



2023 -2024

# **Annual Education Results Report**

for New Humble Community School Association

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

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## 2023 - 2024 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.**



\* NHCS guest presentation

## 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 2023-2024 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.

The Annual Education Results Report for New Humble Community School Association (NHCSA) for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 27, 2024.

Respectfully Submitted,



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Kelsey Huber  
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 18, including administration, teaching staff, educational assistants and custodians.*

### Vision

NHCS students will use the lens of agriculture, stewardship and experiential learning to develop the skills, resilience, and values to be accountable and contributing citizens of local and global communities. Fostering the growth of each individual student through innovative academics, stewardship and agricultural literacy.

### Purpose

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

## Summary of Research



Image Left: Dr. Bonnie Stelmach with Triscuit and Pepper



Image Right: Student with Triscuit and Pepper

In keeping with the provincial mandate for public charter schools to conduct research on their innovations, New Humble Community School developed a partnership with Dr. Bonnie Stelmach from the Faculty of Education at the University of Alberta. The partnership began in 2021 with the inception of the school, and a community-based research approach was adopted to reflect the community-driven spirit of NHCS.

As reported in the November 2023 Annual Education Results Report, a community dinner called “Growing Together” was held to determine a research direction (April 2022), and a pilot study was conducted to refine the research design (February-March, 2023). That pilot study was called *Triscuit and Pepper Go to School*, and focused specifically on how students’ learning with and from the animals shaped their learning. Pilot studies are instrumental in validating the research designs, refining data collection methods, identifying and addressing ethical and logistical concerns, and demonstrating to stakeholders at the research site the researcher’s commitment to conducting a research study that is respectful, mutually beneficial, and academically sound. A summary of the consultation from the Growing Together dinner and the pilot study report are housed on the NHCS website. Those initiatives set the foundation for a successful grant application to the Alberta Education Research Partnerships Program in December 2022. Dr. Stelmach secured funding (\$50,000) for the study, *School is Such a Chore! Agriculture as a Lens for Enhancing Learning and Life Skills* (2023 – 2026).

*School is Such a Chore!* Is a qualitative exploration of how a K-6 agriculture immersion program impacts students’ learning and development. The original study proposed to focus on K-6 Physical Education and Wellness because it was a new curriculum in 2023 – 2024, and the K-6 social studies curriculum because most existing scholarship reports on STEM disciplines. Organizational changes, namely the hiring of a dedicated physical and outdoor education specialist, inspired us to continue the study with an inclusive focus. Further, data from the pilot study demonstrated that K-6 students do not usually talk about their learning in subject-specific ways even if many do have ‘favorite’ subjects. Qualitative studies are emergent by nature, meaning that adjustments are made in response to natural settings.

Our study is guided by two questions:

1. How does experiential learning through agriculture foster curricular connections and life skills in K-6 students?
2. How does an agriculture learning environment shape students' relationship with school?

Data for *School is Such a Chore!* were collected between October 2023 and October 2024. Data were collected through:

- 2 focus groups with teachers: February 26, 2024 and October 28, 2024
- Individual interviews with K-6 students (2 students were interviewed twice spanning over the 2023-2024 and 2024-2025 school years):
  - K = 3
  - Gr. 1 = 8
  - Gr. 2 = 8
  - Gr. 3 = 12
  - Gr. 4 = 5
  - Gr. 5 = 9
  - Gr. 6 = 5
  - Student Alumni (Gr. 7 at another school) = 2
- Individual interviews with teachers and staff (n=7) (one teacher interviewed twice)
- Individual interviews with parents (n=12) (two parents interviewed twice)
- Individual interviews with community members (n=5)
- Web-based parent survey May 1 – 31, 2024 (n=29)
- Observations of learning: indoor and outdoor classroom learning (e.g. pond dipping; tree planting; composting), in-school field trips (e.g. making cars, solar system, virtual reality goggles), special events such as Ag/SEED days, science fair, guest presentations (e.g. Cowboy poetry)

Central to community-based research is honoring and enhancing local capacity. To this end, the teachers and staff endorsed the creation of a student research team to assist with the study. Dr. Stelmach received approval for an amendment to include students as researchers. Eight grade 5 and 6 students applied and interviewed for a position on what became known as the Humble Researchers. The group formed in December 2023. Two teachers worked with Dr. Stelmach to provide training in conducting interviews as well as using a GoPro for knowledge mobilization activities. Regular meetings were held to provide students with continued mentorship, reflection, and planning. On March 8, 2024, the Technology in Education lead, Mr. Shane Klein, came to the school and spent an afternoon with the Humble Researchers on camera angles and shots, and storyboarding. Leah Peters, a fourth year education student was hired as a research assistant in Spring 2024, and Leah facilitated lessons with the Humble Researchers on downloading footage from the GoPro and using iMovie. Leah created a website for the research study ([schoolbasedag.com](http://schoolbasedag.com)), and student video footage is featured in an information video.

The Research Partnerships Grant provided funding for a professional development day on October 10, 2023 facilitated by Carmen Cornelius and Jared Thompson of Fearless in the Forest, a group that provides curriculum-based outdoor lessons for teachers. On March 11, 2024 Dr. Stelmach led a professional development day with the teachers focusing on curriculum mapping to charter goals focusing on linking lesson ideas to assessment. In collaboration with faculty from the Faculty of Agriculture, Life & Environmental Sciences, Alberta Pork, and staff from UofA's south campus (university farm), Dr. Stelmach arranged a

New Humble Community School  
professional development day for December 2, 2024 which will involve learning at the Dairy Research and Technology Centre, Swine Research Technology Centre, and the Poultry Research Centre.

As required by the Alberta Education conditional grant, Dr. Stelmach submitted Research Activity Quarterly Update reports:

- June 2023
- September 2023
- December 2023
- March 2024
- June 2024
- September 2024

The Interim Report was submitted to Alberta Education on February 8, 2024, and is housed on the NHCS website.

Knowledge mobilization activities completed and forthcoming include:

Stelmach, B. with Van Beers, R. A., Wurban, D., and Student Researchers Una C., Celeste, D., Cydney F., Jace H., Armony H., Catharina K., Ellie O., & Jessica S. (2024, March 28). *Transforming qualitative methods with a grade 5 & 6 student research team*. [Poster Presentation]. University of Alberta Faculty of Education 2024 “Celebrating Socially Transformative Research and Teaching” Edmonton, Alberta.

Stelmach, B., & Peters, L. (2024, October 3). *Learning through agriculture...it works!* [Poster Presentation]. New Humble Community School Open House, Leduc County, Alberta.

Stelmach, B. (forthcoming, November 14, 2024). *The animals, the plants, and the dirt that soiled the underpants: How an agriculture immersion environment shapes K-6 students’ relationship with schooling*. [Poster Presentation]. Symposium on Experiential Education Research, Estes Park, CO, United States.

Stelmach, B., & Peters, L. (forthcoming November 21, 2024). *How high-stakes responsibilities build character, community, and human-nature connections in a K-6 agriculture immersion school*. [Conference session]. Alberta Research Network, online.

Stelmach, B., & Duiker, C. (submitted October 31, 2024 and under review). *Agriculture: An awe-full and wonder-full way to teach and learn*. [Conference session]. Endless Skies Teachers’ Convention, Edmonton, Alberta, Canada.

Stelmach, B. (submitted October 8, 2024 and under review). *Agriculture as a pedagogical advantage for rural school innovation and effectiveness*. Submitted to the Canadian Association for the Study of Educational Administration, online.

Van Beers, R. A., Peters, L., & Stelmach, B. (submitted October 8, 2024 and under review). *Co-researching with grade 5 and 6 students as a reciprocal act: What adult researchers can learn from young researchers*. Submitted to the Canadian Educational Researchers’ Association, Toronto, ON, Canada.



Image: Outdoor Education Class

## Summary of Accomplishments

- Growth in Student Enrollment
  - Student Enrollment September 2023 commenced with 127 students, marking an increase of 10 students compared to the prior year.
  - Successfully planned for the implementation of a grades 7 to 9 program effective September 2024.
- Hiring a New Superintendent:
  - Successfully led the recruitment and selection process for a new Superintendent in November 2023 and a Secretary-Treasurer in April 2024.
- Research Initiatives:
  - Initiated and oversaw key research projects that contributed valuable insights to inform strategic decision-making and improve educational outcomes.
- Charter Development:
  - Played a pivotal role in the development and implementation of a revised comprehensive charter that aligns with the school's mission and vision.
- New Agricultural Initiatives:
  - Spearheaded innovative agricultural programs or initiatives that not only enriched the curriculum but also promoted sustainability and community engagement.
- Charter Amendment:
  - The Charter Assurance Process was reviewed and edited with input from the support staff, teachers, parents and the Board of Directors.
- First Nations, Métis, and Inuit Initiatives
  - Demonstrated a commitment to reconciliation and cultural diversity by championing and executing initiatives that promote the inclusion and well-being of FNMI students and communities.
  - Hosted Mother Earth Charter School students and staff in June 2024.
  - Appreciated Mother Earth's Charter School generous donations of valuable equipment and resources to NHCS.
  - FNMI initiatives were woven into school-wide and grade specific routine operations of the school
  - Student Assemblies were based on Seven Sacred Teachings and various hands-on learning activities such as Indigenous planting techniques.
- Stakeholder Engagement:
  - Cultivated strong relationships with various stakeholders, including parents, teachers, community members, and local businesses, fostering a collaborative and supportive educational environment.
  - Held multiple parent and community meetings regarding the implementation of the new junior high program.
  - Initiated a committee designed to mentor and encourage parents and community members to become board members.

- Initiated a Junior High Program planning committee consisting of parents, board members and school administration.
- Held a “Town Hall” meeting in March 2024 to receive feedback on the school’s Capital Plan.
- Provided surveys to parents and staff to support continuous improvement.
- Regular staff-board meetings occurred throughout the school year to discuss areas of mutual interest and to allow for dialogue about charter goals, vision, and expectations.
- Student Satisfaction and Improvement:
  - Implemented strategies and programs aimed at enhancing student satisfaction and achievement, resulting in measurable improvements in academic performance and overall well-being.
  - Designed multiple occasions for the junior high students and their parents to provide input into programming, options, extracurricular activities, and partnerships.
- Community Engagement:
  - Volunteering at local fundraisers, school hosted fundraising initiatives for local food banks and support networks (e.g. Christmas Elves, Terry Fox Campaign).
- Empowering Student Success:
  - Establishing literacy and numeracy teams to mitigate learning loss.
  - .5 FTE teacher pulled students out for numeracy and literacy support along with classroom support Educational Assistants.
- Cultivating Growth:
  - Hosted a fundraiser with 460 attending to support charter goals and facilities.
  - The board was able to secure three modular classrooms for the junior high program funded through the school budget, surplus and reserves.
  - Alberta Education funded a new modular for the school’s population growth which arrived in July 2024.
  - Continued a vibrant social media presence highlighting school events and successes.
  - NHCS supports TAAPS and representatives attend all meetings and the AGM. Teachers attend a one day TAPPS conference held every second year.
- Outstanding Evaluation Performance
  - Achieved high results in many measured evaluations.
  - Alberta Education officials conducted a school and [charter review](#) in March in our third year of operation. The team members confirmed that charter goals were being met and that the board was in a sound financial position. The report was presented to the Board of Directors and is found on the school’s website. Recommendations were included in the Three Year Plan approved by the board in May 2024.
- Enhancing Education:
  - Schedule multiple charter-specific in school and out of school field trips as well as industry professional guest speakers.
  - Made contact with Olds College to form a partnership with our junior high program including charter-specific projects.
  - Made contact with other charter schools to propose partnerships with our new junior high program initiated September 2024.



- Strengthening Our Team:
  - Hired a teacher and educational assistant support for the junior high program.
  - Hosted multiple board and staff meetings for collaboration.



Image(s): Students participating in daily charter activities.

## Charter Goals - Summary of Measurable Outcomes

The 2023-2024 school year was the third year of operation for New Humble Community School. Teachers enhanced learning with the guidance of the school charter. The NHCS three-year education plan was developed in May 2024, and was used to support charter goals and outcomes, teacher priorities and results.

Student, parent and staff surveys were completed for the 2023-2024 school year. Items in these surveys included 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 demonstrate the impact the charter methods of learning have had on students. These internal surveys were very positive in all areas of review and helped in the development of the Three Year Plan and ensured accountability of the school's vision and charter.

The survey provides an opportunity for the New Humble Community School (NHSC) to collect data which will be used by the administration for several purposes:

- a. to determine whether the mission of NHSC is being met.
- b. to provide us with feedback about how we may improve different aspects of NHSC.
- c. to provide information to the Alberta Government regarding our effectiveness as a charter school

**NHCS Vision – “Fostering the growth of each individual student through innovative academics, stewardship and agricultural literacy”. Are you satisfied that the school is effectively working towards this vision?**

90% of parents surveyed were either very satisfied (55%) or satisfied (35%).

For the 2023-2024 school year 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.

#### **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.

#### **2023-2024 activities** included:

- Expert guest speakers on a variety of topics
- Many field trips where students learned about agriculture or the environment from different time periods and how they are similar/different to today
- Classroom grow towers and growing boxes to show daily plant growth throughout the seasons
- Classes grew fodder to provide greens for our barnyard animals - especially over winter months
- New animal projects were created for student engagement and teaching - Steers
- Unique facility improvements such as insulating and heating the NHCS Barn to allow full year utilization.
- Construction of a greenhouse started in spring 2024 to be completed for the 2024/2025 school year.
- Agriculture Fun Days occurred every alternating month and also had a different agricultural theme.
- Teachers planned unique charter-based tiered lessons and activities that lasted a month long, with each month starting a new project.
- A “Charter Test” was created by teachers and administered in the Fall of 2023 and spring of 2024 to measure Charter-specific learning.
- The “NHCS Agriculture Outcomes” was reviewed which identified learning outcomes specific to our charter in the themes of agriculture, environment, and FNMI.

93% of parents surveyed were very satisfied or satisfied with their child's understanding of agricultural literacy.

93% of the parents were very satisfied or satisfied that their child recognized and understood the foundational knowledge of agricultural literacy.



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

**2023-2024 activities** included:

- learning core curricular lessons outside, in structured and unstructured learning areas.
- Teachers created cross curricular learning activities and projects using the NHCS Agriculture Outcomes in conjunction with the Alberta Program of Studies.
- Outdoor Education course taught to the Grade 5/6 class.
- Hunter Education was offered to Grade 5.
- Archery skills taught during Physical Education class for all students.
- Nature journals were used to document their learning in different grade levels.
- Log books were created to document animal weight gain and care for data.
- Grade 6 students helped assemble new grain bins for bulk feed and investigated cost analysis between bulk and bag feed.
- Off site nature hikes on the land adjacent to our school property.

98% of parents surveyed were very satisfied (50%) or satisfied (48%) with their students' demonstration of problem solving.

84% of teachers surveyed were very satisfied (67%) or satisfied (17%) with their students' demonstration of problem solving.

**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 coded students and families fully engage with this outcome.

**2023-2024 activities** included but not limited to:

- Kindergarten students learned about life cycles of local vegetables and barnyard animals with the goal to learn how to grow their own food.
- Grade 1's interviewed family members to inquire information about farming and their families connection to agriculture with the goal to understand more about agricultural life.
- Grade 2's evaluated and documented the basic needs and health of a goat with the goal to learn the difference between market animals and pets.
- Grade 3's investigated the steer pen and what modifications can be made based on research understanding the goal of an appropriate sized pen.
- Grade 4's seed investigation where they researched and identified seeds based on appearance and mystery planting with the goal to learn about germination.

- Grade 5 completed a research project and presentation on different breeds of cattle. They also made ties to the financial costs to raising cattle with the goal of learning more about profit/loss.
- Grade 6's learned about sustainability through a creation of their own planet with the goal of understanding sustainable life

98% of the staff surveyed were either satisfied or very satisfied that students understood the value of goals and outcomes.

98% of the parents were either very satisfied or satisfied that their child understood the value of goals and outcomes.

#### **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.

#### **2023-2024 activities included:**

- Our grade 5 and 6 classes participated in a teacher-led leadership program, where they took on additional tasks and responsibilities about the school ie. morning announcements, setting up the gym for events, etc.
- Hiring grade 4-6 students to complete specific chores in the farmyard and around the school grounds.
- Chore students buddied with younger students to show them what it takes to do chores on a monthly basis
- Agriculture Fun Day (now SEEDS days) groups are multi-graded, therefore there is an expectation for the older students to help the younger students with tasks.
- Classroom reading buddies throughout the school grades
- Completing class projects to donate as silent auction items for the school fundraiser social
- Grade 4 to 6 students assisted the younger students with afternoon lunch clubs as a buddy mentor
- Grade 3 students assisted the custodial team with different chores around the school
- Grade 4 students did school recycling - bottle and paper
- Grade 4 and Grade 6 volunteered with the Wizard Lake Watershed Association to plant trees along the lake
- The community school feel, the charter, and the chore program promotes relationships, team, respect and responsibility.
- Because of the nature of the charter, students are trained and need to be fully aware of farm risks.
- Guest speakers and visitors to the school often comment on how well behaved NHCS students are.
- Students in higher grades assist students in lower grades as tutors and mentors.
- Expectation for appropriate student behavior is well understood.

NHCS students continue to achieve solid results academically which was shown in day-to-day classwork and the Social Studies Grade Six Achievement test.

#### **2023 – 2024 Additional Local Context**

##### **Effective Teaching Methods**

Teachers were surveyed *“what was the most effective teaching method this year and why was it effective?”* A summary of observations is below.

- Interactive journals that helped build student accountability and independence.
- New resources that provided opportunity for more hands-on activities, critical thinking, problem solving.
- Experiential learning with animals to more quickly captivate student interest.
- Prioritize student choice in lessons to increase student investment in learning.
- Scaffold learning through I do, We do, You do to support varied student learning needs.
- Project based hands on learning to experience problem solving, critical thinking, reflection and connecting learning to product.

### **2023-2024 Parent Comments From School Administered Surveys**

“I applaud the level of commitment, dedication and hard work from the board, administration and staff to ensure the students are receiving the best experiences at school with the charter goals in mind. I look forward to the addition of the Jr. High in the fall.”

“My kids have nothing but good things to say about the teachers and the school. I feel very welcome at all the events we attend.”

“I am very pleased with the overall feel of the school for students, parents and community. This school is very unique.”

“Every staff member goes above and beyond.”

“I have had nothing but positive interactions with the staff. They are kind and understanding and easy to talk to.”

“I appreciate the commitment from the board to ensure accountability and transparency on how the charter goals are being met by staff.”

“The board of directors, parent group, staff and volunteers are absolutely amazing and working towards and exceeding their goals. Our children are given experiences that enhance their knowledge and hands-on experience within the agricultural realm and are benefitting from it.”

There were a few comments from parents that indicated that they wanted to see a continuation in growth connecting the charter goals to the Alberta Education Program of Studies. The Charter Assurance model has been updated, the principal now reports at the board meetings on charter activities, new staff members now work through a school orientation program including charter priorities, and the Learning In Action website continues to highlight charter activities to the parents and community. Regular updates to parents by teachers are occurring. Students and staff effective October 2024 are being recognized at Board meetings to highlight charter successes.

### **Examples of Alberta Education’s Commendations in the School Evaluation Report**

“The board of NBHCSA demonstrates a commitment to continuous improvement.”

“NHSCA has developed and implemented assessments in September 2023 to better track student growth and achievement in measuring charter goals.”

“Teacher professional development is well supported.”

“Many stakeholders spoke about the extraordinary number of hours the volunteer board members have committed and continue to commit to the authority.”

“NHCSA has demonstrated that they are fiscally viable and responsible.”

“The board has cultivated a strong relationship with the community where the school resides.”

“The last three years of financial audits show the NHCSA is managing its finances effectively.”

“NHCSA is very successful at fundraising to fund agricultural-based projects that do not fall under the scope of government framework.”

“The board of directors demonstrated a strong understanding of the role charter authorities play in providing choice in education in Alberta.”

“Overall, students, parents, and staff at NHCSA see the school program as successful.”

“The Learning in Action website was created for teachers to share updates with the community and parents.”

### **Examples of Alberta Educations’ Recommendations in the School Review Report**

“Continue working with educational professionals to map out K-12 Scope and Sequence charter goals expectations.”

“The board continues to work with senior administration to define governance and operational roles.”

“In the upcoming strategic planning, the board includes recruitment and retention strategies for senior administration and certified staff to realize charter authority expansion.”

“We recommend that the charter authority continue to work closely with Alberta Education Capital Planning and School Finance staff to address facility planning, lease costs, and desired expansion.”

These recommendations are priorities for the Board of Directors, administration, and staff and are being reviewed and created where applicable.







The collection of photos on the previous page 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 field trips, project-based learning and more.

Following the successful implementation of the 2023-2024 surveys, areas in which we have identified a potential opportunity for growth are: inclusion of division one student surveys, inclusion of charter goal reflection in student surveys, inclusion of teacher results and reflection data of charter goal implementation to support the 2023-2024 AERR and the three-year educational plan.

# Student Growth & Achievement

## Student Learning

### Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

#### Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2356 New Humble Community School

Assurance Domain	Measure	New Humble Community 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	72.0	86.8	81.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	89.6	87.8	90.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	72.7	85.7	85.7	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	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
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	95.4	96.5	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.3	90.1	90.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	71.8	79.0	81.5	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	86.8	93.8	95.2	79.5	79.1	78.9	Very High	Maintained	Excellent

- 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), 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.

#### 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.

- The “Very Low” measure in PAT Excellence is reflected by a total of 11 students writing one examination. Two students barely missed the cut off for Excellence in the Social Studies examination. The grade six students only wrote one Achievement Test in June 2024.
- The recognition of Education Quality “Very High” rating is appreciated by the Board of Directors and the Staff. The survey administered by the Board to the parents indicated a 100% satisfaction level with the quality of education.

The Parental Involvement measure continues to be “Very High” with an overall rating of “Excellent”. Parents are encouraged to be in the school to be actively involved in their child’s education or to volunteer.

First Nations, Métis and Inuit Student Success - There are no results available for First Nation, Metis, and Inuit students or for students who are identified as English as an Additional Language supports.

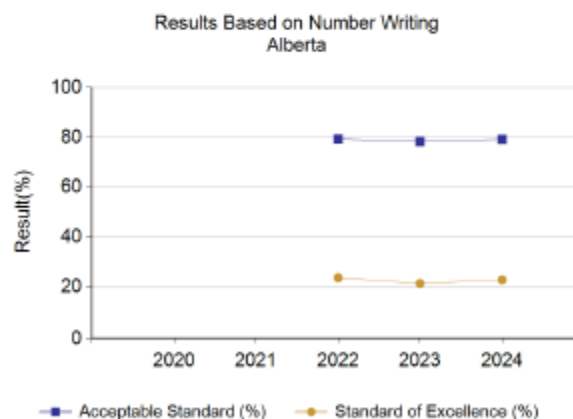
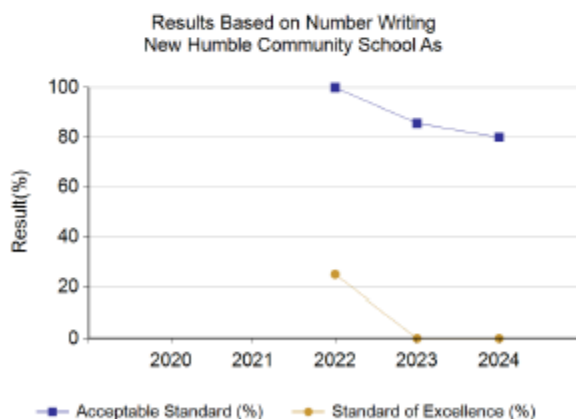
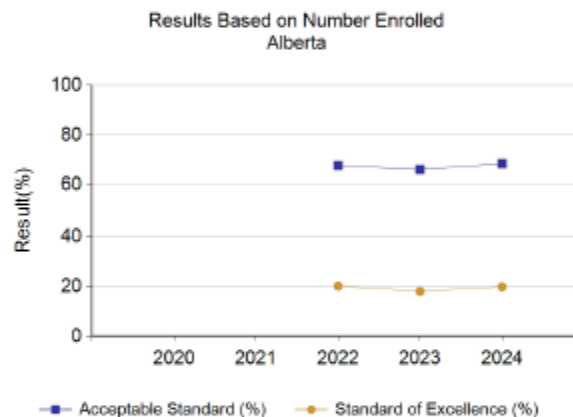
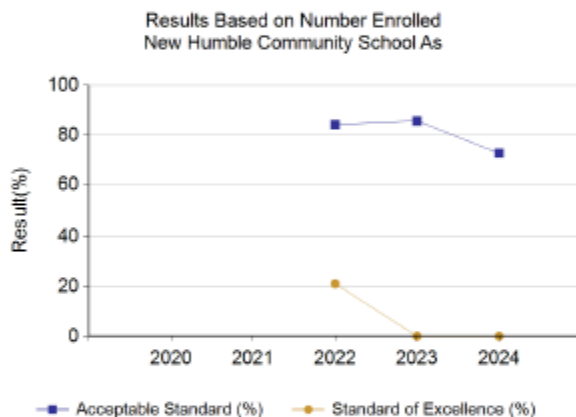
### PAT Results By Course

Authority: 0369 New Humble Community School Association

Province: Alberta

### Social Studies 6

		New Humble Community School As					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	19	7	11	n/a	n/a	56,483	57,655	60,804
	Students Writing	n/a	n/a	16	7	10	n/a	n/a	48,283	48,742	52,610
	Students Writing (%)	n/a	n/a	84.2	100.0	90.9	n/a	n/a	85.5	84.5	88.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	84.2	85.7	72.7	n/a	n/a	67.8	66.2	68.5
	Standard of Excellence (%)	n/a	n/a	21.1	0.0	0.0	n/a	n/a	20.1	18.0	19.8
	Below Acceptable Standard (%)	n/a	n/a	0.0	14.3	18.2	n/a	n/a	17.7	18.4	18.0
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	100.0	85.7	80.0	n/a	n/a	79.3	78.3	79.2
	Standard of Excellence (%)	n/a	n/a	25.0	0.0	0.0	n/a	n/a	23.6	21.3	22.8
	Below Acceptable Standard (%)	n/a	n/a	0.0	14.3	20.0	n/a	n/a	20.7	21.7	20.8



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests 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.
4. 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.

General Comments:



- The grade six class was small with identified students' needs but surpassed the provincial results in the Acceptable Standard.
- Two students were just below the Standard of Excellence cut line.
- Teachers will continue to use charter methods to support curriculum and student knowledge retention.

## Numeracy & Literacy

Month	Course Grade	Course Name	Subject	Cohort	Task	Students Responses	At-Risk Count	Average # of Months Behind	Difference between 1st and final assessment
January	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	22	2	N/A	
June	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	22	1	N/A	
January	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	Regular Words	22	2	5.25	-0.25
June	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	Regular Words	22	1	5.5	
January	1	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	3	5.8	3.1
June	1	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	1	2.7	
September	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	23	8	N/A	
June	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	23	3		
September	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	Regular Words	23	9	7.8	0.6
June	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	Regular Words	23	3	7.2	
September	2	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	23	10	8.3	-1.7
June	2	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	23	8	10	
September	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	22	6	N/A	
June	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	21	3		
September	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	Regular Words	22	6	12.7	3.45
June	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	Regular Words	21	3	9.25	
September	3	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	4	8.5	0.4
June	3	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	21	4	8.1	

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 support and focus from an experienced teacher but resources and manipulatives as well. The literacy and numeracy support team focused on its original proposal including focusing on improving the Grade 2 and Grade 3 reading skill gap, Grade 1 sight words, phonemic and letter knowledge. The literacy and numeracy support team developed learning carts with resources, manipulatives, and structured lessons to better assist the students who required one-on-one support. There were significant amounts of one on one reading and small group support because of the extra funding. The literacy and numeracy funding provided support in mathematics by acquiring new resources for hands-on learning. Teachers will be utilizing Math IXL as of September 2024 which is aligned to the Alberta Program of Studies. Several Mathematics school-wide activities are



New Humble Community School planned to highlight numeracy including Mathematics Week. UFLI literacy is in place for phonetics and coding.

High School Completion

As the school operated as a Kindergarten to Grade Six program, there are no high school results to be reported including high school completion rate.

Student Citizenship

Student Growth and Achievement

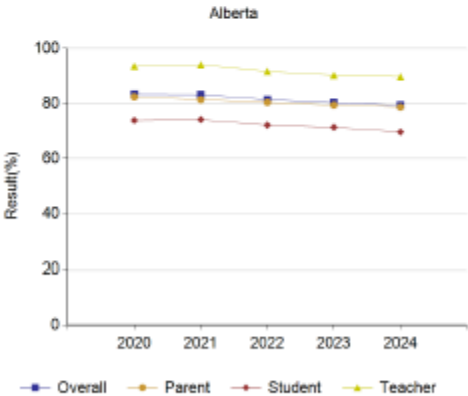
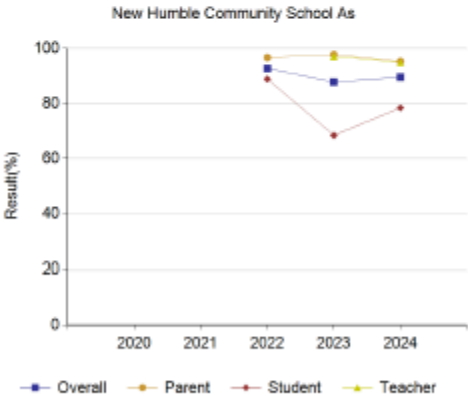
A.6 Citizenship - Measure History

Authority: 0369 New Humble Community School Association  
Province: Alberta



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

	New Humble Community School As													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	37	92.8	68	87.8	58	89.8	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	240,770	81.4	257,231	80.3	265,100	79.4		
Parent	n/a	n/a	n/a	n/a	12	98.7	18	97.8	13	95.3	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,889	80.4	31,869	79.4	33,217	78.7		
Student	n/a	n/a	n/a	n/a	25	88.9	43	68.4	37	78.4	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	190,816	69.6		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	8	95.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8		



Notes:  
1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (\*).  
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.  
3. 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 teachers are very satisfied with their modeling the characteristics of active citizenship with both groups indicating a 95% positive response.
- Student satisfaction increased 10% in May 2024 from the preceding year.
- The staff and the Board of Directors received numerous positive comments regarding the students’ behaviors on field trips and when speakers visited the school.
- All groups responded more favorably than the provincial results.

## Student Learning Engagement

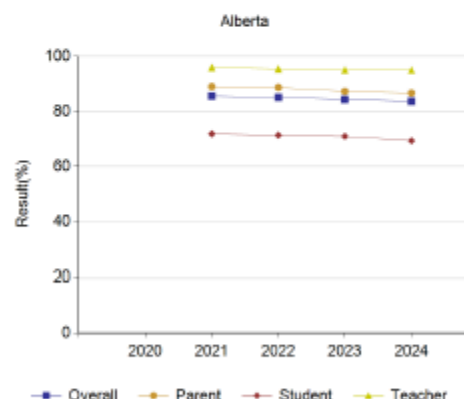
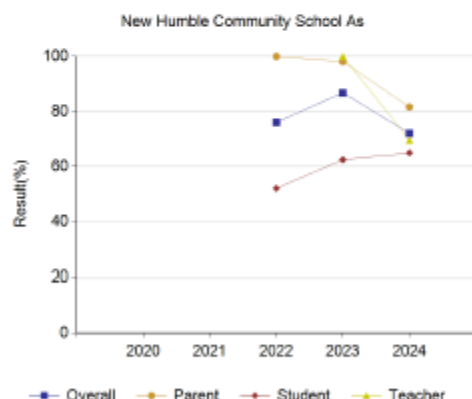
### S.1 Student Learning Engagement - Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

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

	New Humble Community School As													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	78.0	68	86.8	58	72.0	n/a	Declined	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	n/a	12	100.0	18	98.1	13	81.6	n/a	Declined	n/a	n/a	n/a	30,964	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	n/a	n/a	25	52.0	43	62.4	37	64.9	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	8	69.6	n/a	Declined	n/a	n/a	n/a	30,173	98.0	30,944	95.5	32,323	95.1	32,047	95.1



#### 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:

- More projects were continued from the previous year and new ones we added in Spring.
- Staff developed hands-on farm management roles for students as well as implemented in-school extracurricular activities.
- Teachers will continue to communicate with students about their learning to plan engaging lessons.
- The new councils, Student-Principal and Student-Board, will examine the students' thoughts on their engagement in their learning.
- The board and administration will work with the School Council to better understand parent and student perspectives on learning engagement. The board and administration is puzzled by the responses considering the increased depth of programming to meet charter goals and vision. The analysis of these results will be important for the development of the 2025-2028 Education Plan.

## Teaching and Leading

### Teaching & Leading

#### A.4 Education Quality - Measure History

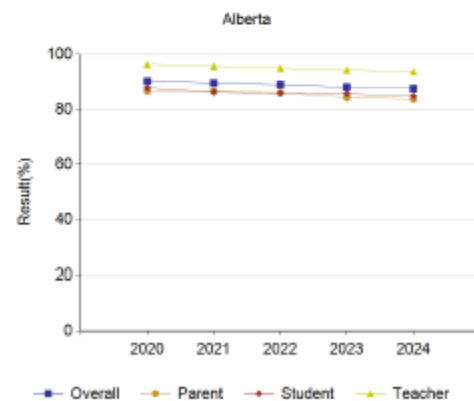
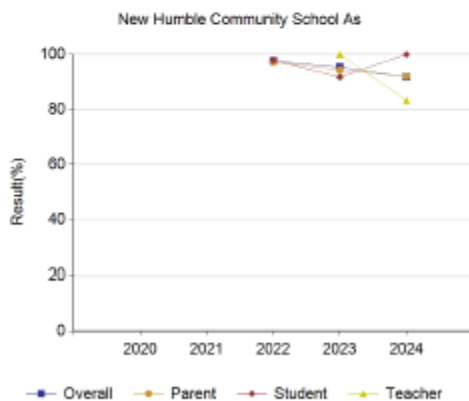
Authority: 0369 New Humble Community School Association

Province: Alberta

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



	New Humble Community School As										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	97.8	68	95.4	58	91.8	Very High	Declined	Good	264,623	90.3	230,814	89.8	249,532	89.0	257,584	88.1	265,643	87.8
Parent	n/a	n/a	n/a	n/a	12	97.2	18	94.4	13	92.0	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	n/a	n/a	25	97.9	43	91.8	37	100.0	Very High	Improved	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	8	83.3	Very Low	Declined	Concern	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



#### 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 about 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 met with every teacher and the principal twice during the year to discuss charter goals and vision and the fit for the program of studies.

- The superintendent met with the school principal several times after talking with teachers about classroom observations.
- The students and parents maintained a “Very High “ rating which was also identified in the school’s parent surveys. The lower result from teachers was reflected in ongoing discussions with staff regarding infusing the charter into a day-day program of studies delivery. Multiple discussions have occurred with the goal to insure the program of studies and the charter were in partnership.
- Although Teacher satisfaction decreased to 83.3% and was measured “Very Low”, this concern represented one teacher out of eight who indicated dissatisfaction with the overall quality of basic education.
- The Board of Directors provided two half days substitute coverage for Division One and Division Two teachers to plan as a community of learners.
- The superintendent visited every classroom on multiple occasions to observe the level of teacher instruction and student engagement.
- Teachers evaluations occurred as required. Educational Assistants were evaluated and the Principal’s performance was reviewed at the end of the year.



Image: Board and Staff meeting

## Staff Professional Learning

### General Comments:

- Professional Learning and Development focused on charter measurable goals, curriculum, school systems.
- Teachers, through collaboration, wrote outcomes for Agricultural Literacy outcomes specific to our school environment.
- 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.
- Teachers worked collaboratively with our research partner Dr. Bonnie Stelmach to develop and implement a pilot study that correlated with animals and their effect of learning.
- Teachers participated in many Inside Education professional learning opportunities both virtually and in person.
- Teachers attended the Teachers’ Convention in Edmonton in February as Associate Members of the Alberta Teachers’ Association.
- A review of the role of Educational Assistant and the effective working relationship with teachers occurred with an external consultant.

- Multiple professional development days included both support staff and teaching staff often relating directly to charter goals.
- Dr. Bonnie Stelmach met with individual staff members and the entire teaching staff to review her research and make recommendations to move forward with the charter goals and vision.
- The commitment by the board and the staff should result in higher satisfaction levels and improved student results.





# Learning Supports

## Welcoming, Caring, Respectful and Safe Learning Environment

### Learning Supports

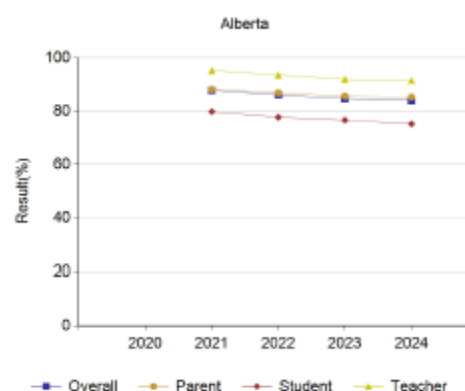
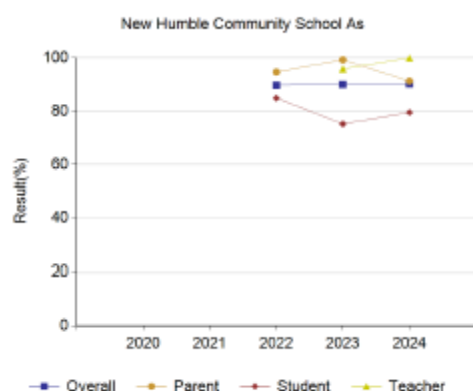
#### W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE) - Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	89.8	68	90.1	58	90.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	12	94.7	18	99.3	13	91.3	n/a	Maintained	n/a	n/a	n/a	30,960	88.2	31,715	86.9	31,685	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	25	84.9	43	75.2	37	79.5	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	95.9	8	100.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6



#### 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 over 90% of all stakeholders 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.
- NHCS levels of satisfaction were higher than all groups of the provincial averages.

## Access to Supports and Services

### Learning Supports

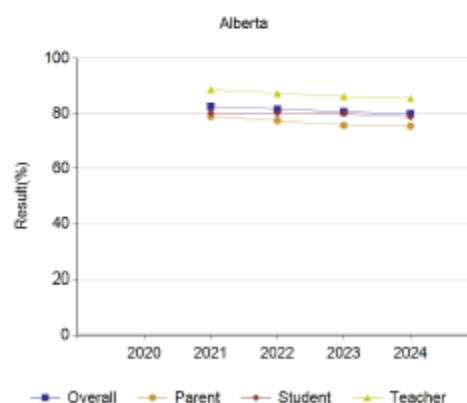
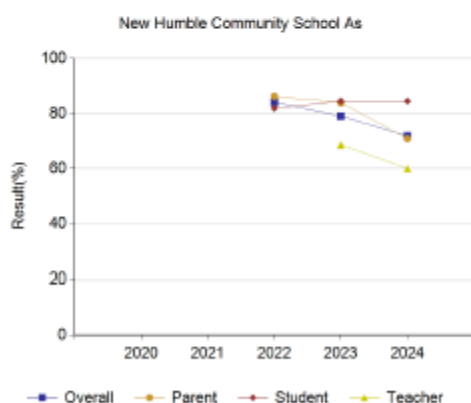
#### H.1 Access to Supports and Services - Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	84.1	68	79.0	58	71.8	n/a	Declined	n/a	n/a	n/a	230,761	82.6	240,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	n/a	n/a	12	88.2	18	83.9	13	70.8	n/a	Maintained	n/a	n/a	n/a	30,938	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	n/a	n/a	25	81.9	43	84.5	37	84.5	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	88.6	8	60.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. 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 presents positive feedback to having access to appropriate supports and services at the school.
- With increased learning supports resources, the NHCSA Board
  - Increased the number of full-time educational assistants;
  - Hired additional teaching staff to support the classrooms;
  - Invested in tools for staff to utilize supporting the students.

The board of director's plan is to obtain Student Services support in the areas of counselling and speech language services.

As the school population grows, more complex student needs are identified. The new junior high program will also dictate more student services support.

## Governance

### Budget – Actual Comparison

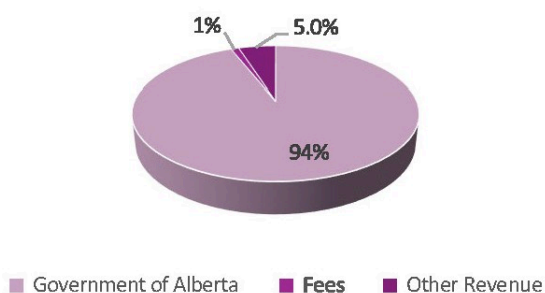
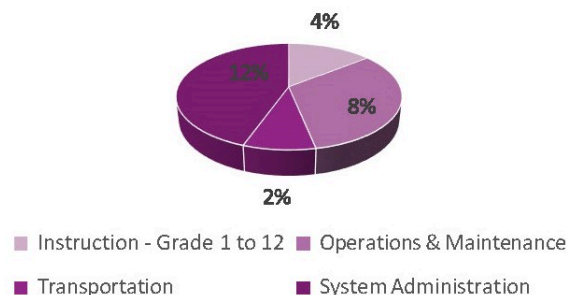
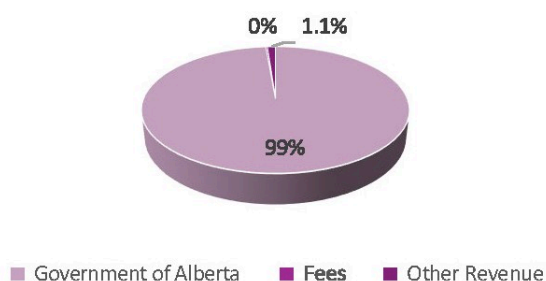
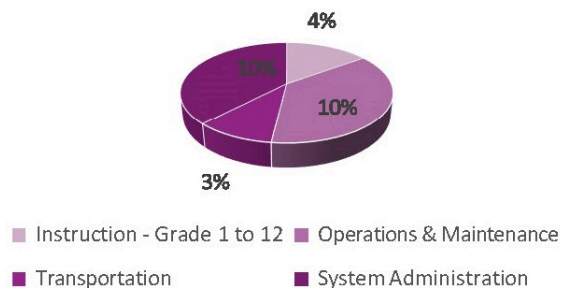
Annual Education Results Report Access, Budget Report  
Multi-Year Financial Statements

#### STATEMENT OF OPERATIONS

	Comparable		
	2022-23 Actuals	2023-24 Actuals	2024-25 Budget
<b>REVENUE</b>			
Government of Alberta	1,666,345	1,970,328	1,894,681
Fees	22,974	21,904	4,400
Investment	653	17,233	-
Donations and Other Contributions	55,743	76,488	20,000
Other Revenue	4,753	10,457	2,000
<b>TOTAL REVENUE</b>	<b>1,750,468</b>	<b>2,096,410</b>	<b>1,921,081</b>
<b>EXPENSES</b>			
Instruction - ECS	71,778	69,029	79,734
Instruction - Grade 1 to 12	1,069,911	1,374,642	1,384,435
Operations & Maintenance	122,360	157,690	194,706
Transportation	34,210	42,317	54,475
System Administration	204,476	215,683	199,592
<b>TOTAL EXPENSES</b>	<b>1,502,735</b>	<b>1,859,361</b>	<b>1,912,942</b>
<b>ANNUAL SURPLUS</b>	<b>247,733</b>	<b>237,049</b>	<b>8,139</b>

In accordance with the Variance Analysis schedule for the year ended August 31, 2024, the entity's actual expenditures totalled \$1,859,361 vs. budgeted expenditures of \$1,736,676. The variance is primarily due favorable deltas in revenue and offset with an increase in expenditures.



Table A-1 Actual Revenues for  
2023- 24Table A-1 Actual Expenses for  
2023-24Table B-1 Budgeted Revenues for  
2024-25Table B-1 Budgeted Expenses for  
2024-25

NHCS has been forming connections with fellow Charter schools to share educational resources, supports such as IT services, and mentorship opportunities. The principal and the Superintendent will be meeting with other charter school administrators in their cohorts during the 2024-2025 school year.

Additional information on the financial statements and related schedules are available by contacting the Secretary-Treasurer at [amanda.stene@newhumbleschool.ca](mailto:amanda.stene@newhumbleschool.ca).

Up-to-date financial information is posted on <http://newhumblecg.wixsite.com/website/board>

The provincial roll up of AFS information can be found at <http://www.alberta.ca/k-12-education-financial-statements.aspx>

## Parental Involvement

### Governance

#### C.1 Parental Involvement - Measure History

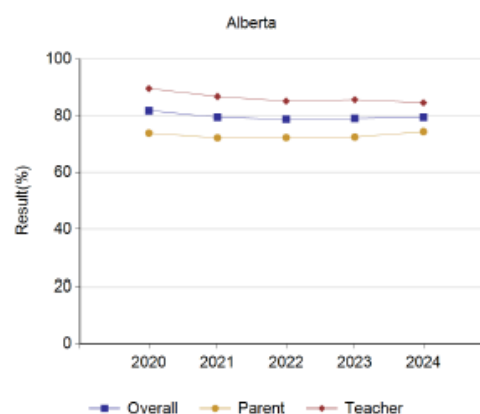
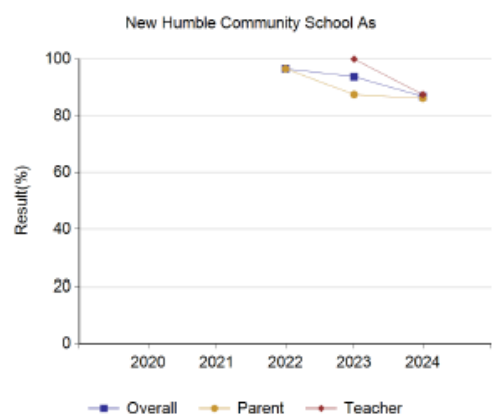
Authority: 0369 New Humble Community School Association

Province: Alberta

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



	New Humble Community School As													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	12	96.6	25	93.8	21	86.8	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	n/a	n/a	n/a	n/a	12	96.6	18	87.5	13	86.2	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	8	87.5	Intermediate	Maintained	Acceptable	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



#### 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 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. The overall rating for this measure remains “Very High” in both the Overall and Parent measurements.
- NHCS encourages all parents to be actively involved in their child’s learning both at home and in school through many in school field trips and volunteer opportunities. NHCS parents have indicated 12% more satisfaction than the provincial results.
- The Board of Directors and the staff appreciate the significant presence the parents have in the school throughout the school year. NHCS is truly a community school.
- Parents have regular contact with teachers as most parents are in the school on a regular basis. Parent-Teacher interviews, interim report cards, and the “Learning in Action” website keeps the parent well-informed.

## Overall Summary & Additional Reports



### Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 0369 New Humble Community School Association

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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	66.7	77.8	77.8	81.1	82.2	83.0	Very Low	Maintained	Concern
<a href="#">Lifelong Learning</a>	91.2	86.1	83.1	79.9	80.4	80.7	Very High	Maintained	Excellent
<a href="#">Program of Studies</a>	70.5	70.2	78.9	82.8	82.9	82.9	Low	Maintained	Issue
<a href="#">Program of Studies - At Risk Students</a>	75.3	77.2	79.1	80.6	81.2	81.5	Very Low	Maintained	Concern
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	91.3	92.4	91.7	87.1	87.5	88.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	48.9	61.2	69.0	71.9	72.9	72.7	Very Low	Declined Significantly	Concern
<a href="#">School Improvement</a>	93.5	91.0	89.9	75.8	75.2	74.7	Very High	Maintained	Excellent
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	89.6	96.9	98.4	82.8	83.1	84.0	Very High	Declined	Good

#### 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 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.

#### General Comments:

- The two main areas identified for improvement at NHCS are related to having proper support for Program Access and Program of Studies - At Risk Students. The detailed reports below indicate teachers and students have identified specific areas of improvement. This will be a priority to review and revisit to increase the satisfaction moving forward.
- A physical education teacher was hired to improve program access for the 2023/2024 school year.
- Additional funding and developing professional partnerships have been initiated to address these improvements for the 2024-2025 school year.
- Strong support from parents is indicated in the quality of education being received by their child and the safe and caring environment being provided for their child.
- Explanations for each measure have been completed in the appropriate section earlier in this report.
- An important aspect of the overall summary is that the enrollment of the school has grown from 127 students in 2023-24 to 181 in 2024-2025 plus the community supported the initiation of the junior high program.



- It is notable that all educational assistants and teachers indicated that they wanted to return to the school when asked in the Spring of 2023. The board has focused on retention issues and the results are now apparent. Having a more experienced staff and individuals who are more familiar with the charter and the school's goals, benefits students directly.



Image: NHCS staff Halloween 2023



Image: A group of 2024 Hand in Hand Humble Fundraiser Volunteers

## Additional Reports:

## Program of Studies



## A.1b Program of Studies

## Measure History

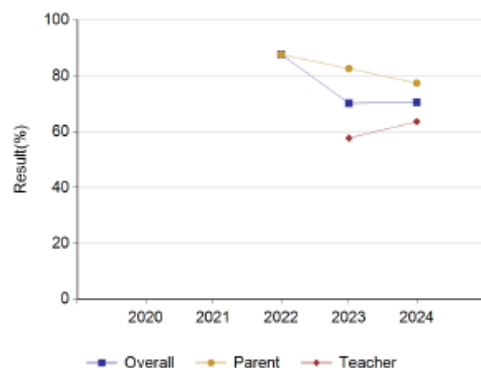
Authority: 0369 New Humble Community School Association

Province: Alberta

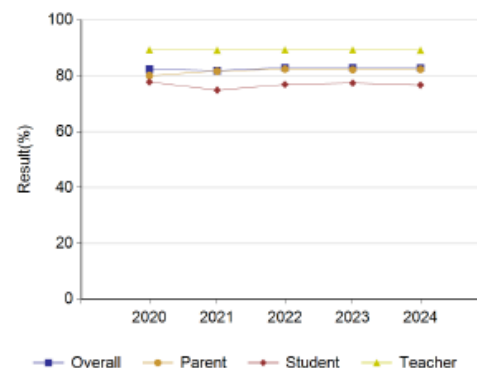
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	New Humble Community School As													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	11	87.7	25	70.2	21	70.5	Low	Maintained	Issue	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	n/a	n/a	n/a	n/a	11	87.7	18	82.6	13	77.4	Intermediate	Maintained	Acceptable	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	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	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	57.7	8	63.6	Very Low	Maintained	Concern	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

New Humble Community School As



Alberta



## 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.

The results indicated concerns that the Board of Directors and the staff are addressing for 2024-2025. They include the increased depth of the Physical Education program after hiring a teacher for 2023-2024. Intramurals have grown in numbers and opportunities. An afterschool art program has been initiated along with a noon hour ukulele program. New Chromebooks have been purchased for increased student use and the mathematic's program is primary digital. The new junior high program has many exciting complementary courses including Foods, Sports Option, Leatherworking and Charter Option.

## Program of Studies: At Risk Students

### B.3 Program of Studies - At Risk Students

#### Measure History

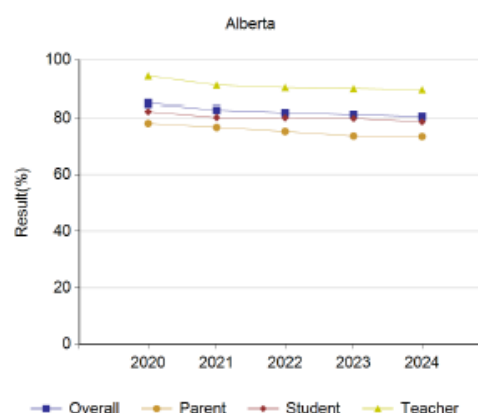
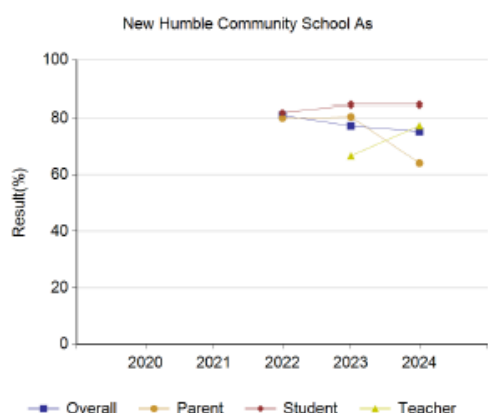
Authority: 0369 New Humble Community School Association

Province: Alberta

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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	81.0	68	77.2	58	75.3	Very Low	Maintained	Concern	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	n/a	n/a	n/a	n/a	12	80.0	18	80.4	13	64.1	Very Low	Maintained	Concern	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	n/a	n/a	25	81.9	43	84.5	37	84.5	Intermediate	Maintained	Acceptable	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	66.7	8	77.3	Very Low	Maintained	Concern	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 8. 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.

The results speak to additional supports which the Board and Administration has recognized for 2024-2025. Additional Educational Assistant support has been provided. For example, the grade 4 / 5 class has been split for some core courses. The junior high class of 31 students combined has been separated into two groups: grade 7 and grades 8/9. Counseling time will be added this year along and the Board has entered into a contract to obtain services from a Speech Language Pathologist. Additional in-servicing for effectively dealing with students at risk is also planned for both teachers and educational assistants. Multiple in-services have been provided to coordinate support staff and teacher understandings to assist at risk students.



## Satisfaction with Program Access

### B.2 Satisfaction with Program Access

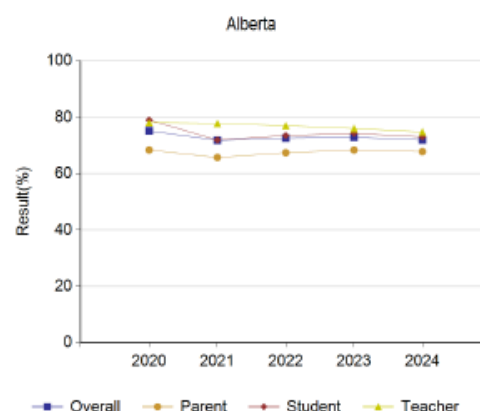
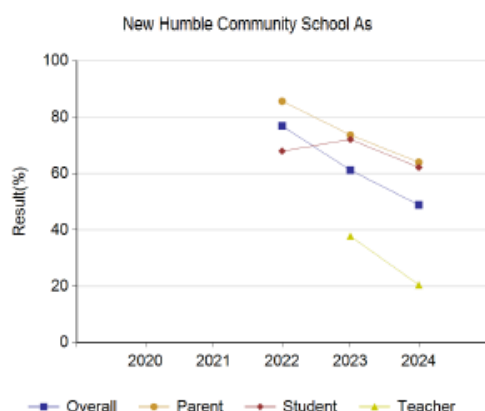
#### Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

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												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	36	76.9	68	61.2	56	48.9	Very Low	Declined Significantly	Concern	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	n/a	n/a	n/a	n/a	11	85.7	18	73.7	11	64.0	Intermediate	Maintained	Acceptable	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	n/a	n/a	n/a	n/a	25	68.0	43	72.1	37	62.2	Very Low	Maintained	Concern	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	37.8	8	20.5	Very Low	Maintained	Concern	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8



#### 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.

Concerns identified are regarding literacy and numeracy. Additional educational assistance time and teacher time have been added for 2024-2025. A large 4 / 5 class has been split for multiple classes

The board is planning to add Speech Language Pathology services and Counselling services during the year.

The school is located in a rural location with services available from Leduc County and Leduc. Partnerships are being developed to get direct support from agencies in those areas.

# Lifelong Learning



## A.7 Lifelong Learning

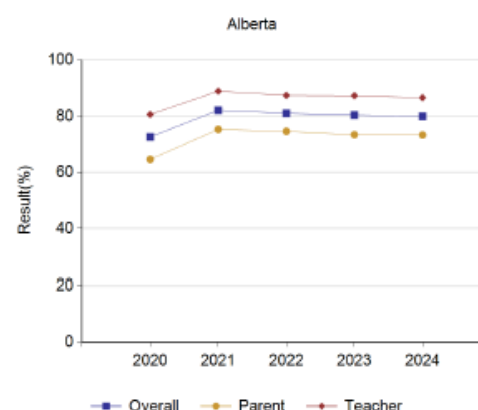
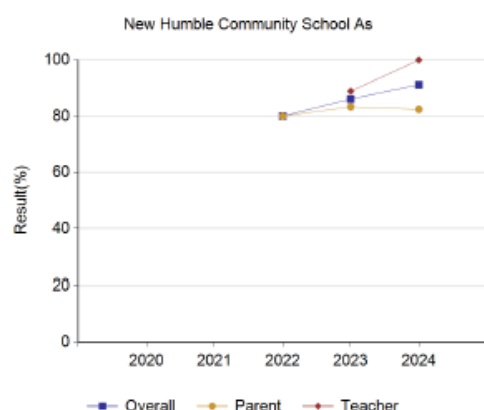
### Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

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

	New Humble Community School As													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	11	80.0	22	86.1	20	91.2	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	n/a	n/a	n/a	n/a	11	80.0	16	83.3	12	82.4	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	8	100.0	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6



#### 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.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

### General Comments:

- The satisfaction levels among parents and teachers regarding students' demonstration of knowledge, skills, and attitudes for lifelong learning were exceptionally high.
- A commitment to charter goals, volunteerism, and community service are some factors to the acknowledgement that students demonstrate the knowledge, skills, and attitudes necessary for life long learning.
- The chores program in the school has a major impact on teaching students life long learning and responsibility.



## Safe and Caring



### B.4 Safe and Caring

#### Measure History

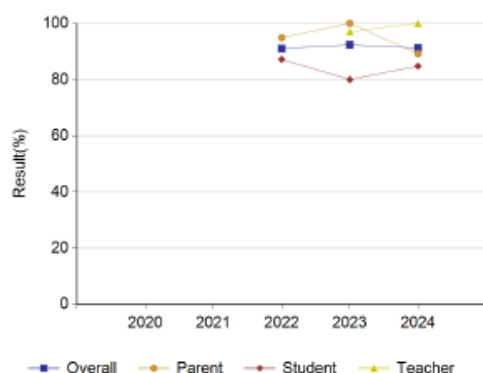
Authority: 0369 New Humble Community School Association

Province: Alberta

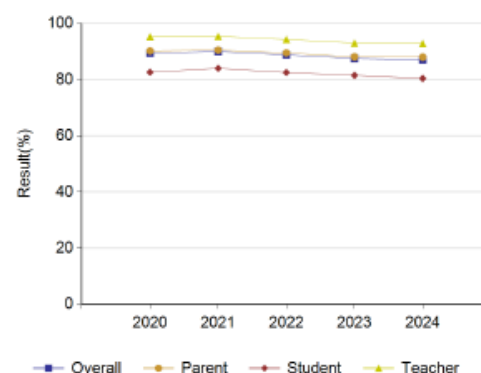
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	New Humble Community School As													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	91.1	68	92.4	58	91.3	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	n/a	n/a	n/a	n/a	12	94.9	18	100.0	13	89.2	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	n/a	n/a	n/a	n/a	25	87.2	43	80.0	37	84.8	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	8	100.0	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

New Humble Community School As



Alberta



#### 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:

- Overall, parents, students, and teachers attained notably elevated scores in terms of students' sense of safety at school, their understanding of the importance of caring for others, and their lessons in respect.

## School Improvement



### E.2 School Improvement

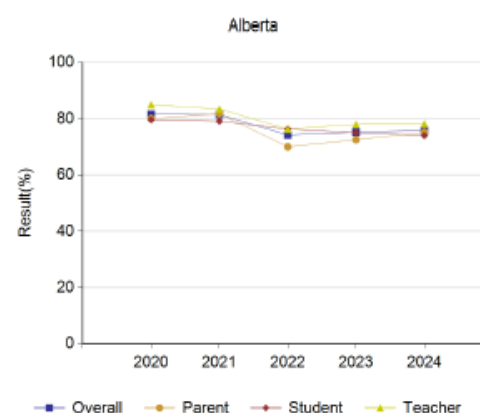
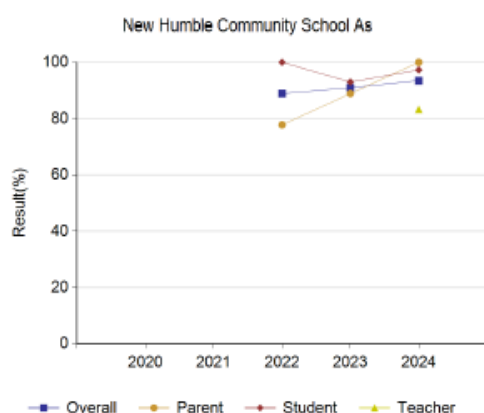
#### Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

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													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	31	88.9	61	91.0	56	93.5	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	n/a	n/a	n/a	n/a	9	77.8	18	88.9	13	100.0	Very High	Improved	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	n/a	n/a	n/a	n/a	22	100.0	43	93.0	37	97.3	Very High	Maintained	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	5	*	6	83.3	High	n/a	n/a	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2



#### 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 overall percentage indicating that the school has improved or stayed the same is 93.5% compared to the provincial average of 75.8%. This speaks to multiple factors including retention of teaching and support staff, board and administrative consistency, and a better understanding by all parties of the charter's goals and vision. The overall rating is "Excellent" from parents and students. The Board of Directors is delighted that continuous improvement is recognized by the school community.
- The 2024 results overall are the highest ever for NHCS which is something the Board of Directors and staff see as an important result.

## Work Preparation

### A.8 Work Preparation

#### Measure History

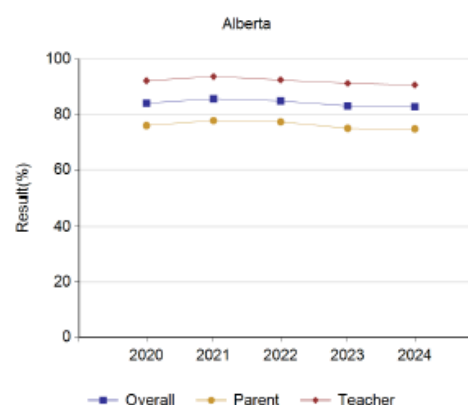
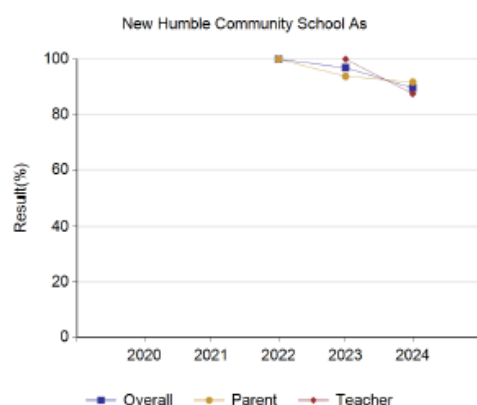
Authority: 0369 New Humble Community School Association

Province: Alberta

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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	11	100.0	22	96.9	20	89.6	Very High	Declined	Good	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	n/a	n/a	n/a	n/a	11	100.0	16	93.8	12	91.7	Very High	Maintained	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	8	87.5	Intermediate	Maintained	Acceptable	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7



#### 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. Caution should be used when interpreting trends over time.

#### General Comments:

- Both parents and teachers have provided positive ratings regarding the teaching of attitudes and behaviors that prepare students for success beyond their school years.
- With the focus on charter goals, barnyard responsibilities, the focus on responsibility, volunteerism, and the building of an overall school team, the Board of Directors is pleased to see parents recognize the overall school environment.

## In- Service Jurisdiction Needs



### D.6 In-Service Jurisdiction Needs

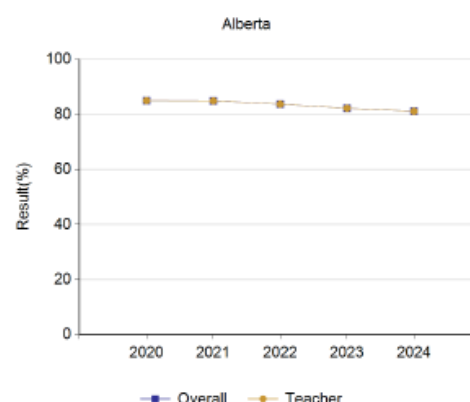
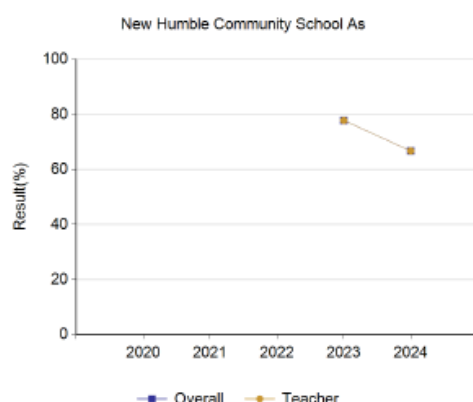
#### Measure History

Authority: 0369 New Humble Community School Association

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	New Humble Community School As													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	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	6	77.8	8	66.7	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	77.8	8	66.7	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1



#### 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.

## 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. Two such events were the Capital Planning Town Hall and the Junior High Program Meetings. Planning for the new junior high program was provided by a committee of parents and teachers who were invaluable to the success of the start-up.

AERRs and other assurance documents are reviewed with the School Council and published on our website. Stakeholders 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.

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

## Accountability/Assurance System

New Humble Community School Association's AERR reports 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 domains of assurance 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.

The Board of Directors, staff, and community were very pleased to be part of the Charter Review Process in the Spring of 2024 with the [report found here](#). The review team of Alberta Education indicated that the goals and vision of the charter were being followed. The Board plans to seek a 10 year extension to the original charter approval in 2026.

The Charter Assurance process designed in collaboration with the Board of Directors and staff will ensure the school will continue to experience success.

## Whistleblower Protection

New Humble Community School did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2023/2024 school term.

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