

## **Annual Education Results Report (AERR) for Aurora Learning Foundation**

### Accountability Statement

The Annual Education Results Report for the 2020/2021 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 2020/2021 school year on November 30, 2021.

Lloyd Burrowes  
Chair of the Board

## Foundation Statements

### *Mission Statement*

"Learning to Learn"

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

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

### *Vision Statement*

Aurora Learning Foundation Edmonton envisions:

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

### *Principles Statement*

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

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

### A Profile of the School Authority

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

Aurora Learning Foundation Edmonton employs three full-time Alberta certified teaching staff, one full-time learning support staff member and one full time administrative assistant. It currently has nineteen 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 laptop provided for every student at the school. Several new laptops are also rotated in every year to replace older devices. This helps provide students with the required resources to meet the demands of their digital classroom environments. This year Aurora Learning Foundation Edmonton receives VC instruction from Aurora Learning Foundation Calgary and other OneSchool campuses in Vancouver, Stonewall, Regina, 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, Science and Social Studies at the 30-level. After they graduate with their Alberta high school diploma, they enter the work force. Aurora learning foundation had 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.

Assurance Domain	Measure	Aurora Learning Foundation			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	93.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	92.7	94.4	93.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	n/a	n/a	83.4	80.3	79.6	*	n/a	n/a
	5-year High School Completion	*	*	n/a	86.2	85.3	84.8	*	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	99.0	98.9	94.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	94.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	98.8	93.3	97.4	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2.

## SCHOOL GOAL #1 - LIVING THE VALUES

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

### Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	100.0	86.9	94.4	92.7	Very High	Declined	Good

### School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)	
	2019	2020
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	4.75
Rating by staff that the school's values are aligned with their personal values.	n/a	4.95

Performance Measure	Results (in percentages)			
	2018	2019	2020	2021
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	100.0	84.2	85.7	100.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	53.3	26.3	38.1	80.95
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	46.67	10.53	80.95

### Comment on Results: Analysis (November)

- We observed an overall decrease in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship (-1.7%). The largest decrease in response satisfaction and lowest overall satisfaction appeared in the grade 4-6 group of students. This is a possible area for improvement going forward. Parent and teacher satisfaction remains exceptionally high.
- Teacher satisfaction in the area of students modelling citizenship is heavily evidenced in the high recognition of students demonstrating citizenship as shown in the data above.
- We observed a substantial increase in the percentage of students who achieved local bronze level living the values recognition (+14.7%) and a very large increase in the percentage of students who achieved local higher level living the values recognition (+42.85%).
- We observed a very large increase in the percentage who students who achieved an increase in yearly recognition totals compared to last year (70.42%). It is very likely that less time spent learning from home and a return to a full number of staff last year are both responsible for some large swings in data over the past few years.
- There was an observed increase in parent satisfaction in how they feel the school is upholding the five values. This is a very high rating and a good indication that the global house cup system remains a good strategy and is being well utilized at school.

- This year staff were surveyed to determine how the school values align with their personal values. The correlation is very high which further confirms why the global house cup system is being well utilized by staff and the level of comfort that staff themselves feel with demonstrating the values themselves while at school.

<b>Comment on Results: Strategies &amp; Action (May)</b>

## 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 of adequate understanding of learning outcomes in all of 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	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	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	n/a	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	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	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	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	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	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.	*	*	*	*	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	*	*	*	*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*	*	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	n/a	*	*	n/a	n/a



Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	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	100.0	100.0	94.7	100.0	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	75.0	100.0	94.4	100.0	Very High	Improved	Excellent
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	n/a	93.5	Very High	n/a	n/a

### School Performance Measures

Performance Measure	Results (in percentages)			
	2018	2019	2020	2021
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	60	47	58	60
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	20	16	19	25
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Math assessment	n/a	n/a	n/a	94
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	n/a	n/a	62	83
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	80	68	72	85
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	47	21	29	30
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Reading assessment	n/a	n/a	n/a	78
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	n/a	n/a	43	72
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	73	63	67	79
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	40	11	10	21
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Language assessment	n/a	n/a	n/a	78
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	67
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	n/a	n/a	67	89
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	n/a	n/a	19	37
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Science assessment	n/a	n/a	n/a	72

Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Science Usage assessment	n/a	n/a	n/a	61
---	-----	-----	-----	----

Performance Measure	Results (Overall Respondents Rating out of 5)	
	2019	2020
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	4.13	4.75
Rating by staff that the school vision is being followed to develop life-ready students who learn how to learn.	n/a	4.58

#### Comment on Results: Analysis (November)

- Last year Aurora Learning Foundation had three grade 6 students, one grade 9 student and two grade 12 students. Only English and Math PAT's were written as a result of disruptions due to the pandemic. Both grade 12 students opted out of the optional Diploma Exams. The small class sizes and sample size each year means that results can vary significantly and data is suppressed.
- Aurora Learning Foundation currently has no FMNI student enrollments.
- 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.
- Student learning engagement results were very positive (93.5%) in the first year this topic was surveyed.
- We observed exceptionally high satisfaction from teachers and parents regarding post-school readiness and lifelong learning. This speaks to the effectiveness of the thirds model and SDL framework in place and being utilized for student learning at school.
- 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 small to significant increases in the percentage of students who achieved the average standard on MAP Growth Math (2%), Reading (13%), Language Usage (12%) and Science (22%). This growth in all areas speaks to the effectiveness of the intervention programs being employed to support lower end learners.
- Science and Reading knowledge stand out as performance areas of strength while Math has the lowest percentage of students at an acceptable standard (60%) and should be an area of focus for improvement.
- We also observed an increase in the percentage of students who achieved the high standard on all four MAP tests which indicates that differentiation is being successfully employed by teachers and high-end learners are also being challenge and extended.
- Observed growth (72%) and met project growth (61%) were the lowest in Science testing and indicates another area of focus going forward to ensure learners are adequately challenged in this area.
- We observed high and improved results when surveying parents and staff regarding the level of student ownership in learning. This speaks to the continued effective training and support of our staff in teaching with the thirds model.

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

## 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	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	100.0	85.7	98.9	99.0	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	100.0	85.7	97.0	98.1	Very High	Maintained	Excellent
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	n/a	n/a	76.2	100.0	100.0	Very High	Improved	Excellent

### School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)	
	2019	2020
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	3.88	4.25
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.5	4.75
Rating by staff that they feel strongly support at school by at least 2 other staff members.	n/a	4.63
Rating by staff that they feel colleagues share best practice and job knowledge with each other	n/a	4.66

### Comment on Results: Analysis (November)

- We observed slight increases in the satisfaction in the quality of education (+0.1%) and belief in the continued consistency/improvement of the school. (+1.1%). Further analysis shows that response satisfaction remained high across the board for all levels within all groups. There remains a strong universal belief in the quality of education delivered at the school and quality of the staff delivering it. This may speak to the positivity that stability in staffing and leadership has generated over the past few years.

- Teacher satisfaction in the school's professional growth system remains high. This indicates that the current Professional Growth System is still effective in supporting teacher staff in their continued growth as educators.
- We observed growth in one of our previous relative areas of weakness regarding the accessibility, quality and consistency of teacher feedback. This positively reflects the effectiveness of increased parent communication plans and the canvas training programs for parents in the LMS that were put in place in response to the feedback. However, this still remains one of our relative areas of weakness and could be a target to continue to focus on going forward.
- This year staff were surveyed on how they rate sharing best practice and collaboration among staff and the quality of support that they feel from their colleagues. Both of these responses were high and positive (4.63 and 4.66 out of 5). They indicate a strong positive staff culture, effectively built through the structure of staff meetings and a strong teacher training and development program.

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

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

### OUTCOMES

- Students have access to wide range of resources and supports, including functioning technology, that helps them be successful in their learning
- All students, staff and volunteers feel safe at school and are treated with fairness, dignity and respect
- All students have the opportunity to be successful and access to an equitable learning experience

### Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	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	100.0	87.1	81.5	78.2	Intermediate	Declined	Issue
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	n/a	100.0	78.1	90.7	94.4	Very High	Maintained	Excellent
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	n/a	n/a	94.4	Very High	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	94.8	Very High	n/a	n/a
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly at school.	n/a	100.0	86.6	98.3	96.2	Very High	Maintained	Excellent

### School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)	
	2019	2020
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4	4.5
Rating by parents responding to how the available physical space at school enhanced their child's learning.	5	4

### Comment on Results: Analysis (November)

- We observed a significant decrease (-2.1%) in the overall results for school safety, fairness and respect on the provincial survey, although results remain quite high. Student responses were somewhat lower than parents and teachers but were even across all student grade levels.
- We observed another positive and slight improved results regarding the timeliness and accessibility of programs available for students at risk and supports for students who require it. This speaks to the effectiveness of the student success department and staff at school and the transition programs that have been implemented.
- There was an observed decrease in the rating about how the physical spaces and environment are being utilized at school to enhance student's learning. This rating was one of the highest last year and has dropped to the lowest this year (4 out of 5). This

should be an area of focus going forward. A possible explanation for this drop in feedback could be the way that physical spaces were required to be used due to provincial health restrictions as a result of the ongoing pandemic through the school year last year.

- There was an observed increase in parent feedback about student happiness and resiliency from school. No targeted measures were introduced in response to this last year. However, this result could have been caused by increased appreciation for school as a result of several instances where students learned from home last year during the pandemic.
- 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 (-3.3%). Survey responses were generally positive for the parent and teacher groups and much higher than the student group. This indicates that the main dissatisfaction with this question originates from the student groups. Limited course choice and selection options remains a one of the significant challenges for a small school with 2 full time teachers and 19 students. The decline in satisfaction over the years highlights that addressing this issue should remain a significant focus for the school. These results indicate that the revamped academic calendar and rotating course option strategies that were employed in response to this have not been effective in improving student satisfaction.

### 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		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	100.0	99.0	93.3	98.8	Very High	Maintained	Excellent

### School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)	
	2019	2020
Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information.	4.5	4.75
Rating by staff that communication within the organization is effective	n/a	4.49

### Comment on Results: Analysis (November)

- We observed a small increase in the satisfaction of parents and teachers regarding parental involvement in decisions about their child's education this year (+5.5%). This indicates that the revamped Academic guide and course selection system has led to increased parent satisfaction with their involvement in some areas of their child's education. It also indicates that ongoing strategies like MAP growth meetings, Town Halls and Student Led Conferences remain effective in engaging parents and involvement them in their child's education and learning journey.
- Parental response was very positive and improve this year when surveyed about the quality and frequency of communication and information being received from the school (+0.25 out of 5). Staff also gave an overall positive response and rating (4.49 overall out of 5) of the school's communication of information. This data affirms that the variety of different platforms and media used to communicate information from the school continues to be effective.
- Volunteering at the school this past year was unfortunately quite limited for most of the year due to restrictions in place because of the pandemic.
- However, parent involvement at the school is typically very high in most years. Parents and other community volunteers are usually involved with the school volunteering in a wide variety of roles including lunch monitoring, classroom support and engagement (daily), providing hot lunch (bi-weekly) and advising on local campus improvement committees (monthly). We hopefully look forward to a return to this next year if possible, within health guidelines.
- We again observed a 100% turnout of at least one parent attending each of their child's virtual student-led conference this past year.

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

## Budget Summary

	2021/2022 Budget Amount	2021/2022 Budget Percentage	Comments	2020/2021 Budget Amount
REVENUE SUMMARY				
Alberta Government	\$117,894	23%		\$114,203
Other Revenue				
• Tuitions	\$86,338	17%		\$88,560
• Fundraising/Gifts	\$299,550	60%		\$298,300
<b>TOTAL REVENUES</b>	<b>\$503,782</b>	<b>100%</b>		<b>\$501,063</b>
EXPENDITURE SUMMARY				
Instruction	\$381,661	77%	Non-Certified wages included in Instruction.	\$351,010
Administration	0	0		0
Operations & Maintenance	\$63,398	12%		\$60,641
Other	\$52,580	11%	Depreciation	\$57,000
<b>TOTAL EXPENDITURES</b>	<b>\$497,639</b>	<b>100%</b>		<b>\$468,651</b>

## 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](http://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.