

Combined Three Year Education Plan for 2018 - 2021

And

Annual Education Results Report (AERR) for 2017 - 2018

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Accountability Statement:

The Aurora Academic Charter School Annual Education Results Report for the 2017 – 2018 school year and the Three Year Education Plan, inclusive of 2018 to 2021 school years, were completed under the advisement and direction of the Aurora School Ltd. Board of Directors in accordance with its directives within the Alberta School Act and the Fiscal Planning and Transparency Act. This report was generated in the consideration and context of the provincial government’s current business and fiscal plans.

The Aurora School Ltd. Board of Directors in consultation with the Superintendent of Schools and multiple educational stakeholders, used the results reported in this document to develop the Aurora Academic Charter School Three Year Education Plan and is committed to implementing and mobilizing the strategies contained within the Education Plan to improve students’ learning, results, success and wellness. The Board of Directors approved this combined Annual Education Results Report for the 2017 to 2018 school year and the three year Education Plan for the 2018 to 2021 school years on

November 29, 2018



Mrs. Arlene Huhn, Chair
Aurora School Ltd. Board of Directors



Dr. Dale Bischoff
Chief Superintendent



Dr. Paul Wozny
Deputy Superintendent

Vision:

Aurora Academic Charter School is the best choice for traditional public education in Alberta.

Mission:

To provide an orderly and structured environment, with properly sequenced teacher-directed instruction and strong home/school partnerships, where average children can excel in an academically oriented program.

A Profile of School Authority:

The Alberta 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. Our original school location was the former Misericordia Hospital Nurses' Residence located in West Edmonton. In September 1997, Aurora School Ltd. extended the educational program to Grade 9. Our Charter was successfully renewed in 2001, 2006, 2011, and in 2016. This school year, 2018/19, Aurora will begin its mid-term formative charter evaluation with Alberta Education Field Services Branch.

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 Edmonton Public School Board. Our school employs 48 certificated Teachers, two Principals, two Assistant Principals, a Director of Technology, a full-time Deputy Superintendent, a part-time Superintendent, twelve Support Staff, and a contracted Custodial team.

Our school includes two gymnasiums, one wellness physical training centre (both cardiovascular and strength training equipment), Elementary multi-purpose wellness activity centre (Cub Corner), a Foods Lab, a superb Learning Commons/Library (completed 2016) with state-of-the-art instructional technology, experimental science learning laboratory, art facility, and 38 classrooms, all of which contain SMART boards and enhanced digital learning supports.

An elevator was recently completed (June, 2018) to increase inclusivity and accessibility to our teaching and learning programs with our students, staff, parents and community stakeholders. Our Elementary Wing has Architects currently engaged in design plans for renovation/renewal to the Elementary Entrance area of our school. This renovation design includes a large foyer area for our parents and students along with upgraded Elementary administration and support team facilities. This addition will also include a flex conference room to allow for increased collaboration and consultation with students, parents, staff, and stakeholders. The plans are currently awaiting development permit approval with the City of Edmonton.

Our Aurora teaching and learning team is in high demand with more than 5000 Edmonton area applicants. We are honoured to serve our students, families and community with exemplary teacher-directed instruction, learning and achievement.

Our team is dedicated to each student's success as an engaged thinker and ethical citizen with an entrepreneurial spirit of achievement, work ethic, and passion for lifelong learning. Moreover, our teaching and learning team instills a strong sense of hope, work ethic, creativity, innovation and community with our students, families and community stakeholders.

During the 2017/18 school year our Director of Technology, in consultation with our Aurora students, parents, staff and stakeholders, redesigned our website to now include a highly detailed research section that shares a number of past and present research projects for dissemination from local to international with our stakeholders. We also include an annual Action Research Community of Practice research journal that is accessible via our website to educators and stakeholders from local to global.

Our Aurora original charter included K to 12 programming and we hope to expand our highly successful teaching and learning protocols to include high school students. We continue to work in partnership with Alberta Education to attain this goal and look forward to continued support in this quest for our students, parents, staff and community stakeholders. The addition of an Aurora innovative academic high school program would increase accessibility and capacity for students in the Edmonton region and assist with the current and looming shortages of high school accessibility and enrollment capacity.

Trends and Issues:

Our Aurora Academic Charter School teaching and learning team continue to forge an exemplary record of high student achievement results. Although we are a school situated in a modest area of the City of Edmonton, our students continued to score very high and significantly above provincial averages in all subjects as indicated by our Provincial Achievement Test (PAT) results. Our Aurora students' PAT pass rate was 99.8% compared to the provincial average of 73.6% and our Aurora students' PAT excellence rate (80% or higher) was 47.8% compared to the provincial average of 19.9%. These exceptional results provide testament to the dedication and efficacy of our teacher-directed and student-focused pedagogical systemic approach that optimizes a highly defined instructional and learning structure coupled with a strong work ethic and focus on enhancement of numeracy and literacy knowledge, skills, attitudes and competencies across Alberta Education curriculum outcomes. Our exceptional results speak to the strong sense of engagement and community among the students, parents, teachers, school administration team, School Council and Board of Directors at Aurora.

Passionate demand by parents for growth of our Aurora teaching and learning systems continues with more than 2160 prospective students on our current application list. Parents in the Edmonton region are eager to have their children attend Aurora, but our enrolment cap of 900 FTE limits our growth and challenges our collective hope of adding innovative academic-focused high school programming

which is a part of our original charter with Alberta Education. Our Aurora teaching and learning team would appreciate an increase to our existing enrolment cap of 900 along with the opportunity to establish a high school program that continues our legacy of inspiring student-focused and teacher-directed pedagogy, strong work ethic, high achievement and academic excellence. A number of older school facilities in the local Edmonton area may be available via surplus processes in the future. Our Aurora teaching and learning team are ready and able to address the Alberta challenge of providing additional innovative high school education programming and choice for Albertans. As shared earlier, the addition of high school instructional programming would assist with the impending shortage of high school instructional capacity in appreciation of our burgeoning Edmonton region population growth and demand for choice and accessibility for academic-focused and innovative public high school programming.

Our Aurora Board of Directors, Administration and instructional staff continue to build capacity in our distribution and effective use of educational technology (wireless rolling computer labs, iPad rolling labs, SMART Boards in every classroom, and mobile sets of Chromebooks) throughout the school and in coordination with our recently completed state-of-the-art Learning Commons Centre. Our Instructional Technology Director has implemented a Google Educator Level 1 and 2 professional development process that is focused on supporting our teachers, support staff, students, and parents with increased capacity and capability to use freely accessible online software tools to increase communication, learning, and collaboration. A number of our staff are involved in a variety of IT certifications that will translate to optimizing and growing our use of technology to enhance students' learning and achievement as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Our Aurora team is now into the third school year of integrating PowerSchool software and associated Gradebook formative and summative assessment protocols as a powerful communication tool between teachers, students, parents and stakeholders. Our grant from Alberta Education (2015-16) for the Learning Technology Policy Framework (LTPF) Community of Practice (CoP) has been a valuable catalyst to empower our efforts to implement new educational technology at Aurora and to expand our pedagogical capacity and communication 24/7 with stakeholders.

We are increasing our capacity at Aurora as an inclusive and accessible teaching and learning system with the recent completion of an elevator system that allows for student, staff, parent and community movement throughout our school on both levels irrespective of mobility situation. This wheelchair accessible system increases our capacity as an inclusive learning centre able to accommodate an increased number of students, parents, staff and stakeholders throughout the Edmonton region. We have updated policies to reflect a focus on inclusion in a variety of areas.

Our Aurora Board of Directors is engaged in the planning, architectural design, and future development of an improved parent/student-friendly main entrance area in the Northwest corner of our school. This renovation will include a wheelchair accessible parent engagement centre that will increase support, communication and daily interaction with our parents who are very much a crucial and engaged partner with our Aurora teaching and learning team. This new entrance centre will include purposeful parent engagement resources from traditional to computer-based to enhance our communication and active stakeholder engagement framework.

The University of Alberta Faculty of Education Vice Dean, Dr. Lynn McGarvey, has recently (September 2017) engaged with our Aurora Academic Charter School administration to participate in an Alberta Education sponsored provincial research project investigating longitudinal students' achievement in mathematics learning outcomes as each student progresses through grades 3, 6, and 9. This provincially funded research project will track the Provincial Achievement Test (PAT) success rates in each mathematics curriculum learner outcome along with trajectories in achievement as students progress through elementary and junior high school. The three student cohorts under this Alberta PAT mathematics trajectories analysis include:

- 1) 2002/2005/2008
- 2) 2003/2006/2009
- 3) 2011/2014/2017

The evidence gathered from this curriculum focused analysis will inform provincial trends in mathematics/numeracy success rates in specific curriculum outcomes as students progress from grades 3 to 9 in Alberta. The results from this analysis will also assist curriculum redesign teams in Alberta addressing the refresh of Mathematics curriculum, which includes learner outcomes, concepts, competencies, instructional resources and assessment processes and protocols.

Our Aurora teaching and learning team is also exploring practice and research in innovative approaches to build social capital with our students, parents, staff and community. The Aurora teaching and learning team is a school with a significant and plural proportion of parents and students from a wide variety of world locations. Approximately one third of our families have a primary home language other than English or French. We are currently in dialogue with a number of researchers from the faculties of Education, Medicine and Health Sciences addressing innovative supports and research to build social capital, trust and reciprocity with our stakeholders and community. This process is currently in the preliminary discussion stage, but holds much promise for our Aurora team and stakeholders in building our capacity in both learning achievement and wellness.

Summary of Accomplishments:

Our Aurora teaching and learning team has strategically focused during the last two years on the expectations and recommendations of Alberta Education's external evaluation team to optimize student, staff, parent and stakeholder success and alignment with the current Alberta Education Ministerial Order on Student Learning. In particular, we have focused on ensuring that all stakeholders are well aware of the three Es - ***Engaged Thinker and Ethical Citizen with an Entrepreneurial Spirit.***

Key strategies generated and employed by our Aurora teaching and learning team include:

1. Review and overhaul of the Aurora Board of Directors Policy Manual and Aurora Articles of Association to build clarity, communication, and coherence for all stakeholders. This process includes:
 - a. Extensive analysis and refinement of Board Policies in alignment with the Alberta Education Ministerial Order on Student Learning along with current applicable Alberta Education legislation and policy;
 - b. Review and update of Administrative Regulations to clearly define administrative operational procedures and to build clarity and consistency in the roles of governance and administration.
 - c. Refinement and renewal of our Aurora Articles of Association to provide clear separation and clarity in roles of governance and administration along with compliance with current Alberta Education legislation and regulations.

2. Our Aurora teaching and learning team completed our 2nd Volume of school-based action research and community of practice. Our Aurora team's Action Research completed projects are accessible online on our newly updated Aurora website located at: <https://www.auroraschool.ca/> under the Research Header. The research Project titles/themes include:
 - a. Considering First Nations' Perspectives in Successful Music Pedagogy;
 - b. Assessment in Mathematics;
 - c. Energy Knowledge and Misconceptions in Grade 8 students;
 - d. Fostering Effective Vertical and Horizontal Collaboration within Single School and Multi-School Settings Simultaneously and Independently;;
 - e. Google Chromebook Implementation at Aurora Academic Charter School;
 - f. Creating Opportunities for the Growth of Student Success;
 - g. Exploring the Efficacy of Flipped Classrooms Compared to Traditional Lecture Classrooms.

3. Two Collaborative Action Research projects were accepted for publication in the Canadian Journal of Teacher Research:
 - a. Dang P. and Tran V. Energy Knowledge and Misconceptions in Grade 8 Students. May 31, 2017.
 - b. Dinel J. and Vigfusson L. Individual Pursuits as Project-based Learning. June 25, 2017.

4. Our Aurora School students and staff continue their exemplary creative inter-disciplinary efforts and winning achievements at the Edmonton Regional Science Fair and the Canada Wide Science Fair. Our students continue to distinguish our teaching and learning team with strong efforts and high participation rates that reflect our collaborative efforts building entrepreneurial spirit and creativity in our students' lived experiences with our Aurora team.

5. Our Aurora teaching and learning team are continuing to develop and integrate leading-edge instructional technologies to complement our direct-instructional student-focused approach. Our Director of Technology and staff are actively engaged in professional development employing a coaching model to build our capacity to employ freely available applications such as Google Docs and similar programs to enhance the learning experience for every student. Moreover, we are extending the envelope of access to teaching and learning resources toward a 24/7 accessible model that optimizes access and use by all stakeholders. Our inaugural Technology Week celebrating a variety of innovative teaching and learning opportunities for our students from robots to computer coding was attended by our Alberta Minister of Education Honourable David Eggen, along with a large number of students, parents, and community stakeholders.

6. On October 27, 2017, Aurora Academic Charter School hosted the Association of Alberta Public Charter Schools (TAAPCS) biennial conference that included participation and inspiring dialogue by our Honourable Minister of Education and fellow teacher, David Eggen. Our guest speaker Aaron Paquette shared an inspiring view into First Nations, Métis and Inuit lived experiences along with celebration of our rich Indigenous history. We appreciated the opportunity to network with our public charter school peers, Alberta Education, Alberta Health Services, the Alberta Teachers' Association, and university research and innovation partners across Alberta. More than 400 educators, administrators, and research-practitioners participated in our sessions that covered a multiple of topics from innovation in pedagogy, to research to inform policy and practice. The feedback from this conference was very positive and actively engaged our Alberta Public Charter Schools in collegial and generative discussion and sharing in our lived experience as public schools of

choice distinguished by pedagogical innovation, research and dissemination with our peers from local to international.

7. Successful development and inclusion of numerous systemic wellness initiatives including:
 - a. Implementation of students' Leadership and Social Justice Clubs;
 - b. Expansion of Physical Activities for students to include Cross-Country running, Volleyball, Basketball, Soccer, Skating, Yoga, Track and Field, and participation in a number of Edmonton area athletic events;
 - c. Enhancement of our student/staff wellness centres that include both cardiovascular and strength training resources and equipment;
 - d. Active engagement of psychologists and counselors to improve teacher knowledge and efficacy to meet the needs of students and provide optimal supports for successful learning and wellness for our entire Aurora team of stakeholders as well as support for specific students;
 - e. Teacher Action Research projects focused on improving systemic wellness.

8. Our Action Research Community of Practice has grown to include multiple school/division partners as well as sponsored projects in collaboration with the University of Alberta, Faculty of Education, Simon Fraser University (Dr. Malcolm Steinberg, Principal Investigator), Aurora Academic Charter Schools, and Edmonton Public Schools. We were the successful recipient in an Alberta Education call for research proposals that resulted in \$50,000.00 in grants to explore parents' perspectives in parent-teacher interview processes with a lens to improve social connectedness. Our Aurora research team is also engaged in a provincial Mathematics trajectories achievement analysis with Principal Investigator and Vice Dean of Education Faculty, Dr. Lynn McGarvey. We are honoured to continue our innovation and research partnerships with Alberta Education, The Association of Alberta Charter Schools, and multiple school authorities, and Universities across Canada. We are currently growing our research partnership with Edmonton Public School Division Research Department to extend our collaborative research efforts, capabilities, knowledge translation and projects.

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities)

Measure Category	Measure	Aurora School Ltd.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.0	88.6	87.4	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	74.0	76.5	73.8	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	91.8	92.7	92.7	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	99.8	98.7	98.8	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	47.8	55.5	49.6	19.9	19.5	19.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	90.2	91.6	88.4	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	83.3	83.4	82.7	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.5	80.2	81.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	74.2	78.5	78.3	80.3	81.4	80.7	Intermediate	Declined	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9); Mathematics (6, 9); Science (Grades 6, 9); and Social Studies (Grades 6, 9).

Charter Goals: To have enhanced Language Arts and Mathematics Programs of Studies

Charter Outcome 1: Aurora students are reading above grade level in Language Arts

Performance Measures	Results (in percentages)					Target*	Targets		
	2014	2015	2016	2017	2018	2018	2019	2020	2021
Percentage of students reading above grade level in English Language Arts according to CTBS assessments.	86	81	85	83	84	84	85	86	86

<p>Assessment of Results</p> <p>Our Aurora teaching and learning team is focused on enhancing our students’ English Language Arts knowledge, skills, and competencies. We continued to have ESL pull-out support teachers, and we believe that this project has positively impacted our students.</p>
<p>Strategies</p> <ul style="list-style-type: none"> ● Curriculum leads/coaches established among teaching staff to assist teacher collaboration and reflection/input on pedagogy and student achievement; ● Increase PD opportunities for staff including literary focus, teacher talk, and technology in writing sessions; ● Continue with our successful Riggs phonics/spelling program and our phonics pull-out reading support in the Elementary School and Middle School; ● Provide more teacher collaboration time for curriculum alignment across grades to reduce barriers for students; ● Examine assessment practices among grade groups and review reporting structures to accurately communicate student learning; ● Provide parents with various opportunities to build their own skill-set so that they can assist their children at home through information evenings such as a Phonics Information Evening, Kindergarten Discovery Day, PAT information night, study skills and stress management night, etc. ● Continue to provide ESL support for students and ESL instruction professional development through school based funding. ESL pull-out time has been expanded from the Elementary to our Middle School students; ● Integrate enhanced technology into classrooms to further engage students and enhance instruction; ● Enhance Learning Commons utilization by bringing-in various authors/illustrators to actively engage students; ● New teachers are provided mentoring support for the Riggs Phonics/spelling and direct instruction model, both of which are important to our ongoing success; ● As the school staff adds new members, curriculum meetings are becoming more necessary. Teachers are increasingly considering issues of curriculum and assessment alignment; ● We are enhancing student access to the Learning Commons (LC) and have added staff to the LC with both MLS and Library Technology designations; ● Middle School professional development has included a reading comprehension specialist for all staff, not only ELA staff; ● Middle School has designated a teacher to attend assessment professional development to enhance teaching and learning practices in ELA.

- Elementary staff are aligning instruction around the Empowering Writers model through all grades to improve students' achievement across all facets of English Language Arts.

Charter Outcome 2: Aurora students are achieving above grade level in Mathematics.

Performance Measures	Results (in percentages)					Targets		
	2014	2015	2016	2017	2018	2019	2020	2021
Percentage of students achieving above grade level in Math according to CTBS assessments.	86	80	80	84	90	86	87	88

Assessment of Results:

Our student achievement results both in CTBS assessments and provincial achievement exams are among the very best in Alberta and significantly above provincial averages. We are pleased to see the increase in Aurora students that are achieving above grade level in mathematics from 84% in 2017 to 90% in 2018.

Strategies:

- Establishment of curriculum lead/coach teachers to work with staff teams to collaborate and support optimal pedagogy and student achievement;
- Enhance/increase teacher collaboration time and analysis of curriculum outcome learning and achievement at all grade levels;
- Continue to provide ESL support for students through school-based funding;
- Provide parents with various opportunities to build their own skill-set so that they can assist their children at home through access to various instructional resources such as on-line lessons;
- Integrate enhanced technology into classrooms to further engage students and enhance numeracy instruction;
- Math instruction at the elementary level is critically and regularly reviewed by teachers working in teams;
- Initiated an extracurricular Mathematics club for grade 6;
- Math assistance is available during lunch hours and during study period for all students in Middle School.
- The Elementary completed an Action Research Project into the use of formative targeted feedback in mathematics lessons to better reach struggling students.
- The Elementary completed a pilot project into expanding the Saxon Math program from grade one to four to allow for vertical pedagogical and curricular outcomes alignment throughout the Elementary. Early results were promising so the program has been expanded to include all classes. This will allow a better transition between grades and into the Middle School, which uses a similar process.
- Middle School has designated a teacher to attend assessment professional development to enhance teaching and learning practices in mathematics.
- Middle School completed an Action Research project to incorporate a Growth Mindset into Mathematical learning processes.

Alberta Education - Aurora School Ltd.
Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	97.8	98.4	99.3	98.7	99.8	98	Very High	Maintained	Excellent	98	98	99
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	49.0	45.5	47.8	55.5	47.8	50	Very High	Maintained	Excellent	50	51	52

Comment on Results

Our parents expect that we will continue to achieve excellent outcomes on this measure. Our excellence levels have increased significantly and are considerably above Alberta Provincial averages.

- We believe that our practice to assign regular homework and provide study time after school contributes to our students’ success in this measure.
- We have made the Learning Commons (LC) available at lunch break and after school to provide extra study/work time.
- Our PAT results in Math 6, Part A, were exceptional. We attribute this to our strong model of teacher-directed and student focused instruction coupled with strong teacher-student-parent interaction and support in numeracy knowledge, skills, attitudes and competencies.
- We will hold a Vertical Integration Summit to allow all staff across all grades to work collaboratively on strategies to improve student learning outcomes and to disaggregate data from PAT results to inform teaching practice from kindergarten to grade nine.
- Middle School is revising and updating the scope and sequence for all subjects.
- Grade 6 and 9 PAT informational evenings are continued to be offered to families.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9,); Mathematics (6, 9); Science (Grades 6, 9); and Social Studies (Grades 6, 9)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0

Comment on Results

Our Aurora teaching and learning team continues to have an exemplary student retention rate that is exemplified by 0.0 percent drop out rate.

- Our Aurora culture of teacher-directed and highly structured teaching and learning coupled with strong parent/school engagement and support continues to yield exemplary results and students' success.
- Students at Aurora stay in school and exemplify our core value that hard work yields success. Our teaching and learning team at Aurora Academic Charter School maintain a high degree of communication with students, parents, and stakeholders. This regular communication is key in supporting student's learning success and attenuating risk of dropout.
- We will continue to support and celebrate with our students, teachers, parents, and stakeholders our longitudinal achievement of 0% annual student drop-out rate.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.2	82.8	81.9	83.4	83.3	85	Very High	Maintained	Excellent	86	87	88
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	93.8	84.1	89.4	91.6	90.2	90	Very High	Maintained	Excellent	90	90	90

- Highly effective teacher, student and parent engagement with clearly articulated expectations and accountability processes that model and reinforce active and ethical citizenship with school and community stakeholders;
- Increased communication with teachers, parents and students to build coherence and opportunities to develop characteristics of active citizenship;
- Middle School continues to recognize students who display exemplary citizenship at awards ceremony each school term;
- Hold more parent open meetings to discuss pertinent issues;
- The Middle School continues to focus on safe and caring presentations for students and all staff completed a "respect in school" program; the Middle School also had a parent evening on "cyber bullying," whole school presentations on Internet Safety from Saffron Centre and Anti-bullying Hypnosis Show;
- The Saffron Centre does a yearly presentation to grade three and four students about cyber-bullying and on-line safety, including their roles as responsible citizens.
- Grade 4 and Kindergarten are paired in a buddy system to reinforce responsibility, caring and empathy. Students work with their buddies on reading and other projects;
- We now offer "leadership" as a Middle School option;

- Middle school sets SMART (Specific, Measureable, Attainable, Relevant, Time-based) goals based on 3Es in the Minister Order in Education - Engaged Thinker, Ethical Citizen, with Entrepreneurial Spirit;
- We celebrate and participate in our national bullying awareness week with supportive activities for all stakeholders;
- We have established a school partnership with amiskwacyi Academy to expose our students to FNMI history and culture;
- We now offer a Business option for junior high level students;
- The Middle School started a grades 5 and 6 leadership team that focuses on social justice projects to complement our grades 7 to 9 Student Council;
- The Elementary instituted a “Cubs” Leadership group to provide grade four students with the opportunity to provide leadership to their peers and to younger students. Students themselves created goals and projects that they felt would improve the learning experience for all stakeholders in the school. This group is key to our Safe and Caring Schools initiative by empowering students to be positive leaders in their community;
- Nurture and support a learning/school culture that builds social connectedness between teachers, parents and students.
- Administration created a Safe and Caring School Report to identify and celebrate the strategies and philosophy behind our Anti-Bullying practices and to ensure alignment and clarity.
- The Elementary and Middle Schools participate in and lead numerous charity campaigns to increase our students’ understanding of issues and engagement with their community. Students support the local community league as well as local, national, and international causes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	68.1	63.7	70.3	65.8	67.7	70	n/a	n/a	n/a	71	72	73

- Our Aurora Teaching staff will engage in professional development and collaborative activities to address the current levels of teacher and parent satisfaction that our students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. This process will also engage our teaching staff in addressing our pedagogical routines that build confidence in assuring that our students are imbued with relevant and engaging competencies necessary for life-long learning;
- We are increasing opportunities for students in Middle School to take a variety of Career and Technology Foundations courses that allow students to learn and experience multiple career streams and interests;
- Students set goals, present on safe and caring behaviours, and have leadership opportunities available in options, clubs, and student council;
- Staff collaborative professional development activities are utilized to clarify student learning outcomes;
- Numerous clubs and activities are offered to provide opportunities outside the classroom to further engage students;
- In-house action research projects initiated by teachers that involve a community practice protocol that informs and provides valuable evidence to support and improve our teacher-directed teaching and learning systems and approaches;
- Elementary ELA focus on “love of literacy” and reading strategies;
- The Middle School hosts a parent night for high school preparation;

- The Elementary has begun a number of clubs that focus on the joy of participation, rather than focusing on competition. The purpose of Morning Fitness, Cross-Country Run Club, Cubs Leadership, Intramurals, Science Fair, Crochet, Ukulele, and Choir is not to win a provincial title, but for all students to have the opportunity to engage in learning as a fun, play-based activity. All students are invited to participate. Clubs intentionally target physical activity, artistic expression, and lifelong skills and interests.
- The grade four teachers have implemented a “World of Work” Week for 2018/19 to introduce students to various occupations. Community stakeholders and parents are invited to come present to students about their jobs and educational backgrounds.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	*	*		*	*	*	100	100	100
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	*	*		*	*	*	50	51	52

Strategies: Aurora School is not only committed to eliminating the achievement gap for those students who identify as First Nations, Metis, Inuit, or Indigenous but also to advancing the social goal of Reconciliation and cultural understanding by all people who make up our school community.

- The Elementary and Middle School continue to infuse First Nations, Metis, Inuit, and Indigenous perspectives and content into multiple facets of the curriculum;
- Elementary and Middle School staff have attended numerous PD sessions on the Indigenous perspective, Reconciliation, and specific lessons and units honouring our FNMI partnership in learning;
- The Elementary invited an Elder to read 2 Indigenous stories to our students in grade four during Read-In Week. She also shared personal stories and a song;
- Our annual Elementary Winter Fun Day has been changed to a Winter Heritage Day theme that celebrates the First Nations, Metis, Inuit and French Canadian experience in Canada. Students learned about FNMI symbols and history through crafts, traditional games, cooking, and a presentation from the students at amiskwacy Academy;
- An Indigenous Learning Day in Middle School actively engaged students and staff in the recognition and celebration of indigenous perspectives and appreciation of cultural diversity;
- Aurora Elementary and Middle School staff continue to attend professional development to support the school and students in developing and applying Indigenous foundational knowledge in our school community and curriculum.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.8	87.8	85.8	88.6	88.0	90	High	Maintained	Good	90	90	90

Strategies

- Our administration and staff, in collaboration with parents and students, will continue to nurture a welcoming, safe and caring school culture that includes visible, accessible, and positive modeling of respectful and polite interactions throughout the school day and at all school-based co-curricular and extra-curricular activities;
- We will ensure that our morning, lunch hour, and recess supervisory staff are clearly identifiable with supervisory high visibility vests coupled with ongoing assurance of safe and caring student behaviours that are reinforced and modeled by all stakeholders with our Aurora team;
- Administrative decisions are funneled through a “best interests of the student” lens;
- Elementary and Middle Schools have a program that provides “anti-bullying” presentations and infusion into curriculum;
- Elementary School has implemented a new security protocol for student safety and increased the number of lunch supervisors by 50%;
- Our Aurora Academic Charter School Emergency Protocols Handbook and procedures have been updated and reflect valued input by our Staff, Parents, Students and Edmonton Police Service School Resource Officer Cst. Behr. It has also been updated to include phone numbers and information about Mental Health Wellness Supports available in the community for emergency and non-emergency situations involving mental health and wellness;
- The Elementary Cubs Leadership Program provides a positive way for grade four students to experience leadership in the school. The staff leader focuses discussion on anti-bullying and positive relationship-building skills. The Cubs take the lead in planning, developing, communicating, and leading the activities during Anti-Bullying Week and Pink Shirt Day;
- The Elementary newsletter focuses on communicating the key values of Aurora: Diligence, Attendance, Respect, Accountability, and Cooperation;
- Middle School Student Council and the grade 5 and 6 leadership team plan activities to help improve and enhance the overall feeling of community within the school and foster positive relationships across all grades;
- Grade 5 and new Grade 7 families are offered an orientation to visit classrooms, meet the teachers and given an opportunity to learn about the Aurora culture and to ask questions;
- Many Middle School teachers have teamed up with Elementary teachers to work on cross-grade projects to build community;
- Our Leadership Option creates projects to be shared with classes on safe and caring knowledge, skills, attitudes and competencies;
- Middle School administration has adopted a restorative justice protocol for student behaviour and this proven to be very effective and positive.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.6	74.3	70.4	76.5	74.0	80	Intermediate	Maintained	Acceptable	80	80	80

Strategies

- We have greatly expanded our extracurricular athletic program in the Middle School and run intramurals weekly;
- Middle School continues to offer various in-school physical education field trips such as Alien Inline skating and yoga;
- The Aurora Career and Technology Foundations Foods program continues to grow in our renovated facilities;
- A variety of clubs and extracurricular activities are offered for Middle School students including sports teams, travel opportunities, leadership clubs, theatre club, running club, art club, talent show, science clubs, robotics and activities, as well as other clubs based on student requests;
- Elementary clubs have continued to expand to complement the academic curriculum. The Choir has expanded to include grade three and four students, Melody Makers program provides an extracurricular musical program for grade one and two students, and Ukulele Club provides an enhanced musical activity for grade four students. Running club and morning fitness target all students' wellness levels. Crochet club for grade three enhances the arts program and CUBS leadership continues for grade four;
- Teacher action groups will be initiated to share leadership opportunities and focus on specific goals and distributed leadership development. This process will be synchronized with our new Aurora Aspiring Leadership Program focused on building leadership capacity and competencies with our staff and administration teams;
- Increased Physical Education time for Elementary and Middle School students;
- Our Director of Technology provides leadership and support to ensure students and teachers have the optimal access to teaching and learning tools to best support their learning;
- We have added new options for the Middle School that are based on student interest;
- Guest speakers and presentations have further engaged students in relevant and timely themes;
- Aurora Middle School has hired specialists in PE, CTS, Music, and Fine Arts. Teachers in the Middle School are subject specialists. Aurora Elementary has hired a French Second Language teacher specialist, and has expanded the French curriculum in grades 2-4;
- The Elementary has started a Cross Country Running Club that competed in 3 intra-city races, but was also open to all grade four students who wanted to participate;
- The Elementary expanded its morning fitness program for students to become fit through play-based activities led by teachers from Monday-Thursday;
- The Elementary brought in a professional yoga instructor for a 2-day yoga retreat as well as a 1 week Zumba camp for all students. The school purchased program resources to ensure teachers could continue the program after the camp concluded;
- The Elementary brought in a string quartet for a special presentation about music and musical theory for all students.
- The French program in Elementary now includes a drama component with plays performed in French by students in grades 2, 3, and 4 for parents and community members.

- Staff are committed to increasing the diversity of options we can bring to our students by developing their capabilities through their own Professional Growth Plans and associated developmental activities;
- The Elementary brought in a professional artist to lead all students in an FNMI-themed water-colour experience for a week long art institute;
- The Director of Technology with support of the Board of Directors has significantly increased the number of mobile computer labs to ensure that all students have timely and supported access to Chromebooks to assure that technology can be infused into the curriculum learning outcomes;
- Aurora Elementary has brought in numerous guest speakers, including the Saffron Centre and Alberta Health Services to address healthy relationships, internet safety, wellness, and nutrition.
- Both the Elementary and Middle School gym floors were upgraded and repainted to create a better learning space for all students;
- Subject area curriculum leads and project support lead teachers provide collaborative and collegial support to enhance student learning and achievement.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.6	81.5	74.9	78.5	74.2	80	Intermediate	Declined	Issue	82	83	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.1	83.7	80.1	80.2	85.5	82	Very High	Maintained	Excellent	83	84	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.9	92.4	93.0	92.7	91.8	93	Very High	Maintained	Excellent	93	94	94

Comment on Results

The Aurora Board of Directors has targeted improved communication with the teachers, administration, and parent driven School Council. Communication structures have improved and the School Council is in the third year of using updated bylaws. In Spring, 2018, the Aurora Board of Directors organized two Stakeholder Engagement Sessions facilitated by Alberta Government moderator Marci Scharle. This process allowed for key stakeholder dialogue and input on a number of Aurora governance, administration and operational dynamics. The Aurora Board of Directors continue to refresh and refine Board Policy and the Aurora Articles of Association to ensure effective governance with all stakeholders.

Strategies

- Continue to actively engage with all stakeholders and continue improvement of our school website as an important component of our communication framework in addition to face-to-face interactions;
- The broad issue of systemic improvement will continue to be an important topic of discussion and advisement with staff, Board, and School Council;
- Administrative decisions are funneled through a “best interests of the student” lens;

- The Board has negotiated a Teacher Board Liaison committee in a 2015 to 2018 ratified collective bargaining agreement with teachers;
- The Board is working actively to build relationships with staff through special celebrations including team-building sessions, lunches, and the end of year dinner that marks staff milestone years;
- Administration is working to improve 2 way communication with parents through regular email updates that solicit feedback on key questions;
- The Elementary set up a Twitter account to provide timely information and celebration to parents and community stakeholders;
- School-based administration provide regular interaction and communication with our exemplary School Council and Board of Directors for feedback in the decision-making processes, both at the school and district level;
- School Council has implemented a Remote Access Meeting capability for parents who wish to participate in meetings but who cannot attend in person;
- Our Board of Directors continue to provide stakeholder consultation meeting opportunities to optimize communication and engagement, especially around the updates to the Articles of Association;
- Aurora established and runs a Joint Health and Safety Committee that nurtures and supports a culture of safety and wellness for our staff, students, parents, and stakeholders;
- School administrators have focused on teacher and student wellness by leading multiple wellness activities such as weekly yoga sessions for teachers and by organizing presentations by Alberta Health Services and other PD providers about student mental health and mindfulness;
- The Board has focused on staff wellness through presentations on benefit programs available to staff to help prevent teacher burnout and to support positive mental health in all members of the school community.
- The Board is working actively in professional development in their governance role.
- A Board Highlights monthly update was incorporated to our Aurora Website to improve timely communication with all stakeholders.

Future Challenges:

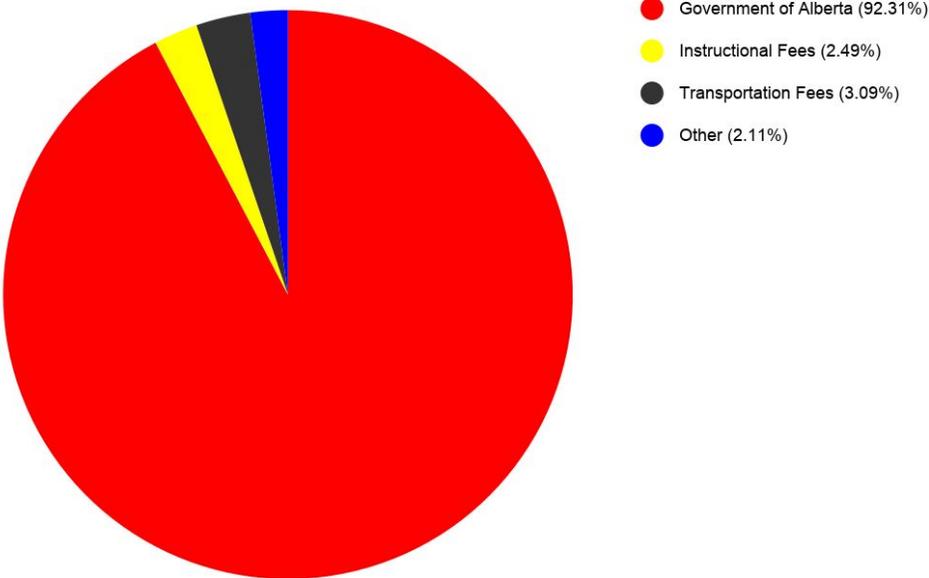
- Aurora currently has more than 2160 students on the registration wait list. The challenge we have is to accommodate the high demand for our programming with the limited space and current cap on our student enrolment. Our current Aurora Board of Directors are engaged in an active process to optimize communication on the potential for additional teaching and learning facilities (surplus schools in Edmonton region and/or partnerships with post-secondary institutions) that may assist in our bid to grow our Aurora teaching system and capacity. This process also involves ongoing dialogue with Edmonton regional post-secondary institutions on potential partnerships to plan and eventually deliver innovative high school academic programming.
- As a result of the former Aurora tenant, Shumka Ukrainian Dance Company leaving Aurora in August 2016, the Aurora Board is planning to modernize this vacated space and build a new elementary general office, staff room and parent reception area that will complete the school reorganization of Aurora into two separate schools (elementary and middle) with exemplary parent/student entrance areas that optimize engagement,

communication, safety and sense of community. An Architect has been retained by the Board of Directors to design this renovation for our school. The plans are currently at the submission stage to City of Edmonton for further approvals to move to the Development Permit and Tender stages.

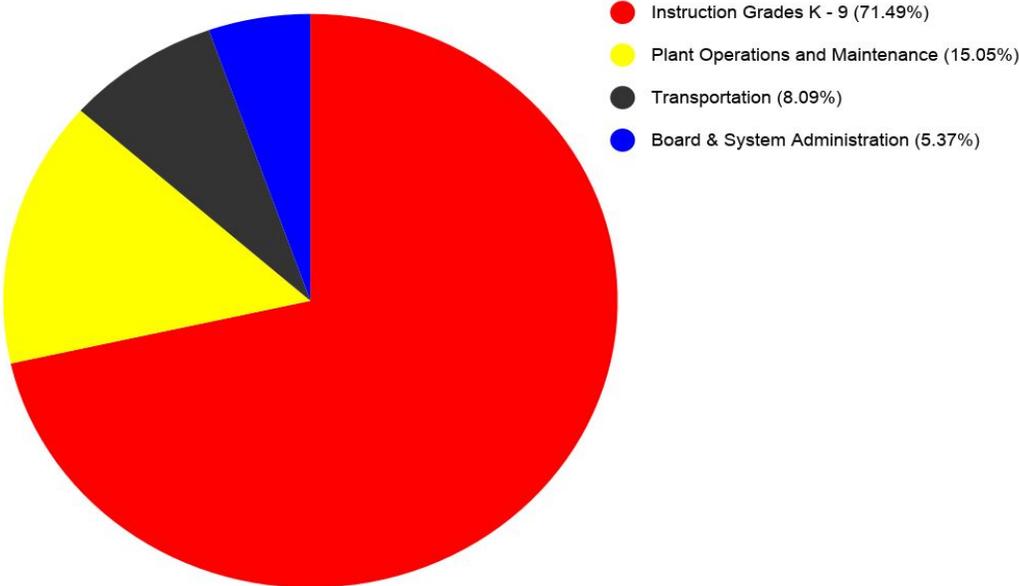
- Alberta Education has seconded a number of Aurora administrative staff. This process continues of our collaborations in leadership development, expertise, and growth. We are currently engaged in research to enhance our distributed leadership throughout our organization. This process will also engage a new Aurora Aspiring Leadership Program (AALP) that will build leadership capacity with our teaching and learning team. The Middle School instituted a Curriculum Lead position for each of the major curricular areas to facilitate generative decision-making and teacher engagement as well as vertical integration of curricular enhancements. The Elementary developed a similar program with its Special Project Team Leads, where individual teachers or groups of teachers can work on projects to enhance the school or curriculum delivery. Teachers have already used this program to modernize the grade four Health program, the grade two and three Mathematics implementation, and the grade three/four Choir program. AALP is also reviewing in detail the new Teaching Quality Standard and Leadership Quality Standard in a collaborative manner to build awareness and support of all related competencies and indicators with all Aurora staff.

Summary of Financial Results for Aurora School 2017-18			
<i>(in thousands of dollars)</i>			
	2017-18	2016-17	Change (%)
Revenue Summary by Source			
Government of Alberta	\$ 7,979	\$ 7,639	4.5%
Instructional Fees	215	180	19.4%
Transportation Fees	267	236	13.1%
Other	183	145	26.2%
	\$ 8,644	\$ 8,200	5.4%
Program Expenditures			
Instruction Grades K - 9	\$ 6,089	\$ 5,651	7.8%
Plant Operations and Maintenance	1,282	1,096	17.0%
Transportation	689	570	20.9%
Board & System Administration	457	402	13.7%
	\$ 8,517	\$ 7,719	10.3%
Surplus (Deficit)	\$ 127	\$ 481	
Accumulated Operating Surplus			
<i>(as at August 31)</i>	2018	2017	
Unrestricted net assets	\$ 74	\$ (202)	
Operating reserves	3,141	4,141	
Total	\$ 3,215	\$ 3,939	
Revenue Summary by Source (%)			
	2017-18		
Government of Alberta (93.16%)	\$ 7,979		
Instructional Fees (2.20%)	215		
Transportation Fees (2.88%)	267		
Other (1.76%)	183		
	\$ 8,644		
Expenditures by Program (%)			
Instruction Grades K - 9 (73.21%)	\$ 6,089		
Plant Operations and Maintenance (14.20%)	1,282		
Transportation (7.38%)	689		
Board & System Administration (5.21%)	457		
	\$ 8,517		

Revenue by Source 2017-18

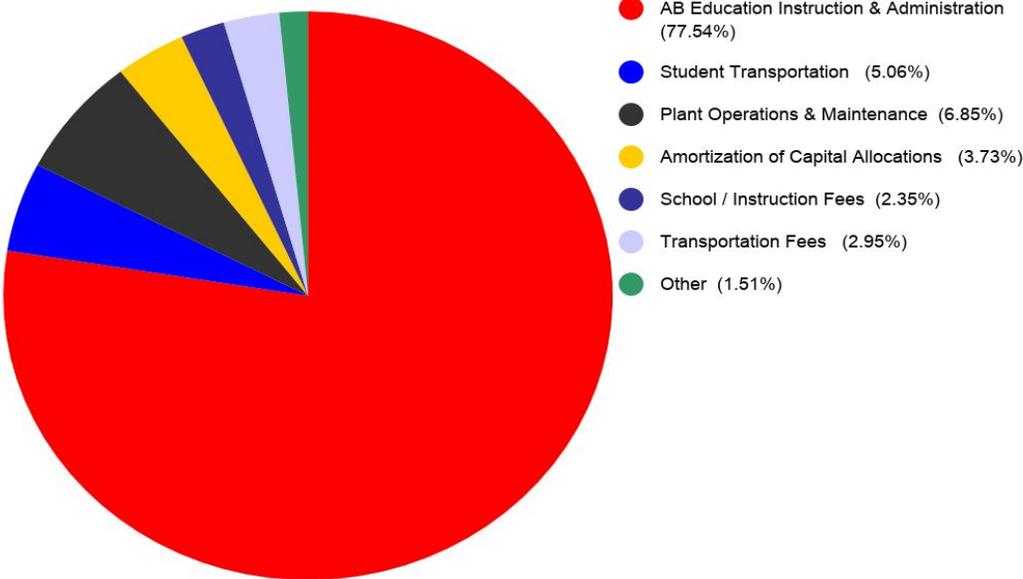


Expenditures by Program 2017-18

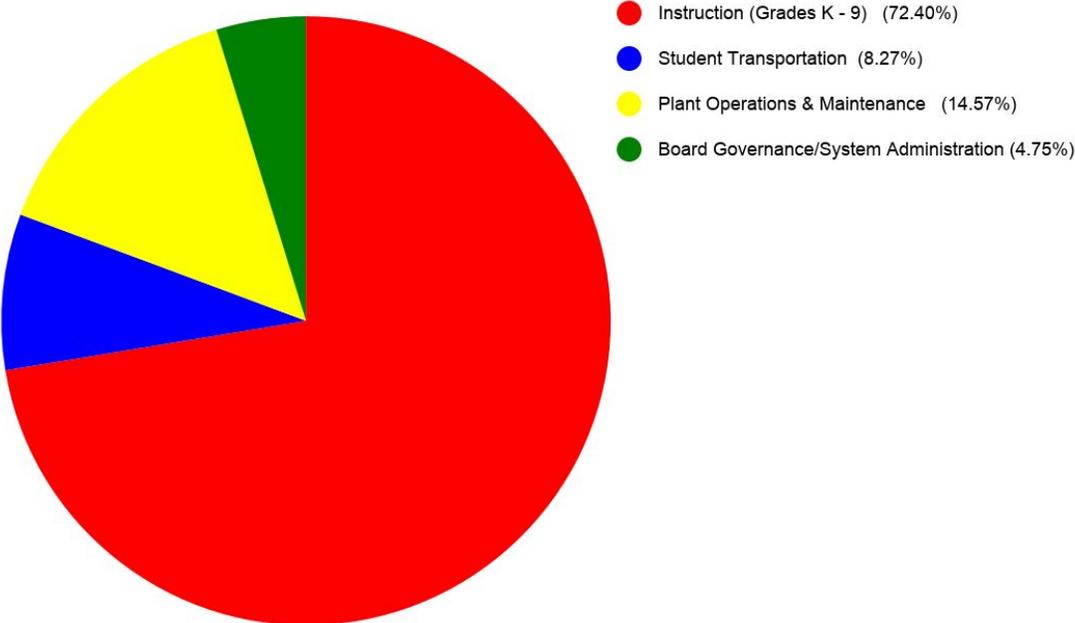


Aurora Budget Summary Highlights for 2018-19			
REVENUE SUMMARY			
	<i>Budget</i>	<i>% of Total</i>	
	<i>(\$000)</i>		
Alberta Education Funding			
<i>Instruction & Administration</i>	6,936	77.54	
<i>Student Transportation</i>	453	5.06	
<i>Plant Operations & Maintenance</i>	613	6.85	
<i>Amortization of Capital Allocations</i>	334	3.73	
	\$ 8,336	93.19	
Other Revenue			
<i>School / Instruction Fees</i>	210	2.35	
<i>Transportation Fees</i>	264	2.95	
<i>Other</i>	135	1.51	
TOTAL	\$ 8,945	100.00	
EXPENSE SUMMARY			
<i>Instruction (Grades K - 9)</i>	6,458	72.40	
<i>Student Transportation</i>	738	8.27	
<i>Plant Operations & Maintenance</i>	1,300	14.57	
<i>Board Governance/System Administration</i>	424	4.75	
TOTAL	\$ 8,920	100.00	
Surplus/Deficit	\$ 25		

REVENUE SUMMARY
BUDGET 2018-2019



EXPENSE SUMMARY
BUDGET 2018-2019



Capital and Facilities Projects

Our Aurora School facilities have undergone a significant amount of update and improvement over the last three years. The Aurora Board of Directors approved a capital plan to provide needed classroom space for school growth in the Middle School grades. This project, completed in the 2015-16 school year, included a state of the art Learning Commons Centre in addition to 6 new large and well equipped classrooms, new central office space, needed washrooms and modernization of five other classroom/learning spaces. Costs for the modernization and middle school addition, including construction and equipment and furniture, exceeded 5 million dollars. The Aurora Board and parent community are grateful to the government for its support via Alberta Capital Planning and Alberta Infrastructure.

Our Aurora Board completed in June, 2018 the addition of a high quality user-friendly elevator that allows access to all our Aurora teaching and learning facilities by students, parents, staff and stakeholders irrespective of mobility challenges. This project also included the addition of a dedicated flex conference room that will optimize student supports including counselling and wrap-around support services.

The Aurora Board is currently engaged in the modernization of Aurora Elementary School main entrance area. Architectural plans are under current development and are awaiting submission for City Development Permit and engagement in construction tender process. This design includes a new parent/student main elementary entrance school foyer, general office, administration offices, work room, and flex-space staff room.

Aurora student enrolment growth has led to traffic and parking congestion around the school especially before school begins. The Aurora Board authorized and completed construction of an updated and enlarged south main parking lot. This process included improved landscaping and pavement to grass transition to enhance safety for all stakeholders.

Our Aurora Board of Directors and Senior Administration Team are actively engaged in a search for suitable facilities to run future high school programming with an academic and university/college preparation focus. The addition of high school programming will assist with the limited high school instructional capacity and choice in our Greater Edmonton Region.

Parental Involvement

The Aurora Board of Directors is working to increase communication with parents and provide additional opportunities for Aurora School Council to be involved in updating school plans. The Board has regular communication with the School Council to share parent and student input and feedback and provide Board perspectives about School Council issues.

The Aurora Board of Directors also convenes:

- Specialist stakeholder committees chaired by a Director where parents and teachers are invited to participate;
- The Aurora School Council has been provided opportunity for discussion and input on the major issues developed by the Board of Directors in this education plan. For example, parents and teachers on the School Council have discussed school enrollment growth, school renovations, policy development and implementation of technology;
- The School Council Chair provided valuable input with our Aurora AERR and 3 Year Plan. The School Council will also review the completed AERR and 3 Year Plan at their meeting on December 5, 2018. School Council communication and feedback is welcomed by the Aurora Board of Directors;
- The Aurora Board is currently comprised of parents of Aurora children. The Aurora Board and the Aurora School Council have open communications. Parent attendance at the annual AGM is highly encouraged, advertised, supported and improving;
- The Board of Directors maintains regular communication with the School Council through administration;
- The recently updated school website: www.auroraschool.ca contains information on how to contact Board of Directors, School Council, senior administration, school administration, staff, current newsletter, and other pertinent school information. Our website also contains a dedicated research and innovation centre to share with stakeholders from local to international. We recently developed a new Board Highlights section to improve communication with all stakeholders.
- For addition information on sources and uses of School Generated Funds (SGF), please contact Aurora Secretary-Treasurer Holly Maccagno at (780) 454-1855.

Additional Links of Interest

Web link to this AERR/3YP report:
<https://www.auroraschool.ca/documents>

Web link to Aurora’s Audited Financial Statements:
<https://www.auroraschool.ca/documents>

Web link to Jurisdiction Summary:
<https://www.auroraschool.ca/documents>

Web link to Class Size Survey:
<https://www.auroraschool.ca/documents>

Web link to The Audited Financial Statements (AFS) – Provincial Roll Up:
 Audited Financial Statements
<https://education.alberta.ca/financial-statements/?searchMode=3>

Aurora Communication Plan:

Objectives:

- a. To ensure that parents, community members, and professional organizations are aware of Aurora School’s program and its successes;
- b. To fulfill the Minister’s requirements to communicate Aurora School’s program and successes to the community;
- c. To share Aurora School’s best practices and ideas with the community;
- d. To provide opportunities for Aurora stakeholders to be aware of and participate in decision making at Aurora Academic.

Key Messages:

Aurora’s desire is to be an active participant and contributor to the educational community in Alberta

Audience	Strategy
Parents, Community	Aurora’s vision and mission will be prominently displayed in the school. All visitors will be able to see immediately the core values of our school.
Community, Professional Community	Aurora School will display a promotional video that describes the vision, mission, purpose and innovations of the school on the school’s website. See the video at: https://www.auroraschool.ca/copy-of-research
Parents, Community	Aurora School produces two monthly newsletters (Elementary and Middle School) on the website that informs the public of school news and activities including updates from the principal(s), student activities, and upcoming events.

Parents, Alberta Education	Aurora School's Annual Education Plan and Annual Education Results Report will be posted on the school's website.
Parents	Aurora hosts several evening information sessions for parents such as: Phonics Night, Grade 5/6 orientation, PAT information night, stress management and study skills night.
Professional Community	Aurora School will take part in activities and events along with other schools. This will enable students and staff from other schools to have direct contact with our own students and staff. Understanding, awareness, and acceptance of charter schools in the public school realm will be fostered through these activities (i.e. Science Fair, extracurricular sport teams). Aurora has also established a partnership with amiskwaciy Academy to enhance our FNMI program.
Professional Community	Aurora School will foster a relationship with post-secondary institutions by accepting student teachers. Aurora is actively involved in research and promotes a culture where research and evidence help inform policy and practice. Aurora hosts a Community of Practice (CoP) of teacher researchers conducting action research projects in their classrooms.
Professional Community	Aurora School will participate in events with other educational organizations such as The Association of Alberta Public Charter Schools, the Alberta School Councils' Association, and the ATA.
Community	Aurora will encourage and actively engage in research and inquiry about Aurora as a charter school and the educational successes we are enjoying.
Professional Community	Aurora School staff will communicate our successful educational practices of our school to teacher organizations.
Community	Aurora School will foster relationships with local community stakeholders and encourage participation in school activities, use of our facility, and cooperation in areas of joint interest.

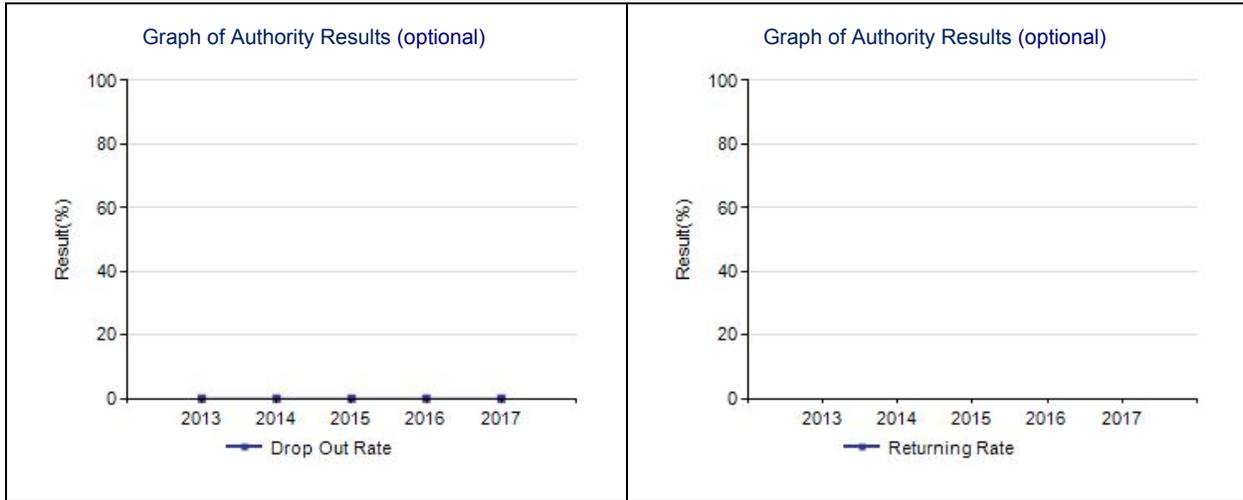
Whistleblower Protection

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

As of November 19, 2018, we have had no disclosures reported over the last year with our Aurora School Ltd. Staff.

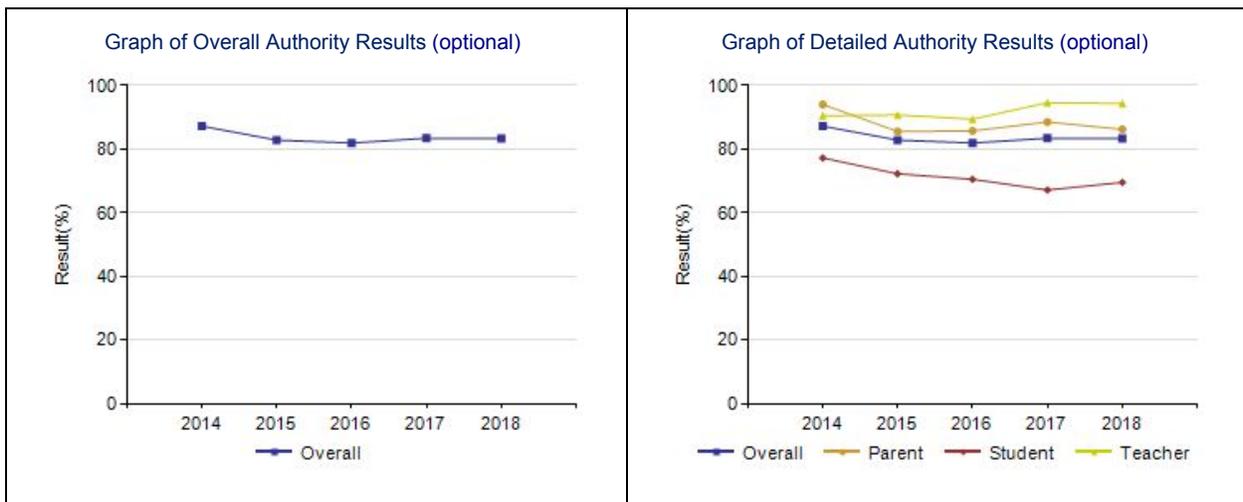
Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.0	0.0	0.0	0.0	0.0	3.3	3.5	3.2	3.0	2.3
Returning Rate	n/a	n/a	n/a	n/a	n/a	20.7	20.9	18.2	18.9	19.9



Citizenship – Measure Details

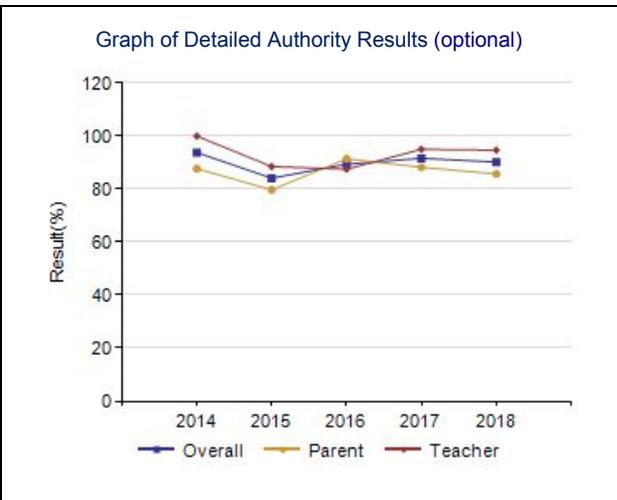
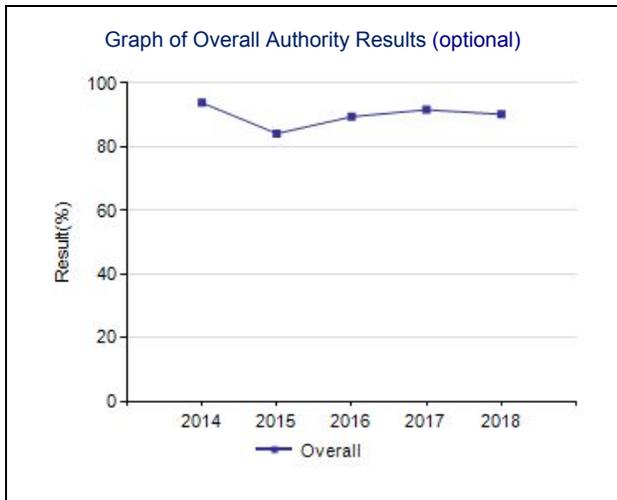
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.2	82.8	81.9	83.4	83.3	83.4	83.5	83.9	83.7	83.0
Teacher	90.5	90.7	89.4	94.6	94.4	93.8	94.2	94.5	94.0	93.4
Parent	94.0	85.5	85.7	88.5	86.2	81.9	82.1	82.9	82.7	81.7
Student	77.2	72.2	70.5	67.1	69.5	74.5	74.2	74.5	74.4	73.9



Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

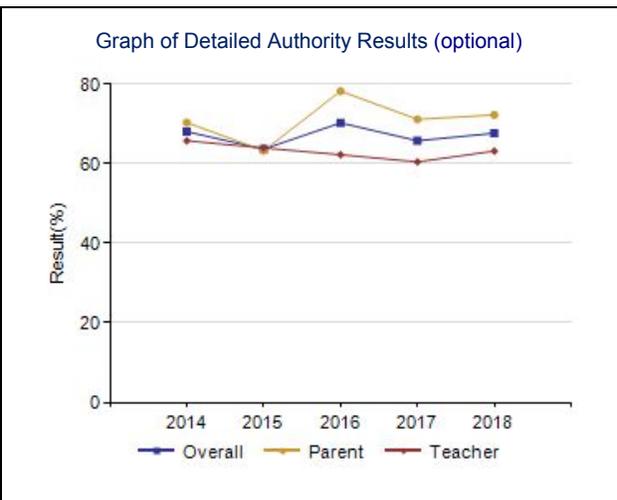
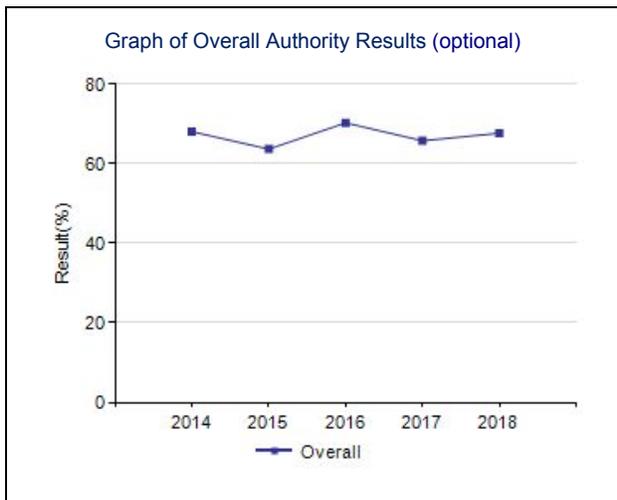
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.8	84.1	89.4	91.6	90.2	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	88.5	87.5	95.0	94.7	89.3	89.7	90.5	90.4	90.3
Parent	87.7	79.7	91.4	88.2	85.7	73.1	74.2	74.8	75.1	74.6



Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	68.1	63.7	70.3	65.8	67.7	69.5	70.0	70.7	71.0	70.9
Teacher	65.8	64.0	62.3	60.5	63.2	76.0	76.0	77.3	77.3	77.8
Parent	70.4	63.3	78.3	71.2	72.3	63.0	64.0	64.2	64.8	64.0

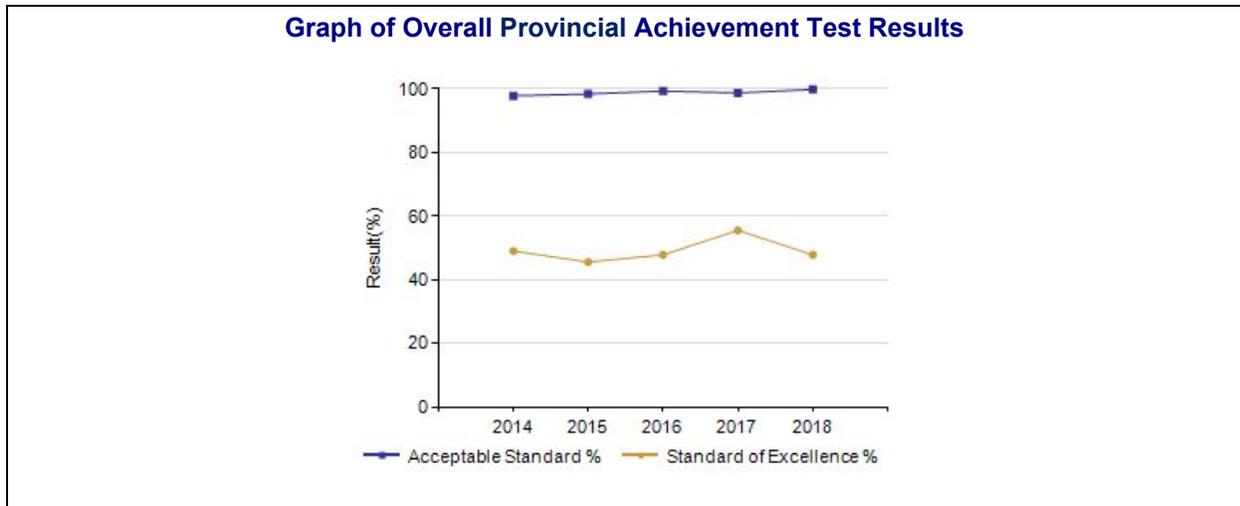


Provincial Achievement Test Results – Measure Details

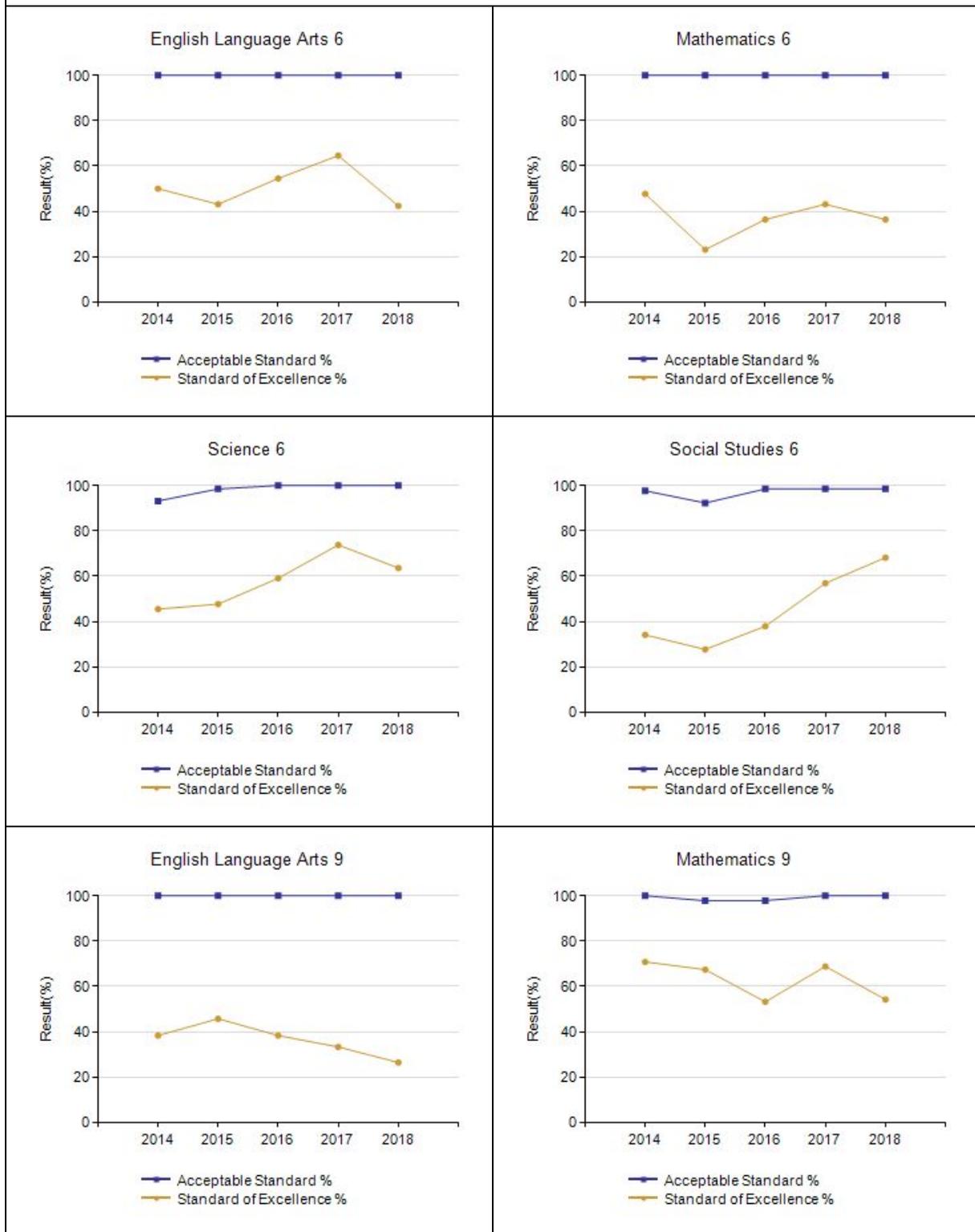
PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	50.0	100.0	43.1	100.0	54.5	100.0	64.6	100.0	42.4	100	45
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	Authority	100.0	47.7	100.0	23.1	100.0	36.4	100.0	43.1	100.0	36.4	100	40
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	93.2	45.5	98.5	47.7	100.0	59.1	100.0	73.8	100.0	63.6	100	65
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	97.7	34.1	92.3	27.7	98.5	37.9	98.5	56.9	98.5	68.2	100	70
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	100.0	38.3	100.0	45.7	100.0	38.3	100.0	33.3	100.0	26.4	100	35
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	Authority	100.0	70.8	97.8	67.4	97.9	53.2	100.0	68.8	100.0	54.2	100	55
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Science 9	Authority	100.0	62.5	100.0	71.7	100.0	68.1	97.9	52.1	100.0	50.0	100	55
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Social Studies 9	Authority	91.7	41.7	100.0	54.3	97.9	36.2	91.7	45.8	100.0	43.1	100	45
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		

Notes:

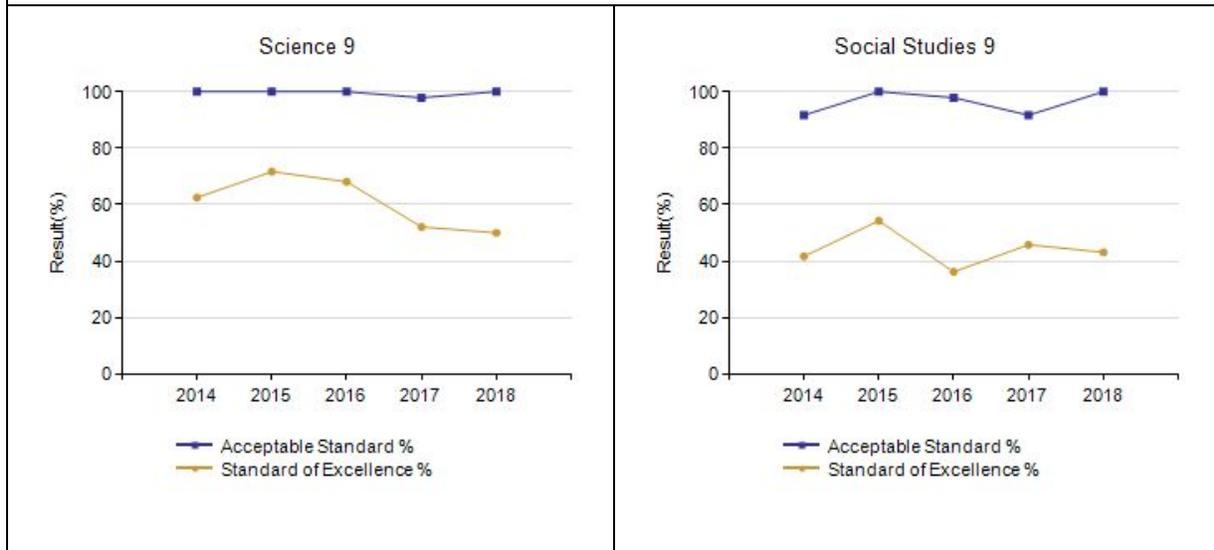
1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Aurora School Ltd.							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	66	100.0	65	100.0	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Declined	Good	66	42.4	65	54.1	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	66	100.0	65	100.0	51,486	72.9	48,172	71.6
	Standard of Excellence	Very High	Maintained	Excellent	66	36.4	65	34.2	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Maintained	Excellent	66	100.0	65	99.5	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Maintained	Excellent	66	63.6	65	60.2	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	66	98.5	65	96.4	51,525	75.1	48,170	71.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	66	68.2	65	40.8	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	72	100.0	47	100.0	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Declined	Good	72	26.4	47	39.1	46,822	14.7	44,296	14.9
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	72	100.0	47	98.6	46,603	59.2	43,851	66.8
	Standard of Excellence	Very High	Maintained	Excellent	72	54.2	47	63.1	46,603	15.0	43,851	18.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	72	100.0	47	99.3	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Declined	Good	72	50.0	47	64.0	46,810	24.4	44,341	22.2
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	72	100.0	47	96.5	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Maintained	Excellent	72	43.1	47	45.5	46,840	21.5	44,267	19.4

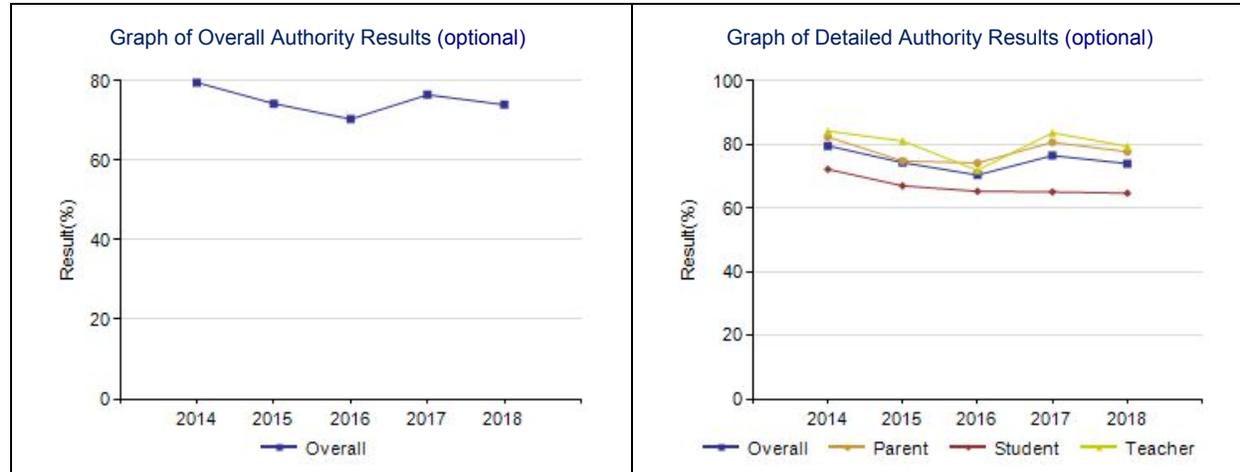
Notes:

- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

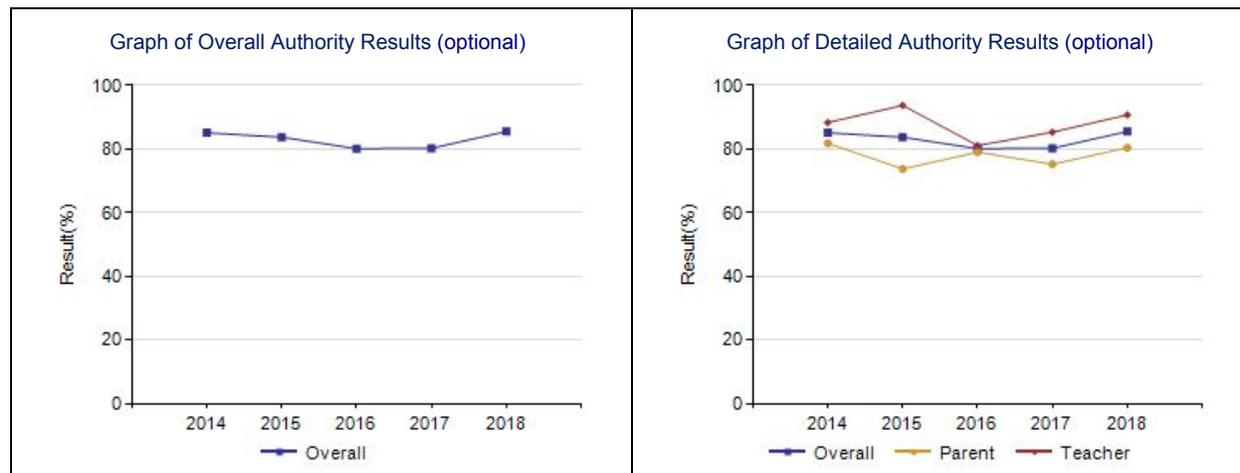
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.6	74.3	70.4	76.5	74.0	81.3	81.3	81.9	81.9	81.8
Teacher	84.2	81.1	71.9	83.7	79.4	87.5	87.2	88.1	88.0	88.4
Parent	82.4	74.8	74.2	80.7	77.7	79.9	79.9	80.1	80.1	79.9
Student	72.2	67.0	65.3	65.1	64.7	76.6	76.9	77.5	77.7	77.2



Parental Involvement – Measure Details

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

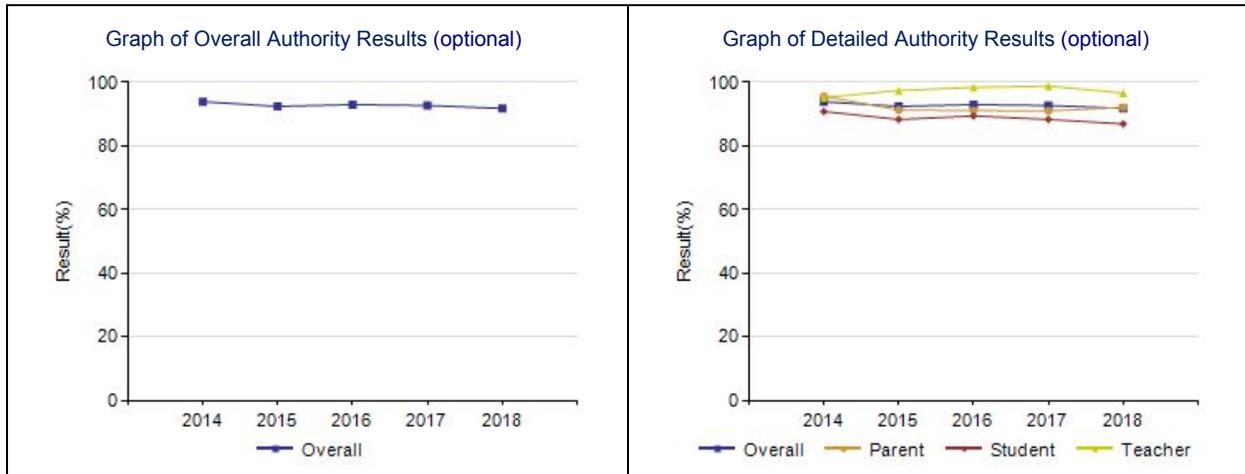
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.1	83.7	80.1	80.2	85.5	80.6	80.7	80.9	81.2	81.2
Teacher	88.3	93.7	81.1	85.3	90.7	88.0	88.1	88.4	88.5	88.9
Parent	81.8	73.7	79.0	75.2	80.4	73.1	73.4	73.5	73.9	73.4



Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

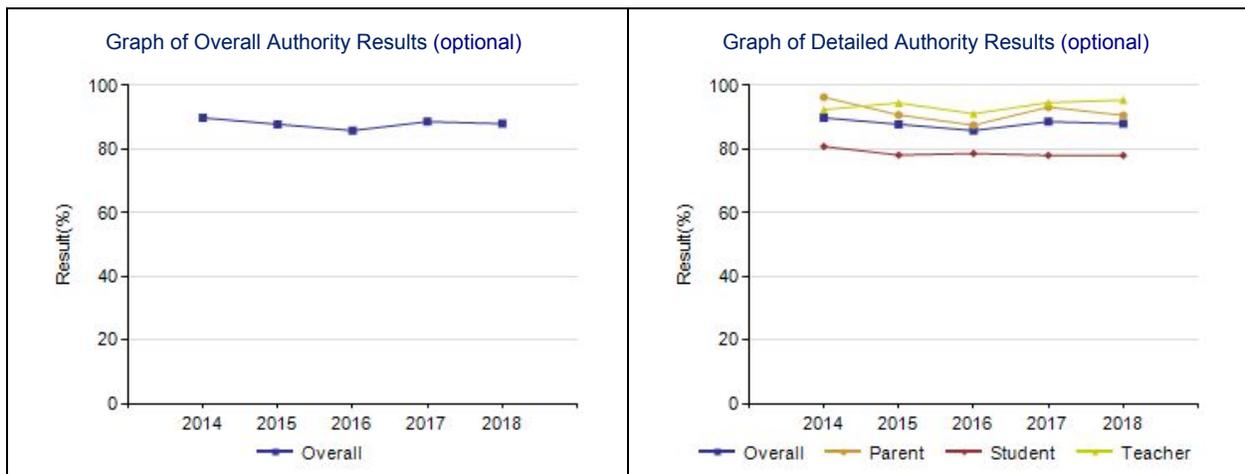
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.9	92.4	93.0	92.7	91.8	89.2	89.5	90.1	90.1	90.0
Teacher	95.2	97.4	98.4	98.8	96.6	95.5	95.9	96.0	95.9	95.8
Parent	95.6	91.3	91.1	91.0	92.1	84.7	85.4	86.1	86.4	86.0
Student	90.8	88.3	89.4	88.3	86.9	87.3	87.4	88.0	88.1	88.2



Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.8	87.8	85.8	88.6	88.0	89.1	89.2	89.5	89.5	89.0
Teacher	92.4	94.5	91.1	94.6	95.4	95.3	95.4	95.4	95.3	95.0
Parent	96.3	90.7	87.5	93.2	90.6	88.9	89.3	89.8	89.9	89.4
Student	80.8	78.1	78.6	78.0	78.0	83.1	83.0	83.4	83.3	82.5



School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.6	81.5	74.9	78.5	74.2	79.8	79.6	81.2	81.4	80.3
Teacher	80.0	76.9	64.5	80.0	66.7	81.3	79.8	82.3	82.2	81.5
Parent	94.0	86.6	78.7	79.3	82.3	77.0	78.5	79.7	80.8	79.3
Student	85.7	80.9	81.6	76.1	73.5	81.2	80.7	81.5	81.1	80.2

