

2017

NEW HORIZONS SCHOOL
Annual Education Results
Report
(2016-2017)
&
Three-Year Education Plan
(2017-18 to 2019-20)



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Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 for New Horizons Charter School were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this draft combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2017/2020 on November 22, 2017.



Nicole Pasemko
Board Chair

Foundation Statements

Mission Statement

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.

Vision Statement

New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.

Philosophy and Educational Foundations

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children. New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned centre of excellence that is respected locally, nationally and internationally, and is sought after for its programming and its professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

Above all, New Horizons School strives to provide a student-focused, safe, supportive learning environment in which gifted students can be successful and well equipped to engage in whatever endeavours they choose to pursue in the future. The school program is designed to provide inclusive education and to consider the appropriate pedagogy and the individual characteristics of the students. This allows for flexibility in grouping for instruction and activities. At times, students will be assigned to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill/knowledge mastery. These experiences are designed to facilitate students' development in leadership and mentorship capacity, and to ensure that students are able to work with a range of individuals at various levels of ability.

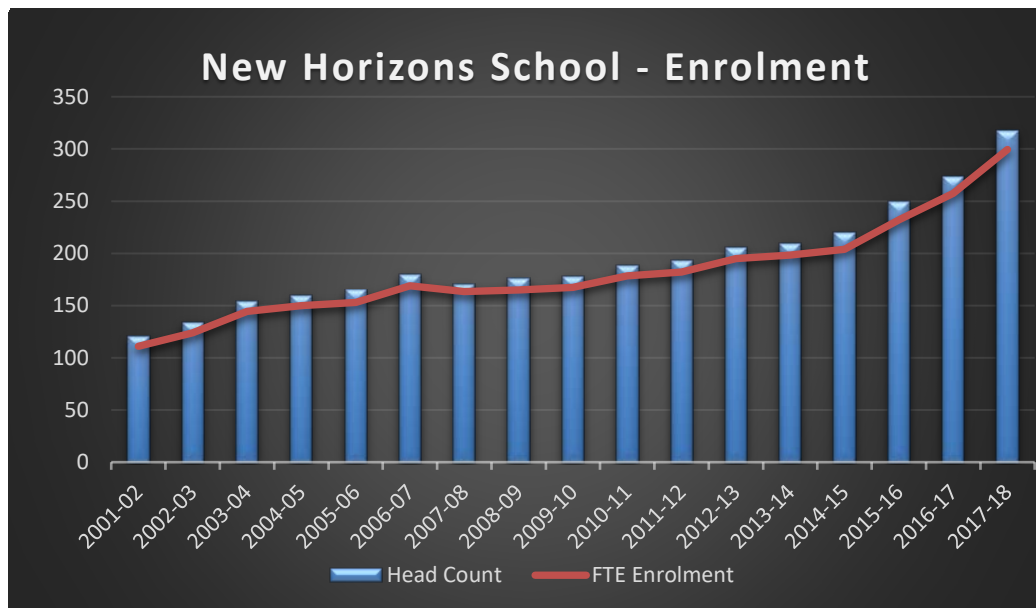
Profile of the School Authority

New Horizons School is a public charter school serving 318 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 some 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.

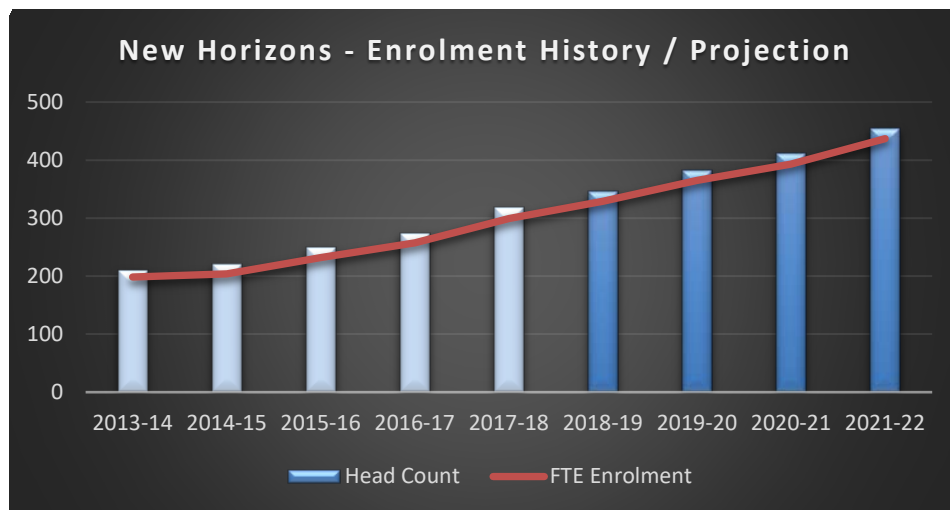
In its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 21 years since that time, our school has grown by 239 students and currently serves the needs of 318 gifted learners. The chart below shows our growth since 2001.



Trends and Issues

Enrolment Growth

Since relocating to Sherwood Park in the 2015-2016 school year, our population trend has taken an upward spike. As the chart below demonstrates, enrolment in the year prior to the relocation to Sherwood Park (2014-2015) was 220 students. This was preceded by modest but steady growth over the course of the previous two decades. In the three years since our return to Sherwood Park, however, enrolment has grown by 45%, with a second class being added at each grade from 1 through 5. As the table below indicates, we expect our population to continue to grow over the next few years.



The school is presently assigned an enrolment cap of 300 students (not including kindergarten). In response to the growth experienced by the school during recent years and to continued strong demand for enrolment at the school, the Board submitted a request (November 2016) to the Minister of Education for the enrolment cap to be increased to 450 students. This request has since been denied by the Minister (May 2017), presenting the Board with a challenge moving forward.

Ownership of Sherwood Park Facility and Lands

New Horizons School occupies its new Sherwood Park facility under the terms of a lease agreement with Elk Island Catholic Schools. In accordance with correspondence sent (June 5, 2014) by former Minister of Education Johnson to the Elk Island Catholic Board of Trustees, the New Horizons Board of Directors anticipates that ownership of the facility will be transferred to the New Horizons Charter School Society. Although the details of a transfer agreement have been reached between the respective legal counsels for the two school boards, approval of the ownership transfer by the current Minister of Education has not yet been received. The New Horizons Board of Directors continues to advocate for the transfer of ownership to occur at the earliest possible date.

Facility Modernization

After almost two years of planning, a \$8 million-dollar modernization of the school facility began in November 2016. Fillmore Construction of Edmonton was awarded the construction contract for the project. The project is expected to be completed by December 2017.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	86.9	91.2	89.6	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	75.2	81.5	79.2	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	92.1	95.7	93.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	97.2	94.7	96.8	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	49.3	58.6	60.1	19.5	19.4	18.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	82.8	87.2	86.7	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	84.1	86.4	86.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.8	90.2	86.6	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.7	85.2	82.8	81.4	81.2	80.2	Very High	Improved	Excellent

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

Charter Goal 1: Student Learning Is Improved

Outcome 1: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.

Measure 1: Provincial Achievement Tests

		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	25.0	100.0	60.9	100.0	58.3	95.0	50.0	95.8	45.8
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9
Mathematics 6	School	100.0	33.3	100.0	65.2	95.8	50.0	95.0	65.0	95.8	20.8
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6
Science 6	School	100.0	58.3	100.0	60.9	95.8	66.7	95.0	65.0	95.8	70.8
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0
Social Studies 6	School	79.2	50.0	91.3	69.6	95.8	50.0	85.0	70.0	95.8	41.7
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7
English Language Arts 9	School	100.0	45.5	100.0	50.0	100.0	44.4	100.0	50.0	100.0	50.0
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9
Mathematics 9	School	100.0	81.8	92.9	71.4	100.0	38.9	94.4	27.8	100.0	50.0
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0
Science 9	School	100.0	72.7	100.0	64.3	100.0	94.4	100.0	83.3	100.0	66.7
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4
Social Studies 9	School	100.0	72.7	100.0	64.3	94.4	66.7	94.4	55.6	100.0	66.7
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2

Measure 2: Provincial Achievement Tests Prior Level of Achievement

Grade 9 Language Arts

Average Actual and Predicted Achievement Test Results, Reported as Percentages **

Students Who Wrote English Language Arts Achievement Tests in Both 2017 and 2014	Number of Students		Actual 2014 Grade 6 Results		Actual 2017 Grade 9 Results		Predicted 2017 Grade 9 Results	Difference Between Actual and Predicted 2017 Grade 9 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2016	12	35367	79.8	68.3	82.1	67.0	76.3	5.8 (+)	2.3 to 9.3
Students Enrolled at the School of Reporting As of September, 2015	12	27452	79.8	68.8	82.1	67.7	76.3	5.8 (+)	2.3 to 9.3

Grade 9 Math

Students Who Wrote Mathematics Achievement Tests in English in Both 2017 and 2014	Number of Students		Actual 2014 Grade 6 Results		Actual 2017 Grade 9 Results		Predicted 2017 Grade 9 Results	Difference Between Actual and Predicted 2017 Grade 9 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2016	12	31745	84.2	59.0	76.7	59.6	77.5	-0.9 (=)	-6.7 to 4.9
Students Enrolled at the School of Reporting As of September, 2015	12	24666	84.2	59.9	76.7	60.7	77.5	-0.9 (=)	-6.7 to 4.9

Comment on Results

This is the first year that the Grade 6 Math PAT had a mental math component. A total of 15 questions were given; they were comprised of addition, subtraction, multiplication, and division questions. NHS students scored an average of 12.2/15 while the provincial average was 9.2/12. No single operation proved to be more difficult.

Grade 6 PAT Mental Math

Number of Correct Items	15	14	13	12	11	10	9	8	7
Number of Students	4	4	4	1	4	4	1	0	1

This is the first year that the Grade 6 Math PAT had a mental math component. A total of 15 questions were given; they were comprised of addition, subtraction, multiplication, and division questions. NHS students scored an average of 12.2/15 while the provincial average was 9.2/12. No single operation proved to be more difficult.

Grade 9 PAT results improved over the last two years. The Prior Level of Achievement report shows that student score were generally at the predicted level. Grade 6 results, however, are lower than the results of previous years.

Our students performed well in Language Arts. The Prior Level of Achievement report indicates that student sin grade 9 score significantly higher than predicted. Upon closer analysis, the strength of our students in Language Arts is reading. At the grade 6 level, 78% of students performed at the Level of Excellence while 83% of the grade nine students wrote at the Level of Excellence.

Students' scores were not as high in writing as 35% of grade six students performed at the Level of Excellence, while 50% of the grade nine students wrote at the Level of Excellence.

Strategies:

- Math
 - Complete an item analysis over the last five years and determine areas in which students have demonstrated strengths and weaknesses.
 - Alter instruction to provide increased attention to areas of weakness.
- Language Arts
 - Use the Flexible Pathways to Writing, a recent strategy developed by Dr. Heather Brown at the University of Alberta and released at the Alberta Research Network this fall to strengthen writing.

Outcome 2: Students will become creative risk takers academically.

Students have opportunities to develop and utilize qualities such as creativity, imagination, innovation, risk-taking, ingenuity, originality, and inventiveness in their academic studies. Further, students are encouraged to develop these qualities and demonstrate them in their studies.

Performance Measure	Results (in percentages)					
	2012	2013	2014	2015	2016	2017
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.	n/a	n/a	n/a	n/a	92.3%	95%
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.	n/a	n/a	n/a	n/a	92.3%	95%
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	n/a	n/a	84%	81%	85.6%	87%
School Survey Students 4-9: 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	n/a	n/a	n/a	90.9%	89%
School Survey Students 4-9: 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.	n/a	n/a	n/a	n/a	89.9%	92%
Tell Them From Me Survey Grade 7-9: Percentage of students who feel intellectually engaged and find learning interesting, enjoyable, and relevant.	n/a	n/a	n/a	NHS = 60% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%	NHS = 65% Canadian Ave. = 56%
Tell Them From Me Survey Grade 4-6: Percentage of students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.	n/a	n/a	n/a	NHS = 75% Canadian Average =57%	NHS = 61% Canadian Average =41%	NHS = 61% Canadian Average =41%
Tell Them From Me Survey Grade 7-9: Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.	n/a	n/a	n/a	NHS = 41% Canadian Ave. = 41%	NHS = 79% Canadian Ave. = 57%	NHS = 74% Canadian Ave. = 57%
Tell Them From Me Survey Grade 4-6: Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	n/a	n/a	n/a	NHS = 89% Canadian Ave. = 96%	NHS = 93% Canadian Ave. = 96%
Tell Them From Me Survey Grade 7-9: Percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.	n/a	n/a	n/a	n/a	NHS = 67% Canadian Ave. = 80%	NHS = 68% Canadian Ave. = 80%

Comment on Results

Results for this measure remain high. While NHS results on the Tell Them From Me Survey are above national averages, providing appropriate challenges and engaging activities that requires improvement.

The one measure that falls well below the national average is the Grade 7-9 result for the percentage of students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

Strategies

- Increase the amount of time allocated to Career and Technology Foundation (CTF) courses and option courses at the grade 5-9 level.
- Investigate opportunities to accelerate learning in subjects other than math (e.g. adjusting timetable, utilizing IPPs, greater flexibility in independent studies).
- Encourage and support continued participation in "Action Research Community of Practice" initiative.
- Review course options with a view toward strengthening Music & Drama programs.
 - Seek to hire a Music/Drama specialist at the earliest possible date.
- Continue to expand the use of Project Based Learning (PBL) across all grades (final year of a three-year implementation).
- Develop new Option

Charter Goal 2: Students Will Benefit From Opportunities for Positive Interaction

Outcome 1: Students will develop positive interdependence skills.

Students will be effective with collaboration (working together to achieve a goal); the use of conflict resolution strategies; and inclusion.

Performance Measure	Results (in percentages)					
	2012	2013	2014	2015	2016	2017
School Survey Parents: Percentage of parents who feel that their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	n/a	68%	60%
School Survey Parents: Percentage of parents who feel that their child has the skills to interact with and get to know students other than those with whom he/she usually associates.	n/a	n/a	n/a	n/a	92%	82%
Tell Them From Me Survey Grade 7-9: Percentage of students who feel accepted and valued by their peers and by others at their school.	n/a	n/a	n/a	NHS = 60% Canadian Ave. = 56%	NHS = 74% Canadian Ave. = 73%	NHS = 58% Canadian Ave. = 73%
Tell Them From Me Survey Grade 4-6: Percentage of students who feel accepted and valued by their peers and by others at their school.	n/a	n/a	n/a	NHS = 75% Canadian Average = 86%	NHS = 77% Canadian Average = 86%	NHS = 80% Canadian Average = 86%
Tell Them From Me Survey Grade 7-9: Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	n/a	n/a	n/a	NHS = 41% Canadian Ave. = 75%	NHS = 62% Canadian Ave. = 75%	NHS = 60% Canadian Ave. = 75%
Tell Them From Me Survey Grade 4-6: Percentage of students who have friends at school they can trust and who encourage them to make positive choices.	n/a	n/a	n/a	NHS = 91% Canadian Ave. = 80%	NHS = 85% Canadian Ave. = 80%	NHS = 86% Canadian Ave. = 80%

Comment on Results

Results for this measure remain high except for two areas in which the grade 7-9 students responded in the Tell Them from Me Survey for the following measures:

- Percentage of students who feel accepted and valued by their peers and by others at their school.
- Percentage of students who have friends at school they can trust and who encourage them to make positive choices.

Another area in which improvement is needed is helping students learn conflict resolution skills.

Strategies

- Secure a school counsellor who will be accessible in the school each school day.
 - Use group learning sessions to help students learn conflict resolution skills.

Outcome 2: Students will become creative risk takers socially.

Students have opportunity, seek opportunity, create opportunity, and take advantage of opportunity to move outside of their social comfort zone. Further, the school provides opportunity for students, and encourages students, to move outside of their social comfort zone.

Performance Measure	Results (in percentages)		
	2015	2016	2017
School Survey Parents: Percentage of parents who feel that at school their child has the opportunity to work with other students to complete a task / accomplish a goal.	n/a	91.3%	97%
School Survey Parents: Percentage of parents who are satisfied with the opportunities their child has for student leadership at school.	77%	73%	67%
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.)	n/a	83%	84%
School Survey Parents: Percentage of parents who agree that 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).	n/a	90%	83%
School Survey Students 4-9: Percentage of students who agree that they have the opportunity to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	n/a	90%	87%

<p>Comment on Results <i>Results for this measure remain high except in the area of student leadership. The declining trend is surprising as over the last two years, there has been a greater emphasis on leadership goals in student IPPs and a student council has been created.</i></p>
<p>Strategies</p> <ul style="list-style-type: none"> • Create a Leadership option class for grade 7-9 students in lieu of a student council to provide greater access to leadership opportunities. • Include leadership skill development in IPP goals where appropriate. • Begin investigating options for a “service learning” component to our program. • Increase opportunities for students to take social risks such as the following: <ul style="list-style-type: none"> ○ Student presentations at assemblies. ○ Student newsletter submissions. ○ Share in front of authentic audiences. ○ Maintain talent show. ○ Maintain Independent Studies fairs. ○ Increase opportunities to interact with students from other schools.

Charter Goal 3: Students' Emotional Needs Are Supported

Students will become self-regulating and resilient (able to recognize emotional state and control them).

Outcome 1: Students will develop independence, self-direction and self-discipline in learning.

Performance Measure	Results	
	2016	2017
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 interests him/her.	52%	82%
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.	80%	82%
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.	80%	78%
School Survey Students 4-9: 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.	71%	75%
School Survey Students 4-9: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	81%	85%
School Survey Students 4-9: 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.	85%	89%
Tell Them From Me Survey Grade 7-9: Percentage of students who are interested and motivated in their learning.	NHS = 46% Canadian Average = 34%	NHS = 50% Canadian Average = 34%
Tell Them From Me Survey Grade 4-6: Percentage of students who are interested and motivated in their learning.	NHS = 78% Canadian Average = 71%	NHS = 78% Canadian Average = 71%
Tell Them From Me Survey Grade 7-9: Percentage of students who put in effort to succeed at school.	NHS = 78% Canadian Average = 71%	NHS = 70% Canadian Average = 73%
Tell Them From Me Survey Grade 4-6: Percentage of students who put in effort to succeed at school.	NHS = 86% Canadian Average = 91%	NHS = 97% Canadian Average = 91%
<p>Comment on Results <i>NHS continues to try to provide a learning environment that promotes independence and self-direction in learning. For the most part, students expressed engagement in their learning at or above the national average. NHS has many opportunities for developing autonomous learner skills.</i></p> <p>The results of the above measures suggest that engagement declines in the grade 7-9 grades. While the data suggests this is a nation-wide trend, having students more fully engaged in their school experience</p>		
<p>Strategies</p> <ul style="list-style-type: none"> • Collect feedback for grade 7-9 students that would provide insight into what might be creating a lack of engagement, and provide some strategies to incorporate. • Revise the independent studies process (Investigations) <ul style="list-style-type: none"> ○ Increase the profile of the presentations. ○ Conduct a review on the goals, outcomes and processes. ○ Investigate the use of TedX Talks for student involvement. ○ Increase the use of authentic audiences. 		

Outcome 2: Students will become creative risk takers emotionally.

Students are prepared to forsake the comfortable, the secure, and the predictable and to risk disappointment and embarrassment in order to experience the exhilaration that accompanies the pursuit of passion and the discovery of new horizons.

Performance Measure	Results (in percentages)			
	2014	2015	2016	2017
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when he/she feel them.	n/a	n/a	80.8%	88%
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	n/a	n/a	71.2%	72%
School Survey Parents: Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, an unexpected event).	n/a	n/a	64.4%	66%
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	n/a	n/a	81.7%	79%
School Survey Students 4-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	89.9%	85%
School Survey Students 4-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	85.3%	80%
School Survey Students 4-9: Percentage of students who agree that they are able to deal with disappointment or failure in a positive way (e.g. trying something new, not giving up, an unexpected event).	n/a	n/a	88.1%	83%
School Survey Students 4-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	80.9%	75%
Tell Them From Me Survey Grade 7-9: Percentage of students who report moderate to high levels of depression.	n/a	n/a	NHS = 26% Canadian Ave. = 16%	NHS = 34% Canadian Ave. = 16%
Tell Them From Me Survey Grade 7-9: Percentage of students who report moderate to high levels of anxiety.	NHS = 25% Canadian Ave. =18%	NHS = 20% Canadian Ave. = 18%	NHS = 22% Canadian Ave. = 17%	NHS = 34% Canadian Ave. = 18%
Tell Them From Me Survey Grade 4-6: Percentage of students who report moderate to high levels of anxiety.	NHS = 22% Canadian Ave. =18%	NHS = 16% Canadian Ave. =16%	NHS = 22% Canadian Ave. = 16%	NHS = 30% Canadian Ave. = 16%
Tell Them From Me Survey Grade 7-9: Rating (out of 10) by students on their feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.	NHS = 4.5 Canadian Ave. =2.9	NHS = 2.7 Canadian Ave. =2.9	NHS = 3.6 Canadian Ave. =2.9	NHS = 2.6 Canadian Ave. =2.9
Tell Them From Me Survey Grade 4-6: Rating (out of 10) by students on their feeling that they have someone at school who consistently provides encouragement and can be turned to for advice.	NHS = 3.0 Canadian Ave. = 4.9	NHS = 6.1 Canadian Ave. = 4.9	NHS = 6.3 Canadian Ave. = 4.9	NHS = 6.8 Canadian Ave. = 4.9
Accountability Pillar Survey Questions: Percentage of parents who agree that programs for children at risk are easy to access and timely.	65.8%	69%	71.9%	86%

Comment on Results

A key measure for this outcome is the final one: Percentage of parents who agree that programs for children at risk are easy to access and timely. Over the last several years, NHS has secured a school counsellor, and the results for the measure indicate that support for children at risk has been increasing. A parallel to that result is the grade 4-6 Tell Them from Me survey result that indicates an increased advocacy for students in that age bracket.

Of concern are the results for the Grade 7-9 students. The results over the last three years show an increase in depression and anxiety, and the results are higher than the national average. Meanwhile, despite the emphasis on securing a counsellor, there is a decline in how grade 7-9 students rate advocacy for them at school.

Strategies

- Implement the following strategies to address student emotional health:

- Strengthen school's capacity to access external resources to provide support and services for students with two or more exceptionalities.
 - Communicate information to parents.
- Utilize professional support to build capacity among teachers to address additional exceptionalities among students.
- Secure a school counsellor who will be accessible in the school each school day.
 - Use group learning sessions to help students learn conflict resolution skills.
- Expand on daily mindfulness practice.
- Investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency.

Continue to expand the use of Zones of Regulation in grades K-4.

Continue to teach students from grades 4-9 skills and concepts related to Choice Theory as they apply to

- Conflict resolution
- Self-Awareness
- Resiliency and Personal Development

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	96.4	98.0	97.6	94.7	97.2		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	50.0	63.5	58.3	58.6	49.3		Very High	Maintained	Excellent			

<p>Comment on Results</p> <p><i>While NHS maintained Very High Achievement results with an overall rating of Excellent, areas for improvement include writing and math.</i></p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> ○ Complete an item analysis over the last five years and determine areas in which students have demonstrated strengths and weaknesses. ○ Alter instruction to provide increased attention to areas of weakness. • Language Arts <ul style="list-style-type: none"> ○ Use the Flexible Pathways to Writing, a recent strategy developed by Dr. Heather Brown at the University of Alberta and released at the Alberta Research Network this fall to strengthen writing.

- 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. 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)

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	*	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Drop outs have never been an issue at New Horizons School.

Constant communication with parents, developing appropriate IPP's, maintaining strong staff-student relationships and seeking supports outside the school when necessary combine to keep drop-outs a non-issue.

Strategies

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.3	85.5	87.8	86.4	84.1		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.	83.3	81.3	91.7	87.2	82.8		High	Maintained	Good			

Comment on Results

Most students at New Horizons School demonstrate the characteristics of active citizenship. Students show a welcoming attitude to visitors in the school, and while conflicts with other students do occur, they are dealt with and treated in part as opportunities for learning.

However satisfaction with students who are satisfied that students model the characteristics of active citizenship fell. Primary indicators?

- Grade 4-6
 - A sub-indicator was "At school, do most students follow the rules?" Student agreement declined from 84% to 66% . On the other hand, responses to "most students help each other" and "respect each other" improved slightly in 2017.
- Grade 7-9
 - "At school, I am encouraged to get involved in activities that help people in my community" declined from 69% agreement to 56% agreement.
 - "At school, students follow the rules" declined from 66% to 51%.
 - "At school, students help each other" declined from 78% to 63%.
 - "At school, students respect each other" declined from 57% to 49%.

Strategies

- Investigate how Service Learning can be integrated into our program.
- Review, re-emphasize social contract and extent to which it meets the needs of students.
 - Dianne Gossen (Creator, "Restitution Self Discipline") booked for Sept. 16 in-service and Sept. 15 parent night.
 - Include parent session in school council meetings.
 - Introduce the basics of Restitution-Self Discipline and (RSD) and Choice Theory with students.
- Investigate how Service Learning can be integrated into our program.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results (an assessment of progress toward achieving the target)</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Establish a relationship with a local Elder who can provide insights and suggestions for school-based activities. • Conduct a Blanket activity with staff and afterwards with students. • School-wide assembly on the meaning of Truth & Reconciliation.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
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.	90.8	87.3	90.2	91.2	86.9		High	Maintained	Good			

Comment on Results

While results are rated as High for this measure, the results at the grade 7-9 level are much lower.

Key finding: Agreement declined among students in 2017, from 83% in 2016 to 73% this year.

- "I feel safe at school" declined from 90% agreement to 63% agreement.
- "I feel safe on the way to and from school" declined from 94% agreement to 68% agreement.
- "My teachers care about me" declined from 78% to 61%.
- "Other students treat me well" declined from 78% to 66%.

Strategies

- Resurvey students to determine what is causing the decline. The discussion and survey will allow for a rating scale response as well as written feedback
- Increase awareness of school policies & procedures respecting student discipline.
 - Allow opportunities for parent input to gather more specific concerns with school discipline
- Organize a Mental Health day that accesses community resources and resources and resources from Alberta Health to addresses the following topics
 - Depression and anxiety
 - Creating a sense of belonging and inclusion.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.3	78.1	78.0	81.5	75.2		Intermediate	Maintained	Acceptable			

Comment on Results

Overall satisfaction declined (by 6%) in 2017 and is now below provincial average.

- Parent satisfaction with Drama instruction declined from 56% to 46%; Music instruction declined from 65% to 51%.
- Parent satisfaction with variety of programs available to students rose from 86% to 94% (highest in 5 years
- Only 10% of gr 7-9 students were satisfied with opportunity to learn Music; down from 64% in 2016.

Strategies

- Review course options with a view toward strengthening Music & Drama programs.
 - Seek to hire a Music/Drama specialist at the earliest possible date.
- Plan for the development of alternate CTF and Option courses to include
 - careers
 - research
- Expand technology to increase student ability to learn technology skills such as keyboard skills, internet skills and other technical skills such as coding.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.0	78.7	84.4	85.2	88.7		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.8	83.7	85.8	90.2	87.8		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.3	90.9	92.6	95.7	92.1		Very High	Maintained	Excellent			

Comment on Results

Overall satisfaction has been consistently high; well above provincial average. Nevertheless, overall results declined by 3.6% in 2017.

The decline is largely the result of the junior high responses.

- "It is clear what I am expected to learn at school" declined from 82% to 68%.
- "My school work is challenging" declined from 90% to 73%.
- "My school work is interesting" declined from 78% to 61%.
- "The quality of teaching at the school is good or very good" declined from 94% to 76%"

Strategies

- Complete the modernization of school facility.
 - Organize a Re-Grand Opening Ceremony after the modernization is completed
- Implement Grade Book with parent portals.
- Develop succinct summary description (elevator speech/motto) that focuses on areas of our program that are engaging for students and which can be embraced and used by all stakeholders.
 - e.g. Produce business cards with 4-5 key points that can be used for reference and for distribution
- Implement communication initiative with parents prior to distribution of Accountability Pillar Survey so as to inform parents what the school has been doing.
- Seek to enter into an engagement or collaboration with post-secondary institution and/or school division, particularly with respect to sharing research, innovations, and best practices with other educational stakeholders. (Reference: Draft Charter Schools Regulation).
 - Participate in the Alberta Research Network
 - Participate with Aurora School Action research
- Provide parents with summary information regarding classroom timetable for their child(ren).
- Utilize parent response to "Input into Decisions" survey questions from Feb 2017 Accountability Pillar survey to measure if Stakeholder Forums and other in put initiatives have had positive impact.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Summary of Financial Results

The Board in its 2016-17 budget was committed to maintaining/improving the level of services to its children/students.

Enrolment increased from 232.0 FTE in the 2015-16 school year to 257.5 FTE in the 2016-17 school year.

The 2016-17 Budget anticipated a surplus of \$25,419; however, the year ended with a surplus of \$113,971.

The underlying principle in budget planning and the execution thereof was to maintain a high level of service to the Society's student population.

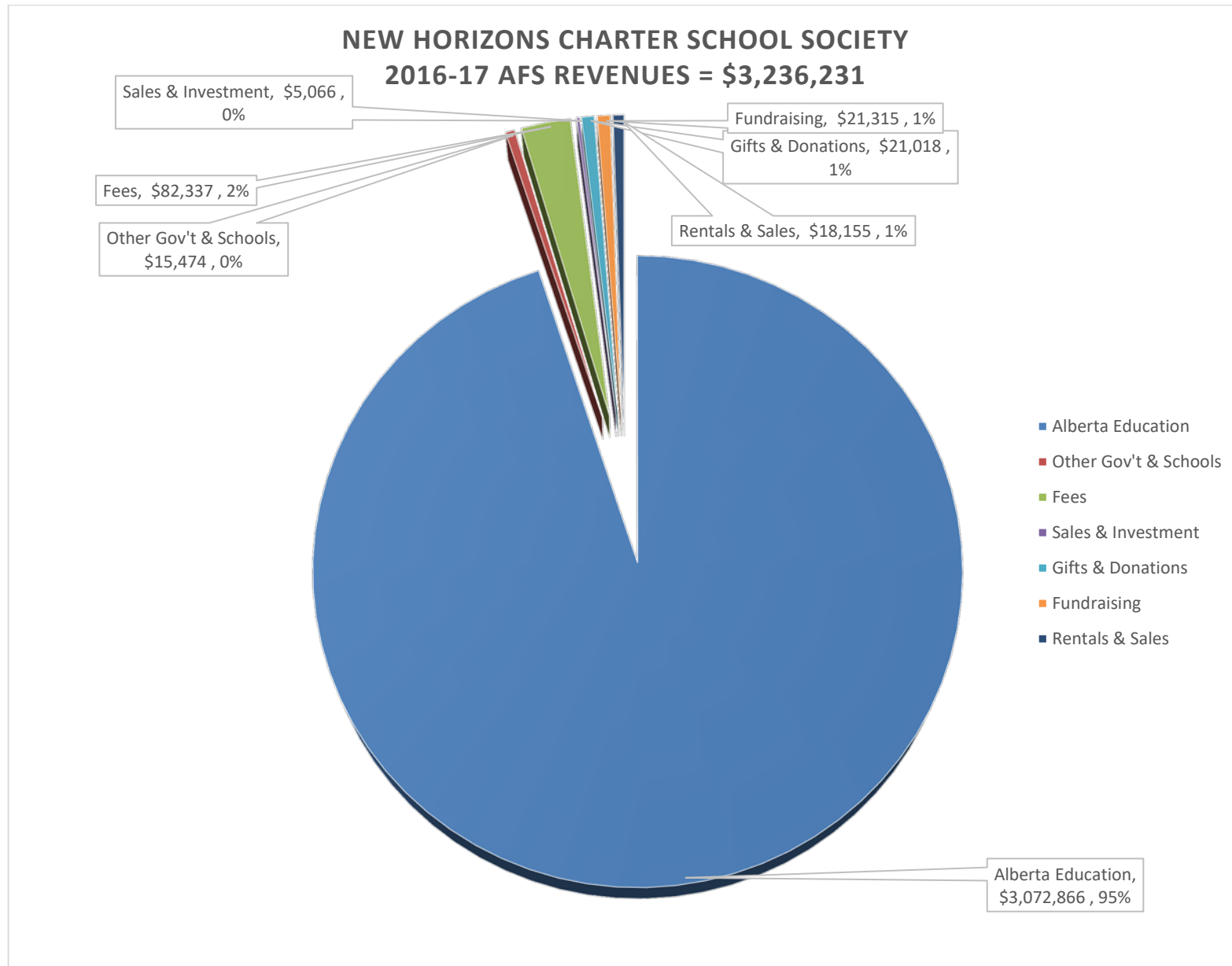
New Horizons School remains financially stable.

Total revenues for the 2016-2017 year were \$3,236,231. Revenues from Alberta Education for the year were \$3,072,866 or 94.95% of revenues. Other Government of Alberta and School Authorities were \$15,474 or 0.48% and the remainder of \$147,894 or 4.57% came from other sources such as student fees, other sales and services, and gifts and donations.

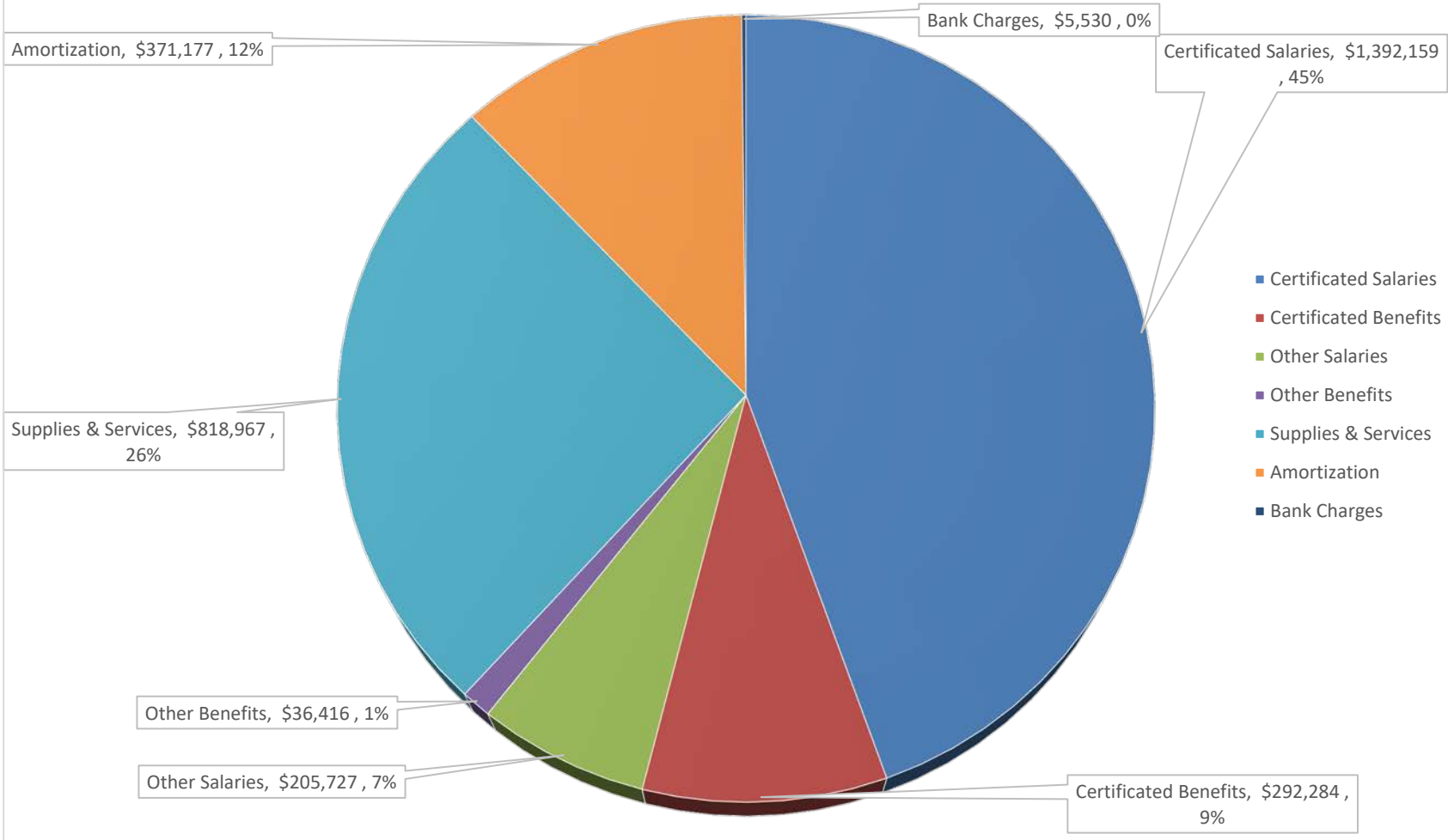
Information concerning all financial data can be accessed on the New Horizons School website at <https://www.newhorizons.ca/wp-content/uploads/2017/11/NHS-AFS-2016-2017.pdf> and/or by contacting the office of the Secretary-Treasurer at the school (phone 416-780-2353 or by email: fdekleine@newhorizons.ca).

Comparative data on charter schools across the province can be viewed at the Alberta Education web link: <https://education.alberta.ca/financial-statements/combined-statements>

The attached graphs below show the revenues and expenditures picture in more visual format.



**NEW HORIZONS CHARTER SCHOOL SOCIETY
2016-17 AFS EXPENDITURES = \$3,122,260**



Budget Summary

The 2017-18 budget will maintain/enhance current level of services to the students at New Horizons School. It projects an overall small deficit of \$2796.00. This deficit will be supported by an accumulated surplus that stood at more than \$1.1 million as at August 31, 2017.

The student enrolment count as of September 30, 2017 is 299.5 FTE children/students. This is an increase of 42.0 FTE children/students, or 16.3%, over last year's enrolment.

Full budget details for 2017-18 can be reviewed at <https://www.newhorizons.ca/wp-content/uploads/2017/09/Budget-Report-for-Year-Ending-August-31-2018-1.pdf>.

New Horizons School Fall 2017 Update to the 2017-18 Budget

Revenues	Amount	% of Total
Alberta Education	\$3,442,531.00	96.40
Other - Government of Alberta	\$0.00	0.00
Federal Government and First Nations	\$0.00	0.00
Other Alberta School Authorities	\$14,673.00	0.40
Out of Province Authorities	\$0.00	0.00
Alberta Municipalities - Special Tax Levies	\$0.00	0.00
Property Taxes	\$0.00	0.00
Fees	\$58,953.00	1.70
Other Sales and Services	\$2,000.00	0.06
Investment Income	\$2,500.00	0.07
Gifts and Donations	\$25,000.00	0.70
Rental of Facilities	\$24,540.00	0.68
Fundraising	\$0.00	0.00
Gain on Disposal of Capital Assets	\$0.00	0.00
Other Revenue	\$0.00	0.00
Total Revenues	\$3,570,197.00	100.0
Expenses by Program	Amount	% of Total
Instruction - Early Childhood Services	\$114,751.00	3.21
Instruction - Grades 1 - 12	\$2,897,566.00	81.10
Plant Operations and Maintenance	\$277,330.00	7.76
Transportation	\$87,981.00	2.46
Board & System Administration	\$193,365.00	5.41
External Services	\$2,000.00	0.06
Total Expenses	\$3,572,993.00	100.00

Note: Budget information continues on next page.

Expenses by Object	Amount	% of Total
Certificated Salaries & Wages	\$1,624,097.00	45.45
Certificated Benefits	\$356,765.00	9.99
Non-certificated Salaries & Wages	\$262,881.00	7.36
Non-certificated Benefits	\$48,806.00	1.37
Services, Contracts, Supplies	\$1,256,844.00	35.18
Amortization Expense - Supported	\$0.00	0.00
Amortization Expense - Unsupported	\$17,750.00	0.50
Interest on Capital Debt - Supported	\$0.00	0.00
Interest on Capital Debt - Unsupported	\$0.00	0.00
Other Interest and Finance Charges	\$5,850.00	0.16
Losses - Disposal of Tangible Capital Assets	\$0.00	0.00
Other Expenses	\$0.00	0.00
Total Expenses	\$3,572,993.00	100.00

Capital and Facilities Projects / Summary of Facility and Capital Plans

In keeping with the longstanding objective of the New Horizons Charter School Society to obtain a suitable facility in Sherwood Park, the school relocated to the former St. Theresa Catholic School, located at 1000 Strathcona Drive, during the summer of 2015. In the year leading to the move, extensive renovations were undertaken in order to optimize the facility's suitability for occupancy.

During the 2015-16 school year, the school community, including staff, parents, students, and directors, worked with officials from Alberta Education and Alberta Infrastructure, together with ONPA Architects, to develop plans for an \$8 million major modernization of the school.

A construction contract for the modernization was awarded to Fillmore Construction of Edmonton in September 2016, with actual project work beginning in November 2016. At the time of writing, the project is nearing completion, with the project expected to be fully complete by December 2017.

With the school effectively full (i.e. current enrolment exceeds 85% of official capacity) and with the expectation of continued growth, application has been made for the addition of two new modular classrooms for the 2018-19 school year.

Parental Involvement

Approximately thirty-five parents, staff members, our MLA, our Strathcona County Ward Councillor, and students participated in a Stakeholder Forum held on February 1, 2017. Facilitated by the Community Development Unit of Alberta Tourism and Culture, the Forum provided opportunity for participants to generate input into the development of the school's Three-Year Education Plan for 2017-18 to 2019-20. Following the Forum, a summary of the input gathered at the Forum was circulated to Board Directors and posted on the school website. The results were then included among the data considered at a Board Planning Retreat, held in March 2017, as a key step in the process leading to the development of the Three-Year Education Plan.

The School Council met monthly throughout the year and had opportunity on each occasion to discuss school activities, priorities, and issues. On two occasions during the year, the School Council provided a report to the Board of Directors with respect to its activities.

Timelines and Communication

The following requirements will be added to the combined AERR / Education Plan following its approval by the Board of Directors on November 22, 2017.

Charter schools must post their board approved AERR for 2016/2017 on their website in a publicly accessible format by November 30, 2017 and notify the Zone Director by email of the posting. They must also include:

- *The web link to the charter school AERR in both the print and posted versions.*
 - *The Combined Annual Education Results Report for 2016/2017 and Education Plan can be found on the page at this link: <https://www.newhorizons.ca/about/school-information-documents/>.*

- *A web link to the charter school's **average class size report** (or include the average class size report in an appendix to the AERR). The average class-size report must include average class size information for the 2016/2017 school year.*
 - *Class Size Report: <http://www.newhorizons.ca/wp-content/uploads/2016/08/Class-Size-Report-2015-2016.pdf>*

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

There were no disclosures made during the 2016-17 school year.

Average Class Size report

[Follow this link for the 2016-2017 average class size report.](#)

Effective Practices

Objectives:

To make aware of and share the innovative practices and New Horizons School.

Audience:

Educators and public at large.

Key Message:

New Horizons School offers a unique educational opportunity for gifted learners in the Capital Region.

Action Plan:

- 1) NHS Research
 - a. Post "Individual Pursuits as Project Based Learning" as published in the *Canadian Journal of Teacher Research* [on our website](#).
 - b. Present to the Board of Directors during the October general meeting.
 - c. Begin a new action research piece to be completed by June, 2108 (Math Acceleration).
 - d. Begin a grade 3-6 action research project focusing on writing through collaboration with a local jurisdiction
- 2) Present our student self-regulation approach to other educators at the Charter Schools Conference on October 27.
- 3) Contact local media to cover our Grand Re-Opening and include innovative practices at NHS in February.
- 4) Maintain posts about [innovative practices](#) on our website and on Facebook monthly.

