



EDUCATION PLAN



2026–2029



Contents

Accountability Statement	2
Business Plan Review and Provincial Alignment	2
Authority Overview	3
Key Insights from Results Analysis	4
Noted Strengths / Areas for Improvement /	4
Emerging Growth Trends / Developing Needs	
Charter Goals	6
Enhanced Language Arts Programme	
Enhanced Mathematics Programme	
Strategic Priorities	6
Culture / Academics / Growth	
Stakeholder Engagement	10
First Nations, Métis, and Inuit Education	11
Plan for Implementation: 2026–2027	12
Human Resources / Financial Resources / Learning	
Materials / Technology / Infrastructure / Professional	
Learning / Monitoring and Adjustment Process	
Capital Plan	14
Annual Education Results Report	14
Working Compliance Check	14



Accountability Statement

The Education Plan commencing September 1, 2026 for Aurora School Ltd. was prepared under the direction of the Board of Directors in accordance with its responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. 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 Annual Education Results Report, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Education Plan for 2026-2029 on May 21, 2026.



Kerry-Ann Sitcheron, Chair

Aurora School Ltd. Board of Directors



Ian Gray, Superintendent

Aurora School Ltd.

Business Plan Review and Provincial Alignment

Aurora Academic Charter School has reviewed and considered Alberta Education and Childcare's current strategic direction as an input into this Education Plan. The Government of Alberta publishes ministry business plans annually as part of the provincial budget process, and the 2026-2029 Ministry Business Plan for Education and Childcare forms part of the provincial planning context for this document.

This Education Plan aligns local priorities with provincial expectations by maintaining a clear focus on student growth and achievement, safe and caring learning environments, effective teaching and leadership, responsible governance, and supports for students with diverse learning needs. Aurora's local priorities also reflect the school authority's charter mandate, including enhanced language arts programming and enhanced mathematics programming.

Time Frame

This Education Plan covers the three-year period from September 1, 2026 to August 31, 2029. It is a rolling plan and will be reviewed annually in light of provincial and local measures, implementation evidence, stakeholder feedback, and emerging needs. Adjustments to outcomes, measures, strategies, and implementation processes will be reflected in each annual update.

Authority Overview

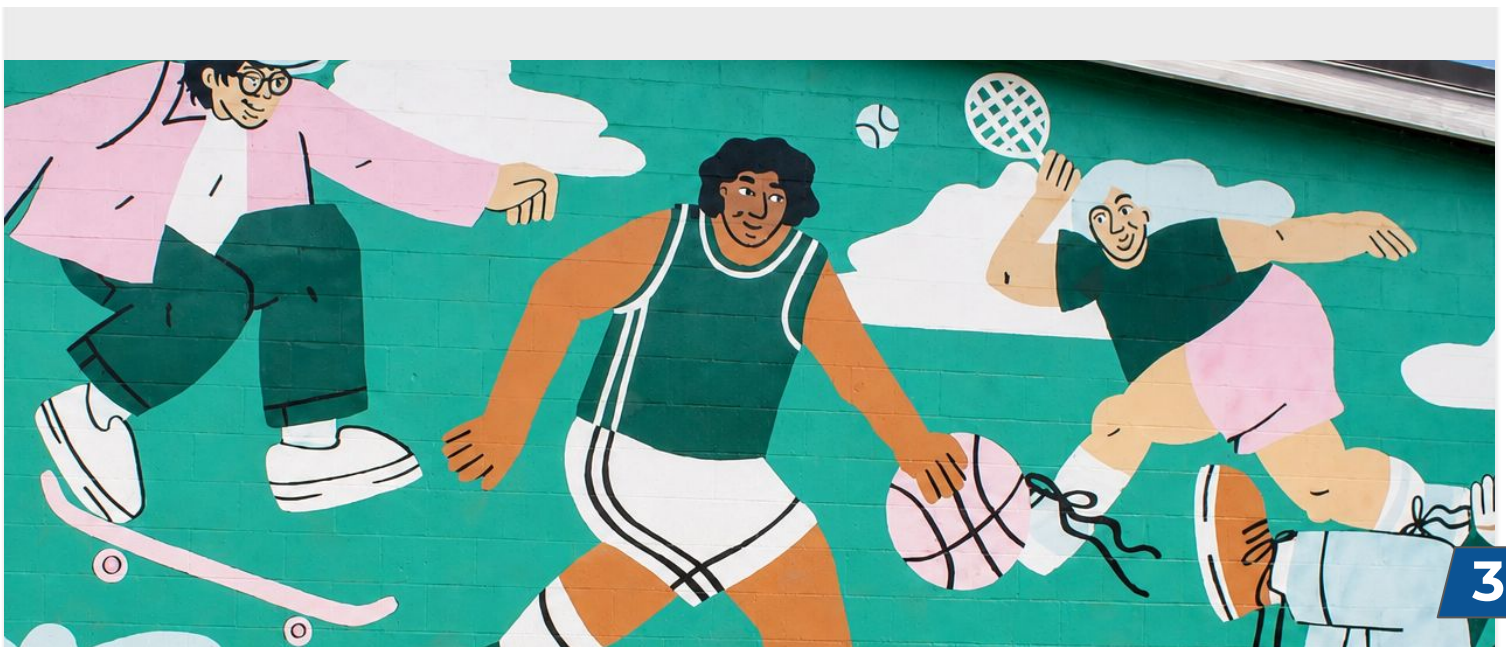
Aurora Academic Charter School is a public charter school authority serving students across three campuses:

**AACS
Sherbrooke
K–7**

**AACS
Skyrattler
6–8**

**AACS
Alberta
Avenue
8–12**

AACS provides sequenced, structured, academically focused instruction in a student-centred environment. The Authority's continued growth reflects strong family demand, the maturation of its secondary programme, and the opening of additional capacity across Edmonton. The 2024-2029 Strategic Plan identifies growth, culture, communication, transparency, stakeholder engagement, and academic excellence as central themes for the Authority's continued development.



Key Insights from Results Analysis

The following key insights are drawn from the 2024-2025 Annual Education Results Report and directly inform the 2026-2029 Education Plan. These insights include noted strengths, areas for improvement, emerging growth trends, and developing needs, as required by Alberta Education and Childcare's Education Plan checklist.

Noted Strengths

Aurora continues to demonstrate strong performance across Alberta Education Assurance Measures. The 2024-2025 AERR identifies High or Very High results in areas such as Welcoming, Caring, Respectful and Safe Learning Environments, Citizenship, Education Quality, and parental involvement. Stakeholder feedback indicates strong confidence in school climate, communication practices, academic programming, and leadership responsiveness.

Academic results remain a central strength. CAT4 Grade Level Equivalent data showed students performing nearly one grade level above expectation in both literacy and mathematics, with average Literacy GLE at 5.05 and average Math GLE at 5.02. Provincial Achievement Test results continued to exceed provincial averages in almost every subject and grade level. These results affirm the effectiveness of Aurora's structured instructional model, early identification practices, and emphasis on foundational literacy and numeracy.

Diploma Examination results at AACS Alberta Avenue also demonstrated strong performance in the first years of the secondary programme. Results were particularly strong in Mathematics 30-1 and the sciences, with high acceptable-standard rates and strong excellence-standard rates in Biology 30, Chemistry 30, and Physics 30.

Aurora's culture also remains a significant strength. The AERR describes high levels of student participation in wellness, cultural, literacy, dramatic, and co-curricular initiatives. More than 250 families participated in mental health and wellness seminars through the Wellness and Flourishing Forever initiative, demonstrating strong family engagement and community connection.

Areas for Improvement

While academic results are strong, the next stage of work should focus on increasing the proportion of students who achieve the Standard of Excellence, particularly in areas where provincial assessments become more complex, including numeracy, science, and middle-years learning progression. The AERR identifies the opportunity to refine PAT and CAT4 data cycles, identify emerging learning trends earlier, and target professional development more precisely.

As Aurora continues to operate across three campuses, cross-campus consistency remains an important area for improvement. This includes consistency in assessment practices, instructional routines, intervention processes, school culture, communication expectations, and leadership practices. The Strategic Plan also identifies the need for continued improvement in communication, transparency, stakeholder engagement, and the accessibility of governance information.

The Authority must also continue strengthening communication with families who may face language, access, or transportation barriers. Earlier strategic planning work noted that Aurora's diverse and geographically dispersed parent community requires careful, intentional communication structures, particularly for families who may not be reached effectively through traditional methods.

Emerging Growth Trends

Aurora's growth has moved from a single-site model to a three-campus Authority with primary, middle, and secondary programming. The opening of AACs Skeyrattler and the continued development of AACs Alberta Avenue represent a major organisational shift. Growth remains a central strategic priority, but the emphasis for 2026-2029 must now include not only expansion, but coherence, sustainability, and system alignment.

Student participation in post-secondary, dual credit, and virtual programming increased during the 2024-2025 school year. Partnerships with NAIT, Lethbridge Polytechnic, and NorQuest College expanded access to dual credit, skill development, trades exploration, health sciences, technology pathways, and career exposure opportunities. The introduction of Ignite Online also broadened access to flexible high-school course options.

The Authority's research culture is also emerging as a distinctive area of growth. The publication of the first RAISE Journal reflects Aurora's charter commitment to research, dissemination, professional inquiry, and evidence-informed practice.

Developing Needs

As Aurora grows, the Authority's developing needs include stronger system-level structures for implementation, monitoring, internal data review, stakeholder engagement, student services, and leadership development. The Education Plan must therefore place greater emphasis on implementation systems, not simply strategic aspiration.

Developing needs include:

- continued refinement of literacy and numeracy intervention cycles;
- stronger middle-years numeracy scaffolding;
- continued development of high school course pathways;
- expanded academic advising and post-secondary transition supports;
- more structured stakeholder feedback loops;
- improved communication systems across campuses;
- consistent onboarding for staff, students, and families;
- strengthened FNMI education strategies, even where public reporting is limited by small cohort sizes;
- sustainable leadership structures to support three schools and future growth.

These developing needs directly shape the outcomes, measures, strategies, and implementation plan that follow.

Charter Goals

As set out in the Charter Document, the following charter goals guide this Education Plan:

Goal 1 To have an enhanced language arts programme.

Goal 2 To have an enhanced mathematics programme.

These charter goals remain embedded within the strategic priority of Academics, while also informing work in Culture and Growth. Enhanced literacy and numeracy outcomes are supported through structured instruction, explicit teaching, diagnostic assessment, targeted intervention, professional learning, and careful monitoring of student progress.

Strategic Priorities

Culture

Build and sustain a values-driven school culture that supports student voice, family engagement, staff mentorship, student well-being, and community connection.

Academics

Ensure rigorous, student-centred academic programming aligned with high standards, enhanced literacy and numeracy expectations, evidence-informed instruction, and individualised support.

Growth

Strategically expand Aurora's capacity, accessibility, partnerships, programming, and organisational systems to serve a growing student population while maintaining coherence across campuses.

These priorities continue the structure established in the previous Education Plan and align with the Authority's broader 2024-2029 Strategic Plan.



Outcome

For clarity and measurability, the Culture priority is expressed through three related outcomes:

Outcome 1.1 - Students, staff, and families experience a safe, respectful, values-driven school culture.

Outcome 1.2 - Learning supports belonging, wellness, and character development.

Outcome 1.3 - Student voice, family engagement, and confidence in the Authority's governance and communication practices are evident.

Together, these outcomes support a coherent Authority culture while allowing future AERR reporting to describe progress more precisely across school climate, wellness, engagement, and governance communication.

Measures

The following measures are selected to assess progress across Outcomes 1.1, 1.2, and 1.3.

Aurora will assess progress using:

- Alberta Education Assurance Measures related to Welcoming, Caring, Respectful and Safe Learning Environments;
- Alberta Education Assurance Measures related to Citizenship;
- Alberta Education Assurance Measures related to Parental Involvement;
- stakeholder feedback from School Councils, surveys, Town Halls, and engagement sessions;
- participation rates in wellness, cultural, leadership, and co-curricular activities;
- attendance and participation in family engagement events;
- qualitative feedback from students, parents, staff, and community partners;
- evidence of consistent communication and governance reporting across campuses.

Targets

By 2028-2029, Aurora will:

- maintain High or Very High results in Welcoming, Caring, Respectful and Safe Learning Environments;
- maintain High or Very High results in Citizenship;
- maintain or improve parent satisfaction with school communication and involvement;
- increase student participation in leadership, wellness, cultural, and co-curricular activities;
- provide regular opportunities for stakeholder input through School Councils, surveys, Town Halls, and family engagement sessions;
- strengthen consistency in culture-building practices across all campuses;
- improve stakeholder understanding of Board decisions, school authority priorities, and major implementation initiatives.

Strategic Priority #1 CULTURE

Strategies

Aurora will:

- embed Aurora's values into daily school routines, assemblies, classroom instruction, recognition practices, and student leadership opportunities;
- strengthen cross-campus consistency in expectations for behaviour, supervision, communication, student recognition, and school culture;
- expand social-emotional learning practices and targeted mental-health supports;
- continue the Wellness and Flourishing Forever initiative and related family wellness programming;
- strengthen student voice through student leadership groups, student-led initiatives, and age-appropriate feedback opportunities;
- continue to support School Councils at each campus as meaningful advisory bodies;
- provide regular communication through newsletters, website updates, Board summaries, School Council meetings, and targeted family information sessions;
- increase opportunities for parents to understand academic programming, assessment practices, student supports, and transition points;
- improve accessibility of engagement opportunities through virtual or hybrid options where appropriate;
- continue to build partnerships with community organisations, including local community leagues and service providers;
- integrate Indigenous perspectives, community connections, and cultural recognition into school programming.

Outcome

For clarity and measurability, the Academics priority is expressed through three related outcomes:

Outcome 2.1 - Students demonstrate strong growth and achievement in enhanced language arts and mathematics programming.

Outcome 2.2 - Structured instruction, high expectations, evidence-informed pedagogy, and targeted intervention are consistently implemented across campuses.

Outcome 2.3 - Assessment and reporting practices provide reliable evidence of progress and support continuous improvement in student learning.

Together, these outcomes directly address student growth and achievement and incorporate Aurora's two charter goals: enhanced language arts programming and enhanced mathematics programming.

Measures

The following measures are selected to assess progress across Outcomes 2.1, 2.2, and 2.3.

Aurora will assess progress using:

- Provincial Achievement Test results;
- Diploma Examination results;
- CAT4 Grade Level Equivalent results in literacy and mathematics;
- internal literacy and numeracy benchmarks;
- classroom-based assessment data;
- intervention tracking data;
- teacher professional learning evidence;
- student participation in academic supports;
- high school course completion and achievement data;
- post-secondary transition and pathway participation data;
- local measures related to EAL and FNMI student progress where public reporting is suppressed.

Targets

By 2028-2029, Aurora will:

- continue to exceed provincial averages on Provincial Achievement Tests in most subject areas;
- increase the proportion of students achieving the Standard of Excellence on Provincial Achievement Tests;
- maintain strong CAT4 Grade Level Equivalent results in literacy and mathematics;
- improve internal literacy and numeracy outcomes for students identified as requiring targeted support;
- maintain strong Diploma Examination acceptable-standard results;
- increase excellence-standard results in targeted high school subjects;
- strengthen academic advising and pathway planning for secondary students;
- ensure that all campuses use consistent data cycles to identify needs, implement interventions, and monitor progress;
- maintain strong achievement and progression for EAL learners through internal monitoring and individualised supports.

Strategies

Aurora will:

- continue to strengthen explicit, sequenced instruction in language arts and mathematics;
- use diagnostic assessments and common data review cycles to identify student needs early;
- provide tiered literacy and numeracy interventions;
- refine middle-years numeracy supports, particularly in preparation for more complex provincial assessments;
- continue to strengthen writing instruction, reading comprehension, vocabulary development, mathematical fluency, and problem-solving;
- use CAT4, PAT, Diploma Examination, classroom, and internal benchmark data to inform instruction and intervention;
- support teachers through professional learning in assessment literacy, structured instruction, curriculum implementation, and evidence-informed pedagogy;
- develop greater consistency in assessment and reporting expectations across campuses;

- expand opportunities for academic enrichment and Excellence-level achievement;
- continue to develop the high school academic programme, including course sequencing, academic advising, post-secondary readiness, and student pathway planning;
- use RAISE Journal work and internal research projects to support practitioner inquiry and evidence-informed improvement;
- monitor EAL and FNMI student progress through local data where provincial disaggregation is suppressed.

**Strategic
Priority #2
ACADEMICS**

Outcome

For clarity and measurability, the Growth priority is expressed through three related outcomes:

Outcome 3.1 - Aurora expands and sustains access to high-quality academic charter programming through responsible enrolment and capacity planning.

Outcome 3.2 - Campus development, infrastructure, technology, and operational systems support coherent and consistent programming across the Authority.

Outcome 3.3 - Partnerships, flexible learning opportunities, and long-term governance planning support sustainable growth and student pathways.

Together, these outcomes support responsible growth while allowing future AERR reporting to distinguish between enrolment access, system coherence, infrastructure, partnerships, and long-term sustainability.

Measures

The following measures are selected to assess progress across Outcomes 3.1, 3.2, and 3.3.

Aurora will assess progress using:

- enrolment trends and waitlist data;
- campus utilisation data;
- student transition data between campuses;
- participation in dual credit, CTS/CTF, post-secondary, and virtual programming;
- number and quality of post-secondary and community partnerships;
- stakeholder feedback on access, communication, transportation, transitions, and programme coherence;
- implementation evidence related to infrastructure, technology, staffing, and student supports;
- Board reports, budget alignment, and capital planning updates.

Targets

By 2028-2029, Aurora will:

- maintain sustainable enrolment growth aligned with facility capacity and programme quality;
- strengthen transition processes among Sherbrooke, Skyrattler, and Alberta Avenue;
- increase student access to post-secondary, dual credit, CTS/CTF, and virtual learning opportunities;
- expand or deepen partnerships with post-secondary institutions and community organisations;
- improve cross-campus consistency in communication, academic programming, student supports, and operational systems;
- align budget, staffing, technology, and infrastructure planning with the Education Plan;
- maintain clear public reporting through budgets, capital plans, AERRs, and Education Plans.

Strategies

Aurora will:

- continue to refine long-term enrolment and capacity planning across all campuses;
- align staffing, timetabling, student services, and leadership structures with three-campus operations;
- strengthen student transitions from primary to middle years and from middle years to secondary programming;
- expand dual credit, CTS/CTF, post-secondary, and flexible learning opportunities where they align with student need and available resources;
- continue partnerships with NAIT, Lethbridge Polytechnic, NorQuest College, and other appropriate institutions;
- explore additional partnerships in technology, health sciences, skilled trades, arts, research, and community-based learning;
- continue development of Ignite Online as a flexible access model for selected programming needs;

Strategic Priority #3 GROWTH

- strengthen academic advising and transition supports for secondary students;
- continue infrastructure, technology, and learning-resource planning to support high-quality instruction;
- ensure that growth decisions are accompanied by clear stakeholder communication and governance reporting;
- use budget and capital planning processes to support sustainable implementation.

Stakeholder Engagement

Aurora engaged stakeholders through Alberta Education Assurance Survey results, School Council discussions, parent information sessions, family engagement events, Town Halls, staff planning sessions, student activities, Board communication processes, and community partnerships. Stakeholders involved included parents, students, staff, school-based administrators, the Board of Directors, School Councils, community leagues, post-secondary partners, research partners, Indigenous education partners, and other community organisations.

Stakeholder input informed local priorities in several ways. Parent and School Council feedback reinforced the importance of transparent communication, consistent school culture, strong academic programming, and responsive governance. Staff feedback highlighted the need for coherence across campuses, consistent assessment practices, professional learning, student support structures, and effective onboarding. Student participation and engagement data demonstrated the importance of belonging, co-curricular programming, leadership opportunities, and structured academic supports.

Input from School Councils supported the development of the Education Plan in accordance with Section 12 of the School Councils Regulation, which provides school councils the opportunity to advise on the development of school education plans. Aurora will continue to use School Councils, assurance data, surveys, parent sessions, Town Halls, and targeted consultation processes to inform annual updates to the Education Plan.



First Nations, Métis, and Inuit Education

Outcome

For clarity and measurability, the First Nations, Métis, and Inuit Education priority is expressed through three related outcomes:

Outcome 4.1 - Self-identified First Nations, Métis, and Inuit students are supported to experience belonging, engagement, and educational success.

Outcome 4.2 - System, program, and instructional supports are used to monitor and respond to the needs of self-identified First Nations, Métis, and Inuit students, including the systemic education gap where local data identifies a need.

Outcome 4.3 - Aurora supports implementation of the Truth and Reconciliation Commission Calls to Action relevant to

education through professional learning, curriculum integration, and respectful community connection. Together, these outcomes preserve the original intent while making the required areas easier to monitor and report in future Annual Education Results Reports.

Measures

The following measures are selected to assess progress across Outcomes 4.1, 4.2, and 4.3.

Aurora will assess progress using:

- local monitoring of attendance, achievement, engagement, and belonging for self-identified FNMI students where public reporting is suppressed;
- staff completion of Indigenous-focused professional learning;
- evidence of FNMI perspectives embedded in curriculum and school programming;
- participation of Elders, Knowledge Keepers, Indigenous community members, or Indigenous-serving partners in school activities where available;
- qualitative feedback from students, families, staff, and partners;
- documentation of activities supporting Truth and Reconciliation Commission recommendations;
- reporting in the AERR regarding FNMI grant funding, activities, strategies, and impact, as applicable.

Targets

By 2028-2029, Aurora will:

- increase staff participation in Indigenous-focused professional learning;
- strengthen the integration of FNMI perspectives across grade levels and subject areas;
- improve local monitoring of FNMI student success through individualised and confidential student support processes;
- expand meaningful opportunities for students to learn about First Nations, Métis, and Inuit histories, cultures, perspectives, and contemporary experiences;
- document strategies, activities, and impacts related to FNMI education and reconciliation in the AERR;
- maintain culturally respectful supports for FNMI students and families.

Strategies

Aurora will:

- provide professional learning focused on First Nations, Métis, and Inuit histories, cultures, perspectives, contemporary experiences, and the legacy of residential schools;
- support implementation of the Truth and Reconciliation Commission Calls to Action relevant to education;
- embed FNMI perspectives meaningfully across subject areas and grade levels;
- invite Elders, Knowledge Keepers, Indigenous educators, and community members to support student learning where appropriate and available;
- strengthen relationships with Indigenous-serving schools and organisations;
- create welcoming and respectful spaces for FNMI students and families;
- monitor self-identified FNMI student progress through local measures when provincial reporting is suppressed due to small cohort sizes;
- support classroom teachers in selecting resources that are accurate, respectful, and instructionally appropriate;
- document FNMI-related activities, strategies, funding, and impact in the Annual Education Results Report.

Plan for Implementation: 2026–2027

Aurora will implement this Education Plan through coordinated action in staffing, professional learning, learning resources, technology, infrastructure, governance, stakeholder engagement, and monitoring.



1

HUMAN RESOURCES

Aurora will ensure that each campus is staffed with qualified teachers, school-based leaders, student support personnel, and operational staff required to implement the plan. Particular attention will be given to recruitment, onboarding, mentorship, leadership development, and role clarity across the three-campus Authority. New staff will be oriented to Aurora's structured instructional model, charter goals, values, assessment expectations, and school culture.

2

FINANCIAL RESOURCES

The 2026-2027 budget will support implementation through allocations for staffing, learning materials, student supports, technology, professional development, infrastructure, transportation, and programming priorities. Budget decisions will be aligned with the Education Plan and will support the Authority's priorities of Culture, Academics, and Growth.

3

LEARNING MATERIALS

Aurora will continue to invest in high-quality textbooks, workbooks, digital tools, classroom materials, intervention resources, and curriculum-aligned supports. Resource selection will prioritise sequenced instruction, enhanced literacy and numeracy outcomes, academic rigour, accessibility, and alignment with Alberta curriculum.

4

TECHNOLOGY

Aurora will maintain and improve technology systems that support instruction, assessment, communication, administration, student programming, and online or blended learning. This includes computers, tablets, interactive displays, projectors, internet connectivity, student information systems, and platforms used for communication and learning management.

5

INFRASTRUCTURE

Aurora will continue to assess facility needs across Sherbrooke, Skyrattler, and Alberta Avenue. Infrastructure planning will support safe, effective, and well-equipped learning environments, including classrooms, libraries, laboratories, specialised learning spaces, and common areas. Capital planning will remain aligned with enrolment trends, programme needs, and long-term Authority growth.

6

PROFESSIONAL LEARNING

Professional learning in 2026-2027 will focus on structured literacy and numeracy instruction; assessment literacy and common expectations; curriculum implementation; middle-years numeracy development; high school pathway planning and Diploma Examination readiness; social-emotional learning and mental-health supports; inclusive and individualised supports; First Nations, Métis, and Inuit education; educational research and practitioner inquiry; and leadership development and cross-campus coherence.

7

MONITORING AND ADJUSTMENT PROCESS

Aurora will monitor implementation through annual review of Alberta Education Assurance Measures; review of PAT, Diploma Examination, CAT4, and internal benchmark data; school-based and Authority-level data review meetings; School Council input; stakeholder surveys and Town Halls; Board reporting; budget monitoring; implementation updates from school-based and central office leaders; AERR analysis; and annual Education Plan updates. Where results indicate a need for adjustment, the Authority will refine strategies, reallocate resources where appropriate, provide targeted professional learning, and update implementation processes.

Aurora Academic Charter School's 2026–2027 Budget is posted publicly alongside this Education Plan and is available here:

<https://www.auroraschool.ca/budgets>

Capital Plan

The Aurora School Ltd. Capital Plan is located at:

<https://www.auroraschool.ca/capitalplans>

The Capital Plan supports the Authority's long-term facility, infrastructure, enrolment, and campus development needs.

Annual Education Results Report

The Aurora School Ltd. Annual Education Results Report is located at:

<https://www.auroraschool.ca/governance>

The AERR provides the results analysis used to inform annual updates to this Education Plan.

Working Compliance Check

This 2026–2029 Education Plan represents Aurora Academic Charter School's board-approved plan for the 2026–2027 school year and establishes the school authority's priorities, outcomes, measures, and strategies within the broader three-year planning cycle.



