentage initially increased from 32.4% in 2022 to 33.5% in 2023, then decreased to 29.6% in 2024.
- Diploma Exam Results in Math 30-1 demonstrate 86% of students meet the Acceptable Standard, and in Math 30-2, 83% meet the Acceptable Standard.
- 91% of parents feel the numeracy skills their child is learning at school are useful.

**Overall Academic Achievements**

- 81% of our students are eligible for the Rutherford Scholarship (12% higher than the provincial data).
- 91% of students believe they have the opportunity to be successful in their learning, and 83% indicate they know how to get help with their learning in school.

In summary, the data indicates excellent progress in reading ability, strong overall student performance in core subjects (Literacy and Numeracy) that often exceeds division and provincial benchmarks, and high confidence from both students and parents in the practical value of the education being delivered.

Staff and students at Vimy Ridge Academy will continue to further their foundational understanding of equity and anti-racism and enhance students' experiences with diverse backgrounds in an inclusive, safe, and welcoming school setting. Resources that represent diverse cultures will be significantly increased in our school library and in our classroom bookshelves in our English Language Arts classrooms. Professional Development opportunities for our staff will continue to be a priority to further the foundational knowledge of Indigenous history and ways of knowing. In our steps toward Truth and Reconciliation, we commit to establishing relationships embedded in mutual understanding and respect toward a brighter future. Evidence of this work will include data that responds to The Organization for Economic Cooperation and Development (OECD) report of promising practices.

### Results Achieved

#### Active Citizenship

- 77% of students agree that students at our school model the characteristics of active citizenship (7% higher than the provincial average).

#### Positive and Safe Environment

- 82% of students feel our school is a welcoming, caring, respectful and safe environment. (6.5% higher than the provincial average).
- 95% of all parents feel that their child is safe at school and that our school is a welcoming place to be.
- 89.4% of students in Grades 7 - 9 feel safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (11% higher than the provincial data).

#### Truth and Reconciliation Efforts

- 81% of all students believe that our school takes actions that support truth and reconciliation.
- 90% of students feel they have the opportunity to learn about indigenous peoples, perspectives, treaties and residential schools.

#### Student Retention

- 0.6% of students at our school do not complete their educational year (annual drop-out rate).

#### Staff Alignment

- 91% of teachers feel that the opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction, suggesting support for the stated Professional Development goals.

In summary, the data shows Vimy Ridge Academy is successfully fostering a secure, inclusive, and socially conscious environment, exceeding provincial standards for safety and citizenship, while demonstrating a strong and effective commitment to Indigenous education and reconciliation efforts.

Vimy Ridge Academy will engage both staff and students in building skills, strategies and relationships that create healthy connections to foster emotional and physical well-being and positive mental health. Our CORE Values (Commitment, Ownership, Respect, Engagement) are the pillars to which we celebrate, recognize, and reinforce a positive school culture. CORE events, staff engagement activities, staff wellness supports, and community engagement opportunities create a comprehensive approach to wellness.

### Results Achieved

#### Student Connection & Trust:

- 100% of all students feel they are treated fairly by adults in our school.
- 81% of all students feel they have at least one adult at school that they could go to for help if they need it.

#### Staff Empowerment & Belonging

- 92% of staff feel a sense of belonging at their workplace
- 96% of staff feel confident helping students build skills that support their wellness.

#### Parent Confidence & Partnership

- 92% of parents feel that the staff in their child's school care about their child.
- 96% of parents feel their child has a positive relationship with one or more adults in their school.

In summary, the data clearly validates the goal's success, illustrating a school environment where both staff and students are actively building the skills and relationships needed for positive mental health, supported by a highly engaged and caring staff and a confident parent community.

**What were the biggest challenges encountered in 2024-2025?**

The job action with members of the CUPE 3550 that lasted almost 3 months interrupted services and supports for students in our schools. The complexities and large class sizes in all classes are a barrier to success for all students. Teachers in a semestered timetable are responsible for over 300 students in a year and the workload with large class sizes is unsustainable.

**What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?**

We will continue to focus on improvements in literacy and numeracy in student achievement results. We will continue to put our energy into daily interactions that build a safe and welcoming school culture. In review of our results with regard to diversity, we will continue to increase the visibility of diverse cultures through staffing, school materials, events, and partnerships with local cultural organizations, provide regular training on resource utilization, and increase resource accessibility through peer mentoring and collaboration. We will continue to pursue improvements in opportunities for parental involvement in school decisions and events.

# Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7050 Vimy Ridge

Assurance Domain	Measure	Vimy Ridge			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	83.9	83.2	82.8	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	76.0	76.5	77.2	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	86.6	87.6	88.2	81.4	80.4	81.4	High	Maintained	Good
	5-year High School Completion	92.2	93.5	92.2	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	74.4	73.2	70.3	62.5	62.5	62.6	Intermediate	Improved	Good
	PAT9: Excellence	14.3	16.4	14.8	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	80.6	81.9	81.3	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.1	15.5	14.6	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	86.7	86.3	88.0	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	84.0	84.4	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	80.5	84.9	85.4	80.1	79.9	80.7	Intermediate	Declined Significantly	Issue
Governance	Parental Involvement	73.0	79.5	74.3	80.0	79.5	79.1	Low	Maintained	Issue

Notes:

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

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1**

Vimy Ridge Academy will continue to focus on literacy skills in reading and writing, and numeracy skills in mathematics and computations wherein all students will demonstrate growth and achievement each core subject area. By June 2026, results on HLATs, provincial assessments, the Assurance Survey, and the Division Feedback Survey will indicate improvement on numbers of students meeting the acceptable standards through engaged learning lessons with an emphasis on skill-based, hands-on, interactive activities in classes.

To address achievement in literacy specifically, we strive to see a 3% increase in the percentage of students who achieve at or above their Grade Level of Programming in written skills on the Highest Level of Achievement Tests, and 3% increase in the percentage of students achieving an acceptable standard of reading and writing on the Grade 9 Language Arts Part A and B Provincial Achievement Tests. As well, we strive to see a 3% increase in the percentage of students achieving an acceptable standard of reading and writing on the Grade 12 Language Arts Diploma Exams Part A and B.

To address achievement in numeracy, we strive to see a +1.0 median increase in the percentage of students who improve their computation and mathematical skills on the CAT5 assessments, and 3% increase in the percentage of students achieving an acceptable standard on the Grade 9 Mathematics Part A Provincial Achievement Tests (Part A assesses students' foundational skills and fluency in mental math, estimation, algebra, square roots, exponent laws, and arithmetic operations on rational numbers, without the use of calculators), and a 3% increase in Grade 9 Mathematics Part B Provincial Achievement Tests (Part B is completed with the use of a calculator), and a 3% increase in the percentage of students achieving an acceptable standard on both the Mathematics 30-1 and 30-2 Diploma Exam.

**What data will you use to track continuous improvement?**

Literacy Tools will include RCAT, CAT5, reading comprehension, and observations. In Numeracy, specifically the math and computation & estimation subtests results, teacher observations and student work as indicators of progress, attendance data, engagement in math learning as measured by the DFS and AEAM survey. Additionally, PAT results and Diploma results are indicator of success towards our goal.

**Division Priority 2**

Staff and students at Vimy Ridge Academy will continue to further their foundational understanding of equity and anti-racism and enhance students' experiences with diverse backgrounds in an inclusive, safe, and welcoming school setting. Resources that represent diverse cultures will be significantly increased in our school library and in our classroom bookshelves in our English Language Arts classrooms. Professional Development opportunities for our staff will continue to be a priority to further the foundational knowledge of Indigenous history and ways of knowing. In our steps toward Truth and Reconciliation, we commit to establishing relationships embedded in mutual understanding and respect toward a brighter future. Evidence of this work will include data that responds to The Organization for Economic Cooperation and Development (OECD) report of promising practices.

**What data will you use to track continuous improvement?**

Maintaining or increasing positive responses in the AEAM in the areas of Citizenship. Maintaining or increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti-Racism and Reconciliation. The literary selections used in English Language Arts classes and diversity of library items in our collection will be included.

**Division Priority 3**

Vimy Ridge Academy will engage both staff and students in building skills, strategies and relationships that create healthy connections to foster emotional and physical well-being and positive mental health. Our CORE Values (Commitment, Ownership, Respect, Engagement) are the pillars to which we celebrate, recognize, and reinforce a positive school culture. CORE events, staff engagement activities, staff wellness supports, and community engagement opportunities create a comprehensive approach to wellness. Goal Setting and career pathway explorations for Grades 9 through 12 will continue to be a priority for a positive future in life beyond high school for all students with a variety of events and connections created by our staff and partners.

**What data will you use to track continuous improvement?**

Collaboration with our partners (business, post-secondary, community agencies, and families) to support students as they engage in career exploration. Scheduled time for students to connect with a staff member to identify links between curriculum and life beyond high school. Organization of a Career Day event, leveraging community and industry partners, and ELAA Events for post-secondary access.

# Budget Summary Report

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		8,840,496		8,904,359
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>8,840,496</b>		<b>8,904,359</b>
Classroom	50.272000	5,448,683	51.803000	5,614,618
Leadership	6.250000	855,920	6.250000	855,920
Teaching - Other	2.000000	216,768	1.500000	162,576
Teacher Supply	.000000	150,000	.000000	100,000
<b>TOTAL TEACHER</b>	<b>58.521999</b>	<b>6,671,371</b>	<b>59.553001</b>	<b>6,733,114</b>
<b>(% of Budget)</b>		<b>75.46%</b>		<b>75.62%</b>
Exempt	1.000000	155,997	1.000000	155,997
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	14.714000	960,541	16.000000	1,041,442
Support (Supply/OT)	.000000	16,000	.000000	10,500
Custodial	8.200000	662,171	8.200000	662,171
Custodial (Supply/OT)	.000000	16,000	.000000	10,500
<b>TOTAL NON-TEACHER</b>	<b>23.914000</b>	<b>1,810,709</b>	<b>25.200001</b>	<b>1,880,610</b>
<b>(% of Budget)</b>		<b>20.48%</b>		<b>21.12%</b>
<b>TOTAL STAFF</b>	<b>82.435999</b>	<b>8,482,080</b>	<b>84.753002</b>	<b>8,613,724</b>
<b>(% of Budget)</b>		<b>95.95%</b>		<b>96.74%</b>
SUPPLIES, EQUIPMENT AND SERVICES		240,516		193,676
INTERNAL SERVICES		112,900		95,959
OTHER INTEREST AND CHARGES		5,000		1,000
<b>TOTAL SES</b>		<b>358,416</b>		<b>290,635</b>
<b>(% of Budget)</b>		<b>4.05%</b>		<b>3.26%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>8,840,496</b>		<b>8,904,359</b>