

## Three Year Education Plan (3YP) 2023-2026 for Aurora Learning Foundation (Edmonton)

As part of:



**OneSchool**  
**Global**

**Accountability Statement**

The Education Plan for Aurora Learning Foundation commencing August 19<sup>th</sup>, 2024, 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. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2023/2026 Education Plan on May 31, 2024.



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(Signed by the Chair)

## Foundation Statements

### *Mission Statement*

#### "Learning to Learn"

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

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

### *Vision Statement*

Aurora Learning Foundation Edmonton envisions:

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

### *Principles Statement*

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

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

### A Profile of the School Authority

Aurora Learning Foundation Edmonton is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are part of a global education ecosystem that develops life-ready students who learn how to learn. The truth and authority of the Holy Bible and strong family values underpin the commitment of the school to provide quality in every facet of education - curriculum, teachers, facilities, management, and discipline - in a safe, secure, and caring environment. 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. Educational technology has become an integral component of our school vision and almost every class has a VC component to it that utilizes the zoom software platform along with staff and student laptops. This technology connects students and staffs to their peers in other OneSchool affiliated campuses across the country. There is a laptop provided for every staff and student at the school. Several new laptops are also rotated in every year to replace older devices. This helps provide students with the required resources to meet the demands of their digital classroom environments. This year Aurora Learning Foundation Edmonton receives Virtual 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 has one grade 12 student enrolled this past year.

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

## SCHOOL GOAL #1 - LIVING THE VALUES

### OUTCOMES

- Students and staff demonstrate the values of integrity, care & compassion, respect, responsibility and commitment through observable behaviours and actions while at school
- There exists a school culture than encourages students to and rewards students for demonstrating the five school values.

### Provincial Performance Measures from Alberta Education

Performance Measure	Targets		
	2024	2025	2026
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98	99	100

### School Performance Measures

Performance Measure	Targets		
	2024	2025	2026
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility and commitment.	4.75	4.80	4.85
Rating by staff that the school's values are aligned with their personal values.	5.00	5.00	5.00
Rating by secondary students that the School upholds the five core values.	4.10	4.20	4.30
Rating of student behaviour at campus by elementary students.	5.00	5.00	5.00

Performance Measure	Targets		
	2024	2025	2026
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	90.0	90.0	90.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	65.0	65.0	70.0
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	60.0	65.0	70.0

### 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.
- Staff alignment with the values remains very high. This also speaks to strong hiring and onboarding processes that these results have stayed consistent even with new staff hired.
- Elementary students' rating about student behaviour remains very high and consistent.

#### Areas for Improvement:

- There have been two years of consecutive decreases in the percentage of students who are achieving higher citizenship recognition. This represents a possible area of focus to help grow students' citizenship capacity to the next level.
- Student satisfaction that the school upholds the values is the lowest score received in this response (4.08). This response is still high but could merit investigation into why it is dropping.

### Comment on Results: Strategies & Action (May)

- Student citizenship:
  - Continued student involvement for secondary students in a local campus and regionally collaborative student leadership team (SLT).
  - Continued use of the Community Campus Support Program for increased student interaction with positive community role models. Scheduling, tracking and support structure to be revamped to increase community participation.
  - Success to be measured through leadership recognition in the global house cup system and annual provincial surveys.
- Students and staff demonstrating the values:
  - Continued utilization of the Global House Cup system to promote and reward students for living the values and displaying exemplary citizenship.
  - Continued monitoring and accountability of properly utilizing the GHC system by staff at a one-on-one level and campus, district and regional monitoring and analysis.
  - Launching Student and Staff Personas and Appraisals to address lower student satisfaction with the school upholding the values.
  - Increased visibility and discussion of student values recognition in staff daily team meetings to improve staff awareness and support students earned higher citizenship recognition.
  - Continued measuring of success through the GHC system results and bi-annual OSG surveys

## SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

OUTCOMES
<ul style="list-style-type: none"> <li>• Students will demonstrate individual growth in their learning in each year</li> <li>• Students will demonstrate a minimum satisfactory level of understanding of learning outcomes in all their courses.</li> <li>• Students will take ownership of their learning as self-directed learners</li> <li>• Students will graduate high school and receive their Alberta High School Diploma.</li> <li>• Students will take classes and learn skills that prepare them for life after high school.</li> </ul>

### Provincial Performance Measures from Alberta Education

Performance Measure	Targets		
	2024	2025	2026
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75	92	88
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13	20	38

Performance Measure	Targets		
	2024	2025	2026
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	100	86	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	25	38	29

Performance Measure	Targets		
	2024	2025	2026
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	100.0	100.0	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	100.0	50.0	50.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a

Performance Measure	Targets		
	2024	2025	2026
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	100.0	100.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100.0	100.0	100.0

### School Performance Measures

Performance Measure	Targets		
	2024	2025	2026
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	67	75	83
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	25	25	25
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Math assessment	87	89	91
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	70	73	75
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	83	83	88
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	38	42	44
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Reading assessment	75	80	85
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	50	53	54
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	80	82	84
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	27	27	37
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Language assessment	75	80	85
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Language Usage assessment	55	58	59
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	70	75	80
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	40	43	45
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Science assessment	70	75	80
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Science Usage assessment	65	68	69

Performance Measure	Targets		
	2024	2025	2026
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	4.40	4.45	4.50
Rating by parents that they feel their children are able to achieve their best	4.40	4.45	4.50
Rating by secondary students that they feel they have ownership over their learning	3.90	4.00	4.10
Rating by secondary students that they set high goals and push themselves to achieve their full potential.	3.90	4.00	4.10



### Comment on Results: Analysis (November)

*Supports:*

- Full time EA hired to support higher needs of new incoming students.
- Scheduled diagnostic testing and monitoring to determine if the addition of an IEP will be required to support at risk student's success and achievement

*Comments:*

- Last year Aurora Learning Foundation had two grade 6 students, two grade 9 students and two 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.
- Full PAT Course Table Data is available in the Appendix section of this report.
- 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.

*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 with both Social Studies and Science Achievement close behind.
- 88% of all PAT exams were written at the acceptable standard.
- Diploma ELA results were the highest of the four subjects tested in.
- 38% of all Diploma exams written were at the standard of excellence.
- Nearly all students demonstrated MAP achievement at the acceptable standard in Reading and Science.
- Almost all students demonstrated positive growth in math in MAP testing.

*Areas for Improvement:*

- For the first year, 5% 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. CARE team meetings were held to support students in this area of concern throughout the year. Further supports and interventions will be implemented next year to work to bring this number back down to 0.
- Local survey results from secondary students regarding ownership and goal setting both experienced consecutive drops throughout the year. The homeroom program was newly implemented last year to especially support goal setting and accountability. The structure of this program will be revamped next year to address this result.
- PAT achievement in math was the lowest once again this year with grade 9 math represents the area with the most room for improvement.
- Diploma exam achievement in Physics 30 represents the area with the most room for improvement.
- Only 58% of students demonstrated MAP achievement in math at the acceptable standard.
- Only 47% of students demonstrated positive growth in reading in MAP testing.

### Comment on Results: Strategies & Action (May)

- Exams Achievement and Graduation Readiness:
  - Weekly Q4 PAT/Diploma support tutorials are offered to grade nine/twelve students leading up the exams.
  - Self-directed learning support courses in science and social studies are provided to grade 6 students as additional PAT support when they have not studied the grade 6 curriculum for those subjects in their grade 6 year.
  - Mathematics was again split into a 3-4 class and a 5-6 class instead of a 3-6 class to support more consistent success for grade 6 students writing the social studies PAT.
  - Social studies was again split into a 3-4 class and a 5-6 class instead of a 3-6 class to support more consistent success for grade 6 students writing the social studies PAT.
  - Continued structure of small class sizes allows for increased and personalized support to all students.
  - Student success to be monitored through exam results and provincial and OSG survey results.
- Student Growth and Achievement:
  - Parents receive mid-quarter progress reports and MAP growth reports on their child's academic progress in addition to report cards to keep them informed, involved and part of any required remediation if necessary.
  - Parents are also offered the opportunity after each MAP session to meet with a teaching staff member to discuss MAP growth results in further detail.

- Low grade notification e-mails are sent by teachers to parents whenever a student's grade drops near or below a failing threshold. Low grades and this communication to parents is also monitored and supported by a homeroom advisor for every student.
- Students with low grades at or near failing are discussed at a minimum bi-weekly frequency with the campus principal and campus administrator.
- A care team and support plan are put together for any student at risk of failing a course to provide extra support and remediation. This includes weekly executive functioning meetings with a coach and weekly additional meetings with teachers for any class a student is at risk of failing.
- Summer remediation through the credit recovery program is mandated for any student who fails to adequately meet OSG curriculum achievement standards in a course for a year.
- Students' learning, growth and achievement is continued to be supported by a full-time student support coordinator and full-time student support assistant on staff. These positions also support students on individual education plans (IEP's) and help plan and deliver interventions for students struggling to achieve the acceptable standard.
- MAP data is analyzed by all school staff together in staff meetings after every testing session. Local initiatives are developed to support areas of weakness through remediation programs and extension challenges.
- The tutorial initiative has been implemented for additional subject specific support by specialized teachers to provide support and additional differentiation to students on regular basis and upon request.
- Student growth and achievement is monitored three times a year through NWEA MAP testing delivered to every student with a specific focus on measured observable growth in students learning from the fall to spring test. It is also monitored through PAT's, Diploma Exams and End of Semester Final Exams for students in grades 9-12.
- Grade 12 students were enrolled in weekly coaching meetings to help support their academic success and overall health and well-being throughout the very busy grade 12 year.
- Success of this objective is also monitored through OSG and provincial surveys.
- Student Ownership and Self-Directed Learning:
  - Aurora Learning Foundation continues to emphasize self-directed learning (SDL). The SDL approach encourages students to take ownership of and responsibility for their learning. This approach is in line with the OneSchool motto of 'learning how to learn and achieve'.
  - Students continue to participate in annual student-led conferences to provide an overview of their learning to their parents from the current semester. Students also take this opportunity to discuss their goals and reflect on their progress in building 21<sup>st</sup> century skills. 100% attendance of students and at least one parent for these conferences is targeted and achieved each year.
  - Secondary students participate in a staff facilitated goal setting session at the start of the year to help them set goals and then track their progress towards achieving their goals throughout the year. All students receive support in this from a homeroom advisor whom they meet with every school day.
  - The furniture and layout of both the secondary and elementary sides of the school will receive substantial updates to provide more environment supports for students to learn in a self-directed format.
  - Students in grades 10-12 in good standing can participate in an enrichment program where they can take increased ownership of their schooling and learning for 1 day a week. The percentage of eligible students who qualify and take advantage of this program on a regular basis is monitored each quarter.
  - Continued use of the Career Advantage Program to develop life-ready students who build additional business ready skills outside of scheduled classes. Success of this outcome is monitored in the percentage of students who enroll in CAP and the scores that students achieve enrolled in each CAP unit throughout the year. 100% of eligible students enrolled in this program last year.
  - Students in grade 11 and 12 are further supported in building their SDL skills in a mandatory not-for-credit business competencies course. The culmination of this course is a large scale research project and presentation.
  - Optional extended learning programs are offered throughout the year to all students in a variety of subject areas to encourage and support students growing their knowledge in these different areas.
  - The successful impact of these strategies is monitored through provincial and OSG surveys each year.

## SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

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

### Provincial Performance Measures from Alberta Education

Performance Measure	Targets		
	2024	2025	2026
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	100.0	100.0
Percentage of parents satisfied with the overall quality of basic education.	100.0	100.0	100.0
Percentage of students satisfied with the overall quality of basic education.	100.0	100.0	100.0
Percentage of teachers satisfied with the overall quality of basic education.	100.0	100.0	100.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	97.0	97.5	98.0
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	100.0	100.0	100.0
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	85.0	90.0	95.0

### School Performance Measures

Performance Measure	Targets		
	2024	2025	2026
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	4.60	4.65	4.70
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.50	4.55	4.60
Rating by staff that they feel that they work together with colleagues to achieve their goals.	5.00	5.00	5.00
Rating by staff that they feel colleagues share best practice and job knowledge with each other.	4.85	4.90	4.95

Rating by staff that professional development courses and sessions are helpful and easy to follow	<b>4.20</b>	<b>4.40</b>	<b>4.60</b>
Rating by staff that the school inspires them to do their best work.	<b>4.50</b>	<b>4.55</b>	<b>4.60</b>
Rating by secondary students that teachers encourage them to succeed in their learning.	<b>4.50</b>	<b>4.60</b>	<b>4.70</b>
Rating by elementary students that a staff member will always help them if they get stuck in their learning.	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>
Rating by students about the quality, regularity and timeliness given by teachers to help them improve in their learning.	<b>4.30</b>	<b>4.50</b>	<b>4.75</b>
Rating by students about the quality and engagement of their lessons and digital classrooms.	<b>3.95</b>	<b>4.10</b>	<b>4.25</b>

### Comment on Results: Analysis (November)

#### 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.
- Staff continue to be very satisfied with the school's ability to provide them with relevant opportunities to develop professionally. This speaks to the continued effectiveness of staff workshop days, PD days and the Professional Growth Framework in place.
- Ratings by staff remain very high about staff collaboration and best practice sharing (5.00 and 4.80 respectively).
- Elementary student satisfaction in receiving help and feedback from staff remains very high.

#### Areas for Improvement:

- The results for student learning engagement declined (-8.4%). Of the three groups surveyed, parent and staff satisfaction were maintained at a high level, but student satisfaction declined significantly. Student group data is repressed which prevents further narrowing down where the decline in satisfaction predominantly lies. Local survey data relays a similar message with secondary students rating engagement in their lessons below a 4.00 at a level of 3.84 out of 5. Student engagement over zoom continues to provide a challenge and this area should remain a focus for improvement.
- Secondary student satisfaction with feedback remains relatively high but is showing a trend of declining and should be addressed if the trend continues into next year. This can be addressed through staff goal setting, professional coaching plans PD and through policy.

### Comment on Results: Strategies & Action (May)

- Staff Growth:
  - The professional growth framework staff was revamped again this year and will continue to be reviewed and improved next year to best support staff in their growth, coaching and goal setting. Progress towards staff goals will continue to be reviewed with staff biweekly by the principal.
  - All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including past and upcoming opportunities, is reviewed with each staff member at the end of each school semester by their campus principal.
  - OSG provides staff with relevant PD training during teacher work week at the start of the year and a further two full workshop days during the year. This PD and training is consistently targeted towards OSG areas that require growth and improvement highlighted in their bi-annual surveys and feedback from staff after the previous year's PD days. A continued focus of this PD this year and next year will be on assignment design to improve student engagement in their virtual lessons and digital classrooms.
  - This year the OSG department heads and curriculum leads provided feedback several times in the year to secondary teaching staff on their digital classroom assignments.
  - All staff are required to complete annual steps in the OneSchool Professional Growth Framework. This system entails that all staff (including school leadership) receive informal observations and feedback twice a year, a formal observation, evaluation along with feedback once every year and must provide regular evidence of growth and meeting their set goals

- throughout the year. The continued target for the PGS system for the school each year is for all school professional staff to be assessed at an overall satisfactory level.
- Staff improvement plans are issued to any staff evaluated to be below a satisfactory level in the PGS system. These plans outline specific strategies to support staff in their growth.
  - OSG provides a staff mentorship program that pairs new staff with proficient veteran staff members to help support them during their first year with OSG.
  - OSG launched a staff coaching program this year available to any staff seeking to improve their skills and professional capacity.
  - School admin staff receive specific PD each year to support their professional development in the area of instructional leadership.
- Feedback:
    - The grading policy continues to require teaching staff to grade assignments within 1 week of the posted due date to ensure more timely feedback for students.
    - This grading policy is regularly reviewed and discussed individually with each teaching staff member by the Campus Principal biweekly.
    - The grading policy also mandates a balance of formative and summative assessment in classes each quarter.
    - Homeroom advisors worked with their student advisory groups to review teacher feedback on a regular basis, especially for below proficient task submissions.
  - Meaningful and Engaging Learning:
    - Staff are directed to provide students with choice, freedom, and variety in summative assessments and to utilize project-based learning in their classes regularly.
    - There is an emphasis on equipping staff and ensuring that students are getting timely and quality feedback on a regular basis in formative assessments. During department meetings, staff share ideas and best practices in utilizing the learning to learn framework and available digital tools to deliver this feedback as effectively as possible.
    - Feedback is given to staff by the principal during bi-weekly meetings on utilizing the learning to learn framework and engaging digital tools.
    - Subject departments meet once a month and members have an opportunity to share best teaching practices during each meeting. These ideas can also be posted to the department collaborative page outside of meetings to help facilitate teachers supporting each other and sharing engaging lesson ideas.
  - Digital Proficiency:
    - All staff receive extensive onboarding training with many of the digital tools that we regularly use (canvas, zoom, PowerSchool, office 365, etc...) when they are first hired.
    - OSG provides regular training sessions to promote continued growth in this area through their mandatory staff workshop PD days. Previous training PD sessions are recorded and accessible to all staff at any time.
    - All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. Feedback about this is provided to staff on a minimum bi-weekly basis by the campus principal. Feedback is also provided to staff through the bi-annual assignment design review from the regional curriculum department.
    - All staff teaching students in grade 7-12 are also required to teach their class virtually using the zoom platform. Digital proficiency and engagement is also a key area that staff are professionally evaluated on and given feedback about each year through the PGS framework.
  - The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys. The results of the reviews from the PGS system are also factored into evaluating the effectiveness of the four educator excellence outcomes.
  - Data from department heads and academic leads on teaching staff's digital unit submissions is also available to inform feedback and PD.

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

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

### Provincial Performance Measures from Alberta Education

Performance Measure	Target		
	2024	2025	2026
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.0	87.0	89.0
Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.	93.0	94.0	95.0
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	100.0	100.0	100.0
Percentage of parents who agree that students have access to the appropriate supports and services at school.	100.0	100.0	100.0
Percentage of students who agree that students have access to the appropriate supports and services at school.	80.0	85.0	90.0
Percentage of teachers who agree that students have access to the appropriate supports and services at school.	98.0	99.0	100.0

Performance Measure	Target		
	2023	2024	2025
Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe.	100.0	100.0	100.0
Percentage of parent who agree that their learning environments are welcoming, caring, respectful and safe.	100.0	100.0	100.0
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	90.0	92.5	95.0
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	100.0	100.0	100.0
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	96.0	97.0	98.0

### School Performance Measures

Performance Measure	Target		
	2023	2024	2025
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.10	4.20	4.30

Rating by parents responding to how the available physical space at school enhanced their child's learning.	4.50	4.55	4.60
Rating by parents responding to the school's quality of digital safeguard tools uses and assistance with helping to keep children safe online.	4.65	4.70	4.75
Rating by parents about the technology that is provided by the school for student learning.	4.50	4.55	4.60
Rating by staff that the technology is reliable, usually works, and is fit for purpose.	4.55	4.60	4.65
Rating by elementary students that if bullying happens it will be stopped	5.00	5.00	5.00
Rating by elementary students about the quality of physical spaces at school	5.00	5.00	5.00
Rating by elementary students that their lap top works well.	5.00	5.00	5.00
Rating by secondary students that the technology at school works well	4.40	4.45	4.50
Rating by secondary students about the quality of physical spaces they have available for their learning.	4.00	4.25	4.50
Rating by secondary students about feeling safe & supported at school.	4.30	4.40	4.50
Rating by secondary students about how well bullying is dealt with at the campus.	4.00	4.15	4.30
Rating by secondary students about how they feel when they are at school.	4.00	4.15	4.30

### 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.
- 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, in the opinions of parents and staff, at supporting students at risk and students with higher needs with additional programs, supports, and services.
- Parent satisfaction with digital safeguarding tools remains high (4.64). This indicates the school is continuing to successfully fulfill this important mandate from the parent community.
- Rating from staff, 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 effective. The larger than usual update of new laptops to students and staff this year (catching up on a few years without updates) is most likely responsible for these strong ratings in this area this year.
- Elementary students consistently feel that they have access to an excellent physical learning environment (5.00).

#### Areas for Improvement:

- There is a decline and a lowest score on record (3.75) regarding how secondary students feel bullying is dealt with at the campus. This could speak to either the practices or reporting measures in place. Either or both should be addressed through PD and/or updated reporting programs. A framework has already been put into place this year to work on both that will be commented on further in the next published Education Plan. This is an important area of focus that is already receiving attention.
- The rating from secondary students about the quality of physical spaces available has been maintained but remains below a 4.00 (3.91). The current secondary learning space has not been updated in a few years and these scores could indicate that updates here should be prioritized. New individualized booths with dual screen docking stations were added but could serve to be better allocated and utilized by students, which could improve this rating in the future.
- Student satisfaction with the program of studies and access to programs and services 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.

**Comment on Results: Strategies & Action (May)**

- **Safe & Caring School:**
  - The board together with the staff and building manager work very hard to put measures in place so that students are always safe at school in a facility that operates at a high level.
  - The risk management team continues to utilize the CGR risk management system under the guidance and support of our regional head office. This risk management team meets on a quarterly, and as needed, basis to monitor and rate all potential risks and implement action plans as needed to address them.
  - All health and safety incidents are tracked, reported, and reviewed using the GAP Donesafe system, a new platform being utilized this year
  - Student caring and cooperation is highly emphasized in Physical Education classes and is also consistently highlighted and rewarded through the OneSchool Global Points system. Caring and respect are two of the five OneSchool core values that students are consistently encouraged to embody and rewarded when they do so. Student recognition in these two categories using the GHC system is monitored to help determine effectiveness.
  - There is a OneSchool bullying web form that is available and regularly communicated to all parents, 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.
  - CPOMS is a new program being utilized by staff and administration to log, track and review child protection concerns and trends at the school, including bullying concerns. This CPOMS program for staff, combined with the webform for parents, students and community, should improve how bullying concerns are reported, monitored and actioned.
  - The homeroom advisory program continues to offer increased regular support from staff and improve campus culture. A goal of this program is to ensure every student had at least one positive interaction with a staff member on campus everyday.
  - One staff member from each OSG campus, including ours, received training as the campus anti-bullying champion. This staff member leads a series of sessions for the elementary and secondary students to improve culture, campus safety and take positive proactive steps against bullying at the school.
  - All campus volunteers are required to take additional volunteer training through OSG before volunteering at the school with a focus on improving student safety at the campus.
- **Environment, Supports and Resources:**
  - Aurora Learning Foundation utilizes the OneSchool IT department for support in troubleshooting any technology and identifying when repairs are required.
  - This IT department sends out a short weekly survey to ensure the school feels adequately supported with working technology on a regular basis.
  - Technology needs are discussed and reported on at the school between the campus principal and campus administrator at a minimum of every week.
  - 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.
  - The school employs a full-time student support coordinator and student support assistant to provide support for all students, especially those on Individualized Learning Plans. This staff member also helps identify and arrange testing for students who may require regular and consistent support in the form of a formalized individual learning plan.
  - School protocol identifies any students consistently failing to demonstrate knowledge at an acceptable standard in any class. A support team and action plan involving the teacher, principal, parents, student, and student success coordinator, is put together whenever this trend persists for multiple assignments without positive progress. A similar but more intensive care team is formed if any student progresses far enough to be at risk of failing a class.
  - A large-scale campus modernization project will complete a wide range of renovations in almost all areas of the school to update furniture classrooms and spaces. This is scheduled to take place this summer.
  - Students in grade six are enrolled in a seven-week transition program in April and May to help them prepare for and adapt to the change to grade seven and secondary.
  - A transition program is also in place to help support the integration of incoming grade 3 students into the school.
- **FMNI:**
  - 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
  - Campus discussions around the significance of the Truth and Reconciliation Day Holiday take place the last school day before the holiday.
- **Access to a broad program of studies:**
  - Feedback is consistently utilized each year to update the course catalogue for students with the options that are available to them. This has led to the offering of new courses because of staff, parent and student feedback like advanced level math, high school fine arts, food studies, chemistry and physics.
  - The ongoing tiered Diploma Program gives grade 12 students the opportunity to pursue extra courses from the entire OneSchool North America catalogue to expand their knowledge and select courses from areas that might be closer aligned to their personal learning interests.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys.



## SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES
<ul style="list-style-type: none"> <li>• Parents understand and embrace the vision of the organization</li> <li>• 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.</li> <li>• Parents will be regularly involved with the school, coming into the school in some volunteer capacity daily to interact with staff and students.</li> </ul>

### Provincial Performance Measures from Alberta Education

Performance Measure	Target		
	2024	2025	2026
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	100.0	100.0
Percentage of parents satisfied with parental involvement in decisions about their child's education.	100.0	100.0	100.0
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	100.0	100.0	100.0

### School Performance Measures

Performance Measure	Target		
	2024	2025	2026
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.	4.60	4.65	4.70
Rating by parents that they have been provided with the information they need from school when they need it.	4.50	4.55	4.60
Rating by parents that they feel aware of and able to engage with what is happening at the school.	4.50	4.55	4.60
Rating by parents that they are sufficiently kept aware of their child(ren)s academic progress through meetings, LMS (canvas) and reports.	4.50	4.55	4.60
Rating by parents that they are kept aware of and understand their child(ren)s academic MAP growth progress and goals.	4.25	4.50	4.75
Rating by staff that communication within the organization is effective.	4.90	5.00	5.00

Comment on Results: Analysis (November)
Comments:
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

- 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 (daily), providing hot lunch (bi-weekly) all as part of the school's CCS program. There will be a focus to improve this area even more next year to have parents and volunteers supporting and engaging with students multiple times each school day.

*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 and 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 (4.43 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:*

- The lowest survey response in this domain was a 4.08 relating to parent's understanding of MAP growth, progress, and goals for their child(ren)s. This result is still a positive result overall, so it does not represent the highest priority for focus or improvement. However, this result does merit investigation regarding why it dropped significantly from fall (4.83) to spring (4.08) with no changeover in parents during that time.

### Comment on Results: Strategies & Action (May)

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

**Budget Summary**

	2024/2025 Budget Amount	2024/2025 Budget Percentage	Comments	2023/2024 Budget Amount
<b>REVENUE SUMMARY</b>				
<b>Alberta Government</b>	\$153,576	18.85%		\$174,852
<b>Other Revenue</b>				
• Tuitions	\$136,767	16.78%		\$103,860
• Fundraising/Gifts	\$524,260	64.34%		\$501,311
• Interest	\$250	.03%		\$210
<b>TOTAL REVENUES</b>	\$814,853	100%		\$780,233
<b>EXPENDITURE SUMMARY</b>				
<b>Instruction</b>	\$678,309	84.14%	<b>Non-Certified wages included in Instruction.</b>	\$602,780
<b>Administration</b>	\$2,395	.30%		0
<b>Operations &amp; Maintenance</b>	\$79,423	9.85%		\$79,171
<b>Other</b>	\$46,000	5.71%	<b>Depreciation</b>	\$47,690
<b>TOTAL EXPENDITURES</b>	\$806,127	100%		\$729,641

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

**Sharing Our Results**

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







# APORI\_2024\_A.0210\_EP

Final Audit Report

2024-05-28

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