



2021-2022

Annual Education Results Report

for New Humble Community School Association

Fostering the growth of each individual student through innovative academics, stewardship and agricultural literacy.

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2021-2022 Annual Education Results Report for New Humble Community School Association

Land Acknowledgment

We respectfully acknowledge that we are located on Treaty 6 territory, the traditional homeland for the Metis, Inuit and the ancestral territory and traditional gathering place of the Cree, Blackfoot, Nakoda Sioux, Iroquois, Dene, Ojibwa, Saulteau, Anishinaabe, and many others whose histories, languages, ceremonies, and cultures continue to influence our vibrant community.

It is important to acknowledge the traditional and ancestral Indigenous territories on which we now call home. Through these acknowledgments, we express our gratitude and appreciation to the Indigenous groups who held special relationships with the land including living and working on it for time immemorial.

Treaty 6 was signed in 1876 and encompasses central Alberta and Saskatchewan.



*Spring 2022 Kindergarten students

Accountability Statement

On behalf of the Board of Directors, administrative staff, teachers and school staff members, students and parents, it is our pleasure to present the New Humble Community School Annual Education Results Report for the 2021-2022 commencement school year.

As part of a continuous improvement cycle, Alberta Education requires school authorities to report results of their planning and instruction by assessing and interpreting the results arising from implementing their education plan and report on their progress toward achieving the outcomes in their plan in their Annual Education Results Report (AERR). In addition, school authorities must also report on their performance and the actions taken to meet their responsibilities in key assurance domains.

This AERR was prepared under the direction of the New Humble Community School Association (NHCSA) Board 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 AERR for 2021-2022 was approved by the Board on November 16, 2022.

Respectfully Submitted,



Kristen Kuhn
Chair, New Humble Community School Association

Local and Societal Context

Overview

New Humble Community School (NHCS) is a publicly funded school located in Leduc County. Through the lens of agriculture, stewardship and experiential learning New Humble offers unique and vibrant learning opportunities. Students develop a strong foundation of compassionate stewardship and continual pursuit of excellence, which they will carry with them as they become responsible and successful members of society. New Humble Community School is proud to be serving students from a variety of areas, both urban and rural. Throughout the year, the number of staff increased to a total of 13, including administration, teaching staff, educational assistants and custodians.

Vision

Fostering the growth of each individual student through innovative academics, stewardship and agriculture literacy.

Mission

To provide our students with a unique educational environment that: expands learning through innovative agricultural and experiential land management education; fosters a joy of learning and instills curiosity and confidence; fully supports and engages their needs, abilities, and growth; develops opportunities for genuine collaboration and self-reflection; and, is guided by compassionate, hands-on, creative educators who will represent and impart these skills and values in all students.

Guiding Principles

At New Humble Community School, we believe: students can use the lens of agriculture, stewardship, and experiential learning to make meaningful connections that lead to success in education and in all areas of life; all students can maximize their diverse abilities and gifts through this comprehensive and specialized approach; teachers with an understanding of agricultural literacy are informed about the complexity and interconnectedness of learning and teaching; teachers will develop and encourage respect, empathy, reciprocity, and cooperation; parents/guardians and community members are integral partners in children's education and all have a role to play in this unique and vibrant school; school administration should monitor and implement the growing weight of evidence about the positive impact of learning outdoors; and, our students will develop the skills, resilience, and values to ensure that they grow to be accountable and contributing citizens of local and global communities.



Image: Grade Four students outside new chicken coop

Summary of Research

The NHCSA community is fortunate to collaborate and work with University of Alberta (U of A) researcher Dr. Bonnie Stelmach (PhD, MA, BEd). In February 2022, Dr. Stelmach was able to spend some time at NHCS, talking with Board of Directors, teachers, staff and observing classrooms. On April 22, 2022 the Kule Institute for Advanced Study (KIAS) financially supported the Growing Together dinner. This dinner was a collaboration between New Humble Community School Association and the University of Alberta. The purpose of the evening was two-fold. First, for all parties to be introduced to Dr. Stelmach and her qualitative research project with NHCS and secondly, for Dr. Stelmach to gain insight into the strengths of NHCS and what the community sees for its future. From the evening three key themes emerged; real life learning; task responsibility and work Ethic; and social responsibility and sense of belonging. On April 29, 2022, Dr. Stelmach guided staff and the Board of Directors on a professional development day, focusing on linking agricultural literacy outcomes to the Alberta Program of Studies. Data from the research events provided by Dr. Stelmach this year will help to establish potential research concepts to confirm a research project direction for the 2022-2023 year.



Image: April 2022
professional
development with Dr.
Bonnie Stelmach.

Summary of Accomplishments

- September 2021 commencement with 89 students.
- Establishing literacy and numeracy teams to support student learning loss.
- Community engagement, volunteering at local fundraisers, school hosted fundraising initiatives for not for profits agencies(Mustard Seed, Food Bank),
- Creating outdoor learning spaces
- Initiating agriculture husbandry program
- Encouraging parental volunteering and in class involvement through effective communication, teacher support and establishing a volunteer coordinator.
- Establish equipment and resources to run agriculture Broiler Chicken program, full life cycle.



Image Above: Students observing and interacting with broiler chicks. Image Left: Kindergarten students meeting newly hatched chicks.

- Schedule multiple charter specific in school and out of school field trips as well as industry professional guest speakers.
- Hired additional teacher and educational assistant support as funding would allow.
- Multiple research events.



Image: May 2022 Day Farm egg production presentation

- Hosted fundraiser to procure barn to support charter goals and outcomes.
- Experienced significant community and industry support through donations and in-kind contributions.
- Mother Earth Children’s Charter staff professional development day.
- Continued collaboration with Alberta Education, Capital Planning and Alberta Infrastructure, including a spring site visit with stakeholder representatives.



Image Above Left: Alberta Education, Alberta Infrastructure, NHCSA Directors and Administration site tour. Image Above Right: Organizers for “Hand in Hand Humble Barnraiser” which raised over \$46,000 towards outdoor programming and the future barn.

Charter Goals - Summary of Measurable Outcomes

The 2021-2022 school year was the first year of operation for New Humble Community School. Coupled with the added challenge of the Covid-19 pandemic, NHCS teachers and community were continually adapting to new and challenging circumstances. Teachers enhanced learning with the guidance of the school charter. The NHCS three-year education plan was developed in May 2022, and will be used to support charter goals and outcomes, teacher priorities and results.

Teachers focused on charter specific methods of learning with the charter goals listed below as well as the strategies to implement lessons or programs. Individual student assessment and observations were used. Student, parent and staff surveys will be completed for the 2022-2023 school year. Items in these surveys will include but are not limited to: percentage of parents that understand the charter goals, percentage of students that understand age-appropriate agricultural literacy, percentage of parents that agree their child has learned to set meaningful goals, percentage of teachers who agree they foster development of problem solving through adaptability, resilience and critical thinking. The results from these surveys will demonstrate the impact the charter methods of learning have had on students and be included in next years AERR.

For the 2021-2022 school year, teachers have utilized the strategies listed with the charter goals below.

Charter Goal One - students will recognize and understand agricultural literacy

- Utilizing charter developed tests and teacher observations of comprehension of basic definitions and examples of agricultural literacy for each grade level.
- Student progress reports, which will include examples of both traditional and kinesthetic learning relating to agricultural literacy.

2021-2022 activities included expert guest speakers on a variety of topics, in and out of school field trips, and unique facility additions such as a barn, chicken coop, and garden plots.

Charter Goal Two - students will demonstrate problem solving through adaptability, resilience, and critical thinking

- Students will use learning journals in various ways, such as self-reflection and appraisal of student-led research projects and their own portfolios. These may be based around creating, observing, and improving experiments and projects related to agriculture and environment.

2021-2022 activities included learning core curricular lessons outside, in structured and unstructured learning areas.

- Teacher observations and inquiries, including in-classroom, outdoor, and in workshops with industry experts.

Charter Goal Three - students will understand the value of goals and outcomes

- Self-reflection and teacher observations and guidance to help set achievable and challenging goals at the appropriate level, with focus on experiential learning.
- Individual Program Plans (IPP) will be used to help students and families fully engage with this outcome.

2021-2022 activities included multi-grade competitions, and a comprehensive math-based project where students had to borrow money to create items that were then sold.

Charter Goal Four - students will achieve academic success while displaying leadership

- Standardized provincial assessments, rubrics, and samples of student work will be used to evaluate continuous learning of students.
- Teacher observations of regular and inter-class activities and projects will enhance and inspire leadership in students.

2021-2022 activities included our grade 5/6 classes participating in a teacher-led leadership program, where they took on additional tasks and responsibilities about the school.

2021-2022 - Teacher Observations

“I learned last year that I had many diverse learning needs with my class of 28. I could have the best lesson planned, but there were times that my students just responded better by giving them free reign to adventure and explore our barn yard. Students asked questions about the animals and showed leadership in the ways that they wanted to be involved with the animals. By planning cross curricular lessons, I was ensuring that the outcomes were covered in a unique, fun and engaging way. By using agriculture as our learning lens, it captured many students’ interests and helped those struggling students learn to enjoy learning!”

“My biggest takeaway last year was the following: You can explain a concept until you’re blue in the face or find the best video, but unless the students are actually doing it or experiencing it, their knowledge of the concept is going to be very superficial. Students need to work with manipulatives or physically do it in order to deepen their knowledge and understanding.”

“By teaching in this unique way, students show a deeper interest and engagement in the learning tasks. Instead of lecturing students I involved them in lessons! By doing this, students were "forced" to follow along and were more inclined to participate. Students were/are held accountable for their learning. Students are challenged where they need to be challenged. Our program encourages socialization skills amongst students of all ages.”

“All students had the opportunity to learn in a different space than the four classroom walls. All students had the opportunity to demonstrate adaptability and resilience by interacting with animals outside of a classroom setting and/or as an extension of classroom learning, challenging them to engage in other ways than traditional classroom learning.”







The collection of photos above provides a glimpse into the charter-specific strategies that were utilized. This includes but is not limited to, experiential learning, educational workshops, multi-grade projects, educational fieldtrips, project-based learning and more.

With the implementation of 2022-2023 surveys, targeted teacher evaluation and reflection data, the strategy's effectiveness of the strategies will be gauged and recorded to provide additional information in the 2022-2023 AERR and the three-year educational plan.

The commencement year at New Humble Community School consisted of anecdotal measures and observations. Whether it be new staff, substitute staff, community members or presenters, the consistent observation and feedback received was the positive, engaged student atmosphere in the school and classrooms.

Student Growth & Achievement

Student Learning

Spring 2022 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	New Humble Community School As			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	76.0	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.8	n/a	n/a	81.4	83.2	83.1	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	97.6	n/a	n/a	89.0	89.6	90.3	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.1	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.6	n/a	n/a	78.8	79.5	81.5	Very High	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 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

General Comments:

- The *Funding Manual for School Authorities* indicates data and descriptions to be provided for self identified First Nations, Metis, and Inuit (FNMI) students and English as a Second Language (ESL) student populations. Due to low numbers of FNMI & ESL students NHCS is not in a position to report this information.

Grade Six English Language Arts Achievement Test – 2020-2021 School Year

Standards Demonstrated by All Students^a

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	7	70.0	47527	84.7
Acceptable Standard ^b	7	70.0	42656	76.1
Standard of Excellence	2	20.0	10584	18.9
Below Acceptable Standard	0	0.0	4871	8.7
Students for Whom Test Results are Not Available: ^c	3	30.0	8561	15.3
Students Absent	1	10.0	3780	6.7
Students Excused	0	0.0	2713	4.8
Students Who Wrote, Results Withheld	0	0.0	1	0.0
Students Who Wrote Only One Part of the Test	2	20.0	2067	3.7
Total Enrollment Reported by Schools, June 2022	10	100.0	56088	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- No students identified as “*Below Acceptable Standard*”, teachers will examine assessment details
- Teachers will focus on supporting student ELA skills within written project submissions
- Based on these result staff will continue to utilize the numeracy and literacy support team.

Grade Six Mathematics Achievement Test – 2020-2021 School Year

Standards Demonstrated by All Students^a

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	9	90.0	43857	84.6
Acceptable Standard ^b	9	90.0	32654	63.0
Standard of Excellence	1	10.0	6433	12.4
Below Acceptable Standard	0	0.0	11203	21.6
Students for Whom Test Results are Not Available: ^c	1	10.0	7954	15.4
Students Absent	1	10.0	5452	10.5
Students Excused	0	0.0	2499	4.8
Students Who Wrote, Results Withheld	0	0.0	3	0.0
Total Enrollment Reported by Schools, June 2022	10	100.0	51811	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.
^b Includes students who achieved the Standard of Excellence.
^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- Excellent student performance for “*Acceptable Standard*”, NHCS 90% vs provincial 63%!
- Teachers will focus on growth areas to raise “*Standard of Excellence*” scores
- The Mathematics results are great so NHCS will continue to implement the numeracy support and experiential learning to reinforce concepts.

Grade Six Science Achievement Test – 2020-2021 School Year

Standards Demonstrated by All Students^a

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	16	84.2	44354	84.9
Acceptable Standard ^b	13	68.4	37272	71.4
Standard of Excellence	5	26.3	12710	24.3
Below Acceptable Standard	3	15.8	7082	13.6
Students for Whom Test Results are Not Available: ^c	3	15.8	7880	15.1
Students Absent	3	15.8	5411	10.4
Students Excused	0	0.0	2466	4.7
Students Who Wrote, Results Withheld	0	0.0	3	0.0
Total Enrollment Reported by Schools, June 2022	19	100.0	52234	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.
^b Includes students who achieved the Standard of Excellence.

General Comments:

- Above average number of students achieved “*Standard of Excellence*”!
- Teachers will analyze the assessment to pinpoint needed skill development so that all NHCS students at least attain the “*Acceptable Standard*”
- Teachers will continue to use charter methods to support curriculum and student knowledge retention.

Grade Six Social Studies Achievement Test – 2020-2021 School Year

Standards Demonstrated by All Students ^a

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	16	84.2	44288	84.7
Acceptable Standard ^b	16	84.2	35514	67.9
Standard of Excellence	4	21.1	10860	20.8
Below Acceptable Standard	0	0.0	8774	16.8
Students for Whom Test Results are Not Available: ^c	3	15.8	8019	15.3
Students Absent	3	15.8	5543	10.6
Students Excused	0	0.0	2470	4.7
Students Who Wrote, Results Withheld	0	0.0	6	0.0
Total Enrollment Reported by Schools, June 2022	19	100.0	52307	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

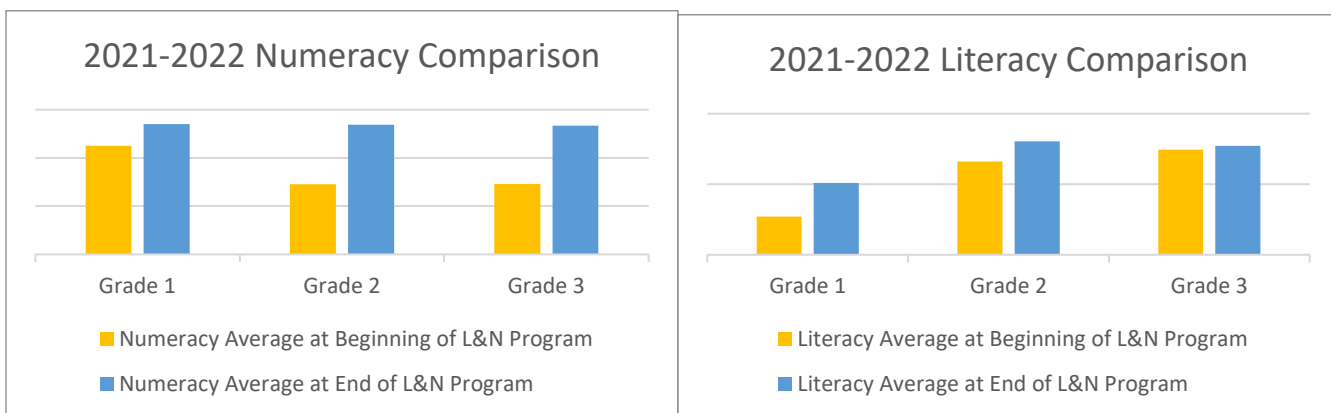
^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- Teachers will determine why NHCS students achieved such a high standard of performance!
- No students were “Below Acceptable Standard” and both provincial levels for “Standard of Excellence” and “Acceptable Standard” were surpassed by NHCS students
- Teachers will continue to use charter methods to support curriculum and student knowledge retention.

Numeracy & Literacy

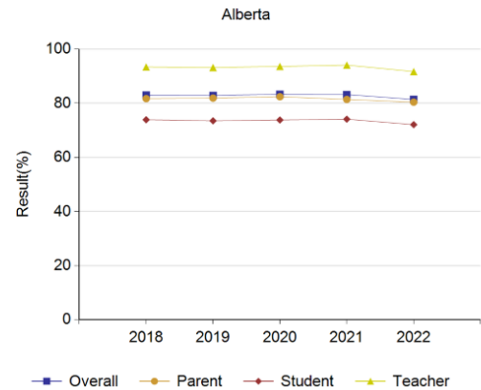
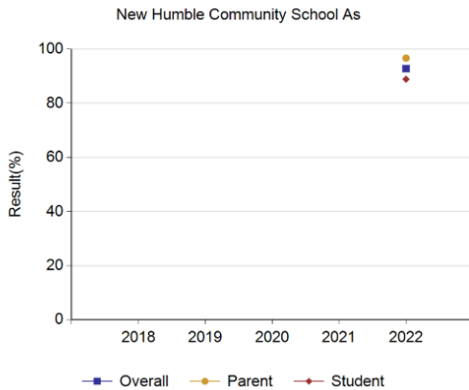
The Literacy and Numeracy Intervention Program had a direct impact on the students that needed it most. The additional funding provided by Alberta Education provided much needed one on one support and focus. The assessment results below are a strong indication of how important the program was to bring students close to, if not up to, their grade level. The literacy program average number of months gained at grade level from beginning to end of the program ranged from 8 to 24 months. The numeracy program average number of months gained at grade level from beginning to end of the program ranged from 20 to 24 months. The literacy and numeracy support team focused on its original proposal including focusing on the Grade Three Reading skill gap, Grade 1-2 sight words, phonemic and letter knowledge. The literacy and numeracy support team developed mathematics learning opportunities focusing on curriculum expectations and learning gaps. There were significant amounts of one on one reading and small group support.



Student Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	New Humble Community School As										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	92.8	Very High	n/a	n/a	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	96.7	Very High	n/a	n/a	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	88.9	Very High	n/a	n/a	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



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

General Comments:

- As measured by Alberta Education, NHCS parents and students are very satisfied with their modeling the characteristics of active citizenship

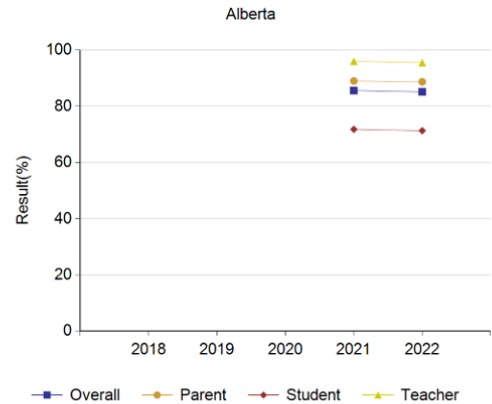
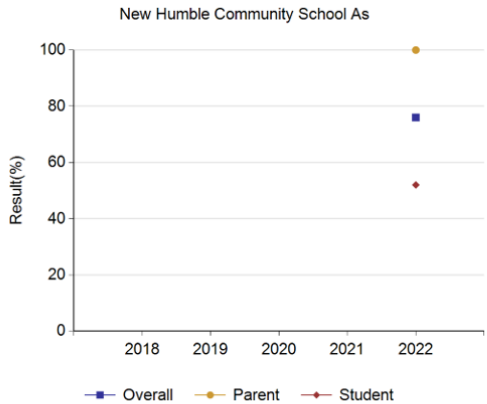


Image: Rodeo Day students learning how to work as a team to pull a wagon.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	76.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	52.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5



Notes:

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

General Comments:

- Many of the farm animals and shelters were not introduced until later in the year
- Staff developed hands-on farm management roles for students as well as implemented in-school extracurricular activities
- Based on these results teachers will need to improve engagement of students in communications regarding their learning



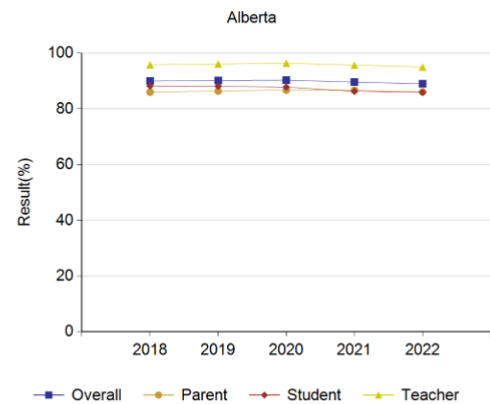
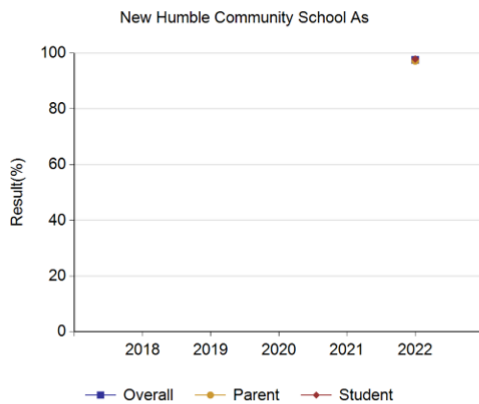
Image: Cross curricular grades learning about pulses

Teaching and Leading

Education Quality

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

	New Humble Community School As										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	97.6	Very High	n/a	n/a	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	97.2	Very High	n/a	n/a	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	97.9	Very High	n/a	n/a	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



Notes:

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

General Comments:

- As outlined in the Alberta Education graph above, parents and students are very satisfied with the overall quality of basic education provided at NHCS
- With the support of the education plan, it will be important for teachers to continue to communicate clearly with students and parents our strategies to improve education

Teacher Growth and Supervision and Evaluation

General Comments:

- Supports for teaching and leadership quality are provided through professional learning, supervision and evaluation
- All teachers developed their individual Growth Plans and presented them to their principal
- The principal reviewed these individual Growth Plans and provided ideas of how to support their individual growth journeys
- Teachers were provided with professional development time during professional development days and monetary assistance in pursuing their growth initiatives throughout the school year
- The superintendent utilized the Instrument for the Observation of Teaching Activities (IOTA) as a data collection tool to provide formative feedback to teachers on their instruction
- The superintendent evaluated each teacher and provided each with written documentation of their evaluation

- The superintendent provided Teacher Qualification Services with the necessary documentation for granting a "Permanent Professional Certificate" to the teacher who had accrued the necessary instructional time

Staff Professional Learning

General Comments:

- Professional Learning and Development focused on charter measurable goals, curriculum, school systems and First Nations, Métis and Inuit training.
- Mother Earth's Children's Charter School (MECCS) hosted NHCS staff in May 2022. Staff learned about traditional Indigenous games, Indigenizing Education, MECCS outdoor culture camp and activities like making dry meat, ceremonies, and how the outdoor classroom and tipi are incorporated into teachings. NHCS staff were shared the various agriculture and hands-on learning projects focused around learning from the land and agricultural stewardship.
- In February 2022 NHCS staff travelled to Altario School where they learned and saw first-hand the school's agriculture program. Staff were able to identify aspects of the program that could be made unique at NCHS and further developed or adjusted to achieve our specific charter goals.
- The NHCSA provides the services of a Board committee to work collaboratively with NHCS staff in developing learning activities focused on achieving the NHCSA Charter Goals and Outcomes



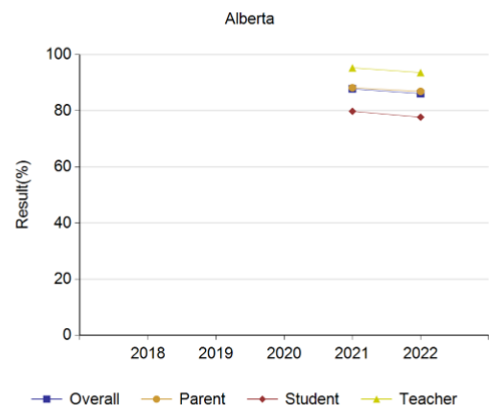
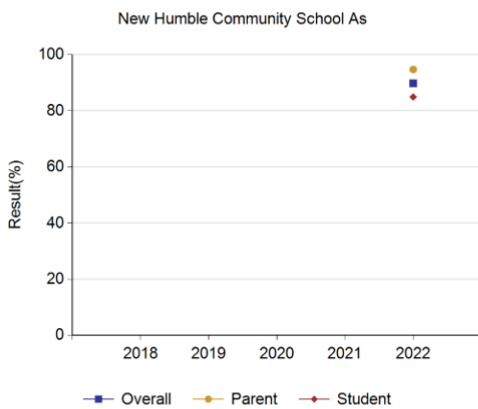
Images: Mother Earths Children's Charter Professional Development Day 2022.

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment

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

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	89.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	94.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	84.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6



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

General Comments:

- The graph above demonstrates that both parents and students agree that their learning environments are welcoming, caring, respectful and safe
- The NHCSA Board prides itself in positively supporting a community/school partnership by spending a lot of energy and time promoting this Charter school in both the community and within the school
- The NHCSA deliberately involves parents and the community in determining how the NHCS can continue being a unifying community hub of activities supporting both student learning and community needs

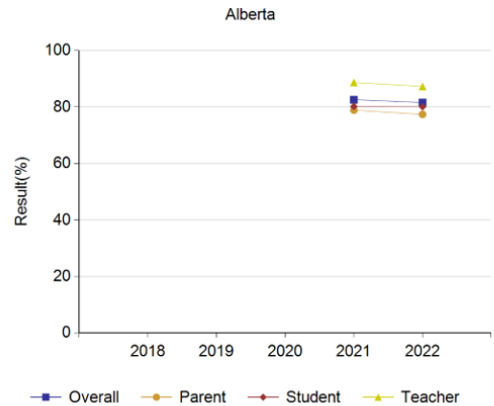
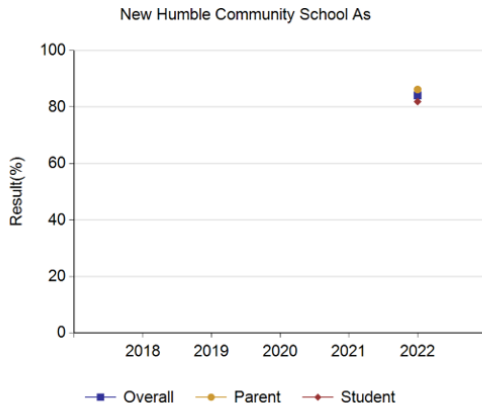


Images: Grade One class celebrates St. Patrick's Day

Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	



Notes:

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

General Comments:

- The graph above presents positive feedback to having access to appropriate supports and services at the school. Information further down in this report will show that student learning supports for students with learning needs is lacking
- With increased learning supports resources, the NHCSA Board
 - Hired professional assessment services in June 2022 to conduct assessments on 7 of our students
 - Increased the number of educational assistants
 - Hired additional teaching staff to support the classrooms
 - Invested in tools for staff to utilize supporting the students

The NHCSA Board has encouraged the NHCS staff to form a partnership with Mother Earth’s Children’s Charter School to ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Governance

Budget – Actual Comparison

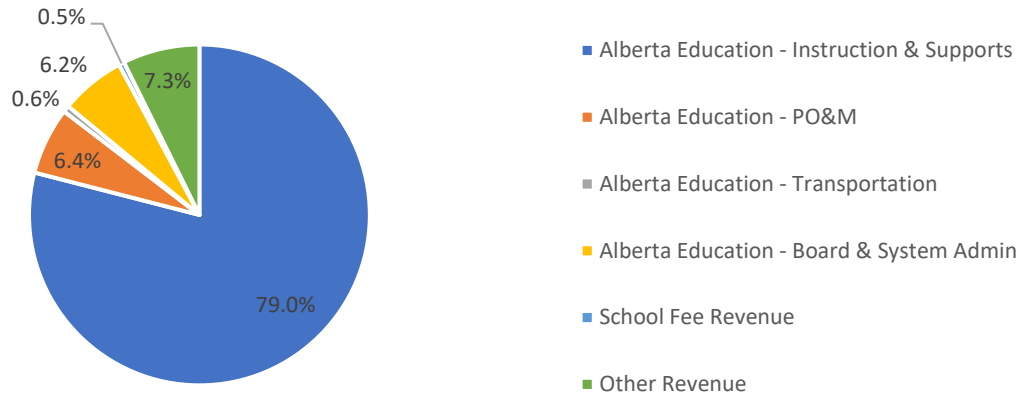
The figures below represent a summary of revenues and expenses for the 2021-2022 school year. This was the first year of operation for New Humble Community School Association and the first public charter school approved in 13 years. The projected funding prior to commencement and the year end total revenue changed significantly. This variance can be explained by the natural uncertainty with projected student enrolment versus actuals, unpredictable student information affecting grant allocations and adjustments to Alberta Education funding manual and capital planning manual. Adjustments to funding were mid to end of the fiscal year, resulting in a year end surplus. NHCSA Audited Financial Statements and additional information can be found at <http://newhumblecg.wixsite.com/website/board>

For more information, please contact NHCSA Secretary-Treasurer Jennie Schipperheijn at jennie.schipperheijn@newhumbleschool.ca or 780-985-3211.

The provincial roll up of AFS information can be found at <https://www.alberta.ca/k12-education-financial-statements.aspx>.

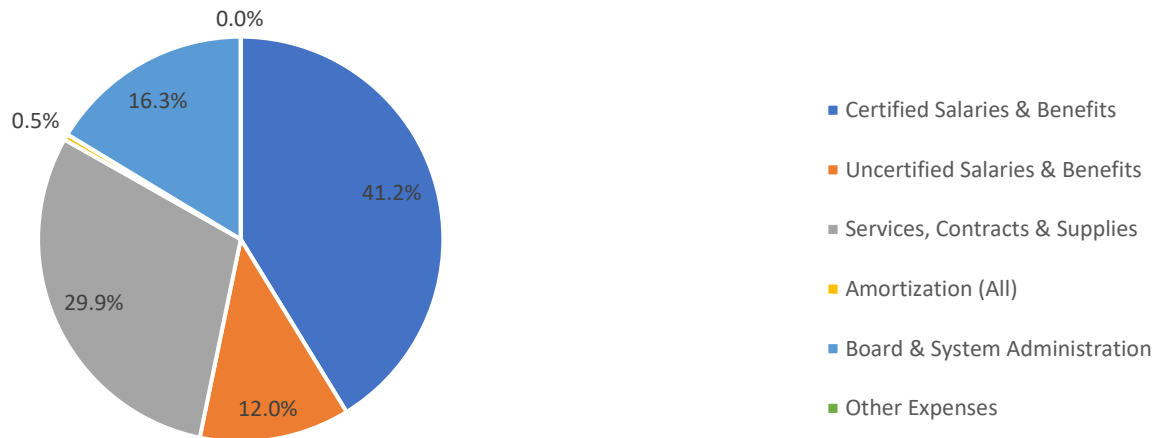
Revenue	Projected Value (April 2021)	Projected % of Total	Actual Values	Actual % of Total
Alberta Education - Instruction & Supports	\$ 506,660.00	78.9%	\$ 920,783.00	79.0%
Alberta Education - PO&M	\$ 68,000.00	10.6%	\$ 74,430.00	6.4%
Alberta Education - Transportation	\$ 26,461.00	4.1%	\$ 7,271.00	0.6%
Alberta Education - Board & System Admin	\$ 29,755.00	4.6%	\$ 71,918.00	6.2%
School fee Revenue	\$ 1,000.00	0.2%	\$ 5,992.00	0.5%
Other Revenue	\$ 10,000.00	1.6%	\$ 85,112.00	7.3%
Total Revenue	\$ 641,876.00	100.0%	\$ 1,165,506.00	100.0%
Variance	\$ 523,630.00			

2021 - 2022 Revenues



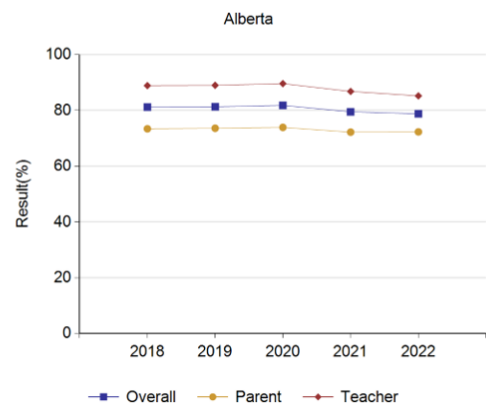
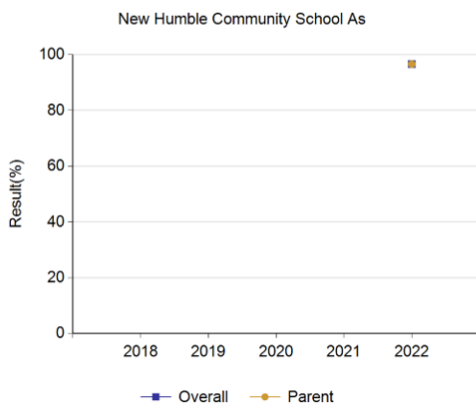
Expenses	Projected Value (April 2021)	Projected % of Total	Actual Values	Actual % of Total
Certified Salaries & Benefits	\$ 326,818.00	46.2%	\$ 355,238.00	41.2%
Uncertified Salaries & Benefits	\$ 81,480.00	11.5%	\$ 103,325.00	12.0%
Services, Contracts & Supplies	\$ 133,333.00	18.9%	\$ 257,906.00	29.9%
Amortization (All)		0.0%	\$ 4,055.00	0.5%
Board & System Administration	\$ 165,364.00	23.4%	\$ 140,712.00	16.3%
Other Expenses		0.0%	0	0.0%
Total Expenses	\$ 706,995.00	100.0%	\$ 861,236.00	100.0%
Net Revenue	\$ 304,270.00			

2021-2022 Expenses



Parental Involvement

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	96.6	Very High	n/a	n/a	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	96.6	Very High	n/a	n/a	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

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

General Comments:

- The NHCSA Board believes in involving parents and the community in providing input and feedback on decision making for the NHCS as is shown in the graph above



Images: April 2022 Growing Together Community Event

Overall Summary & Additional Reports

Measure	New Humble Community School As			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	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.3	2.6	2.6	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	83.7	84.9	85.1	n/a	n/a	n/a
Lifelong Learning	80.0	n/a	n/a	81.0	82.1	72.0	High	n/a	n/a
Program of Studies	87.7	n/a	n/a	82.9	81.9	82.3	Very High	n/a	n/a
Program of Studies - At Risk Students	81.0	n/a	n/a	81.9	82.7	84.8	Low	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	91.1	n/a	n/a	88.8	90.0	89.2	Very High	n/a	n/a
Satisfaction with Program Access	76.9	n/a	n/a	72.6	71.8	74.1	Intermediate	n/a	n/a
School Improvement	88.9	n/a	n/a	74.2	81.4	81.3	Very High	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	100.0	n/a	n/a	84.9	85.7	83.5	Very High	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

General Comments:

- The two main areas identified for improvement at NHCS are related to having proper supports for students at risk as well as satisfaction on program access for students at risk
- Additional funding and developing professional partnerships have been initiated to address these improvements for the 2022-2023 school year



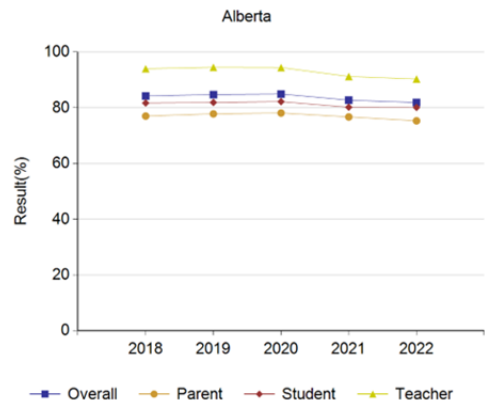
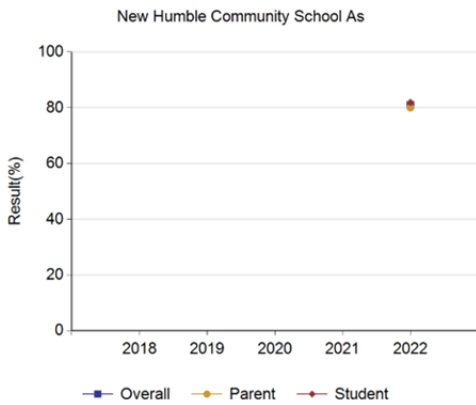
Images: NHCS staff June 2022.

Additional Reports:

Program of Studies: At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	81.0	Low	n/a	n/a	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	80.0	Intermediate	n/a	n/a	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	81.9	Intermediate	n/a	n/a	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3



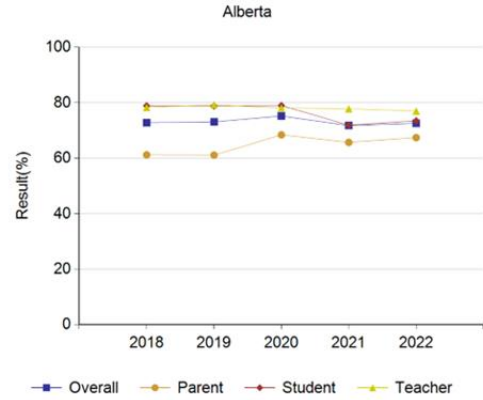
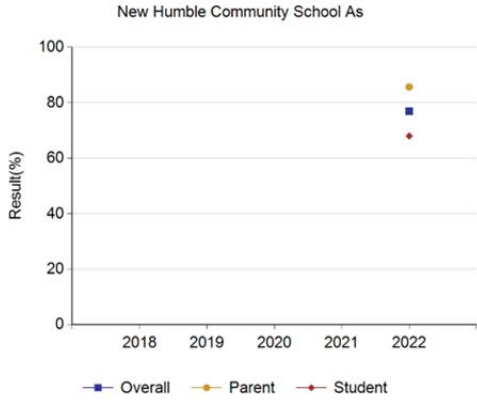
Notes:

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

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	76.9	Intermediate	n/a	n/a	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	85.7	Very High	n/a	n/a	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	68.0	Very Low	n/a	n/a	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

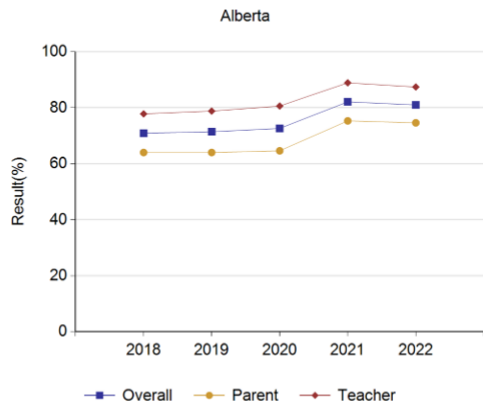
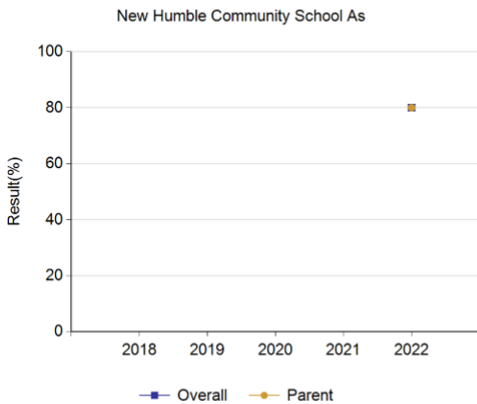


- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

Lifelong Learning

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

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	80.0	High	n/a	n/a	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	80.0	Very High	n/a	n/a	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

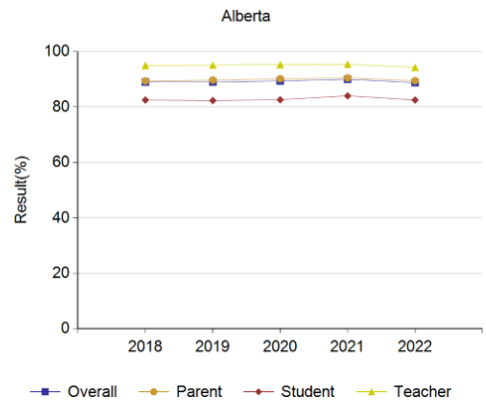
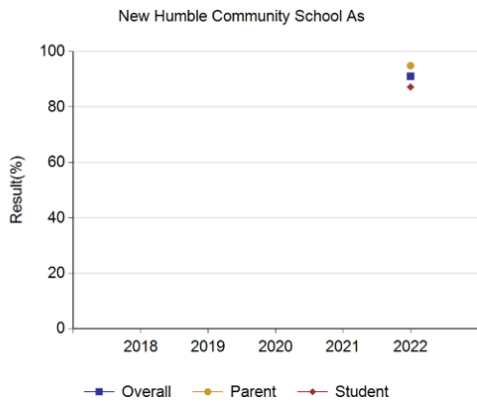


- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

Safe and Caring

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.

	New Humble Community School As										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	91.1	Very High	n/a	n/a	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	94.9	Very High	n/a	n/a	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	87.2	Very High	n/a	n/a	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



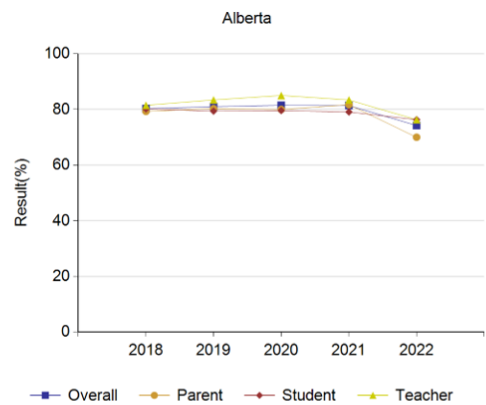
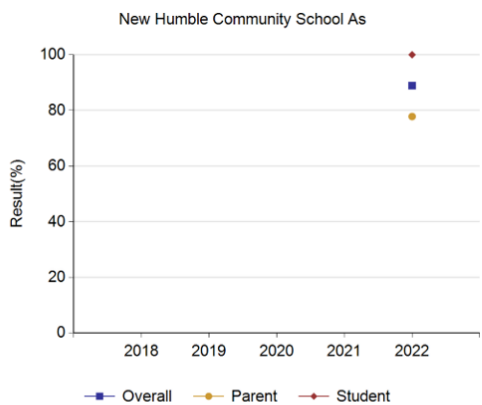
Notes:

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

School Improvement

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.

	New Humble Community School As										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	88.9	Very High	n/a	n/a	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	77.8	High	n/a	n/a	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	100.0	Very High	n/a	n/a	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3



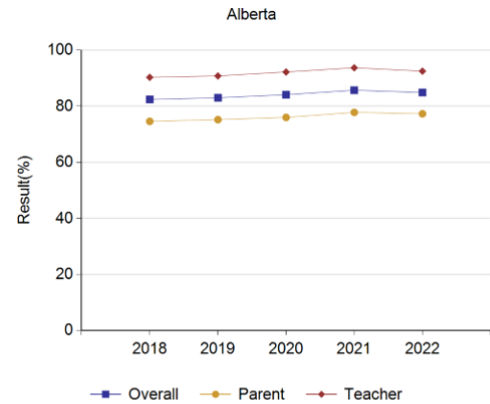
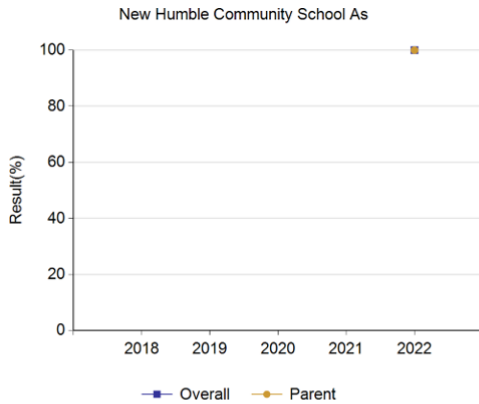
Notes:

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Work Preparation

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.

	New Humble Community School As										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	Very High	n/a	n/a	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	Very High	n/a	n/a	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



Notes:

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

Additional Reports General Comments:

- Parents appear to be very satisfied that students are demonstrating the skills, and attitudes necessary for lifelong learning
- The NHCS charter appears to be what appeals most to parents in the New Humble community
- Results support that parents and students feel safe at school and are learning the importance of caring for others

Stakeholder Engagement

New Humble Community School Association established the NHCS School Council. Parents and other stakeholders were engaged through meetings and emails, which offered opportunities to review and provide feedback on staff and board updates. Stakeholder engagement and updates were also facilitated through the school website, blog, social media pages, monthly community newsletters, school email newsletters, board meetings, committee meetings, open house events and other community events.

AERRs and other assurance documents will be reviewed with School Council and published on our website. Stakeholders will have the opportunity to provide feedback on outcomes and strategies of the reports. The feedback on the AERR this year will guide the future development of NHCS AERR reports.

The Growing Together research dinner engaged parents and industry partners in reviewing the goals and visions for the future of NHCS. This event served as a re-establishment of the foundation for NHCS stakeholder.

As NHCS enters the second year of operation, student, parent and staff surveys, specific school council engagement topics and review of outcomes and reports will be the strategies to ensure stakeholder engagement.

Accountability/Assurance System

New Humble Community School Association's AERR report's will be a combination of continuous improvement and evidence-based content as a result of the three-year education plan, survey results and Alberta Education Domain measures. NHCSA's Board continues to use evidence to guide all decision making: this includes the evidence of important feedback from the community, staff and parents. Administration will work directly with NHCSA Board to ensure that all Alberta Education and Board required content is clearly formatted prior to submission of documents.

Whistleblower Protection

New Humble Community School did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2021/2022 school term.

Annual Education Results Report can be found at <http://newhumblecg.wixsite.com/website/board>