

Aurora Learning Foundation Three Year Plan (3YP) 2020-2023

Accountability Statement

The Education Plan for the 2020/2023 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans.

The Board approved this three-year education plan for the 2020/2023 school year on May 31, 2021.

Lloyd Burrowes
Chair of the Board

Foundation Statements

Mission Statement

“Learning to Learn”

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

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

Vision Statement

Aurora Learning Foundation Edmonton envisions:

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

Principles Statement

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

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

A Profile of the School Authority

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

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

Grade 12 students have their class schedules tailored so that they can take the appropriate classes to ensure they attain their Alberta High School Diploma. They take English, Mathematics and Social Studies at the 30-level. For the first time, students are also enrolled to take Science at the 30 level this current school year.. After they graduate with their Alberta high school diploma, they enter the work force. Aurora learning foundation has two grade 12 students this year.

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

Measure Category	Measure	Aurora Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	98.3	86.6	93.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.5	87.1	93.6	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	98.9	85.7	92.9	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	*	*	0.0	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	n/a	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	*	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	60.1	59.0	58.5	*	*	*
	Work Preparation	94.7	100.0	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	94.4	86.9	93.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.3	99.0	99.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	97.0	85.7	92.9	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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
<ul style="list-style-type: none"> Students and staff demonstrate the values of integrity, care & compassion, respect, responsibility and commitment through observable behaviours and actions while at school There exists a school culture than encourages students to and rewards students for demonstrating the five school values.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.6	n/a	100	86.9	94.4	Very High	Maintained	Excellent	100	100	100

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)		Targets		
	2019		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.	4.50		4.60	4.70	4.75

Performance Measure	Results (in percentages)				Targets		
	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.	84.6	100.0	84.2	85.7	87.0	89.0	91.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	15.4	53.3	26.3	38.1	43.0	48.0	53.0
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	46.67	10.53	20.0	25.0	30.0

Comment on Results: Analysis (November)

- We observed an increase in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship (+7.5%).
- Parent survey responses indicated an overall very high level of satisfaction with how the school as a whole upholds the five organizational values.
- We observed a small increase in the percentage of students who achieved local bronze level living the values recognition (+1.5%) and a large increase in the percentage of students who achieved local higher level living the values recognition (+11.8%).
- We observed a large decrease in the percentage who students who achieved an increase in yearly recognition totals compared to last year (-36.14%). 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)

- Continued student involvement for secondary students in a local campus and regionally collaboration student leadership team.
- Re-implementation of campus improvement teams for students in grades 6-12.
- 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.

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

OUTCOMES

- Students will demonstrate individual growth in their learning in each year
- Students will demonstrate a minimum of adequate understanding of learning outcomes in all of their courses
- Students will take ownership of their learning as self-directed learners
- Students will graduate high school and receive their Alberta High School Diploma.
- Students will take classes and learn skills that prepare them for life after high school.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	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	*	*	*	75	86	100
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	*	*	*	25	43	19

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	n/a	*	n/a	n/a	n/a	n/a	n/a	100
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	n/a	*	n/a	n/a	n/a	n/a	n/a	50

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*	100.0	n/a	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*	n/a	n/a	100.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	*	*	*	*	*	0.0	0.0	0.0

High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*	*	*	*	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*	*	*	*	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	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.	100.0	n/a	100.0	100.0	94.7	Very High	Maintained	Excellent	100.0	100.0	100.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100.0	n/a	75.0	100.0	94.4	Very High	Maintained	Excellent	100.0	100.0	100.0

School Performance Measures

Performance Measure	Results (in percentages)			Targets		
	2018	2019	2020	2021	2022	2023
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	60	47	58	60	65	70
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	20	16	19	25	25	30
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	n/a	n/a	62	65	65	65
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	80	68	72	75	80	85
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	47	21	29	30	35	35
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	n/a	n/a	43	48	48	53

Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	73	63	67	70	75	80
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	40	11	10	15	15	20
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	45	50	55
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	n/a	n/a	67	70	75	80
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	n/a	n/a	19	20	25	25

Performance Measure	Results (Overall Respondents Rating out of 5)	Targets		
		2019	2021	2022
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	4.13	4.25	4.50	4.60
Rating by students responding to how they feel they have taken ownership of their learning.	4.00	4.25	4.50	4.60

Comment on Results: Analysis (November)
<ul style="list-style-type: none"> Last year Aurora Learning Foundation had two grade 6 students, two grade 9 students and two grade 12 students. No PAT's were written as a result of last year's school closures. Similarly, only January Diploma Exams were written by grade 12 student last year. The small class sizes and sample size each year means that results can vary significantly, and data is suppressed. However, we are pleased that all students achieved the acceptable 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. As a small school with a high level of parental involvement and support, dropout rates are not an issue. Our students write the English and Social Studies Diploma Exams every year to get their high school diplomas. Students also have the opportunity to 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 (-5.3%), and the percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (-5.6%). 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 the first year that data was collected regarding the percentage of students achieving their projected RIT growth. Last year was also the first year that students wrote the Science MAP growth tests. These tests are written three times a year in the Fall, Winter & Spring. Data for this reported is collected and analyzed from the Spring session at the end of each year in May.

- Based off NWEA Norms studies, 50-59% of student meeting their projected RIT represents an average achievement.
- 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)

- Three grade 6 students and 1 grade 9 student will write Mathematics & English Language Arts Provincial Achievement tests in June 2021. It is our goal that at least three out of every four tests written by these students will be at the acceptable standard and that at least one of every four tests will be at the standard of excellence. Small class sizes allow for personalized one-on-one teaching and support available and frequently delivered to all students
- No grade 12 students will write Diploma Examinations this 2020-2021 school year.
- Being heavily involved in the business community, OneSchool 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 Edmonton encourages post-graduate training with distance learning courses specifically designed to their business interest to promote lifelong learning through the Career Advantage Program. All grade 12 students were enrolled in this program this year. All grade 11 students for next year have signed up to participate in this program.
- A full time student success coordinator 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 and MAP growth reports on their child's academic progress in addition to report cards to keep them informed, involved and part of any required remediation if necessary. 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.
- All students participate in bi-annual student-led conferences to provide an overview of their learning to their parents from the current semester. Students also take this opportunity to discuss their goals and reflect on their progress in building 21st century skills.
- Secondary students will participate in a staff facilitated goal setting session at the start of the year to help them track their own progress towards their own goals throughout the year.
- Aurora Learning Foundation continues to emphasize self-directed learning (SDL). The SDL approach encourages students to take ownership of and responsibility for their learning. This approach is in line with the OneSchool motto of 'learning how to learn'.
- Students in grade 11 and 12 in good standing can participate in an enrichment program where they can take increased ownership of their schooling and learning for 1 day a week. This program is being extended to grade 10 students next year.

SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

OUTCOMES
<ul style="list-style-type: none"> • Staff will pursue and experience growth in their learning related to their professional practice • Teaching staff will deliver students with timely and quality feedback of their learning • Teaching staff will facilitate engaging and meaningful learning experiences for students • Teaching staff will demonstrate proficiency with digital tools to deliver quality online and virtual learning experiences to students

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.6	n/a	100	85.7	98.9	Very High	Improved	Excellent	100.0	100.0	100.0

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)				Targets		
	2019				2021	2022	2023
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	3.88				4.00	4.25	4.50
Rating by students responding to receiving regular and prompt feedback from their teacher and quality feedback that allows them to improve.	4.22				4.50	4.60	4.70
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.50				4.60	4.70	4.75
Rating by students responding to how they feel they are allowed to learn in a variety of ways.	4.22				4.50	4.60	4.70
Rating by students responding to quality of teacher's usage of online LMS (learning management system).	4.22				4.50	4.60	4.70
Rating by students responding to the engagement of the lessons they receive virtually over zoom.	4.22				4.50	4.60	4.70

Comment on Results: Analysis (November)

- We experienced a substantial increase in the percentage of parents, teachers and students who are satisfied with the overall quality of basic education being delivered at the school (+13.2%). We feel this speaks strongly about the excellent group of professional teaching staff employed by the school are deliver this education to students on a daily basis. The improvement in results could be attributed to the stability of having all staff return at the end of the 2018-2019 school year. This was after the previous year where there was a 50% turnover of staff.
- We observed positive responses by parents (3.88 out of 5) and students (4.22 out of 5) regarding the accessibility, quality and consistency of teacher feedback. The parent response was the lowest overall rating we received on our parent and student surveys, making this an area of focus going forward. However, there will still no negative responses received to this question from either group.
- We received very high overall positive responses from parents (4.5 out of 5) and students (4.22 out of 5) 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.
- We also received very high overall responses from students (both 4.22 out of 5) regarding teacher's digital proficiency with digital tools like Canvas and Zoom and their ability to facilitate engaging virtual learning experiences.
- In the past two years, all school professional staff have completed the professional development plans and related goal requirement to a minimum satisfactory level.
- In the past year, all school professional staff completed or exceeded their annual professional development requirement.

Comment on Results: Strategies & Action (May)

- All staff receive extensive training with many of these digital tools when they are first hired, 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 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.
- Next year OSG will provide staff with relevant PD training during teacher work week at the start of the year and a further two full days during the year. A major focus of professional development this year was on 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 once every year.
- The grading policy was modified at the start of this year to require teaching staff to grade assignments within 1 week of the posted due date to ensure more timely feedback for students. This policy is monitored by the Campus Principal and discussed with staff every two weeks.
- 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. Next year there will be a growing emphasis on equipping staff and ensuring that students are getting timely and quality feedback on a regular basis in formative assessments. These items are all also reviewed with staff three time a year through the PGS formal evaluation and semesterly check-ins with staff.

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

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

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation			Target		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	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.	62.8	n/a	100	87.1	81.5	High	Maintained	Good	85.0	90.0	95.0
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	77.8	n/a	100	78.1	90.7				100.0	100.0	100.0

Performance Measure	Results (in percentages)					Evaluation			Target		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	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.	100	n/a	100	86.6	98.3	Very High	Maintained	Excellent	100.0	100.0	100.0

Performance Measure	Results (in percentages)					Evaluation			Target		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	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.	100	n/a	100	85.7	97.0	Very High	Maintained	Excellent	100.0	100.0	100.0

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)	Target		
	2019	2021	2022	2023
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.00	4.25	4.50	4.60
Rating by parents responding to how the available physical space at school enhanced their child's learning.	5.00	5.00	5.00	5.00
Rating by students responding to the quality of the physical spaces available for their learning.	4.56	4.60	4.70	4.75
Rating by students responding to how safe and supported they feel at school.	4.67	4.75	4.80	4.85
Rating by students responding to how easily they can access extra resource to support their learning.	4.22	4.50	4.60	4.70
Rating by students responding to the technology they can access for their learning.	4.33	4.50	4.60	4.70

Comment on Results: Analysis (November)

- We observed a significant improvement in the overall results for school safety, fairness and respect (+11.7%) on the provincial survey.
- Student's responding very positively to the level of safety and support they feel at school (4.67 out of 5) on the school survey.
- Aurora Learning Foundation currently has no FMNI student enrollments.
- We observed another significant increase and improvement in the overall results regarding the timeliness and accessibility of programs available for students at risk (+12.6%). 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. Overall survey responses for these questions ranged from 4.22 out of 5 to 5 out of 5 with no negative responses from parents or students. This indicates that all parents and students feel that there are the necessary supports and resources in place at school for all students to have the opportunity to be successful in their learning.
- We observed a small decrease in the overall results for the provincial survey regarding the breadth of the program of studies that students have access to at school (-5.6%). Survey responses were very positive for the parent and teacher groups and much higher than the student group. This indicates that any dissatisfaction with this question originates from the student group. Limited course choice and selection options is one of the challenges for a small school. Strategies to improve this and increase student satisfaction in this area represents a potential area for improvement going forward.
- We observed an increase on the provincial results in the overall amount of satisfaction that the school has improved or stayed the same over the past three years (+11.3%). 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.

Comment on Results: Strategies & Action (May)

- The board together with the staff and building manager work very hard to put measures in place so that students are always safe at school in a facility that operates at a high level.
- 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 web form that was released to all parents, staff and students at the beginning of the year as part of the OneSchool anti-bullying program and initiative. Submissions to this web form can be anonymous and all submissions are reviewed by the district leadership team. Submissions that require it are investigated and an action plan is created in any case where bullying has occurred to ensure that it is stopped and prevented from happening again.
- 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 to the school
- The school employs a full-time student success coordinator to provide support for all students, especially those on Individualized Learning Plans.
- School protocols identifies any students consistently failing to demonstrate knowledge at an acceptable standard in any class. A support team and action plan involving the teacher, Principal, parents, student and student success coordinator is put together whenever this trend persists for multiple assignments without positive progress.
- Aurora Learning Foundation utilizes the OneSchool IT department for support in troubleshooting any technology and identifying when repairs are required.
- Students & Staff at Aurora Learning Foundation have a 1:1 lap top device to person ratio. These devices are updated with new devices cycling into a rotation system every year to ensure they are consistently able to meet the demands of the learning environment.
- Feedback is consistently utilized each year to update the course catalogue for students with the options that are available to them. This year students were able to take high school physics and chemistry for the first time. Next year secondary students will have the opportunity to take foods studies as an additional option.
- The newly initiated tiered Diploma Program gives grade 12 students the opportunity to pursue extra courses from the entire OneSchool North America catalogue to expand their knowledge and select courses from areas that might be closer aligned to their personal learning interests.

SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES

- Parents understand and embrace the vision of the organization
- Parent communication and updates will occur regularly from teaching staff and from the school to keep parents informed of the happenings of the school and classes.
- Parents will be regularly involved with the school, coming into the school in some volunteer capacity daily to interact with staff and students.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation			Target		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100	n/a	100	99.0	93.3	Very High	Maintained	Excellent	100.0	100.0	100.0

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)		Target		
	2019		2021	2022	2023
Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information.	4.5		4.60	4.70	4.75
Rating by students responding to how the school communicates important news and events.	4.22		4.50	4.60	4.70

Comment on Results: Analysis (November)

- We observed a slight decrease in the satisfaction of parents and teachers regarding parental involvement in decisions about their child's education this year (-6.7%). Our results are still very high for this survey category so it has not yet become an area of concern. However, upon further review of the results it is worth noting that it is particularly the response of the parents that have declined mildly in their satisfaction with the facet. As a small school, we are limited in several aspects regarding the variety of choices we are able offer. We are still trying to improve this aspect each year where possible. This past year was the first year that parents of high school students were able to complete course selection forms based on an Academic Guide of available options. Unlike previous years, there were a few different course options where students had choice and selection in some of the courses that they could be enrolled in.
- Parental response was very positive when surveyed about the quality and frequency of communication and information being received from the school (4.5 overall out of 5). Students also gave an overall positive response and rating (4.22 overall out of 5) of the school's communication of information. A variety of different platforms and media are used to communicate information with students and parents.
- Parent involvement at the school has remained high this past year. Parents and other community volunteers were involved with the school volunteering in a wide variety of roles including lunch monitoring and engagement (daily), providing hot lunch (bi-weekly) and advising on local campus improvement committees (weekly).
- 91% of student households had at least one parent volunteer at the school at least once during the year in some capacity.
- We observed a 100% turnout of at least one parent attending each of their child's student-led conference this past year.

Comment on Results: Strategies & Action (May)

- OneSchool parent, student and staff surveys are sent out and collected twice a year. In addition to the collection of useful data, it provides an anonymous platform for parents, students, and staff to give feedback and comment on concerns related to the school.
- In addition to report cards, parents receive mid-quarter progress reports on student's achievement in their classes.
- Parents are notified by the teaching staff whenever their child starts to fall below the acceptable standard in any class and/or accumulates multiple missing assignments.
- Parents with students on Individual Learning Plans receive quarterly meeting updates on the progress of students relating to goals on their plans.
- Student-led conferences twice a year provide an opportunity to get an in-depth look at student's progress in classes, on MAP testing and related to their goals as self-directed learning.
- Global House Cup Updates (regarding student achievement in citizenship) are sent home monthly to parents.
- Parents receive a weekly newsletter from the school with updates.
- Parents have access to a live school calendar to keep up with updates and important dates for the week of communicated to Parents weekly via an SMS platform.
- Parents are encouraged and can volunteer at school in a variety of different roles and capacities. These include providing hot lunch and other lunch time support, supporting students in virtual classes, field trips and working with students on campus improvement teams. Many of these opportunities were limited this year due to COVID-10 but we look forward to a full resumption of all these roles in the fall.
- The Vision Presentation with key updates for parents and the community takes place annually every fall.
- Parental meetings occur on a minimum annual basis to provide updates to parents and give an opportunity for in person questions and feedback.

Budget Summary				
	2020/2021 Budget Amount	2020/2021 Budget Percentage	Comments	2021/2022 Budget Amount
REVENUE SUMMARY				
Alberta Government	\$114,203	23%		\$117,894
Other Revenue				
• Tuitions	\$88,560	17%		\$86,338
• Fundraising/Gifts	\$298,300	60%		\$299,550
TOTAL REVENUES	\$501,063	100%		\$503,782
EXPENDITURE SUMMARY				
Instruction	\$351,010	75%	Certified and Non-Certified wages included in Instruction	\$381,661
Administration	0	0		0
Operations & Maintenance	\$60,641	13%		\$63,398
Other	\$57,000	12%	Depreciation	\$52,580
TOTAL EXPENDITURES	\$468,651	100%		\$497,639

Capital plans

- There are no capital plans or significant changes forecast for the 2021/2022 school year.

Sharing Our Results

- The Education Plan discusses strategies being employed to move the school towards achieving our stated outcomes and meeting projected performance targets. This report is shared and posted on the *web site located at www.auroralearningfoundation.com*

Whistleblower Protection

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