2020-21 Annual Education Results Report (AERR) for Aurora Learning Foundation (A.0211 – Calgary)

As part of:

OneSchool Global

Accountability Statement

The Annual Education Results Report for the 2020-21 school year and the Education Plan for the three years commencing August 25, 2020 for Aurora Learning Foundation Calgary were 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 has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2020-21 school year and the three-year Education Plan for 2020 to 2024.

June 14, 2021

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(Date Acknowledged)

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 Calgary 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 Calgary, 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 is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs. 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. More information can be found at: http://www.auroralearningfoundation.com/

Through OneSchool Global, all stakeholders are encouraged to foster a culture to provide a global education system that develops life-ready students who learn how to learn. More information on OneSchool Global can be found at: https://www.oneschoolglobal.com/.

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/.

Our Calgary Campus currently employs four full-time Alberta certified teaching staff and one part-time teaching/learning support staff. Currently, our enrollment is seventeen students in both elementary and secondary school, grades 3-12. Teachers instruct the Alberta curriculum for all core and optional subject areas. Due to the small student population, some classes are taught through charted tiers (elementary and junior high) to ensure all instructional hours and course content are met. Many of the courses offered were taught via virtual classroom (VC) using Zoom: https://zoom.us/. Educational technology through Learning Management Systems (LMS) is becoming an integral component of our school vision in delivering quality instruction online. To accommodate this, our Campus provides a 1:1 student to laptop ratio, giving each student more direct and personalized access to the content and their instructors, but also expands and broadens the classroom capabilities for instruction.

This year, Aurora Learning Foundation Calgary receives external instruction from our neighboring Edmonton Campus, Abbotsford British Columbia, Stonewall Manitoba, and Regina Saskatchewan whose teachers have valid teacher Alberta certification. Some courses in high school are in a semester format, whereas some, including English, Math, Science and Physical Education, are year-round. This staggers diplomas and lessens the burden of June examinations. Upon graduation, we thrive to push all students towards a certified Alberta diploma. Students do not attend post-secondary studies but are encouraged to pursue online courses via correspondence in areas of business and accounting once they graduate from the Aurora Learning Foundation. Graduates continue to pursue online business classes with UC Berkeley and beyond as part of OneSchool Global's Career Advancement Program (CAP), which provides students with business-ready skills and incentives upon completion.

Measure Category	Measure	Aurora Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Current Result	Prev Year Result	Prev 3 Year Average	Overall
Safe and Caring Schools	Safe and Caring	97.8	94.8	89.6	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	82.0	73.1	71.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.5	96.7	95.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	*	n/a	n/a	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	60.1	59.0	58.5	*	*	*
	Work Preparation	91.7	100.0	94.4	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	97.2	90.6	79.4	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	99.0	95.0	85.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.0	91.7	94.4	81.5	81.0	80.9	Very High	Maintained	Excellent

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)
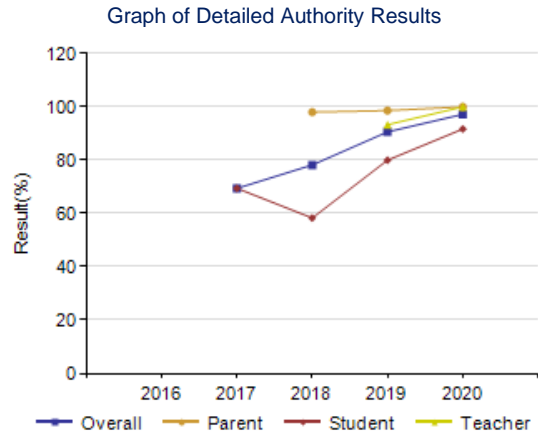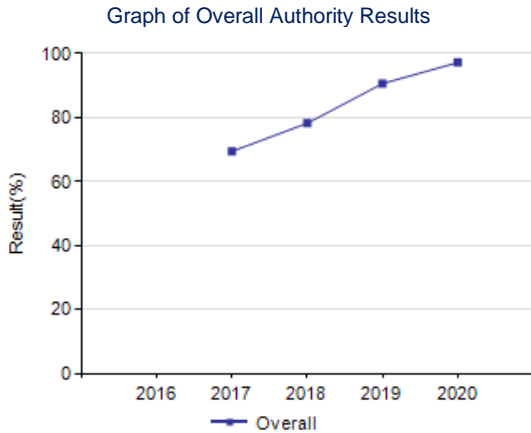
[No Data for Overall Summary - FNMI]

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 recognizes students for demonstrating the five school values.**

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	69.4	78.2	90.6	97.2	100	100	100

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	69.4	78.2	90.6	97.2	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	*	*	93.3	100.0	94.5	94.0	93.4	93.2	93.6
Parent	n/a	*	98.0	98.6	100.0	82.9	82.7	81.7	81.9	82.4
Student	n/a	69.4	58.3	80.0	91.7	74.5	74.4	73.9	73.5	73.8

Graph of Overall Authority Results

Graph of Detailed Authority Results

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility, and commitment.	4.2 ☺(80%) ☹(20%)

Performance Measure	Results (in percentages)				Targets (in percentages)		
	2017	2018	2019	2020	2021	2022	2023
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	84.7	100.0	88.9	93.3	100	100	100
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	15.5	66.7	26.3	38.1	50	50	50
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	n/a	33.3	6.7	25	25	25

Comment on Results: Analysis (November)

- We continued to observe an increase in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship. This has been especially a vital indicator in the cultural shift in the Campus whereby it demonstrates stakeholder buy-in, including, but not limited to parents, staff, and students.
- Parent survey responses indicated an overall very high level of satisfaction with how the school upholds the five organizational values.
- We observed a small increase in the percentage of students who achieved local bronze level living the values recognition and a large increase in the percentage of students who achieved local higher level living the values recognition.
- We observed a large decrease in the percentage who students who achieved an increase in yearly recognition totals compared to last year. It is likely that the extended learning from home period during the fourth quarter was a largely responsible for this decrease. Staff furloughs during the learning from home period and a resulting decrease in staff available to contribute to this data during this time is also likely responsible.

Comment on Results: Strategies & Action (May)

- Student Leadership Team (SLT) continues to extend their roles and responsibilities, demonstrating high buy-in for all stakeholders.
- Continued utilization of the Global House Cup system to promote and reward students for living the values and displaying exemplary citizenship.
- Refinement and improvement of the Global House Cup System with more input from staff, students, and parents through surveys.
- Implementation and continued use of the Virtual Community Assistant Program for increased student interaction with positive community role models.
- Increased focus on beginning of year goal setting with students incorporating citizenship goals. Incorporation of citizenship goals into bi-annual Student-Led Conferences.
- Continued involvement through various organizational initiatives to uphold alignment and celebrate unifying collaboration.

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

| OUTCOMES |
|---|
| **Students will demonstrate individual growth in their educational journey annually** **Students will demonstrate an understanding of learning outcomes through all courses** **Students develop accountability of their learning through improving their 21st century skills and as self-directed learners** **All students will graduate high school and receive their Alberta High School Diploma.** **Aurora Learning Foundation continues to develop life-ready learners** |

Provincial Performance Measures from Alberta Education

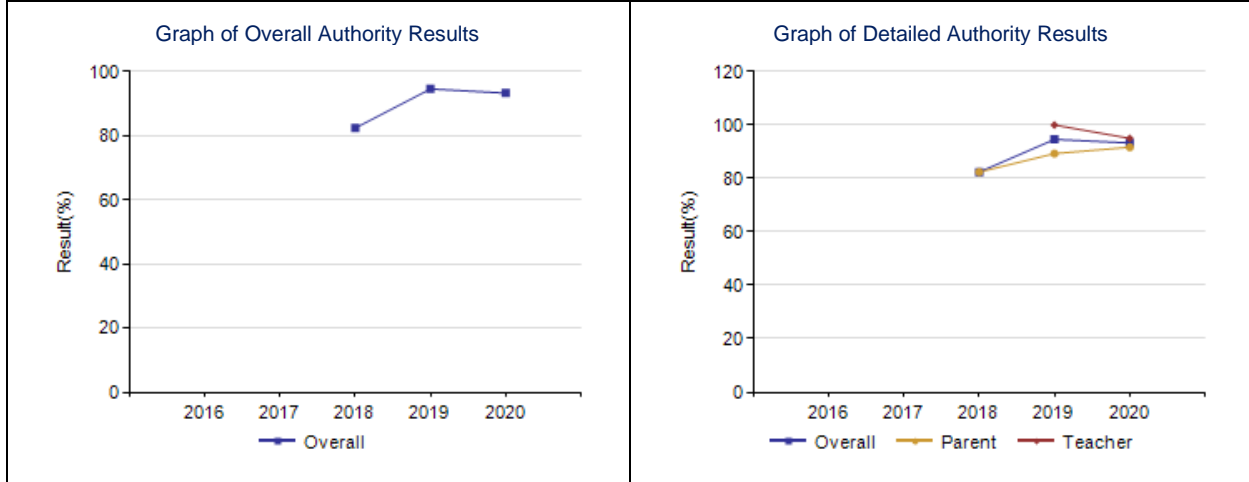| Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	*	*	n/a	*	*	*
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	*	*	n/a	*	*	*

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	n/a	*	*	*	*
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	n/a	*	*	*	*

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2015	2016	2017	2018	2019	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*	*	*	*

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
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.	n/a	n/a	88.9	100.0	91.7	100	100	100
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	82.4	94.6	93.3	100	100	100

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	88.9	100.0	91.7	82.6	82.7	82.4	83.0	84.1
Teacher	n/a	*	*	100.0	100.0	90.5	90.4	90.3	90.8	92.2
Parent	n/a	*	88.9	100.0	83.3	74.8	75.1	74.6	75.2	76.0

Graph of Overall Authority Results

Graph of Detailed Authority Results
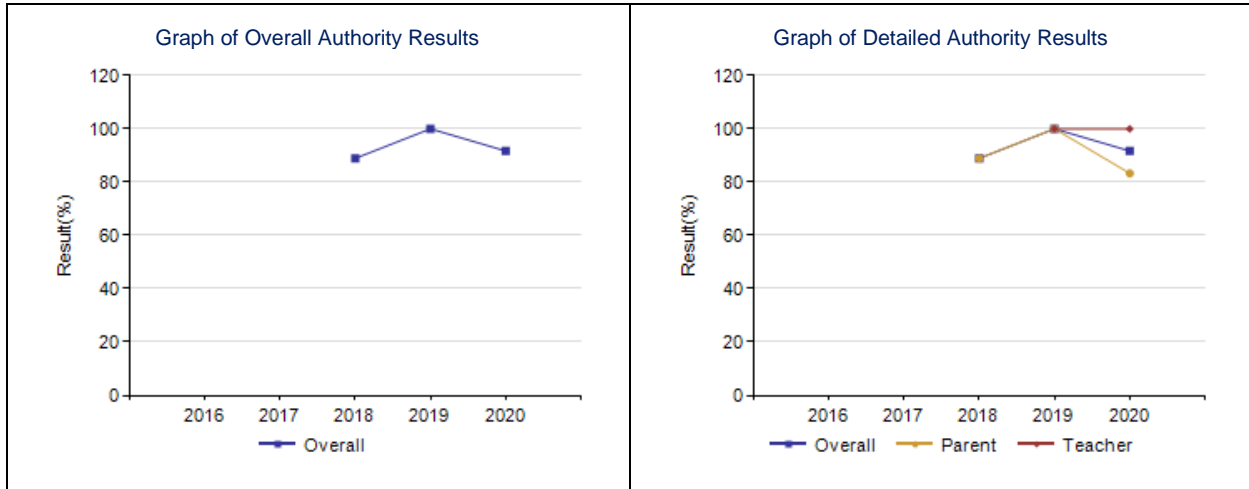
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	82.4	94.6	93.3	70.7	71.0	70.9	71.4	72.6
Teacher	n/a	*	*	100.0	95.0	77.3	77.3	77.8	78.8	80.6
Parent	n/a	*	82.4	89.3	91.7	64.2	64.8	64.0	64.0	64.6

Graph of Overall Authority Results

Graph of Detailed Authority Results

School Performance Measures

Performance Measure	Results (in percentages)		
	2018	2019	2020
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	60	47	58
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	20	16	19
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	n/a	n/a	62
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	80	68	72
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	47	21	29
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	n/a	n/a	43
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	73	63	67
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	40	11	10
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
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	n/a	n/a	67
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	n/a	n/a	19

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	3.8 ☺ (20%) ☺ (80%)

Comment on Results: Analysis (November)

- In 2019-20, Aurora Learning Foundation, when considering enrollment, had only one grade 6 student, two grade 9 students and two grade 12 students. No PAT's were written because of last year's school closures. Similarly, only January Diploma Exams were written by grade 12 students last year. The small class sizes and sample size leads to data suppression. However, we are pleased that all students achieved the acceptable, or above, standard on all provincial exams written last year.
- 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. It is against the religious beliefs of the board, parents, and students to attend a post-secondary institution to further their education after grade twelve. Students enter directly into the business work force after graduation. Since our students are not allowed to attend post-secondary institutions, the staff do not encourage applications for Rutherford scholarships.
- Our students write the English and Social Studies Diploma Exams every year to get their high school diplomas. Students also can write the Mathematics Diploma Exam each year. Next year students will also write the Science 30 Diploma Exam.
- We observed slight decreases in both the 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, and the percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. However, the survey results still indicate very high satisfaction with both of areas.
- 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 a significant increase in the percentage of students who achieved the average standard on MAP Growth Math (11%) and an increase in Reading (4%) and Language Usage (4%). We also observed an increase in the percentage of students who achieved the high standard on MAP Growth Math (3%) Reading (8%) and a marginal decrease in Language Usage (-1%). Last year was also the first year that data was collected regarding the percentage of students achieving their projected RIT growth on
- We observed high positive results when surveying parents and students regarding the level of student ownership in learning. All parents and almost every student had a positive or very positive response to this question.

Comment on Results: Strategies & Action (May)

- Aurora Learning Foundation has opted to participate in the Provincial Achievement Tests (PATs) comprising of only Mathematics and English Language Arts through June 2021. In total, there are two grade 6 students and two in grade 9 and our goal is consistent in that students aim to achieve a Standard of Excellence throughout. Small class sizes allow for personalized one-on-one teaching and support available and frequently delivered to all students.
- Because we do not have any grade 12 students, no Diploma Examinations will be written in the 2020-2021 Academic Year.
- Being heavily involved in the business community, OneSchool Global ensures each student is placed in a workplace with a goal of growing their career in either that business or being able to start their own. The teachers still place strong emphasis on students completing their grade twelve (with a heavy emphasis on business) as a preparation for moving into that environment. Aurora Learning Foundation encourages post-graduate training with distance learning courses specifically tailored to business oriented lifelong learning through the Career Advantage Program (CAP). Al students eligible are registered for CAP in the upcoming 2021-22 Academic Year.
- No Work Experience, which is a proponent of CAP, was completed this Academic Year due to COVID-19 restrictions.
- A full time Student Success Coordinator (SSC) is on staff to support students on individual learning plans (ILP"s) and help plan and deliver interventions for students struggling to achieve the acceptable standard.
- Parents receive mid-quarter Progress Reports, giving parents a snapshot on student progress, and NWEA MAP Growth Reports three times annually through a fall, winter and spring session. These communications keep parent and teacher communications frequent, involved and part of any required remediation (if necessary). All teaching staff additionally communicate to parents whenever a student falls below the proficient standard in any class to help support their remediation.
- 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. Restructuring of staff resources to provide more support in math to elementary students is occurring for next year to address relatively lower achievement in math. All students will participate in more targeted MAP skills or related programs next year to address the low growth score in language testing. Results are part of the annual planning.
- All students partake in Student-Led Conferences, which occur twice in an Academic Year, 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.
- 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 Global 'Learn How to Learn' mindset.
- Students in grade 11 and 12 in good standing can participate in the Enrichment Program where they can take increased ownership of their schooling and learning for 1 day a week. This program is being extended to grade 10 students next year.

SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	94.4	95.7	96.7	97.5	100	100	100

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	94.4	95.7	96.7	97.5	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	*	*	100.0	95.0	96.0	95.9	95.8	96.1	96.4
Parent	n/a	*	91.4	96.4	97.6	86.1	86.4	86.0	86.4	86.7
Student	n/a	94.4	100.0	93.6	100.0	88.0	88.1	88.2	88.1	87.8
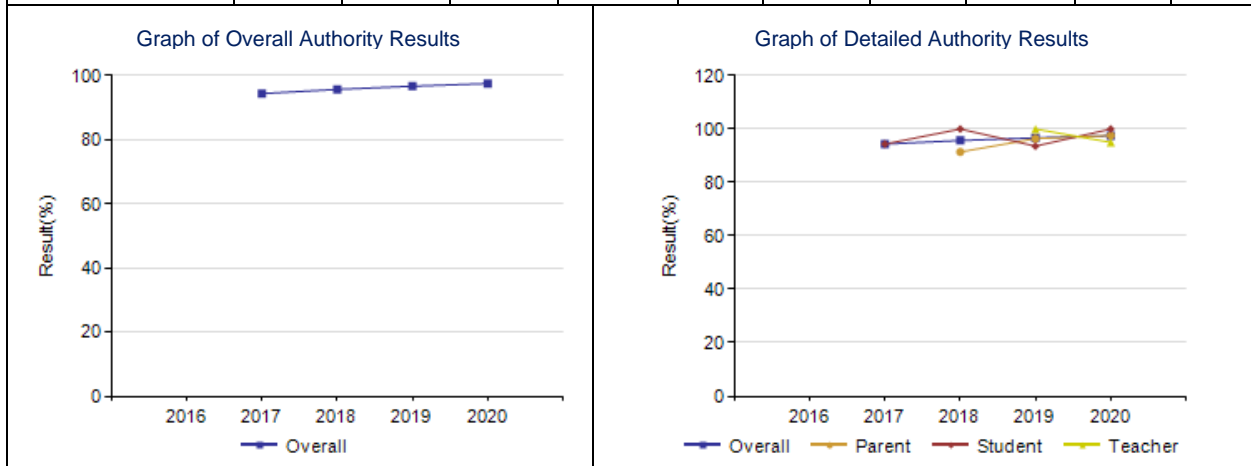
Graph of Overall Authority Results

Graph of Detailed Authority Results

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	4.2 ☹ (20%) ☺ (40%) 😀 (40%)
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.2 ☹ (20%) ☺ (40%) 😀 (40%)

Comment on Results: Analysis (November)
- Based on the results, we continued to deliver a high degree of basic education to all students. This is an important result to ascertain ownership of learning among all stakeholders.   - We observed positive responses by parents regarding the accessibility, quality, and consistency of teacher feedback. This has been a point of focus for many staff who have included parental feedback and communication in their professional goals   - We received very high overall positive to the diversity of learning opportunities that are given to students at all school. These responses indicate teaching staff are working to provide meaning learning experiences for all learns through choice and flexibility.   - All staff receive extensive training with many of these digital tools throughout their tenure and the organization provides regular training sessions to promote continued growth in this area. All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. 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.   - All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including review of past and upcoming opportunities, is reviewed with each staff member at the end of each school quarter by their campus principal.   - All professional staff are required to complete a professional development plan each year. This plan must include at least three professional goals. These goals are required to be aligned to the school's five goal pillars and progress towards these goals is also reviewed quarterly. Alignment between professional development and professional goals is strongly encouraged. In the past two years, all school professional staff have completed this requirement to a satisfactory level.   - All staff are invested to the organizational Professional Growth Standards, which prepares them for annual evaluations

Comment on Results: Strategies & Action (May)

- All staff receive extensive training with many of digital tools through OneSchool Global, promoting various training sessions to maintain consistency and growth throughout. All teaching staff are required to maintain digital classrooms using Canvas LMS.
- All staff teaching students in grade 7-12 are also required to teach their class virtually using Zoom, which heightens the digital classroom experience. Proficiency and engagement are also a key area that staff are professionally evaluated on and given feedback about each year.
- All professional staff are required to complete a professional development plan each year. This plan must include at least three professional goals. These goals are required to be aligned to the school's five goal pillars and progress towards these goals is also reviewed quarterly. Alignment between professional development and professional goals is strongly encouraged. In the past two years, all school professional staff have completed this requirement to a satisfactory level.
- All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including review of past and upcoming opportunities, is reviewed with each staff member at the end of each school quarter by their Campus Principal.
- OneSchool Global offers a two-day Professional Development session leading up to the beginning of the Academic Year. one of the recent focuses, as an example, has been grading with training and workshops focused on equipping staff to grade assessments with rubrics consistently, accurately, and reliably.
- All staff are required to complete annual steps in the OneSchool Professional Growth System. This system entails that all staff (including school leadership) receive informal observations and feedback twice a year and a formal observation evaluation along with feedback annually.
- OneSchool Global's Grading Policy has been modified requiring teaching staff to grade assignments within one week of the posted due date to ensure more timely feedback for students. This policy is monitored by the Campus Principal and reflected through registered check-ins.
- Staff are directed to provide students with choice, freedom, and variety in summative assessments and to utilize project-based learning in their classes regularly. The Grading Policy also mandates a balance of formative and summative assessment in classes each quarter. The organization continues to equip staff through Professional Development ensuring that students are getting timely and quality feedback on a regular basis in formative assessments. These items are all also reviewed with staff throughout the Academic Year by way of Professional Growth Standards (PGS) which falls in-line with Teacher Quality Standards (TQS).

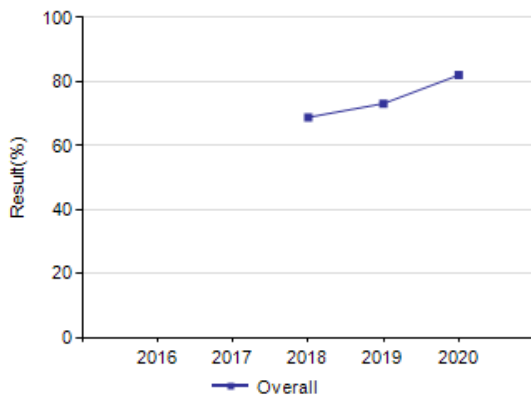# SCHOOL GOAL #4 - AGILE SCHOOL: SAFE, SUPPORTIVE & INCLUSIVE (FMNI)

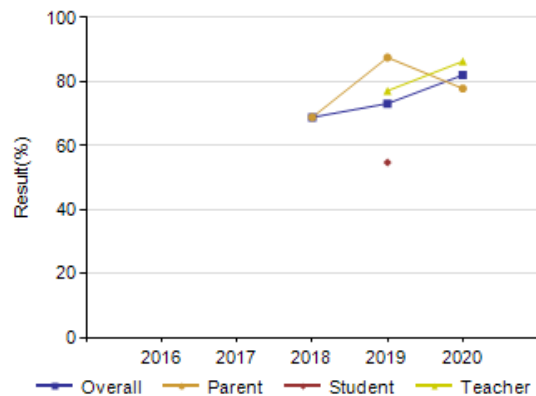| OUTCOMES |
|---|
| • **Students have access to wide range of resources, including technological supports, that helps them be successful in their learning**
• **All students, staff and volunteers feel safe at school and are treated with fairness, dignity and respect**
• **All students have the opportunity to be successful and access to an equitable learning experience**
• **All students will learn about FNMI perspectives, experiences and history**
• **Lan acknowledgements occur routinely to ensure students are respectful** |

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
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.	n/a	n/a	68.8	73.1	82.0	90	95	100

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	68.8	73.1	82.0	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	*	*	77.1	86.3	88.1	88.0	88.4	89.1	89.3
Parent	n/a	*	68.8	87.5	77.8	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	54.7	n/a	77.5	77.7	77.2	77.4	77.8

Graph of Overall Authority Results

Graph of Detailed Authority Results

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
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.	n/a	84.4	89.6	94.8	97.8	100	100	100

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	84.4	89.6	94.8	97.8	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	*	*	93.3	100.0	95.4	95.3	95.0	95.1	95.3
Parent	n/a	*	95.9	98.6	100.0	89.8	89.9	89.4	89.7	90.2
Student	n/a	84.4	83.3	92.5	93.3	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results

Graph of Detailed Authority Results

Performance Measure	Results (in percentages)					Targets (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
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.	n/a	100.0	91.7	91.7	90.0	100	100	100

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	100.0	91.7	91.7	90.0	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	*	*	100.0	70.0	82.3	82.2	81.5	83.4	85.0
Parent	n/a	*	100.0	100.0	100.0	79.7	80.8	79.3	80.3	80.0
Student	n/a	100.0	83.3	75.0	100.0	81.5	81.1	80.2	79.4	79.6
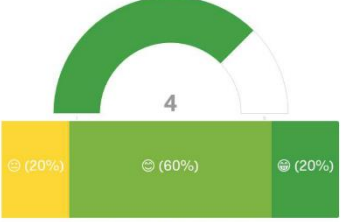
Graph of Overall Authority Results

Graph of Detailed Authority Results

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	**4** (20%) (60%) (20%)
Rating by parents responding to how the available physical space at school enhanced their child's learning.	**4** (40%) (40%) (20%)

Comment on Results: Analysis (November)

- Aurora Learning Foundation currently has no FMNI student enrollments.
- The land acknowledgement is read during daily morning announcements.
- We observed another significant increase and improvement in the overall results regarding the timeliness and accessibility of programs available for students at risk. There has been an observed trend that students sometimes struggle with the school transition from mostly local elementary teaching in grade six to almost completely virtual classrooms in grade seven. There has been a focus in recent years on supporting students during the first two years of junior high during this transition. This initiative could explain the observed increase in provincial survey results for this question.
- Parents and students both responded positively to local survey questions about student access to supports, resources and technology.
- We continued to demonstrate growth in the overall results for the provincial survey regarding the breadth of the program of studies that students have access to at school. This maintains to be a topic of conversation at our school with regards to limited enrollment numbers and the inability to offer a wide range of courses
- We observed a maintenance on the provincial results in the overall amount of satisfaction that the school has improved or stayed the same over the past three years. These results have been consistently high over the past several years. These results indicate that the school is well governed, and that student learning opportunities and experiences are staying positive and at a high level.
- This measure is incredibly important and will likely be framed and shaped differently moving forward in the response to pandemic procedures and protocols

Comment on Results: Strategies & Action (May)

- From an organizational standpoint, which transcends to all stakeholders, safety paramount and at the forefront of all planning an discussions.
- 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.
- There is a OneSchool Bullying Reporting system released to all stakeholders as part of the OneSchool Anti-Bullying Program and initiatives. Submissions are anonymous and all submissions are reviewed by the district leadership team. Submissions that are investigated and an action plan is created in any case where bullying has occurred to ensure that it is mitigated.
- 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.
- The land acknowledgement is read during Daily Morning Announcements.
- The school employs a full-time Student Success Coordinator (SSC) to provide support for all students, especially those on Individualized Learning Plans (ILPs).
- School protocols identify 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 SSC where necessary to apply the applicable academic interventions.
- Aurora Learning Foundation utilizes the OneSchool IT department for support in troubleshooting any technology and identifying when repairs are required.
- Students at Aurora Learning Foundation have a 1:1 laptop to student ratio. These devices are maintained through a rotational system to ensure they are compatible with the ever-changing digital landscape and to meet the demands of the learning environment.
- Feedback is consistently utilized each year to update the course catalogue for students with the options that are available to them, which is consistent to demonstrate the measure of selected options increasing through our survey results with parents and students. This applies to the organization as a whole to better provide balanced learning opportunities for all students.

SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES
• **All parents and stakeholders have the opportunity to volunteer at the Campus in some capacity** • **Parental consent and involvement in the educational process; as in, parents are a required step in the selection and approval** • **Attendance through our various recognition ceremonies (more difficult to track remotely)** • **Engagement in Weekly Newsletter access** • **Attendance through Student-Led Conferences; optional Parent-teacher Interviews** • **Parental assistance in delivering instruction remotely (from home) has been pertinent**

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Target (in percentages)		
	2016	2017	2018	2019	2020	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	75.5	95.0	99.0	100	100	100

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	75.5	95.0	99.0	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	*	*	100.0	97.9	88.4	88.5	88.9	89.0	89.6
Parent	n/a	*	75.5	90.0	100.0	73.5	73.9	73.4	73.6	73.9

Graph of Overall Authority Results

Graph of Detailed Authority Results

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information.	4.2 ☺ (80%) 😀 (20%)

Comment on Results: Analysis (November)

- The results above indicate there is accountability to parental involvement, which is a measure that has improved greatly since 2018
- Communication has been a measure that continues to be steadily promoted and has demonstrated growth on a yearly basis
- Means to communication to stakeholders is distributed by, but not limited to:
- Added check-ins for parents during the learning from home module to ensure support and their involvement is not unnoticed
- Weekly reports on parent device checking, Newsletter access, and Learning Management Systems login times determine their involvement, which have all greatly increased with tutorials and expectations

Comment on Results: Strategies & Action (May)

- OneSchool parent, student and staff surveys are sent out and collected twice a year. In addition to the collection of useful data, providing an anonymous to give feedback and comment on concerns pertaining to the school setting.
- 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 should a student fall below the acceptable standard in any class and/or accumulates multiple missing assignments.
- Parents with students on Individual Learning Plans (ILPs) receive quarterly meeting updates on the progress of students relating to goals on their plans.
- Student-Led Conferences (SLCs), which occur twice throughout the Academic Year, provide an opportunity to get an in-depth snapshot of student progress in classes, on NWEA MAP testing, as well as a reflection of their goals as self-directed learners.
- Global House Cup updates (regarding student achievement in citizenship) are sent home monthly to parents providing positive feedback of going above and beyond.
- Parents receive a weekly Newsletter from each Campus providing timely updates and communication.
- All stakeholders receive monthly updates from the organization, outlining any key dates, training, or seminars that are coming up, as well as a reflection of some of the positive things happening from a North American and Global perspective.
- Parents have access to a live Academic Calendar to keep up with updates and important dates.
- 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, to name a few. Many of these opportunities were limited due to COVID-19 in the 2020-21 Academic Year.
- The Vision Presentation with key updates for parents and the community takes place annually every fall.
- Parental meetings occur on a quarterly basis to provide updates and give an opportunity for in-person questions and feedback.

Budget Report 2021/2022

REVENUES

Alberta Education (excluding Home Education)	$98,255
Alberta Education - Home Education	$0
Total Alberta Education Revenues	$98,255
Other Government of Alberta	$0
Federal Government and/or First Nations	$0
Other Alberta school authorities	$0
Instruction fees / Tuition fees	$72,374
Non-instructional (O&M, Transportation, Admin fees)	$0
Other sales and services	$0
Interest on investments	$0
Gifts and donations	$419,698
Gross school generated funds	$0
Amortization of capital allocations (where applicable)	$0
Other (specify):	$0
TOTAL REVENUES	**$590,327**

EXPENSES

Certificated salaries (excluding Home Education)	$370,638
Certificated benefits (excluding Home Education)	$26,000
Non-certificated salaries and wages (excluding Home Education)	$0
Non-certificated Benefits (excluding Home Education)	$0
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding	$61,615
Consulting / Management Fees	$0
Leases - Building	$125,784
Leases - Other	$0
Severe Disabilities / DSEPS	$0
Program Unit	$0
English as a Second Language	$0
Home Education	
Certificated salaries	$0
Certificated benefits	$0
Non-certificated salaries and wages	$0
Non-certificated Benefits	$0
Payment to parents of a home education student for the purchase of instructional	$0
Contracts	$0
Services and Supplies	$0
Gross school generated funds	$0
Capital and debt services	
Amortization of capital assets	
From restricted funds	$0
from unrestricted funds	$6,290
Total amortization of capital assets	$6,290
Interest on capital debt	$0
Other interest charges	$0
Losses (gains) on disposal of capital assets	$0
Other (specify):	$0
TOTAL EXPENSES	**$590,327**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**$0**

Summary of Financial Results

- Our local Board of Trustees satisfied their fundraising goals of 2019-20, albeit some disruptions due to COVD-19

Capital and Facilities Projects

- There are no major Capital and Facilities Projects planned for 2020-21 as our facility was recently updated in January of 2016. There was a renewed lease of 3 years to extend our tenure at the current location; to be reviewed in 2023
- Additions have included painting, equipment, and new furniture, but was allocated in the budget.
- Fundraising team has actively endorsed approved branding for merchandise within North America in 2020
- Allocated funds to provide adequate safety measures that maintain our compliance with the province of Alberta and Alberta Health Services was considered

Summary of Facility and Capital Plans

- There are no major Capital and Facilities Plans expected for 2020-21 as our facility was recently updated in January of 2016.

Whistleblower Protection

Section 32 of Public Interest Disclosure (Whistleblower Protection) Act:

Every Chief Officer must prepare a report annually on all disclosures that have been made to the designated officer. Procedures should be established by public entities to track and compile the required details.

Annual reports by chief officers must include the following information:
   a)   The number of disclosures received by the designated officer;
   b)   The number of disclosures acted on; and
   c)   The number of disclosures not acted on by the designated officer;
   d)   The number of investigations commenced by the designated officer as a result of disclosures.
   e)   In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

Outcome:

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2019-20 school year.

Our Anti-Bullying Policy and Incident Reporting correlates with the procedures of our Whistleblower Policy