



**2020-21 Annual Education Results Report (AERR)
for Aurora Learning Foundation (A.0211 – Calgary)**

As part of:



**OneSchool
Global**

Accountability Statement

The Annual Education Results Report for the 2020-21 school year and the Education Plan for the three years commencing August 25, 2020 for Aurora Learning Foundation Calgary were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans.

The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2020-21 school year and the three-year Education Plan for 2020 to 2024 on November 30, 2020.

(Signed by the Chair)

February 17, 2021

(Date Signed)

Foundation Statements

Mission Statement

“Learning to Learn”

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

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

Vision Statement

Aurora Learning Foundation Calgary envisions:

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

Principles Statement

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

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

A Profile of the School Authority

Aurora Learning Foundation is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs. The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education - curriculum, teachers, facilities, management, and discipline - in a safe, secure and caring environment. More information can be found at: <http://www.auroralearningfoundation.com/>

Through OneSchool Global, all stakeholders are encouraged to foster a culture to provide a global education system that develops life-ready students who learn how to learn. More information on OneSchool Global can be found at: <https://www.oneschoolglobal.com/>.

These students come from a sect of Christianity called the Plymouth Brethren. More information about this religion and culture can be found at: <http://www.plymouthbrethrenchristianchurch.org/>.

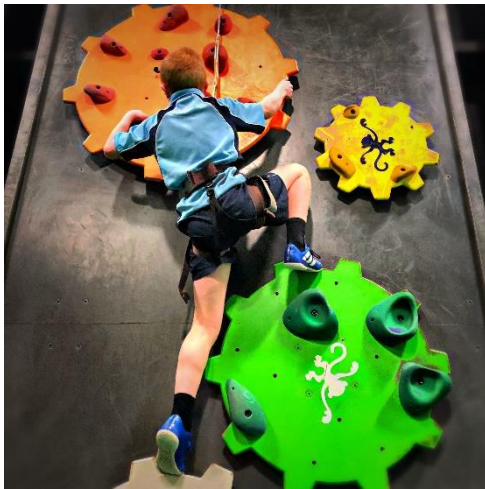
Our Calgary Campus currently employs four full-time Alberta certified teaching staff and one part-time teaching/learning support staff. Currently, our enrollment is seventeen students in both elementary and secondary school, grades 3-12. Teachers instruct the Alberta curriculum for all core and optional subject areas. Due to the small student population, some classes are taught through charted tiers (elementary and junior high) to ensure all instructional hours and course content are met. Many of the courses offered were taught via virtual classroom (VC) using Zoom: <https://zoom.us/>. Educational technology through Learning Management Systems (LMS) is becoming an integral component of our school vision in delivering quality instruction online. To accommodate this, our Campus provides a 1:1 student to laptop ratio, giving each student more direct and personalized access to the content and their instructors, but also expands and broadens the classroom capabilities for instruction.

This year, Aurora Learning Foundation Calgary receives external instruction from our neighboring Edmonton Campus, Abbotsford British Columbia, Stonewall Manitoba, and Regina Saskatchewan whose teachers have valid teacher Alberta certification. Some courses in high school are in a semester format, whereas some, including English, Math, Science and Physical Education, are year-round. This staggers diplomas and lessens the burden of June examinations. Upon graduation, we thrive to push all students towards a certified Alberta diploma. Students do not attend post-secondary studies but are encouraged to pursue online courses via correspondence in areas of business and accounting once they graduate from the Aurora Learning Foundation. Graduates continue to pursue online business classes with UC Berkeley and beyond as part of OneSchool Global's Career Advancement Program (CAP), which provides students with business-ready skills and incentives upon completion.

Measure Category	Measure	Aurora Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Current Result	Prev Year Result	Prev 3 Year Average	Overall
Safe and Caring Schools	Safe and Caring	97.8	94.8	89.6	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	82.0	73.1	71.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.5	96.7	95.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	*	n/a	n/a	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	60.1	59.0	58.5	*	*	*
	Work Preparation	91.7	100.0	94.4	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	97.2	90.6	79.4	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	99.0	95.0	85.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.0	91.7	94.4	81.5	81.0	80.9	Very High	Maintained	Excellent

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

[No Data for Overall Summary - FNMI]



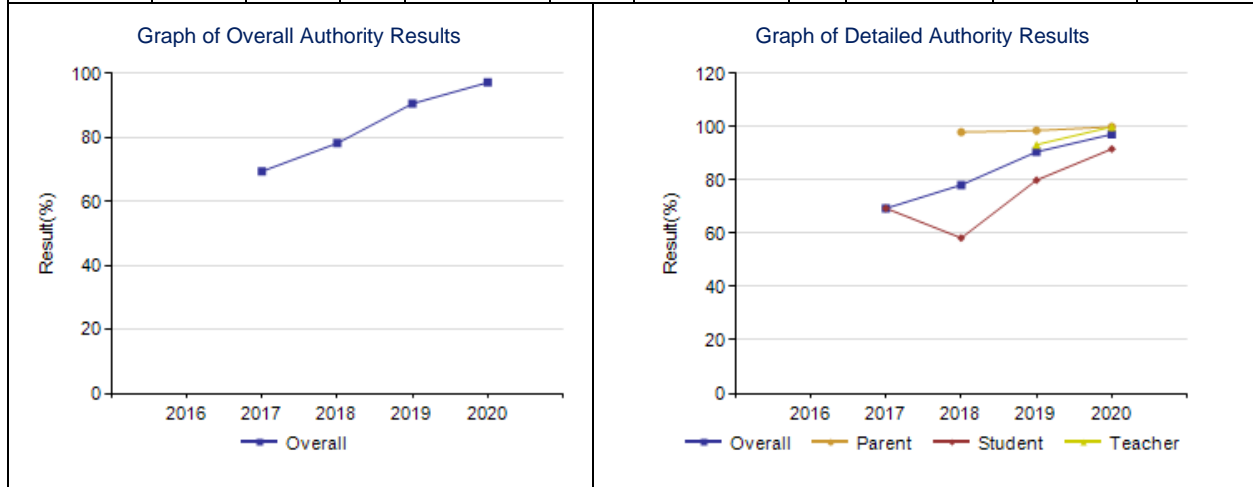
SCHOOL GOAL #1 - LIVING THE VALUES

OUTCOMES

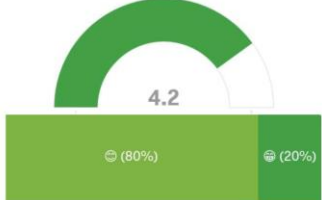
- Students and staff demonstrate the values of integrity, care & compassion, respect, responsibility, and commitment through observable behaviours and actions while at school
- There exists a school culture that encourages students to and recognizes students for demonstrating the five school values.

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.	n/a	69.4	78.2	90.6	97.2	Very High	Improved	Excellent		
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	69.4	78.2	90.6	97.2	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	*	*	93.3	100.0	94.5	94.0	93.4	93.2	93.6
Parent	n/a	*	98.0	98.6	100.0	82.9	82.7	81.7	81.9	82.4
Student	n/a	69.4	58.3	80.0	91.7	74.5	74.4	73.9	73.5	73.8



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility, and commitment.	<p style="text-align: center;">2020</p> 

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.	84.7	100.0	88.9	93.3
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	15.5	66.7	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	33.3	6.7

Comment on Results: Analysis (November)
<ul style="list-style-type: none"> • We continued to observe an increase in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship. This has been especially a vital indicator in the cultural shift in the Campus whereby it demonstrates stakeholder buy-in, including, but not limited to parents, staff and students. • 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 and a large increase in the percentage of students who achieved local higher level living the values recognition. • We observed a large decrease in the percentage who students who achieved an increase in yearly recognition totals compared to last year. 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 educational journey annually • Students will demonstrate an understanding of learning outcomes through all courses • Students develop accountability of their learning through improving their 21st century skills and as self-directed learners • All students will graduate high school and receive their Alberta High School Diploma. • Aurora Learning Foundation continues to develop life-ready learners

Provincial Performance Measures from Alberta Education

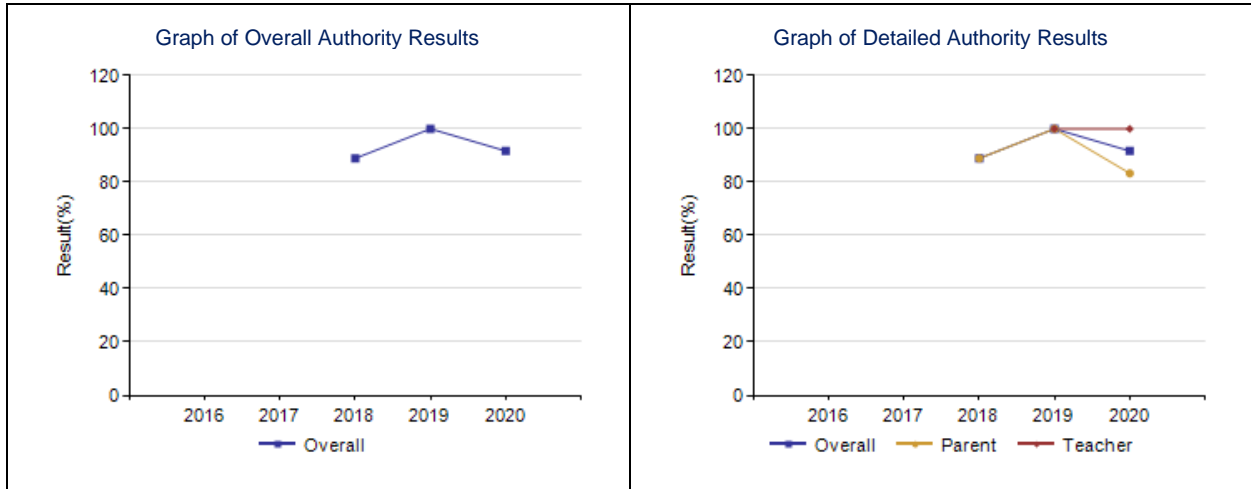
Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	*	*	n/a	*	*	*
Overall percentage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

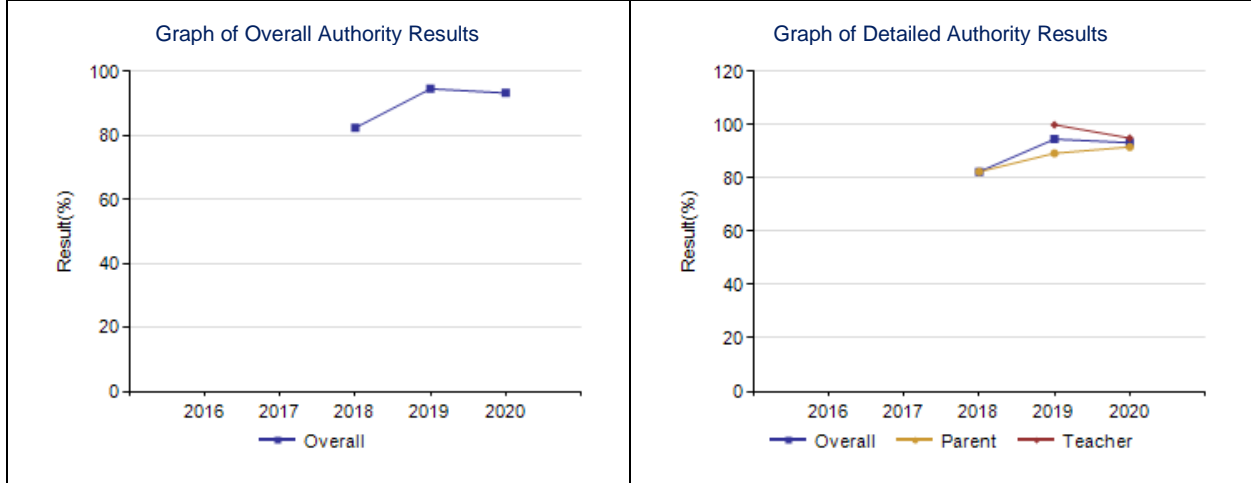
Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*
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.	n/a	n/a	88.9	100.0	91.7	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	82.4	94.6	93.3	Very High	Maintained	Excellent

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	88.9	100.0	91.7	82.6	82.7	82.4	83.0	84.1
Teacher	n/a	*	*	100.0	100.0	90.5	90.4	90.3	90.8	92.2
Parent	n/a	*	88.9	100.0	83.3	74.8	75.1	74.6	75.2	76.0



	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	82.4	94.6	93.3	70.7	71.0	70.9	71.4	72.6
Teacher	n/a	*	*	100.0	95.0	77.3	77.3	77.8	78.8	80.6
Parent	n/a	*	82.4	89.3	91.7	64.2	64.8	64.0	64.0	64.6



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)
	2020
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	<p>3.8</p> <p>⊖ (20%) ⊕ (80%)</p>

Comment on Results: Analysis (November)

- In 2019-20, Aurora Learning Foundation, when considering enrollment, had only one grade 6 student, 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 students last year. The small class sizes and sample size leads to data suppression. However, we are pleased that all students achieved the acceptable, or above, 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, and the percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. 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 also the first year that data was collected regarding the percentage of students achieving their projected RIT growth on
- 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)



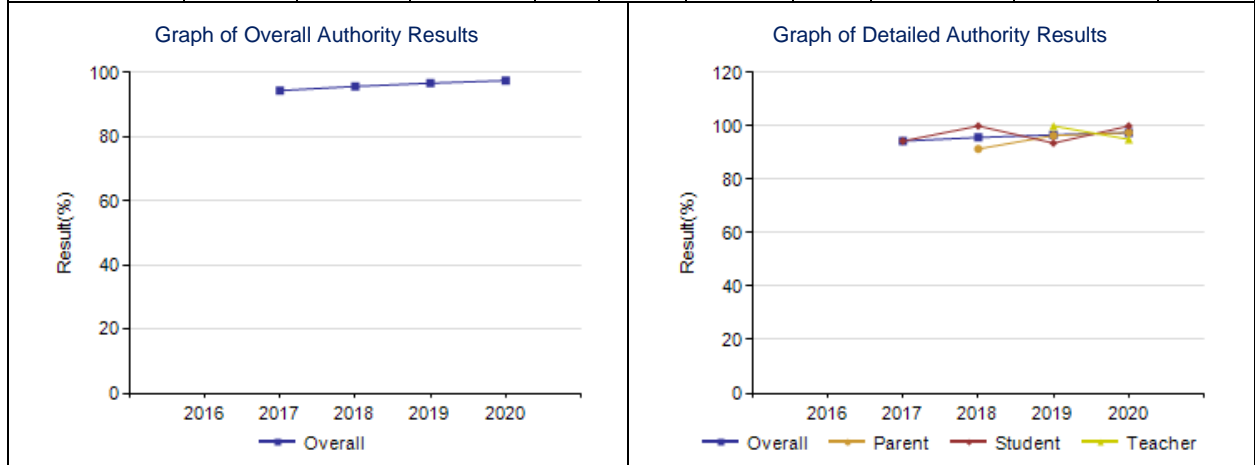
SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

OUTCOMES



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

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	94.4	95.7	96.7	97.5	Very High	Maintained	Excellent		
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	94.4	95.7	96.7	97.5	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	*	*	100.0	95.0	96.0	95.9	95.8	96.1	96.4
Parent	n/a	*	91.4	96.4	97.6	86.1	86.4	86.0	86.4	86.7
Student	n/a	94.4	100.0	93.6	100.0	88.0	88.1	88.2	88.1	87.8



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
<p>Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.</p>	
<p>Rating by parents answering how they feel their child is allowed to learn in a variety of ways.</p>	

Comment on Results: Analysis (November)

- Based on the results, we continued to deliver a high degree of basic education to all students. This is an important result to ascertain ownership of learning among all stakeholders.
- We observed positive responses by parents regarding the accessibility, quality, and consistency of teacher feedback. This has been a point of focus for many staff who have included parental feedback and communication in their professional goals
- We received very high overall positive 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.
- All staff receive extensive training with many of these digital tools throughout their tenure and the organization provides regular training sessions to promote continued growth in this area. All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. All staff teaching students in grade 7-12 are also required to teach their class virtually using the zoom platform. Digital proficiency and engagement 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.
- All staff are invested to the organizational Professional Growth Standards, which prepares them for annual evaluations

Comment on Results: Strategies & Action (May)

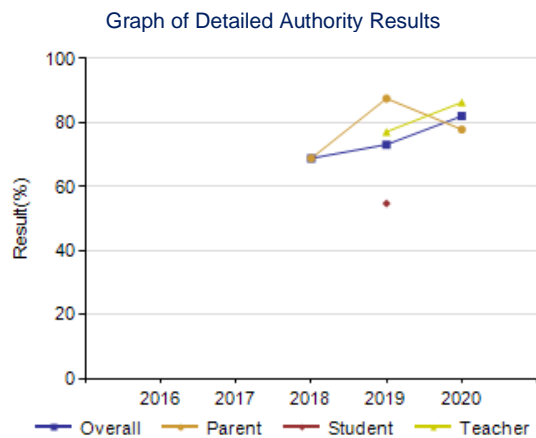
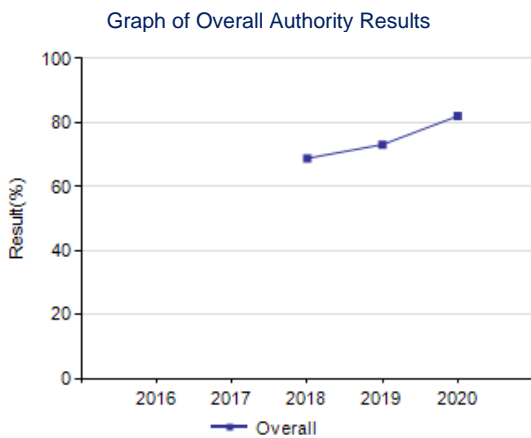
SCHOOL GOAL #4 - AGILE SCHOOL: SAFE, SUPPORTIVE & INCLUSIVE (FMNI)

OUTCOMES

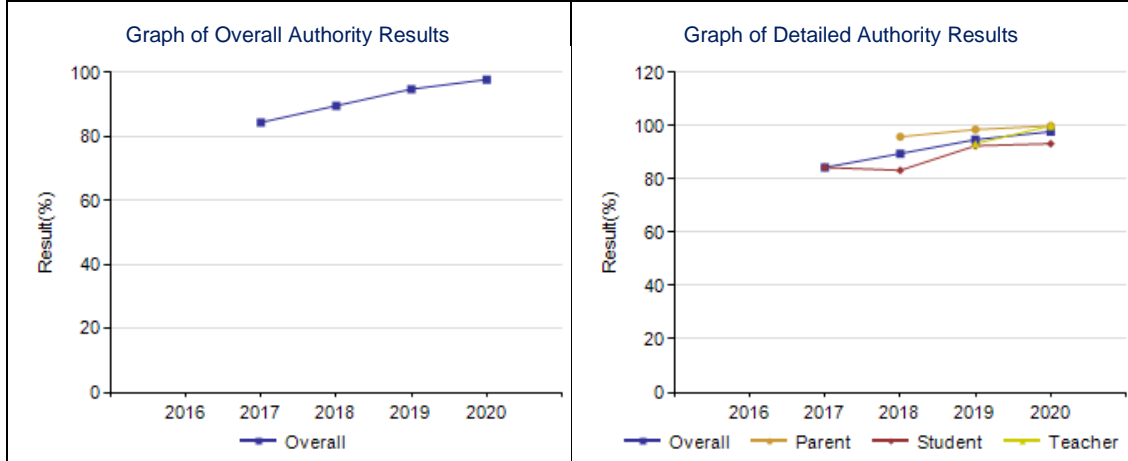
- Students have access to wide range of resources, including technological supports, that helps them be successful in their learning
- All students, staff and volunteers feel safe at school and are treated with fairness, dignity and respect
- All students have the opportunity to be successful and access to an equitable learning experience
- All students will learn about FNMI perspectives, experiences and history
- Lan acknowledgements occur routinely to ensure students are respectful

Provincial Performance Measures from Alberta Education

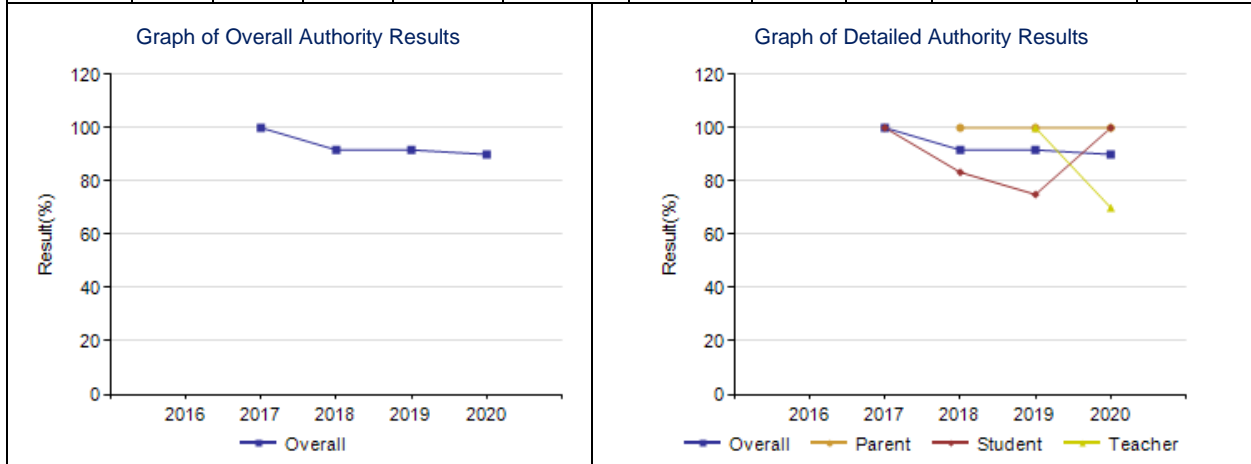
Performance Measure	Results (in percentages)					Evaluation				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall		
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	68.8	73.1	82.0	Very High	Maintained	Excellent		
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	68.8	73.1	82.0	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	*	*	77.1	86.3	88.1	88.0	88.4	89.1	89.3
Parent	n/a	*	68.8	87.5	77.8	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	54.7	n/a	77.5	77.7	77.2	77.4	77.8



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.	n/a	84.4	89.6	94.8	97.8	Very High	Improved	Excellent		
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	84.4	89.6	94.8	97.8	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	*	*	93.3	100.0	95.4	95.3	95.0	95.1	95.3
Parent	n/a	*	95.9	98.6	100.0	89.8	89.9	89.4	89.7	90.2
Student	n/a	84.4	83.3	92.5	93.3	83.4	83.3	82.5	82.3	82.6



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.	n/a	100.0	91.7	91.7	90.0	Very High	Maintained	Excellent		
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	100.0	91.7	91.7	90.0	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	*	*	100.0	70.0	82.3	82.2	81.5	83.4	85.0
Parent	n/a	*	100.0	100.0	100.0	79.7	80.8	79.3	80.3	80.0
Student	n/a	100.0	83.3	75.0	100.0	81.5	81.1	80.2	79.4	79.6



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
	2020
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	<p>A donut chart representing a rating of 4 out of 5. The chart is divided into three segments: a yellow segment representing 20%, a green segment representing 60%, and a dark green segment representing 20%. The number 4 is displayed in the center of the chart.</p>
Rating by parents responding to how the available physical space at school enhanced their child's learning.	<p>A donut chart representing a rating of 4 out of 5. The chart is divided into three segments: a yellow segment representing 40%, a green segment representing 40%, and a dark green segment representing 20%. The number 4 is displayed in the center of the chart.</p>

Comment on Results: Analysis (November)

- Aurora Learning Foundation currently has no FMNI student enrollments.
- The land acknowledgement is read during daily morning announcements.
- We observed another significant increase and improvement in the overall results regarding the timeliness and accessibility of programs available for students at risk. There has been an observed trend that students sometimes struggle with the school transition from mostly local elementary teaching in grade six to almost completely virtual classrooms in grade seven. There has been a focus in recent years on supporting students during the first two years of junior high during this transition. This initiative could explain the observed increase in provincial survey results for this question.
- Parents and students both responded positively to local survey questions about student access to supports, resources and technology.
- We continued to demonstrate growth in the overall results for the provincial survey regarding the breadth of the program of studies that students have access to at school. This maintains to be a topic of conversation at our school with regards to limited enrollment numbers and the inability to offer a wide range of courses
- We observed a maintenance on the provincial results in the overall amount of satisfaction that the school has improved or stayed the same over the past three years. These results have been consistently high over the past several years. These results indicate that the school is well governed, and that student learning opportunities and experiences are staying positive and at a high level.
- This measure is incredibly important and will likely be framed and shaped differently moving forward in the response to pandemic procedures and protocols

Comment on Results: Strategies & Action (May)

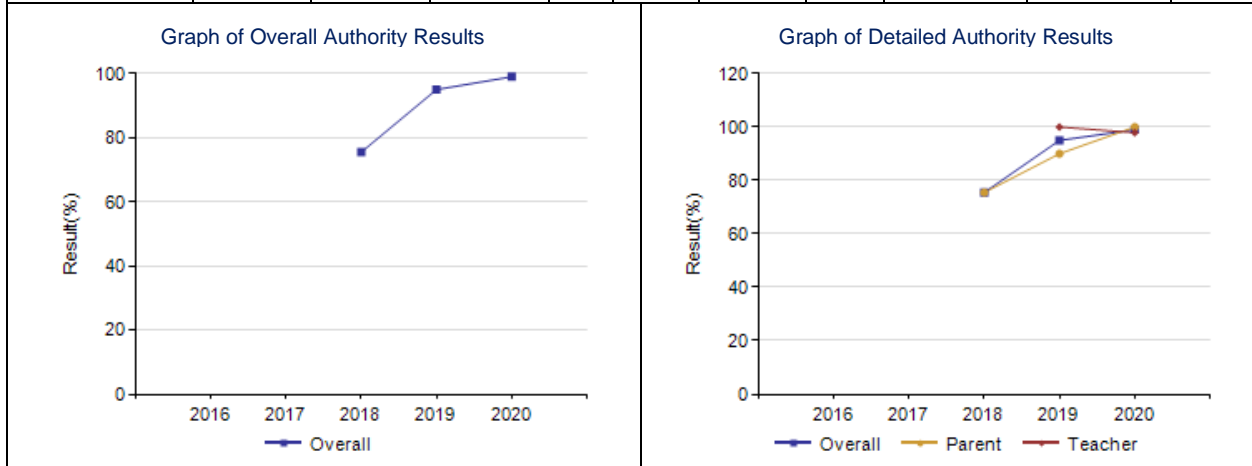
SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES

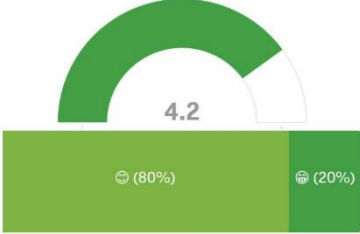
- All parents and stakeholders have the opportunity to volunteer at the Campus in some capacity
- Parental consent and involvement in the educational process; as in, parents are a required step in the selection and approval
- Attendance through our various recognition ceremonies (more difficult to track remotely)
- Engagement in Weekly Newsletter access
- Attendance through Student-Led Conferences; optional Parent-teacher Interviews
- Parental assistance in delivering instruction remotely (from home) has been pertinent

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	75.5	95.0	99.0	Very High	Improved	Excellent		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	75.5	95.0	99.0	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	*	*	100.0	97.9	88.4	88.5	88.9	89.0	89.6
Parent	n/a	*	75.5	90.0	100.0	73.5	73.9	73.4	73.6	73.9



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)
<p>Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information.</p>	<p style="text-align: center;">2020</p>  <p style="text-align: center;">4.2</p> <p style="text-align: center;">😊 (80%) 😞 (20%)</p>

Comment on Results: Analysis (November)

- The results above indicate there is accountability to parental involvement, which is a measure that has improved greatly since 2018
- Communication has been a measure that continues to be steadily promoted and has demonstrated growth on a yearly basis
- Means to communication to stakeholders is distributed by, but not limited to:
- Added check-ins for parents during the learning from home module to ensure support and their involvement is not unnoticed
- Weekly reports on parent device checking, Newsletter access, and Learning Management Systems login times determine their involvement, which have all greatly increased with tutorials and expectations

Comment on Results: Strategies & Action (May)



REVENUES	
Alberta Education (excluding Home Education)	\$81,118
Alberta Education - Home Education	\$0
Total Alberta Education Revenues	\$81,118
Other Government of Alberta	\$0
Federal Government and/or First Nations	\$0
Other Alberta school authorities	\$0
Instruction fees / Tuition fees	\$72,707
Non-instructional (O&M, Transportation, Admin fees)	\$0
Other sales and services	\$0
Interest on investments	\$0
Gifts and donations	\$451,351
Gross school generated funds	\$0
Amortization of capital allocations (where applicable)	\$0
Other (specify):	\$0
TOTAL REVENUES	\$605,176
EXPENSES	
Certificated salaries (excluding Home Education)	\$340,000
Certificated benefits (excluding Home Education)	\$40,000
Non-certificated salaries and wages (excluding Home Education)	\$0
Non-certificated Benefits (excluding Home Education)	\$0
Services, Contracts & Supplies - other than Consulting/Management fees, and Leases (excluding	\$40,000
Consulting / Management Fees	\$0
Leases - Building	\$124,000
Leases - Other	\$0
Severe Disabilities / DSEPS	\$0
Program Unit	\$0
English as a Second Language	\$0
Home Education	
Certificated salaries	\$0
Certificated benefits	\$0
Non-certificated salaries and wages	\$0
Non-certificated Benefits	\$0
Payment to parents of a home education student for the purchase of instructional	\$0
Contracts	\$0
Services and Supplies	\$0
Gross school generated funds	\$0
Capital and debt services	
Amortization of capital assets	
From restricted funds	\$0
from unrestricted funds	\$61,176
Total amortization of capital assets	\$61,176
Interest on capital debt	\$0
Other interest charges	\$0
Losses (gains) on disposal of capital assets	\$0
Other (specify):	\$0
TOTAL EXPENSES	\$605,176
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$0

Summary of Financial Results

- Our local Board of Trustees satisfied their fundraising goals of 2019-20, albeit some disruptions due to COVID-19

Capital and Facilities Projects

- There are no major Capital and Facilities Projects planned for 2020-21 as our facility was recently updated in January of 2016. There was a renewed lease of 3 years to extend our tenure at the current location; to be reviewed in 2023
- Additions have included painting, equipment, and new furniture, but was allocated in the budget.
- Fundraising team has actively endorsed approved branding for merchandise within North America in 2020
- Allocated funds to provide adequate safety measures that maintain our compliance with the province of Alberta and Alberta Health Services was considered

Summary of Facility and Capital Plans

- There are no major Capital and Facilities Plans expected for 2020-21 as our facility was recently updated in January of 2016.

Whistleblower Protection

Section 32 of Public Interest Disclosure (Whistleblower Protection) Act:

Every Chief Officer must prepare a report annually on all disclosures that have been made to the designated officer. Procedures should be established by public entities to track and compile the required details.

Annual reports by chief officers must include the following information:

- a) The number of disclosures received by the designated officer;
- b) The number of disclosures acted on; and
- c) The number of disclosures not acted on by the designated officer;
- d) The number of investigations commenced by the designated officer as a result of disclosures.
- e) In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

Outcome:

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2019-20 school year.

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



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