



**Nebula Foundation (0300)
Combined 3-Year Education Plan (2022-2023 to 2024-2025) &
Annual Education Results Report (AERR) 2021-2022**

3-Year Education Plan (2022-2023 to 2024-2025) & Annual Education Result (2021-2022)

School Profile

Nebula Academy started operations in September 2014 with 21 students and 8 years later, the student population reached 154 in this 2022-2023 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 provide full kindergarten, after school and out of school, daycare 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 tolerance and appreciation 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) 2021-2022 and Three-Year Education Plan**

The Annual Education Results Report for the 2021– 2022 school year and the Education Plan for the third-year commencing September 1, 2022 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 2021/2022 school year and the three-year Education Plan for 2022/2025 on November 30, 2022.

original signed

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 daycare, kindergarten-grade 9 with 154 students in 2022-2023 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.

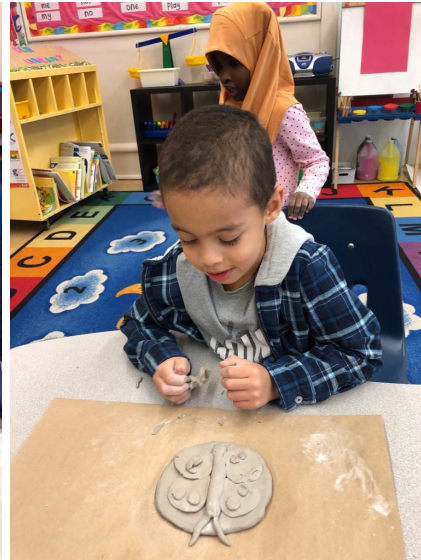
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Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	98.9	95.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	98.3	91.4	84.4	81.4	83.2	83.1	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	94.2	95.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	93.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.7	95.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.3	89.0	100.0	78.8	79.5	81.5	Very High	Maintained	Excellent

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.

Improvement	Achievement				
	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 2022	Evaluation			Targets		
	2018	2019	2020	2021	2022		Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	59.1	n/a	n/a	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).	6.8	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Result

We continue on working to increase the opportunities for students to improve their literacy and numeracy skills.

Strategies

- Some extracurricular activities added to practice grade 6 and 9 PAT's. Students have an opportunity to have more time for preparation PAT's (November-June) this year.
- Providing more online PAT resources.
- Encouraging families for their students to join PAT.
- Providing students one on one study opportunities.
- Maintaining access to resources for students from an early age including ESL and PUF students (i.e. Teacher Assistants, Interpreters, Speech Language Pathologists, Occupational Therapists, and Behaviour Therapist.)
- Providing families access to free and accessible workshops including child development, relationships and positive parenting with interpreters. We also offer some workshops for students to improve classroom skills and science skills with Capstone STEM courses.
- Utilizing technology to enhance learning.
- Maintaining regular open communication with parents and students about their progress.
- 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 and behavior therapist to aid in students' mental wellbeing.
- Maintaining a rich, early literacy program (Learning at the primary pond, From Sounds to Spelling Phonics Program, Evan Moore spelling program, interventions (Grade 2-4).
- 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 reviewing 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, Epic).
- Participate in school-wide, province-wide, and global math contests to showcase skills learned in the classroom. (Mathletics, Kangaroo, International Eduversal Mathematics Competition, Caribou, Provincial Science Fairs)
- Offer various weekly programs to students who require additional support.
- Foster a love for reading through library outreach programs, building our school library, reading incentives that encourage self-directed reading, and mentor reading (higher grades to lower grades).
- Individual goal setting and monitoring to ensure student growth and success.
- Provide professional development to teachers that are focused on Numeracy and Literacy. Right to Read PD for teachers from grades (KG to 9)
- Incorporate guided reading and writing time in our daily schedule in varied courses.
- The creation of text rich classrooms by displaying print and visual imagery.
- Maintaining time for staff meetings and idea sharing for our staff.
- Integrate technology into our instruction.
- Purchasing chrome books and other modern technology to support modern and interactive 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 schools 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.
- Implementing new curriculum and finding new resources to apply new curriculum

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.3	76.0	92.9	91.4	98.3		Very High	Improved Significantly	Excellent			

Comment on Result

Through STEM courses for students grade 4 and up and extracurricular activities such as character education, big sister club, big brother club, culture club, sports club, robotics club, computer club, book club, journal club, Computer Science club, French club, board games club, art craft club, Halaqa club, Turkish Club, and Science 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, classroom projects, STEM courses).
- Encourage our students to have presentation projects to proper communication.
- 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, bake sale, fundraising, parent counselor, school science fair).
- 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, bottle drive, lunch supervision to younger grades, field trips, report card awards).
- Provide academic club/team opportunities for students to have a chance to participate in competitions/Olympics.
- We provide students to have arabic - cultural studies and extracurricular activities



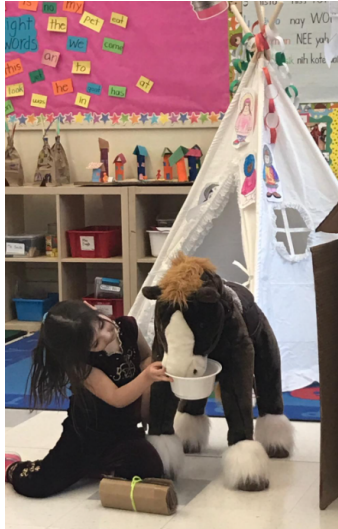
Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Comments

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

Strategies

- Continue to provide professional learning opportunities for our staff to educate themselves about FNMI cultures and history.
- Include FNMI perspectives in lesson plans and class activities.
- 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 will enrich students' understanding.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022		Achievement	Improvement	Overall	2023	2024	2025
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.	70.2	86.0	n/a	86.7	83.0		Very High	Maintained	Excellent			

Comment on Result

- We provided tablets, laptops, computers for students to complete research class projects.
- Classroom will use smart boards, document cameras and TV to connect students' learning with the use of technology.
- We will provide a designated space in the school for which the students have access to meaningful physical education.
- We will continue to use our outdoor spaces for meaningful physical education activities.
- Provide musical instruments to enrich musical activities.
- Continue to provide development opportunities for teachers to enrich their pedagogical and teaching skills.
- Provide two computer rooms for students

Strategies

- Single grade classes to ensure that student needs are being met.
- Integrating art, music, drama while teaching the core subjects.
- 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 regular 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.
- Providing Hi Mama Academy courses to ECS teachers for their personal teaching development.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2023	2024	2025
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.	85.6	85.4	97.1	95.9	100.0		Very High	Improved Significantly	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.0	91.4	100.0	94.2	96.0		Very High	Maintained	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	100	n/a	81.3	100.0		Very High	Maintained	Excellent			
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	88.9	n/a	95.5	100.0		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.0	100	n/a	89.0	93.3		Very High	Maintained	Excellent			
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.	80.0	85.2	100.0	98.1	91.7		Very High	Maintained	Excellent			

Comment on Result

- The Nebula Academy Board, which is made up of parents, invested a significant amount of time during the 2020-2021 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 modeling 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.

- Continue to provide a supportive school community

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, regular family visits, classdojo, whatsapp, and google classroom. (Nebula Academy offers workshops for parents on various topics for example, parenting vs discipline, ECE information session)
- Provide more effective communication ways between admin and parents such as monthly newsletter to indicate important dates.
- Involving our board members in school activities and events to foster a relationship between board members and the school community.
- School-wide contests.
- Continue to encourage a culture where significant decisions regarding a child's placement, support, 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.
- Planning to increase 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 judgment 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 (implementing reading buddy program where older students will be assigned younger students to read. In doing so will encourage leadership roles, and responsibility such as lunch supervision to younger grades).
- 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 such as star students program
- Promote UDL strategies to engage all types of learners.
- Continue to use Whatsapp and Class Dojo applications to get parents engaged by sharing photos and videos of wonderful classroom moments.
- We continue to use the agenda to communicate with the parents for important daily assignments, news and requests.

Future Challenges:

- Nebula Academy is now eight 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 enrollment 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 teachers and administrators on a drop in basis.

Timelines and Communication

- This document was approved by the Board of Nebula Academy on November 30, 2022 and is accessible to interested parties at www.nebulafoundation.ca

Whistleblower Policy and Procedures

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



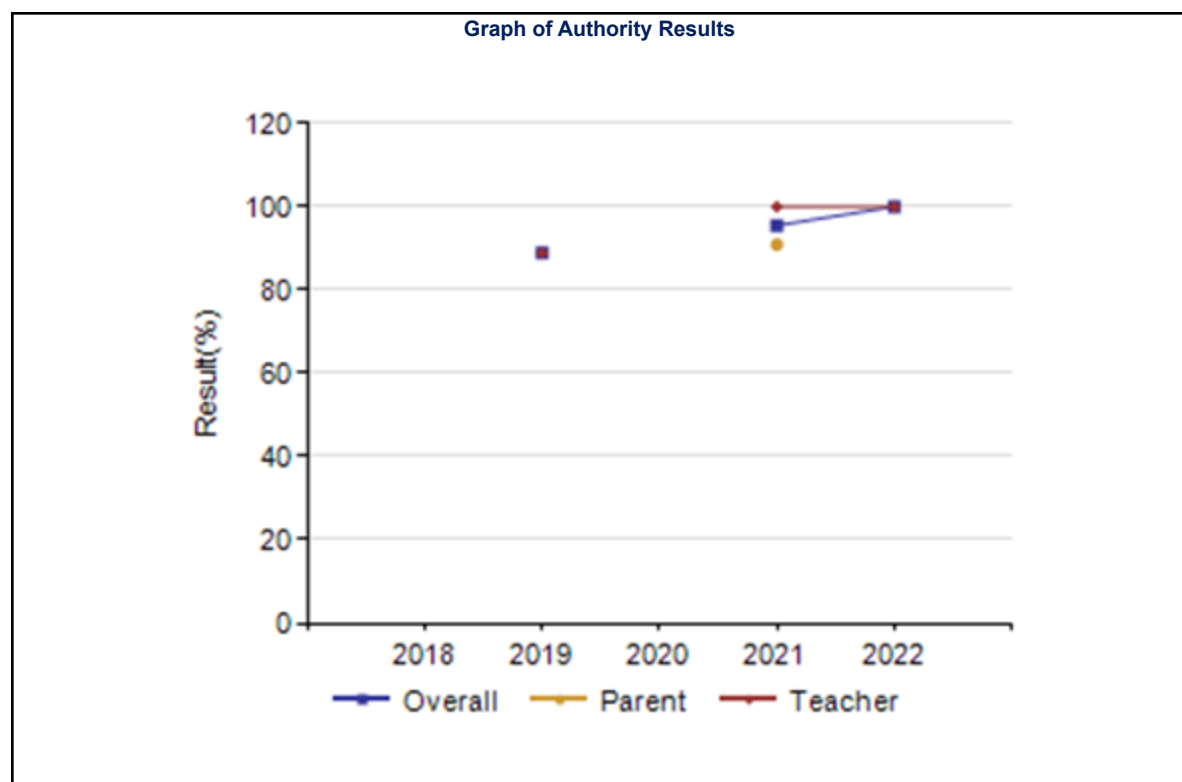
APPENDIX – Measure Details (OPTIONAL)

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											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	7	88.9	n/a	n/a	14	95.5	6	100.0	Very High	Maintained	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0		
Parent	1	*	n/a	n/a	4	*	7	90.9	2	*	*	*	*	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6		
Teacher	4	*	7	88.9	5	*	7	100.0	6	100.0	Very High	Maintained	Excellent	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4		



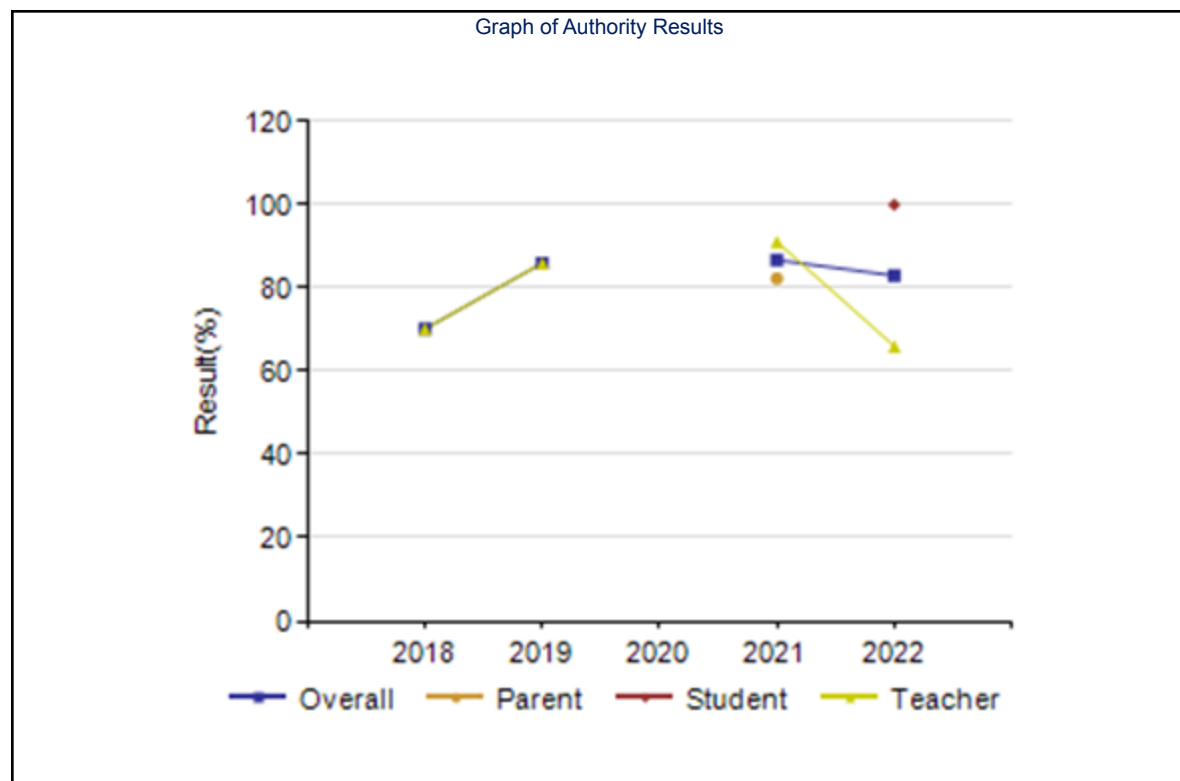
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

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											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	6	70.2	7	86.0	n/a	n/a	15	86.7	20	83.0	Very High	Maintained	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9		
Parent	3	*	n/a	n/a	4	*	8	82.3	2	*	*	*	*	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	100.0	Very High	n/a	n/a	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9		
Teacher	6	70.2	7	86.0	5	*	7	91.1	6	66.0	Very Low	Maintained	Concern	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3		



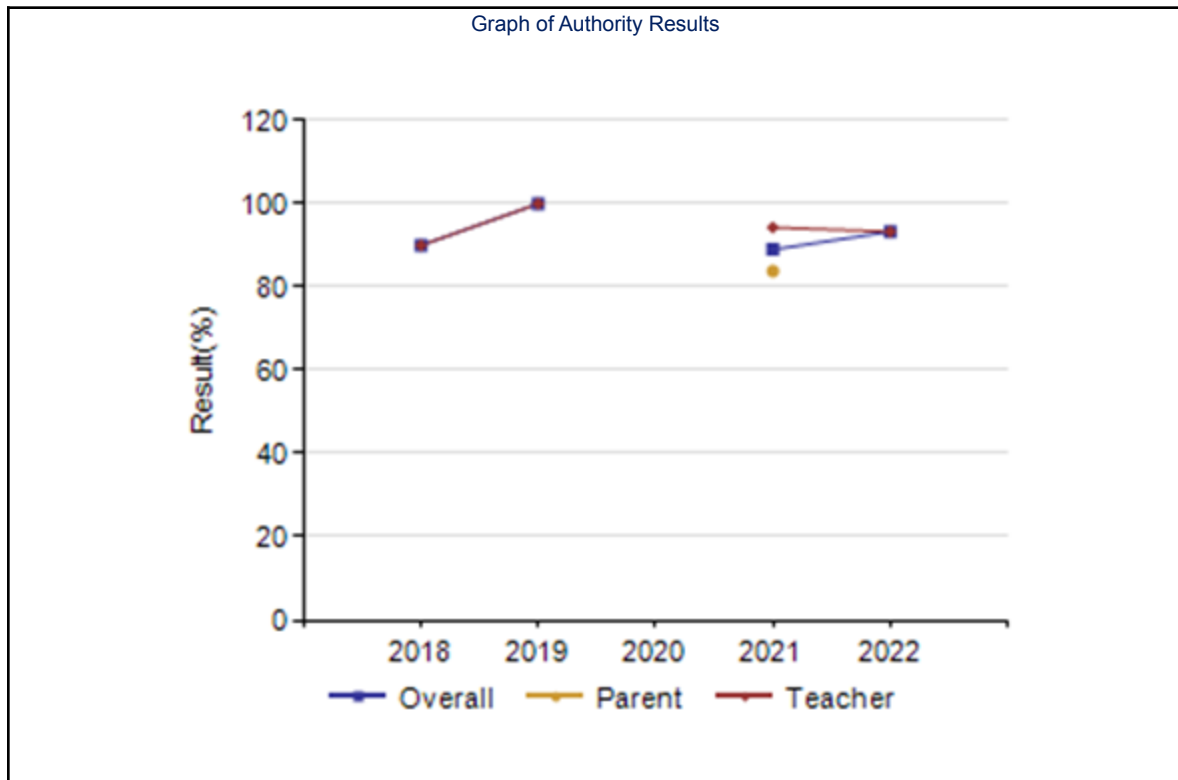
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Parental Involvement – Measure Details

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

	Authority													Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	6	90.0	7	100.0	n/a	n/a	15	89.0	6	93.3	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8		
Parent	2	*	n/a	n/a	4	*	8	83.8	2	*	*	*	*	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3		
Teacher	6	90.0	7	100.0	5	*	7	94.3	6	93.3	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2		



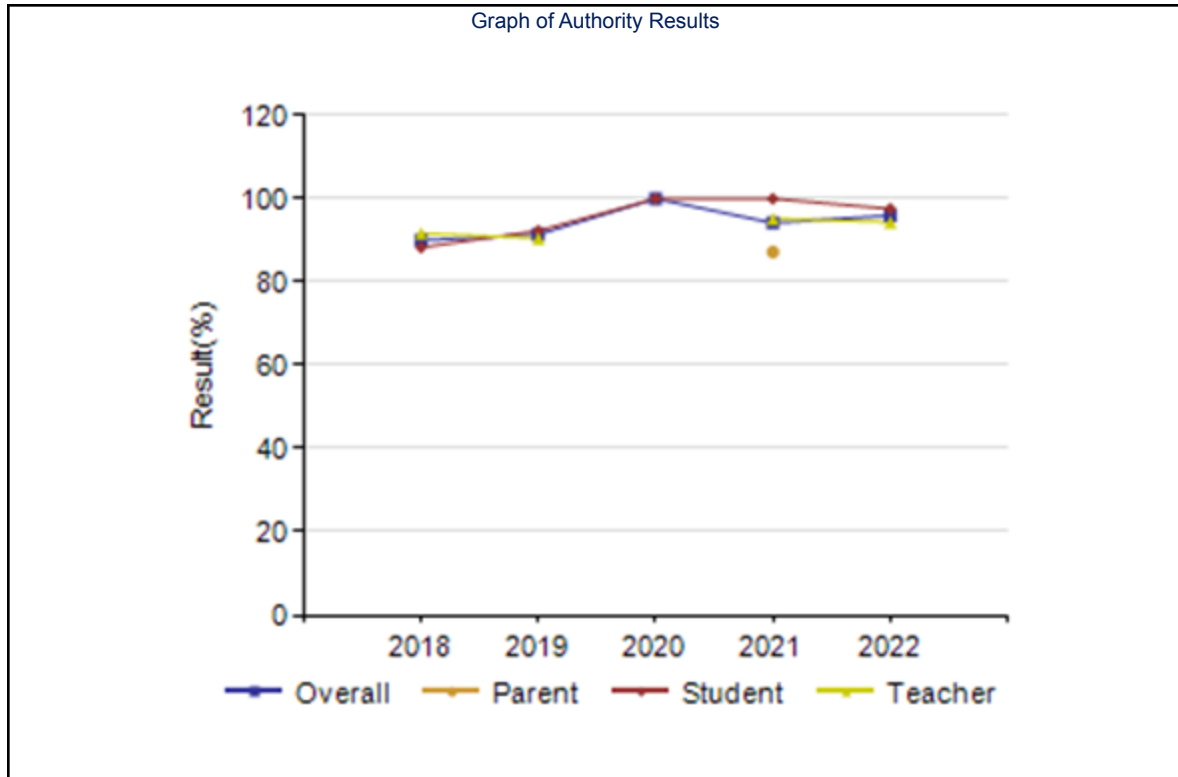
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Education Quality – Measure Details

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

	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	36	90.0	20	91.4	14	100.0	33	94.2	43	96.0	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	3	*	n/a	n/a	4	*	8	87.2	2	*	*	*	*	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	30	88.3	13	92.3	14	100.0	18	100.0	37	97.6	Very High	Maintained	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	6	91.7	7	90.5	5	*	7	95.2	6	94.4	Intermediate	Maintained	Acceptable	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



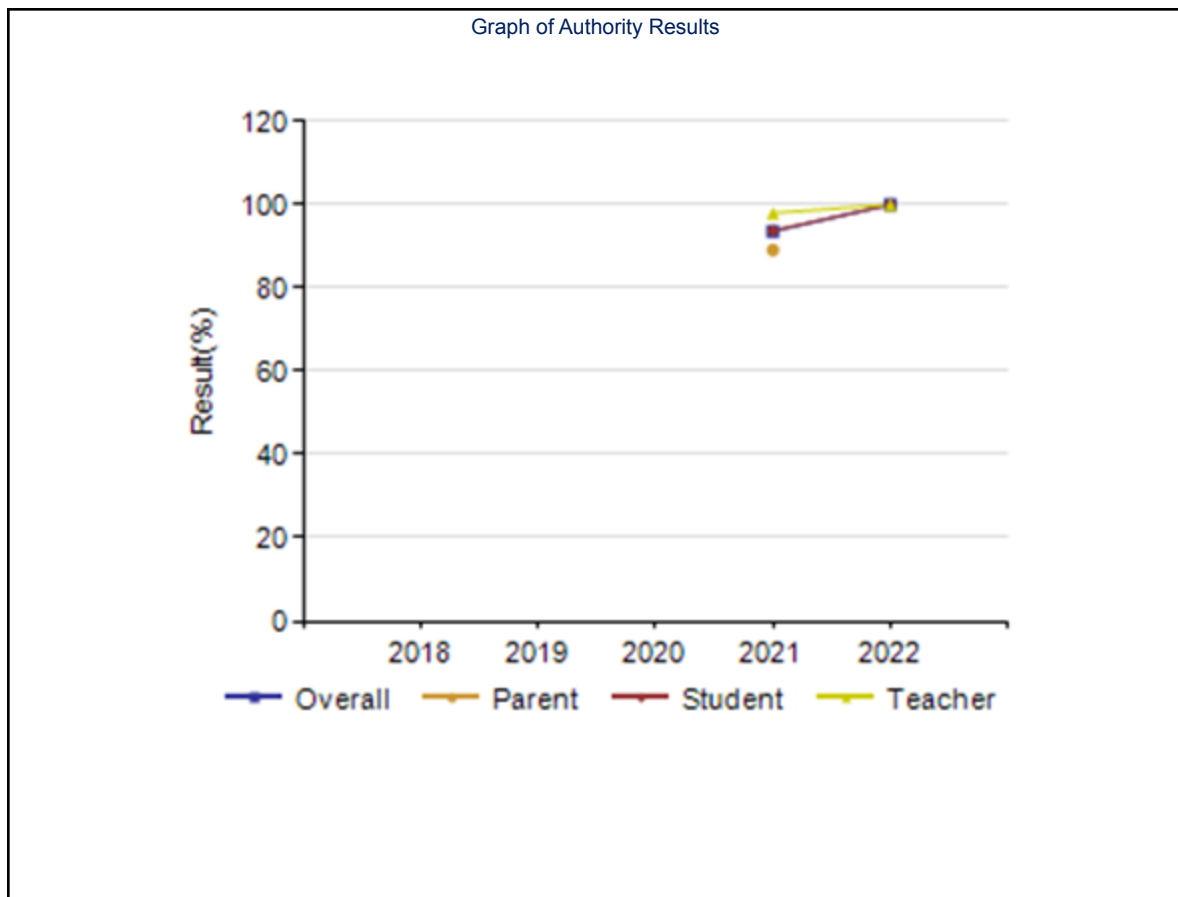
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	Authority													Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	33	93.6	43	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	8	89.1	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	18	93.8	37	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	98.0	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6		



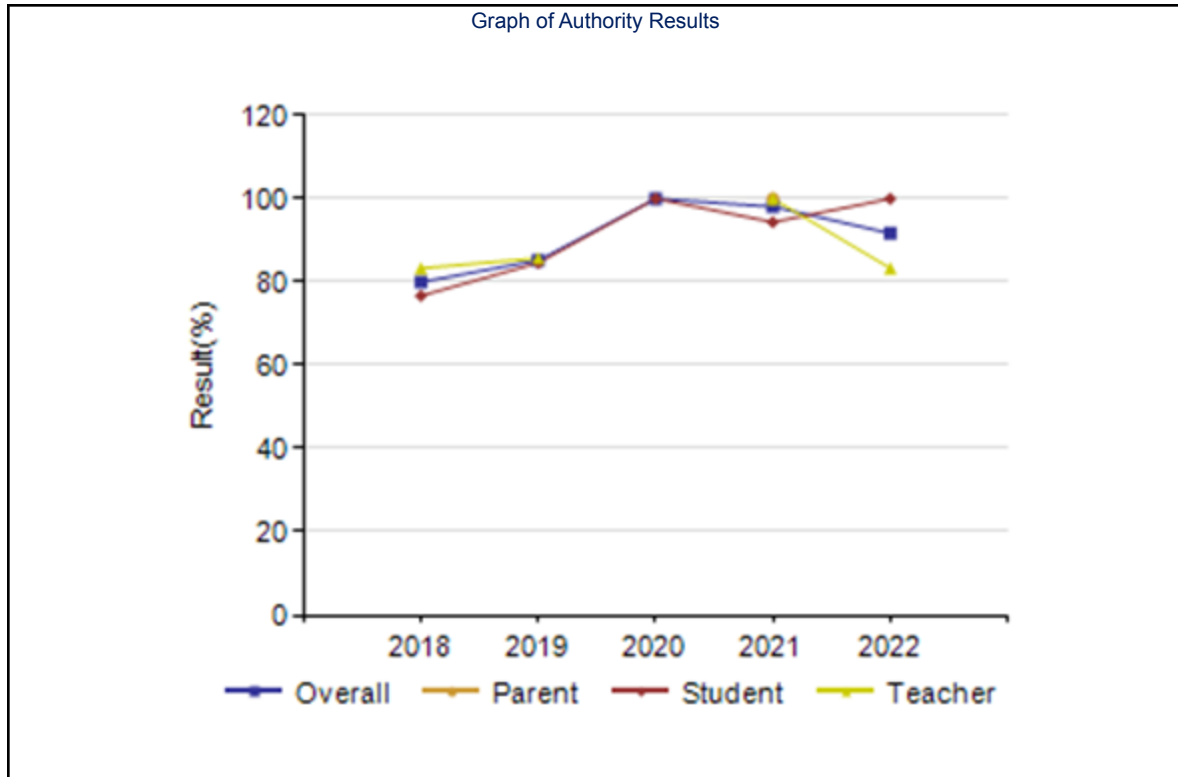
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	36	80.0	20	85.2	14	100.0	32	98.1	43	91.7	Very High	Maintained	Excellent	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	2	*	n/a	n/a	4	*	7	100.0	2	*	*	*	*	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	30	76.7	13	84.6	14	100.0	18	94.4	37	100.0	Very High	Improved	Excellent	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	6	83.3	7	85.7	5	*	7	100.0	6	83.3	High	Maintained	Good	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Private School Authority Code:
School Code:

0300
1911

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31
(in dollars)

Budget
2022 / 2023

REVENUES		
Alberta Education (excluding Home Education)		\$883,675
Alberta Education - Home Education		\$0
Total Alberta Education Revenues		\$883,675
Other Government of Alberta		\$435,000
Federal Government and/or First Nations		\$0
Other Alberta school authorities		\$0
Instruction fees / Tuition fees		\$110,000
Non-instructional (O&M, Transportation, Admin fees)		\$25,000
Other sales and services		\$0
Interest on investments		\$0
Gifts and donations		\$10,000
Gross school generated funds		\$0
Amortization of capital allocations (where applicable)		\$0
Other (specify):		\$0
TOTAL REVENUES	\$1,463,675	\$1,463,675
EXPENSES		
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)		\$765,500
Certificated benefits and Non-certificated Benefits (excluding Home Education)		\$43,972
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases		\$167,446
Consulting / Management Fees		\$0
Leases - Building		\$135,837
Leases - Other		\$0
Severe Disabilities / DSEPS		\$0
Program Unit		\$165,000
Home Education		
Certificated salaries		\$0
Certificated benefits		\$0
Non-certificated salaries and wages		\$0
Non-certificated Benefits		\$0
Payment to parents of a home education student for the purchase of instructional		\$0
Contracts		\$0
Services and Supplies		\$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 (specify): ESL		\$0
TOTAL EXPENSES	\$1,277,755	\$1,277,755
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$185,920
		\$185,920

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act;
Private Schools Regulation 93/2019, Section 16 or as restated.

Private School Authority Code: 0300
 School Code: 1911

STATEMENT OF FINANCIAL POSITION

 as at August 31
 (in dollars)

		AFS 2022	AFS 2021 (NOTE *) x
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$371,286	\$253,737
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other accounts receivable	Note	\$83,513	\$30,782
Prepaid expenses	Note	\$0	\$877
Other current assets	Note	\$0	\$0
Total current assets		\$454,799	\$285,396
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$0	\$0
Buildings at cost		\$0	\$0
Less: accumulated amortization		\$0	\$0
Leasehold improvements at cost		\$0	\$0
Less: accumulated amortization		\$0	\$0
Equipment at cost		\$0	\$0
Less: accumulated amortization		\$0	\$0
Vehicles at cost		\$0	\$0
Less: accumulated amortization		\$0	\$0
Total capital assets	Note	\$0	\$0
TOTAL ASSETS		\$454,799	\$285,396
LIABILITIES			
Current liabilities			
Bank indebtedness	Note	\$0	\$0
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note	\$11,412	\$10,273
Capital payables	Note	\$0	\$0
Deferred contributions	Note 4	\$9,730	\$11,000
Deferred capital allocations	Note	\$0	\$0
Current portion of long term debt		\$0	\$0
Total current liabilities		\$21,142	\$21,273
School generated liabilities	Note	\$0	\$0
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$0	\$0
Long term debt			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$0	\$0
Other loans	Note 6	\$0	\$40,000
Less: Current portion of long term debt	Note	\$0	\$0
Unamortized capital allocations	Note	\$0	\$0
Total long term liabilities		\$0	\$40,000
TOTAL LIABILITIES		\$21,142	\$61,273
NET ASSETS			
Unrestricted net assets		\$433,657	\$224,123
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		\$433,657	\$224,123
Investment in capital assets		\$0	\$0
Capital reserves		\$0	\$0
Total capital funds		\$0	\$0
Total net assets		\$433,657	\$224,123
TOTAL LIABILITIES AND NET ASSETS		\$454,799	\$285,396

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation, Alberta Regulation 127/2022 or as restated.
 Input "(Restated)" in 2021 column heading where not taken from the finalized 2020/2021 Audited Financial Statements.