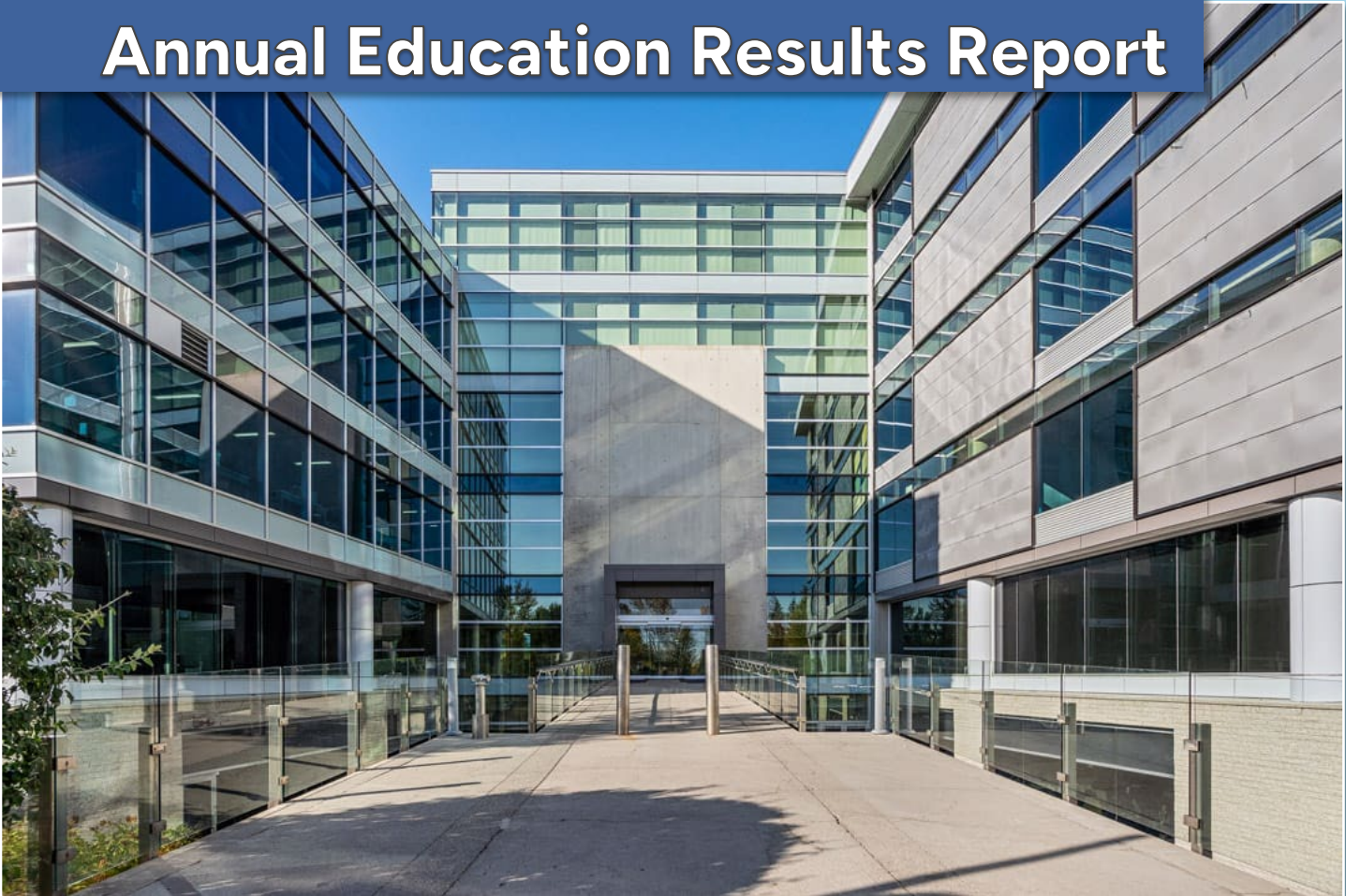


Annual Education Results Report



2024/2025

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MESSAGE FROM THE BOARD CHAIR

ACCOUNTABILITY STATEMENT

Under the direction of the Board of Directors, the Annual Education Results Report for Fusion Education Association (FEA) for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on November 26, 2025.

Original signed (November 26, 2025):

Robert Thompson, Board Chair

ABOUT FUSION COLLEGIATE

Fusion Education Association was honoured to receive both Charter and Collegiate status in 2023, guided by a vision to deliver vocational and skilled pathway education that seamlessly integrates secondary and post-secondary learning. Through partnerships with businesses, community organizations, and post-secondary institutions, our programs create clear and connected pathways from secondary education to trades careers, apprenticeships, college, university, and meaningful work experiences. We believe that “Calgary is our Classroom”.

Our work aligns with the Ministry of Education and Childcare’s mandate to expand access to career education, strengthen industry collaboration, and support workforce readiness. Our initial pathways were developed in response to industry demand in skilled trades, animal and health sciences, business, and entrepreneurship. We expanded our initial offerings by adding an Aviation pathway. We remain committed to meeting the needs of adolescent and young adult learners by also providing a wide range of opportunities to experience other careers through the discovery and exploration pathway.

We opened our Charter Collegiate as planned in September 2024 in a temporary location. Following an assessment of our situation, we refined our focus to serve “gap year” students—those who had graduated or who required specific courses or experiences to support their next steps toward career and post-secondary pathways. Many of these learners were independent and seeking flexible, targeted programming.

Despite relocating three times within our first year, we were pleased to establish our current home within Calgary’s Charter Hub. In September 2024, our inaugural staff welcomed 104 students marking our first year of operation.

This Annual Education Results Report (AERR) is a companion to our Three-Year Rolling Education Plan (2025–2028) and reflects our ongoing progress:

- Towards achieving our Charter School goals and the priorities outlined in the Fusion Education Association (FEA) Education Plan, and
- Towards meeting these Alberta Education Assurance Measures: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, Local/Societal Context

In addition to highlighting key results, this report includes commentary on the impact of our strategies and the implications for future planning.

INITIAL PATHWAYS



SKILLED TRADES

ANIMAL & HEALTH SCIENCES



BUSINESS & ENTREPRENEURSHIP

DISCOVERY & EXPLORATION



AVIATION

** All pathways include an emphasis on the application of digital technologies

VISION

To deliver vocational & skilled pathway education that seamlessly fuses secondary and post-secondary learning.

HIGHLIGHTS OF OUR FIRST YEAR

We are very proud and excited about our accomplishments and growth this year. Our cofounder team wrote the original charter/collegiate applications and designed the school. This team, now staff, has over one hundred years combined experience in school leadership, programming, career development and off-campus education. We are governed by a talented Charter Board who bring much-needed experience and expertise in accounting, business, educational research, healthcare, human resources and law. Throughout the year we have already uncovered a significant demand for our charter programming and have realized many successes:

- Fusion Collegiate was one of the 12 approved Collegiates under Alberta Education's newly defined model and we work collaboratively with all our partners to further the understanding and evolution of the Collegiate framework.
- We have established partnerships with five post-secondary institutions: Bow Valley College, Olds College, the Southern Alberta Institute of Technology (SAIT), and University of Calgary.
- We have important community partners who help us access industry placements and respond to other student needs – for example, The Educational Partnership Foundation, CAREERS, Calgary Bridge Foundation, Centre for Newcomers, Ever Active Schools and Junior Achievement of Southern Alberta.
- Our students were highlighted in two career education press conferences with the Minister of Education and Childcare.
- We already have 14 letters of industry support including those for both our pathway and Skilled Trades Centre proposals – Avmax, BILD, TIAC, Thomas Group, and Mr. Rooter to name a few.
- Our student learning plans are impactful and critical to student success – every student's plan was monitored and tracked by an educator.
- We have worked with Alberta Education to establish and share a career development model that reflects current research.
- We have created defined pathways that include coursework, career development and off-campus experiences in each of our five areas of focus. (See Appendix A)
- We have presented at provincial events such as those initiated by the College of Alberta School Superintendents (CASS); The Alberta Chambers of Commerce; The University of Calgary Alumni; and the Trades, Apprenticeship and Vocational Education (TAVE) committee.
- We are active members of CASS Zone 5, the Alberta Public Charter Schools and the Charter Hub Society.
- We have been accepted into the Alberta Research Network through our research on dual credit and student transitions with University of Calgary's, Dr. Mike Boyes.
- We have attracted a diverse and talented staff, each of whom reflects current pedagogy in their assessment and task design and supports our Charter mandate through career and off-campus education.
- We have designed a unique and industry-responsive programming space at the Calgary Charter Hub, the central proximity of which allows students to access a range of collegiate programming.
- Through the Capital planning process, we received pre-planning funds to design a Skilled Trades Centre which will provide our students with increased access to exploratory trades programs and apprenticeships.
- We have accessed the services of a talented marketing team to refine and define our messages and platforms, allowing us to improve our reach. As an example, our first online open house in 2023 which had four participants; we now attract several hundred.
- We have successfully completed our first year of summer school, during which we offered an English 10-2 course for English as an Additional Language Learners in conjunction with the Centre for Newcomers. All students successfully completed the course. We also offered an online Introduction to Computer Science through the University of Calgary.

OUR PROGRESS TOWARDS OUR CHARTER GOALS

We are pleased with the progress that we have made towards our Charter goals which have been identified to achieve our stated purposes:

- Deliver vocation and skilled pathway education to support seamless transition into post-secondary learning and or the workplace
- Deliver authentic work-integrated learning opportunities for students
- Help students to recognize their individual skills, attributes, values and beliefs in support of identifying and succeeding along a preferred career pathway
- Provide students with highly personalized academic and career development supports to complete high school
- Partner with Alberta post-secondary institutions to remove barriers to post-secondary access
- Ensure students understand how a pathway supports them to achieve their preferred future

Our Charter and Collegiate mandates allow us unique opportunities to highlight our successes in different ways. At Fusion Collegiate, there are many paths to student success including dual credit and course completion, workplace learning and career progress in post-secondary.



Fusion Collegiate Career Development Framework

STUDENT LEARNING PLANS

All students at Fusion define their path and program through guided conversations with staff, captured in a Personalized Learning Plan. The plan reflects our Charter goals and is designed to evolve. All students are required to participate in career development experiences and learning interventions to move forward in their plans.

RELATED CHARTER GOAL - GREATER THAN 90% OF FUSION EDUCATION ASSOCIATION STUDENTS WILL IDENTIFY THAT THEY HAVE AN INCREASED UNDERSTANDING OF CAREER PATHWAYS AS A RESULT OF ENROLMENT IN FUSION EDUCATION ASSOCIATION

DUAL CREDIT AND/OR DUAL CREDIT CREDENTIAL

Students have access to opportunities that earn both high school and post-secondary credits, building momentum toward future studies.

- 96% of students completed at least one dual credit course or credential in 2024/25

RELATED CHARTER GOAL - GREATER THAN 80% OF FUSION EDUCATION ASSOCIATION GRADUATES WILL EARN A DUAL-CREDIT OR DUAL CREDENTIAL COURSE CREDIT. (INCLUDING MICROCREDENTIALS)

HIGH SCHOOL COURSE COMPLETION

100% of students enrolled in English Language Arts 10-2—both in the September to June semesters and in summer school—successfully earned their ELA credits

RELATED CHARTER GOAL - FUSION EDUCATION ASSOCIATION WILL EXCEED PROVINCIAL AVERAGE GRADUATION RATES

OUR PROGRESS TOWARDS OUR CHARTER GOALS CONTINUED...

OFF-CAMPUS LEARNING

All Students had access to off-campus Learning

- 96% of students earned off-campus credits

RELATED CHARTER GOAL - GREATER THAN 90% OF FUSION EDUCATION ASSOCIATION GRADUATES WILL EARN OFF-CAMPUS CREDITS

ACCELERATOR PROGRAMS

- 48 % of students were enrolled in the Skilled Trades accelerator
- 52% of students were enrolled in the Post-Secondary accelerator

RELATED CHARTER GOAL - GREATER THAN 90% OF FUSION EDUCATION ASSOCIATION GRADUATES WILL EARN OFF-CAMPUS CREDITS

PATHWAY PARTICIPATION

All students engaged in Pathways opportunities linked to their plans. Initially the pathway opportunities included those in Skilled Trades, Business and Entrepreneurship, Animal/Human Health. We connect students to other career exploration opportunities based on student requests and sector need:

- Fusion created additional opportunities in Aviation based on student requests; our application for our Aviation Pathway was subsequently approved by Alberta Education in 2025.

RELATED CHARTER GOAL - GREATER THAN 90% OF FUSION EDUCATION ASSOCIATION STUDENTS WILL IDENTIFY THAT THEY HAVE AN INCREASED UNDERSTANDING OF CAREER PATHWAYS AS A RESULT OF ENROLMENT IN FUSION EDUCATION ASSOCIATION.

HIGH SCHOOL COMPLETION

For some students, high school completion is a also a learning plan goal:

- In June 2025, six students (our first graduation class) earned their Alberta High School Diploma through Fusion Collegiate.

RELATED CHARTER GOAL - FUSION EDUCATION ASSOCIATION WILL EXCEED PROVINCIAL AVERAGE GRADUATION RATES



IMPLICATIONS & NEXT STEPS

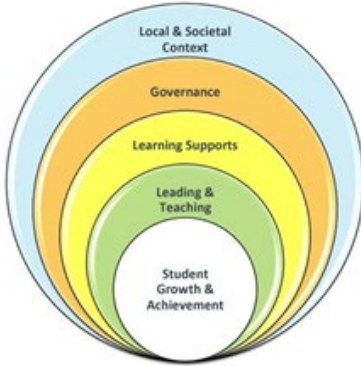
In alignment with Alberta Education’s Assurance Framework, student growth and achievement is our primary purpose. With increasing enrolment, we aim to:

- Expand student opportunities for career development and off-campus learning.
- Explore technology solutions to streamline student onboarding and track progress effectively.

Support and celebrate career exploration as students refine their learning goals and pathways

PROGRESS TOWARDS ALBERTA EDUCATION ASSURANCE SURVEY MEASURES

The Alberta Education Assurance Framework is designed to help schools assess progress and demonstrate success. Its domains are reflected in both our Rolling Education Plan and our Annual Education Results Report (AERR). The Education Plan outlines our priorities, along with the outcomes, measures, and strategies used to achieve them. The AERR reports on results, including data from the Alberta Education Assurance Survey.



Assurance Domains



Planning and Reporting Cycle

FUSION EDUCATION ASSOCIATION ACCOUNTABILITY AND RESULTS SYSTEM

School authorities are responsible for providing assurance to their local stakeholders and the public that they are fulfilling their responsibilities and students are successful. Our Rolling Education Plan describes the outcomes, measures and strategies that arise from our Charter. Typically, the Annual Education Results Report (AERR) would be used as a reference regarding our results; however given that 2024-2025 was our first year of operation, there was no AERR. Our Education Plan was presented and posted [here](#) following approval by our Board on May 14, 2025.

The elements of our Fusion Education Association Charter (accessed [here](#)) were consistently referenced in our presentations to and conversations with our parents, partners and community. These elements were also framed to students through our personalized learning plan processes. Unfortunately (and likely due to the number of independent and part-time students enrolled in 2024-2025) we were unable to form a School Council. Our Board members, all of whom are influential and connected members of the community, were able to advise and provide feedback on our Charter progress.



ASSURANCE SURVEY AND RESULTS OVERVIEW

Required Alberta Education and Childcare Assurance Measures - Overall Summary
 Fall 2025
 Authority: 2485 Fusion Education Association

Assurance Domain	Measure	Fusion Education Association			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	69.0	n/a	n/a	83.9	83.7	84.4	Very Low	n/a	n/a
	Citizenship	80.0	n/a	n/a	79.8	79.4	80.4	High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	82.0	81.5	80.9	*	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	23.0	22.6	21.9	*	n/a	n/a
Teaching & Leading	Education Quality	82.3	n/a	n/a	87.7	87.6	88.2	Low	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	n/a	n/a	84.4	84.0	84.9	Intermediate	n/a	n/a
	Access to Supports and Services	90.6	n/a	n/a	80.1	79.9	80.7	Very High	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

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.

A total of fifteen individuals responded to the Alberta Education Assurance Survey in 2024-2025: 10 students, 4 staff, and 1 parent; as a result of the small numbers, some of our data was suppressed.

Anecdotal feedback from students, parents, and staff has been overwhelmingly positive and includes comments such as these:

“Our son not only willingly, but *happily* gets out of bed at 5:30am to get to school every day with a smile on his face. His positive attitude toward school takes my breath away. He can’t wait for his turn in carpentry and welding! He even says math isn’t bad!”

“Thanks to my lovely teacher and everything she has done for me. Because of you, I have hope and become carpenter.”

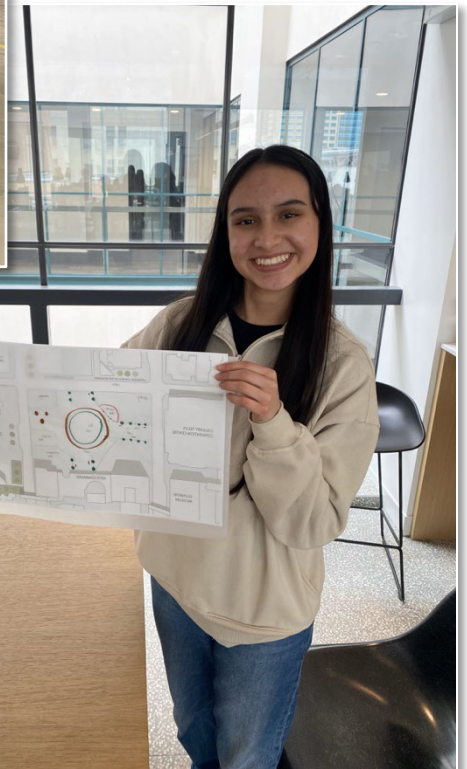
“Fusion is a school that truly cares about each student’s success. Highly recommended.”

“My teacher is a passionate, creative and resilient educator whose innovative teaching style and dedication to her students make her a shining example in the field of education. Her commitment to ensuring students feel supported and valued is truly inspiring and offers valuable lessons for everyone involved in teaching and mentorship.”



We recognize the survey results present a disconnect in perceptions of education quality and engagement. To address this, Fusion Education Association will:

- Increase survey response rates by engaging a broader sample of students, parents and staff including our independent and part time students.
- Ensure that students can distinguish between learning offered through Fusion Collegiate and courses delivered by other providers.
- Reinforce that off-campus/career learning is integral to Fusion’s programming and academic outcomes.
- Expand parent engagement opportunities through a School Council, “Meet the Teacher” events, onsite workshops, student conferences, and digital learning portfolios.



STUDENT GROWTH AND ACHIEVEMENT

STUDENT LEARNING ENGAGEMENT

S.1 Student Learning Engagement – 3 Year Rolling Average

Authority: 2485 Fusion Education Association

Province: Alberta

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

	Fusion Education		Alberta					
	2023 - 2025 Avg		2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg			
	N	%	N	%	N	%	N	%
Overall	10	69.0	253,477	84.8	257,344	84.4	263,790	84.0
Parent	n/a	n/a	31,778	88.0	32,255	87.6	33,172	87.2
Student	10	69.0	190,066	71.1	193,318	70.5	197,980	69.8
Teacher	n/a	n/a	31,634	95.3	31,771	95.2	32,638	95.1

Because each student at Fusion has a unique learning plan and related timetable with opportunities for face to face, online, at home and off-campus learning, this measure was lower than expected. Our classroom and Fuse teachers will continue to track engagement across opportunities and either adapt strategies or the learning plan. We will continue to build additional opportunities for face to face, online, at home and off-campus learning as we grow and create a local measure to track impact.

CITIZENSHIP

A.6 Citizenship - 3 Year Rolling Average

Authority: 2485 Fusion Education Association

Province: Alberta

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

	Fusion Education		Alberta					
	2023 - 2025 Avg		2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg			
	N	%	N	%	N	%	N	%
Overall	11	80.0	253,501	80.9	257,367	80.4	263,816	79.8
Parent	n/a	n/a	31,779	79.9	32,258	79.5	33,176	78.9
Student	11	80.0	190,068	71.7	193,317	71.0	197,983	70.4
Teacher	n/a	n/a	31,654	91.0	31,792	90.6	32,657	90.2

At Fusion, as part of our Charter and Collegiate mandate, workplace competencies—including citizenship—are embedded across all courses. Classroom teachers and FUSE teachers (student advisors) support ongoing conversations about active and responsible citizenship. These discussions are connected to the workplace competencies outlined in Ministerial Order; course outcomes such as those in Career and Life Management and other career transition courses; and real-world situations that arise in school or workplace settings.

Students reflect and document their growth in identified competencies, including citizenship, within their personalized learning plans using *MyBlueprint*. While student satisfaction in this area is strong, we recognize the need to increase the visibility of workplace competencies, including citizenship, within our Education Plan and related practices.

DIPLOMA EXAM RESULTS

Diploma Exam Results Course By Course Summary With Measure Evaluation
 Authority: 2485 Fusion Education Association

Course		Measure		Fusion Education Association						Alberta				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	35,845	85.3	32,247	83.9		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	35,845	10.9	32,247	10.3		
English Language Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	21,398	85.6	18,166	85.9		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	21,398	11.3	18,166	12.8		

Our data was suppressed because the number of students was fewer than 6. Four of Fusion’s primary students wrote diplomas in English Language Arts. Last year was an outlier year and most of the Fusion students were non-primary. Fusion staff provided intentional and extensive learning assistance to non-primary students who were registered in other school jurisdictions but taking dual credit and off-campus courses with us. The diploma results for our non-primary students are included in the results for the other jurisdictions. The four students identified in the chart above passed the diploma.



TEACHING AND LEADING

EDUCATION QUALITY

A.4 Education Quality – 3 Year Rolling Average

Authority: 2485 Fusion Education Association Province: Alberta

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

	Fusion Education		Alberta					
	2023 - 2025 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%	N	%
Overall	11	82.3	253,558	88.6	257,586	88.2	264,259	87.8
Parent	n/a	n/a	31,809	85.2	32,289	84.8	33,202	84.2
Student	11	82.3	190,089	85.8	193,500	85.5	198,393	85.1
Teacher	n/a	n/a	31,661	94.7	31,797	94.5	32,664	94.1

As a new Charter Collegiate in its first year of operation, Fusion has received positive feedback from students, staff, and community members regarding its vision to fuse secondary and post-secondary learning. Key elements identified as contributing to this satisfaction include a broad range of on-campus and off-campus learning experiences; regular opportunities for reassessment and relearning through classroom instruction and the Focus block; ongoing progress reporting through our learning management system; and a positive, supportive culture with reliable access to teachers and administration.

As we continue to grow, we will remain committed on maintaining these essential elements of our program and culture.

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Data values on this measure have been suppressed given the limited number of respondents. The 2024-2025 staff included the four co-founders who wrote the Charter/Collegiate applications and designed the school. Professional learning for the co-founders included the following: extensive conversations and meetings with Alberta Education to hone their skills and knowledge around Charter/Collegiate programming and provincial processes; participation in provincial and local conferences/workshops such as those provided by CASS, TAVE, Alberta Chambers of Commerce and the Alberta Enterprise Group. The 2024-2025 staff also included the addition of 1.3 teachers, both of whom participated in “daily” coaching conversations about their evidence regarding Charter/Collegiate mandates, the Teaching Quality Standard and Alberta Education’s principles of high school success. The Administrative Procedure regarding Teacher Growth, Supervision and Evaluation has been shared and posted. The policy leans heavily on teacher evidence of the competencies outlined in the Teaching Quality Standard and of their influence on our Charter goals. The teachers, all experienced, provided important feedback to help us refine our processes around teacher growth plans, classroom visitations, fireside chats and professional development. Teachers consistently reported that they appreciated the ongoing support and learning provided by the co-founder team. Our teachers reported that because of the frequent “check ins” and problem-solving with the co-founders, they were able to not only build their understanding of and influence on the Charter but also realize their potential in designing next steps. One of the team members had not supervised off campus before and learned how to become an off-campus coordinator and supervise Registered Apprenticeship programs too.



LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL AND SAFE

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - 3 Year Rolling Average

Authority: 2485 Fusion Education Association

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Fusion Education		Alberta					
	2023 - 2025 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%	N	%
Overall	11	86.7	253,666	85.4	257,551	84.9	263,998	84.4
Parent	n/a	n/a	31,800	86.2	32,277	85.9	33,190	85.3
Student	11	86.7	190,207	77.2	193,478	76.5	198,148	75.8
Teacher	n/a	n/a	31,659	92.8	31,796	92.4	32,660	92.0

SAFE AND CARING

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Measure History by Group - Parents

Authority: 2485 Fusion Education Association

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Fusion Education Association										Alberta										
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Parent - All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,927	92.2	14,315	90.6	14,397	89.9	14,751	89.5	16,221	88.6
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,871	86.9	10,025	85.0	9,693	83.4	10,219	83.2	10,762	83.6
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	7,182	82.2	7,375	82.2	7,795	80.1	8,262	80.4	7,469	79.8

An important element of our charter is that each student at Fusion has a teacher advisor (Fuse teacher) who is their school advocate in celebrating their successes and addressing challenges. Administration is responsive and follows the jurisdiction's process (Administrative Procedure #501) when attending to questions and concerns. Administration and teachers access various community resources as necessary.

ACCESS TO SUPPORTS AND SERVICES

H.1 Access to Supports and Services - 3 Year Rolling Average

Authority: 2485 Fusion Education Association

Province: Alberta

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

	Fusion Education		Alberta					
	2023 - 2025 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%	N	%
Overall	11	90.6	253,282	81.1	257,099	80.7	263,504	80.2
Parent	n/a	n/a	31,766	76.5	32,236	76.2	33,141	75.5
Student	11	90.6	189,870	80.0	193,085	79.6	197,721	79.1
Teacher	n/a	n/a	31,647	86.8	31,778	86.4	32,642	85.9

A core tenet of Fusion’s culture is helping students build positive, respectful relationships with teachers, community instructors, and other trusted adults as they transition to next steps. Strong results in this area show that students know how to access available supports and services and are developing solid self-advocacy skills.

Fusion staff use a tiered intervention model that ranges from universal supports to more targeted interventions. Classroom teachers assess student learning through a variety of observations, conversations, and products, and work collaboratively with colleagues to re-teach, re-assess, and provide timely tutorial support. Most interventions were provided by Fusion staff; however, The School Resource Team and administration were able to connect students and families with some community-based services, including the Centre for Newcomers, Calgary Bridge Foundation, Ever Active Schools, YMCA Back on Track and “The Summit” through Alberta Health Services.

B.3 Program of Studies - At Risk Students - Measure History
Authority: 2485 Fusion Education Association Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Fusion		Alberta												
	2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	11	90.6	Very High	n/a	n/a	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	1	*	*	*	*	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	11	90.6	Very High	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	4	*	*	*	*	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

As a new Charter/Collegiate, we have attracted a diverse group of students with a range of learning profiles and backgrounds. We believe that we have been able to respond appropriately to their learning and career needs by enacting our Charter beliefs and implementing the flexibility inherent in Alberta Education’s high school success model.

FIRST NATIONS METIS AND INUIT STUDENT SUCCESS

Our data on First Nations, Metis and Inuit Student Success was suppressed. One percent of our population have self-identified as Indigenous. Our family graciously provided cultural context and Bannock for a community celebration. We designed our first Orange Shirt and delivered learning for all members of our community on its significance. We also consulted with Elders on appropriate protocols for incorporating the Truth and Reconciliation Commission’s Calls to Action, including strengthening our land acknowledgement and fostering a stronger sense of belonging and visibility for this work within our community. We remain committed to deepening our understanding and continuing this important work.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) LEARNING SUPPORTS

Our data on English as an Additional Language Learning Supports is also limited. As most identified students were either independent, no longer eligible for EAL designation, or recent older arrivals to Canada, we worked directly with students and their families to develop individualized learning plans.

We identified a need to cohort students in two condensed, face-to-face courses: English Language Arts 10-2 and Math 10-3. All enrolled students successfully completed both courses, supporting their transition to the workplace.

In partnership with the Centre for Newcomers, we also offered a similar English Language Arts 10-2 summer school course. All enrolled students passed.

We provided additional tutorial assistance in online courses (our students registered through other jurisdictions) and dual credit.

EAL students in trades programs were supported disciplinary literary and numeracy specially for the trades.

We provided supports for workplace transition such as access to personal protective equipment, resume building, financial literacy and interview skills.

We remain committed to deepening our understanding and continuing this important work.

GOVERNANCE

PARENTAL INVOLVEMENT

Given the limited number of responses, our data on parental involvement has been suppressed. While we were unable to do so in 2024-2025, we were able to establish a School Council in fall of 2025. More information will be available next year in terms of the leadership and voice of that Council, including their involvement in Fusion Fridays and their input regarding planning and results. Many of our “gap year” students are independent. We have an extensive intake process and individual program plan for each of them to access coursework and workplace learning. We will strengthen our gap year exit processes to uncover additional data.

LOCAL AND SOCIETAL CONTEXT

Our Local and Societal context is essential to our Charter/Collegiate mandate, and we feel that our response to our context is strong:

- Our chosen pathways are a direct reflection of the skilled labor shortage referenced in the Skills for Jobs Task Report (2020) and the Alberta Job Market Forecasts (2024).
- Our programming has a focus on literacy, numeracy and the competencies in the Ministerial order on Student Learning.
- Our career development framework is a model for the province.
- Our emphasis on career pathways is directly connected to the Minister of Education and Childcare’s mandate.
- We have been visible, both locally and provincially through organizations such as the Chambers of Commerce and Alberta Enterprise Group to learn and grow our presence.
- We are committed to and meet the requirements for Collegiate programming: specific fields of focus as identified in our pathway plans; formal agreements with post-secondary and industry; provision of experiential learning and work experience; dual credit and bridging opportunities to post-secondary.

STAKEHOLDER ENGAGEMENT

Our work with post-secondary and industry partners is a visible priority. Our partnership agreements with post-secondaries and industry partners are reviewed annually. Our FEA Board is well-connected to the community and members are strong and vocal advocates. As we grow, we are confident that engagement opportunities with students, parents, staff and community will also grow. We will listen and respond.

AREAS FOR GROWTH AND CHALLENGES

- We have consulted with Indigenous Elders, families and community organizations to respond to Truth and Reconciliation. When our students self-identify, we respond through our programming and connect them to community resources. Through our community connections, the visibility of the Calls to Action will grow.
 - As always, the profiles of our students are varied and unique; we will continue to seek opportunities to provide programming for a diverse population while remaining true to our mandates.
- We currently rely on outside organizations and partners to provide workplace learning for our students – “spots” are limited and we need more. The apprenticeship model relies on the ability of our students to advance in trades through employment. Fusion Collegiate plays an important role in preparing students for employment but there are not certainties of employment. The average age of apprentices in Alberta is 27 and our students are untapped potential.
- Our established space and funding will not allow us to add a Skilled Trades Centre where we can create our own and additional workplace learning opportunities.

AREAS FOR GROWTH AND CHALLENGES CONT...

- Workplace opportunities ebb and flow – we have had wonderful stories of student success as they transition from condensed coursework and internships into the workplace. Our students are ready, willing and able; however, there have been instances where sector opportunities for them are reduced. Building programs and spaces to prepare students for the ebb and flow is challenging.
- While essential to a Collegiate, partnership maintenance requires ongoing attention and care. It is difficult to maintain and grow partnerships within our present staffing model.
- Some of the more traditional “measures of success” do not accurately reflect our Collegiate/Charter work and we will identify other ways to more accurately tell our story.
- Last year was an “outlier” year – the majority of our students were no- primary and accessed other jurisdictions for courses (many distance learning) while taking off-campus and workplace learning courses with us. We are developing more of our own distance learning shells to be able to classify more students as primary for funding purposes.
- Our intake and program tracking processes are impactful and successful; we are examining new student exit processes to strengthen our data.
- Given that the 2024-2025 staff consisted of the four cofounders and 1.3 additional staff, professional learning was daily and focused on the Charter/Collegiate goals. We will expand our onboarding processes.



FINANCIAL SUMMARY

ANNUAL EDUCATION RESULTS REPORT ACCESS, BUDGET REPORT MULTI-YEAR FINANCIAL STATEMENTS

STATEMENT OF OPERATIONS			
	Comparable		
	2023-24 Actuals	2024-25 Actuals	2025-26 Budget
REVENUE			
Government of Alberta	810,519	1,355,857	2,862,071
Fees	-	-	-
Investment	375	26,418	17,500
Donations and Other Contributions	-	803	-
Other Revenue	-	-	-
TOTAL REVENUE	810,894	1,383,078	2,879,571
EXPENSES			
Instruction - Grade 1 to 12	517,011	1,207,362	1,805,276
Operations & Maintenance	-	113,188	737,068
Transportation	-	-	139,272
System Administration	118,567	123,636	194,082
TOTAL EXPENSES	635,578	1,444,186	2,875,698
ANNUAL SURPLUS	175,316	-	3,873

Table A-1 Actual Revenues for 2024-25

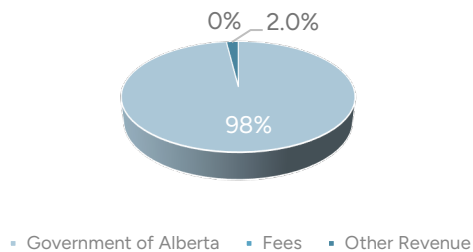
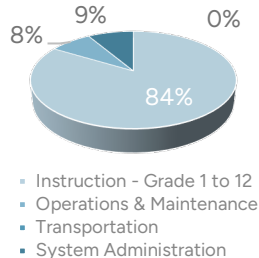


Table A-1 Actual Expenses for 2024-25



A variance table showing prior-year budget versus actuals as well as details can be found in **Appendix B**.

In accordance with the Variance Analysis schedule for the year ended August 31, 2025, the entity's actual expenditures totalled \$1,444,186 vs. budgeted expenditures of \$981,254. As a result of welcoming 27.0% more students than budgeted [20 additional students divided by 74 budgeted], Fusion had to pivot to increase expenditures to support the higher student population.

Additional information on the financial statements and related schedules are available by contacting the Secretary-Treasurer at L.Betterton@fusioncollegiate.ca or at (403)616-1125.

Up-to-date financial information is posted on: <https://fusioncollegiate.ca/our-board/>

Table B-1 Budgeted Revenues for 2025-26

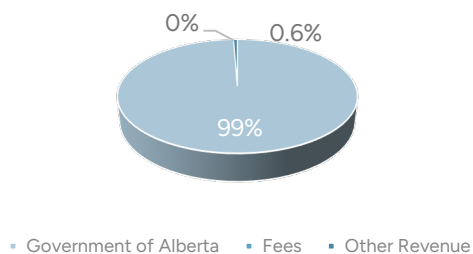
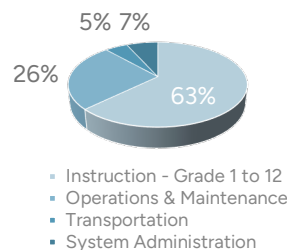


Table B-1 Budgeted Expenses for 2025-26



LOCAL MEASURES RELATED TO FINANCE

Our partnerships with post-secondary institutions and industry organizations are foundational to Collegiate programming and directly expand student access to career-connected learning. Fusion provides extensive leadership, personalized learning assistance, and off-campus supervision to ensure students are well supported in these environments.

DUAL CREDIT PROGRAMMING

Fusion receives dual credit funding through the K–12 funding framework and manages these funds in partnership with post-secondary institutions and industry partners. Programs are delivered in a variety of formats. Some courses are offered online or in lecture-based environments, allowing for larger cohorts and increased cost efficiency. Others are delivered in smaller, immersive settings that provide intensive, hands-on experience aligned to specific sector needs.

- Dual credit costs range from **\$400 per student to \$6,200 per student**, depending on program delivery model and equipment requirements.
- Cohort-based design and intentional grouping of students maximize enrollment viability and reduce per-student costs where possible.
- Access to industry-standard facilities (e.g., SAIT's Aircraft Maintenance lab) ensures students train in authentic environments without Fusion incurring capital infrastructure costs.

OPERATIONAL INVESTMENT

In 2024–2025, operational costs associated with developing and sustaining post-secondary, community, and industry partnerships equaled **1.5 professional FTE**. This allocation supports partnership cultivation, coordination, risk management, scheduling, and student transitions.

TRADES ACCELERATOR PROGRAMS

In partnership with The Educational Partnership Foundation, Fusion offered immersive off-site trades programming.

- Off-campus supervision equaled **1.0 FTE**, ensuring student safety, attendance monitoring, and personalized support in workplace environments.
- Students gained early exposure to high-demand skilled trades sectors, strengthening apprenticeship and post-secondary transitions.

ACADEMIC ACCELERATOR

Fusion delivers condensed high school coursework designed to support direct entry to post-secondary, including trades pathways.

- Instructional allocation equaled **2.0 FTE**.
- This model enables students to meet prerequisites efficiently and accelerate transition timelines.

COST MANAGEMENT AND RISK REDUCTION

Collaboration with post-secondary institutions and industry significantly reduces capital expenditures. By accessing existing labs, training facilities, and industry-standard equipment, Fusion avoids infrastructure duplication while maintaining high program quality. Partnering with other jurisdictions further distributes risk, supports viable enrollment thresholds, and stabilizes program offerings.

OPERATIONAL EFFICIENCY

Efficiency is achieved through:

- Leveraging established relationships with sector partners.
- Designing programming in cohorts to optimize staffing and supervision ratios.
- Utilizing blended delivery models where appropriate.
- Coordinating supports centrally to minimize duplication of services.

Although immersive programs carry higher per-student costs, they provide direct industry alignment and reduce future remediation or transition gaps, resulting in long-term system efficiencies.

ENHANCED STUDENT SUPPORTS AND OUTCOMES

Fusion's staffing allocations ensure:

- Personalized academic and career guidance.
- Consistent off-campus supervision.
- Structured transition planning between secondary and post-secondary systems.

Our model promotes "Calgary as our Classroom," positioning the broader community as an extension of the school. This approach strengthens student engagement, improves post-secondary readiness, and aligns learning with regional labour market demand.

Overall, Fusion's collaborative approach balances fiscal responsibility with high-impact programming. Through strategic partnerships, careful cohort design, and focused staffing allocations, we maintain efficiency while expanding meaningful pathways for students. Public Interest Disclosures (Whistle Blower Protection)

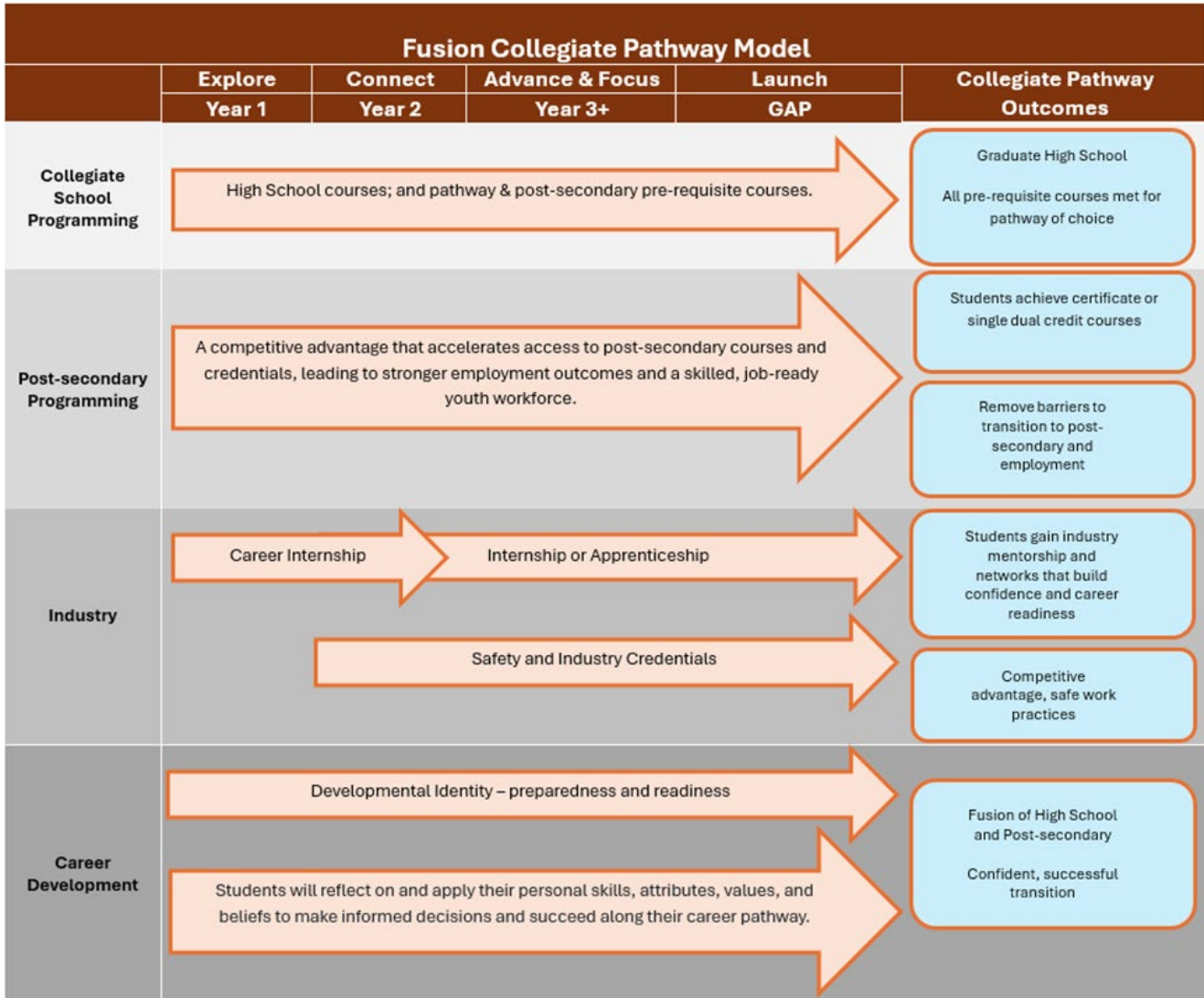
Fusion Education Association believes in supporting a culture of honesty, openness and accountability and has an Administrative Procedures in place that reflects the Public Interest Disclosure (Whistleblower Protection) Act. This Administrative Procedures is included on our website here. During the 2024-2025 school year, the organization received no disclosures of wrongdoing under the Whistleblower Protection Act.

SOME FINAL THOUGHTS

We, at Fusion Collegiate, are grateful for the opportunity to provide educational programming through our Charter and Collegiate lens. We will continue to provide leadership through our voice and community involvement. We are committed to collaborating with others to help us learn and seek possibilities for growth. Calgary is, indeed, our Classroom!

APPENDIX A

FUSION COLLEGIATE PATHWAY MODEL



APPENDIX B

ANNUAL EDUCATION RESULTS REPORT ACCESS, BUDGET REPORT MULTI-YEAR FINANCIAL STATEMENTS

Expenses by Program					
For the 2024/25 Academic Year					
Program	Budget	Actual	Variance \$	Variance %	Explanation
Instruction - ECS	-	-	-	-	Fusion did not fun an ECS program When comparing budget to actual, there is negative variance of \$459,876. This primarily arises due to 10 additional students in the frozen funded head count than budgeted [from 74 to 84] requiring additional staffing on both the certificated and non-certificated front. In its first year of operations, Fusion also made strategic investments in software, hardware, marketing and consultants to ensure success in its first year of operations, which was complimented by operational revenue received.
Instruction - Grades 1-12	747,486	1,207,362	459,876	-62%	When comparing the budget to actual, the negative variance of \$19,588 is primarily due to unbudgeted recognition of restricted capital revenue (i.e. startup F&E capitalized and recognized as revenue at the same rate of amortization expense)
Operations and maintenance	93,600	113,188	19,588	-21%	
Transportation	-	-	-	-	Fusion did not have transportation operations When comparing the budget to actual, the positive variance of \$19,588 is primarily due to favorable negotiations on support services
System administration	140,168	123,636	16,532	12%	
External services	-	-	-	-	Fusion did not have external services
Total Expenses	981,254	1,444,186	462,932	-47%	When comparing the budget to actual, there is an overall negative variance of \$462,932 arising primarily from the Instruction - Grade-12 Program. Fusion brought in 10 additional students and made strategic investments to ensure the success of its first year of operations.

SUMMARY		Comparable		
Actual vs. Budgeted		2022-23	2023-24	2024-25
		Actuals	Actuals	Budget
REVENUE				
Government of Alberta		100.0%	98%	99%
Fees		0.0%	0%	0%
Other Revenue		0.0%	2.0%	0.6%
TOTAL REVENUE		100%	100%	100%
EXPENSES				
Instruction - Grade 1 to 12		81%	84%	63%
Operations & Maintenance		0%	8%	26%
Transportation		0%	0%	5%
System Administration		19%	9%	7%
TOTAL EXPENSES		100%	100%	100%