

# **Aurora Learning Foundation Three Year Plan (3YP) 2021-2024**

**Accountability Statement**

The Education Plan for the 2021/2024 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 three-year education plan for the 2021/2024 school year on May 31, 2022.



[Lloyd Burrowes \(Nov 5, 2022 16:38 MDT\)](#)

(Signed by the Chair)

## Foundation Statements

### *Mission Statement*

“Learning to Learn”

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

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

### *Vision Statement*

Aurora Learning Foundation Edmonton envisions:

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

### *Principles Statement*

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

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

### A Profile of the School Authority

Aurora Learning Foundation Edmonton is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are part of a global education ecosystem that develops life-ready students who learn how to learn. The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education - curriculum, teachers, facilities, management and discipline - in a safe, secure and caring environment. 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 four 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, 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, 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 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.

## 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 than encourages students to and rewards students for demonstrating the five school values.</li> </ul>

### Provincial Performance Measures from Alberta Education

Performance Measure	Targets		
	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95	97	100

### School Performance Measures

Performance Measure	Targets		
	2022	2023	2024
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility and commitment.	<b>4.80</b>	<b>4.90</b>	<b>5.00</b>
Rating by staff that the school's values are aligned with their personal values.	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>

Performance Measure	Targets		
	2022	2023	2024
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values.	89.0	90.0	92.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values.	60.0	65.0	70.0
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values.	50.0	60.0	70.0

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

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

- Student citizenship:
  - Continued student involvement for secondary students in a local campus and regionally collaboration student leadership team.
  - Continued use of the Virtual Community Assistant Program for increased student interaction with positive community role models
  - Inclusion of upper elementary students in campus improvement teams with removal of school cohort separation.
  - Set up of elementary student leadership team to increase elementary ownership and leadership
  - Success to be measured through leadership recognition in the global house cup system and annual provincial surveys
- Students and staff demonstrating the values:
  - Continued utilization of the Global House Cup system to promote and reward students for living the values and displaying exemplary citizenship.
  - Increased monitoring and accountability of properly utilizing the GHC system by staff at a one-on-one staff level and campus, district and regional monitoring and analysis
  - Continued measuring of success through the GHC system results and bi-annual OSG surveys

## SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

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

### Provincial Performance Measures from Alberta Education

Performance Measure	2022		
	2022	2023	2024
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83	94	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25	13	13

Performance Measure	Targets		
	2022	2023	2024
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	13	25

Performance Measure	Targets		
	2022	2023	2024
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	100.0	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	100.0	100.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a

Performance Measure	Targets		
	2022	2023	2024
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	100.0	100.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100.0	100.0	100.0
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	97.0	100.0	100.0

### School Performance Measures

Performance Measure	Targets		
	2022	2023	2024
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Math assessment	65	70	75
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Math assessment	25	30	30
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Math assessment	100	100	100
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Math assessment	70	75	80
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Reading assessment	80	85	90
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Reading assessment	35	35	40
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Reading assessment	80	85	90
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Reading assessment	60	65	70
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Language Usage assessment	85	90	95
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Language Usage assessment	25	25	30
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Language assessment	80	85	90
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Language Usage assessment	55	60	65
Overall percentage of students who achieved the average standard on the NEWA MAP Growth Science assessment	80	85	90
Overall percentage of students who achieved the high standard on the NEWA MAP Growth Science assessment	30	35	40
Overall percentage of students who demonstrated positive observed growth on the NEWA MAP Growth Science assessment	75	80	85
Overall percentage of students who met or exceeded their projected RIT growth on the NEWA MAP Growth Science Usage assessment	65	70	75



Performance Measure	Targets		
	2022	2023	2024
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	4.80	4.85	4.90
Rating by staff that the school vision is being followed to develop life-ready students who learn how to learn.	4.60	4.70	4.75

**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.
- Being heavily involved in the business community, OneSchool ensures each student is placed in a workplace with a goal of growing their career in either that business or being able to start their own. The teachers still place strong emphasis on students completing their grade twelve (with a heavy emphasis on business) as a preparation for moving into that environment. Aurora Learning Foundation Edmonton encourages post-graduate training with distance learning courses specifically designed to their business interest to promote lifelong learning through the Career Advantage Program.

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

- Exams Achievement and Graduation Readiness:
  - Four grade 6 students and two grade 9 students will write Provincial Achievement tests in June 2022. It is our goal that at least 83% of tests written by these students will be at the acceptable standard and that at least 25% of tests will be at the standard of excellence.
  - Weekly Q4 PAT support tutorials are offered to grade nine students leading up the exams.
  - Self-directed learning support courses in science and social studies are provided to grade 6 students as additional PAT support when they have not studied the grade 6 curriculum for those subjects in their grade 6 year.
  - No grade 12 students are enrolled to take Diploma Examinations this 2021-2022 school year.
  - Continued structure of small class sizes allows for increased and personalized support to all students
  - Student success to be monitored through exam results and provincial and OSG survey results
- Student Growth and Achievement:
  - Parents receive mid-quarter progress reports and MAP growth reports on their child's academic progress in addition to report cards to keep them informed, involved and part of any required remediation if necessary
  - Parents are also offered the opportunity after each MAP session to meet with a teaching staff member to discuss MAP growth results in further detail
  - Low grade reports are reviewed by student success coordinator and campus principal every week
  - Low grade notification e-mails are sent by teachers to parents whenever a student's grade drops near or below a failing threshold
  - Students with low grades at or near failing are discussed at a minimum bi-weekly frequency with the campus principal and campus administrator
  - A care team and support plan are put together for any student at risk of failing a course to provide extra support and remediation
  - Summer remediation through the credit recovery program is mandated for any student who fails to adequately meet OSG curriculum achievement standards in a course for a year
  - Students' learning, growth and achievement is continued to be supported by a full-time student success coordinator on staff. This position also supports students on individual learning plans (ILP's) and helps plan and deliver interventions for students struggling to achieve the acceptable standard.
  - MAP data is analyzed by all school staff together in staff meetings after every testing session. Local initiatives are developed to support areas of weakness through remediation programs and extension challenges.
  - The district staff also analyzes MAP data at the beginning of the year and organizes staff task groups that develop initiatives to support grade groupings in an OSG MAP target area
  - A pilot canvas course is being developed to support elementary growth and achievement and review of content throughout the year.
  - The tutorial initiative is going to be implemented next year as additional subject specific support by specialized teachers to provide support and appropriate individualized challenge to students on a regular basis
  - Student growth and achievement is monitored three times a year through NWEA MAP testing delivered to every student with a specific focus on measured observable growth in students learning from the fall to spring test.
  - Success of this objective is also monitored through OSG and provincial surveys
- Student Ownership and self-directed learning:
  - Aurora Learning Foundation continues to emphasize self-directed learning (SDL). The SDL approach encourages students to take ownership of and responsibility for their learning. This approach is in line with the OneSchool motto of 'learning how to learn'.
  - Students continue to participate in annual student-led conferences to provide an overview of their learning to their parents from the current semester. Students also take this opportunity to discuss their goals and reflect on their progress in building 21<sup>st</sup> century skills. 100% attendance of students and at least one parent for these conferences is targeted and achieved each year.
  - Secondary students participate in a staff facilitated goal setting session at the start of the year to help them set goals and then track their progress towards achieving their goals throughout the year.
  - Elementary students will increase the amount of self-directed time that they have in the week and will also participate in daily goal setting and tracking to develop more ownership of their learning
  - Students in grades 10-12 in good standing can participate in an enrichment program where they can take increased ownership of their schooling and learning for 1 day a week. The percentage of eligible students who qualify and take advantage of this program on a regular basis is monitored each quarter.
  - Continued use of the Career Advantage Program to develop life-ready students who build additional business ready skills outside of scheduled classes. Success of this outcome is monitored in the percentage of students who enroll in CAP and the scores that students achieve enrolled in each CAP unit throughout the year.
  - The successful impact of these strategies is monitored through provincial and OSG surveys each year.

## SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

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

### Provincial Performance Measures from Alberta Education

Performance Measure	Targets		
	2022	2023	2024
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	100.0	100.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	100.0	100.0
The percentage of teachers reporting that in the past 3-5 years the professional development and inservicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	100.0	100.0	100.0

### School Performance Measures

Performance Measure	Targets		
	2022	2023	2024
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	4.25	4.35	4.45
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.80	4.85	4.90
Rating by staff that they feel strongly support at school by at least 2 other staff members.	4.65	4.75	4.80
Rating by staff that they feel colleagues share best practice and job knowledge with each other	4.70	4.75	4.80

### Comment on Results: Analysis (November)

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>
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**Comment on Results: Strategies & Action (May)**

- Staff Growth:
  - All professional staff are required to complete a professional development growth plan each year. This plan must include at least three professional goals. Returning staff are encouraged, and required, when necessary, to link these goals to feedback from the previous year's formal review. Staff progress towards these goals is also reviewed semesterly.
  - All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including past and upcoming opportunities, is reviewed with each staff member at the end of each school semester by their campus principal. PD is highly encouraged to be connected to goals set in the PGS annual professional growth plan.
  - Next year OSG will provide staff with relevant PD training during teacher work week at the start of the year and a further two full days during the year. This PD and training is consistently targeted towards OSG areas that require growth and improvement highlighted in their bi-annual surveys and feedback from staff after the previous year's PD days.
  - All staff are required to complete annual steps in the OneSchool Professional Growth System. This system entails that all staff (including school leadership) receive informal observations and feedback twice a year and a formal observation, evaluation along with feedback once every year. The continued target for the PGS system for the school each year is for all school professional staff to be assessed at an overall satisfactory level.
  - Staff improvement plans are issued to any staff evaluated to be below a satisfactory level in the PGS system. These plans outline specific strategies to support staff in their growth. There is also a developing initiative to provide staff on improvement plans with mentors from different schools in the organization for additional support.
  - Leadership training is being provided to relevant school admin staff to further improve instructional leadership at the campus to better support staff and their growth.
- Feedback:
  - The grading policy continues to require teaching staff to grade assignments within 1 week of the posted due date to ensure more timely feedback for students.
  - This policy is regularly reviewed and discussed with staff by the Campus Principal a minimum of every two weeks.
  - The grading policy also mandates a balance of formative and summative assessment in classes each quarter.
  - Grading moderation and feedback has been a discussion topic of every subject department which meets once a month. Every staff member is a part of at least one department and required to attend those meetings.
- Meaningful and Engaging Learning:
  - Staff are directed to provide students with choice, freedom, and variety in summative assessments and to utilize project-based learning in their classes regularly.
  - Engaging lessons are promoted with an emphasis on reducing teacher talk time. This was in response to survey feedback this year. Peer-to-peer observations, formal and informal observations occurring on a regular basis in addition to surveys and student feedback all ensure that teachers are receiving regular feedback on this aspect to keep lessons engaging in this regard.
  - There is an emphasis on equipping staff and ensuring that students are getting timely and quality feedback on a regular basis in formative assessments.
  - Feedback is given to staff on these items by the campus principal in bi-weekly meetings, informal lesson walkthroughs, semesterly reviews and the annual PGS review.
  - Subject departments meet once a month and members have an opportunity to share best teaching practices during each meeting. These ideas can also be posted to the department collaborative page outside of meetings to help facilitate teachers supporting each other and sharing engaging lesson ideas.
- Digital Proficiency:
  - All staff receive extensive onboarding training with many of these digital tools when they are first hired.
  - OSG provides regular training sessions to promote continued growth in this area through their mandatory staff PD days. Previous training PD sessions are recorded and accessible to all staff at any time.
  - All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. Feedback about this is provided to staff on a minimum bi-weekly basis by the campus principal.
  - All staff teaching students in grade 7-12 are also required to teach their class virtually using the zoom platform. Digital proficiency and engagement is also a key area that staff are professionally evaluated on and given feedback about each year through the PGS system.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys. The results of the reviews from the PGS system are also factored into evaluating the effectiveness of the four educator excellence outcomes.

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

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

### Provincial Performance Measures from Alberta Education

Performance Measure	Target		
	2022	2023	2024
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.	80.0	85.0	90.0
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	100.0	100.0	100.0
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	100.0	100.0	100.0

Performance Measure	Target		
	2022	2023	2024
Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe.	100.0	100.0	100.0
Percentage of 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	100.0	100.0

### School Performance Measures

Performance Measure	Target		
	2022	2023	2024
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.50	4.60	4.70
Rating by parents responding to how the available physical space at school enhanced their child's learning.	4.10	4.20	4.30

### Comment on Results: Analysis (November)

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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- 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)

- Safe & Caring School:
  - The board together with the staff and building manager work very hard to put measures in place so that students are always safe at school in a facility that operates at a high level.
  - A risk management team was put in place this year to further improve school safety. A new risk management system was implemented, and training was provided to the whole team. This risk management team meets on a quarterly, or as needed, basis to monitor and rate all potential risks and implement action plans as needed.
  - All health and safety incidents are tracked, reported, and reviewed using an organizational smart sheet reporting system. Follow up actions are determined by the board if necessary.
  - Student caring and cooperation is highly emphasized in Physical Education classes and is also consistently highlighted and rewarded through the OneSchool Global Points system. Caring and respect are two of the five OneSchool core values that students are consistently encouraged to embody and rewarded when they do so. Student recognition in these two categories using the GHC system is monitored to help determine effectiveness.
  - There is a OneSchool bullying web form that is available and regularly communicated to all parents, staff, and students at the beginning of the year as part of the OneSchool anti-bullying program and initiative. Submissions to this web form can be anonymous and all submissions are reviewed by the district leadership team. Submissions that require it are investigated and an action plan is created in any case where bullying has occurred to ensure that it is stopped and prevented from happening again.
- Environment, Supports and Resources:
  - Aurora Learning Foundation utilizes the OneSchool IT department for support in troubleshooting any technology and identifying when repairs are required.
  - This IT department sends out a short weekly survey to ensure the school feels adequately supported with working technology on a regular basis.
  - Technology needs are discussed and reported on at the school between the campus principal and campus administrator at a minimum of every two weeks.
  - Students & Staff at Aurora Learning Foundation have a 1:1 lap top device to person ratio. These devices are updated with new devices cycling into a rotation system every year to ensure they are consistently able to meet the demands of the learning environment.
  - The school employs a full-time student success coordinator to provide support for all students, especially those on Individualized Learning Plans.
  - School protocol identifies any students consistently failing to demonstrate knowledge at an acceptable standard in any class. A support team and action plan involving the teacher, principal, parents, student, and student success coordinator, is put together whenever this trend persists for multiple assignments without positive progress. A similar but more intensive care team is formed if any student progresses far enough to be at risk of failing a class.
  - New teaching studios are planned to provide more teaching spaces for staff. These will allow students to better utilize the remaining physical spaces for their learning.
  - New creative and varied lighting system was added to the elementary classroom
  - The global learning center challenge initiative utilizes the campus staff and student leadership team to work together to use the school's physical spaces more effectively for their learning.
- FMNI:
  - ELA and Social Studies teachers emphasize teaching students FMNI awareness and perspectives in addition to what is already embedded into the curriculum by the province.
  - The land acknowledgement is read during daily morning announcements to the school
- Access to a broad program of studies:
  - Feedback is consistently utilized each year to update the course catalogue for students with the options that are available to them. This has led to the offering of new courses because of staff, parent and student feedback like advanced level math, high school fine arts, food studies, chemistry and physics.
  - The ongoing tiered Diploma Program gives grade 12 students the opportunity to pursue extra courses from the entire OneSchool North America catalogue to expand their knowledge and select courses from areas that might be closer aligned to their personal learning interests.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys.

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

### OUTCOMES

- 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 daily to interact with staff and students.

### Provincial Performance Measures from Alberta Education

Performance Measure	Target		
	2023	2024	2022
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	100.0	100.0

### School Performance Measures

Performance Measure	Target		
	2023	2024	2022
Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information.	4.80	4.85	4.90
Rating by staff that communication within the organization is effective	4.60	4.70	4.75

### 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)

- Parent Communication:
  - In addition to report cards, parents receive mid-quarter progress reports on student's achievement in their classes.
  - Parents are notified by the teaching staff whenever their child starts to fall below the acceptable standard in any class and/or accumulates multiple missing assignments.
  - Parents with students on Individual Learning Plans receive quarterly meeting updates on the progress of students relating to goals on their plans
  - Global House Cup Updates (regarding student achievement in citizenship) are sent home monthly to parents.
  - Parents receive a weekly newsletter from the school with regular updates.
  - Parents have access to a live school calendar to keep up with updates and important dates for the week of communicated to Parents weekly via an SMS platform.
- Parent Involvement & Engagement:
  - OneSchool parent, student and staff surveys are sent out and collected twice a year. In addition to the collection of useful data, it provides an anonymous platform for parents, students, and staff to give feedback and comment on concerns related to the school.
  - Student-led conferences every year provide an opportunity for parents to get an in-depth look at student's progress in classes, on MAP testing and related to their goals as self-directed learning.
  - MAP growth meetings facilitated by teaching staff are offered to parents after each of the three annual MAP testing sessions.
  - Parent-Teacher meetings are scheduled twice a year to give parents an opportunity to meet with all teachers who teach their children.
  - Parents are encouraged and can volunteer at school in a variety of different roles and capacities. These include providing hot lunch and other lunch time support, supporting students in virtual classes, field trips and working with students on campus improvement teams.
  - Daily regional morning announcements are recorded and distributed to stakeholders every week.
  - Parents and stakeholders are invited in person and over zoom to attend quarterly recognition of excellence ceremonies.
  - Special planning, events and invites are tailored during twice-a-year festival days to get parents attending the campus and involved.
  - Town Hall Meetings with parents and stakeholders take place every quarter. These meetings provide key updates, present school results and survey data, and a platform for feedback.
- The continued effectiveness of all the above strategies will be assessed in feedback obtained from the annual provincial and bi-annual OSG surveys.



### Budget Summary

	2022/2023 Budget Amount	2022/2023 Budget Percentage	Comments
<b>REVENUE SUMMARY</b>			
<b>Alberta Government</b>	\$118,940	19%	
<b>Other Revenue</b>			
• Tuitions	\$76,830	13%	
• Fundraising/Gifts	\$414,650	68%	
<b>TOTAL REVENUES</b>	\$610,420	100%	
<b>EXPENDITURE SUMMARY</b>			
<b>Instruction</b>	\$489,539	81%	<b>Non-Certified wages included in Instruction.</b>
<b>Administration</b>	0	0	
<b>Operations &amp; Maintenance</b>	\$68,576	11%	
<b>Other</b>	46,000	8%	<b>Depreciation</b>
<b>TOTAL EXPENDITURES</b>	\$604,115	100%	

### Sharing Our Results

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


# APORI\_2022\_A.0210\_EP


Final Audit Report


2022-11-05


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