

Annual Education Results Report (AERR) for Aurora Learning Foundation

Accountability Statement

The Annual Education Results Report for the 2019/2020 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans.

The Board approved this Annual Education Results Report for the 2019/2020 school year on November 30, 2020.

Lloyd Burrowes
Chair of the Board

Foundation Statements

Mission Statement

“Learning to Learn”

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

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

Vision Statement

Aurora Learning Foundation Edmonton envisions:

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

Principles Statement

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

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

A Profile of the School Authority

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

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

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

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

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

Notes:

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

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

SCHOOL GOAL #1 - LIVING THE VALUES

OUTCOMES

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

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.6	n/a	100.0	86.9	94.4	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2019
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility and commitment.	4.5

Performance Measure	Results (in percentages)			
	2017	2018	2019	2020
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	84.6	100.0	84.2	85.7
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	15.4	53.3	26.3	38.1
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	n/a	n/a	46.67	10.53

Comment on Results: Analysis (November)

- We observed an increase in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship (+7.5%).
- Parent survey responses indicated an overall very high level of satisfaction with how the school as a whole upholds the five organizational values.
- We observed a small increase in the percentage of students who achieved local bronze level living the values recognition (+1.5%) and a large increase in the percentage of students who achieved local higher level living the values recognition (+11.8%).
- We observed a large decrease in the percentage who students who achieved an increase in yearly recognition totals compared to last year (-36.14%). It is likely that the extended learning from home period during the fourth quarter was a largely responsible for this decrease. Staff furloughs during the learning from home period and a resulting decrease in staff available to contribute to this data during this time is also likely responsible.

Comment on Results: Strategies & Action (May)

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

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

Provincial Performance Measures from Alberta Education

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

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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*
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.	*	*	*	*	*	*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*	*	*	*

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	n/a	100.0	100.0	94.7	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100.0	n/a	75.0	100.0	94.4	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (in percentages)		
	2018	2019	2020
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	60	47	58
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	20	16	19
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	n/a	n/a	62
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	80	68	72
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	47	21	29
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	n/a	n/a	43
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	73	63	67
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	40	11	10
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Language Usage assessment	n/a	n/a	42
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	n/a	n/a	67
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	n/a	n/a	19

Performance Measure	Results (Overall Respondents Rating out of 5)
	2019
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	4.13
Rating by students responding to how they feel they have taken ownership of their learning.	4

Comment on Results: Analysis (November)

- Last year Aurora Learning Foundation had two grade 6 students, two grade 9 students and two grade 12 students. No PAT's were written as a result of last year's school closures. Similarly, only January Diploma Exams were written by grade 12 student last year. The small class sizes and sample size each year means that results can vary significantly and data is suppressed. However, we are pleased that all students achieved the acceptable standard on all provincial exams written last year.
- The board, staff, and parents continue to endeavor to ensure every student completes their high school education and receives a High School Diploma from the Government of Alberta. It is against the religious beliefs of the board, parents, and students to attend a post-secondary institution to further their education after grade twelve. Student enter directly into the business work force after graduation. Since our students are not allowed to attend post-secondary institutions, the staff do not encourage applications for Rutherford scholarships.
- Our students write the English and Social Studies Diploma Exams every year in order to get their high school diplomas. Students also have the opportunity to write the Mathematics Diploma Exam each year. Next year students will also have the opportunity to write the Science 30 Diploma Exam.
- We observed slight decreases in both the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school (-5.3%), and the percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (-5.6%). However, the survey results still indicate very high satisfaction with both of areas.
- All enrolled students in grades 3 through 12 complete NWEA MAP Growth Testing in the areas of Math, Reading, Language Usage and Science. We observed a significant increase in the percentage of students who achieved the average standard on MAP Growth Math (11%) and an increase in Reading (4%) and Language Usage (4%). We also observed an increase in the percentage of students who achieved the high standard on MAP Growth Math (3%) Reading (8%) and a marginal decrease in Language Usage (-1%). Last year was the first year that data was collected regarding the percentage of students achieving their projected RIT growth. Last year was also the first year that students wrote the Science MAP growth tests.
- We observed high positive results when surveying parents and students regarding the level of student ownership in learning. All parents and almost every student had a positive or very positive response to this question.

Comment on Results: Strategies & Action (May)

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		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.6	n/a	100.0	85.7	98.9	Very High	Improved	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2019
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	3.88
Rating by students responding to receiving regular and prompt feedback from their teacher and quality feedback that allows them to improve.	4.22
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.5
Rating by students responding to how they feel they are allowed to learn in a variety of ways.	4.22
Rating by students responding to quality of teacher's usage of online LMS (learning management system).	4.22
Rating by students responding to the engagement of the lessons they receive virtually over zoom.	4.22

Comment on Results: Analysis (November)

<ul style="list-style-type: none"> • We experienced a substantial increase in the percentage of parents, teachers and students who are satisfied with the overall quality of basic education being delivered at the school (+13.2%). We feel this speaks strongly about the excellent group of professional teaching staff employed by the school are deliver this education to students on a daily bases. The improvement in results could be attributed to the stability of having all staff return at the end of the 2018-2019 school year. This was after the previous year where there was a 50% turnover of staff. • We observed positive responses by parents (3.88 out of 5) and students (4.22 out of 5) regarding the accessibility, quality and consistency of teacher feedback. The parent response was the lowest overall rating we received on our parent and student surveys, making this an area of focus going forward. However, there will still no negative responses received to this question from either group. • We received very high overall positive responses from parents (4.5 out of 5) and students (4.22 out of 5) to the diversity of learning opportunities that are given to students at all school. These responses indicate teaching staff are working to provide meaning learning experiences for all learns through choice and flexibility. • We also received very high overall responses from students (both 4.22 out of 5) regarding teacher's digital proficiency with digital tools like Canvas and Zoom and their ability to facilitate engaging virtual learning experiences. All staff receive extensive training with many of these digital tools when they are first hired and the organization provides regular training sessions to promote continued growth in this area. All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. All staff teaching students in grade 7-12 are also required to teach their class virtually using the zoom platform. Digital proficiency and engagement is also a key area that staff are professionally evaluated on and given feedback about each year.

- All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including review of past and upcoming opportunities, is reviewed with each staff member at the end of each school quarter by their campus principal.
- All professional staff are required to complete a professional development plan each year. This plan must include at least three professional goals. These goals are required to be aligned to the school's five goal pillars and progress towards these goals is also reviewed quarterly. Alignment between professional development and professional goals is strongly encouraged. In the past two years, all school professional staff have completed this requirement to a satisfactory level.

Comment on Results: Strategies & Action (May)

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

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 • All students will learn about FNMI perspectives, experiences and history

Provincial Performance Measures from Alberta Education

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

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	100.0	n/a	100.0	86.6	98.3	Very High	Maintained	Excellent

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	n/a	100.0	85.7	97.0	Very High	Maintained	Excellent

School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2019
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4
Rating by parents responding to how the available physical space at school enhanced their child's learning.	5
Rating by students responding to the quality of the physical spaces available for their learning.	4.56
Rating by students responding to how safe and supported they feel at school.	4.67
Rating by students responding to how easily they can access extra resource to support their learning.	4.22
Rating by students responding to the technology they can access for their learning.	4.33

Comment on Results: Analysis (November)

- We observed a significant improvement in the overall results for school safety, fairness and respect (+11.7%) on the provincial survey.
- Student's responding very positively to the level of safety and support they feel at school (4.67 out of 5) on the school survey.
- Aurora Learning Foundation currently has no FMNI student enrollments. The land acknowledgement is read during daily morning announcements. 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.
- We observed another significant increase and improvement in the overall results regarding the timeliness and accessibility of programs available for students at risk (+12.6%). There has been an observed trend that students sometimes struggle with the school transition from mostly local elementary teaching in grade six to almost completely virtual classrooms in grade seven. There has been a focus in recent years on supporting students during the first two years of junior high during this transition. This initiative could explain the observed increase in provincial survey results for this question.
- Parents and students both responded positively to local survey questions about student access to supports, resources and technology. Overall survey responses for these questions ranged from 4.22 out of 5 to 5 out of 5 with no negative responses from parents or students. This indicates that all parents and students feel that there are the necessary supports and resources in place at school for all students to have the opportunity to be successful in their learning.
- We observed a small decrease in the overall results for the provincial survey regarding the breadth of the program of studies that students have access to at school (-5.6%). Survey responses were very positive for the parent and teacher groups and much higher than the student group. This indicates that any dissatisfaction with this question originates from the student group. Limited course choice and selection options is one of the challenges for a small school. Strategies to improve this and increase student satisfaction in this area represents a potential area for improvement going forward.
- We observed an increase on the provincial results in the overall amount of satisfaction that the school has improved or stayed the same over the past three years (+11.3%). These results have been consistently high over the past several years. These results indicate that the school is well governed and that student learning opportunities and experiences are staying positive and at a high level.

Comment on Results: Strategies & Action (May)

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		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	n/a	100.0	99.0	93.3	Very High	Maintained	Excellent

School Performance Measures

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

Comment on Results: Analysis (November)

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

Comment on Results: Strategies & Action (May)

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Budget Summary				
	2020/2021 Budget Amount	2020/2021 Budget Percentage	Comments	2019/2020 Budget Amount
REVENUE SUMMARY				
Alberta Government	\$114,203	23%		\$111,071
Other Revenue				
• Tuitions	\$88,560	17%		\$87,263
• Fundraising/Gifts	\$298,300	60%		\$295,500
TOTAL REVENUES	\$501,063	100%		\$493,834
EXPENDITURE SUMMARY				
Instruction	\$351,010	75%	Non-Certified wages included in Instruction for 2020/2021	\$343,614
Administration	0	0		0
Operations & Maintenance	\$60,641	13%		\$68,559
Other	\$57,000	12%	Depreciation	\$54,300
TOTAL EXPENDITURES	\$468,651	100%		\$466,473

Sharing Our Results

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