



ANNUAL EDUCATION RESULTS REPORT

Neriah Christian School For the year 2023-24

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1.0 Accountability Statement

The Annual Education Results Report for Neriah Christian School for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. 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 2023/2024 was approved by the Board on November 29, 2024.

original signed

Daniel Visser

Position: Board Chair

original signed

Darlene Dekker

Position: Principal

2.0 School Profile

1.1 Introduction

Neriah Christian School is an accredited K-12 independent school operated by a Society consisting of members of a local Netherlands Reformed Congregation. The school facility is located in Southwest Calgary and consists of a single room, multi-grade classroom. Currently the school operates out of a portion of the building owned by the Netherlands Reformed Congregation.

NCS operates under the authority of a school board consisting of five members elected by the members of the Society and one advisory member from the consistory. The principal acts as an advisory member on the board. Our students are transported to school by their parents from the surrounding area. As of September 2023, our enrollment was five students.



Photo of Neriah Christian School Building

1.2 Vision

To provide Christian education through learning based on God's Word.

1.3 Mission

To ensure that all students are instructed in all subjects according to God's infallible Word, so they have a strong understanding of their duty to be compassionate, responsible, contributing members of society.

1.4 Values

- ❖ **Respect:** Showing reverence for God, and respect for authority and others.
- ❖ **Love:** Loving God and our neighbor.
- ❖ **Integrity:** Living consistently with our beliefs in public and private.
- ❖ **Community:** Bringing families and other members of the community together to promote Christian education.
- ❖ **Stewardship:** Using our gifts responsibly to the glory of God and the benefit of those around us.

3.0 Year in Review

Prior to opening the doors to students for the first time in September 2023, community members collaborated to set up a welcoming classroom and collect learning resources. We were supported by the local community as well as many other stakeholders in the community around us. An experienced teacher from British Columbia was hired and joined our community in July. A pastor led us in a prayer service for the school in August and we were given to open our door for the first time for students on September 5th.

On the first day, students arrived at and began their learning in an attractive and well-organized classroom. This was made possible thanks to a great deal of effort from many community members who helped set up technology, hang up bulletin boards, put together shelving and whiteboards, paint, install new lights, and organize classroom materials. Much support was given to our school by the local community and other Reformed communities.

Throughout the year staff benefited from engaging in a variety of professional development opportunities. In August staff attended the AISCA Leadership session and in February the AISCA Teacher's convention. Staff also participated in a variety of literacy courses and professional development targeting the primary grades. As a result, we launched Lexia Core 5 program for

our primary students and decided to follow the Heggerty Phonemic Awareness program. Staff was also given the opportunity to network with colleagues at, or from, other private schools. Alberta Education conducted a monitoring visit in March, and this was a very positive experience.

Students participated in many learning experiences outside the classroom this year, including trips to Bar U Ranch, The Military Museum, National Geographic Presentations, TELUS Spark, and Mesa Butte recreational area. In addition, external speakers and guests also provided meaningful connections and enrichment for students.

Ultimately, all of what we do at Neriah Christian School is based on God's Word. In addition to instruction from Scripture every day, we were privileged to be led in monthly chapel services by pastors or other church leaders. Additionally, a Biblical perspective is woven into all subject areas and learning activities. Throughout the year we welcomed parents, grandparents, and community members into the school for events such as Learning Celebrations, Christmas Program, Science Project Evening, Mother's Day Tea, Father's Compound Machine Building Event, and the end of the year community picnic. Parents play a vital role at Neriah Christian School in many ways: by being part of the Parent Advisory Committee, volunteering to drive for field trips, bringing hot lunches and snacks for special events, communicating openly with staff, attending school events, and organizing events.

Although our first year certainly involved some big adjustments for students and staff alike, we have so much to be thankful for when we reflect on the 2023-24 school year. We are humbled by the continued support and commitment from so many and pray that all these efforts may grant an inward blessing to staff and students at Neriah Christian School.

Goal 1: Provide Excellent Christian Education

(Assurance Domains: Student Growth and Achievement, Local & Societal Context)

Three students in grades 2 & 3 were assessed with Alberta Education-provided screening instruments:

- For literacy, the Castles and Coltheart 3 (CC3) Assessment in Grade 2 & 3 (September 2023); and the Letter Name-Sound (LeNS) Assessment (Grade 2 in September 2023).
- For numeracy, the provincial numeracy screening assessments (September 2023 for grades 2-3)
 - Due to the small number of students in our school, data from Literacy and Numeracy Assessment has not been included.

In addition to this, local assessments, such as the Fluharty Preschool Speech and Language Screening Test, Heggerty Phonemic Awareness Assessment, Phonics Snapshot Assessment, Dolch Word Assessment, and Speech-Ease Screening Inventory were also used. Students

identified as at-risk in these assessments are supported in a variety of ways. Additional attention is given to at-risk students by teachers during classroom instruction and students participate in Guided Reading to ensure that they receive literacy practice at a developmentally appropriate level. Students are enrolled in Lexia Core 5 and phonemic awareness is taught using the Heggerty Phonemic Primary Curriculum. In addition, at-risk students have been referred for speech and language assessments and the Wechsler Individual Achievement Test.

Numeracy interventions are more individualized, and Saxon Math is now being used for instruction as it is a continual and incremental practice.

Standardized Test Results

- Note that provincial data for First Nations, Métis, and Inuit students are not available as we have no self-identified indigenous students enrolled. In recognition of our role in working towards reconciliation, relevant professional learning, and collaboration, First Nations learning principles and content continue to be integrated throughout all of our course offerings.
- We don't have any English Second Language students enrolled to be able to report data for them separately.
- We did not have any grade 6 and 9 students this year and therefore do not have any standardized test results (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- We did not have any Grade 12 students this year and therefore do not have any exam results (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- We do not have any high school students this year and therefore do not have any completion rates.
- **Citizenship:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Education Quality:** Due to the small number of students in our school data for Neriah Christian School has been suppressed (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Program of Studies:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).
- **Work Preparation:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).
- **Lifelong Learning:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).

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- **In-service Jurisdiction Needs:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).

Student Internalization of Christian Worldview:

Last year *Bible Doctrine for Younger Children* was integrated into the Bible program for elementary and middle school students and this year *Bible Doctrine for Teens & Young Adults* was integrated into the Church History program for middle school. This has led to an increased knowledge and use of specific doctrinal keywords by elementary and middle school students in Bible class and through links in other courses. We continue to create learning documents that have a Biblical worldview woven throughout.

Student Success in Alberta Program of Studies:

With the exception of Social Studies all learning documents and activities contain evidence of and reflect the new Alberta curriculum at the elementary level. Although Neriah Christian School, with its small enrollment, does not have self-declared First Nation, Metis and Inuit students, we are committed to the teaching and learning about First Nations, Metis, and Inuit. Planning documents clearly outline how the First Peoples Principles of Learning are implemented in each subject and First Nations, Metis, and Inuit content is integrated into learning activities. Students are taught extensively about Truth and Reconciliation Day using information and resources taken from the First Nations Education Steering Committee. Unit plans are designed with content such as Indigenous stories, Indigenous use of plants, symmetry in Indigenous art, and how Indigenous peoples conserve energy. When completing projects on topics such as the circulatory system, natural disasters, structures and forces, First Nations, Metis, and Inuit perspectives are included.

Early literacy assessments (Fluharty Preschool Speech and Language Screening Test, Heggerty Phonemic Awareness Assessment, Phonics Snapshot Assessment, Dolch Word Assessment, and Speech-Ease Screening Inventory) identified a need for targeted Language Arts programs in the areas of phonics and phonemic awareness which guided us to purchase Lexia Core 5 and the Heggerty phonemic awareness program for kindergarten and grade 1. Additionally, an educational assistant was hired and staff participated in various professional development opportunities related to early literacy, such as Joyful Literacy, Science of Reading Comprehension, Foray into Phonics, and attending the AISC teachers' convention. We continue to work on the setup of Measures of Academic Progress Growth (MAP NWEA) computer-based assessment program, however, due to technological difficulties in the setup we have no data to share from MAP assessment.

Goal 2: Nourish Individuals

(Assurance Domains: Teaching & Leading; Learning Supports)

- **Safe and Caring:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).
- **Welcoming, Caring, Respectful and Safe Learning Environments:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Access to Supports & Services:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Student Learning Engagement:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).

Respectful and positive relationships among students and staff:

We are thankful for ongoing positive relationships among staff and students, reflected in the general atmosphere of the classroom. Students have stated during check-in meetings that their educational and emotional needs are being well met. They appreciate the many different types of learning activities, and the learning opportunities organized outside of the classroom. The Annual Peer Performance Review of staff showed that the core values of Neriah Christian School: love, integrity, respect, community, and stewardship, have been integrated into planning documents and this is evident in discussion and learning activities that take place in the classroom. In addition, a community topic event is planned for January. Community members will be invited to join us to delve into the school values some more. The Annual Peer Performance Review of staff also noted that a family environment has been created in the classroom: it is a warm and welcoming place to be. Students are respectful to staff and to each other.

Well supported staff:

The mid-year and end of year staff check-in meetings with the school board reflect that staff is very satisfied with the supportive and positive relationship with the Board. Staff especially appreciate the opportunities given to network with colleagues at or from other schools. A colleague from another school was hired by the board to conduct an Annual Peer Performance Review of staff and to spend time collaborating with a literacy specialist and learning assistance coordinator about resources and programs available to implement at Neriah Christian School. In addition, staff felt privileged to participate in various professional development opportunities such as the AISCA Leadership convention and others related to early literacy, such as Joyful

Literacy, Science of Reading Comprehension, Foray into Phonics, and attending the AISCA teachers' convention.

Goal 3: Strengthen Community

(Assurance Domains: Student Growth & Achievement; Local & Societal Context)

As indicated in the year overview at the beginning of this document, we were pleased to be able to host a variety of community events throughout the year. Parents, grandparents and other community members have been welcomed to school for events such as Learning Celebrations, monthly chapels, Christmas Program, Science Project Evening, Mother's Day Tea, Father's Compound Machine Building Event, and the end of the year community picnic. These events are well attended, and reflections and further discussions regarding these events have been very positive. Parents have noted that they appreciate being so closely involved and aware of their child's learning and community members have stated an appreciation for the effort being made to build community. External community members and speakers have also been invited to share their skillset and knowledge with students in areas of renewable energy, medicine, architecture and life skills. Students have shared that they enjoy these opportunities to connect with and learn from others. Community members and parents also value the open communication between Neriah Christian School and the community through two Parent Teacher Conferences per year, three report cards with thorough comments written for each subject area, weekly emails sent to parents and monthly Neriah School bulletins. As all students have a parent on the board and a parent that is part of our Parent Advisory Committee, parents are heavily involved in the decisions made about their child's education.

- Parental Involvement: Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2024 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- School Improvement: Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).

Goal 4: Adapt Infrastructure to Support Our Work

(Assurance Domain: Governance)

Governance and operational practices continue to be refined and formalized. Progress was made on updating and developing more governance policies. These policies were developed in 2023-24: Privacy Policy and a Student Teacher Bursary Program Policy. In addition, the following policies were developed immediately before the school year as part of the application for a new school: Conflict of Interest Policy; Emergency Procedures; Fire Safety Plan; Supervision, Evaluation, and Professional Growth of Teachers Policy; Assessment of Students Policy; Safety of Outdoor Education and Field Trips Policy; Health Protocol Policy; Safe Caring Policy; and Discipline Policy.

Summary of Financial Results

The guiding principles used in our financial planning are working within our budget parameters with the government funding we receive, as well as funds supplied by our community, while keeping the needs of our students and staff in the foreground.

In our first year of operations, we received \$39,381 of government funding. We also received \$177,407 in donations which far surpassed our expectations. We are very thankful for all the financial support the community has provided.

In the 2023-2024 school year, Neriah Christian School had an operating surplus of \$117,982. Capital expenditures in the 2023-24 school year were for blinds and the completion of the teaching wall in the classroom. Full audited financial statements were presented at the Annual General Meeting on November 5, 2024. Below is a summary of the financials for the 2023-2024 school year.

	2023/2024 ACTUALS	2023-2024 BUDGET
REVENUE SUMMARY		
Alberta Government	39,381	26,978
Tuition Fees	12,650	12,650
Gifts and Donations	177,407	91,000
Other income	17,757	3,150
Total Revenues	247,195	133,778
EXPENDITURE SUMMARY		
Salaries & Benefits	103,708	100,658
Services, contracts & supplies	23,604	29,162
Other	1,901	-
Total Expenditures	129,213	129,820

Whistleblower Protection

No disclosures under the Public Interest Disclosure Act (2013) were received over the course of this year.

Policies Update

Neriah Christian School has created and implemented policies to regulate operations in accordance with the Education Act. These policies also assist in organizing the school's operations and giving staff, students and other stakeholders clear direction in their responsibilities when it comes to the daily operations of the school.

The following policies were developed in 2023/24:

- Privacy Policy
- Student Teacher Bursary Program policy
- School Handbook

In addition, the following policies were developed immediately before the school year as part of the application for a new school:

- Conflict of Interest policy
- Emergency Procedures
- Fire Safety Plan
- Supervision, evaluation, and professional growth of teachers policy
- Assessment of Students Policy
- Safety of Outdoor Education and Field Trips Policy
- Health Protocol Policy
- Safe Caring Policy
- Discipline Policy

4.0 Accountability/Assurance System

As a high percentage of parents of Neriah Christian School students are members of the Board and comprise the Parent Advisory Council; parents and other community members are very involved in the process of developing and formatting the Education Plan and AERR.

Timelines and Communication

The school's AERR and three-year education plan are available to school community members on the school's website (www.neriahcs.ca). Notice of the posting of the reports is delivered to parents and the broader school community via the monthly school newsletter. All parents and members of the NCS community have access to the financial reports, which were also shared at the annual school meeting held on November 4, 2024. Copies are available from the school upon request at any time during the year.

Appendix A - Tables

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 2497 Neriah Christian School

Assurance Domain	Measure	Neriah Christian 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	n/a	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	79.4	80.3	80.9	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	87.6	88.1	88.6	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WC-RSLE)	n/a	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.
- 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.

Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 2497 Neriah Christian School

Measure	Neriah Christian 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
Diploma Exam Participation Rate (4+Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	81.1	82.2	83.0	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	79.9	80.4	80.7	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	82.8	82.9	82.9	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	80.6	812	815	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	719	70.0	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	87.1	87.5	88.1	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	71.9	72.9	72.7	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	75.8	75.2	74.7	n/a	n/a	n/a
Transition Rate (5 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	82.8	831	84.0	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.