Aurora Learning Foundation Three Year Plan (3YP) 2022-2025

Accountability Statement

The Education Plan for the 2022/2025 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 three-year education plan for the 2022/2025 school year on May 31, 2023.

_____
Lloyd Burrowes (Jun 1, 2023 12:25 MDT)
_____

(Signed by the Chair)

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.

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 students to and rewards students for demonstrating the five school values.**

Provincial Performance Measures from Alberta Education

Performance Measure	Targets		
	2023	2024	2025
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	*98*	*99*	*100*

School Performance Measures

Performance Measure	Targets		
	2023	2024	2025
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility and commitment.	*4.70*	*4.80*	*4.85*
Rating by staff that the school's values are aligned with their personal values.	*5.00*	*5.00*	*5.00*
Rating by students that the School upholds the five core values.	*4.45*	*4.55*	*4.65*

Performance Measure	Targets		
	2023	2024	2025
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	*80.0*	*85.0*	*90.0*
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	*70.0*	*75.0*	*80.0*
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	*30.0*	*40.0*	*50.0*

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)

- Student citizenship:
    - Continued student involvement for secondary students in a local campus and regionally collaboration student leadership team. A higher percentage of secondary students were involved this year with three different students serving a term each semester. The school will attempt to replicate this in the following years as long as there remains that number of eligible students in secondary.
    - Continued use of the Community Campus Assistant Program for increased student interaction with positive community role models
    - Implementation of OSG outreach initiative to improve community beyond school
    - Continued use of Campus Improvement Committees, involving all secondary students, to give students ownership over what aspects of campus life they would like to improve.
    - Success to be measured through leadership recognition in the global house cup system and annual provincial surveys
- Students and staff demonstrating the values:
    - Continued utilization of the Global House Cup system to promote and reward students for living the values and displaying exemplary citizenship.
    - Continued monitoring and accountability of properly utilizing the GHC system by staff at a one-on-one level and campus, district and regional monitoring and analysis
    - Continued measuring of success through the GHC system results and bi-annual OSG surveys

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

OUTCOMES
• **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	2023	2024	2025
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	94	75	92
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13	13	20

Performance Measure	Targets		
	2023	2024	2025
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	100	100	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13	25	38

Performance Measure	Targets		
	2023	2024	2025
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	100.0	100.0	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	100.0	100.0	50.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a

Performance Measure	Targets		
	2023	**2024**	**2025**
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*	*100.0*
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	*100.0*	*100.0*	*100.0*

School Performance Measures

Performance Measure	Targets		
	2023	**2024**	**2025**
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	*65*	*70*	*75*
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	*20*	*25*	*30*
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Math assessment	*85*	*87*	*89*
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	*70*	*75*	*80*
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	*90*	*92*	*94*
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	*40*	*42*	*44*
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Reading assessment	*85*	*87*	*89*
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	*75*	*80*	*75*
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	*85*	*90*	*95*
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	*35*	*37*	*39*
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Language assessment	*80*	*82*	*84*
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Language Usage assessment	*60*	*65*	*70*
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	*95*	*95*	*95*
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	*45*	*47*	*49*
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Science assessment	*75*	*77*	*79*
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Science Usage assessment	*75*	*77*	*79*

Performance Measure	Targets		
	2023	**2024**	**2025**
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	*4.80*	*4.85*	*4.90*
Rating by students that they feel they have ownership over their learning	*4.40*	*4.45*	*4.50*
Rating by students that they set high goals and push themselves to achieve their full potential.	*4.25*	*4.30*	*4.35*
Rating by students that they are able to reach their full potential in their subjects	*4.00*	*4.10*	*4.20*
Rating by parents that they feel their children are able to achieve their best	*4.50*	*4.55*	*4.60*

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. Full PAT Course Table Data is available in the Appendix section of this report.
- 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)

- Exams Achievement and Graduation Readiness:
    - Two grade 6 students and two grade 9 students will write Provincial Achievement tests in June 2023. It is our goal that at least 94% of tests written by these students will be at the acceptable standard and that at least 13% of tests will be at the standard of excellence.
    - Weekly Q4 PAT support tutorials are offered to grade nine students leading up the exams.
    - Self-directed learning support courses in science and social studies are provided to grade 6 students as additional PAT support when they have not studied the grade 6 curriculum for those subjects in their grade 6 year.
    - Grade 6 students were once again enrolled in a single grade math class. However, this year the teacher was located locally on site and not over zoom.
    - Social studies was split into a 3-4 class and a 5-6 class instead of a 3-6 class to support more consistent success for grade 6 students writing the social studies PAT.
    - Two grade 12 students are enrolled to take Diploma Examinations this 2022-2023 school year in ELA, Social Studies, Physics and Math. Our goal is to see 100% of exams written by these students to be at the acceptable standard.
    - Continued structure of small class sizes allows for increased and personalized support to all students
    - Student success to be monitored through exam results and provincial and OSG survey results
- Student Growth and Achievement:
    - Parents receive mid-quarter progress reports and MAP growth reports on their child's academic progress in addition to report cards to keep them informed, involved and part of any required remediation if necessary
    - Parents are also offered the opportunity after each MAP session to meet with a teaching staff member to discuss MAP growth results in further detail
    - Low grade notification e-mails are sent by teachers to parents whenever a student's grade drops near or below a failing threshold
    - Students with low grades at or near failing are discussed at a minimum bi-weekly frequency with the campus principal and campus administrator
    - A care team and support plan are put together for any student at risk of failing a course to provide extra support and remediation
    - Summer remediation through the credit recovery program is mandated for any student who fails to adequately meet OSG curriculum achievement standards in a course for a year
    - Students' learning, growth and achievement is continued to be supported by a full-time student success coordinator on staff. This position also supports students on individual learning plans (ILP"s) and helps plan and deliver interventions for students struggling to achieve the acceptable standard.
    - MAP data is analyzed by all school staff together in staff meetings after every testing session. Local initiatives are developed to support areas of weakness through remediation programs and extension challenges.
    - The district staff also analyzes MAP data at the beginning of the year and organizes staff task groups that develop initiatives to support grade groupings in an OSG MAP target area
    - The tutorial initiative has been implemented for additional subject specific support by specialized teachers to provide support and additional differentiation to students on regular basis and upon request.
    - Mandatory math tutorial program has been implemented for students struggling in math to boost achievement scores. It is important to note that although it remains the lowest of the fours areas for achievement, growth remains high.
    - Student growth and achievement is monitored three times a year through NWEA MAP testing delivered to every student with a specific focus on measured observable growth in students learning from the fall to spring test.
    - Success of this objective is also monitored through OSG and provincial surveys
- Student Ownership and self-directed learning:
    - Aurora Learning Foundation continues to emphasize self-directed learning (SDL). The SDL approach encourages students to take ownership of and responsibility for their learning. This approach is in line with the OneSchool motto of 'learning how to learn and achieve'.
    - Students continue to participate in annual student-led conferences to provide an overview of their learning to their parents from the current semester. Students also take this opportunity to discuss their goals and reflect on their progress in building 21st century skills. 100% attendance of students and at least one parent for these conferences is targeted and achieved each year.
    - Secondary students participate in a staff facilitated goal setting session at the start of the year to help them set goals and then track their progress towards achieving their goals throughout the year. This is supported by the elementary teacher to grade 3-6 students and the homeroom advisory teacher to grade 7-9 students through the year. This initiative will be improved in upcoming years with more reflection opportunities for students and more goal setting direction for students.
    - Opportunities for elementary students more closely mirror self-directed opportunities that secondary students have in a week
    - Students in grades 10-12 in good standing can participate in an enrichment program where they can take increased ownership of their schooling and learning for 1 day a week. The percentage of eligible students who qualify and take advantage of this program on a regular basis is monitored each quarter.
    - Continued use of the Career Advantage Program to develop life-ready students who build additional business ready skills outside of scheduled classes. Success of this outcome is monitored in the percentage of students who enroll in CAP and the scores that students achieve enrolled in each CAP unit throughout the year. 100% of eligible students enrolled in this program last year.
    - The successful impact of these strategies is monitored through provincial and OSG surveys each year.

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	Targets		
	2023	2024	2025
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	100.0	100.0
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	100.0	100.0
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.	100.0	100.0	100.0
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	94.0	95.0	96.0

School Performance Measures

Performance Measure	Targets		
	2023	2024	2025
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	4.50	4.55	4.65
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.70	4.75	4.80
Rating by staff that they feel that they work together with colleagues to achieve their goals.	5.00	5.00	5.00
Rating by staff that they feel colleagues share best practice and job knowledge with each other	4.85	4.90	4.95
Rating by staff that a range of professional learning opportunities that support their professional growth are accessible from the organization.	4.65	4.70	4.75
Rating by staff that the school inspires them to do their best work.	4.50	4.55	4.60
Rating by students that teachers encourage them to succeed in their learning.	4.80	4.85	4.90
Rating by students that a staff member will always help them if they get stuck in their learning.	5.00	5.00	5.00
Rating by students about the quality, regularity and timeliness given by teachers to help them improve in their learning	4.55	4.60	4.65
Rating by students about the quality and engagement of their lessons and digital classrooms.	3.95	4.10	4.25

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)

- Staff Growth:
  - The professional growth plan was updated this year in the professional growth framework. This year staff worked together with their direct report to set goals in the form of key performance indicators in a KPI plan. Feedback from the previous year's reviews and observations was utilized to inform this plan for all returning staff. Progress towards this plan was reviewing biweekly.
  - All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including past and upcoming opportunities, is reviewed with each staff member at the end of each school semester by their campus principal. PD is highly encouraged to be connected to goals set in the PGS KPI plan.
  - OSG provide staff with relevant PD training during teacher work week at the start of the year and a further two full workshop days during the year. This PD and training is consistently targeted towards OSG areas that require growth and improvement highlighted in their bi-annual surveys and feedback from staff after the previous year's PD days. Teacher work week training returned to a face-to-face conference this current year and will remain so for next year again with all OSGNA staff.
  - All staff are required to complete annual steps in the OneSchool Professional Growth Framework. This system entails that all staff (including school leadership) receive informal observations and feedback twice a year, a formal observation, evaluation along with feedback once every year and provide regular evidence of growth and meeting KPI targets throughout the year. The continued target for the PGS system for the school each year is for all school professional staff to be assessed at an overall satisfactory level. This framework is also being reviewed this year to update and improve this process for staff next year.
  - Staff improvement plans are issued to any staff evaluated to be below a satisfactory level in the PGS system. These plans outline specific strategies to support staff in their growth. There is also a developing initiative to provide staff on improvement plans with mentors from different schools in the organization for additional support.
  - OSG provides a staff mentorship program that pairs new staff with proficient veteran staff members to help support them during their first year with OSG.
  - OSG launched a staff coaching program this year available to any staff seeking to improve their skills and professional capacity.
  - School admin staff have taken leadership training through the center for creative leadership to further improve instructional leadership at the campus.
- Feedback:
  - The grading policy continues to require teaching staff to grade assignments within 1 week of the posted due date to ensure more timely feedback for students.
  - This grading policy is regularly reviewed and discussed individually with each teaching staff member by the Campus Principal biweekly
  - The grading policy also mandates a balance of formative and summative assessment in classes each quarter.
  - Grading moderation and feedback has been a discussion topic of every subject department which meets once a month. Every staff member is a part of at least one department and required to attend those meetings.
- Meaningful and Engaging Learning:
  - Staff are directed to provide students with choice, freedom, and variety in summative assessments and to utilize project-based learning in their classes regularly.
  - Engaging lessons are promoted with an emphasis on reducing teacher talk time. Peer-to-peer observations, formal and informal observations occurring on a regular basis in addition to surveys and student feedback all ensure that teachers are receiving regular feedback on this aspect to keep lessons engaging with a balanced amount of direct instruction.

- o The entire Canvas (Learning Management System) digital classroom template was revised this year. Staff have received training throughout the year to learn and best utilize this new engaging digital for their classes and students starting next year.
  - o There is an emphasis on equipping staff and ensuring that students are getting timely and quality feedback on a regular basis in formative assessments. Staff share ideas and best practices about utilized the learning to learn framework and available digital tools to deliver this feedback as effectively as possible.
  - o Feedback is given to staff on these items by the campus principal in bi-weekly meetings, informal lesson walkthroughs, semesterly reviews and the annual PGS review.
  - o Subject departments meet once a month and members have an opportunity to share best teaching practices during each meeting. These ideas can also be posted to the department collaborative page outside of meetings to help facilitate teachers supporting each other and sharing engaging lesson ideas.
- Digital Proficiency:
  - o All staff receive extensive onboarding training with many of the digital tools that we regularly use (canvas, zoom, powerschool, office 365, etc…) when they are first hired.
  - o OSG provides regular training sessions to promote continued growth in this area through their mandatory staff workshop PD days. Previous training PD sessions are recorded and accessible to all staff at any time.
  - o All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. Feedback about this is provided to staff on a minimum bi-weekly basis by the campus principal.
  - o School leaders received extensive multi-day training on utilizing the revamped Canvas digital classroom template and tools this year. These leaders assisted in facilitating local on-site training for all other school staff members in an effort to ensure all staff are proficient in this area for the launch at the start of the 2023-2024 school year.
  - o All staff teaching students in grade 7-12 are also required to teach their class virtually using the zoom platform. Digital proficiency and engagement is also a key area that staff are professionally evaluated on and given feedback about each year through the PGS framework.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys. The results of the reviews from the PGS system are also factored into evaluating the effectiveness of the four educator excellence outcomes.

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

OUTCOMES
• **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		Target		
		2023	2024	2025
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.		85.0	87.0	89.0
Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.		94.0	96.0	98.0
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.		100.0	100.0	100.0

Performance Measure	Target		
	2023	2024	2025
Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe.	100.0	100.0	100.0
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 others and are treated fairly in school.	100.0	100.0	100.0

School Performance Measures

Performance Measure	Target		
	2023	2024	2025
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.45	4.50	4.55
Rating by parents responding to how the available physical space at school enhanced their child's learning.	4.50	4.55	4.60
Rating by parents responding to the school's quality of digital safeguard tools uses and assistance with helping to keep children safe online.	4.60	4.65	4.70
Rating by parents, students and staff about the quality of reliable of technology that is provided by the school for teaching and learning.	4.20	4.25	4.30
Rating by students about the quality of physical spaces they have available for their learning.	4.10	4.20	4.30
Rating by students about feeling safe & supported at school.	4.50	4.55	4.60
Rating by students about how well bullying is dealt with at the campus.	4.30	4.35	4.40
Rating by students about they feel when they are at school.	4.15	4.25	4.35

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.
- All students have access to a full-time Student Support Coordinator staff member. This individual is responsible for managing, creating and implementing all individual plans. They also support struggling students and plan any remediations required for students to achieve success. They also support staff in classroom planning to ensure all classes are inclusive to all students. The effectiveness of this department and strategy is evidenced by high survey data responses (93.5 & 95.5) that students have access to programs when at risk and appropriate supports when they need them.

Comment on Results: Strategies & Action (May)

- Safe & Caring School:
    - The board together with the staff and building manager work very hard to put measures in place so that students are always safe at school in a facility that operates at a high level.
    - The risk management team continues to utilize the CGR risk management system under the guidance and support of our regional head office. This risk management team meets on a quarterly, and as needed, basis to monitor and rate all potential risks and implement action plans as needed to address them.
    - All health and safety incidents are tracked, reported, and reviewed using an organizational smart sheet reporting system. Follow up actions are determined by the board if necessary.
    - Student caring and cooperation is highly emphasized in Physical Education classes and is also consistently highlighted and rewarded through the OneSchool Global Points system. Caring and respect are two of the five OneSchool core values that students are consistently encouraged to embody and rewarded when they do so. Student recognition in these two categories using the GHC system is monitored to help determine effectiveness.
    - There is a OneSchool bullying web form that is available and regularly communicated to all parents, staff, and students at the beginning of the year as part of the OneSchool anti-bullying program and initiative. Submissions to this web form can be anonymous and all submissions are reviewed by the district leadership team. Submissions that require it are investigated and an action plan is created in any case where bullying has occurred to ensure that it is stopped and prevented from happening again.
    - The Homeroom program was launched this year for all secondary students to offer increased regular support from staff and improve campus culture. A goal of this program was to ensure every student had at least one positive interaction with a staff member on campus everyday.
    - One staff member from each OSG campus, including ours, received training as the campus anti-bullying champion. This staff member led a series of sessions for the elementary and secondary students to improve culture, campus safety and take a positive proactive steps against bullying at the school.
    - All campus volunteers were required to take additional volunteer training through OSG before volunteering at the school with a focus on improving student safety at campuses
- Environment, Supports and Resources:
    - Aurora Learning Foundation utilizes the OneSchool IT department for support in troubleshooting any technology and identifying when repairs are required.
    - This IT department sends out a short weekly survey to ensure the school feels adequately supported with working technology on a regular basis.
    - Technology needs are discussed and reported on at the school between the campus principal and campus administrator at a minimum of every two weeks.

- o Students & Staff at Aurora Learning Foundation have a 1:1 lap top device to person ratio. These devices are updated with new devices cycling into a rotation system every year to ensure they are consistently able to meet the demands of the learning environment. This past year all secondary students and three staff members received new devices.
  - o The school employs a full-time student success coordinator to provide support for all students, especially those on Individualized Learning Plans. This staff member also helps identify and arrange testing for students who may require regular and consistent support in the form of a formalized individual learning plan.
  - o School protocol identifies any students consistently failing to demonstrate knowledge at an acceptable standard in any class. A support team and action plan involving the teacher, principal, parents, student, and student success coordinator, is put together whenever this trend persists for multiple assignments without positive progress. A similar but more intensive care team is formed if any student progresses far enough to be at risk of failing a class.
  - o New teaching studios were installed at the beginning of this school year to better utilize space for staff and students on the secondary side of the school and provide staff with dual monitor docking stations.
  - o The number of single screen docking stations for secondary students was increased by two
  - o New developments and improvements to the physical space are planned for the elementary side for the start of next year to accommodate the larger number of incoming students
  - o Students in grade six are enrolled in a four-week transition program in May to help them prepare for and adapt to the change to grade seven and secondary.
- FMNI:
  - o ELA and Social Studies teachers emphasize teaching students FMNI awareness and perspectives in addition to what is already embedded into the curriculum by the province.
  - o The land acknowledgement is read during daily morning announcements to the school
  - o Campus discussions around the significance of the Truth and Reconciliation Day Holiday take place the last school day before the holiday.
  - o FNMI awareness themed field trips planned for the upcoming school year
- Access to a broad program of studies:
  - o Feedback is consistently utilized each year to update the course catalogue for students with the options that are available to them. This has led to the offering of new courses because of staff, parent and student feedback like advanced level math, high school fine arts, food studies, chemistry and physics.
  - o The ongoing tiered Diploma Program gives grade 12 students the opportunity to pursue extra courses from the entire OneSchool North America catalogue to expand their knowledge and select courses from areas that might be closer aligned to their personal learning interests.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys.

SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES
• **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 daily to interact with staff and students.**

Provincial Performance Measures from Alberta Education

Performance Measure	Target		
	2023	2024	2025
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	*100.0*	*100.0*	*100.0*

School Performance Measures

Performance Measure	Target		
	2023	2024	2025
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.	*4.75*	*4.80*	*4.85*
Rating by parents that they have been provided with the information they need from school when they need it.	*4.60*	*4.65*	*4.70*
Rating by parents that they feel aware of and able to engage with what is happening at the school.	*4.50*	*4.55*	*4.60*
Rating by parents that they are sufficiently kept aware of their child(ren)s academic progress through meetings, LMS (canvas) and reports.	*4.65*	*4.70*	*4.75*
Rating by staff that communication within the organization is effective.	*4.70*	*4.75*	*4.80*

Comment on Results: Analysis (November)
• 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.   • Survey data and results are shared with parents and community at Town Hall events. Parents, students, staff and community have an opportunity to engage and provide feedback at Town Hall events, or in the twice annual local surveys that are sent out.   • 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)

- Parent Communication:
  - In addition to report cards, parents receive mid-quarter progress reports on student's achievement in their classes.
  - Parents are notified by the teaching staff whenever their child starts to fall below the acceptable standard in any class and/or accumulates multiple missing assignments.
  - Parents with students on Individual Learning Plans receive quarterly meeting updates on the progress of students relating to goals on their plans
  - Global House Cup Updates (regarding student achievement in citizenship) are sent home monthly to parents.
  - Parents receive a weekly newsletter from the school with regular updates.
  - Parents have access to a live school calendar to keep up with updates and important dates
  - Parents receive a weekly digital newsletter community spotlights, reminders and happenings at the school. A new platform was utilized beginning this school year called SchoolZine
  - All parents receive a weekly SMS update with information about the upcoming week
  - There was an increase in parent information zoom webinars held this week These webinars address topics brought up by parents in the bi-annual surveys. Some of these topics included the campus' anti-bullying in safe hands program and digital safeguarding at the campus.
  - All parents received a substantial information package at the beginning of the year with important school information, policies and handbooks all in one digital location. A special more expansive and tailored version of this was created and sent to parents of new students to the campus.
- Parent Involvement & Engagement:
  - OneSchool parent, student and staff surveys are sent out and collected twice a year. In addition to the collection of useful data, it provides an anonymous platform for parents, students, and staff to give feedback and comment on concerns related to the school.
  - Student-led conferences every year provide an opportunity for parents to get an in-depth look at student's progress in classes, on MAP testing and related to their goals as self-directed learning.
  - MAP growth meetings facilitated by teaching staff are offered to parents after each of the three annual MAP testing sessions.
  - Parent-Teacher meetings are scheduled twice a year to give parents an opportunity to meet with all teachers who teach their children.
  - Parents are encouraged and can volunteer at school in a variety of different roles and capacities. These include providing hot lunch and other lunch time support, supporting students in virtual classes, field trips and working with students on campus improvement teams.
  - Daily regional morning announcements are recorded and distributed to stakeholders every week.
  - Parents and stakeholders are invited in person and over zoom to attend quarterly recognition of excellence ceremonies.
  - Special planning, events and invites are tailored during twice-a-year festival days to get parents attending the campus and involved.
  - Town Hall Meetings with parents and stakeholders take place every quarter. These meetings provide key updates, present school results and survey data, and a platform for feedback. These Town Hall meetings also have a goal of engaging parents through participation in hands on learning activities to get a better understanding of what happens on campus.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys.

Budget Summary

	2023/2024 Budget Amount	2023/2024 Budget Percentage	Comments	2022/2023 Budget Amount
REVENUE SUMMARY				
Alberta Government	$174,852	22%		$118,940
Other Revenue				
• **Tuitions**	$103,860	13%		$76,830
• **Fundraising/Gifts**	$501,311	64%		$414,650
• **Interest**	$210	1%		
TOTAL REVENUES	$780,234	100%		$610,420
EXPENDITURE SUMMARY				
Instruction	$602,780	82%	**Non-Certified wages included in Instruction.**	$489,539
Administration	0	0		0
Operations & Maintenance	$79,171	11%		$68,576
Other	47,690	7%	**Depreciation**	$46,000
TOTAL EXPENDITURES	$729,641	100%		$604,115

o   For more information about our budget and finances, please contact the school office at 780-464-4010

Sharing Our Results

- The Education Plan discusses strategies being employed to move the school towards achieving our stated outcomes and meeting projected performance targets. This report is shared and posted on the *web site located at www.auroralearningfoundation.com.* You can also find there the Annual Education Results Report for the school for this year posted to the same website.

OSG Edmonton Three Year Education Plan

Final Audit Report   2023-06-01

Created:	2023-06-01
By:	Anthony Newman (Anthony.Newman@na.oneschoolglobal.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQ9Bo8wX53NQVfqz6EVypieHnl45_linw

"OSG Edmonton Three Year Education Plan" History

Document created by Anthony Newman (Anthony.Newman@na.oneschoolglobal.com)
2023-06-01 - 2:51:09 AM GMT

Document emailed to lloyd@victoryspring.ca for signature
2023-06-01 - 2:52:01 AM GMT

Email viewed by lloyd@victoryspring.ca
2023-06-01 - 3:26:52 AM GMT

Signer lloyd@victoryspring.ca entered name at signing as Lloyd Burrowes
2023-06-01 - 6:25:44 PM GMT

Document e-signed by Lloyd Burrowes (lloyd@victoryspring.ca)
Signature Date: 2023-06-01 - 6:25:46 PM GMT - Time Source: server

Agreement completed.
2023-06-01 - 6:25:46 PM GMT