

**ANNUAL EDUCATION
RESULTS REPORT**
2021-2022

The Annual Education Results Report for the 2021/2022 school year for Aurora School Ltd. (otherwise identified as Aurora Academic Charter School, or AACs) was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency 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 2021/2022 school year on November 14, 2023



Arlene Huhn, Chair
Aurora School Ltd. Board of Directors



Ian Gray
Superintendent

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.

Whistleblower Protection

Our Aurora Whistleblower Protection Board Policy 5450 is in alignment with the Alberta Public Interest Disclosure (Whistleblower Protection) Act.

As of November 14, 2022, we have had no disclosures reported over the last year with our Aurora School Ltd. Staff.

Domains

Student Growth & Achievement

Teaching & Leading

Learning Supports

Governance

Local & Societal Context Accountability

Charter Goals

Goal 1: Students will read above grade level

- 96% of Elementary parents K-4 in our locally developed survey agree that the school is meeting this goal

Goal 2: Students will achieve above grade level in mathematics

- 92% of Elementary parents K-4 agree that the school is meeting this goal

98% of Elementary parents K-4 in our locally developed survey stated they are Satisfied or Very Satisfied with the quality of basic education

Student Growth & Achievement

Student Learning

Results from the Provincial Achievement Tests are normally used for reporting, but due to the COVID-19 pandemic, results for the 2020 and 2021 school years were not included in this report. Below are the results of the 2022 Provincial Achievement Tests, listing participation as well as students reaching Acceptable and Excellent achievement levels.

Alberta Education Assurance Measures

Local Performance Measures

	Alberta	Aurora School LTD
Students Writing	84.6%	100%

	Alberta			Aurora School LTD		
	2022	2021	Previous 3-Year Average	2022	2021	Previous 3-Year Average
PAT: Acceptable	67.3	NA	NA	97.1	NA	NA
PAT: Excellence	18	NA	NA	53.5	NA	NA

Aurora's PAT results again are significantly higher than the provincial average. Our small class sizes, close working relationship with parents, and student-centred learning strategies, in combination with direct instruction, produce students with excellent basic skills as well as higher-order thinking skills. In addition to high PAT results, students did well on the SLAs in grade 3, with 57% of students achieving above provincial standards and 40% meeting provincial standards in ELA. In mathematics, 20% of students scored above the provincial average, while 55% met provincial standards, Pull out intervention programs provide students in mathematics and ELA with targeted support.

These results were utilized as a part of students' class marks, in keeping with student evaluation policies 6130 BP and 6130 AR.

These results may have been impacted by the strategies we used last year:

Literacy Intervention Pre and Post Test

	Name of Standardized Assessment (of choice)	Number of students receiving intervention programming (of choice) ¹	Average Level at Beginning of Intervention Program	Average Level at End of Intervention Program	Average Number of Months Behind Grade Level at Beginning of Intervention Program	Average Number of Months Gained at Grade Level from Beginning to End of Intervention Program
Grade 1	CC3	10.00	5%	30%	6mo	3 mo
Grade 2	CC3	17.00	34%	43%	6 mo	2 mo
Grade 3	SLA	1.00	level 1	level 2		
Total		28.00				

Numeracy Intervention Pre and Post Test

	Name of Standardized Assessment (of choice)	Number of students receiving intervention programming (of choice)	Average Level at Beginning of Intervention Program	Average Level at End of Intervention Program	Average Number of Months Behind Grade Level at Beginning of Intervention Program	Average Number of Months Gained at Grade Level from Beginning to End of Intervention Program
Grade 1	Numeracy Screening Assessment	5.00	40%	65%	6.00	2mo
Grade 2	Numeracy Screening Assessment	6.00	33%	45%	6.00	2mo
Grade 3	Numeracy Screening Assessment	3.00	level 2	level 2	6.00	
		14.00				

These results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

Strategies 2021/2022	Measure
<p>Elementary school focused on addressing learning gaps for gr 1-3 students by increasing student support with small group and individual pull out programs. Students were screened using the Castles/Coltheart reading test (CC3) and Numeracy test accessed through Alberta Education.</p>	<ul style="list-style-type: none"> ● Local measure reported that 27 students received additional intervention in Literacy and 89% of those students gained at least 2 months thus reducing gaps of learning. ● Grade 1 average scores after intervention increased by 25%, ● Grade 2 average scores increased by 12% after intervention.

The analysis by staff led them to propose these new strategies to support strong results with regard to student learning:

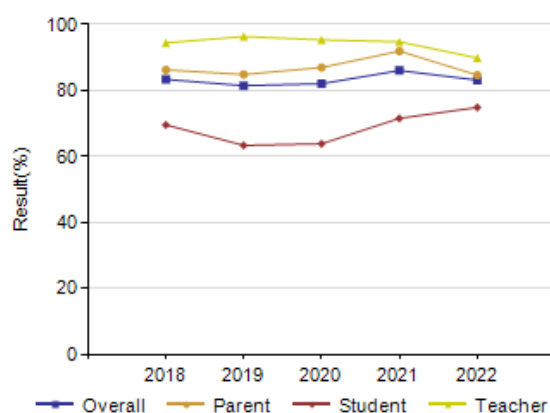
New Strategies 2022/2023	Measure
<p>Middle School Curriculum Leads hold meetings specifically targeting academic performance growth in each department</p>	<ul style="list-style-type: none"> ● report card marks, PAT results
<p>Academic help session by teachers at lunch hour for students to drop-in or referred by teachers</p>	<ul style="list-style-type: none"> ● report card marks based on individual students' work
<p>High School and Middle School teachers collaborate on grade 9 PAT analysis to create strategies for student improvement on grade 9 PATs and grade 10 interventions</p>	<ul style="list-style-type: none"> ● PAT scores ● pre-and post-results of intervention strategies ● comparison of PAT results to Science 10 September Test and final exam to see if PATs are accurate indicator of success in Science 10

Aurora Academic Charter Schools has one identified First Nations, Métis and Inuit student, and 312 English as a Second Language students. As instruction is in whole-class groups, student learning achievement has been aggregated and includes all students.

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.

	Alberta		Aurora School Ltd.	
	2021	2022	2021	2022
Overall	83.2	81.4	86.0	83.1
Parent	81.4	80.4	91.9	84.6
Student	74.1	72.1	71.5	74.8
Teacher	94.1	91.7	94.7	89.8



Local Performance Measures

Citizenship measures for the province slightly declined, as did the results at Aurora from parents and teachers. Interestingly, students at Aurora actually reported an increase in satisfaction rates, with the Middle School students tying their highest score in the last 5 years that students show respect for each other. Aurora's parents, students, and teachers also all report incredibly high levels of satisfaction, with students being encouraged to try their best, with all measures being in the 90% to 100% range.

Elementary parents also reported a 10.9% higher satisfaction rate, as well as a much higher return rate of surveys than previously. Results from parents in the Middle School fell by about the same percentage, especially with students following the rules and respecting each other. Parents in the Middle School are still very satisfied, with 94% believing students are encouraged to try their best. Middle School teacher results fell as well by 7.8%, primarily due to students not being able to help their wider community due to Covid restrictions. Moving forward, the Middle School is working on community engagement projects as well as cross-grade groupings for students to help each other.

To improve this measure, parents and teachers will need to be encouraged to participate in finding ways to help students follow the rules and help each other. The Bear Den student program is targeting these goals to increase student peer relationship building as well as teacher collaborations.

The following results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

The analysis by staff led them to propose these new strategies to support strong results with regard to citizenship:

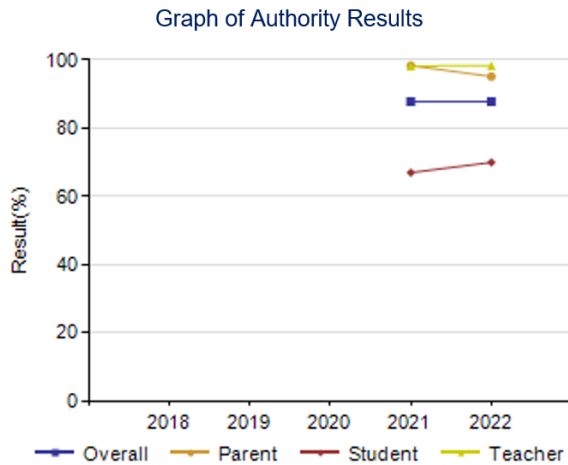
Strategies 2021/2022	Measure
<p>The Elementary focused on teacher involvement with students by ensuring regular check-ins with parents and ensuring they had supports to deal with issues in social relationships and behaviour. We provided student journalling reflections on patterns of behaviour and engaged parents with school supports of their child. We maintained our approach using the Restorative Justice model with teachers and staff modelling appropriate language in social settings</p>	<ul style="list-style-type: none"> student behaviour was tracked in a spreadsheet based on incident type, student group, structured vs. unstructured time, and intervention type. Patterns were identified and communicated with parents. The number of incidents went down during the course of the year and at-risk students behaviour diminished. Spreadsheets are also tracked year-over-year and there has been an overall decrease in problem behaviours since year 1 (3 years ago) as focused interventions took place.

New Strategies 2022/2023	Measure
<p>Middle School Bear Den program of cross-grade groups led by two teachers in each den. Students and staff work together to plan one specific event (ex. anti-bullying week activities) for the entire school to participate in. Such groupings allow students to interact and bond with students not normally in their daily circles with the intent of decreasing negative issues, fostering positive interactions, and community-building.</p>	<ul style="list-style-type: none"> AERR survey results locally developed survey measures student participation
<p>Volunteer coaching program matching high school students with elementary sports groups, such as Aurora Elementary Soccer Camp</p>	<ul style="list-style-type: none"> AERR survey results locally developed survey measures student participation
<p>High School Leadership Options courses in grades 9 & 10 having mandatory volunteer hours</p>	<ul style="list-style-type: none"> AERR survey results locally developed survey measures student participation

Student Learning Engagement

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.

	Alberta		Aurora School Ltd.	
	2021	2022	2021	2022
Overall	85.6	85.1	87.8	87.8
Parent	89.0	88.7	98.3	95.1
Student	71.8	71.3	66.9	69.9
Teacher	96.0	95.5	98.2	98.3



Local Performance Measures

This year saw an increase in student responses that students are engaged in their learning at school. Parents, students, and teachers in grade 4 all showed an increase in their belief that students were engaged in learning at the school. In particular, students in grade 4 saw an 11% jump in satisfaction due to the question, “Do you like learning math?”, and the number of students who said “don’t know” decreased. This increase can be attributed to greater teacher collaboration to align the program among classes and between grade levels. Teachers also spent collaboration time reviewing curricular outcomes and discussing math strategies. With the lifting of Covid restrictions, students could also work in small groups for think-pair-share engagement activities.

Student satisfaction in grades 7-9 increased their measure by 7% as students were better able to understand how the material in the core subjects was useful to them, while students in grades 5-6 decreased by 15% in their response to the question, “Do you like learning English Language Arts?” We will target student interest in ELA and math through special presentations while maintaining our same teaching methods, as they have been very successful at preparing students for lifelong learning, as seen in our PAT scores. The ELA special presentations include the optional Citadel Theatre Club for Middle and High School students, as well as writing workshops led by authors during Read-In Week, as well as other Read-In Week activities. The math presentations include special guests from the University of Alberta for real-world application of math concepts in business and personal finance settings.

While students might not always “like” what they are learning, student measures of the quality of basic education is very high at 87.4%, which is an increase from the previous year. Teachers and parents believe grade 4-6 students are engaged in their learning based on survey results of 100% and 96%, respectively. Students in grades 4 reported an increase in liking mathematics and ELA compared to the previous year. 94% of parents in grades 5-9 are also satisfied with the quality of education and 89% of students in these grades find school work interesting.

Student learning engagement also fluctuated with methodology. The forced increase in screen time due to Covid created a very different learning environment than what students were traditionally used to. The move back to full-time in-person learning last year saw a need for time for students to re-adjust to more work on paper and pen again as well as re-learning social and learning skills again in a physical classroom.

These results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

AACS is dedicated to ensuring that students are engaged in their learning through the following activities:

Strategies 2021/2022	Measure
Restrictions on students working together in groups were lifted in early spring, so students could engage in think-pair-share and other hands-on math activities with shared manipulatives.	<ul style="list-style-type: none"> • AERR results in student satisfaction learning math increased 11%

The analysis by staff led them to propose these new strategies to support strong results with regard to student learning:

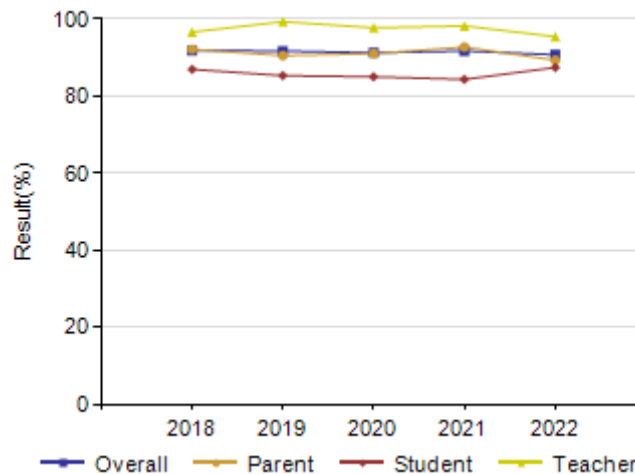
New Strategies 2022/2023	Measure
Middle School is piloting an Academic Challenge cohort with one homeroom class in each grade designed to provide extra stimulating academic work on top of the regular curriculum for students who applied to be in the program.	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures • Interclass results on report cards and PAT results
Introducing new novels in Middle School ELA programs that are more culturally relevant to our demographics.	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures
A hybrid teaching model of traditionally-structured classrooms while still heavily utilizing Chromebooks in Middle School.	<ul style="list-style-type: none"> • report card results • AERR survey results • locally developed survey measures
Re-introducing educational field trips at all grade levels, with a focus on tying school subjects to real-world learning	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures
Implementing student-organized special learning activities in the High School, such as Career Week, to show students how what they learn at school is applicable to their future careers	<ul style="list-style-type: none"> • student survey results
Using High School opening as a learning opportunity for students by having them plan real-life school improvement projects, such as the School Canteen in Business 10 class.	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures
<p>Hosting brainstorming session with teachers to discuss positive results in increasing student engagement in the classroom</p> <p>Offering release time for teachers to visit other classes to learn new strategies to implement</p>	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures

Teaching & Leading

Education Quality

Alberta Education Assurance Measures Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Alberta		Aurora School Ltd.	
	2021	2022	2021	2022
Overall	89.6	89.0	91.7	90.7
Parent	86.7	86.1	92.7	89.3
Student	71.8	71.3	84.3	87.4
Teacher	95.7	95.0	98.2	95.4



Local Performance Measures

Again, provincial results decreased across all groups. At Aurora, results were generally stable and incredibly high, with results in the high 80s to mid-90s. Again, student satisfaction improved in both schools. Student satisfaction in the Middle School improved significantly, with an 18% improvement in students saying what they are learning is useful and a 9-10% improvement in students being satisfied with clear expectations, subjects being interesting and the quality of education.

Interestingly, while students were more satisfied, parents and teacher satisfaction in the Middle School decreased in these same measures. These results came primarily from grade 7-9 parents, where there was a 15% decrease in satisfaction with the quality of teaching; however, 89% of parents are still satisfied with the quality of teaching, and 94% of parents are satisfied with the overall quality of education in the Middle School.

In the Elementary, there was a clear increase in communication between the school and parents, with a great decrease in parents saying "don't know." Parents also had an 18% improvement in that students understand expectations and are learning what they need to know. Many more parents reported they were Very Satisfied with the quality of education at the school, with the 2nd highest rating since 2018 in that category at 65%; although, 8% also said they were not satisfied. We will continue to investigate why there is this split. This was also the highest survey return rate since 2018, and the high results are also to be commended given there was a complete administrative change. The new administration focused on

building relationships and communication with parents. There was also a 26% increase in parents being Very Satisfied with the quality of teaching at the school.

The quality of basic education is an important measure to Aurora and is always a focus of the communication and improvement strategies for all schools.

These results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

AACS provides a quality education that exceeds the basic educational standards. To continue this trend, AACS utilizes the following strategies and processes:

Strategies 2021/2022	Measure
<ul style="list-style-type: none"> ● Elementary focus on parent communication through newsletters with commentary and resources on what students need to learn at school. ● Reintroduced field trips and presentations, including partnerships with Indigenous groups and performances to increase interest in the curriculum through authentic experiences. Also increased the number of parents for virtual presentations during Read-In Week ● Increased face-to-face engagement outside the school at pick-up and drop-off times, as well as immediate response to parent concerns with new administrators. ● 3 scheduled principal visits in each classroom for informal observation and feedback 	<p>AERR:</p> <ul style="list-style-type: none"> ● Parent satisfaction increased 18% in both “Your child clearly understands what they need to know” and “Your child is learning what they need to know”. Parent satisfaction with “Your child finds school work interesting” also increased 13%. ● 26% increase in Very Satisfied with the quality of teaching

New Strategies	Measure
<p>Research Coordinator is compiling 3rd volume of school-based action research reports to share how we have improved educational standards at the school</p>	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures
<p>Assessment Coordinator position created to lead implementation of best practices in the classroom surrounding assessment and evaluation</p>	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures
<p>Assessment Coordinator leading project to define and assess students’ achievement of Aurora Values</p>	
<p>Student Learning Services Coordinator position created to improve access to services and supports that will help students improve their learning</p> <p>SLS Coordinator working on list of universal supports that can be implemented for all students</p>	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures ● SLS Coordinator’s year-end report on results of the SLS this year
<p>Re-introducing student choice in picking options classes in Middle and High School</p>	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures

<p>Students at the High School in grade 9 could enroll in 4 options this year, instead of the usual 3 options</p> <p>Students in grade 10 take 5 options classes, where most schools only offer 3-4 options classes</p> <p>Options classes were designed after a student survey where students shared their preferences</p>	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures
<p>The High School received a level II Advanced Placement certification, and began planning options courses around the AP curriculum in Computer Science and Coding.</p> <p>Aurora enhancements to basic curricula in grade 9 are being reviewed after analyzing PAT data and Advanced Placement</p>	
<p>Literacy and Numeracy screening of Kindergarten to grade 3 students to inform intervention programs</p>	<ul style="list-style-type: none"> • LENS /CC3 Results
<p>Leveled home reading program in grade 1</p>	<ul style="list-style-type: none"> • student log book • parent feedback regarding reading readiness for next level
<p>Middle School is piloting an Academic Challenge cohort with one homeroom class in each grade designed to provide extra stimulating academic work on top of the regular curriculum for students who applied to be in the program.</p>	<ul style="list-style-type: none"> • AERR survey results • locally developed survey measures • Interclass results on report cards and PAT results

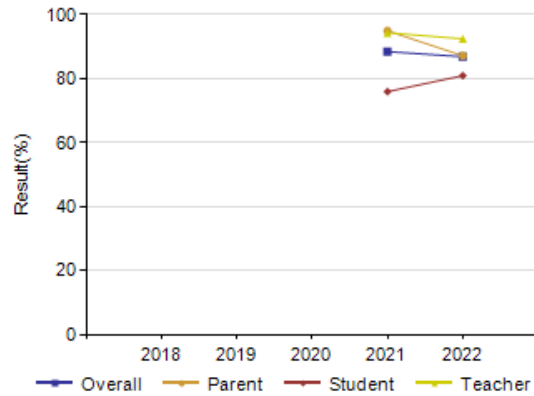
Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environment

Alberta Education Assurance Measures

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Alberta		Aurora School Ltd.	
	2021	2022	2021	2022
Overall	87.8	86.1	88.4	86.8
Parent	88.2	86.9	94.9	87.1
Student	79.8	77.7	75.9	80.9
Teacher	95.3	93.6	94.3	92.4



Local Performance Measures

Again, Aurora's student satisfaction rates increased, especially in the Middle School. Parents seemed to have a different viewpoint than students because while student satisfaction improved by 10-14% in certain questions, such as students caring and respecting each other, parent satisfaction decreased in those same measures. Again, this change was most pronounced in parents in grades 7-9, so we will have to implement strategies to engage parents in improving these areas and celebrating the improvements that students are reporting.

In the Elementary, there was again a decrease in parents reporting "don't know," which is especially impressive given the higher response rates to the survey. Parents and students both reported an 11% increase in the satisfaction that teachers care about their students. This is an important measure given the Aurora focus on strong parent-student-teacher relationships and a welcoming environment for all members of the school community.

These results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

AACS is dedicated to making our schools positive places for our staff, students, parents, and visitors. To that end, we utilize the following processes and strategies:

Strategies 2021/2022	Measure
Hand-ons and personalized support to parents and students. with focus on communication and building strong partnerships.	Overall satisfaction for parents with the question students are treated fairly by adults increased 13%. There was a 9% increase in satisfaction with that students treat each other well and that teachers care about their students.

The analysis by staff led them to propose these new strategies to support strong results with regard to student learning supports:

New Strategies 2022/2023	Measure
<p>Creation of a authority-wide Professional Development plan with focus on School Culture</p> <p>Each school set School Culture as a priority and implemented various strategies such as:</p> <ul style="list-style-type: none"> ● Middle School Bear Den cross-grade program ● Elementary after school sports activities with focus on sportsmanship and building friendships ● High School open house nights including Meet the Teacher free bbq dinner, evening school supply drop off and parent tour before the first day of school, grade 8 student/parent Welcome Night 	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures
<p>In surveys, High School parents, students, and teachers strongly supported creating their own School Council, as opposed to joining the Elementary/Middle School Council, so we created one with new bylaws that included giving a designated student from Student Council a vote</p>	
<p>Creation of a Post-Covid Parent Welcome Plan to review best practices learned during Covid for ways to lower barriers to parent involvement at school</p> <ul style="list-style-type: none"> ● All parent meetings now include a live-stream component to allow parents to tune in remotely ● increased number of parent information nights and special event evenings to promote parent connectedness 	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures
<p>Renovated Middle School space to provide inclusive washroom / changeroom space</p>	
<p>Supported students creating Gay-Straight Alliance at High School. (Continued GSA in Middle School)</p>	
<p>Encouraged staff to join SOGI 123 (Sexual Orientation and Gender Identity educators group) to create a positive and welcoming space for all students and to reduce discrimination. 8 teachers and 2 administrators joined SOGI and shared best practices and resources with other staff members</p>	
<p>Created Aurora-specific land acknowledgement through stakeholder engagement sessions.</p> <p>Middle School Students learned about indigenous art from an indigenous art educator and then created posters to illustrate the land acknowledgement. A winning poster became the official 2022/23 poster to be displayed in all schools.</p>	
<p>Truth and Reconciliation Day was turned into a week of activities, including art projects, readings, and presentations.</p> <p>All High School students participated in the blanket exercise led by an indigenous educator as a way to begin the year with an understanding of our history and discrimination in Canada. At the end of the year, all students will go on a whole-school field trip to</p>	

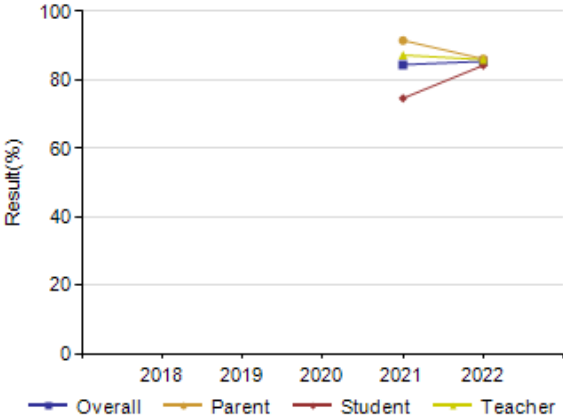
the Indigenous Peoples' Experience.	
Implementing 7 Sacred Teachings Program in Kindergarten to grade 4 to infuse Indigenous perspectives by sharing and purchasing resources, teacher collaboration and professional development.	<ul style="list-style-type: none"> locally developed survey measures
Aurora Charter School outreach program to increase guest speakers, field trips, and relationship building with the Indigenous Education at the Telus World of Science Edmonton, Prince Charles School, Mother Earth's Children's Charter School, and amiskwaciy Academy.	
Planned special professional development on gender pronouns and gender identity for staff.	
Middle School to focus each month on a specific theme on awareness and education of certain minority groups or causes with activities (September=NTRC, February=Black History, May=Asian Pacific, June=LGBTQ2+)	
Invite the Saffron Center to present to parents and students issues related to cyber safety.	

Access to Support & Services

Alberta Education Assurance Measures

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Alberta		Aurora School Ltd.	
	2021	2022	2021	2022
Overall	82.6	81.8	84.4	85.4
Parent	78.9	77.4	91.5	86.1
Student	80.2	80.1	74.6	84.2
Teacher	88.7	87.3	87.2	85.9



Local Performance Measures

Parents and students in both the Elementary and Middle School are significantly more satisfied than the provincial average. Again, parents in grades 7-9 showed a decrease in satisfaction, while results from parents in grades 5-6 were stable. Again, students showed the opposite trend, with students in grades 7-9 having an almost 16% increase in satisfaction with supports. 100% of teachers were satisfied that students can access help with school work, but parents were less satisfied. Students, however, increased in satisfaction on every question in all grades 5-9, including an impressive 31% increase in satisfaction accessing supports not to do with schoolwork. Students and teachers can see the effects of the Student Learning Support program and the access that students have to help with schoolwork, so these supports need to be better communicated to parents, and parents can be surveyed to see the kinds of support that they are interested in receiving.

Elementary parents showed a 10.3% increase in satisfaction, including an almost 20% increase in the satisfaction that students can access support with issues related to learning and issues not related to schoolwork.

These results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

Significant development has been made over the past year with regard to improving supports for students. Some of the strategies and processes are as follows:

Strategies 2021/2022	Measure
Increased information available for teachers to determine if students need to be referred to Student Learning Support Team	Local tracking of referrals and treatment plans showed better response time from referral to treatment being initiated.

The analysis by staff led them to propose these new strategies to support strong results with regard to accessing supports and services::

New Strategies 2022/2023	Measure
<p>Student Learning Services Coordinator position created to improve access to services and supports that will help students improve their learning</p> <ul style="list-style-type: none"> ● creating a list of universal supports that can be implemented for all students ● lowering barriers for teachers to refer students ● tracking student success in program ● working with parents to ensure they understand the program and are satisfied with it ● creating training materials for teachers 	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures ● survey of parents and students who accessed program
Counselor are present during parent/teacher conferences to provide information, print materials and answer general questions regarding school supports.	<ul style="list-style-type: none"> ● school survey ● AERR survey result
Research & Grants Manager led grant application that focuses on health and well-being with partners from the Sherbrooke	

<p>Community League and private health providers on ways to provide supports to families in the community and from the school. The process engaged community stakeholders and improved relationships.</p> <ul style="list-style-type: none"> if successful, Aurora will implement at 3-year plan to become a community hub for services 	
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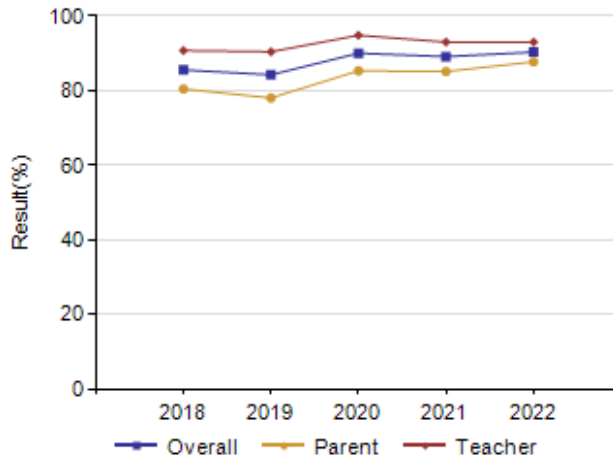
Governance

Parent Involvement

Alberta Education Assurance Measures

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Alberta		Aurora School Ltd.	
	2021	2022	2021	2022
Overall	79.5	78.8	89.1	90.3
Parent	72.2	72.3	85.1	87.7
Teacher	86.8	85.2	93.0	93.0



Local Performance Measures

As a charter school, parent involvement is the heart of AACSS, so it is not surprising that Aurora satisfaction results are so much higher than the provincial average. The Middle School has shown remarkable growth in parent satisfaction since 2018, with results steadily trending upward year-over-year to the point that satisfaction is now 21% higher than in 2018. This year, Middle School teachers also reported 100% satisfaction with the extent to which parents are involved in decisions about their child's education.

The Elementary has had 3 straight years of 100% teacher satisfaction with parental involvement, although parent satisfaction did drop slightly this year. Parents would like their input considered more in decisions about the school, although part of this decreased result is due to parents stating, "don't know." It is particularly important to note that we had the highest parent satisfaction rate in 5 years with the highest categories, with many more parents giving the highest score possible, although we also

saw a slight increase to parents say they are only involved “A Little”. 83% of parents said that they are involved “A Lot” in decisions about your child’s overall education, which was a 16% increase from the previous year in the highest category. While it seems like results dropped 9%, this was only 2 people in the survey as compared to the 83% who are very involved.

These results will be brought forward for discussion with staff, parents, and students through locally-developed surveys, engagement sessions, and School Council meetings.

In addition to having a parent-run Board of Directors, School Council, and Fundraising Society, we use the following process and strategies to empower our parent body:

Strategies 2021/2022	Measure
<p>In the Elementary, lifting Covid restrictions led to more ability for parents to be involved in the school, such as being invited to assemblies instead of just being invited virtually. There were also parent information nights</p> <p>Administration worked on communicating more directly with parents that counselling was available on the continuum of supports after students had 3 discipline incidents in a year.</p> <p>Both schools changed Parent-Teacher Conferences to be in the middle of the term as an interim check-in rather than after report cards. This was to provide parents will more time to be involved in improving student learning before the report card. Parents were encouraged to be partners in improving student learning rather than just looking back at what happened to lead to final results.</p>	<ul style="list-style-type: none"> ● AERR 12.6% increase in parent satisfaction with access to supports and services in the Elementary, especially due to parents knowing more about the supports available (decrease of 22% in the “don’t know” category) ● AERR 19% increase in parent satisfaction that their child can get help with problems not related to school work

The analysis by staff led them to propose these new strategies to support strong results with regard to school governance:

New Strategies 2022/2023	Measure
Creation of separate High School Council after parent feedback that they wanted their own council, separate from the other schools	<ul style="list-style-type: none"> ● AERR survey results ● locally developed survey measures ● survey of parents and students who came to sessions
Multiple stakeholder surveys of all K-9 parents to provide baseline data when creating a High School program. Shared the results at subsequent meetings and used results to create the program and implement changes during the year	
Writing Action Research report on opening a new campus and High School, with a specific lens on engaging parents	
Research Coordinator published an Action Research report, "The Importance and Practice of Parental Engagement in Schools" in collaboration with multiple researchers at Aurora, Simon Fraser University, and the University of Alberta.	
School Board members are visible and present at any school events to meet parents and guests, promote the purpose of the School Board, and represent the School Board at events.	

Budget Actual Comparison

Aurora Budget Summary Highlights for 2021-22

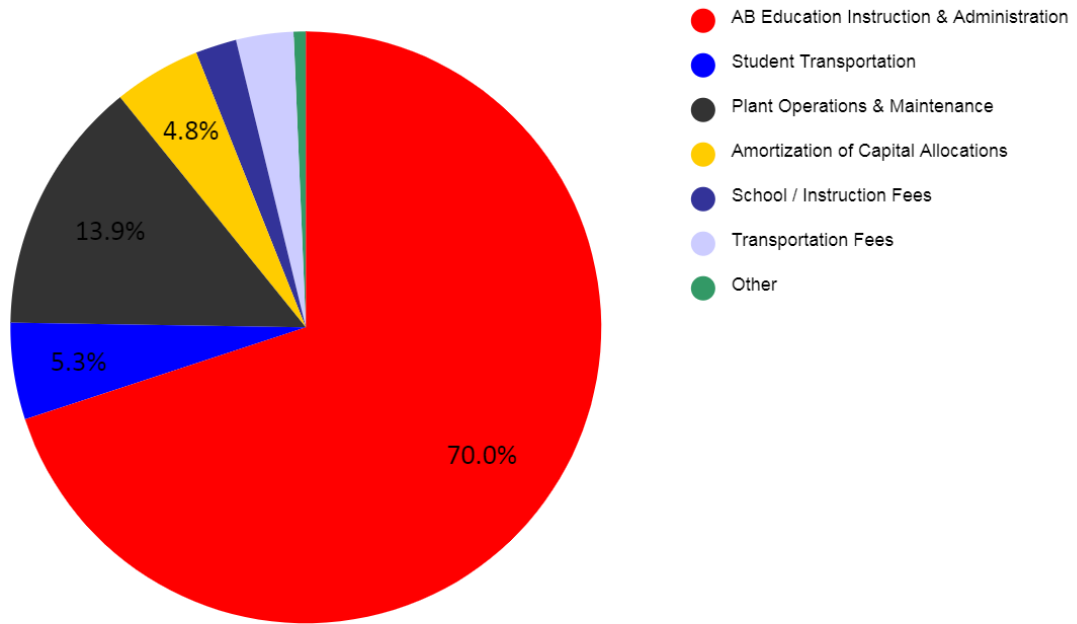
REVENUE SUMMARY

	<u>Budget</u>	<u>% of Total</u>
	(\$000)	
Alberta Education Funding		
<i>Instruction & Administration</i>	6,383	69.97
<i>Student Transportation</i>	482	5.28
<i>Plant Operations & Maintenance</i>	1,270	13.92
<i>Amortization of Capital Allocations</i>	435	4.77
	<u>\$ 8,570</u>	<u>93.95</u>
Other Revenue		
<i>School / Instruction Fees</i>	205	2.25
<i>Transportation Fees</i>	287	3.14
<i>Other</i>	61	0.66
TOTAL	<u>\$ 9,122</u>	<u>100.00</u>

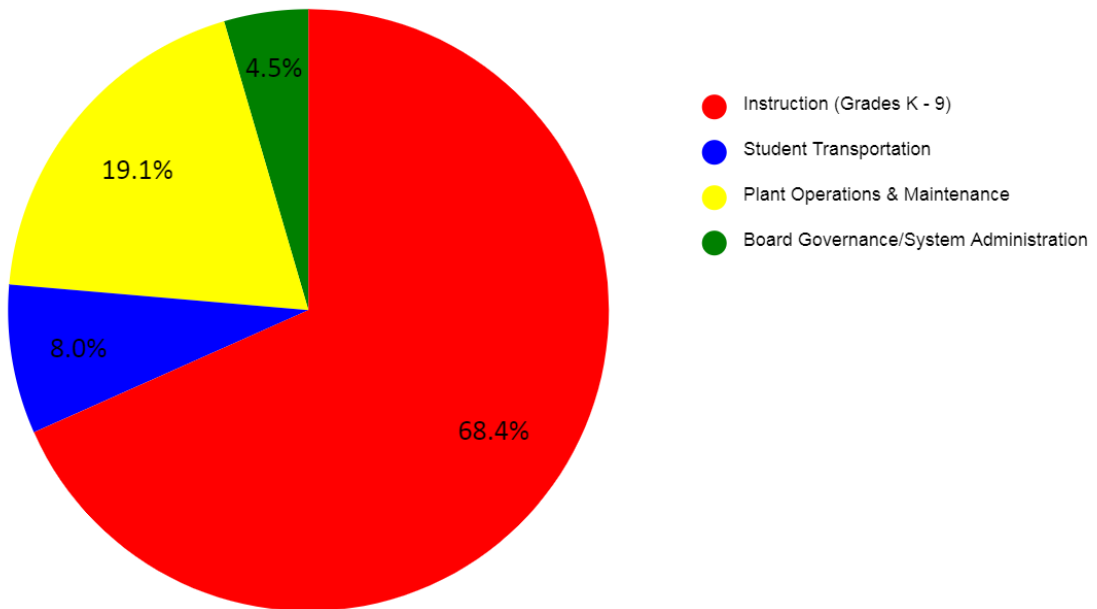
EXPENSE SUMMARY

<i>Instruction (Grades K - 9)</i>	6,551	68.35
<i>Student Transportation</i>	768	8.01
<i>Plant Operations & Maintenance</i>	1,831	19.11
<i>Board Governance/System Administration</i>	435	4.53
TOTAL	<u>\$ 9,584</u>	<u>100.00</u>
Surplus/Deficit	<u><u>-\$ 462</u></u>	

REVENUE SUMMARY
BUDGET 2021-22



EXPENSE SUMMARY
BUDGET 2021-22



Summary of Financial Results for Aurora School 2021-22

(in thousands of dollars)

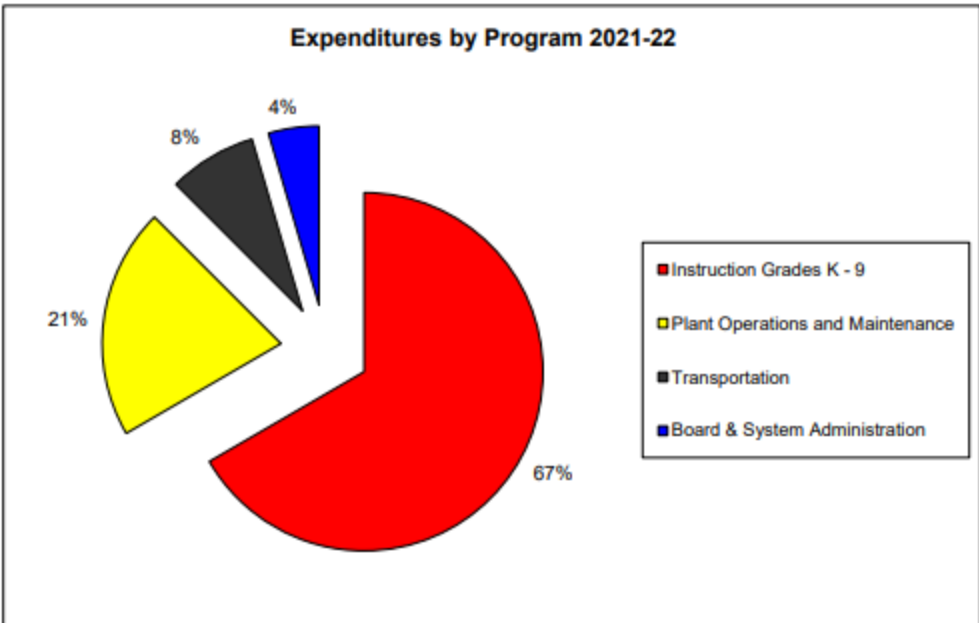
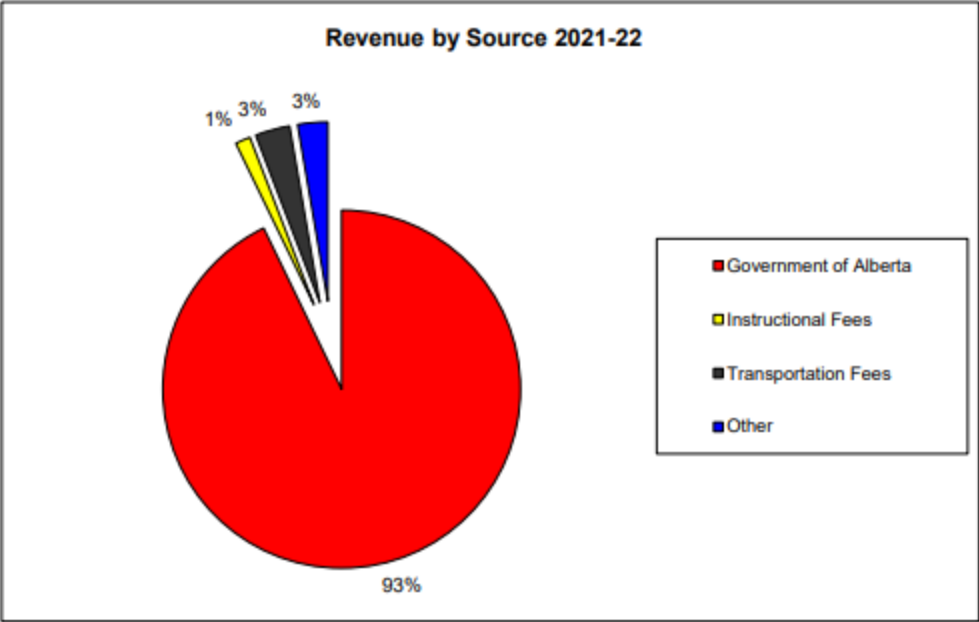
	2021-22	2020-21	Change (%)
Revenue Summary by Source			
Government of Alberta	\$ 9,017	\$ 8,602	4.8%
Instructional Fees	132	118	11.5%
Transportation Fees	303	166	83.0%
Other	263	248	5.9%
	\$ 9,715	\$ 9,135	6.4%
Program Expenditures			
Instruction Grades K - 9	\$ 6,530	\$ 6,048	8.0%
Plant Operations and Maintenance	2,043	1,860	9.8%
Transportation	779	684	14.0%
Board & System Administration	447	415	7.8%
	\$ 9,799	\$ 9,007	8.8%
Surplus (Deficit)	\$ (84)	\$ 128	
		0	
		0	
Accumulated Operating Surplus			
	2022	2021	
(as at August 31)		0	
Unrestricted net assets	\$ 1,636	\$ 830	
Operating reserves	1,768	1,995	
Capital reserves	1,000	1,000	
Total	\$ 4,404	\$ 2,825	
		-	

Revenue Summary by Source (%)

	2021-22
Government of Alberta (94.16%)	\$ 9,017
Instructional Fees (1.90%)	132
Transportation Fees (2.30%)	303
Other (1.64%)	263
	\$ 9,715

Expenditures by Program (%)

Instruction Grades K - 9 (72.98%)	\$ 6,530
Plant Operations and Maintenance (14.95%)	2,043
Transportation (6.91%)	779
Board & System Administration (5.17%)	447
	\$ 9,799



Audited Financial Statements can be located on our website at:
https://www.auraschool.ca/files/ugd/a4e815_574e8cb66b5f47e988c0260ab709d010.pdf

web link to the provincial roll up of AFS information:
<https://www.alberta.ca/k12-education-financial-statements.aspx>

Local & Societal Context

Contextual Information

The Charter for Aurora School Ltd. was granted on March 8, 1996. Our school first opened on September 9, 1996, serving 280 students from Kindergarten to Grade 8. The original school location was the former Misericordia Hospital Nurses' Residences, located in West Edmonton. In September 1997, Aurora School Ltd. extended the educational program to Grade 9. In 2007, Aurora Academic Charter School moved to its current Sherbrooke Community location, 12245 - 131 Street in Edmonton. The Aurora school building is leased from the Edmonton Public School Division. In 2022, Aurora opened the high school, Parkwest Campus, hosting 135 students in grades 9 and 10, with grades 11 and 12 to be added in subsequent years.

Our Charter was successfully renewed in 2001, 2006, 2011, and 2016. A 15-year charter renewal was granted in 2019. Our school authority currently has three schools (Elementary School, Middle School, and High School) and now employs 54 certificated teachers, three principals, two assistant principals, a full-time superintendent, 13 support staff, a contracted custodial team, a contracted student health support team, and a contracted student school bus service.

Our school authority includes two gymnasiums, one wellness physical training center (with both cardiovascular and strength training equipment), an Elementary multi-purpose wellness activity center (Cub Corner), a Foods Lab, a Learning Commons/Library (completed 2016) with state-of-the-art instructional technology, three experimental science learning laboratories, an art facility, and 49 classrooms, all of which contain SMART boards and one-to-one technology devices.

Our Elementary school was recently renovated (2021) to include an Elementary entrance area (northwest corner). This renovation design includes a large foyer area for improved parental access and engagement, along with upgraded Elementary administration and support team facilities. This addition also includes a flex staff/conference room to allow for increased collaboration and consultation with students, parents, staff, and stakeholders.

Our Aurora programming is in high demand, with just over 1500 Edmonton and area students on the waitlist. A large number of applicants share the Edmonton regional area demand for our unique, innovative, and highly successful academic-focused teaching and learning community at Aurora. Although approximately 70% of our students are bussed in from all over the city, the entrance policy has been changed to allow 10% of available spots to be reserved for students in the local area starting in 2026.

Aurora students continue to achieve at very high levels, as is evidenced by historical and current Provincial Achievement Test results. Our enhancements of numeracy and literacy knowledge, skills, attitudes, and competencies continue to yield strong dividends for our students and their futures. We are proud to note that our Grade 9 Provincial Achievement Test results are among the very highest in Alberta, and we were invited to participate in a provincial research study to extrapolate our results to the wider provincial context.