



2022-23 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 2022-23 school year and the Education Plan for the three years commencing August 24, 2022, 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 2022-23 school year and the three-year Education Plan for 2023-25.



(Signed by the Chair)

March 8th, 2024

(Date Signed)

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 six 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, Vancouver British Columbia, Stonewall Manitoba, Regina Saskatchewan, and both Mossley and Hamilton and Ontario Campuses 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
Student Growth and Achievement	Student Learning Engagement	98.9	92.1	92.1	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	99.3	94.4	95.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	*	n/a	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	*	*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	*	*	n/a	16.0	17.7	n/a	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	80.3	75.2	n/a	*	n/a	n/a
Diploma: Excellence	*	*	n/a	21.2	18.2	n/a	*	n/a	n/a	
Teaching & Leading	Education Quality	98.3	98.6	98.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	99.3	95.1	95.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	97.8	89.0	89.0	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	99.0	92.9	95.9	79.1	78.8	80.3	Very High	Maintained	Excellent

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
Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	2.5	2.3	2.5	*	n/a	n/a
In-Service Jurisdiction Needs	96.7	100.0	98.3	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	100.0	100.0	96.7	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	81.5	80.4	81.2	82.9	82.9	82.6	High	Maintained	Good
Program of Studies - At Risk Students	96.2	88.3	87.4	81.2	81.9	83.4	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	*	n/a	n/a	71.9	70.2	68.3	*	n/a	n/a
Safe and Caring	99.0	94.4	96.1	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	92.4	78.5	73.2	72.9	72.6	73.9	Very High	Improved	Excellent
School Improvement	93.3	96.7	93.3	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	*	n/a	n/a	59.7	60.3	60.2	*	n/a	n/a
Work Preparation	100.0	100.0	95.8	83.1	84.9	84.5	Very High	Improved	Excellent

Combined 2023 Accountability Pillar First Nations, Métis, and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

- * Due to suppressed data, there is not sufficient evidence or results to report on
- First Nations Métis, and Inuit enrolment
 - English as another language (EAL) enrollment
 - Provincial Achievement Test data
 - Early Years Literacy and Numeracy results

SCHOOL GOAL #1 - LIVING THE VALUES

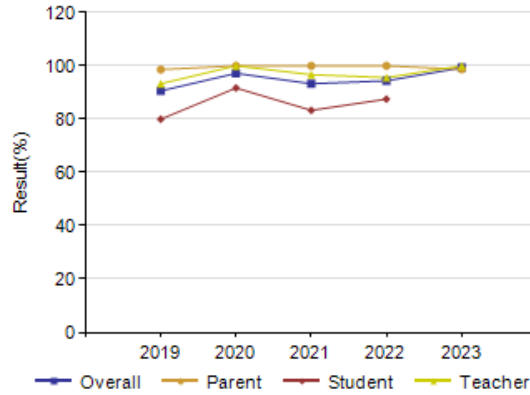
OUTCOMES

- 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 that encourages students to and recognizes students for demonstrating the five school values.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.6	78.2	97.2	94.4	99.3	Very High	Maintained	Excellent		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	90.6	78.2	97.2	94.4	99.3	82.9	83.3	83.2	81.4	80.3
Parent	98.6	*	100.0	100.0	98.7	81.9	82.4	81.4	80.4	79.4
Student	80.0	98.0	91.7	87.5	n/a	73.5	73.8	74.1	72.1	71.3
Teacher	93.3	58.3	100.0	95.6	100.0	93.2	93.6	94.1	91.7	90.3

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	2020	2021	2022	2023
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility, and commitment.	4.20	4.63	4.40	4.67

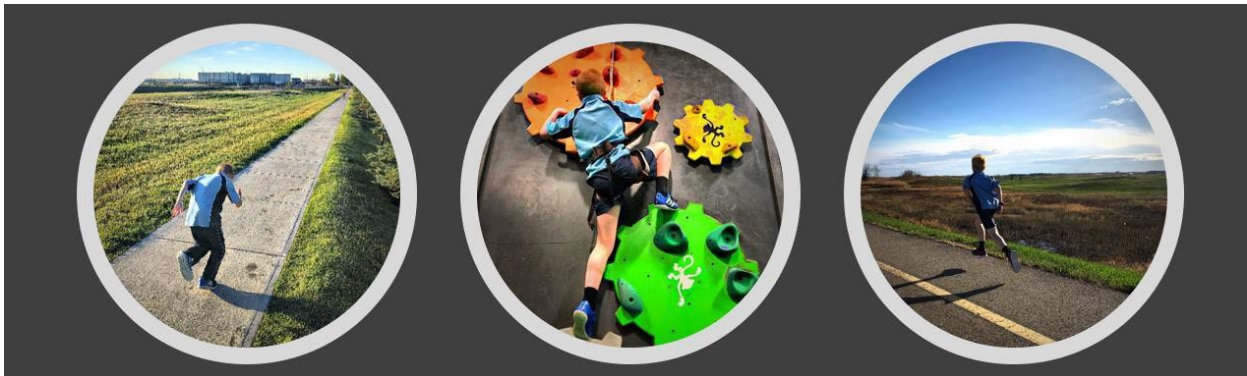
Performance Measure	Results (in percentages)				
	2019	2020	2021	2022	2023
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	88.9	93.3	91.1	95.2	100.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	26.3	38.1	47.6	33.3	50.0
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	33.3	6.7	28.6	23.8	66.6

Comment on Results: Analysis (November 2023)

- 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.
- Higher staff to student ratio in recognizing citizenship.
- Parent survey responses indicated an overall very high level of satisfaction with how the school upholds the five organizational values.
- We observed an increase in the percentage of students who achieved local bronze level (100% for the first time) living the values recognition and a large increase in the percentage of students who achieved local higher level living the values recognition.
- Consistently, we observe that parents feel as though stakeholders uphold the OneSchool Vision and Values.

Comment on Results: Strategies & Action (May 2023)

- 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 Campus Community Support (CCS) 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

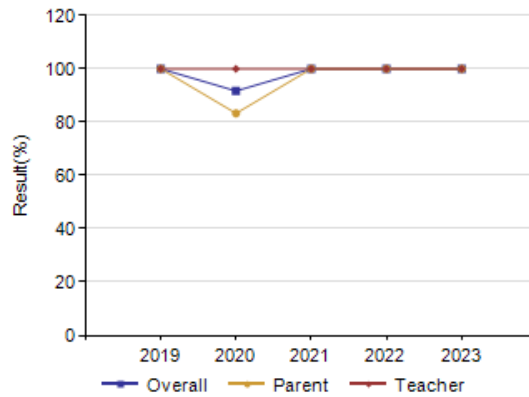
Performance Measure	Results (in percentages)				Evaluation			
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	n/a	n/a	*	*	*	*	*
Overall percentage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

Performance Measure	Results (in percentages)				Evaluation			
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
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.	*	*	*	*	*	*	*	*

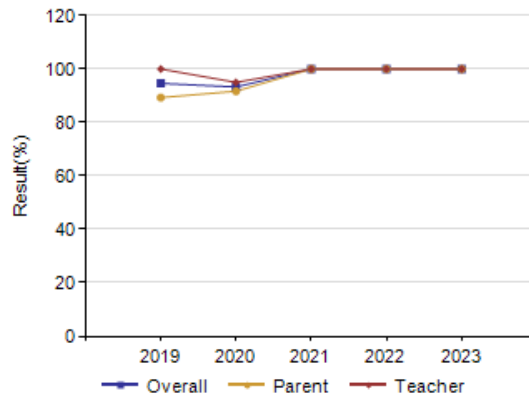
Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	91.7	100.0	100.0	100.0	Very High	Improved	Excellent		
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.	94.6	93.3	100.0	100.0	100.0	Very High	Maintained	Excellent		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	100.0	91.7	100.0	100.0	100.0	83.0	84.1	85.7	84.9	83.1
Parent	100.0	83.3	100.0	100.0	100.0	75.2	76.0	77.8	77.3	75.0
Teacher	100.0	100.0	100.0	100.0	100.0	90.8	92.2	93.7	92.5	91.3

Graph of Overall Authority Results



	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	94.6	93.3	100.0	100.0	100.0	71.4	72.6	82.1	81.0	80.4
Parent	89.3	91.7	100.0	100.0	100.0	64.0	64.6	75.3	74.6	73.4
Teacher	100.0	95.0	100.0	100.0	100.0	78.8	80.6	88.9	87.4	87.3

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (in percentages)			
	2020	2021	2022	2023
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Math assessment	60	47	58	47
Overall percentage of students who achieved the high standard on the NWEA MAP Growth Math assessment	20	16	19	62
Overall percentage of students who met or exceeded their projected RIT growth on the NWEA MAP Growth Math assessment	n/a	n/a	62	42
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Reading assessment	80	68	72	82
Overall percentage of students who achieved the high standard on the NWEA MAP Growth Reading assessment	47	21	29	68
Overall percentage of students who met or exceeded their projected RIT growth on the NWEA MAP Growth Reading assessment	38	48	52	28
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Language Usage assessment	73	63	67	72
Overall percentage of students who achieved the high standard on the NWEA MAP Growth Language Usage assessment	40	11	10	27
Overall percentage of students who met or exceeded their projected RIT growth on the NWEA MAP Growth Language Usage assessment	42	n/a	42	62
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Science assessment	67	71	48	74
Overall percentage of students who achieved the high standard on the NWEA MAP Growth Science assessment	19	41	67	68

Performance Measure	Results (Overall Respondents Rating out of 5)			
	2020	2021	2022	2023
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	3.80	4.25	3.80	4.17



Comment on Results: Analysis (November 2023)

- 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, Social Studies, Mathematics and Science 30 Diplomas.
- We observed a high standard 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.
- All enrolled students in grades 3 through 12 complete NWEA MAP Growth Testing in the areas of Math, Reading, Language Usage and Science. We continued to see a trending growth measure through all tested fields, particularly in Language Usage, which was a District goal in Alberta and British Columbia. Our lowest growth measured was Reading, but coincidentally measured highest in achievement.

Comment on Results: Strategies & Action (May 2023)

- In total, there is one student in grade 6 and one in grade 9. 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. In 2022-23, only two students will participate in PATs, making our data suppressed due to low numbers.
- In 2022-23, Aurora Learning Foundation Calgary plans to participate in the optional grade 3 PATs offered with Alberta Education to adequately assess the learning challenges and gaps from incoming students due to COVID-19 disruptions.
- 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). All students eligible are registered for CAP in the upcoming Academic Year.
- Work Experience, which is a proponent of CAP, was completed by grades 11 and 12 students for a total of a suggested 100 hours, converting to 4 credits.
- A full time Student Support Coordinator (SSC) is on staff to support students on individual education plans (IEPs) and help plan and deliver interventions for students struggling to achieve the acceptable standard.
- Mandated 10 hours of community service is proposed and suggested for all students from grades 7-12.
- 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 has been extended to grade 10 students (this was pushed back in 2021-22 due to delays surrounding COVID-19).



SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

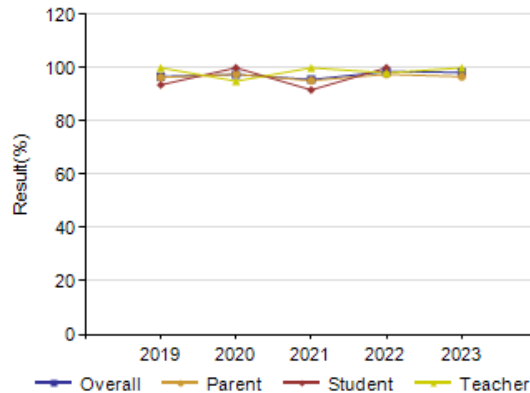
OUTCOMES

- All staff will pursue and experience growth in their learning related to their professional practice.
- Educational staff will deliver students with timely and quality feedback of their learning.
- Educational staff will facilitate engaging and meaningful learning experiences for students.
- Educational staff will demonstrate proficiency with digital tools to deliver quality online and virtual learning experiences to students.
- Educational staff will continue to pursue relevant professional development to further their skills and abilities.
- Educational staff continue to adapt to a diverse teaching landscape and continue to promote digital teaching and learning tools.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.7	97.5	95.6	98.6	98.3	Very High	Maintained	Excellent		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	96.7	97.5	95.6	98.6	98.3	90.2	90.3	89.6	89.0	88.1
Parent	96.4	97.6	95.2	97.6	96.7	86.4	86.7	86.7	86.1	84.4
Student	93.6	100.0	91.7	100.0	n/a	88.1	87.8	86.3	85.9	85.7
Teacher	100.0	95.0	100.0	98.1	100.0	96.1	96.4	95.7	95.0	94.4

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	2020	2021	2022	2023
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	4.20	4.13	4.40	4.08
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.20	4.38	4.60	4.50

Comment on Results: Analysis (November 2023)

- 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. Their efforts have reassured a positive trend in satisfaction.
- We received very high overall positive to the diversity of learning opportunities that are given to students at all school but noting a slight decline from 4.40 to 4.08. These responses indicate teaching staff are working to provide meaning learning experiences for all learns through choice and flexibility and will continue to aim this to be an element at the forefront.
- 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 are 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 2023)

- 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. Our recent focuses have been grading moderation, improving digital platforms, and better intertwining Values to assure global alignment, to name a few.
- All staff are required to complete annual steps in the OneSchool Professional Growth System (PGS). 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. This system is slated to be reviewed and improved for 2023-24.
- 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)

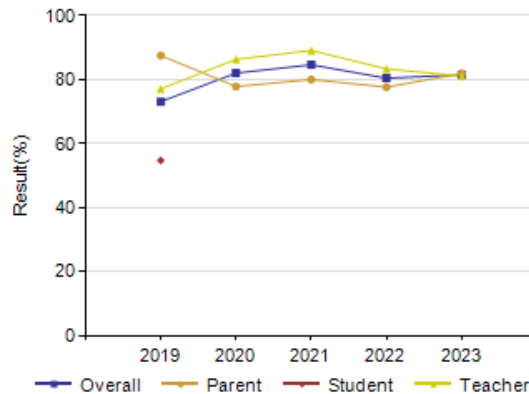
OUTCOMES

- 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 can 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

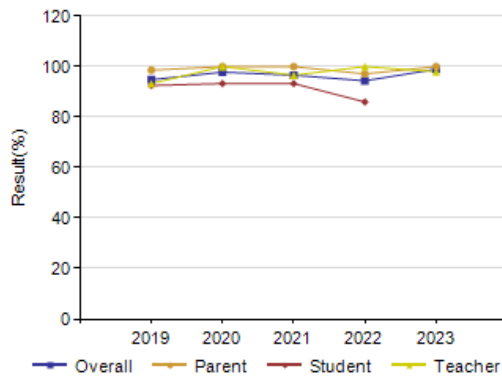
Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.1	82.0	84.6	80.4	81.5	High	Maintained	Good		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	73.1	82.0	84.6	80.4	81.5	82.2	82.4	81.9	82.9	82.9
Parent	87.5	77.8	80.0	77.6	81.9	80.1	80.1	81.7	82.4	82.2
Student	54.7	n/a	n/a	n/a	n/a	77.4	77.8	74.9	76.9	77.4
Teacher	77.1	86.3	89.1	83.3	81.1	89.1	89.3	89.2	89.3	89.3

Graph of Overall Authority Results



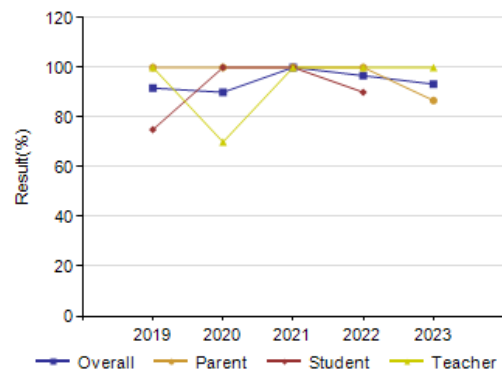
Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.8	97.8	96.6	94.4	99.0	Very High	Maintained	Excellent		
	Authority					Province				
	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022
Overall	94.8	97.8	96.6	94.4	99.0	89.0	89.4	90.0	88.8	87.5
Parent	98.6	100.0	100.0	97.1	100.0	89.7	90.2	90.5	89.5	88.1
Student	92.5	93.3	93.3	86.0	n/a	82.3	82.6	84.0	82.5	81.5
Teacher	93.3	100.0	96.6	100.0	98.0	95.1	95.3	95.4	94.3	93.0

Graph of Overall Authority Results



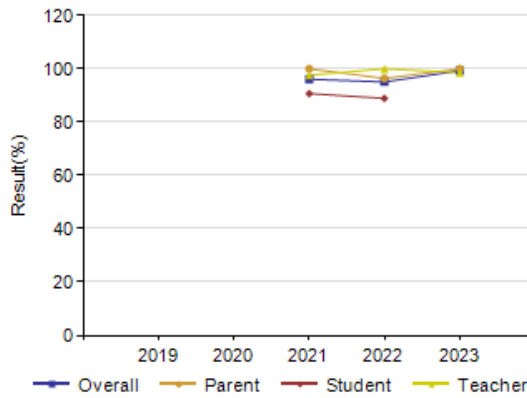
Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	91.7	90.0	100.0	96.7	93.3	Very High	Maintained	Excellent		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	91.7	90.0	100.0	96.7	93.3	81.0	81.5	81.4	74.2	75.2
Parent	100.0	100.0	100.0	100.0	86.7	80.3	80.0	81.7	70.0	72.5
Student	75.0	100.0	100.0	90.0	n/a	79.4	79.6	79.1	76.3	75.0
Teacher	100.0	70.0	100.0	100.0	100.0	83.4	85.0	83.4	76.3	78.0

Graph of Overall Authority Results



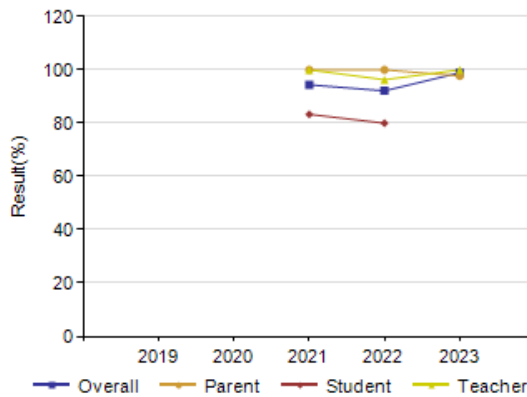
Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	96.1	95.1	99.3	n/a	Maintained	n/a		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	n/a	n/a	96.1	95.1	99.3	n/a	n/a	87.8	86.1	84.7
Parent	n/a	n/a	100.0	96.4	100.0	n/a	n/a	88.2	86.9	85.6
Student	n/a	n/a	90.7	88.9	n/a	n/a	n/a	79.8	77.7	76.6
Teacher	n/a	n/a	97.6	100.0	98.6	n/a	n/a	95.3	93.6	92.0

Graph of Overall Authority Results



Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	89.2	89.0	98.9	n/a	Improved	n/a		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	n/a	n/a	89.2	89.0	98.9	n/a	n/a	82.6	81.6	84.4
Parent	n/a	n/a	100.0	97.1	97.7	n/a	n/a	78.9	77.4	87.3
Student	n/a	n/a	77.8	70.0	n/a	n/a	n/a	80.2	80.1	70.9
Teacher	n/a	n/a	89.8	100.0	100.0	n/a	n/a	88.7	87.3	95.1

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	2020	2021	2022	2023
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.00	4.38	4.00	4.25
Rating by parents responding to how the available physical space at school enhanced their child's learning.	4.00	4.00	4.20	3.83

Comment on Results: Analysis (November 2023)

- Aurora Learning Foundation currently has no FMNI student enrollments.
- The land acknowledgement is read weekly during our assembly time.
- We observed stagnant 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. Over the last few years, students can add additional courses and access the content remotely. This has proven to have an overwhelmingly positive response, though the student data to support this has been suppressed due to low enrollment.
- 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.
- There has been a steady decline in the approval for learning spaces, which has been expected. As many Campuses with OneSchool Global received updates to their learning spaces in 2022-23, the Calgary Campus is still finalizing plans in this measure moving forward.

Comment on Results: Strategies & Action (May 2023)

- From an organizational standpoint, which transcends to all stakeholders, safety paramount and at the forefront of all planning and 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 (to be amended in 2023).
- 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 Support Coordinator (SSC) to provide support for all students, especially those on Individualized Educational Plans (IEPs).
- School protocols identify any students consistently failing to demonstrate knowledge at an acceptable standard in any class (called CARE Team). 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 to better provide balanced learning opportunities for all students.

SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

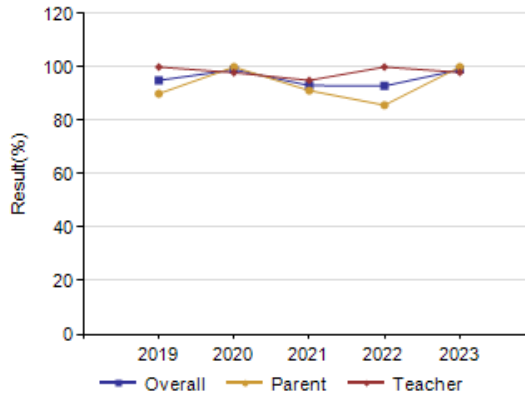
OUTCOMES

- All parents and stakeholders can 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

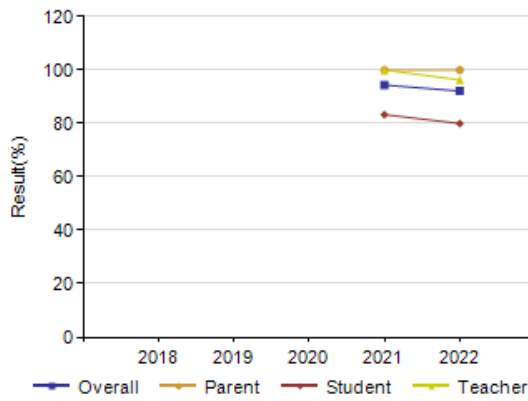
Performance Measure	Results (in percentages)					Evaluation				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	95.0	99.0	93.1	92.9	99.0	Very High	Maintained	Excellent		
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	95.0	99.0	93.1	92.9	99.0	81.3	81.8	79.5	78.8	79.1
Parent	90.0	100.0	91.2	85.7	100.0	73.6	73.9	72.2	72.3	72.5
Teacher	100.0	97.9	95.0	100.0	98.0	89.0	89.6	86.8	85.2	85.7

Graph of Overall Authority Results



Performance Measure	Results (in percentages)					Evaluation				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall		
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	94.4	92.1	n/a	n/a	n/a		
	Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	94.4	92.1	n/a	n/a	n/a	85.6	85.1
Parent	n/a	n/a	n/a	100.0	100.0	n/a	n/a	n/a	89.0	88.7
Student	n/a	n/a	n/a	83.3	80.0	n/a	n/a	n/a	71.8	71.3
Teacher	n/a	n/a	n/a	100.0	96.3	n/a	n/a	n/a	96.0	95.5

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)			
	2020	2021	2022	2023
Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information	4.2	4.13	4.0	4.25

Comment on Results: Analysis (November 2023)

- The results above indicate there is accountability to parental involvement, which is a measure that has improved greatly in recent years, demonstrating a high level of stakeholder engagement, including:
 - Board members that are parents or prospective parents throughout the extended community
 - Added Town Halls and seminars that serve as Q+A sessions, but also informational.
 - Stakeholder surveys twice annually that are outside of the Assurance surveys issued by Alberta Education.
- Communication has been a measure that continues to be steadily promoted and has demonstrated a continued positive response on a yearly basis but has shown improvement with a heightened focus and a dedicated team to communications.
- 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.
 - Weekly Newsletters

Comment on Results: Strategies & Action (May 2023)

- OneSchool parent, student and staff surveys are sent out and collected twice a year (November and May). 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 Educational Plans (IEPs) receive quarterly meeting updates on the progress of students relating to goals on their plans.
- Student-Led Conferences (SLCs) 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, as well as global communication monthly via the OneSchool Global Gazette.
- 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.
- Parental meetings occur on a quarterly basis to provide updates and give an opportunity for in-person questions and feedback, as well as OneSchool Global Town Halls to engage stakeholders with the Campus and educational community.



- Budget Report 2023/2024 -

REVENUES	
Alberta Education (excluding Home Education)	\$119,134.50
Alberta Education - Home Education	\$0.00
Total Alberta Education Revenues	\$119,134.50
Other Government of Alberta	\$0.00
Federal Government and/or First Nations	\$0.00
Other Alberta school authorities	\$0.00
Instruction fees / Tuition fees	\$101,340.00
Non-instructional (O&M, Transportation, Admin fees)	\$0.00
Other sales and services	\$0.00
Interest on investments	\$0.00
Gifts and donations	\$425,000.00
Gross school generated funds	\$0.00
Amortization of capital allocations (where applicable)	\$0.00
Other (specify):	\$0.00
TOTAL REVENUES	\$645,475
EXPENSES	
Certificated salaries (excluding Home Education)	\$402,050
Certificated benefits (excluding Home Education)	\$30,000
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding	\$80,000
Consulting / Management Fees	\$0
Leases - Building	\$125,000
Leases - Other	\$0
Severe Disabilities / DSEPS	\$0
Program Unit	\$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	\$5,000
Total amortization of capital assets	\$5,000
Interest on capital debt	\$0
Other interest charges	\$0
Losses (gains) on disposal of capital assets	\$0
Other (specify):	\$0
TOTAL EXPENSES	\$642,050
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$3,425

Summary of Financial Results

- Our local Board of Trustees satisfied their fundraising goals of 2022-23.
- For more information pertaining to the 2022-23 financial results, please contact our Campus at: +1 (403) 277-9535

Capital and Facilities Projects

- There are no major Capital and Facilities Projects planned for 2022-23 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 2023-24.
- Additions have included painting, IT equipment, and new furniture, but was allocated within the local and organizational budget.
- Campus Modernization Teams (CMT) have been established globally and inserted as part of each local Board. Their mission: to ensure all learning environments are current, established, and functional to optimize the student learning experience. This includes, but is not limited to, teaching resources for staff and students alike, learning spaces, and functional technology. This team is coordinated to work with all 36 Campuses within North America and determine what necessary changes are needed for consistency. This project aims to span over 18 months into 2024-25.
- Fundraising team has actively endorsed approved branding for merchandise within North America in 2020.

Summary of Facility and Capital Plans

To increase safeguarding, outer CCTV will be installed in summer 2022, as well as a fenced in play area (west side of building). There continues to be safety parameters reviewed for safeguarding in our quarterly safety audits.

Our local and global Campus Modernization Teams (CMT) continue to look for ways at improving the learning experience at the Campus. Further planning to projects will assume in 2024 (to be determined).

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 because 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 2021-22 school year.

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



OneSchool
Global