

Annual Education Results Report (AERR) for Aurora Learning Foundation (Edmonton)

As part of:



OneSchool
Global

Accountability Statement

The Annual Education Results Report for Aurora Learning Foundation for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 30, 2024.



Lance Clippingdale
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. Aurora Learning Foundation Edmonton was established by members of the Plymouth Brethren Christian Church, for students and families of the Church Community. The school is strongly supported by volunteers from the Church Community. More information about the PBCC and be found at <http://www.plymouthbrethrenchristianchurch.org>.

Aurora Learning Foundation Edmonton employs four full-time Alberta certified teaching staff, two full-time learning support staff members and one full time administrative assistant. It currently has twenty-four 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 is an integral component of our school vision and almost every class has a VC component to it that utilizes the zoom software platform along with staff and student laptops. This technology connects students and staffs to their peers in other OneSchool affiliated campuses across the country. There is a laptop provided for every staff and student at the school. Several new laptops are also rotated in every year to replace older devices. This helps provide students with the required resources to meet the demands of their digital classroom environments. This year Aurora Learning Foundation Edmonton receives VC instruction from Aurora Learning Foundation Calgary and other OneSchool campuses in Stonewall, Regina, Oxbow, Maple Creek, Hamilton, Mossley and Rideau Lakes, whose teachers are Alberta certified.

Grade 12 students have their class schedules tailored so that they can take the appropriate classes to ensure they attain their Alberta High School Diploma. They take English, Mathematics, Science (General, Physics, Chemistry) and Social Studies at the 30-level. After they graduate with their Alberta high school diploma, they enter the work force. Aurora learning foundation had one grade 12 students this past year.

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

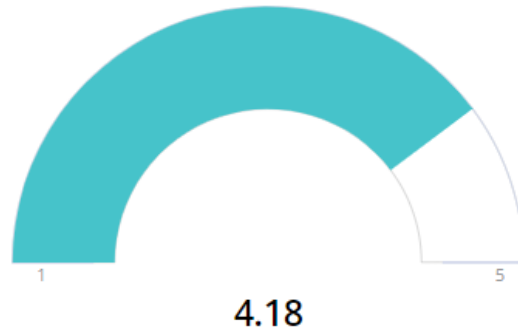
Assurance Domain	Measure	Aurora Learning Foundation			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.4	85.4	89.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	97.4	96.3	97.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	*	n/a	n/a	80.4	80.7	82.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.1	88.6	87.3	*	n/a	n/a
	PAT6: Acceptable	*	*	n/a	68.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	81.5	80.3	80.3	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	22.6	21.2	21.2	*	n/a	n/a
Teaching & Leading	Education Quality	97.2	96.8	98.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.6	95.3	96.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	98.6	91.7	93.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	98.6	98.3	97.7	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

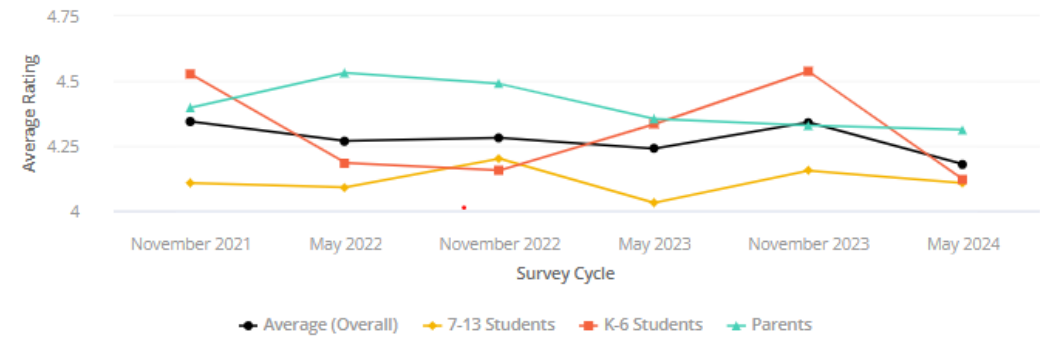
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Survey Results

Overall Average Rating



Average Rating By Respondent Group



Average Rating By Theme

7-13 Students

	Average Rating	Percentage Change
Engagement	4.27	-0.95%
Performance	4.09	-2.49%
Vision & Values & Ethos	4.13	-0.95%
Wellbeing & Culture	4.13	2.47%

K-6 Students

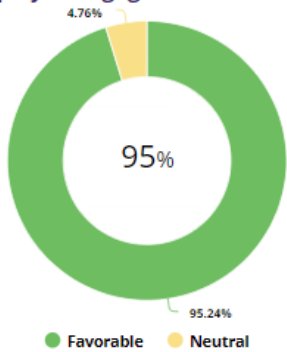
	Average Rating	Percentage Change
Engagement	4.14	0.00%
Performance	3.94	-8.52%
Vision & Values & Ethos	4.43	-4.48%
Wellbeing & Culture	4.43	-11.43%

Parents

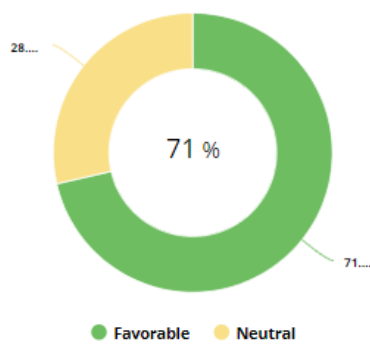
	Average Rating	Percentage Change
Engagement	4.47	0.99%
Performance	4.09	-2.15%
Vision & Values & Ethos	4.44	-0.60%
Wellbeing & Culture	4.23	-0.39%

Survey Results

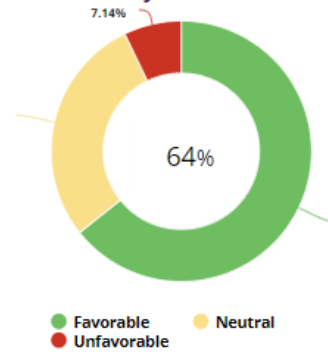
Employee Engagement



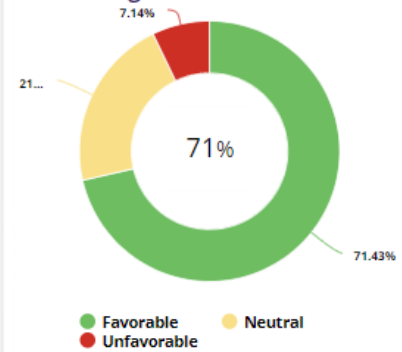
Experience vs Expectations



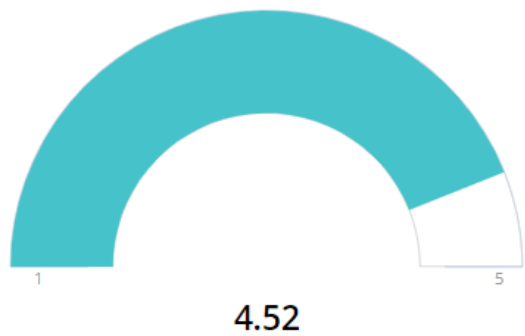
Intent to Stay



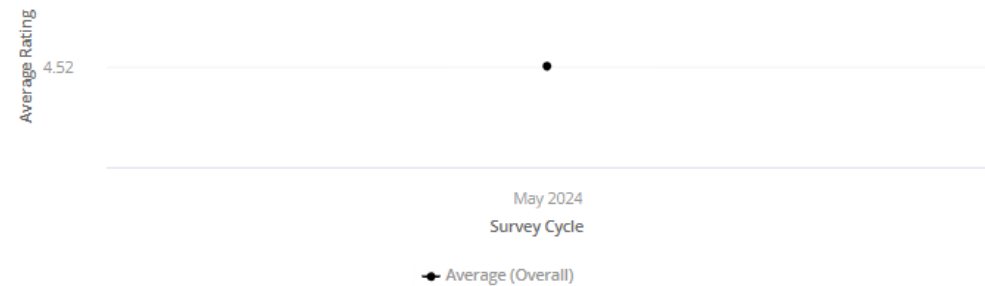
Well-being Score



Overall Average Rating



Average Rating By Respondent Group



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 and rewards students for demonstrating the five school values.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.4	92.7	98.2	96.3	97.4	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)					
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility and commitment.	4.30	4.64	4.22	4.71	4.33	4.40
Rating by secondary students that the School upholds the five core values.	4.22	4.38	4.18	4.08	4.08	4.13
Rating by secondary students about overall student behaviour at campus	4.22	3.92	4.36	3.92	3.69	4.07
Staff rating that they have trusting relationships at work.	n/a	n/a	n/a	n/a	n/a	4.43
Staff rating that their manager cares above my well being	n/a	n/a	n/a	n/a	n/a	4.86

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	85.7	100.0	100.0	100.0	100.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	38.1	80.95	68.42	63.16	75.0
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	10.53	80.95	10.53	57.89	78.95

Comment on Results: Analysis (November)

Highlights:

- Satisfaction levels were high across all three groups for students demonstrating citizenship. This data combined with the survey data about parent satisfaction with students living the values, is evidence that the global house cup program continues to be effective.
- Teacher satisfaction in students modelling citizenship is heavily evidenced in the high recognition of students demonstrating citizenship as shown in the data above.
- Secondary students' rating about student behaviour and students modelling the values has improved to above a 4 out of 5 in the last year.
- Very high ratings from staff about their colleagues and manager is strong evidence of the staff demonstrating positive values in the workplace.

Areas for Improvement:

- The secondary student's own rating about student behaviour at school is the lowest score received in this response (4.07). This response is still high but is a possible focus for improvement, including an investigation into what has caused the improvement over the past year.

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

OUTCOMES

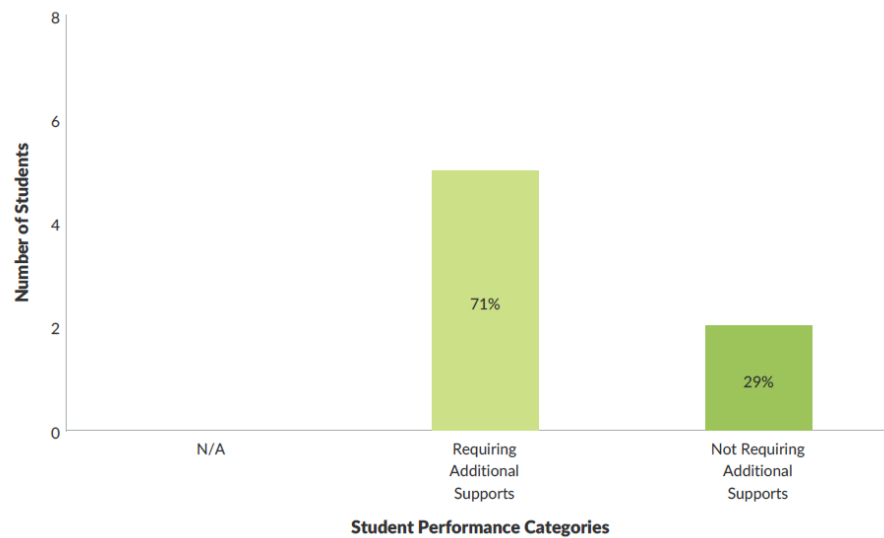
- Students will demonstrate individual growth in their learning in each year
- Students will demonstrate a minimum satisfactory level of understanding of learning outcomes in all their courses.
- Students will take ownership of their learning as self-directed learners
- Students will graduate high school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

Provincial Performance Measures from Alberta Education

K-3 Numeracy and Literacy Screening Assessments

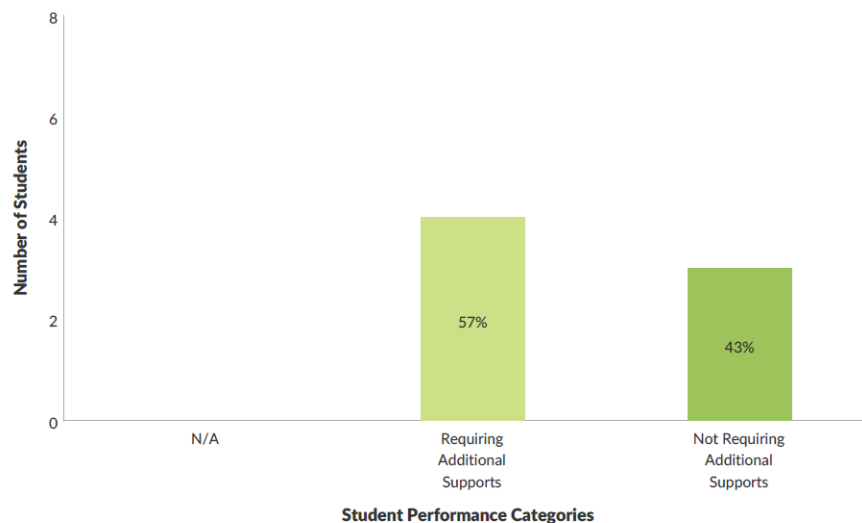
2023-2024 OSG EDM Grade 3

Castles and Coltheart 3 (CC3) Assessment English-Grade 3-CC3 Overall Performance-Class Report-June 2024



2023-2024 OSG EDM Grade 3

Numeracy Screening Assessments-Grade 3-Weighted Total Score Outcome-Class Report-June 2024



Early Years Literacy/Numeracy Assessment Name	2023-2024				
	Total Number of Students Assessed	Percentage of Students Identified as being at Risk (Beginning of Year)	Percentage of Students Identified as being at Risk (End of Year)	Average number of months behind grade level of at-risk students at time of initial assessment	Average number of months gained at grade level by at-risk students at time of final assessment
Castles & Coltheart 3 Assessment – Overall Performance	6	50.0	71.0	13.6	-3.6
Numeracy Screening Assessment	6	50.0	57.0	10.7	-0.9

Early Years Literacy/Numeracy Assessment Name	2024-2025				
	Total Number of Students Assessed	Percentage of Students Identified as being at Risk (Beginning of Year)	Percentage of Students Identified as being at Risk (End of Year)	Average number of months behind grade level of at-risk students at time of initial assessment	Average number of months gained at grade level by at-risk students at time of final assessment
Castles & Coltheart 3 Assessment – Overall Performance	1	*		*	
Numeracy Screening Assessment	1	*		*	

Aurora Learning Foundation does not have any students enrolled in grades K-2. This year Aurora Learning Foundation has one student enrolled in grade 3. Numeracy and Literacy screening assessments were administered but the data is not displayed due to the small number of students participating in the assessment(s). Strategies being employed to support students “at-risk” in grade 3 are outlined below.

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	75.0	*	*	*	*	*
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	20.8	*	*	*	*	*

****Achievement Data For Students Identifying as FNMI***

Aurora Learning Foundation does not have any First Nation or Meti students so we do not have strategies supporting the provincial outcome of:

“Improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports; nor a strategy for the systemic education gap for self-identified First Nations, Métis, and Inuit students”

Strategies are listed further below that are being utilized by Aurora Learning Foundation associated with the provincial outcome of:

“Supporting the implementation of the Truth and Reconciliation Commission Recommendations”

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	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.	94.7	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	94.4	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	58	60	58	58	54
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	19	25	11	26	25
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Math assessment	n/a	94	84	95	75
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	62	83	68	68	50
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	72	85	89	95	79
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	29	30	42	32	42
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Reading assessment	n/a	78	89	47	79
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	43	72	74	47	63
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	67	79	84	82	78
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	10	21	32	29	30
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Language assessment	n/a	78	79	74	88
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Language Usage assessment	42	67	58	53	81

Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	67	89	100	100	71
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	19	37	53	50	48
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Science assessment	n/a	72	76	68	69
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Science Usage assessment	n/a	61	71	63	64

Performance Measure	Results (Overall Respondents Rating out of 5)					
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Rating by parents answering how they feel about their child being self-directed in their learning and taking ownership	4.20	4.36	4.44	4.29	3.92	3.93
Rating by parents that they feel their children are able to achieve their best	4.11	4.55	4.33	4.29	4.33	4.07
Rating by secondary students that they feel they have ownership over their learning	4.11	4.38	4.09	3.83	4.16	3.97
Rating by secondary students that they set high goals and push themselves to achieve their full potential.	4.3	4.23	3.91	3.75	4.38	4.13

Comment on Results: Analysis (November)

Supports:

- Full time EA maintained on staff to support higher needs of elementary students.
- Scheduled diagnostic testing and monitoring to determine if an IEP will be required to support at risk student's success and achievement
- Policy revamped for establishing CARE team meetings to support struggling students

Comments:

- Last year Aurora Learning Foundation had two grade 6 students, two grade 9 students and one grade 12 students. The small class sizes and sample size each year means that results can vary significantly with data usually suppressed due to these small numbers.
- 6 out of 7 grade 3 students completed the initial K-4 literacy and numeracy screening assessments in September and all 7 grade 3 students completed the screening re-assessments in June.
- Full PAT and Diploma Course Table Data is available in the Appendix section of this report.
- School data for Diploma Results, High School Completion Rate and Drop out Rate have not been included because all results have been suppressed due to small population size.
- Aurora Learning Foundation currently has no FMNI student enrollments.
- All enrolled students in grades 3 through 12 complete NWEA MAP Growth Testing in the areas of Math, Reading, Language Usage and Science three times throughout the year in the Fall, Winter & Spring.

Highlights:

- We again observed exceptionally high satisfaction from teachers and parents regarding post-school readiness and lifelong learning. This speaks to the effectiveness of the self-directed learning model and Learning to Learn framework in place and being utilized for student learning at school. It confirms that additional programs like the Career Readiness Program and the Business Competencies Program are having effective intended results.
- 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.
- PAT achievement was the highest in the subject of ELA.
- 25% of all PAT exams were written at the standard of excellence.
- Diploma ELA results were the highest of the four subjects tested in.
- A significant increase in the number of students demonstrating growth in reading and language in MAP testing.

- Aurora Learning Foundation Supports the implementation of the Truth and Reconciliation Commission Recommendations through:
 - Routine reading of the Land Acknowledgement during announcements
 - Recognition of Orange Shirt Day
 - Acknowledgement, recognition and awareness around the National Day for Truth and Reconciliation.
 - Incorporation of Aboriginal Education into curricular learning (Oral traditions in ELA, Indigenous Games in Physical Education)

Areas for Improvement:

- 4% of students required summer remediation at the end of the school year for one course. 0% of students required summer remediation for more than one course. Further interventions will be implemented next year to work to bring this number to 0.
- Local survey results from parents regarding student ownership and student achievement both decreased over the past year. Further investigation needed to gather feedback from parents to determine future actions.
- PAT achievement in math was the lowest once again this year with grade 9 math representing the area with the most room for improvement.
- Diploma exam achievement in Math 30 represents the area with the most room for improvement.
- Only 54% of students demonstrated MAP achievement in math at the acceptable standard.
- Only 50% of students met or exceeded their projected growth in math in MAP testing.

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		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.9	99.0	100.0	96.8	97.2	Very High	Maintained	Excellent
Percentage of parents satisfied with the overall quality of basic education.	98.2	100.0	100.0	97.9	100.0	Very High	Maintained	Excellent
Percentage of students satisfied with the overall quality of basic education.	100.0	97.0	100.0	92.6	91.5	Very High	Maintained	Excellent
Percentage of teachers satisfied with the overall quality of basic education.	98.5	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	97.0	98.1	97.6	95.9	93.2	Very High	Maintained	Excellent
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	100.0	100.0	95.2	100.0	90.5	High	Maintained	Good
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	93.5	93.8	85.4	89.4	n/a	Maintained	n/a

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)					
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	3.88	4.25	4.50	4.45	4.44	4.57
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.50	4.64	4.22	4.43	4.33	4.00
Rating by staff on how they feel people take responsibility or actions in the staff team.	n/a	n/a	n/a	n/a	n/a	4.71

Rating by staff that their manager holds people accountable for their performance	n/a	n/a	n/a	n/a	n/a	4.71
Rating by staff that they fully understand and apply the Learning to Learn Framework in their work	n/a	n/a	n/a	n/a	n/a	4.33
Rating by secondary students that teachers encourage them to succeed in their learning.	4.67	4.77	4.55	4.42	4.54	4.47
Rating by secondary students about the quality, regularity and timeliness given by teachers to help them improve in their learning.	4.67	4.00	4.55	4.17	4.00	3.93
Rating by secondary students about the quality and engagement of their lessons and digital classrooms.	3.89	3.82	4.32	3.84	3.91	3.87

Comment on Results: Analysis (November)

Professional Learning, Supervision and Evaluation Comments:

- All staff must complete 15 hours of Professional Development each year. These hours are submitted and tracked by the district and Campus Principal. 100% of staff completed this requirement last year.
- All staff complete a self-appraisal combined with an appraisal by the principal each semester. All staff write professional goals each semester and track their progress through an online system. Staff meet with the principal every two weeks and discuss their goals and progress in these meetings. All staff receive five 20-minute walkthroughs and one full 60-minute walkthrough throughout the school year. Staff receive feedback from these walkthroughs to support their growth within two weeks of their scheduled date. Teaching staff evaluated below satisfactory in any walkthrough receive additional coaching and support through the staff coaching program.

Highlights:

- Provincial survey results show high consistent satisfaction in quality of basic education and the school's capacity to improve or at least stay the same. This again speaks to the stability in staffing and leadership and the continuity it has provided.
- Ratings by staff remain very high regarding the performance of the school's staff team to work together and achieve goals. Survey data also indicates that staff also have confidence in leadership to lead and support the staff team.
- Consistent high survey scores from secondary students indicated that they feel supported and encouraged by teachers on their learning journey.

Areas for Improvement:

- The results for student learning engagement increased slightly. This is positive considering the decrease that was observed last year. It is positive that improvement is seen specifically in the student group (which had previously declined). However, this data, along with local student engagement survey data, remains a relative area of weakness. Student engagement over zoom continues to provide a challenge and this area should remain a focus for improvement.
- Secondary student satisfaction with feedback has steadily declined and should be further investigated to determine if the central problem is quality, timeliness or a combination. Coaching, support and professional development can then be tailored to staff to improve in this area.
- Parent survey responses have been steadily decreasing in ratings for "students are allowed to learn in a variety of ways". More investigation is needed to determine what is specifically causing this decline.

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

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

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	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.	81.5	78.2	82.9	82.1	81.6	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	90.7	94.4	93.5	91.0	98.6	Very High	Maintained	Excellent
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	94.4	95.5	91.7	98.6	n/a	Improved	n/a
Percentage of parents who agree that students have access to the appropriate supports and services at school.	n/a	100.0	95.0	100.0	100.0	n/a	Maintained	n/a
Percentage of students who agree that students have access to the appropriate supports and services at school.	n/a	83.3	95.8	78.6	95.8	n/a	Maintained	n/a
Percentage of teachers who agree that students have access to the appropriate supports and services at school.	n/a	100.0	95.7	96.6	100.0	n/a	Maintained	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers, parent and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	94.8	97.5	95.3	97.6	n/a	Maintained	n/a
Percentage of parent who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	100.0	100.0	100.0	100.0	n/a	Maintained	n/a
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	84.4	94.4	88.4	95.8	n/a	Maintained	n/a
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	100.0	97.9	97.6	97.1	n/a	Maintained	n/a
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly at school.	98.3	96.2	95.7	95.8	98.3	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)					
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.10	4.36	4.33	4.00	4.33	4.20
Rating by parents responding to how the available physical space at school enhanced their child's learning.	4.40	4.45	4.33	4.43	4.08	3.47
Rating by parents responding to the school's quality of digital safeguard tools uses and assistance with helping to keep children safe online.	4.65	4.55	4.67	4.64	4.58	4.60
Rating by parents about the technology that is provided by the school for student learning.	4.23	4.19	4.56	4.43	4.58	4.53
Rating by parents that bullying is dealt with effectively at the campus	n/a	n/a	n/a	n/a	4.33	4.00
Rating by elementary students that if bullying happens it will be stopped	4.56	5.00	3.40	5.00	5.00	3.29
Rating by elementary students about how they feel when they are at school	5.00	5.00	4.20	5.00	5.00	5.00
Rating by secondary students about the technology they use for their learning.	3.33	4.00	4.36	4.33	4.54	4.40
Rating by secondary students about the quality of physical spaces they have available for their learning.	3.86	3.99	3.98	3.91	3.85	3.93
Rating by secondary students about feeling safe & supported at school.	4.44	4.45	4.45	4.25	4.34	4.50
Rating by secondary students about how well bullying is dealt with at the campus.	4.11	4.23	4.36	3.75	3.69	4.00
Rating by secondary students about how they feel when they are at school.	3.78	4.08	4.36	3.92	4.00	3.93

Comment on Results: Analysis (November)

Highlights:

- Ratings across the board from students, parents, and staff for both provincial metrics regarding a safe, caring and welcoming school and learning environment are consistently very high. This is also supported by very high ratings from local surveys on the topic of safety at school from elementary (5 out of 5) and secondary (4.5 out of 5) students.
- Parents and staff satisfaction is consistently very high with the program of studies and support programs and services on offer to students. This data validates that the Student Support Department remains effective at supporting students at risk and students with higher needs with additional programs, supports, and services.
- Parent satisfaction with digital safeguarding tools remains high (4.60 out of 5). This indicates the school is continuing to successfully fulfill this important mandate from the parent community.
- Rating from parents and all students is high regarding the quality of technology available and being utilized at school for teaching and learning. This data is evidence that the technology updates that are coming through, the cycle of update for new laptops and the IT department are all functioning effectively.

Areas for Improvement:

- The scores for parents, elementary and secondary students regarding bullying at the campus are quite erratic which makes it difficult to determine trends. It is positive to see improvements over time but concerned to see significant dips at different points over the past few years. The school continues to employ many strategies to minimize bullying at school including monthly child protection meetings, an anonymous bullying reporting webform for students, parents and volunteers, an online management system for documenting and following up on bullying cases, restorative practice training for staff, a revised student discipline policy and mandatory age-appropriate proactive BeAware anti-bullying programs for students throughout the year.
- The ratings from secondary students and parents about the quality and variety of physical spaces available are both below a 4 with the parent rating dropping considerably over the last year. We anticipate that these scores will drastically increase with the substantial physical renovations that took place over the summer along with new furniture that has been installed.
- Student satisfaction with the program of studies remains low. Previous initiatives to address this have not been effective and this continues to be a challenge at a small school with limited resources. This is a possible area of focus to continue in going forward.

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 on a daily basis to interact with staff and students.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	93.3	98.8	97.1	98.3	98.6	Very High	Maintained	Excellent
Percentage of parents satisfied with parental involvement in decisions about their child's education.	88.4	97.5	100.0	100.0	100.0	Very High	Maintained	Excellent
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	98.2	100.0	94.3	96.7	97.3	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)					
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Rating by parents that they know who to contact if they have questions or concerns and how they feel that the response will be appropriate and timely.	4.70	4.73	4.62	4.50	4.63	4.70
Rating by parents that they have been provided with the information they need from school when they need it.	4.5	4.55	4.67	4.43	4.33	4.67
Rating by parents that they feel aware of and able to engage with what is happening at the school.	4.30	4.45	4.56	4.43	4.58	4.67
Rating by parents that they are sufficiently kept aware of their child(ren)s academic progress through meetings, and reports.	4.50	4.59	4.67	4.43	4.42	4.53
Rating by parents that they are kept aware of and understand their child(ren)s academic MAP growth progress and goals.	n/a	n/a	n/a	4.83	4.08	4.47

Comment on Results: Analysis (November)

Comments:

- Survey data, results, reports and goals are shared with parents and community at Town Hall events (2-4 times a year) in an open forum format with opportunities for two-way conversations. Parental attendance of Town Halls is tracked to analyze engagement and follow ups are sent with event summaries for all who did not attend.
- Critical data results and goal updates and summaries (from plans, documents and data including the Ed Plan and AERR) are shared with all stakeholders during webinars over zoom held twice a year. Short strategic plan video summaries are shared monthly.
- Parents, students, and staff have an opportunity to provide feedback in the twice annual local surveys that are sent out in addition to the annual provincial assurances' surveys.
- Local surveys have open feedback sections where parents, students and staff can share any feedback that they have. They can also request follow-ups to have more dialogue about feedback and input into the school's strategic planning.
- Parent involvement at the school remained at a high level this past year. Parents and other community volunteers were involved with the school volunteering in a wide variety of roles including lunch monitoring, classroom support and engagement and providing hot lunch, all as part of the school's CCS program.

Highlights:

- Provincial measures showcase continued high satisfaction from staff and parents that parents are involved in critical decisions regarding their child's education (98% or higher in the past 3 years). This data continues to indicate that ongoing strategies like MAP growth meetings, High School Course Selections, Town Halls, Student Led Conferences, CARE team meetings and Parent Teacher Interviews remain effective in engaging parents and involving them in their child's education and learning journey.
- All local survey responses regarding parental involvement, engagement and communication were very high (4.47 or higher). This mirrors parental response to the provincial survey that they feel adequately informed, engaged and given sufficient opportunities to engage and volunteer with the school.
- We again observed a 100% turnout of at least one parent attending each of their child's student-led conference this past year.

Areas for Improvement:

- Some written and verbal feedback has indicated that more frequent parent meetings with the Campus Principal, Campus Administrator and Campus Board might be appreciated. This is an area that the school will look to collect more feedback on and address accordingly related to that feedback.

Budget Summary

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

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

Sharing Our Results

- The Annual Education Results Report (AERR) summarizes the accomplishments of Aurora Learning Foundation. 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.

Appendix

			Aurora Learning Foundation									Alberta						
			2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
French Language Arts 6 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	3,131	1,870	n/a	3,131	2,501
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,312	2,923	1,638	n/a	2,923	2,281
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.7	93.4	87.6	n/a	93.4	90.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.9	77.6	69.9	n/a	77.6	73.7
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.6	12.5	9.3	n/a	12.5	10.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17.9	15.8	17.7	n/a	15.8	16.7
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.1	83.1	79.8	n/a	83.1	81.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.1	13.3	10.6	n/a	13.3	12.0
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18.9	16.9	20.2	n/a	16.9	18.6
Français 6 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	578	504	n/a	578	541
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	698	507	439	n/a	507	473
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.2	87.7	87.1	n/a	87.7	87.4
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.0	78.9	80.4	n/a	78.9	79.6
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.2	19.4	18.5	n/a	19.4	18.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.2	8.8	6.7	n/a	8.8	7.8
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.1	89.9	92.3	n/a	89.9	91.1
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21.5	22.1	21.2	n/a	22.1	21.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.9	10.1	7.7	n/a	10.1	8.9
Science 6	Participation	Students Enrolled	n/a	n/a	4	2	2	n/a	n/a	n/a	n/a	n/a	56,451	54,859	53,806	n/a	54,859	54,333
		Students Writing	n/a	n/a	4	1	2	n/a	n/a	n/a	n/a	n/a	48,395	46,184	45,578	n/a	46,184	45,881
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	85.7	84.2	84.7	n/a	84.2	84.4
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	71.5	66.7	68.8	n/a	66.7	67.8
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	23.7	21.8	24.8	n/a	21.8	23.3
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	14.2	17.4	15.9	n/a	17.4	16.7

	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	83.4	79.3	81.2	n/a	79.3	80.3
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	27.7	25.9	29.3	n/a	25.9	27.6
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	16.6	20.7	18.8	n/a	20.7	19.7
Social Studies 6	Participation	Students Enrolled	n/a	n/a	4	2	2	n/a	n/a	n/a	n/a	n/a	56,483	57,655	60,804	n/a	57,655	59,230
		Students Writing	n/a	n/a	4	2	2	n/a	n/a	n/a	n/a	n/a	48,283	48,742	52,610	n/a	48,742	50,676
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	85.5	84.5	86.5	n/a	84.5	85.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	67.8	66.2	68.5	n/a	66.2	67.4
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.1	18.0	19.8	n/a	18.0	18.9
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	17.7	18.4	18.0	n/a	18.4	18.2
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	79.3	78.3	79.2	n/a	78.3	78.8
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	23.6	21.3	22.8	n/a	21.3	22.1
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.7	21.7	20.8	n/a	21.7	21.2
	English Language Arts 9	Participation	Students Enrolled	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	35,521	56,255	59,096	n/a	56,255
Students Writing			n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	28,956	47,191	48,994	n/a	47,191	48,093
Students Writing %			n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	81.5	83.9	82.9	n/a	83.9	83.4
Results Based on Number Enrolled		Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	69.6	71.4	69.5	n/a	71.4	70.4
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	12.9	13.4	11.8	n/a	13.4	12.6
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	11.9	12.5	13.4	n/a	12.5	13.0
Results based on Number Writing		Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	85.4	85.1	83.8	n/a	85.1	84.5
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	15.8	15.9	14.2	n/a	15.9	15.1
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	14.6	14.9	16.2	n/a	14.9	15.5
K&E English Language Arts 9		Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	1,254	1,465	n/a	1,254
	Students Writing		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	987	883	1,052	n/a	883	968
	Students Writing %		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.3	70.4	71.8	n/a	70.4	71.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.5	50.2	49.6	n/a	50.2	49.9
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.0	5.7	5.6	n/a	5.7	5.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24.9	20.3	22.3	n/a	20.3	21.3
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.0	71.2	69.0	n/a	71.2	70.1
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.6	8.0	7.8	n/a	8.0	7.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33.0	28.8	31.0	n/a	28.8	29.9

French Language Arts 9 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	3,215	3,308	n/a	3,215	3,262
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,990	3,027	3,110	n/a	3,027	3,069
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.6	94.2	94.0	n/a	94.2	94.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.5	76.1	76.6	n/a	76.1	76.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9.9	10.9	10.6	n/a	10.9	10.7
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19.1	18.1	17.4	n/a	18.1	17.7
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.4	80.8	81.5	n/a	80.8	81.2
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.7	11.5	11.3	n/a	11.5	11.4
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.6	19.2	18.5	n/a	19.2	18.8
Français 9 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	575	615	n/a	575	595
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	411	541	579	n/a	541	560
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.6	94.1	94.1	n/a	94.1	94.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.0	81.6	83.1	n/a	81.6	82.3
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.0	22.3	19.7	n/a	22.3	21.0
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12.6	12.5	11.1	n/a	12.5	11.8
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.4	86.7	88.3	n/a	86.7	87.5
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.0	23.7	20.9	n/a	23.7	22.3
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13.6	13.3	11.7	n/a	13.3	12.5
Mathematics 9	Participation	Students Enrolled	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	32,890	55,447	58,577	n/a	55,447	57,012
		Students Writing	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	27,331	46,587	49,797	n/a	46,587	48,192
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	83.1	84.0	85.0	n/a	84.0	84.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	53.0	54.4	52.7	n/a	54.4	53.5
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	16.7	13.5	14.0	n/a	13.5	13.7
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	30.1	29.6	32.3	n/a	29.6	31.0
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	63.7	64.7	62.0	n/a	64.7	63.3
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.1	16.0	16.5	n/a	16.0	16.2
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	36.3	35.3	38.0	n/a	35.3	36.7
K&E Mathematics 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	1,815	1,967	n/a	1,815	1,891
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,425	1,480	1,584	n/a	1,480	1,532
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.6	81.5	80.5	n/a	81.5	81.0

	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55.3	52.7	52.2	n/a	52.7	52.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.1	11.3	9.9	n/a	11.3	10.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26.3	28.8	28.4	n/a	28.8	28.6
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.8	64.7	64.8	n/a	64.7	64.7
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13.6	13.9	12.3	n/a	13.9	13.1
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32.2	35.3	35.2	n/a	35.3	35.3
Science 9	Participation	Students Enrolled	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	31,215	56,311	59,072	n/a	56,311	57,692
		Students Writing	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	25,840	47,397	50,395	n/a	47,397	48,896
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	82.8	84.2	85.3	n/a	84.2	84.7
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	68.0	66.3	67.6	n/a	66.3	66.9
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	22.6	20.1	20.8	n/a	20.1	20.5
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	14.8	17.8	17.7	n/a	17.8	17.8
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	82.1	78.8	79.2	n/a	78.8	79.0
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	27.3	23.9	24.4	n/a	23.9	24.2
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	17.9	21.2	20.8	n/a	21.2	21.0
K&E Science 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	1,197	1,411	n/a	1,197	1,304
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	944	936	1,123	n/a	936	1,030
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.7	78.2	79.6	n/a	78.2	78.9
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.8	52.9	52.3	n/a	52.9	52.6
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.0	10.9	8.9	n/a	10.9	9.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21.9	25.3	27.3	n/a	25.3	26.3
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.6	67.6	65.7	n/a	67.6	66.7
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13.8	13.9	11.1	n/a	13.9	12.5
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.4	32.4	34.3	n/a	32.4	33.3
Social Studies 9	Participation	Students Enrolled	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	30,108	56,309	59,125	n/a	56,309	57,717
		Students Writing	n/a	n/a	2	2	2	n/a	n/a	n/a	n/a	n/a	25,130	47,410	50,440	n/a	47,410	48,925
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	83.5	84.2	85.3	n/a	84.2	84.8
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	60.8	58.4	60.5	n/a	58.4	59.4
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	17.2	15.9	15.8	n/a	15.9	15.8
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	22.7	25.8	24.8	n/a	25.8	25.3

	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	72.8	69.3	70.9	n/a	69.3	70.1
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.6	18.9	18.5	n/a	18.9	18.7
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	27.2	30.7	29.1	n/a	30.7	29.9
K&E Social Studies 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	1,140	1,351	n/a	1,140	1,246
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	942	915	1,081	n/a	915	998
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.7	80.3	80.0	n/a	80.3	80.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.2	49.6	50.4	n/a	49.6	50.0
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14.1	10.6	11.3	n/a	10.6	10.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.5	30.6	29.6	n/a	30.6	30.1
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.9	61.9	63.0	n/a	61.9	62.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17.5	13.2	14.1	n/a	13.2	13.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34.1	38.1	37.0	n/a	38.1	37.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

		Aurora Learning Foundation								Alberta							
		2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
English Lang Arts 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,372	31,493	33,001	n/a	31,493	32,247
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.8	83.7	84.2	n/a	83.7	83.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9.4	10.5	10.1	n/a	10.5	10.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.2	98.4	98.6	n/a	98.4	98.5
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.6	42.4	42.1	n/a	42.4	42.2

English Lang Arts 30-2	Students Writing	n/a	n/a	n/a	2	1	n/a	n/a	n/a	n/a	n/a	8,903	17,112	19,219	n/a	17,112	18,166
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	80.8	86.2	85.7	n/a	86.2	85.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	12.3	12.7	12.9	n/a	12.7	12.8
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	96.6	96.7	96.7	n/a	96.7	96.7
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	19.9	18.7	19.1	n/a	18.7	18.9
French Language Arts 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	1,236	1,200	n/a	1,236	1,218
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.9	93.1	95.3	n/a	93.1	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.8	6.1	8.6	n/a	6.1	7.4
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99.8	99.4	99.3	n/a	99.4	99.4
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.8	62.3	67.4	n/a	62.3	64.9
Français 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	127	160	n/a	127	144
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.8	99.2	99.4	n/a	99.2	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.2	30.7	26.3	n/a	30.7	28.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0	n/a	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.1	78.0	72.5	n/a	78.0	75.2
Mathematics 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,102	19,763	21,035	n/a	19,763	20,399
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.6	70.8	75.4	n/a	70.8	73.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23.0	29.0	34.9	n/a	29.0	32.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.4	96.1	96.4	n/a	96.1	96.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51.6	54.1	54.8	n/a	54.1	54.4
Mathematics 30-2	Students Writing	n/a	n/a	n/a	2	1	n/a	n/a	n/a	n/a	n/a	7,872	14,418	15,676	n/a	14,418	15,047
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	61.5	71.1	70.9	n/a	71.1	71.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	11.8	15.2	15.4	n/a	15.2	15.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	94.3	94.1	94.3	n/a	94.1	94.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	29.7	29.2	30.9	n/a	29.2	30.1

Social Studies 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,811	24,023	25,167	n/a	24,023	24,595
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.5	83.5	85.2	n/a	83.5	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15.8	15.9	18.7	n/a	15.9	17.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99.3	99.3	99.3	n/a	99.3	99.3
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.6	50.0	50.1	n/a	50.0	50.0
Social Studies 30-2	Students Writing	n/a	n/a	n/a	2	1	n/a	n/a	n/a	n/a	n/a	11,131	21,045	23,985	n/a	21,045	22,515
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	72.5	78.1	77.6	n/a	78.1	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	13.2	12.3	12.7	n/a	12.3	12.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	97.1	97.0	96.9	n/a	97.0	97.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	24.7	22.6	23.9	n/a	22.6	23.3
Biology 30	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,449	23,270	24,414	n/a	23,270	23,842
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.3	82.7	83.1	n/a	82.7	82.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.2	32.8	33.7	n/a	32.8	33.2
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.0	97.2	97.3	n/a	97.2	97.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51.1	51.6	51.3	n/a	51.6	51.4
Chemistry 30	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,196	18,364	19,955	n/a	18,364	19,160
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.1	80.5	82.9	n/a	80.5	81.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31.1	37.0	38.0	n/a	37.0	37.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.4	97.4	97.4	n/a	97.4	97.4
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.6	56.3	57.4	n/a	56.3	56.9
Physics 30	Students Writing	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	n/a	n/a	5,560	9,241	9,955	n/a	9,241	9,598
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	78.5	82.3	85.1	n/a	82.3	83.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	34.6	39.9	43.1	n/a	39.9	41.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	97.9	98.1	97.8	n/a	98.1	97.9
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	64.0	61.2	60.9	n/a	61.2	61.0

Science 30	Students Writing	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	n/a	n/a	4,887	8,007	8,439	n/a	8,007	8,223
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	75.7	79.4	81.3	n/a	79.4	80.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	17.2	23.1	24.6	n/a	23.1	23.9
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	96.5	96.2	96.7	n/a	96.2	96.4
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	36.8	35.5	36.0	n/a	35.5	35.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.







APORI_202411_A.0210_ AERR

Final Audit Report

2024-12-03

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By:	Anthony Newman (Anthony.Newman@na.oneschoolglobal.com)
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