



**Nebula Foundation (0300)
Combined 3-Year Education Plan (2020-2021 to 2022-2023) &
Annual Education Results Report (AERR) 2019-2020**

3-Year Education Plan (2020-2021 to 2022-2023) & Annual Education Result (2019-2020)

School Profile

Nebula Academy started operations in September 2014 with 21 students and four years later, the student population reached 101 in 2017-2018 school year.

Along with the Alberta Education curriculum, it is the first school in Alberta to be providing Turkish language and culture classes. We also pride ourselves in offering Arabic and French language classes. With our dynamic staff, Nebula Academy works towards providing the best education. We also provide after school care programs in helping meet the needs of our families. We would like to provide full kindergarten, morning and after school childcare at the school.

Nebula Academy expects to take part in local, national and international olympiads and contents to display our students' hard work, eagerness and excellence. We also expect that these olympiads will aid in achieving the school vision and mission of becoming tolerant and appreciative of global diversity. We want to broaden our interactions and develop relationships with regional and international schools.

The dedicated staff members put in extra effort towards connecting with the parents and increasing parent interactions through regular home visits. We believe that this creates a sense of belonging and strengthens the school community.

**Accountability Statement for the Combined Annual Education Results Report
(AERR) 2019-2020 and Three-Year Education Plan**

The Annual Education Results Report for the 2019– 2020 school year and the Education Plan for the third-year commencing September 3, 2020 for Nebula Foundation were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulations* and the *Education Grants Regulation*. 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the three-year Education Plan for 2020/2023 on November 30, 2020.

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Signed By:

Baris Beyarslan

Board Chairman

Foundation Statements

Motto

Nebula Academy, where love and knowledge meet. Where academic stars shine.

Vision

Nebula Academy students are individuals who are academically equipped, at peace with themselves and others, and have acceptance of global diversity.

Mission

Nebula Academy offers a challenging academic program that instills a lifelong passion for learning and implants Turkish language & culture to enable students to contribute to society, appreciate diversity and live a healthy and active lifestyle.

Values and Principles

- Justice
- Compassion and mercy
- Honesty
- Modesty
- Love and respect
- Multiculturalism
- Global citizenship in thoughts and actions
- Creativity in plans and endeavors
- Multiculturalism
- Respect ourselves and surroundings
- Advocacy
- Honesty and Respect
- Compassion
- Global Citizenship
- Creativity
- Leadership

Leadership in the Turkish community and society at large, and Ethical stewardship in all actions are our core principles which are and will be promoted through every member of the school community.

A Profile of the School Authority

Nebula Academy is a private school that was established by the Turkish community in 2014 and is the only one of its kind in Alberta. What began as a small preschool-grade 2 school in 2014, has grown to a preschool- grade 6 school with 101 students in 2017-2018 school year. Since opening in 2014, our school has become culturally and linguistically rich with members of the diverse community joining our school.

Nebula Academy teaches the Alberta Curriculum in English and offers two additional language classes: Arabic and French. We offer a challenging academic program that instills a lifelong passion for learning and implants Turkish language & culture to enable students to contribute to society, appreciate diversity and live a healthy and active lifestyle. Nebula Academy students are individuals who are academically equipped, at peace with themselves and others, and have acceptance of global diversity.

Location:

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Contact Information:

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May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Nebula Foundation			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	97.1	85.4	89.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	n/a	86.0	79.1	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	100.0	91.4	91.8	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	59.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	n/a	100.0	94.4	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	92.9	76.0	81.2	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	n/a	100.0	94.8	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	100.0	85.2	80.9	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	59.1	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	6.8	n/a	n/a		n/a	n/a	n/a			

Comment on Result

Last year, PAT was cancelled because of Covid-19. This year we decided that we will not participate in PAT since there is no extra time to study with the online students.

Strategies

- Providing access to resources for students from an early age including ESL and PUF students (i.e. Teacher Assistants, Interpreters, Speech Language Pathologists and Occupational Therapists).
- Providing families access to free and accessible workshops including child development, relationships and positive parenting with interpreters.
- Providing guidance counsellor support for our students and parents.
- Utilizing technology to enhance learning.
- Maintaining regular open communication with parents and students about their progress through home visits.
- Completing regular progress reports to ensure that students' emotional, physical, social and intellectual needs are being met. We will continue to provide a mental health therapist to aid in students' mental wellbeing.
- Maintaining a rich, early literacy programs (Jolly Phonics, From Sounds to Spelling Phonics Program).
- Creating a safe and caring environment that provides avenues for students to express their creativity, intellectual and physical abilities.
- Setting academic goals for students throughout the year and review these goals regularly.
- Assess students' learning in a variety of ways.
- Assess students reading progress using Fountas & Pinnell
- Accommodating for student needs through differentiated learning.
- Providing an excellent ECS program that focuses on learning through play and preparing students for their school career.
- Successful implementation of our monitored home reading program and Reading A to Z (Raz-Kids).
- Participate in school-wide, province-wide, and global math contests to showcase skills learned in the classroom.
- Offer various weekly programs to students who require additional support.
- Foster a love for reading through library outreach programs, building our school library, and reading incentives that encourage self-directed reading.

- Individual goal setting and monitoring to ensure student growth and success.
- Provide professional development to teachers that are focused on Numeracy and Literacy.
 - Incorporate guided reading and reading time in our daily schedule in varied courses.
 - The creation of text rich classrooms by displaying print and visual imagery.
 - Provide time for staff meetings and idea sharing for our staff.
 - Integrate technology into our instruction.
 - Purchasing chrome books and other modern technology to support 21st century learning.
- Enhance student engagement and delivery of instruction with the use of smart boards.
 - Monitor student progress through school-wide assessment in all subject areas.
 - Providing access to the Mathletics Math program which produces powerful reports and providing school with deep insights into how classes and individual learners are progressing. These reports are used to find where students are excelling, where they're being challenged, and how to shape future activities and games to suit all learning needs for students and teachers.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	68.8	91.3	76.3	76.0	92.9		Very High	Improved	Excellent			

Comment on Result

Through extracurricular activities such as character education, big sister club, big brother club and culture club the students learn to model the characteristics of active citizenship.

Strategies

- Encourage our students to be scientifically innovative (such as school and provincial science fairs and classroom projects).
- Offer weekly Character Education and culture programs to foster citizenship and moral values.
- Provide volunteer programs for all students and parents to build a sense of citizenship (community cleanup).
- Monitor student behavior in and out of class and promote good behavior through monthly student role model recognition and rewarding participation and organize charitable and fundraising events (bake sale and bottle drive) .
- Provide academic club/team opportunities for students to have a chance to participate in competitions/Olympics.
- Character development is incredibly important in helping students cope with the pandemic. When students are in school, we use strategies such as small group sessions or role playing to support their social-emotional skills. When students are distance learning, teachers need to find resources that can be used online. A great one that we use is Character First Education which provides video lessons, teachers' guides and printable activities that can be used in the classroom or at home to help teach positive character traits.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Comments

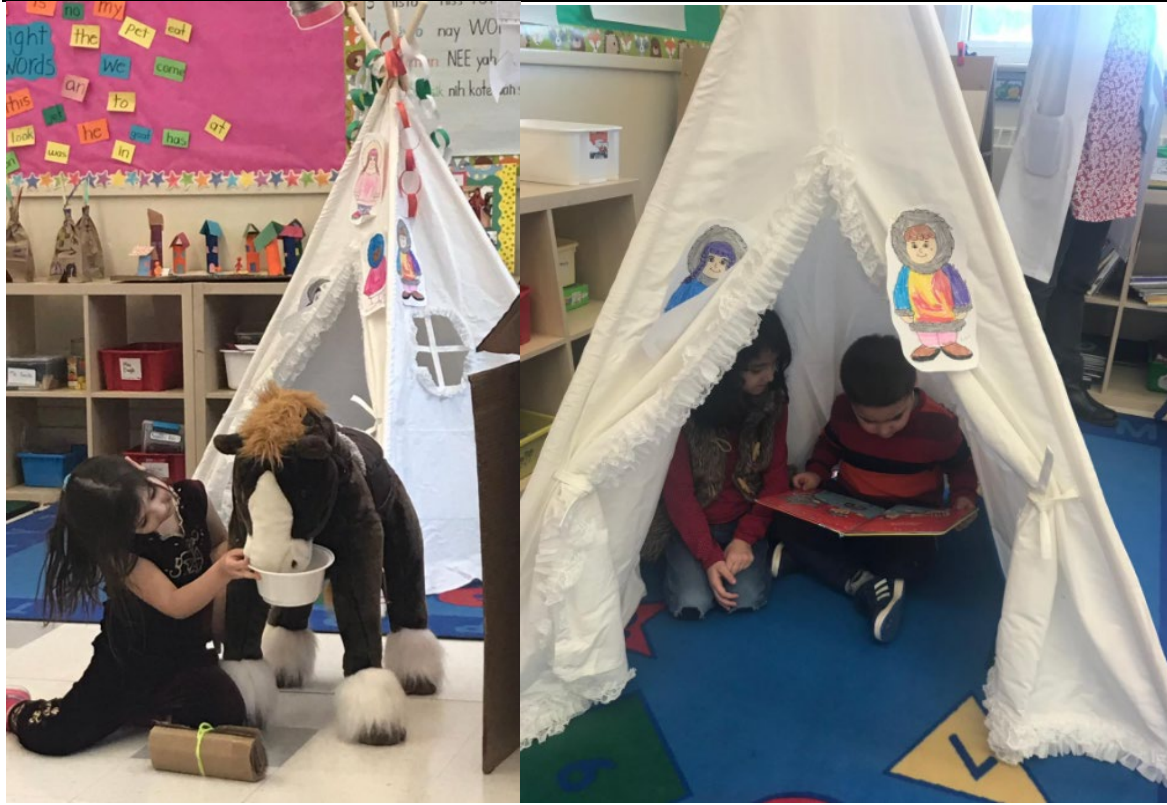
We connected our students with the Indigenous cultures through art work, social studies unit topics, cross curricular activities, guest speakers and professional development opportunities for teachers.

Strategies

- Provide professional learning opportunities for our staff to educate themselves about FNMI cultures and history.
- Put supports and resources in place to meet the diverse needs of our FNMI students.
- Enrich our lessons to explore FNMI issues and other cultures.
- Connect with FNMI communities and schools to give our students opportunities to connect with their culture and learn about other cultures.
- Provide our staff with professional development opportunities to learn more about FNMI issues.
- Engage students in the learning of the unique and rich traditions that each Nation has developed and nurtured over the years.
- Connecting FNMI cultures and students by inviting Indigenous community members to speak with our students that will enrich students' understanding.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	n/a	81.1	70.2	86.0	n/a		n/a	n/a	n/a			

Comment on Result

- We provided tablets for students to complete research class projects.
- Classroom had smartboards to connect students' learning with the use of technology.
- We provided a designated space in the school for which the students had access to meaningful physical education.

Strategies

Integrating art, music, drama while teaching the core subjects.

- Smaller class sizes to ensure that student needs are being met.
- Weekly review of our lesson plans to ensure that teachers are meeting the outcomes.
- Ongoing goal setting and monitoring with staff.
- Provide teacher support and collaboration opportunities through weekly staff meetings.
- Create an environment of open communication and partnership between the administration and teachers.
- Provide planning and co--planning time for our staff.
- Provide meaningful professional development opportunities for teachers to enrich their pedagogy.
- Provide ongoing teacher supervision to ensure student and teacher's needs are being met.
- Continuous building of school and classroom resources.
- Hiring specialized teachers to run the language, fine arts and music classes.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	86.4	96.2	85.6	85.4	97.1		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	94.0	90.0	91.4	100.0		Very High	Improved	Excellent			
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.	n/a	88.9	n/a	100.0	n/a		n/a	n/a	n/a			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	64.8	n/a	88.9	n/a		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	94.4	90.0	100.0	n/a		n/a	n/a	n/a			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	77.6	80.0	85.2	100.0		Very High	Improved	Excellent			

Comment on Result

- The Nebula Academy Board, which is made up of parents, invested a significant amount of time during the 2018-2019 school year revisiting the school's foundational statements, with the desired end that the school be best able to satisfy the needs of its clients.
- The Board and its executive director have established an environment that encourages dialogue, collaboration, and evidence informed decision making.
- Through differentiated instruction, creating inclusive classroom communities, continually model respect for self and each other we have improved in our results. We are supporting our students with anti-bullying activities to encourage them to stand up and treat others with respect.

Strategies

- Maintain active parent involvement through volunteering in the daily running of our school.
- Maintain effective communication channels between teachers and parents through parent teacher interviews and regular family visits. (Nebula Academy offers workshops for parents on various topics for example, parenting vs discipline, ECE information session)
- Involving our board members in school activities and events to foster a relationship between board members and the school community.
- Monthly newsletters to update parents and community about our school.
- School-wide contests.
- Continue to encourage a culture where significant decisions regarding a child's placement, supports, or discipline are made collaboratively, involving both the parent and the child along with all adults who are working in any way with that child.
- Regularly inform parents of results and what the school is doing to improve those results.
- Provide team-building opportunities for parents, staff, and students.
- Access to a well-equipped gymnasium and playground for our students will promote social development and physical wellness.
- Provide a safe and caring environment built on mutual trust and understanding for all.
- Create a safe and caring learning environment for students where there is no judgement or bullying.
- Teach the importance of acceptance, kindness, compassion, and empathy (Visiting a seniors home, or providing programs such as Roots of Empathy).
- Teach the value and benefit of differentiating for students in our classrooms.
- Promote mutual respect between students and staff through daily interactions.
- Host assemblies/events with the local fire and police departments to communicate safety rules and procedures.
- Provide opportunities for students to work as teams in planning events and allow them to work through conflicts on their own while maintaining staff on duty for safety (implement reading buddy program where older students will be assigned younger students to read to. In doing so will encourage leadership roles, and responsibility).
- Provide additional seminars on bullying and promoting bully free environments.
- Maintain high expectations for student behavior and determine fair consequences for students if these expectations are not met.
- Reward system in place to encourage students to set personal and academic goals to meet the expectations of the classroom and school.
- Promote UDL strategies to engage all types of learners.
- Continue to use Whatsapp and Class Dojo application to get parents engaged by sharing photos and videos of wonderful classroom moments.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Future Challenges:

- Nebula Academy is now six years old. The board, in this current school year, will continue the process of strategic planning, building on the foundational statements. Due to limited space we are not able to expand higher grades.

Program:

- Which of our current programs fit with our mandate? Are there new opportunities?

Enrolment:

- Now that our present building is almost at capacity, many questions arise as to how to best manage enrolments.
 - a. Do we cap enrolment or continue to grow?
 - b. Do we expand to another location?
 - c. Do we accept students on a first come first serve basis, or use criteria to filter applicants?

Facilities:

- We would like to expand our current population, by considering the following options; moving to a new building to accommodate new students, not providing split classes, and adding new grades to ensure families continue to send their children to one facility.

Business and Finance:

- How do we effectively market and communicate our programs to a community that is already saturated by advertising from educational programs?
- Managing growth. How do we continue to provide the support necessary for all students to be successful, especially those who present exceptional needs?
- How do we maintain a quality teaching and administrative staff? Much of the success of an independent school depends on its ability to build a stable staff of trusted teachers and administrators. Nebula Academy tries to maintain a teaching environment where teachers feel they are adequately compensated, have the opportunity to advance their careers and to be part of a community where they can impact the decisions that affect their classroom work. At the same time, parents expect small class sizes which diminishes the available resources for paying out competitive salaries. Furthermore, in Edmonton's currently expanding economy, the growth in public school enrolments has led to increased hiring of teachers, tightening the available supply of quality teachers.

Administration:

- How do we build leadership and administrative capacity so that the culture of the school is not adversely affected when leaders change.
- Documenting policy and procedure.

Capital and Facilities Projects

Nebula Academy will operate on the first floor of the old Eastwood Public School

Any renovation requirements will be completed by Edmonton Public Schools.

Summary of Facility and Capital Plans

Nebula Academy plans on purchasing a building which will solely belong to the school.

Parental Involvement

- The regular home visits and surveys allow for parents who are not able to take part in school programs and activities during the day to have a say in what is happening by sharing their ideas and opinions with the school staff.
- Nebula Academy also has parents on the board of trustees who help oversee the activities and events held at/by the school.
- Parents are actively involved in the school as volunteers. These parents fill many vital roles, from field trip chaperones and fundraisers.
- The school ensures that those parents who are in unsupervised direct contact with students have the appropriate background record checks and understand the limits to their authority.
- Nebula Academy recognizes that parents are vital members of the partnership that is needed to ensure that each child experiences success.
 - Parental input will be critical to the ongoing direction of the school.
 - We continue to look for new ways to involve parents as critical members in an educational partnership.
 - Easy access to reach to teachers and administrators on a drop in basis.

Timelines and Communication

- This document was approved by the Board of Nebula Academy on November 30, 2020 and is accessible to interested parties at www.nebulafoundation.ca

Whistleblower Policy and Procedures

- The Public Interest Commissioner investigation concluding no findings or wrongdoing under the Public Interest Disclosure.

Summary of Financial Results
STATEMENT OF OPERATIONS
for the Year Ended August 31
 (in dollars)

	AFS 2020	AFS 2019 (NOTE *)
REVENUES		
Alberta Education (excluding Home Education)	#REF!	\$514,907
Alberta Education - Home Education	\$0	\$0
Total Alberta Education Revenues	#REF!	\$514,907
Other Government of Alberta	\$0	\$0
Federal Government and/or First Nations	\$101,897	\$0
Other Alberta school authorities	\$0	\$0
Instructional fees/Tuition fees	\$17,275	\$42,356
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$1,100	\$1,760
Other sales and services	\$29,392	\$61,630
Interest on investments	\$0	\$0
Gifts and donations	\$12,150	\$12,000
Gross school generated funds	\$0	\$0
Amortization of capital allocations	\$0	\$0
Other	\$0	\$0
Total Revenues	#REF!	\$632,653
EXPENSES		
Certificated salaries (excluding home education)	\$138,657	\$157,424
Certificated benefits	\$10,782	\$22,892
Non-certificated salaries and wages (excluding home education)	\$53,125	\$118,742
Non-certificated benefits	\$4,131	\$17,267
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$106,961	\$179,621
Consulting / Management Fees	\$0	\$0
Leases - Building	\$55,992	\$89,330
Leases - Other	\$0	\$0
Severe Disabilities (excluding home education)	\$0	\$0
Early Literacy (excluding home education)	\$0	\$0
English as a Second Language (excluding home education)	\$33,956	\$59,407
Regional Collaborative Service Delivery (excluding home ed.)	\$0	\$0
Home Education:		
Certificated salaries	\$0	\$0
Certificated benefits	\$0	\$0
Non-certificated salaries & wages	\$0	\$0
Non-certificated benefits	\$0	\$0
Payments to parents who provided home education programs to students	\$0	\$0
Contracts	\$0	\$0
Services and supplies	\$0	\$0
Regional Collaborative Service Delivery	\$0	\$0
Gross school generated funds	\$0	\$0
Capital and debt services		
Amortization of capital assets:		
From restricted funds	\$0	\$0
From unrestricted funds	\$0	\$0
Total amortization of capital assets	\$0	\$0
Interest on capital debt	\$0	\$0
Other interest charges	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0
Other	\$0	\$0
Total Expenses	\$403,604	\$644,683
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	#REF!	(\$12,030)
	\$112,982	

Note: * Input "(Restated)" in Budget 2020 and/or AFS 2019 column headings where comparatives are not taken from the respective finalized 2019/2020 Budget Report and/or finalized 2018/2019 Audited Financial Statements.

Budget Summary

STATEMENT OF OPERATIONS for the Year Ended August 31 (in dollars)	
	Budget 2020 (NOTE *)
REVENUES	
Alberta Education (excluding Home Education)	\$320,539
Alberta Education - Home Education	\$0
Total Alberta Education Revenues	\$320,539
Other Government of Alberta	\$0
Federal Government and/or First Nations	\$0
Other Alberta school authorities	\$0
Instructional fees/Tuition fees	\$45,000
Non-Instructional fees (O&M, Transportation, Admin, etc.)	\$60,000
Other sales and services	\$0
Interest on Investments	\$0
Gifts and donations	\$115,000
Gross school generated funds	\$0
Amortization of capital allocations	\$0
Other	\$0
Total Revenues	\$540,539
EXPENSES	
Certificated salaries (excluding home education)	\$184,000
Certificated benefits	\$12,900
Non-certificated salaries and wages (excluding home education)	\$90,500
Non-certificated benefits	\$6,335
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$100,000
Consulting / Management Fees	\$0
Leases - Building	\$99,675
Leases - Other	\$0
Severe Disabilities (excluding home education)	\$0
Early Literacy (excluding home education)	\$1,916
English as a Second Language (excluding home education)	\$37,110
Regional Collaborative Service Delivery (excluding home ed.)	\$0
Home Education:	
Certificated salaries	\$0
Certificated benefits	\$0
Non-certificated salaries & wag	\$0
Non-certificated benefits	\$0
Payments to parents who provided home education programs to students	\$0
Contracts	\$0
Services and supplies	\$0
Regional Collaborative Service Delivery	\$0
Gross school generated funds	\$0
Capital and debt services	
Amortization of capital assets:	
From restricted funds	\$0
From unrestricted funds	\$0
Total amortization of capital assets	\$0
Interest on capital debt	\$0
Other interest charges	\$0
Losses (gains) on disposal of capital assets	\$0
Other	\$0
Total Expenses	\$532,436
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$8,103

Note: * Input *(Restated) in Budget 2020 and/or AFS 2019 column headings where comparatives are not taken from the respective finalized 2019/2020 Budget Report and/or finalized 2018/2019 Audited Financial Statements.



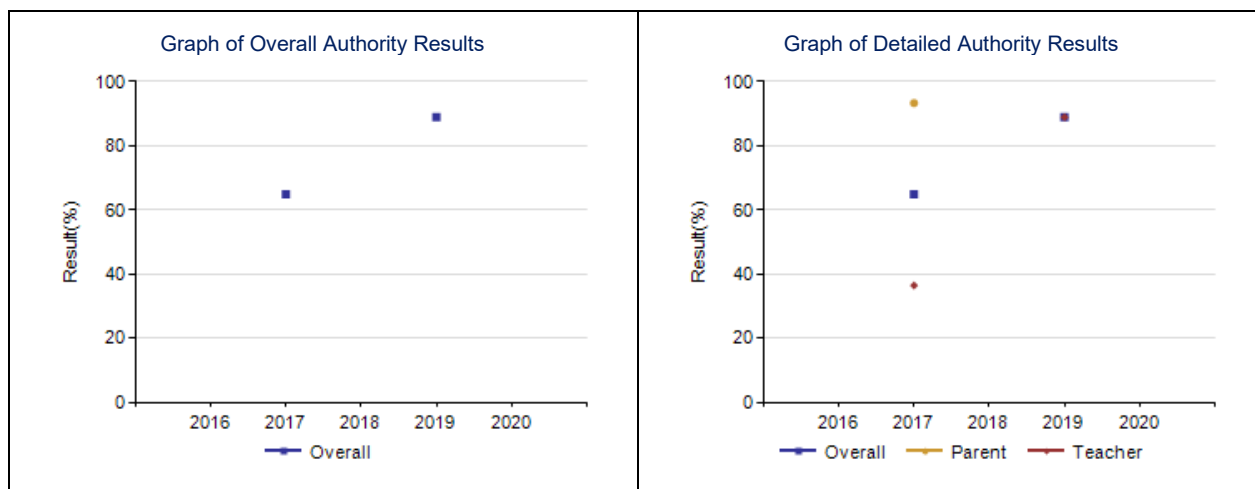
APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Lifelong Learning – Measure Details

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

	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	64.8	n/a	88.9	n/a	70.7	71.0	70.9	71.4	72.6
Teacher	*	36.4	*	88.9	*	77.3	77.3	77.8	78.8	80.6
Parent	*	93.3	*	n/a	*	64.2	64.8	64.0	64.0	64.6



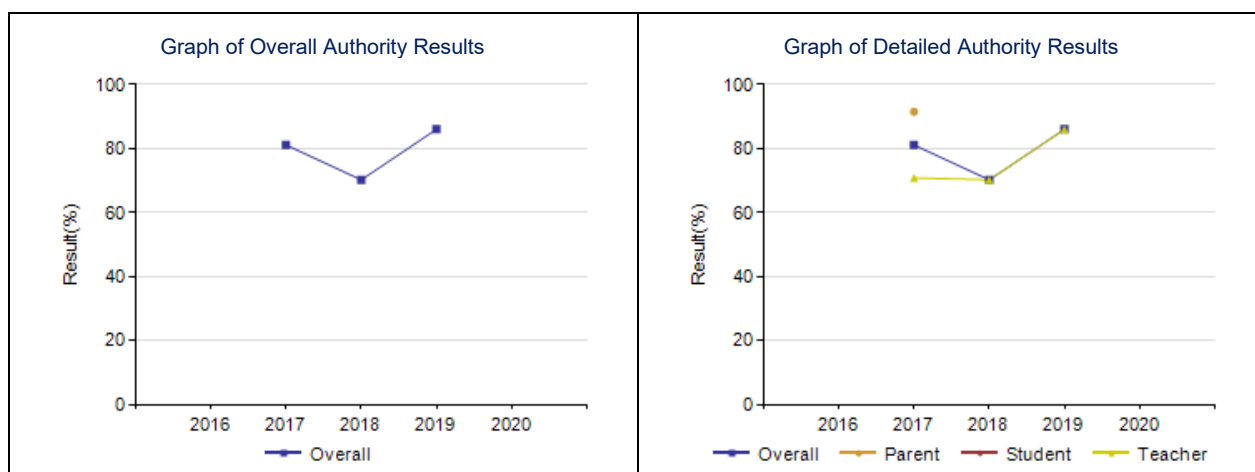
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	81.1	70.2	86.0	n/a	81.9	81.9	81.8	82.2	82.4
Teacher	*	70.8	70.2	86.0	*	88.1	88.0	88.4	89.1	89.3
Parent	*	91.5	*	n/a	*	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.5	77.7	77.2	77.4	77.8



Notes:

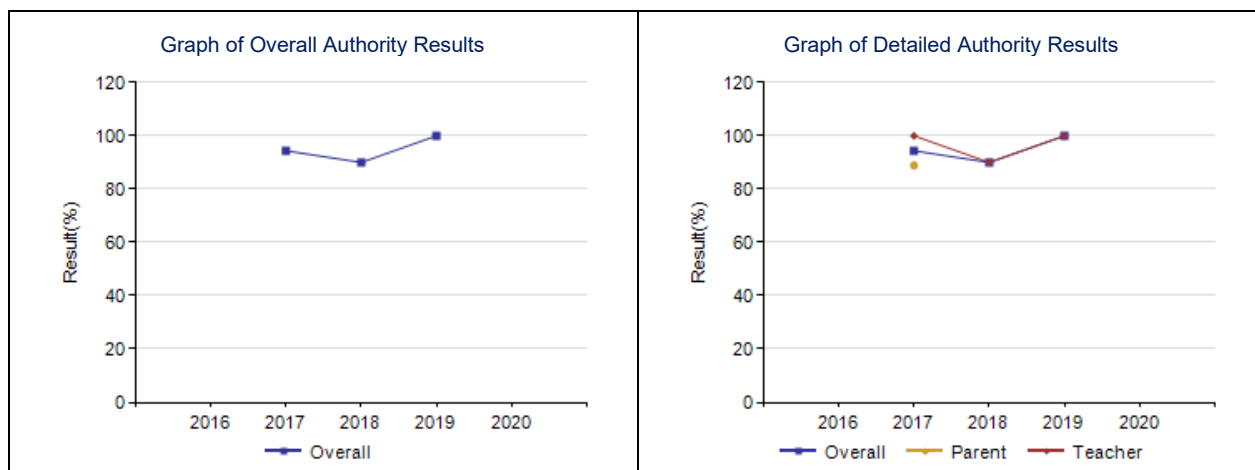
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	94.4	90.0	100.0	n/a	80.9	81.2	81.2	81.3	81.8

Teacher	*	100.0	90.0	100.0	*	88.4	88.5	88.9	89.0	89.6
Parent	*	88.9	*	n/a	*	73.5	73.9	73.4	73.6	73.9

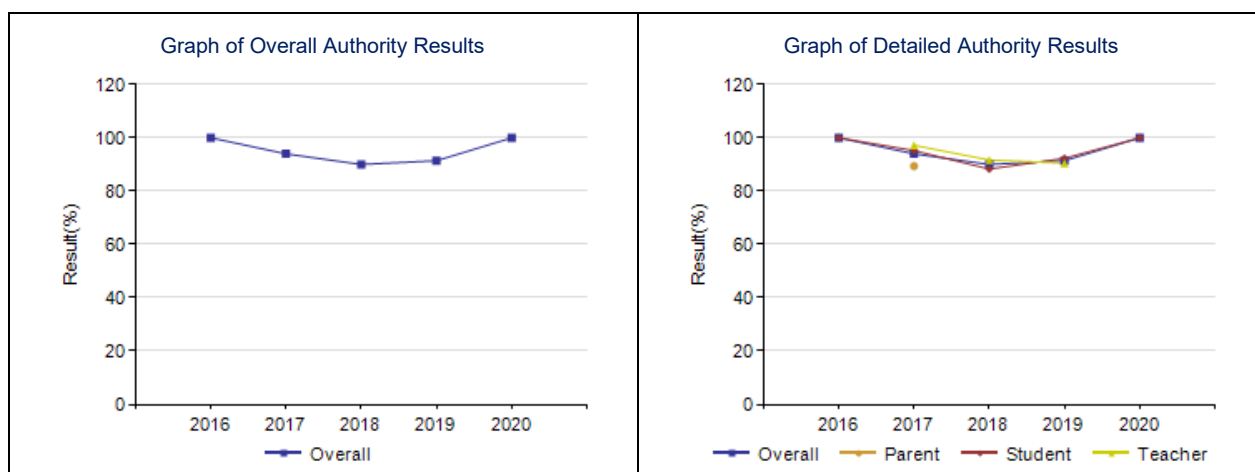


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	94.0	90.0	91.4	100.0	90.1	90.1	90.0	90.2	90.3
Teacher	*	97.2	91.7	90.5	*	96.0	95.9	95.8	96.1	96.4
Parent	*	89.4	*	n/a	*	86.1	86.4	86.0	86.4	86.7
Student	100.0	95.2	88.3	92.3	100.0	88.0	88.1	88.2	88.1	87.8



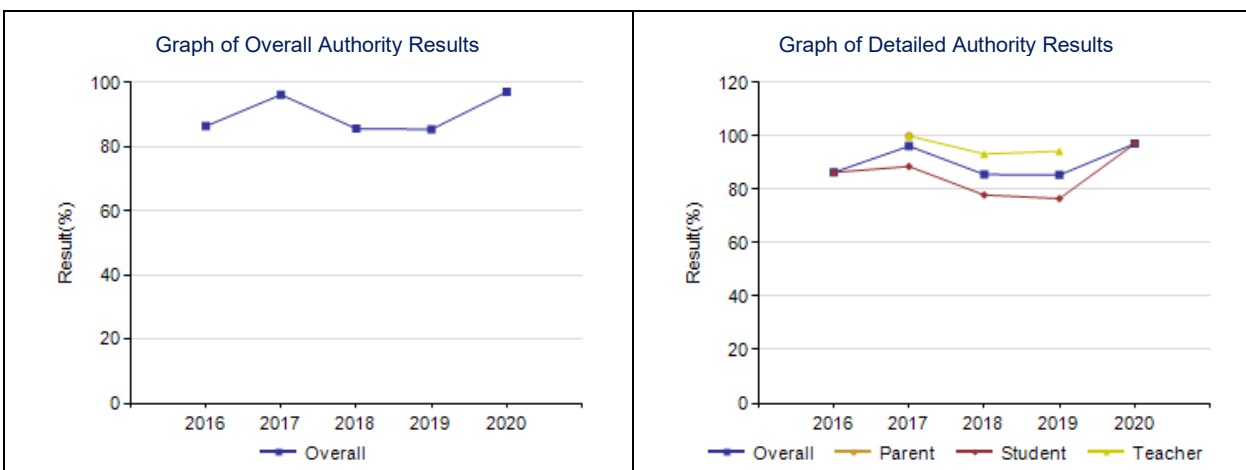
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.4	96.2	85.6	85.4	97.1	89.5	89.5	89.0	89.0	89.4

Teacher	*	100.0	93.3	94.3	*	95.4	95.3	95.0	95.1	95.3
Parent	*	100.0	*	n/a	*	89.8	89.9	89.4	89.7	90.2
Student	86.4	88.6	77.9	76.6	97.1	83.4	83.3	82.5	82.3	82.6



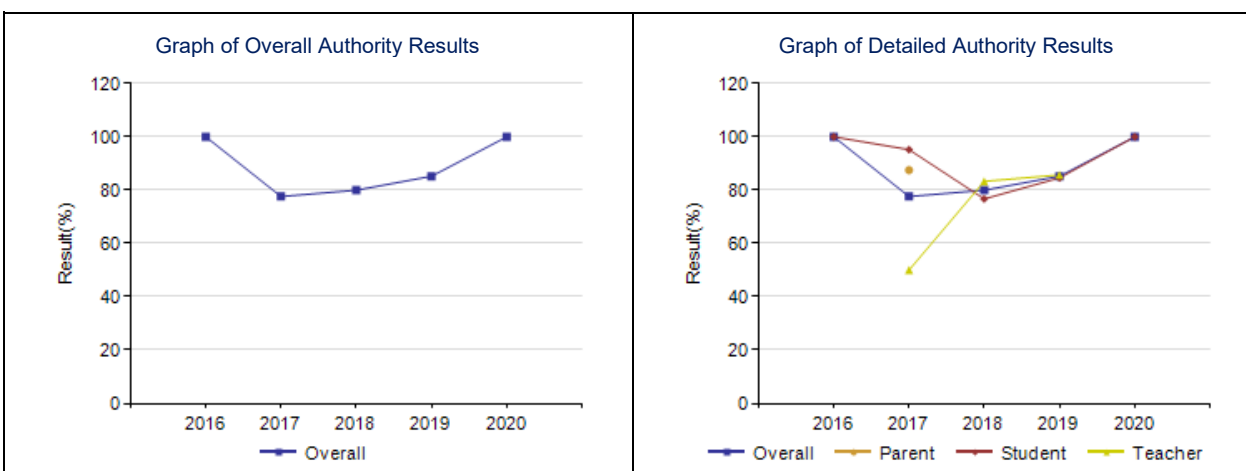
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	77.6	80.0	85.2	100.0	81.2	81.4	80.3	81.0	81.5
Teacher	*	50.0	83.3	85.7	*	82.3	82.2	81.5	83.4	85.0
Parent	*	87.5	*	n/a	*	79.7	80.8	79.3	80.3	80.0
Student	100.0	95.2	76.7	84.6	100.0	81.5	81.1	80.2	79.4	79.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).