

The background of the report cover is a photograph of a male teacher with a mustache, wearing a dark blue suit, sitting on the floor and high-fiving a young Black girl. The girl is wearing a blue and white plaid dress over a white collared shirt. They are both smiling and looking at each other. The background is a light-colored wall with some blue and green paint splatters.

# **ANNUAL EDUCATION RESULTS REPORT 2023-2024**

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**Innovation, Hard Work, Empowerment, Respect and  
Integrity, Empathy and Compassion**



# Accountability Statement

We acknowledge that Aurora Academic Charter School and our community work, live, and play on the traditional territories of the Cree, Saulteaux, Blackfoot, Métis, Dene, Nakota Sioux, and Inuit whose footsteps continue to mark these lands in the future. We continually express our gratitude and respect for the land as we honour Treaty 6, its role in education, and the ancestral Knowledge Keepers and Elders who are still with us. Aurora Academic Charter School believes that truth must be acknowledged to move forward in reconciliation. We take this time to reflect on our roles and commit to building and strengthening our valued friendships and partnerships with Indigenous peoples in our teaching and learning. We celebrate the rich diversity of the Indigenous peoples as it connects with the diversity of Aurora Academic Charter School's culture, values, and desire to live in peace and prosperity together on this land we all call home.

The Annual Education Results Report for the 2022/2023 school year for Aurora School Ltd. (otherwise identified as Aurora Academic Charter School, or AACS) 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 document 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.

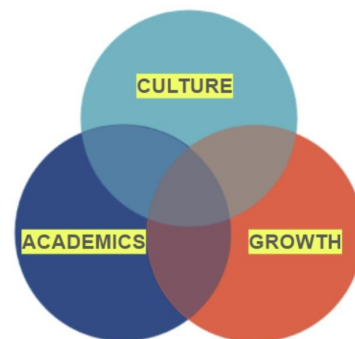
The Board approved this Annual Education Results Report for the 2023/2024 school year on November 21, 2024.



Zahida Hirani-Saran, Chair  
Aurora School Ltd. Board of Directors



Ian Gray  
Superintendent



## Whistleblower Protection

AACS policy is in alignment with the Alberta Public Interest Disclosure (Whistleblower Protection) Act.

As of November 20, 2023, we have had no disclosures reported over the last year with Aurora School Ltd. Staff.

## Message from the Superintendent

Dear Aurora Academic Charter School Community,

As we share the Annual Education Results Report for the 2023-2024 school year, I am filled with pride in our students' accomplishments and the commitment of our entire Aurora community. This report reflects our dedication to empowering students through academic excellence and a values-driven environment, and it illustrates how far we've come together.

For nearly three decades, Aurora Academic Charter School has stood for educational integrity, instilling in students the values of perseverance, knowledge, and responsibility. Our mission to promote excellence in a student-centred, family-supported environment continues to define us, and with the support of our Board of Directors and all our stakeholders, AACCS has expanded to serve over 1,200 students across our two campuses. This growth is a testament to the dedication of our educators and staff, who consistently provide a highly-structured and enriched academic experience—one of the best in Alberta.

I am deeply grateful to our exceptional teachers, support staff, students, and families. Your commitment fuelled our success. I also extend my sincere thanks to our Board of Directors—a group of dedicated parents and community members whose support has helped us establish a strong high school programme that now serves even more students across Edmonton.

Our journey, which began with the granting of our Charter on March 8, 1996, has been marked by significant milestones, from programme expansions to facility upgrades, including the addition of a high school programme in 2022 and the acquisition of the Alberta Avenue campus in 2023. These developments reflect our commitment to creating a world-class learning environment.

Looking ahead, I am confident that Aurora Academic Charter School will continue to flourish as a community dedicated to learning excellence. Thank you for being an integral part of our journey, and I look forward to the continued collaboration that will propel us toward even greater achievements.

Respectfully,

A handwritten signature in white ink that reads "iangray". The signature is written in a cursive, lowercase style.

Ian Gray  
Superintendent



## GOAL #1 : Students will read above grade level

### Current Progress

The 2024 CAT4 results for grades 1 and 12 indicate an average achievement of 1.07 years above grade level.

## GOAL #2 : Students will achieve above grade level in mathematics

### Current Progress

The 2024 CAT4 results for grade 1-12 indicate an average achievement of 1.31 years above grade level.

## Mission

Aurora Charter Schools remains committed to its mission of providing structured, rigorous, and enhanced academic instruction, as outlined in its Charter Document. This report presents student achievement data and aligns it with the charter's goals, outcomes, and measures in accordance with Charter Schools Regulation Section 4(d) and (e) of the Funding Manual.

## Charter Goals & Measurable Outcomes

Aurora Charter Schools' primary objectives are:

- To provide an **enhanced language arts and mathematics program**.
- To ensure students **achieve above grade level** in core academic subjects.
- To develop **critical thinking, problem-solving, and communication skills**.
- To strengthen a **supportive and structured learning environment**.
- To maintain high **student, parent, and community engagement**.

This report evaluates the success of these goals using **national and provincial standardized assessments** and internal measures of student performance.

# Assurance Framework

The Annual Education Results Report, as outlined in Alberta Education's [Funding Manual for School Authorities](#), identifies key priorities and improvement areas and report on results through a core set of provincial measures that will enable the government and Albertans to assess the operation of the education system.

This report is a comprehensive document that provides a detailed account of the AACCS's education system's performance and achievements over the past year. It encompasses various aspects such as student outcomes, standardized test results, and other key indicators. The report aims to offer transparency and accountability to the public, educators, and policymakers, showcasing both successes and areas for improvement within our charter school authority.

This report includes data-driven insights into student performance, demographic trends, and comparisons with previous years. It highlights initiatives, programs, and policies that have positively impacted education outcomes. Additionally, the Annual Education Results Report outlines strategic priorities for the upcoming year and propose recommendations for enhancing the quality of education at AACCS.



This Annual Education Results Report is one-half of a cycle of educational assurance. The other half is the Education Plan, which is informed by the results of this document.

Assurance and accountability are linked. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Education partners throughout the system must demonstrate they are meeting their responsibilities across five assurance areas:

### Student Growth and Achievement:

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

### Teaching and Leading:

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

### Learning Supports:

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

### Governance:

Processes that determine strategic direction, establish policy and manage fiscal resources.

### Local and Societal Context:

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

For more information about the Assurance Framework, see Section B, [Funding Manual for School Authorities](#).



## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Province: Alberta

Assurance Domain	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	<a href="#">Citizenship</a>	80.3	81.4	82.3	High	Declined Significantly	Issue
	<a href="#">3-year High School Completion</a>	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	<a href="#">5-year High School Completion</a>	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	<a href="#">PAT: Acceptable</a>	63.3	64.3	n/a	Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	16.0	17.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	80.3	75.2	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Excellence</a>	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESL-E)</a>	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	<a href="#">Access to Supports and Services</a>	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	79.1	78.8	80.3	High	Declined Significantly	Issue

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

## Aurora Charter Schools Student Outcomes Report – Alberta Education Assurance Measures (AERR) Fall 2023

Introduction Aurora Charter Schools is committed to ensuring high-quality education and student success. This report presents an analysis of student outcomes based on the Alberta Education Assurance Measures (AERR) for Fall 2023. The data provides insights into student growth, achievement, teaching and learning, learning supports, and governance to inform strategic improvements in education delivery.

# Student Growth & Achievement

## AEAM: Student Learning

Student learning is measured through numerous assessments throughout the year; however, the major norm-based tests are the Provincial Achievement Tests and the Canadian Achievement Tests.

The 2023 results indicate mixed performance in student growth and achievement. While there are some areas of improvement, several metrics have declined significantly.

- **Student Learning Engagement:** 84.4% (Declined Significantly)
- **Citizenship:** 80.3% (Declined Significantly)
- **3-Year High School Completion Rate:** 80.7% (Intermediate, Declined Significantly)
- **5-Year High School Completion Rate:** 85.3% (Improved Significantly)
- **Provincial Achievement Tests (PAT) – Acceptable:** 63.0% (Low)
- **PAT – Excellence:** 18.3%
- **Diploma Exam – Acceptable:** 82.3% (Intermediate)
- **Diploma Exam – Excellence:** 23.0% (High)

This data provides valuable insights into language development support needs and areas requiring additional instructional strategies.

## Alberta Education Measures

### Provincial Achievement Tests (Provincial)

	Alberta	Aurora School LTD
Students Writing	85.3%	99.1%

	Alberta			Aurora School LTD		
	2024	2023	Previous 3-Year Average	2024	2023	Previous 3-Year Average
PAT6: Acceptable	68.5	66.2	66.2	97.3	97.7	97.7
PAT9: Acceptable	62.5	62.6	62.6	93.8	97.4	97.4
PAT6: Excellence	19.8	18.0	18.0	61.8	59.1	59.1
PAT9: Excellence	15.4	15.5	15.5	44.9	52.6	52.6

Aurora Charter Schools' Provincial Achievement Test (PAT) results continue to surpass the provincial averages across all subject areas, reflecting the effectiveness of our student-centered learning strategies. In the 2023–2024 academic year, Grade 6 and Grade 9 students achieved exceptional outcomes across all tested subjects. These results highlight the success of Aurora’s strategic interventions and measurement practices, which guide our commitment to addressing learning gaps and enhancing academic excellence.

Actively addressed and students are equipped with the skills needed for continued academic success.

Reference: [PAT Multiyear Results](#)



# Student Growth & Achievement

## Grade 6 Provincial Achievement Test (PAT) Results

Comparison with Provincial Averages:

Subject	Acceptable Standard	Excellence Standard	Provincial Avg. (Acceptable)	Provincial Avg. (Excellence)
ELA	98.9%	50%	76.2%	18.4%
Math	97.7%	42%	64.4%	15.8%
Science	94.3%	42%	66.7%	16.8%
Social Studies	97.3%	61.8%	68.7%	20.4%

### Observations:

- High performance in all subjects, confirming Aurora's rigorous structured instructional approach.
- ELA excellence scores declined, requiring further review.
- Math & Science results indicate strong conceptual understanding and application skills.

## Grade 9 PAT Results

Subject	Acceptable Standard	Excellence Standard	Provincial Avg. (Acceptable)	Provincial Avg. (Excellence)
ELA	93.8%	27.4%	69.5%	13.4%
Math	92.9%	51.3%	51.4%	13.7%
Science	94.7%	49.6%	66.8%	17.7%
Social Studies	93.8%	51.3%	60%	24.5%

## AEAM: Student Learning

Alberta Education requires that school authorities share the percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

### Course Results:

[English Language Arts 6](#)  
[Mathematics 6](#)  
[Science 6](#)  
[Social Studies 6](#)

[English Language Arts 9](#)  
[Mathematics 9](#)  
[Science 9](#)  
[Social Studies 9](#)

## Overall and specific course results for self-identified First Nations, Métis and Inuit students:

Enhancing the academic achievement of First Nations, Metis, and Inuit (FNMI) students is a priority at AACS. Due to the limited number of self-identified FNMI students, we uphold the principles of privacy outlined in the Freedom of Information and Protection of Privacy Act. Consequently, specific results for this group are not disclosed to safeguard individual privacy.

## Overall and specific course results for students who require and receive English language supports

[English Language Supports](#)

# Student Growth & Achievement

## Canadian Achievement Test (Local)

### Primary Grades (Kindergarten - Grade 7) Achievement

**Charter Goal Alignment:** Advanced numeracy instruction builds mental math proficiency and problem-solving skills.

#### Primary Grade-Level Equivalent (GLE) in Math:

Grade	GLE in Math	GLE in Literacy
Grade 1	0.5 GLE	1.0 GLE
Grade 2	2.25 GLE	2.07 GLE
Grade 3	3.27 GLE	3.63 GLE
Grade 4	5.6 GLE	5.35 GLE
Grade 5	6.77 GLE	6.6 GLE
Grade 6	7.8 GLE	7.2 GLE
Grade 7	8.9 GLE (Aligned with Grade 9)	8.3 GLE (Aligned with Grade 9)

#### Observations:

- Students perform **two years ahead in math**, demonstrating a strong foundational numeracy base.
- Continued enhancement of problem-solving and application skills ensures future success.
- Students **perform an average of two years ahead** of grade level in literacy.
- Strong **early literacy instruction** prompts advanced **reading comprehension**.
- Continued emphasis on **vocabulary development** and **written expression** aligns with Aurora's **high expectations in language development**.

### High School (Grades 8-12) Achievement

#### Grade-Level Equivalency Scores (CAT4)

Grade	ELA GLE	Math GLE
Grade 8	9.9+ (Two years ahead)	9.9+ (Two years ahead)
Grade 9	10.9+ (Two years ahead)	10.9+ (Two years ahead)
Grade 10	11.9+ (Two years ahead)	11.9+ (Two years ahead)
Grade 11	10.4 (3 months above grade level)	12.9 (Max score)
Grade 12	12.9 (Max score)	12.9 (Max score)

#### Observations:

- Students maintain two years ahead performance in ELA & Math up to Grade 10.
- Grade 11 ELA scores are lower than expected (10.4 GLE), requiring intervention.

# Student Growth & Achievement

## Diploma Exam Readiness & Grade 11 ELA Interventions

- **ELA Grade 11 Interventions:**
  - Review curriculum pacing to enhance preparation.
  - Expand analytical reading and writing exercises.
  - Increase teacher support and tutoring.
  - Incorporate cross-subject literacy reinforcement (ELA strategies in Science & Social Studies).

## Diploma Exam Acceptable/Excellence & High School Completion

Stakeholders may not fully understand the absence of Alberta Education Assurance Measures data for high school completion. This is primarily due to the fact that our secondary campus has only been in operation for two years, which does not yet allow for sufficient data collection to establish trends. Additionally, our small student population (n-size) further limits the availability of standardized data.

Spring 2025 marks the inaugural graduating Grade 12 class at Aurora Charter Schools. As a result, this will be the first opportunity to collect and analyze full high school completion and diploma examination data. Until then, we rely on local measures to assess student progress and achievement.

To address this gap, local data has been incorporated to evaluate student achievement. Current data indicates:

- **Courses Offered:** English Language Arts, Mathematics, Science, Social Studies, and elective courses including Business Studies and Fine Arts.
- **Number of Students Passing Courses:** 92% of students successfully completed their enrolled courses.
- **Average Grade Across Core Subjects:** 75%

## Future Directions & Next Steps

### ELA Improvement

Address **Grade 11 literacy challenges** with **targeted reading comprehension strategies**. Expand **analytical and inferential reading skills**. Increase **exposure to high-level academic texts**.

### Mathematics & Science Growth

Strengthen **advanced problem-solving strategies**. Implement more **real-world application exercises**.

### Program Expansion

Increase access to **fine arts and extracurricular academic clubs**. Provide **specialized ELA support programs** for Grade 11 students.

### Assessment & Tracking

Align **CAT4 trends with PAT and Diploma results** for continuous improvement. Continue **data-driven instruction** to maximize student success.

# Student Growth & Achievement

## Strategies

The school's academic strategy emphasizes early literacy and numeracy screening through assessment tools like the Castles and Coltheart 3 (CC3) and Numeracy Tests to identify learning gaps, followed by individualized intervention plans. Grade-specific support ensures tailored academic interventions and instructional differentiation to meet diverse learning needs. Provincial Achievement Tests (PAT) and Canadian Achievement Tests (CAT4) guide instructional planning, with benchmark testing conducted throughout the year to track progress and refine strategies. Teacher collaboration is strengthened through cross-grade partnerships and professional learning communities (PLCs) that focus on best teaching practices. The instructional approach blends direct instruction with inquiry-based learning, supported by small class sizes for personalized attention. Literacy and numeracy development is reinforced by integrating English Language Arts (ELA) strategies in Science and Social Studies, as well as emphasizing real-world applications in Mathematics and Science. Parent-teacher collaboration is prioritized through regular progress updates, learning plan involvement, and parent workshops. Additionally, specialized learning supports include targeted assistance for English Language Learners (ELLs) and focused literacy interventions to enhance reading comprehension and written expression.

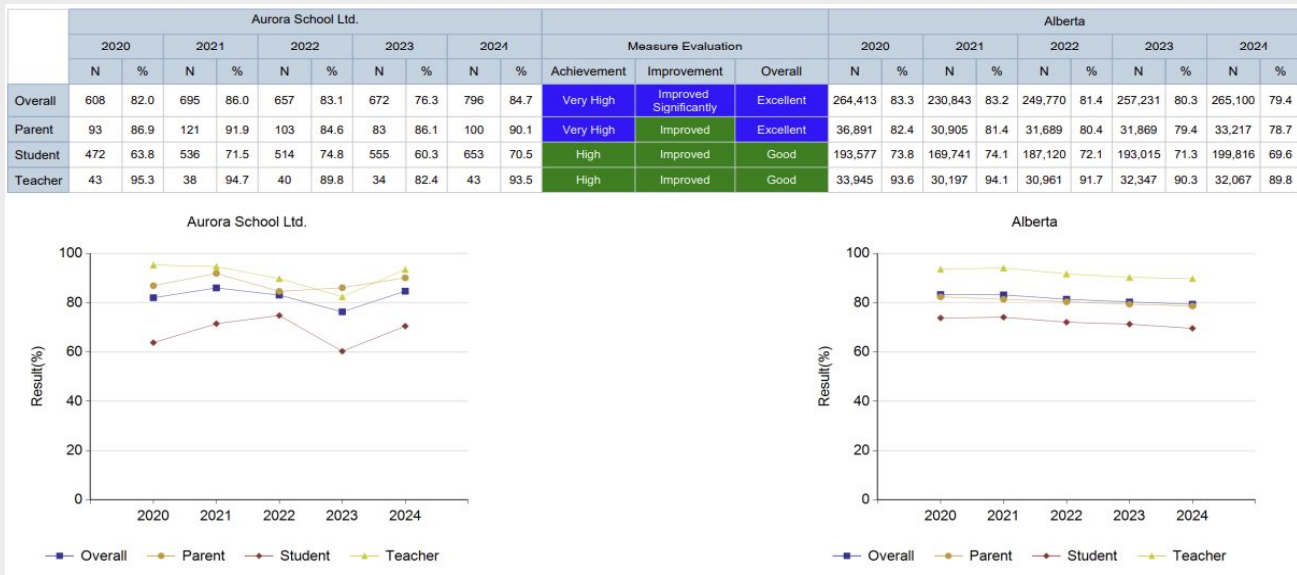
## Measures

Aurora Charter Schools' Provincial Achievement Tests (PAT) results for Grades 6 and 9 consistently exceed provincial averages in both the Acceptable and Excellence Standards, guiding instructional strategies through subject-specific trend analysis. Canadian Achievement Tests (CAT4) indicate that students perform two years ahead in both Literacy and Math, allowing for curriculum alignment and diploma readiness. Diploma exam performance reflects that 23.0% of students achieved the Excellence Standard, while 82.3% met the Acceptable Standard. However, the high school 3-year completion rate stands at 80.7%, showing a significant decline, with student learning engagement at 84.4% and citizenship scores at 80.3%, both also declining. Grade-Level Equivalency (GLE) data confirms that students from Kindergarten to Grade 10 perform two years ahead in Math and Literacy, though Grade 11 ELA scores require additional intervention. To address literacy challenges, the school aims to increase advanced reading comprehension activities and expand analytical and inferential reading exercises. Mathematics and Science instruction will focus on enhancing problem-solving strategies and real-world applications while strengthening alignment with diploma exam expectations. To enrich student learning, Aurora plans to expand Fine Arts, STEM programs, and extracurricular clubs. A continued focus on assessment and tracking will ensure CAT4, PAT, and Diploma trends are aligned for long-term academic success, reinforcing data-driven instruction to maximize student outcomes.



## AEAM: Citizenship

Alberta Education Assurance Measures Local Performance Measures Citizenship Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



### Overall Satisfaction

Aurora School Ltd. achieved a significant increase in overall satisfaction, climbing from 76.3% in 2023 to 84.7% in 2024, with parents reporting 90.1%, teachers 93.5%, and students 70.5%. These improvements reflect the success of ongoing initiatives aimed at community and active citizenship. The new campus and enhanced programs have positively impacted satisfaction levels across all groups, particularly among parents and teachers.

### School Council Outreach Programs

The school council's outreach programs have been instrumental in cultivating a sense of belonging and pride among students, particularly younger ones. These initiatives have provided opportunities for students to build meaningful relationships and connect with their peers and teachers, contributing to the positive trends in satisfaction. Continued investment in these programs can further strengthen community engagement and citizenship.

### Summary

The 2024 results demonstrate that Aurora School Ltd. is making significant strides in creating a positive and engaged school community. With satisfaction levels improving across all groups, the school is well-positioned to continue building on this momentum. The new campus has been a key factor, addressing infrastructure needs and promoting a renewed sense of community. While parent and teacher satisfaction are exceptionally high, there remains an opportunity to further engage students, particularly in areas related to active citizenship.

### Impact of the New Campus

The addition of the new campus has clearly contributed to the satisfaction boost, providing an enhanced learning environment that supports engagement across the board. This expansion is likely addressing both physical space needs and creating a renewed sense of community.

### Strategic Recommendations for 2024-2025

- Enhance Student Engagement Programs:**  
Introduce new initiatives that encourage student participation in leadership roles, community service, and school-wide citizenship projects. Focus on increasing students' active involvement and sense of responsibility.
  - Expand Parent Involvement Opportunities:**  
Maintain regular communication with parents and involve them in school-wide citizenship projects, such as family-oriented volunteer activities or community events.
  - Support Teacher Engagement:**  
Continue professional development programs aligned with citizenship goals, and recognize teachers for their contributions to strengthen active citizenship within their classrooms.
- AERR survey results
  - student participation measures
  - locally developed survey measures



## **AEAM: Citizenship**

### **2023-2024 Update on Performance and Strategic Initiatives**

Aurora School Ltd. continues to demonstrate positive growth in key performance indicators, as reflected in the 2024 satisfaction rates. The "Overall" satisfaction rate has risen to 84.7%, with parent satisfaction at 90.1% and teacher satisfaction at 93.5% maintaining strong results. Student satisfaction, while showing improvement at 70.5%, remains a targeted area for growth.

In alignment with the Annual Education Results Report (AERR) and in response to stakeholder feedback, Aurora School Ltd. has introduced new strategies and new measures to address emerging needs, further strengthen the learning environment, and enhance student engagement and civic responsibility.

### **New Strategies 2023-2024**

#### **Peer Mentorship Program for Academic and Emotional Support:**

Establish a peer mentorship program in all grade levels where older students are paired with younger students. Mentors can provide academic support, help younger students navigate the school environment, and serve as positive role models. Emphasize regular check-ins between mentors and mentees, encouraging open communication about academic challenges, social issues, and emotional well-being. Implement structured mentorship activities, such as joint projects, study sessions, and team-building exercises to create a positive relationships and a sense of community within the school.

#### **Interactive Workshops on Digital Citizenship and Online Ethics:**

Develop a curriculum or series of workshops focusing on digital citizenship and online ethics for all grade levels, recognizing the increasing importance of online interactions. Educate students on responsible and respectful behavior in digital spaces, including social media, online forums, and communication platforms. Engage parents in informational sessions about monitoring and guiding their children's online activities to ensure a safe and positive digital environment. Encourage students to reflect on their online behavior through digital journaling or discussions, enriching a self-awareness and responsible use of technology.

### **New Measures**

#### **Community Service Learning Program:**

Implement a structured community service learning program that integrates into the curriculum. Develop a set of locally relevant metrics to assess the impact of community service on students' civic engagement and sense of responsibility. Use locally developed survey measures to gather feedback from students, teachers, and community members about the effectiveness and impact of the community service initiatives. Encourage students to reflect on their experiences through journaling or presentations, connecting their service activities to broader concepts of citizenship and community responsibility.

#### **Interdisciplinary Citizenship Projects:**

Introduce citizenship projects that involve collaboration between different subject areas and grade levels. Use AERR survey results to identify areas for improvement in students' understanding of citizenship concepts and tailor projects to address these specific needs. Implement locally developed survey measures to assess the effectiveness of interdisciplinary projects in enhancing students' understanding of civic responsibilities and ethical decision-making. Showcase student projects through presentations, exhibitions, or community events to highlight the connection between academic learning and real-world citizenship.

## AEAM: Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Aurora School Ltd.													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	695	87.8	657	87.8	672	84.7	796	88.0	n/a	Improved	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	121	98.3	103	95.1	83	95.2	100	96.6	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	536	66.9	514	69.9	555	62.9	653	69.0	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	38	98.2	40	98.3	34	96.1	43	98.4	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

### Analysis:

#### Overall Engagement

- 2024 Engagement Rate: The overall student learning engagement rate is at 88.0%. This marks a notable increase from 84.7% in 2023, reflecting positive developments in engagement strategies or learning environment improvements over the past year.

#### Parent Perspective

- 2024 Satisfaction Rate: Parental satisfaction with student learning engagement has risen to 96.6%. Satisfaction has been steadily increasing since 2022 (95.1%) and 2023 (95.2%), indicating a growing confidence among parents in the school's approach to student engagement.

#### Student Perspective

- 2024 Engagement Rate: Student-reported engagement has significantly improved from 62.9% in 2023 to 69.0% in 2024. Despite the improvement, there remain notable concerns regarding students' perceptions of their learning environment, suggesting areas where additional support or improvements may be necessary.

#### Teacher Perspective

- 2024 Satisfaction Rate: Teacher satisfaction with student engagement is high at 98.4%, showing a slight increase from 96.1% in 2023. Teacher perspectives have been consistently positive from 2022 to 2024, indicating stability in their perception of student engagement.

### Key Points:

#### Maintaining Consistency

- The consistent satisfaction rates across parents, students, and teachers reflect a solid foundation for student engagement. This consistency offers a reliable base for further enhancements.

#### Concerns for Students

- Despite a positive trend, the relatively low percentage of student-reported engagement signals ongoing concerns with the student learning environment. Addressing these perceptions remains a priority for ensuring a supportive educational atmosphere.

#### Parental Satisfaction Fluctuations

- Parental satisfaction has shown continuous improvement over the past two years. Maintaining this upward trajectory is essential to keep parental support and confidence high.

#### Teacher Satisfaction

- Teachers have consistently reported high satisfaction with student engagement, reflecting a positive perception of the school environment. However, regular monitoring will be important to sustain these favorable views and address any emerging issues proactively.

## AEAM: Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

### Recommendations:

#### Identify Causes

- Investigate the specific factors contributing to the decline in overall engagement, particularly the sharp decrease in student-reported engagement.

#### Communication and Collaboration

- Enhance communication between parents, students, and teachers to address concerns and collaboratively improve the learning environment.

#### Student-Centric Strategies

- Implement strategies focused on improving student engagement, potentially involving students in decision-making processes.

#### Continuous Monitoring

- Establish a system for continuous monitoring and feedback to address issues promptly and ensure sustained improvement.



## Local Component: Early Years & Provincial Screening Numeracy Assessments

Alberta Education Assurance Measures Local Performance Measures Student Learning Engagement. The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Name of Alberta Education-provided or approved literacy screening assessment(s) used
Grade 1	CC3/Lens
Grade 2	CC3/Lens
Grade 3	CC3

	Total number of students assessed at beginning of school year	Total number of students Identified as being at risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy Intervention programming	Total number of at risk students in numeracy who received ONLY numeracy Intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy Intervention programming (i.e the same student received both literacy AND numeracy programming)
Grade 1	74	0	0	0	0
Grade 2	79	1	1	0	0
Grade 3	79	3	2	0	1

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students Identified as being at risk in numeracy based of initial assessment(s)	Total number of students Identified as being at risk in numeracy based on final assessment(s) (end of Year)	Average Number of months behind grade level at risk students were at in numeracy at time of initial assessment	Average number of months gained at grade level by at risk students in numeracy at time of final assessment(s)
Grade 1	Numeracy Screening	0	0	0	0
Grade 2	Numeracy Screening	7	1	6	6
Grade 3	Numeracy Screening	0	0	0	0

### Intervention Programs

Across Grades 1 to 3, a total of 4 students were identified as at-risk in literacy or numeracy at the beginning of the school year. In Grade 3, 1 student required both literacy and numeracy interventions.

### Provincial Numeracy Screening Assessments

Grade 2 had 7 students identified as at-risk in numeracy initially, showing improvement as these students gained an average of 6 months in their grade-level competency by the end of the year.



## Strategies

Support strategies for students identified as at risk vary based on individual needs, school policies, and available resources from Kindergarten through Grade Three. These include literacy pull-out programs and educational assistant support.

In **Kindergarten**, targeted small group instruction focuses on addressing specific skill deficits. Literacy pull-out programs provide additional support in foundational skills such as phonics and letter recognition. Educational assistants offer one-on-one or small group assistance to enhance student learning.

In **Grade One**, early intervention programs identify and enroll at-risk students in foundational literacy programs. Extended learning time ensures additional opportunities to practice and reinforce key concepts. Technology-based interventions, including educational apps and digital resources, support literacy development. Literacy specialists provide targeted assistance to students requiring additional guidance.

In **Grade Two**, tiered intervention systems are implemented to provide varying levels of support based on individual student needs. Reading recovery programs offer intensive, short-term interventions for struggling readers. Progress monitoring through regular assessments ensures adjustments to interventions as needed. Collaboration with parents strengthens home-based learning support and engagement.

In **Grade Three**, specialized reading programs address more advanced literacy challenges. Content area literacy instruction integrates reading strategies into various subjects to reinforce comprehension and application. Close collaboration with educational assistants includes professional development to enhance intervention effectiveness.

## Measures

In **Kindergarten**, pre- and post-assessments, including LeNs, CC3, and SLS, track student progress. Observation and anecdotal records assess engagement and participation. Literacy pull-out programs are evaluated through standardized tests and teacher-created assessments, while attendance and participation data are recorded. Educational assistants monitor student progress, collecting feedback from both students and staff. After-school sessions support parental involvement in literacy programs, allowing parents to engage with student learning at home.

In **Grade One**, early intervention program effectiveness is measured through pre- and post-program assessments, including LeNs, CC3, and CAT4. Standardized test results are analyzed to track improvements. Extended learning time initiatives are assessed through completion rates of additional assignments and practice sessions. Understanding is further evaluated through quizzes and informal assessments. The impact of technology-based interventions is measured by encouraging home use of educational apps and evaluating changes in literacy skills through targeted assessments. Literacy specialists assess student progress through specialized literacy assessments and gather feedback from teachers, students, and specialists.

In **Grade Two**, tiered intervention systems are evaluated through multi-level assessments such as LeNs, CC3, and CAT4, analyzing data on student growth in targeted skills. Reading recovery programs monitor student reading levels before and after the intervention, with follow-up evaluations to assess skill retention. Progress monitoring is conducted through standardized assessments and ongoing data analysis to track student development. Parent collaboration is assessed through feedback collection and engagement tracking.

In **Grade Three**, specialized reading programs are assessed through proficiency evaluations and standardized testing, including LeNs, CC3, and CAT4. Content area literacy effectiveness is measured by evaluating students' ability to apply literacy skills across different subjects, using teacher observations and student work samples. Collaboration with educational assistants is assessed through impact evaluations, with feedback collected from both teachers and educational assistants.



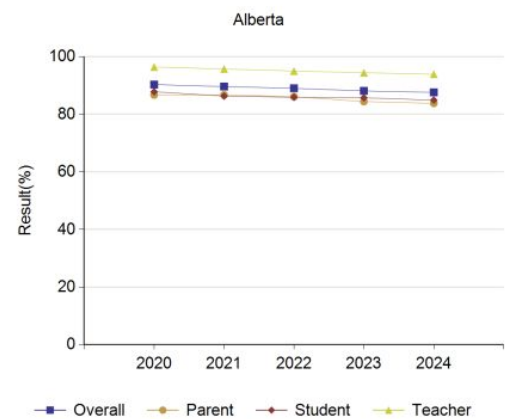
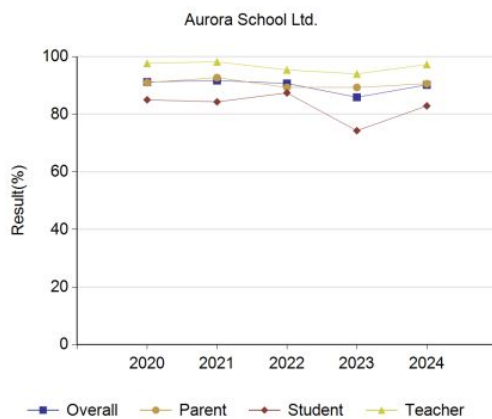


## Teaching & Leading

### AEAM: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	Aurora School Ltd.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	608	91.2	695	91.7	655	90.7	672	85.9	796	90.2	Very High	Improved	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	93	91.0	121	92.7	103	89.3	83	89.3	100	90.6	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	472	85.0	536	84.3	512	87.4	555	74.3	653	82.9	Low	Maintained	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	43	97.7	38	98.2	40	95.4	34	94.0	43	97.3	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



**Students:** Satisfaction has shown a slight decline of 2.4 percentage points between 2019 and 2024, indicating persistent concerns about the quality of education.

**Parents:** Satisfaction remains very high, with a marginal increase of 0.1 percentage points, showing continued confidence in the education system.

**Teachers:** While satisfaction remains high, there is a slight drop of 2 percentage points, possibly linked to workplace challenges and evolving educational demands.

## Key Observations

- The most notable decline is among students, suggesting a need for strategies that address their specific concerns.
- Parents' satisfaction has remained stable and high, indicating effective communication and engagement.
- Teachers' satisfaction remains robust, though there is room for improvement to address workplace and professional development concerns.

## Proposed Strategies for Improvement

### Student-Centric Approaches

- Conduct regular surveys and focus groups to capture student feedback.
- Enhance curriculum relevance by integrating real-world applications and practical experiences.
- Develop engaging extracurricular programs to boost motivation and school pride.

### Parental Engagement

- Strengthen school-home communication channels for clarity and collaboration.
- Hold monthly parent-focused events to promote community and empower parental involvement in education.
- Provide resources to support learning at home effectively.

### Teacher Professional Development

- Invest in ongoing professional development to keep teachers updated on effective teaching methods.
- Promote a positive work environment to enhance satisfaction and retention.
- Encourage collaboration among teachers to share innovative strategies across campuses and grade levels.

### Curriculum Review and Enhancement

- Leverage Teacher Leaders to analyze and adapt the K-6 curriculum to meet modern standards.
- Align the curriculum with student needs, focusing on future readiness.

### Monitoring and Evaluation Systems

- Implement the Canadian Achievement Test (Version 4) to monitor progress and evaluate teaching strategies.
- Use real-time data analytics to identify and address areas of improvement.
- Regularly collect and act on stakeholder feedback through surveys and meetings.

### Wellness and Support Services

- Appoint a Director of Student Learning Services to coordinate support services for students, families, and staff.
- Offer professional counseling services to address emotional and psychological needs.
- Develop programs to manage stress and prevent burnout among students and staff.

### Community Involvement

- Engage local communities in school activities and decision-making processes.
- Collaborate with businesses and organizations to provide additional resources.
- Enrich community pride and ownership of the school's achievements.

## **Local Component: Professional Learning, Supervision, and Evaluation**

### **Overview**

Teachers are surveyed each year through the Aurora Academic Charter School Annual Survey. Data collected measures the current year against previous years. They were asked if they believe that the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth.

### **Overall Trend**

The overall trend shows a decrease in the percentage of teachers reporting positive experiences with professional development and in-servicing.

### **Yearly Variations**

There are fluctuations in the percentages across the years, with a peak in 2021 at 93.0% and a dip in 2022 at 84.9%. This suggests that there might be yearly variations in the effectiveness of professional development programs.

### **Comparison with Achievement and Improvement Measures**

The data also includes measures of achievement improvement overall, showing a slight decrease over the years (85.2% in 2019 to 82.2% in 2023). There seems to be a correlation between the trends in teacher professional development satisfaction and overall achievement improvement.

## **Proposed Strategies for Improvement**

### **Regular Feedback Mechanism**

For Teachers: Use surveys, meetings, and feedback sessions to understand their needs and improve training programs.

For Students: Collect opinions through surveys and focus groups to shape better learning experiences.

For Parents: Host regular meetings and send out surveys to get input on school policies and communication.

For Everyone: Act on the feedback to show that voices are heard and valued.

### **Customized Professional Development**

Identify Needs: Use surveys and assessments to understand teachers' specific areas for growth.

Individual Plans: Create personalized learning plans tailored to each teacher's goals and preferences.

Relevant Training: Provide workshops and resources aligned with individual needs and classroom challenges.

Feedback Loop: Gather feedback from teachers after sessions to ensure programs are effective and adjust as needed.

Ongoing Support: Offer year-round guidance, mentorship, and opportunities for collaboration to enhance learning.

#### Long-Term Planning:

- Implement a long-term plan for professional development that includes a mix of short-term workshops and sustained, ongoing support. This approach can encourage a more systematic and continuous learning environment.

#### Collaborative Learning Communities:

- Encourage the formation of collaborative learning communities among teachers. Peer-to-peer learning and sharing of best practices can contribute significantly to professional growth.

#### Diversify Delivery Methods:

- Use a variety of delivery methods for professional development, including workshops, online courses, mentorship programs, and conferences. This caters to diverse learning styles and preferences.

#### Quality Assurance Measures:

- Implement quality assurance measures to ensure that professional development programs meet high standards. Regularly evaluate and update the content and delivery methods based on feedback and emerging educational trends.

#### Leadership Training:

- Provide leadership training within professional development programs, empowering teachers to take on leadership roles within the school community. This can contribute to a more collaborative and supportive professional environment.





# Learning Supports

## AEAM: Welcoming, Caring, Respectful and Safe Learning Environment

	Aurora School Ltd.													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	695	88.4	657	86.8	672	80.5	795	87.3	n/a	Improved Significantly	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0		
Parent	n/a	n/a	121	94.9	103	87.1	83	88.2	100	92.7	n/a	Improved	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3		
Student	n/a	n/a	536	75.9	514	80.9	555	67.2	652	73.5	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2		
Teacher	n/a	n/a	38	94.3	40	92.4	34	86.0	43	95.6	n/a	Improved	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6		

The data in the chart compares satisfaction rates across stakeholders (parents, students, teachers) at Aurora School Ltd. and Alberta overall from 2020 to 2024, highlighting significant improvements and maintained levels in specific measures.

### Strategies and Measures to Improve Overall Satisfaction:

#### Student Engagement and Support

- Programs and Activities: Enhance student involvement through targeted programs and school activities.
- Support Services: Address individual student needs with tailored support services.
- Feedback Mechanisms: Regularly collect student feedback via surveys or focus groups to address concerns effectively.

#### Parental Involvement

- Involvement Opportunities: Host monthly events, workshops, and volunteer programs at each campus to engage parents.
- Effective Communication: Review and optimize communication channels for addressing concerns quickly.
- Feedback Collection: Use surveys to understand parental perspectives on the learning environment.
- Flexible Conferencing: Offer various methods (in-person, phone, online) for parent-teacher interactions.

#### Teacher Training and Development

- Professional Development: Provide ongoing training to strengthen interpersonal and communication skills.
- Inclusive Classrooms: Train teachers to support respectful and inclusive classroom environments.
- Collaborative Culture: Encourage sharing of best practices to create a supportive teaching community.

#### Community Building

- School Events and Clubs: Create a sense of belonging through organized events, clubs, and extracurricular activities.
- Community Partnerships: Work with local organizations to provide resources for students and families.
- Mentorship Programs: Connect students with community role models for guidance and inspiration.



### Safety Measures

- **Protocols and Campaigns:** Communicate clear safety protocols and promote anti-bullying initiatives.
- **Conflict Resolution:** Provide tools and programs for resolving interpersonal conflicts among students.

### Regular Assessments and Feedback

- **Learning Environment Surveys:** Conduct regular evaluations to understand satisfaction levels.
- **Feedback Analysis:** Use feedback from all stakeholders to identify and address specific issues.
- **Continuous Improvement:** Develop and execute improvement plans based on collected insights.

### Celebrate Achievements

- **Recognition:** Highlight achievements and positive behaviors within the school.
- **Success Stories:** Share narratives that build a positive perception of the school community.



## AEAM: Access to Support and Services

	Aurora School Ltd.													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	695	84.4	657	85.4	672	75.7	795	81.1	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	121	91.5	103	86.1	83	85.5	100	84.4	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	536	74.6	514	84.2	555	61.9	652	75.1	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	38	87.2	40	85.9	34	79.8	43	83.6	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

The data in the chart measures the percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at Aurora School Ltd. in Alberta for the years 2019 to 2023.

### Overall Measure:

There was a significant decline from 85.4% in 2022 to 75.7% in 2023, suggesting potential issues in the perceived accessibility of supports and services.

### Parent Measure:

Agreement levels steadily declined from 91.5% in 2020 to 85.5% in 2023. While still relatively high, this trend indicates areas that require attention.

### Student Measure:

There was a marked drop from 84.2% in 2021 to 61.9% in 2023. This sharp decline signals serious concerns among students about their access to supports and services.

### Teacher Measure:

Teacher agreement decreased from 87.2% in 2021 to 79.8% in 2023. Though still high, this decline underscores the need to address issues to sustain teacher satisfaction.

## Strategies and Measures to Improve Satisfaction:

### Identify and Address Specific Issues

**Surveys and Interviews:** Gather specific feedback from parents, students, and teachers to identify key obstacles in accessing supports and services. For example, the sharp 22% decline in student agreement from 2021 to 2023 highlights the urgency of understanding their unique concerns.

**Data-Driven Insights:** Analyze collected data to prioritize areas of concern, such as the steady decline in parent agreement from 91.5% in 2020 to 85.5% in 2023, for targeted interventions.

### Communication and Awareness

**Information Campaigns:** Increase awareness of available supports and services, particularly for students, where agreement levels have dropped to 61.9% in 2023.

**Transparency:** Regularly share updates on improvements or changes to support systems with all stakeholders, including parents and teachers, whose agreement levels remain relatively strong but show signs of decline.

### Tailored Support Programs:

**Personalized Services:** Design programs to address specific needs identified in feedback, such as mental health support or academic challenges, especially for students who have reported a significant decline in satisfaction.

**Focus Areas:** Customize interventions by age group, subject area, or specific issues like student engagement or teacher workloads.

**Feedback Mechanisms:**

**Continuous Feedback Loops:** Use tools like regular surveys, suggestion boxes, or digital platforms to monitor satisfaction in real-time, ensuring dynamic responses to emerging challenges.

**Iterative Improvements:** Adapt strategies based on ongoing feedback, particularly in areas where satisfaction levels have shown marginal recovery (e.g., overall agreement improved slightly from 75.7% in 2022 to 76.7% in 2023).

**Professional Development for Teachers:**

**Skill Enhancement:** Offer training in modern teaching methodologies, technology use, and strategies for diverse learning needs, addressing the decline in teacher satisfaction from 87.2% in 2021 to 79.8% in 2023.

**Workshops and Peer Learning:** Facilitate knowledge-sharing sessions where teachers can exchange successful strategies.

**Student Engagement Initiatives:**

**Interactive Learning:** Implement engaging extracurricular activities, mentorship programs, and hands-on projects to address the dramatic decline in student agreement levels.

**Empowering Voices:** Actively involve students in decision-making processes to rebuild trust and satisfaction.

**Parent Involvement Programs:**

**Collaborative Workshops:** Partner with parents to develop support strategies and enhance their understanding of available resources.

**Open Forums:** Host regular sessions where parents can voice concerns and receive updates, addressing the steady decline in their satisfaction.

**Regular Evaluation:**

**Systematic Reviews:** Consistently assess the effectiveness of programs, focusing on the areas where satisfaction is declining or recovering slowly.

**Data-Driven Adjustments:** Use trends, such as the marginal improvement in overall agreement, to fine-tune initiatives and ensure progress.





## Local Component: Access to a Continuum of Supports and Services

Teachers, parents, and students are surveyed each year through the Aurora Academic Charter School Annual Survey. Data collected measures the current year against previous years. The survey evaluates whether stakeholders agree that students have access to the appropriate supports and services at AACs for the 2023-2024 school year.

### Overall Measure

In 2024, the overall agreement percentage for achievement improvement declined significantly from 75.7% in 2023 to 70.2% in 2024. This indicates a growing concern in the perceived accessibility of supports and services.

### Parent Measure:

Parent agreement percentages declined from 85.5% in 2023 to 80.3% in 2024. While still relatively high, this downward trend suggests a need for further attention and improvement.

### Student Measure

The student agreement percentages declined significantly from 61.9% in 2023 to 55.4% in 2024. This is a notable drop, indicating a pressing concern in students' perception of access to supports and services.

### Teacher Measure

Teacher agreement percentages decreased from 79.8% in 2023 to 74.1% in 2024. While still positive, addressing this decline is important to ensure continued teacher satisfaction with available supports.

### Strategies and Measures to Improve

#### Identify and Address Specific Issues

- Conduct surveys or interviews to identify specific challenges faced by students, parents, and teachers in accessing supports and services.
- Focus on areas of concern, such as communication gaps, resource allocation, and staff training needs.

#### Communication and Awareness

- Improve communication channels to inform parents, students, and teachers about the available supports and services.
- Develop accessible resources (e.g., brochures, online portals, and community meetings) to ensure stakeholders understand how to access these resources.

#### Tailored Support Programs

- Develop and implement programs that address the specific needs highlighted by the data.
- Tailor these programs to cater to different age groups, subjects, or challenges (e.g., mental health support, academic tutoring, or extracurricular activities).

#### 4. Professional Development for Teachers

- Provide ongoing professional development opportunities for teachers to enhance their ability to support students effectively.
- Offer training on innovative teaching methodologies, technology integration, and addressing diverse learning needs.

#### 5. Student Engagement Initiatives

- Implement initiatives to actively engage students in the learning process, such as extracurricular activities, mentorship programs, or project-based learning.
- Encourage an inclusive and participatory school culture to boost students' perception of support.

#### 6. Parent Involvement Programs

- Develop programs that involve parents in the educational process through workshops, seminars, or regular meetings.
- Create opportunities for parents to provide feedback and collaborate with the school to address their concerns.

#### 7. Feedback Mechanisms

- Establish regular feedback mechanisms, such as focus groups or periodic surveys, to assess the effectiveness of support services.
- Use feedback to make adjustments and improvements in real-time.

#### 8. Regular Evaluation

- Set measurable goals and benchmarks to monitor the impact of these strategies.
- Review collected data bi-annually to identify trends, celebrate successes, and address ongoing challenges.





## **Local Component: First Nations, Métis and Inuit Student Success**

AACS has been working to improve education outcomes for First Nations, Métis, and Inuit students and ensure greater understanding and appreciation for a culturally responsive approach. Although prior to this year we have not measured FNMI success, strategies below will support capturing this data in the future. Nevertheless, AACS will address the systemic education gap and support the implementation of Truth and Reconciliation Commission recommendations by:

### **Culturally Responsive Curriculum and Instruction:**

Develop and implement a curriculum that incorporates Indigenous perspectives, histories, and contributions. Provide professional development for teachers to enhance their understanding of Indigenous cultures and histories. Integrate Indigenous languages into the curriculum and provide language learning opportunities.

### **Indigenous Student Support Services:**

Establish dedicated support services for Indigenous students, including counselors, mentors, and cultural liaisons. Implement culturally relevant programming and extracurricular activities to engage students and build a sense of community.

### **Community Engagement and Partnerships:**

Collaborate with local Indigenous communities to involve elders, knowledge keepers, and community leaders in the educational process. Build partnerships with Indigenous organizations and businesses to create mentorship programs and job opportunities for students.

### **Professional Development for Educators:**

Provide ongoing professional development for educators on culturally responsive teaching strategies. Ensure that educators are knowledgeable about the history of residential schools and the impact of colonization on Indigenous communities.

### **Data Collection and Reporting:**

Collect and analyze data disaggregated by ethnicity to identify disparities in educational outcomes for Indigenous students. Regularly report on progress and outcomes related to Indigenous education to the school community and stakeholders.

### **Parent and Community Involvement:**

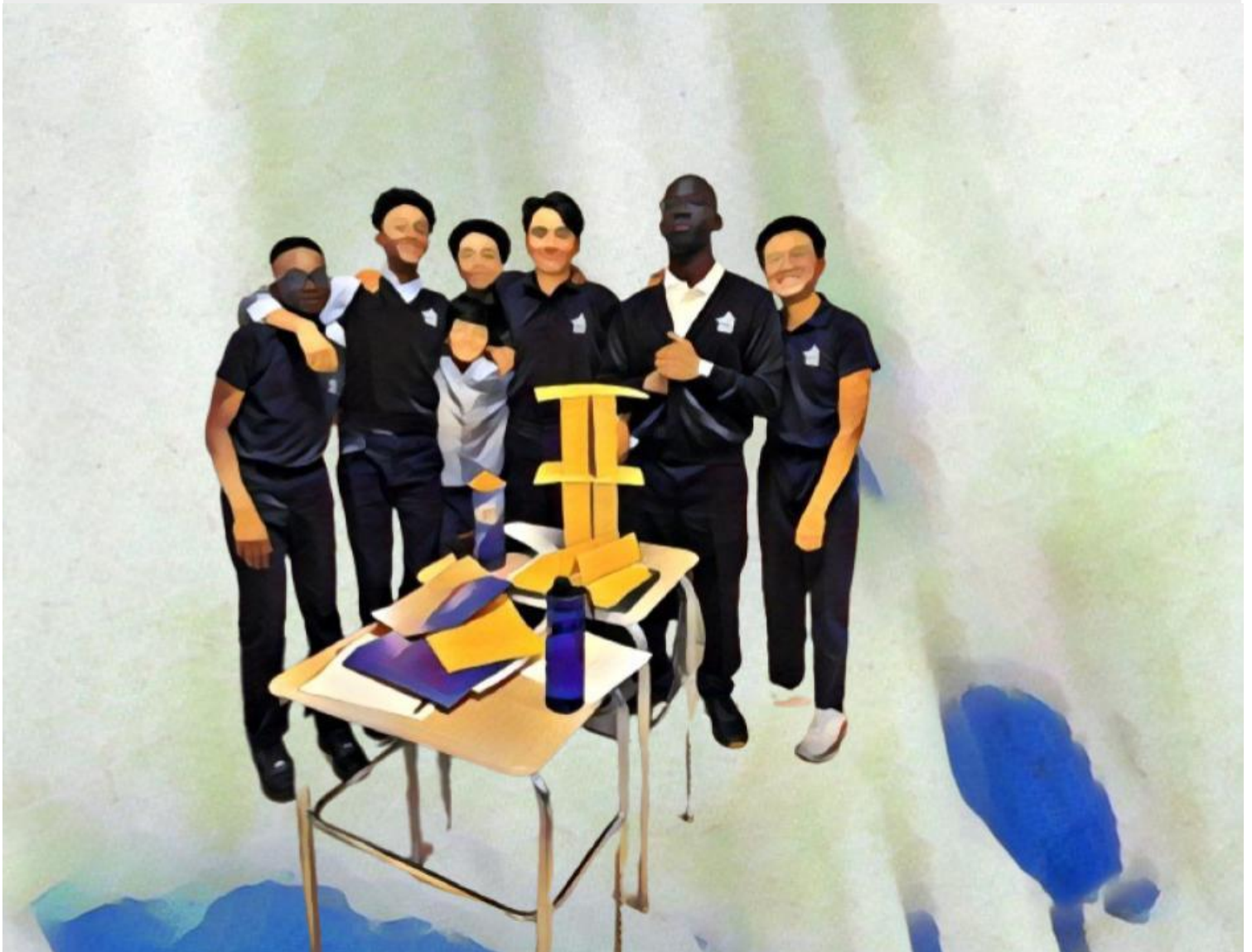
Encourage parental involvement through culturally sensitive communication strategies. Host regular community meetings to gather input, address concerns, and share information about educational initiatives.

### **Embedding Indigenous Knowledge Systems:**

Integrate Indigenous knowledge systems into school environments through traditional practices, ceremonies, art, and storytelling. Support FNMI students in connecting with their cultural identities and communities. Design educational spaces that reflect Indigenous values, symbols, and a relationship with the land.

To demonstrate meeting these responsibilities, AACs will perform the following:

- Clearly articulate its goals and strategies in an Indigenous education policy.
- Regularly assess and report on the progress of these initiatives.
- Engage in ongoing dialogue with Indigenous communities to receive feedback and adjust strategies accordingly.
- Implement and report results from local measures that specifically assess the success of programs and supports for Indigenous students.



AEAM: Parental Involvement

	Aurora School Ltd.													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	133	90.0	159	89.1	143	90.3	116	88.6	143	90.0	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5		
Parent	90	85.3	121	85.1	103	87.7	83	87.1	100	85.8	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4		
Teacher	43	94.8	38	93.0	40	93.0	33	90.2	43	94.3	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6		

This report analyzes parent involvement in Aurora School Ltd., comparing it to the overall statistics for Alberta from 2020 to 2024. Key metrics include the number of responses (N) and percentages (%), measuring involvement by parents and teachers, as well as an overall metric. The report also includes evaluations of achievement, improvement, and overall rating.

Overview

The percentage of overall involvement remained high across the years, starting at 90.0% in 2020, dipping slightly to 88.6% in 2023, and returning to 90.0% in 2024. Parent involvement started at 85.3% in 2020 and showed consistency, maintaining around 87% to 85.8% by 2024. Teacher involvement was the highest, beginning at 94.8% in 2020, dipping to 90.2% in 2023, and rising back to 94.3% in 2024.

Measure Evaluation

**Achievement:**  
For Aurora School Ltd., all categories (Overall, Parent, Teacher) received a "Very High" rating in achievement.

**Improvement:**  
The improvement rating for all categories was "Maintained," indicating consistent performance over the years.

**Overall:**  
The overall rating was "Excellent" for all metrics, showing high performance and stability in involvement levels.

Analysis and Interpretation

Aurora School Ltd. demonstrates stable involvement rates, particularly among teachers, which have consistently remained around 90% or higher. This high involvement suggests a strong commitment among teachers toward parent engagement initiatives. While there were slight fluctuations in involvement percentages, both Aurora and Alberta showed stability, with minor improvements or dips in certain years.

Conclusion and Recommendations

Aurora School Ltd.'s high parent and teacher involvement ratings indicate a well-maintained system of engagement. To sustain and possibly improve involvement rates, especially in years where minor declines are observed, Aurora School Ltd. might consider:

- 1. Targeted Engagement Programs: Focused initiatives for years when percentages dip slightly, such as 2023, could help boost involvement.
- 2. Community Feedback Mechanisms: Gathering feedback from parents and teachers regularly could help in understanding any barriers to participation.
- 3. Continued Emphasis on Achievement and Improvement: Maintaining high standards is crucial for consistent "Excellent" ratings.

## AEAM: Budget-Actual Comparison

### Annual Budget Summary Highlights for 2023-2024

#### ***Aurora Budget Summary Highlights for 2023-2024***

##### REVENUE SUMMARY

	Budget (\$000')	% of Total
<b>Alberta Education Funding</b>		
Instruction & Administration	9,976	74%
Student Transportation	931	7%
Plant Operations & Maintenance	804	6%
Amortization of Capital Allocations	544	4%
	<b>12,255</b>	<b>90%</b>
<b>Other Revenue</b>		
School / Instruction Fees	322	2%
Transportation Fees	499	4%
Other	494	4%
<b>TOTAL</b>	<b>13,570</b>	<b>100%</b>

##### EXPENSE SUMMARY

Instruction (Grades K - 11)	7,684	54%
Student Transportation	1,366	10%
Plant Operations & Maintenance	4,594	32%
Board Governance/System Admini:	546	4%
<b>TOTAL</b>	<b>14,190</b>	<b>100%</b>
<b>Surplus/Deficit</b>	<b>-620</b>	

## Local Component: Summary of Financial Results

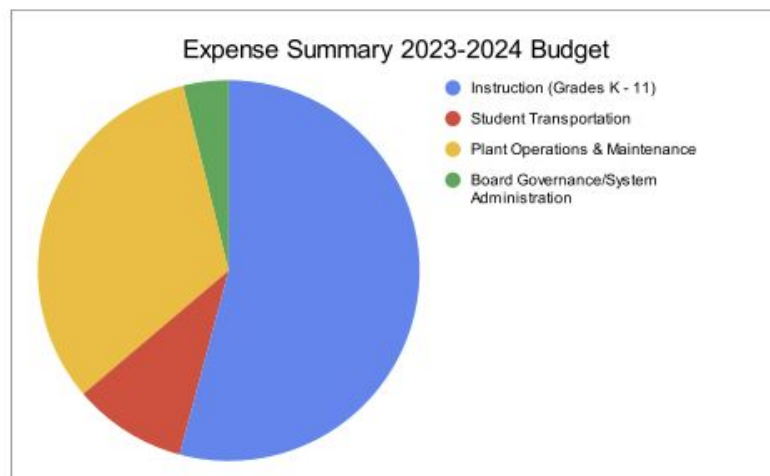
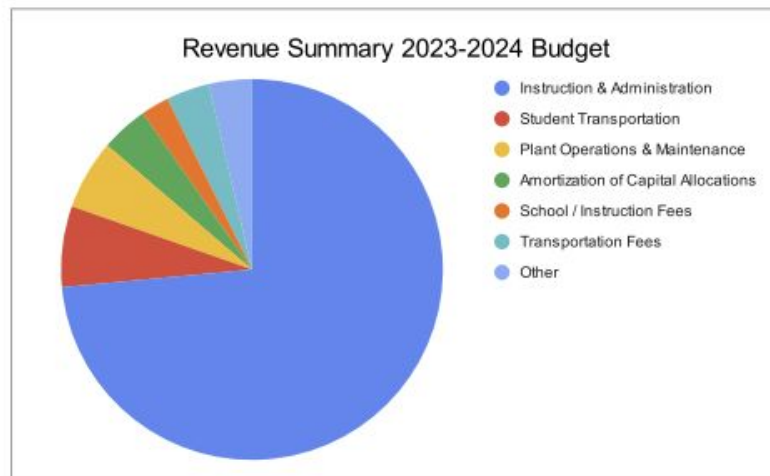
The financial update outlines revenues and expenses for the 2023-24 fiscal year. Key revenue sources include Alberta Education, Alberta Infrastructure, fees, donations, and other income, with Alberta Education being the largest contributor, providing 102% of the budgeted amount.

On the expense side, spending is categorized by program and by object. The largest program expenses are Instruction and Plant Operations and Maintenance, both utilizing over 95% of their allocated budgets. Expenses by object show significant costs in salaries, wages, and benefits, with total expenses slightly exceeding the budget at 101%.

As a result, the school is operating with a small year-to-date deficit, as expenses are marginally over budget.

### Variance Explanation

Aurora Academic Charter Schools received additional grant funding from the Government of Alberta due to higher enrollment. When the original budget was prepared, the addition of a second location was not anticipated. This second location led to increased enrollment and higher funding. However, unexpected construction and repair costs also contributed to the budget variance, further affecting financial outcomes.





## Aurora Actual Summary Highlights for 2023-2024

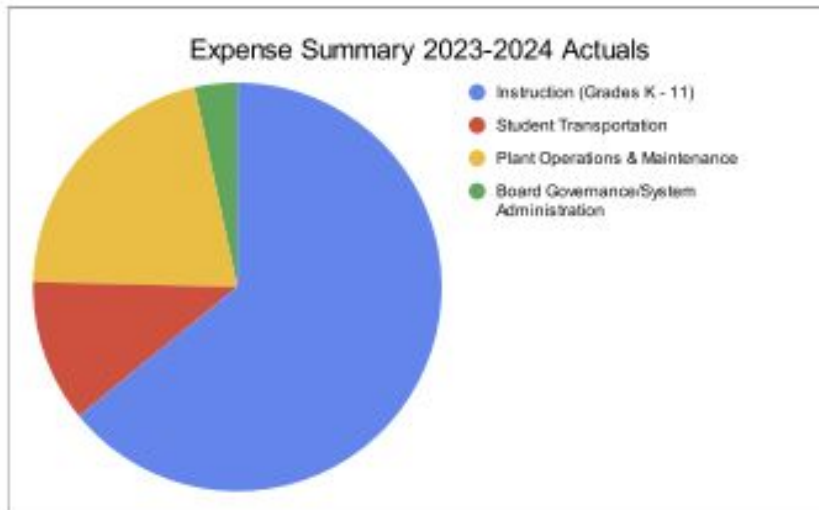
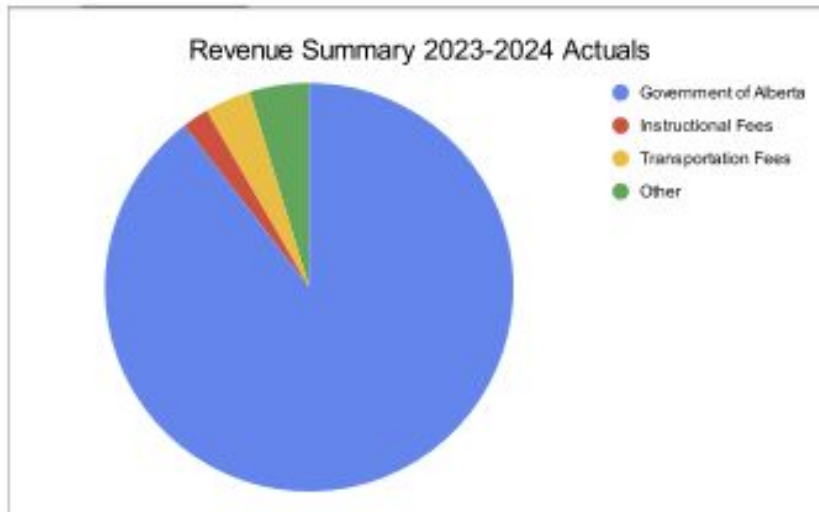
REVENUE SUMMARY	2023-24 Actual	2022-23 Actual	Change (%)
	(\$000')		
<b>Alberta Education Funding</b>			
Government of Alberta	12,278	10,646	15%
Instructional Fees	286	88	225%
Transportation Fees	502	474	6%
Other	648	295	120%
<b>TOTAL</b>	<b>\$13,714</b>	<b>11,503</b>	<b>366%</b>
<b>EXPENSE SUMMARY</b>	<b>2023-24 Actual</b>	<b>2022-23 Actual</b>	<b>Change (%)</b>
Instruction (Grades K - 11)	9,187	7,714	19%
Student Transportation	1,613	935	73%
Plant Operations & Maintenance	3,042	2,429	25%
Board Governance/System Administration	484	433	12%
<b>TOTAL</b>	<b>14,326</b>	<b>11,511</b>	<b>129%</b>
<b>Surplus/Deficit</b>	<b>-612</b>	<b>-8</b>	
<b>Accumulated Operating Surplus</b>	<b>2023-24</b>	<b>2022-23</b>	
Unrestricted Net Assets	2,374	2,469	
Operating Reserves	1,110	1,768	
Capital Reserves	1,000	456	
<b>TOTAL</b>	<b>4,484</b>	<b>4,693</b>	
<b>Revenue Summary By Source (%)</b>	<b>2023-24</b>		
Instruction (Grades K - 11)	12,278	90%	
Student Transportation	286	2%	
Plant Operations & Maintenance	502	4%	
Board Governance/System Administration	648	5%	
<b>TOTAL</b>	<b>\$13,714</b>		
<b>Expenditures By Program (%)</b>	<b>2023-24</b>		
Instruction (Grades K - 11)	9,187	64%	
Student Transportation	1,613	11%	
Plant Operations & Maintenance	3,042	21%	
Board Governance/System Administration	484	3%	
<b>TOTAL</b>	<b>\$14,326</b>		

### Local Component: Financial Information Contact

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## Local Component: Summary of Financial Results

The primary reason Aurora Academic Charter Schools received a larger grant from the Government of Alberta was due to increased enrollment. When preparing the original budget, the addition of the Alberta Avenue Secondary School Location was not anticipated. Once the Alberta Avenue Secondary School was introduced, enrollment numbers rose significantly, resulting in an increase in grant funding. Additionally, unexpected maintenance costs, including construction expenses and unplanned repairs, contributed to the variance between the original budget and actual expenditures.



### Local Component: Audited Financial Statements

All financial statements can be accessed by visiting:

<https://open.alberta.ca/dataset/df6901cc-8a5f-4e3a-87e7-c8ac79ccddfb/resource/e9b2b20d-65bd-4d90-94dd-a549bc2f1266/download/educ-afs-2022-2023-aurora-school-limited.pdf>

<https://www.auroraschool.ca/audited-financial-statements>

<https://www.alberta.ca/k-12-education-financial-statements>

# Local Component: Stakeholder Engagement

At **Aurora Charter Schools (AACs)**, we are dedicated to maintaining strong relationships with all stakeholders, including students, parents, teachers, school board members, and the wider community. Our engagement practices align with **Alberta Education's Assurance Framework**, emphasizing collaboration, transparency, and continuous improvement to enhance student success.

## Our Engagement Methods

- **Parent & Community Meetings** – Regular open houses, school council meetings, and focus groups provide opportunities for open dialogue and shared decision-making.
- **Surveys & Feedback Forms** – Annual surveys for parents, students, and teachers help assess satisfaction levels and identify areas for growth.
- **Board Meetings** – Stakeholders can review progress and contribute to discussions on the **Annual Education Results Report (AERR)** and other key initiatives.

By prioritizing meaningful engagement, AACs ensures that all voices are heard, creating a supportive and thriving learning environment.

## Alberta Education Assurance Framework and Stakeholder Engagement

The Assurance Framework emphasizes the importance of stakeholder participation in decision-making and educational planning. AACs actively engages stakeholders in the following five key assurance areas:

<b>Student Growth and Achievement</b>	Ensuring student progress through meaningful assessments, engagement strategies, and targeted supports.
<b>Teaching and Leading</b>	Equipping educators with professional development opportunities and feedback mechanisms.
<b>Learning Supports</b>	Providing inclusive learning environments that prioritize student well-being and success.
<b>Governance</b>	Encouraging transparency, accountability, and collaborative policy-making.
<b>Local and Societal Context</b>	Understanding and responding to the diverse needs of students, families, and the community.

## Parental and Community Engagement

	<b>School Council and Parent Advisory Groups</b>	<b>High School Council</b>	<b>Community Meetings</b>	<b>Surveys and Feedback Mechanisms</b>
<b>GOALS</b>	Achieve 90% parental satisfaction with engagement opportunities.	Maintain an active high school council with consistent parental involvement.	Increase attendance by 10% annually.	Ensure 85% of stakeholders feel their input is valued.
<b>MEASURES</b>	Effectiveness of meeting participation and stakeholder contributions	Multiple policies influenced by council recommendations.	Attendance rates and qualitative feedback.	Response rates and trends in survey feedback.
<b>OUTCOMES</b>	Parental participation in school planning increased.	Governance contributions from the high school community strengthened.	Two-way communication between school leadership and stakeholders improved.	Decision-making in educational planning informed by data.

# Local Component: Stakeholder Engagement

## Teacher and Staff Collaboration

Professional Learning Communities (PLCs)	Regular Staff Feedback Sessions
100% teacher participation in PLCs annually.	Maintain an 85% staff satisfaction rate with professional development opportunities.
Implementation of professional development insights into instructional strategies	Impact of staff input on workplace policies and instructional quality
Student representation in school governance increased.	Student support networks strengthened.

**GOALS**

**MEASURES**

**OUTCOMES**

## Student Engagement and Leadership Opportunities

	Student Councils and Leadership Programs	Peer Mentorship Programs	Student Surveys and Focus Groups
GOALS	Achieve 80% student participation in leadership roles.	Ensure all grade levels have active mentorship programs.	Increase student satisfaction with engagement opportunities by 15% over three years.
MEASURES	Student-led initiatives and their influence on school decision-making	Expanded student representation in school governance, aligning with the Education Plan's goal of increasing student voice in decision-making	Trends in student feedback on learning experiences.
OUTCOMES	Student representation in school governance increased.	Student support networks strengthened.	Student concerns addressed through actionable changes.

### Partnerships with Post-Secondary Institutions and Industry

#### Collaborative Research Projects with Universities

**Measure:** Effectiveness of research findings in shaping instructional strategies.

**Outcome:** Improved educational practices based on research-driven insights, ensuring alignment with the Education Plan learning goals.

**Goal:** Expand collaboration with research institutions to enhance instructional methodologies.

#### Dual-Credit and Career Pathway Programs

**Measure:** Student readiness for post-secondary and workforce integration.

**Outcome:** Increased preparedness for post-secondary education and career opportunities.

**Goal:** Expand access to dual-credit opportunities and career pathway programs.

### Equity, Diversity, and Inclusion Initiatives

#### Indigenous Education Strategies:

**Measure:** Effectiveness of Indigenous-focused curriculum integration.

**Outcome:** Enhanced cultural awareness and inclusion, aligning with the Education Plan's objectives for diverse learning.

**Goal:** Ensure educators incorporate Indigenous education strategies into classroom instruction.

#### Diversity and Inclusion Metrics:

**Measure:** Impact of diversity initiatives on school engagement and participation.

**Outcome:** Increased representation and inclusivity in school programs and leadership.

**Goal:** Broaden participation in school programs to reflect community diversity.

#### Workshops on Cultural Awareness and Sensitivity:

**Measure:** Engagement levels and knowledge retention from cultural awareness sessions.

**Outcome:** Strengthened cultural competence among students and staff.

**Goal:** Expand the reach and effectiveness of diversity-focused workshops annually.

# Local Component: Stakeholder Engagement

## Mental Health and Well-being Initiatives

Due to the highly academic course load at AACs, student mental health remains a top priority. The school has implemented several initiatives to support student well-being and mitigate stress:

	GOALS	MEASURES	OUTCOMES
<b>Wellness and Resilience Programs</b>	Ensure students have access to structured mental health programs throughout the school year.	Student participation and engagement in wellness activities.	Increased student awareness and use of mental health resources.
<b>On-Site Counseling and Support Services</b>	Provide accessible and confidential mental health support within school premises.	Effectiveness of counseling sessions based on student feedback.	Improved student coping mechanisms and academic performance
<b>Stress Management Workshops and Peer Support Groups</b>	Provide structured monthly sessions on managing academic stress and maintaining emotional well-being.	Expanded opportunities for students to discuss stress, peer relationships, and mental wellness.	Expanded opportunities for students to discuss stress, peer relationships, and mental wellness
<b>Collaboration with Community Mental Health Professionals</b>	Maintain partnerships with local mental health organizations to provide additional support services.	Availability and utilization of external mental health resources.	Expanded mental health support network for students
<b>Lunch and Learn Sessions for Staff and Parents</b>	Offer biweekly Lunch and Learn sessions on stress management, boundary setting, and behavioral strategies.	Engagement levels in professional learning on mental health topics	Increased awareness and skill development for educators and families in supporting student mental well-being.

### Continuous Improvement and Future Directions

To further enhance stakeholder engagement and align with the Education Plan (2024-2027), AACs is committed to the following initiatives:

<b>Expanding Data-Driven Decision-Making</b>	Refining policies and strategies based on ongoing survey findings and stakeholder engagement analytics.
<b>Increasing Accessibility of Engagement Activities</b>	Providing flexible options for virtual and in-person participation in school meetings and events.
<b>Enhancing Student Voice and Representation</b>	Strengthening leadership roles and forums for student advocacy. Regular Review of Engagement Strategies: Conducting annual assessments to ensure ongoing improvement in stakeholder engagement efforts.

AACs remains dedicated to a strong, inclusive, and collaborative school community where all voices are heard and valued. By engaging stakeholders effectively and aligning strategies with clear measures, outcomes, and goals, we continue to provide an outstanding educational experience that supports student success and school improvement.

### Sharing of Results and Progress

- **Website & Newsletters:** The AERR and related assessment data are published on the [Aurora Charter Schools Website](#) and shared via newsletters.
- **School Council Reports:** Detailed results from provincial and standardized tests are presented at school council meetings for discussion.
- **Public Meetings & Open Houses:** Stakeholders can review educational progress and provide feedback during open forums.



## Local Component: Accountability/Assurance System

Aurora Academic Charter School (AACS) is committed to a transparent and rigorous accountability and assurance system, aligned with Alberta Education's expectations and designed to ensure continuous improvement across all campuses.

### School Education Plans and Annual Results Reports

Each school within AACS is required to submit an annual School Education Plan (SEP) and a corresponding School Results Report. These school-level documents must adhere to a division-wide format and are aligned with the five assurance domains:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

School principals are responsible for engaging their staff in collaborative development of the SEPs each spring. These plans include specific, measurable goals; targeted strategies; and timelines. Results are reviewed in the fall, and adjustments are made to guide the upcoming year's planning cycle.

### AACS provides templates and support for plan development, including:

- Annual planning guidelines
- Centralised data packages
- Collaborative review sessions with division leadership

The Superintendent reviews all school plans and reports annually and incorporates their findings into the division's Three-Year Education Plan and Annual Education Results Report.

### School Councils Regulation Compliance

#### AACS has met its obligations under the School Councils Regulation by:

- Providing school councils with opportunities to review and advise on the draft AERR and SEP documents
- Presenting provincial assessment results and local achievement data to councils in the fall (PAT, Diploma, CAT4, and survey data)
- Hosting School Council Engagement Evenings, where data is reviewed, and feedback is recorded for consideration in planning

## Local Component: Accountability/Assurance System Continued

Meeting agendas and minutes from both the Sherbrooke and Alberta Avenue campus school councils confirm this engagement process occurred in October and November of the current reporting year.

### Forward Planning and Continuous Improvement

While foundational processes are in place, AACS recognises the need to formalise its division-wide documentation and review cycle to strengthen internal consistency. As part of our 2024–2027 Education Plan, AACS will:

- Publish a consolidated Accountability & Assurance Handbook outlining expectations, timelines, templates, and reporting protocols for all schools
- Implement a mid-year review process to ensure alignment of actions with plans at the school level
- Expand opportunities for student voice and council feedback to inform annual goal-setting
- Integrate assurance results into principal evaluation criteria and school growth reviews

By codifying these practices and enhancing transparency, AACS will ensure that all internal stakeholders and the broader community are actively engaged in a meaningful cycle of reflection, reporting, and renewal.

### Links and References

- [Alberta Education Assurance Framework](#)
- [AACS School Councils Terms of Reference](#)
- [Planning and Results Reporting Policy](#)
- <https://open.alberta.ca/publications/alberta-education-assurance-measure-results>
- <https://www.alberta.ca/accountability-education-system>
- [APORI 202310 A.6020 Authority Report](#)

Local Component: Annual Report of Disclosures

## Local & Societal Context

Aurora School Ltd. was first chartered on March 8, 1996, and opened on September 9, 1996, in the former Misericordia Hospital Nurses' Residences in West Edmonton, serving 280 students from Kindergarten through Grade 8. By September 1997, the school expanded to include Grade 9. In 2007, Aurora moved to its current Sherbrooke Community location at 12245 - 131 Street, a facility leased from the Edmonton Public School Division. The school continued its growth by opening the Parkwest Campus high school in 2022 for Grades 9 and 10, later moving to the Alberta Avenue Campus in 2023. The 2024-2025 school year marks Aurora's inaugural Grade 12 graduating class.

Aurora School Ltd. operates two campuses—a Primary School (K-7) and a Secondary School (8-12)—with 69 certificated teachers, two principals, three assistant principals, a full-time superintendent, 13 support staff, and teams contracted for custodial, student health, and transportation services. Over the years, the Charter has been successfully renewed in 2001, 2006, 2011, and 2016, with a 15-year renewal granted in 2019.

Our facilities include three gymnasiums, a wellness center for physical training, an Elementary activity center (Cub Corner), two food labs, and a Learning Commons/Library completed in 2016 with advanced instructional technology. We also offer three science labs, an art facility, and 53 classrooms equipped with SMART boards and one-to-one technology. In 2021, the Elementary campus underwent a renovation to add a new northwest entrance, a spacious foyer, updated administrative offices, and a flexible staff conference room, enhancing access and collaboration for students, parents, and staff.

In 2022, after 26 years of operation, Aurora opened its high school, initially with Grades 9 and 10. Following a year at the Parkwest site, the school consolidated its facilities in 2023 to two campuses: the Primary School (K-7) at Sherbrooke and the Secondary School (8-12) at Alberta Avenue.

Aurora's academic program remains in high demand, with a waitlist of over 3,170 students from Edmonton and surrounding areas. While approximately 70% of students are bussed from across the city, a recent policy change will reserve 10% of spots for local area students starting in 2026. Aurora students continue to achieve high academic performance, consistently excelling on Provincial Achievement Tests. Our focus on numeracy and literacy has contributed to Grade 9 scores ranking among the highest in Alberta, leading to an invitation for Aurora to participate in a provincial study aimed at informing educational practices across the province.

