

Annual Education Results Report (AERR) for Aurora Learning Foundation

Accountability Statement

The Annual Education Results Report for the 2021/2022 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans.

The Board approved this Annual Education Results Report for the 2021/2022 school year on January 31, 2023.



[Lloyd Burrowes \(Feb 1, 2023 10:10 MST\)](#)

Lloyd Burrowes
Chair of the Board

Foundation Statements

Mission Statement

“Learning to Learn”

This school is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurturing the attitudes and skills necessary for their continual learning and personal growth throughout life.

“Learning to Learn” means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfill their true potential.

Vision Statement

Aurora Learning Foundation Edmonton envisions:

- Students of integrity who are responsible, well-rounded, and actively participating in a rigorous curriculum
- Staff who are highly qualified, accountable, and motivated for creating a positive learning environment
- Collaborative school communities in which staff, students and families work together within a universal standard
- Adequately funded academic programs and safe, well-maintained, proper school facilities
- The use of best practices, appropriate assessment, and technology to foster continuous improvement

Principles Statement

In coming to Aurora Learning Foundation Edmonton, each student, parent and staff member shall uphold the values of the school which include:

- *Integrity* – uprightness, honesty and decorous conduct, governed by the Holy Bible
- *Commitment* – to self-discipline and the pursuit of excellence
- *Care and Compassion* – kindness, consideration and generosity to all
- *Respect* – for all people, property, opinions and authority
- *Responsibility* – for our actions, progress and the environment

A Profile of the School Authority

Aurora Learning Foundation Edmonton is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are part of a global education ecosystem that develops life-ready students who learn how to learn. The truth and authority of the Holy Bible and strong family values underpin the commitment of the school to provide quality in every facet of education - curriculum, teachers, facilities, management and discipline - in a safe, secure and caring environment. These students come from a sect of Christianity called the Plymouth Brethren. More information about this religion and culture can be found at <http://www.plymouthbrethrenchristianchurch.org>.

Aurora Learning Foundation Edmonton employs four full-time Alberta certified teaching staff, one full-time learning support staff member and one full time administrative assistant. It currently has nineteen students enrolled in elementary, junior high, and high school. Aurora Learning Foundation is an affiliated campus of OneSchool Global. Teachers teach the Alberta curriculum for all core and optional subject areas. Due to the small student population, some classes are block-taught to ensure all instructional hours and course content objectives are met. Educational technology has become an integral component of our school vision and almost every class has a VC component to it that utilizes the zoom software platform along with staff and student laptops. This technology connects students and staffs to their peers in other OneSchool affiliated campuses across the country. There is a laptop provided for every staff and student at the school. Several new laptops are also rotated in every year to replace older devices. This helps provide students with the required resources to meet the demands of their digital classroom environments. This year Aurora Learning Foundation Edmonton receives VC instruction from Aurora Learning Foundation Calgary and other OneSchool campuses in Vancouver, Stonewall, Regina, Oxbow, Maple Creek, Hamilton and Rideau Lakes, whose teachers are Alberta certified.

Grade 12 students have their class schedules tailored so that they can take the appropriate classes to ensure they attain their Alberta High School Diploma. They take English, Mathematics, Science (General, Physics, Chemistry) and Social Studies at the 30-level. After they graduate with their Alberta high school diploma, they enter the work force. Aurora learning foundation had no grade 12 students this past year.

Students do not attend post-secondary studies but are encouraged to pursue online courses in areas of business and accounting once they graduate from the Aurora Learning Foundation Edmonton.

Assurance Domain	Measure	Aurora Learning Foundation			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	93.8	93.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	98.2	92.7	90.7	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1	*	n/a	n/a
	5-year High School Completion	n/a	*	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	75.0	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	20.8	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	99.0	92.3	89.0	89.6	90.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.5	94.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	95.5	94.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	97.1	98.8	96.2	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Local Survey Results

Average Rating By Respondent Group



Average Rating By Theme

Students		
	Average Rating	Percentage Change
Engagement	4.45	4.34%
Performance	4.14	3.47%
Vision & Values & Ethos	4.25	2.24%
Wellbeing & Culture	4.24	0.28%

Parents		
	Average Rating	Percentage Change
Engagement	4.60	0.38%
Performance	4.39	-1.47%
Vision & Values & Ethos	4.44	-3.00%
Wellbeing & Culture	4.37	-1.22%

Staff		
	Average Rating	Percentage Change
Engagement	4.57	-1.54%
Performance	4.55	3.81%
Vision & Values & Ethos	4.80	-4.00%
Wellbeing & Culture	4.07	-4.94%

SCHOOL GOAL #1 - LIVING THE VALUES

OUTCOMES

- Students and staff demonstrate the values of integrity, care & compassion, respect, responsibility and commitment through observable behaviours and actions while at school
- There exists a school culture than encourages and rewards students for demonstrating the five school values.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	100.0	86.9	94.4	92.7	98.2	Very High	Improved	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	Fall 2019	Fall 2020	Fall 2021	Spring 2022
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility and commitment.	4.5	4.75	4.30	4.64
Rating by staff that the school's values are aligned with their personal values.	n/a	4.95	4.80	5.00
Rating by students that the School upholds the five core values.	n/a	n/a	4.22	4.38

Performance Measure	Results (in percentages)				
	2018	2019	2020	2021	2022
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	100.0	84.2	85.7	100.0	100.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	53.3	26.3	38.1	80.95	68.42
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	n/a	46.67	10.53	80.95	10.53

Comment on Results: Analysis (November)

- We observed an overall increase in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship (+5.5%). Satisfaction levels were high across all three groups with the highest increase occurring in student satisfaction. This could be the result of the return of school improvement committees which gave students the opportunity to form committees with a common theme and take ownership over improving campus life.
- Teacher satisfaction in the area of students modelling citizenship is heavily evidenced in the high recognition of students demonstrating citizenship as shown in the data above.

- We observed a small decrease in the percentage of students who achieving higher citizenship recognition (-21.43%) and a significant decrease in the percentage of students who receiving increased recognition compared to the previous year (-70.42%). This represent a possible area of focus to determine why citizenship recognition remains high while individual student growth is low.
- There was an observed increase in parent satisfaction in how they feel the school is upholding the five values. This is a very high rating and a good indication that the global house cup system remains an effective strategy and is being well utilized at school.
- Results remain high for students and parents that the school is upholding the values and there were increases in both groups from the fall to spring surveys of last school year.

Comment on Results: Strategies & Action (May)

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

OUTCOMES	
<ul style="list-style-type: none"> • Students will demonstrate individual growth in their learning in each year • Students will demonstrate a minimum satisfactory level of understanding of learning outcomes in all their courses. • Students will take ownership of their learning as self-directed learners • Students will graduate high school and receive their Alberta High School Diploma. • Students will take classes and learn skills that prepare them for life after high school. 	

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	n/a	75.0	n/a	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	n/a	20.8	n/a	n/a	n/a
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	n/a	n/a	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	n/a	*	*	n/a	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	*	*	*		*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	n/a	*		*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	n/a	*		*	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	100.0	94.7	100.0	100.0	Very High	Maintained	Excellent

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	75.0	100.0	94.4	100.0	100.0	Very High	Maintained	Excellent
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School Performance Measures

Performance Measure	Results (in percentages)				
	2018	2019	2020	2021	2022
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	60	47	58	60	58
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	20	16	19	25	11
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Math assessment	n/a	n/a	n/a	94	84
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	n/a	n/a	62	83	68
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	80	68	72	85	89
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	47	21	29	30	42
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Reading assessment	n/a	n/a	n/a	78	89
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	n/a	n/a	43	72	74
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	73	63	67	79	84
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	40	11	10	21	32
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Language assessment	n/a	n/a	n/a	78	79
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Language Usage assessment	n/a	n/a	42	67	58
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	n/a	n/a	67	89	100
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	n/a	n/a	19	37	53
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Science assessment	n/a	n/a	n/a	72	76
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Science Usage assessment	n/a	n/a	n/a	61	71

Performance Measure	Results (Overall Respondents Rating out of 5)			
	Fall 2019	Fall 2020	Fall 2021	Spring 2022
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	4.13	4.75	4.20	4.36
Rating by students that they feel they have ownership over their learning	n/a	n/a	4.11	4.38
Rating by students that they set high goals and push themselves to achieve their full potential.	n/a	n/a	4.3	4.23
Rating by students that they are able to reach their full potential in their subjects	n/a	n/a	4.11	3.92
Rating by parents that they feel their children are able to achieve their best	n/a	n/a	4.11	4.55

Comment on Results: Analysis (November)

- Last year Aurora Learning Foundation had four grade 6 students, two grade 9 students and no grade 12 students. The small class sizes and sample size each year means that results can vary significantly, and data is suppressed. The subject of ELA showed the highest average level of student achievement compared to the subject of math which showed the lowest average level of student achievement.
- Aurora Learning Foundation currently has no FMNI student enrollments.
- The board, staff, and parents continue to endeavor to ensure every student completes their high school education and receives a High School Diploma from the Government of Alberta.
- No students completed summer remediation at the end of the school year because all students receiving passing grades in all their courses this past school year.
- We again observed exceptionally high satisfaction from teachers and parents regarding post-school readiness and lifelong learning. This speaks to the effectiveness of the self-directed learning model and Learning to Learn framework in place and being utilized for student learning at school. It confirms that additional programs like the Career Readiness Program and the Business Competencies Program have having effective intended results. Positive and improved local survey results from parents and students regarding ownership over learning also confirm this conclusion.
- All enrolled students in grades 3 through 12 complete NWEA MAP Growth Testing in the areas of Math, Reading, Language Usage and Science.
- We observed increases in all metrics analyzed in the testing areas of Reading and Science and almost every metric in Language Usage.
- The highest overall growth and achievement results were observed in the science testing area. The result of ALL students achieving in science at satisfactory level or higher is a significant highlight from the data.
- Math had the lowest percentage of students at an acceptable standard again and saw decreases in all observed metrics. This past year also marked the lowest percentage of student achieving excellence in math since we started tracking results. This should be a continued an area of focus for improvement going forward.
- Over 75% of students in each of the four areas demonstrated positive growth in their learning by the end of the school year. This result is well above the NWEA average in their norms report.
- Projected growth achievement was the lowest in Language Usage and decreased by 9% from the previous year but still meets average level achievement compared to the mostly recently released NWEA norms report..
- We observed high and improved results when surveying parents and staff regarding the level of student ownership in learning. This speaks to the continued effective training and support of our staff in teaching with the thirds model.
- There was a decrease (-2% & -3.8%) in both survey areas from students regarding their ability to set goals and reach their full potential in their classes. A survey score below 4 of 3.92 also represents one of our lower survey responses. This is still an overall positive response but effective goal setting for students will be an area of focus in future years.

Comment on Results: Strategies & Action (May)

SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

OUTCOMES

- Staff will pursue and experience growth in their learning related to their professional practice
- Teaching staff will deliver students with timely and quality feedback of their learning
- Teaching staff will facilitate engaging and meaningful learning experiences for students
- Teaching staff will demonstrate proficiency with digital tools to deliver quality online and virtual learning experiences to students

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	85.7	98.9	99.0	100.0	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	85.7	97.0	98.1	97.6	Very High	Improved	Excellent
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	n/a	76.2	100.0	100.0	95.2	Very High	Maintained	Excellent
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	93.5	93.8	n/a	n/a	n/a

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	Fall 2019	Fall 2020	Fall 2021	Spring 2022
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	3.88	4.25	4.50	4.45
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.5	4.75	4.50	4.64
Rating by staff that they feel that they work together with colleagues to achieve their goals.	n/a	n/a	4.80	5.00
Rating by staff that they feel colleagues share best practice and job knowledge with each other	n/a	4.66	4.80	4.83
Rating by staff that a range of professional learning opportunities that support their professional growth are accessible from the organization.	n/a	n/a	4.40	4.67
Rating by staff that the school inspires them to do their best work.	n/a	n/a	4.60	4.50

Rating by students that teachers encourage them to succeed in their learning.	n/a	n/a	4.67	4.77
Rating by students that a staff member will always help them if they get stuck in their learning.	n/a	n/a	5.00	5.00
Rating by students about the quality, regularity and timeliness given by teachers to help them improve in their learning.	n/a	n/a	4.84	4.50
Rating by students about the quality and engagement of their lessons and digital classrooms.	n/a	n/a	3.89	3.82

Comment on Results: Analysis (November)

- We observed highly positive responses regarding the overall quality of basic education with a maximum positive response across all three groups. There were also very high responses regarding the continued improvement of the school with maximum positive responses in the student and parent group. There remains a strong universal belief in the quality of education delivered at the school and quality of the staff delivering it. This may speak to the positivity that stability in staffing and leadership has generated over the past few years.
- Teacher satisfaction in the school's professional growth system and professional development offered opportunities remains high on both the provincial and local surveys. This indicates that the current Professional Growth System is still effective in supporting teacher staff in their continued growth as educators.
- The survey responses regarding staff collaboration and collective staff achievement were very high and improved from previous years. This continues to indicate that staff retention of a strong staff team has a very positive effect on the staff mentality. The recent results also included the addition of a new member which speaks to the school's strong hiring and onboarding process.
- The local survey responses by students to lesson quality and engagement were one of the lowest responses and slightly decreased. A score of 3.82 still represents mostly positive feedback. This survey area looked at the engagement quality of lessons over zoom, teacher's effective use of the online LMS canvas as a digital classroom and the appropriate engaging amount of direct instruction time given from teachers during a lesson. This third area had the lowest survey scores of the three areas and represents an area of focus and going forward and opportunities for professional development that could be offered by the organization in the future.
- Provincial and local survey results that are almost all above 90% or 4.5 respectively represent very high results and express the confidence that the students, parents, and staff have in the quality of educators at school and high level of teaching that is being delivered.

Comment on Results: Strategies & Action (May)

SCHOOL GOAL #4 - AGILE SCHOOL: SAFE, SUPPORTIVE & INCLUSIVE

OUTCOMES
<ul style="list-style-type: none"> • Students have access to wide range of resources and supports, including functioning technology, that helps them be successful in their learning • All students, staff and volunteers feel safe at school and are treated with fairness, dignity, and respect. • All students have the opportunity to be successful and access to an equitable learning experience

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	100.0	87.1	81.5	78.2	82.9	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	100.0	78.1	90.7	94.4	93.5	Very High	Improved	Excellent
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	n/a	94.4	95.5	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	94.8	97.5	n/a	n/a	n/a
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly at school.	100.0	86.6	98.3	96.2	95.7	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	Fall 2019	Fall 2020	Fall 2021	Spring 2022
	Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.00	4.5	4.10
Rating by parents responding to how the available physical space at school enhanced their child's learning.	5.00	4.00	4.40	4.45
Rating by parents responding to the school's quality of digital safeguard tools uses and assistance with helping to keep children safe online.	n/a	n/a	4.65	4.55
Rating by parents, students and staff about the quality of reliable of technology that is provided by the school for teaching and learning.	n/a	n/a	4.23	4.19
Rating by students about the quality of physical spaces they have available for their learning.	n/a	n/a	3.86	3.99
Rating by students about feeling safe & supported at school.	n/a	n/a	4.44	4.45

Rating by students about how well bullying is dealt with at the campus.	n/a	n/a	4.11	4.23
Rating by students about they feel when they are at school.	n/a	n/a	3.78	4.08

Comment on Results: Analysis (November)

- We observed a slight increase (+2.7%) in the school rating for being welcoming, safe, caring, and respectful. It is particularly notable that the significant increase within this group was the students (+10.0%) increase. These positive results and improvements are mirrored in the local survey responses with students favourably rating how they feel at school, feel safe and supported, and feel about bullying being dealt with (all three areas showing increases and received above a 4 rating). Some of these improvements can be attributed to easing of COVID restrictions throughout the end of last year and the positive impact that it had on their morale. This may also be the result of a growing emphasis on cultivating positive school culture and a growing effectiveness of the anti-bullying program and strategies that continue to take place.
- After several years of decreasing results, it was notable that an increase (+4.7%) was observed in the satisfaction with the program of studies being offered at school this past year. Parent satisfaction remains high, but teacher satisfaction has remained below provincial averages. This issue with staff satisfaction is a potential area of focus. Unfortunately, student responses in this area were not determinable from the provincial data so it is not evident if student satisfaction has been positively or negatively affected by the increase in extended learning programs available to students this past year.
- Students, staff, and parents indicated an overall positive response (4+) with the quality of technology provided by the school. A new 'NEAT' system zoom room was installed in the school this year bringing the number of zoom rooms in the school up to three. The results did decrease slightly between surveys (-0.04). New laptops for all secondary students arrived at the start of the 2022-2023 school year so we anticipate that satisfaction in this area will increase and be represented in next year's survey results.
- There was an observed increase in the parent and student satisfaction in the school's physical learning spaces. This indicates that some of the small student-led repurposing of the learning spaces was positively received. A student rating of less than 4, (while still positive) is one of the lower responses and indicates that this an area that can still be revisited with more room to improve. The success of the previous initiative also indicates that students should be again involved in these discussions and creating solutions.
- Parents were surveyed this past year on their satisfaction with digital safeguarding and student online safety at school. It is important that these results were very high and overwhelmingly positive because this is a significant reason that parents choose to enroll their children at this school. This indicates the school is successfully fulfilling this important mandate from the parent community.

Comment on Results: Strategies & Action (May)

SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES
<ul style="list-style-type: none"> Parents understand and embrace the vision of the organization Parent communication and updates will occur regularly from teaching staff and from the school to keep parents informed of the happenings of the school and classes. Parents will be regularly involved with the school, coming into the school in some volunteer capacity on a daily basis to interact with staff and students.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	99.0	93.3	98.8	97.1	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	Fall 2019	Fall 2020	Fall 2021	Spring 2022
Rating by parents that they know who to contact if they have questions or concerns and how they feel that the response will be appropriate and timely.	n/a	n/a	4.70	4.73
Rating by parents that they have been provided with the information they need from school when they need it.	4.5	4.75	4.5	4.55
Rating by parents that they feel aware of and able to engage with what is happening at the school.	n/a	n/a	4.30	4.45
Rating by parents that they are sufficiently kept aware of their child(ren)s academic progress through meetings, LMS (canvas) and reports.	n/a	n/a	4.50	4.59
Rating by staff that communication within the organization is effective.	n/a	4.49	5.00	4.67

Comment on Results: Analysis (November)
<ul style="list-style-type: none"> Results for the satisfaction of parents and teachers regarding parental involvement in decisions about their child's education this year remained very high. Parent satisfaction even increased to the maximum possible positive level (100%). It indicates that ongoing strategies like MAP growth meetings, Town Halls and Student Led Conferences, Parent Teacher Interviews and remain effective in engaging parents and involvement them in their child's education and learning journey. All local survey responses regarding parental involvement, engagement and communication were very high (4.45 or higher). This mirrors parental response to the provincial survey that they feel adequately informed, engaged and given sufficient opportunities to engage and volunteer with the school. With the easing of COVID restrictions, parent involvement at the school returned closer to its typically high levels. Parents and other community volunteers were involved with the school volunteering in a wide variety of roles including lunch monitoring, classroom support and engagement (daily), providing hot lunch (bi-weekly) and advising on local campus improvement committees (monthly). We again observed a 100% turnout of at least one parent attending each of their child's student-led conference this past year.

Comment on Results: Strategies & Action (May)

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Budget Summary

	2022/2023 Budget Amount	2022/2023 Budget Percentage	Comments	2021/2022 Budget Amount
REVENUE SUMMARY				
Alberta Government	\$118,940	19%		\$117,894
Other Revenue				
• Tuitions	\$76,830	13%		\$86,338
• Fundraising/Gifts	\$414,650	68%		\$299,550
TOTAL REVENUES	\$610,420	100%		\$503,782
EXPENDITURE SUMMARY				
Instruction	\$489,539	81%	Non-Certified wages included in Instruction.	\$381,661
Administration	0	0		0
Operations & Maintenance	\$68,576	11%		\$63,398
Other	46,000	8%	Depreciation	\$52,580
TOTAL EXPENDITURES	\$604,115	100%		\$497,639

Sharing Our Results

- The Annual Education Results Report (AERR) summarizes the accomplishments of Aurora Learning Foundation. This report shared vis posted on the *web site located at www.auroralearningfoundation.com*

Whistleblower Protection

- Related disclosures are required to be included in this report. There is nothing to report for Aurora Learning Foundation this year.

APORI_202210_A.0210_AERR

Final Audit Report

2023-02-01

Created:	2023-02-01
By:	Anthony Newman (Anthony.Newman@na.oneschoolglobal.com)
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