

Contents

Accountability Statement	1
New Horizons School	2
Vision	2
Mission	2
Alberta Education Assurance Measures Summary	3
Fall 2023 Required Alberta Education Assurance Measures - Overall Summary	3
Charter Goals	4
Charter Goal 1: Student Learning is Improved	4
Charter Goal 2: Students will benefit from opportunities for positive interaction.	6
Charter Goal 3: Students’ emotional needs are supported.	9
Student Growth and Achievement	13
Overall Provincial Achievement Results	13
Provincial Achievement Results By Course and Grade	13
Early Years Assessments	14
Citizenship	15
Student Learning Engagement	15
Teaching and Leading	16
Learning Supports	17
Governance	17
Budget-Actual Comparison	18
Summary of Financial Results	18
Stakeholder Engagement	19
Accountability/Assurance	19
Whistleblower Protection	19
Local and Societal Contexts	19

Accountability Statement

The Annual Education Results Report for New Horizons Charter School Society for the 2022/2023 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 15, 2023.



Adam Asquini
Board Chair

New Horizons School

New Horizons School is a Kindergarten to Grade 9 public school that works to meet the unique needs of academically gifted learners.

Vision

The vision of the New Horizons School is to enable gifted students to strive for excellence in an environment that is positive with social and emotional support for each student.

Mission

The mission of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

Alberta Education Assurance Measures Summary

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	New Horizons School			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	85.2	82.0	82.0	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	81.0	82.1	83.2	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	95.1	97.6	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	54.9	40.2	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	89.3	90.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	86.8	86.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.7	70.6	70.6	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	90.9	78.6	82.9	79.1	78.8	80.3	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Charter Goals

Charter Goal 1: Student Learning is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of study.*			
Measures			
See Provincial Achievement Test results in the Student Growth and Achievement section of this document.			
Measures: Annual Board Survey	Results		
	2021	2022	2023
School Survey Parents: Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).	76%	78%	57%
Feedback was gathered regarding IPPs through our stakeholder forum. Many of the strategies utilized are universal to our unique program. Exploration of a new model of IPP development will be included in the Education Plan with a goal to create more time spent on engaging with students and parents regarding targeted IPP goals.			

Outcome 2: Students will become creative risk takers academically.					
Measures: Annual Board Survey	Results				
	2019	2020	2021	2022	2023
School Survey Parents: Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92%	95%	95%	92%	88%
School Survey Parents: Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	88%	92%	95%	93%	91%
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	85%	87%	87%	92%	78%

School Survey Students 7-9: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	95%	88%	90%	77%
School Survey Students 7-9: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	87%	88%	85%	78%	69%
School Survey Students 7-9: Percent of students who feel they are being appropriately challenged.	91%	77%	71%	78%	67%
School Survey Students 4-6: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	88%	82%	84%	86%
School Survey Students 4-6: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	96%	91%	78%	69%	81%
School Survey Students 4-6: Percent of students who feel they are being appropriately challenged.	79%	70%	78%	68%	68%
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking.</p> <p>Continued practice of pre-testing and programming for student needs is included in the 2023-2026 Education Plan. Increased rigor in our options courses for Junior High will encourage students to be challenged in areas of interest. This will be included in the Education Plan.</p>					

Charter Goal 2: Students will benefit from opportunities for positive interaction.

Outcome 1: Students will develop positive interdependence skills.					
Measures: Annual Board Survey	Results				
	2018	2019	2021	2022	2023
School Survey Parents: Percentage of parents who feel that	65%	67%	70%	79%	63%

their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.					
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal at school.	91%	87%	71%	80%	86%
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	85%	77%	44%	56%	85%
School Survey Parents: Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	78%	81%	88%	85%
School Survey Students 7-9: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	59%	56%	46%	56%	33%
School Survey Students 7-9: Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	91%	86%	81%	87%	81%
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	64%	21%	50%	51%
School Survey Students 7-9: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	n/a	76%	81%	71%	53%
School Survey Students 4-6: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	82%	67%	54%	63%	53%
School Survey Students 4-6 : Percentage of students who feel that their school provides them with opportunities to work with	84%	89%	90%	88%	90%

other students (a variety of classmates) to complete a task/activity/accomplish a goal..					
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	84%	89%	25%	45%	70%
School Survey Students 4-6: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	76%	69%	78%	74%
Strategies to address conflict resolution will continue in the 2023-2026 Education Plan.					

Outcome 2: Students will become creative risk takers socially.					
Measures: Annual Board Survey	Results				
	2018	2019	2021	2022	2023
School Survey Parents: I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	70%	69%	64%	59%	78%
School Survey Parents: Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	75%	72%	57%	69%	78%
School Survey Parents: Percentage of parents who feel that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.)	86%	78%	80%	76%	74%
School Survey Parents: Percentage of parents who feel that their child is getting better at taking social risks.	n/a	70%	73%	85%	70%
School Survey Students 7-9: Percentage of students who feel they have opportunities to take on a leadership role if they want	87%	70%	65%	63%	55%

one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)					
School Survey Students 7-9: Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	85%	83%	65%	77%	67%
School Survey Students 7-9: Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	72%	76%	63%	64%	56%
School Survey Students 7-9: Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	58%	57%	57%	50%
Survey Students 4-6: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	70%	59%	51%	56%	56%
Survey Students 4-6: Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	82%	81%	73%	77%	75%
Survey Students 4-6: Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	86%	68%	67%	60%	66%
Survey Students 4-6: Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	67%	56%	57%	61%
<p>Within classrooms, opportunities to take social risks do present themselves. Activities like Independent Studies and Project Based Learning continue to provide students with leadership experiences . Opportunities to participate in extracurricular activities (including after school and lunch hour clubs) increased toward the end of the year and this continues to be a strategy in the 2023-2026 Education Plan.</p>					

Charter Goal 3: Students' emotional needs are supported.

Outcome 1: Students will develop independence, self- direction and self-discipline in learning.					
Measures: Annual Board Survey	Results (in percentages)				
	2018	2019	2021	2022	2023
School Survey Parents: Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	58%	61%	61%	54%	51%
School Survey Parents: Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	77%	76%	91%	89%	74%
School Survey Parents: Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	n/a	70%	79%	79%	66%
School Survey Parents: Percentage of parents who agree that their child is becoming better able to self-regulate (better able to recognize their emotional state and control it.)	n/a	77%	79%	84%	75%
School Survey Parents: Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	62%	67%	79%	76%
School Survey Students 7-9: Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	70%	55%	42%	42%	36%
School Survey Students 7-9: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	72%	80%	72%	76%	52%
School Survey Students 7-9: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	87%	86%	75%	76%	56%
School Survey Students 7-9: Percentage of students who agree	n/a	73%	72%	66%	65%

that they are better able to self-regulate (better able to recognize my emotional state and control it).					
School Survey Students 7-9: Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	66%	66%	60%	45%
School Survey Students 4-6: Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	100%	75%	77%	61%	58%
School Survey Students 4-6: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	93%	80%	79%	83%	83%
School Survey Students 4-6: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	100%	87%	77%	75%	75%
School Survey Students 4-6: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	72%	72%	64%	64%
School Survey Students 4-6: Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	70%	65%	65%	65%
<p>The emotional well-being of students is vital to their academic success. The greater degree to which the students’ emotional needs are addressed and met, the greater the likelihood that this outcome (develop independence, self-direction and self-discipline in learning) will be met.</p> <p>It is for that reason that the 2023-2026 Three-Year Education Plan has strategies such as the following:</p> <ul style="list-style-type: none"> ● continued emphasis on developing executive functioning skills(time management skills; improve accountability and responsibility; organization/prioritizing) ● continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations) ● understanding giftedness to better understand oneself <p>Continued exploration on ways to make Independent Study (Investigations in Junior High) more engaging is included in the 2023-2026 Education Plan. Piloting of a new format began in the 2022-2023 school year which resulted in renaming the program to ‘Wonder Learning’ and ‘Discovery Learning’ in Divisions 1 and 2. This change will be noted in the Board Survey for the 2023-2024 school year.</p>					

Outcome 2: Students will become creative risk takers emotionally.					
Measures: Annual Board Survey	Results				
	2018	2019	2021	2022	2023
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when they feel them.	90%	84%	82%	91%	82%
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	76%	71%	71%	74%	77%
School Survey Parents: Percentage of parents who agree their child wants to try again even when things don't go as hoped.	n/a	61%	68%	77%	72%
School Survey Parents: My child understands it is ok to make a mistake.	n/a	84%	77%	83%	77%
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	82%	77%	79%	84%	68%
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	89%	83%	73%	74%	72%
School Survey Students 7-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	67%	79%	72%	65%	65%
School Survey Students 7-9: Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	76%	59%	59%	47%
School Survey Students 7-9: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	65%	71%	56%	52%
School Survey Students 7-9: Percentage of students who agree that they are satisfied with the ways in which the school	83%	74%	72%	63%	48%

recognizes their learning accomplishments.					
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	95%	79%	81%	71%	72%
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	34%	72%	66%	59%	69%
School Survey Students 4-6: Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	78%	69%	62%	71%
School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	79%	71%	75%	80%
School Survey Students 4-6: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	80%	73%	72%	66%	70%
<p>The data suggests that the increased supports (counselling, Occupational Therapist and Speech-Language Therapist) are contributing to our students' social-emotional well-being. Continuing to address resilience and flexible thinking (learning to fail; being able to deal with stressful and ambiguous situations) will be targeted in the 2023-2026 Education Plan.</p>					

Student Growth and Achievement

Overall Provincial Achievement Results

Performance Measure	Results in Percentages				
	2019	2020	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests	93.8%	N/A	N/A	96.9%	95.1%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests	57.1%	N/A	N/A	44.9%	54.9%

Provincial Achievement Results By Course and Grade

		New Horizons School				Alberta			
		2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	48	95.8	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	48	64.6	n/a	n/a	52,106	18.4	n/a	n/a
Mathematics 6	Acceptable Standard	48	89.6	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	48	43.8	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	48*	37.5	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	48*	18.8	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	48	89.6	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	48	58.3	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	34	94.1	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	34	38.2	n/a	n/a	57,655	18.0	n/a	n/a
Mathematics 9	Acceptable Standard	34	97.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	34	50.0	n/a	n/a	55,447	13.5	n/a	n/a

Science 9	Acceptable Standard	34	100.0	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	34	70.6	n/a	n/a	56,311	20.1	n/a	n/a
Social Studies 9	Acceptable Standard	34	97.1	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	34	55.9	n/a	n/a	56,309	15.9	n/a	n/a

One of our Grade 6 classes piloted the New Science Curriculum in 2022-2023 and were exempt from writing the PAT-percentages were based on enrollment, not on the number of students writing.

Early Years Assessments

Students completed the Lens and CC3 literacy assessments and the CAT4 for numeracy as required by Alberta Education. We had no students falling in the at-risk category.

Citizenship

Measure AEAM		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	81.0	82.1	81.5%
	Parent	89.3	86.1	87.7%
	Student	66.9	71.9	69.4%
	Teacher	86.7	88.3	87.5%

The data shows that students show citizenship within the school though this has decreased for students. Education around active citizenship within a school community will be included in the Education Plan. Opportunities to participate in activities outside the classroom have increased and will continue to foster citizenship.

Student Learning Engagement

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average*
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	85.2	82.0	83.6%

	Parent	91.0	91.1	91.1%
	Student	64.5	63.8	64.1%
	Teacher	100.0	91.2	95.6%

Strategies to increase student engagement continue to be a priority in the 2023-2026 Three Year Education Plan. Information gathering through stakeholder forums and student focus groups will help to determine steps moving forward to increase student engagement.

Data gathered through the Annual Board Survey presented above also indicates areas where engagement can be improved including fostering creativity and innovation. The 2023-2026 Three Year Education Plan includes strategies to address this including cross-grade learning activities; increased use of visible thinking routines and inquiry based learning projects; as well as the creation of additional spaces for technology and creative learning such as a maker-space and outdoor classroom.

Teaching and Leading

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	90.6	89.3%	89.9%
	Parent	91.4	87.2%	89.3%
	Student	85.9	86.0%	86%
	Teacher	94.4	94.7%	94.6%

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
Percentage of parents satisfied with the communication about students' progress.	81%	81%	80%
Percentage of parents satisfied that concerns are dealt with effectively and efficiently at the school.	70%	84%	80%
Percentage of parents satisfied with the leadership provided by the administration team.	80%	86%	86%

Percentage of parents satisfied with the leadership provided by the Board.	65%	83%	75%
<p>Continued focus on communication to parents/caregivers is included in the 2023-2026 Education Plan.</p> <p>As per the Teacher Growth, Supervision, and Evaluation Policy and associated administrative procedures, all teachers in their first year at NHS with probationary contracts and those teachers who are transitioning from interim to permanent certification are given formal evaluations. Teachers on continuing contracts and with permanent certification are observed as well and given feedback and, when necessary, support in areas of instruction and assessment.</p> <p>Staff submit and provide professional growth plans annually. Their personal growth goals are supported with professional development funds provided by the school as per the Collective Agreement.</p> <p>Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.</p>			

Learning Supports

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	84.1%	86.8%	85.4%
	Parent	93%	92.4%	92.7%
	Student	73.4%	78.1%	75.7%
	Teacher	85.7%	90%	87.9%
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	86.7%	70.6%	78.7%
	Parent	87.5%	79.7%	83.6%
	Student	72.7%	74.4%	73.5%
	Teacher	100%	57.9%	78.9%

Annual Board Survey Measure	Current Result	Previous Year Result	Three Year Average
-----------------------------	----------------	----------------------	--------------------

Percentage of parents who agree that the school is proactive in promoting positive student behavior.	78%	87%	84%
<p>The adjustments made to the SLS funding model allowed us to access additional support through an outside contracted psychological service provider. This program will continue into the 2023-2024 school year and will provide much-needed mental health support.</p> <p>Our FNMI students are performing well at the NHS. They are achieving at average to above average academically and have access to support if and when they are needed. Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of monthly staff meetings is set aside for FNMI whole-staff learning.</p>			

Governance

Measure (AEAM)		Current Result	Previous Year Result	Rolling Three Year Average
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	90.9%	78.6%	84.7%
	Parent	81.7%	81.9%	81.8%
	Teacher	100.0%	75.3%	87.6%
<p>Parent engagement and communication strategies continue to be included in the Education Plan. Communication protocols were implemented in the 2022-2023 school year. These will continue, and new communication channels are being utilized to ensure families have the opportunity to provide feedback and input into their child's education.</p>				

Budget-Actual Comparison

BUDGET: Revenue	\$4,575,730
Expenses	\$4,933,579
Variance	(\$357,849)
ACTUAL: Revenue	\$4,698,309
Expenses	\$5,037,638
Variance	(\$339,329)
Explanation:	
<p>We received an additional \$23,945 for new curriculum implementation funding. We also received an additional grant of \$50,000 for high school planning.</p> <p>Our insurance company hired a risk management company to provide a report to alert us of any safety</p>	

hazards. We spent \$339,329 from our reserves to fix any potentially hazardous situations. We spent less than originally planned as the landscaping for the outdoor classroom was not completed until the 2023-24 budget year.

Total revenue and expenses were higher than budgeted because of the additional curriculum funding due to the unexpected increase in funding.

Summary of Financial Results

New Horizons Charter School (NHCS) shares the gymnasium and playground space with Ecole Claudette-Et-Denis-Tardif (ECDT), a francophone school that is situated on the same site.

NHCS shares janitorial, school maintenance, electricity, heating, water and sewer and property repairs with ECSD as well.

NHCS also collaborated with the County of Strathcona, ECDT, Friends of New Horizons Charter School and the provincial government to purchase and install a new playground for use by both schools and the community at large. This project was approximately \$95,000 which we received from stakeholders and the government. This project has been completed.

<https://newhorizons.ca/nhs-society-board-news-and-information-2/>

Stakeholder Engagement

The annual stakeholder forum is held each year in late January or early February. The committee consisting of at least one board member and the principal determine the forum topics that are needed to address areas that the school requires or needs parent input. As an example, this past year the topic areas were around civil discourse and meeting the diverse needs of students.

Specific points within the AEP and AERR where stakeholder input is solicited is numerous.

Accountability/Assurance

Board Policy #102 provides the framework for system assurance and board accountability.

As identified in policy, the framework includes parent membership on board committees, board surveys of parents, providing stakeholders with the opportunity to participate in school, based decision making through annual stakeholder forums, participation in issue discussions, parent participation in monthly board meetings as a few examples.

The Board also have multiple opportunities to review data and exemplars from the AEP at the annual report and regularly scheduled review times at board meetings (see Board Annual Work Plan). Student input is

gathered through surveys.

Key to the success of the school is ongoing monitoring of assurance data through disaggregating the data to determine areas of strength and areas requiring further supports.

Whistleblower Protection

There were no disclosures made in the 2022-2023 school year.

Local and Societal Contexts

New Horizons School is a public charter school serving 443 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute from other communities throughout the Greater Edmonton area.

Like all charter schools in Alberta, New Horizons is designed to address the needs of a particular group of students through a specific program or teaching/learning approach, while following the Alberta Program of Studies. In our case, we focus on meeting the needs of intellectually-gifted children in a congregated setting and on providing our students with an environment that supports their unique intellectual, social and emotional needs.

New Horizons School was established in 1995 as Canada's first public charter school. Operated by the New Horizons Charter School Society (a non-profit charitable society comprised of parents, teachers and interested community members) and governed by an elected Board of Directors, the school is funded by the Government of Alberta and therefore does not charge tuition fees.

The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta. Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 25+ years since that time, our school has grown by 364 students and currently serves the needs of 443 gifted learners.