

2024 - 2025

Annual Education Results Report

for New Humble Community School Association

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



Photo:
September, 2025



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Land Acknowledgment

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, Black-foot, 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.



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 2024-2025 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 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable 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 2024/2025 was approved by the Board on November 30, 2025.

Respectfully Submitted,



Kelsey Huber
Chair, New Humble Community School Association

Printed copies of this AERR can be obtained from the New Humble Community School, or be viewed online at www.newhumbleschool.ca/board

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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. Students enrolled in the school from the County of Leduc, Parkland County, City of Leduc, City of Beaumont and Wetaskiwin County. The program also attracted students previously enrolled in a Home Education program or distance learning. Seventy two students travelled to the school through parent provided transportation. Throughout the year, the number of staff increased to a total of 22 including administration, teaching staff, educational assistants and custodians.



Student Enrollment

Students enrolled in 2024-2025 by grade:

				Grade 6	24
Kindergarten	25	Grade 3	23	Grade 7	15
Grade 1	25	Grade 4	22	Grade 8	11
Grade 2	24	Grade 5	5	Grade 9	4

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

November 2025 Dr. Bonnie Stelmach

In keeping with the provincial mandate for public charter schools to partner with university researchers to explore 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.



The development of the partnership and the research focus and design were reported in the November 2023 Annual Education Results Report and the study is nearing completion; therefore, this section will briefly review the study, but focus on updating study progression.

Research Questions and Data Collection

Funded the Alberta Education Research Partnerships Program (\$50,000, 2023—2026), *School is Such a Chore! Agriculture as a Lens for Enhancing Learning and Life Skills* was 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?**

The qualitative intrinsic case study employed a place-based education framework, which is in keeping with NHCS’ charter foci on agricultural literacy, experiential learning, and land stewardship. Data collection wrapped up in June 2025. 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 (one student interviewed twice)
 - Gr. 1 = 8
 - Gr. 2 = 8
 - Gr. 3 = 13 (one student was interviewed twice)
 - Gr. 4 = 6
 - Gr. 5 = 9
 - Gr. 6 = 5
 - Student Alumni (Gr. 7 at another school) = 2 (one had been interviewed when a student at NHCS)
- Individual interviews with teachers and staff (n=8) (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 (approximately 30 visits made by Dr. Stelmach, and many trips included undergraduate research assistants: indoor and outdoor classroom learning (e.g. chores, 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). D

Research Reporting

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

June 2023	March 2024	December 2024
September 2023	June 2024	March 2025
December 2023	September 2024	July 2025

Dr. Stelmach submitted an Interim Report to Alberta Education on February 28, 2024, and a Draft Final Report on September 24, 2025. The Final Report is due on January 7, 2026. A final budget statement is due in March, 2026 which will mark the end of the project.

Knowledge Mobilization

Data analysis, synthesis, and interpretation became a focus in Winter 2025 to prepare for knowledge mobilization activities. Findings have been shared through the following venues:

- Alberta Research Network
- College of Alberta School Superintendents (CASS)
- Faculty of Education, University of Alberta
- Canadian Association for the Study of Educational Administration
- Canadian Educational Research Association
- Association for Experiential Education
- Community-Based Research Canada
- The Qualitative Report (peer reviewed journal)

Upholding the community-based approach, various members of the NHCS community were involved in sharing results at both early stages of the study and after data collection was completed. Professional and academic presentations and publications have been made including teachers, students, and undergraduate research assistants. The following is a list of the venues in which findings were shared throughout the study:

Professional Presentations

Stelmach, B. (2023, November 23). *School is such a chore! Agriculture as a lens for enhancing learning and life skills* [Conference presentation]. Alberta Research Network Fall 2023 Symposium.

Stelmach, B., & Peters, L. (2024, November 21). *How high stakes responsibilities build character, community, and human-nature connections in a K-6 agriculture immersion school* [Conference presentation]. Annual Conference of the Alberta Education Research Partnerships Program. (Peters is a Faculty of Education undergraduate research assistant).

Stelmach, B., & Duiker, C. (2025, February 13). *Agriculture: An awe-full and wonder-full way to teach and learn* [Conference presentation]. Endless Skies Teachers' Convention, Edmonton, AB, Canada. (Duiker is a teacher at NHCS).

Stelmach, B., & Nicholls, D. (2025, March 21). *Visionary leadership: Insights from a rural public charter school* [Conference presentation]. College of Alberta School Superintendents Annual Spring Learning Conference, Edmonton, AB, Canada. (Nicholls is the NHCS Superintendent)

Academic Presentations

Stelmach, B., Van Beers, R. A., Wurban, D. (with Grade 5 & 6 Student Researchers). (2024, March 21). *Transforming qualitative methods with a grade 5 & 6 student research team*. [Poster presentation]. Faculty of Education Research Day, Edmonton, Alberta. (non-refereed) (Van Beers was, and Wurban is a teacher at NHCS).

Stelmach, B. (2024, November 14). *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]. Annual Conference of the Association of Experiential Education, Estes Park, CO, United States of America.

Day, C., Huber, A., Kuhn, C., Olynyk, E., Stelmach, B., Peters, L., & Van Beers, R. A. (2025, May 14). *Empowering rural elementary students as co-researchers: A panel of grade 6 students reflect on research as experiential learning and personal development* [Panel presentation]. C2U Expo, Community-Based Research Canada, Edmonton, AB, Canada. (**Day, Huber, Kuhn and Olynyk are Grade 6 students from NHCS**).

It was wonderful to see all the students' parents at the C2U conference supporting their children.

Stelmach, B., Peters, L., & Van Beers, R. A. (2025, June 3). *Research as a reciprocal act: How rural grade 5 and 6 co-researchers transformed their adult mentors* [Conference presentation]. Annual Meeting of the Canadian Educational Research Association, Toronto, ON, Canada. (Peters, undergraduate research assistant, and Van Beers, former NHCS teacher presented at the conference).

Stelmach, B. (2025, June 6). *Agriculture as a pedagogical advantage for rural school innovation and effectiveness* [Conference presentation]. Annual Meeting of the Canadian Association for the Study of Educational Administration, Toronto, ON, Canada.

Public Talks and Presentations

Stelmach, B., & Peters, L. (2024, October 4). [Poster presentation]. NHCS Open House.

Stelmach, B., & Peters, L. (2025, January 22). School is such a chore! 2024 parent survey. Presentation to NHCS Board members.

Academic Publication

Stelmach, B., Peters, L., & Van Beers, R. A. (in press). Research as a reciprocal act: How rural grade 5 and 6 co-researchers transformed their adult research mentors. *The Qualitative Report*. (Van Beers is a former NHCS teacher, Peters is an undergraduate research assistant).

Other Knowledge Mobilization Activities

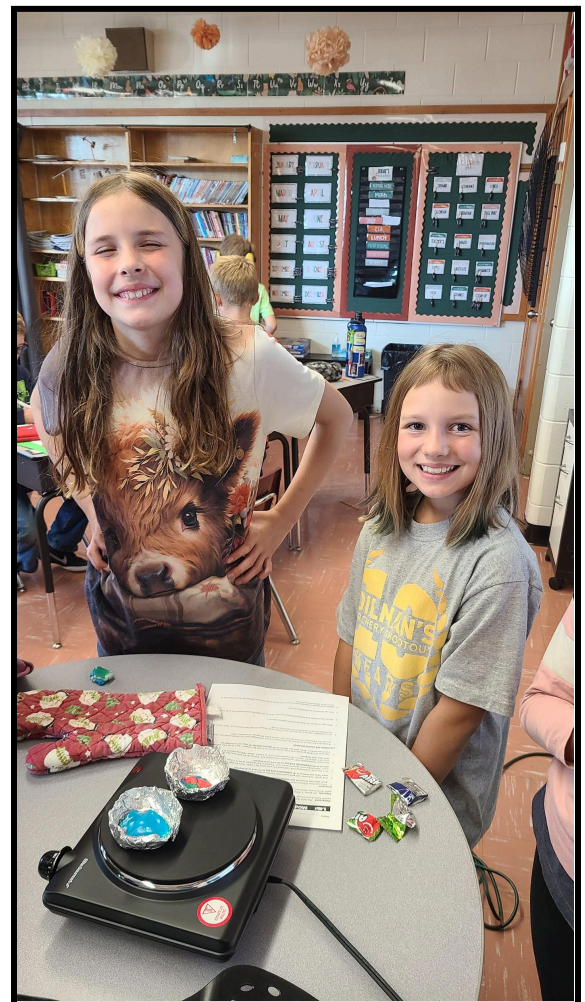
Other knowledge mobilization activities that were a direct result of the study include:

- Rae Ann Van Beers, former NHCS teacher, and Principal Halea Kohel, participated in a panel to share information about NHCS and working in a charter school for EDPS 410: *Law and Ethics in Teaching*
- New graduate course developed and taught by B. Stelmach in Summer 2025: EDU 595: *Integrating Agriculture into Curriculum: Field-based Study*. This three-week elective course included one week of immersive, experiential learning at the UofA South Campus (UofA Farm), which included researchers with expertise from the University of Alberta Agriculture, Life and Environmental Sciences and Education faculties, Augustana Campus, Concordia University, MacEwan University, and the University of Alabama.
- *Beyond Four Walls Conference* for K-12 teachers: August 5-8, 2025. **A Grade 9 NHCS student participated as a panelist for a Women Leaders in Agriculture session at the conference.** This event was supported by a KIAS Cognitive Outreach Grant at the University of Alberta (\$5000), and the Faculty of Education (\$250).

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- NHCS teachers developed on their own a website, NHCS Learning in Action, to share their experiential lessons: <https://sites.google.com/newhumbleschool.ca/learninginaction/home>
 - Research reports and presentations are hosted on the NHCS website: <https://www.newhumbleschool.ca/>
 - A website was developed by an undergraduate research assistant, which also hosts research presentations and video updates: <https://www.schoolbasedag.com/>

What Remains?

The study will culminate as it began with a community dinner to share key findings from the study and celebrate NHCS' success. The date is pending, but will likely be in January or February, 2026 and was included as a budget item in the Research Partnerships Grant.





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

Summary of Accomplishments for 2024-2025

- Growth in Student Enrollment:
 - Opened in September 2024 with 181 students, marking an increase of 54 students compared to September 2023.
 - Implemented a grades 7 to 9 program effective September 2024 with 31 students.
 - Initiated increased Student Services program including Speech Language Pathology and Counselling services.

- Research Initiatives:
 - Officially concluded the school's research project coordinated by Dr. Bonnie Stelmach on June 30, 2025 with a wrap-up community planned for the Spring of 2026.

- Charter Development:
 - Worked on implementing recommendations of the Charter Evaluation Report from the Spring of 2024.

- Charter Data Collection:
 - The Charter Assurance Process was reviewed with input from the support staff, teachers, parents and the Board of Directors. The process for collecting data and creating the 15 year charter renewal document was initiated. The renewal document must be submitted to Alberta Education by December 2025.

- New Agricultural Initiatives:
 - Spearheaded innovative agricultural programs or initiatives that not only enriched the curriculum but also promoted sustainability and community engagement. This included increasing the number of sheep, raising turkeys for the first time, and implementing a hog program. Students also learnt and gained a better understanding of marketing and processing.

- First Nations, Métis, and Inuit Initiatives:
 - Demonstrated a commitment to Truth and Reconciliation expectations and priorities. The school's program promoted cultural diversity by championing and executing initiatives that included the inclusion and well-being of First Nations, Métis and Inuit students and communities.
 - Incorporated the Medicine Wheel teaching into assemblies and had extensions of activities how we can relate the medicine wheel to agriculture.
 - Different First Nations, Métis and Inuit initiatives were incorporated through the new curriculum.
 - The March SEED Day was focused on First Nations, Métis and Inuit awareness. Students learned different Indigenous games, played with Indigenous instruments, and designed faux soapstone carvings with clay. They also read a book on the importance of dreamcatchers and did a guided

drawing. Junior high students had a different activity as they completed dot paintings to represent Métis beadwork.

- New Humble Community School Students have learned the Seven Sacred Teachings and various hands-on learning activities such as Indigenous planting techniques.
 - Sacred Gardener course delivered on the Three Sisters.
 - Garden planting and garden harvest planning on initial PD Day to layout year plan for teacher planning.
 - School wide Orange Shirt Day teaching and learning for all students informed them of the significance behind this day.
 - The number of First Nation, Métis and Inuit students who identified was 11: Status 3, non-status 5, and Métis 3.
- 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.
 - Students were recognized at nine different board meetings highlighting traits consistent with the charter goals.
 - Empowering Student Success:
 - Teachers and Educational Assistants collaborated to mitigate learning loss.
 - Increased library resources were purchased by the Board to support literacy. Student-friendly literacy contests and initiatives were increased in 2024-2025.
 - Cultivating Growth:
 - Hosted a fundraiser with 500 attending to support charter goals and to support school equipment and resources including purchase of equipment, a livestock trailer, and barnyard fencing.
 - Alberta Education approved a second modular for the school's population growth which will be in place for December 2025.
 - Continued a vibrant social media presence highlighting school events and successes.
 - NHCS supported TAAPS and representatives attended all meetings and the AGM.
 - Teachers attended Edmonton Teachers' Convention in February 2025.
 - Waitlists occurred for certain grades as space was not available for all students interested in attending the school.

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- Outstanding Evaluation Performance:
 - Achieved high results in many measured evaluations.
 - Alberta Education officials conducted a school and [charter review](#) in March 2024 in the school's 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 reaffirmed and included in the Three Year Plan approved by the board in May 2025.
 - The board is delighted to see consistently high results in many Assurance Measures and believe that these results are due to strong staff commitment, parent and community support, and a clear shared vision. The Education Plan had provided the framework for success as indicated in this report.

 - Enhancing Education:
 - Implemented a successful Olds College partnership including a field trip to the campus to form a partnership supporting our junior high charter-specific projects.
 - Accepted in the Leduc Athletic Association resulting in New Humble students participating in competitive athletic events including cross country, badminton and track. Team sport involvement will occur in 2025 as junior high enrollment numbers allow.
 - Hosted summer programs in July to extend the student learning year including Art Camp and Golf Camp.
 - Hosted two Junior High students' "Entrepreneurial Fairs" attended by many parents, community members and NHCS students.
 - An emphasis on outdoor, experiential learning remained a focus supporting charter goals.

 - Strengthening Our Team:
 - Hired two FTE teachers to support the junior high program to eliminate a triple-graded classroom.
 - Hosted multiple board-staff meetings for collaboration and charter enhancement.
 - Administered multiple staff surveys on multiple topics indicating high satisfaction with staff morale, student opportunities, working in a charter school, and the future. The focus on outdoor learning experiences continued in 2024-2025.

Charter Goals - Summary of Measurable Outcomes

The 2024-2025 school year was the fourth 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 approved in May 2025, and will be used to support charter goals and outcomes, teacher priorities and results in 2025-2026.

Student, parent and staff surveys were completed for the 2024-2025 school year. Items in these surveys included but were 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.

Input for the Three Year Education Plan and the 2024-2025 Annual Education Results Report was received in multiple ways including School Council meetings, Board initiated local surveys, Superintendent initiated staff surveys, direct feedback to board directors and administration, Annual Education Results and Education Plan from the 2023-2024 school year, and Alberta Education's Charter Review of March 2024. Direct input from students from grades 4 through Student-Board and Student-Principal Council also was utilized.

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?

For the 2024-2025 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. Year four of the school's operation resulted in more continuity with staff and stronger infusion of the charter goals in the programs.

The “Chore Program” resulted in increased numbers of students being responsible for the care of the animals and the barnyard.

Students in junior high travelled to the mountains to learn skills related to the NHCS vision.



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.

2024-2025 activities included:

- Expert guest speakers on a variety of topics including veterinary visits to check on animal pregnancies.
- 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.
- The barnyard was re-configured to better utilize the space available.
- New animal projects were created for student engagement and teaching e.g. pigs, turkeys, increased number of lambs.
- SEED 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 (e.g. Pumpkin Jack for Kindergarten, Soil My Undies Grade 3). Parents and community members were informed through the teachers posting charter activities on [“The Learning in Action”](#) section of the NHCS website
- A “Charter Test” was created by teachers and administered in the Fall of 2024 and spring of 2025 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 First Nations, Métis and Inuit.

98% of parents surveyed were very satisfied or satisfied with their child’s understanding of agricultural literacy.

100% of the parents agreed that the students were provided with a unique learning environment that expands learning through innovation.



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.

2024-2025 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 was taught in all grades.
- Archery skills were taught during Physical Education class for all students and a community archery program was supported in the school.
- 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.
- Off site nature hikes occurred on the land adjacent to our school property.
- Students assisted in weighing animals and transporting them to market.
- Ag. For Life and Work Wild presentations were delivered to facilitate agricultural careers.

95% of parents surveyed were very satisfied (50%) or satisfied (45%) 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.

2024-2025 activities included but not limited to:

- Kindergarten learned the life cycles of different fruits and vegetables along with animals to find similarities and differences with seasonal changes.
- Grade 1's germinated different types of grasses and seeds in different mediums to feed to the barnyard animals during the cold months.
- Grade 2's learned all about the versatility of squash during their Squash-a-thon month.
- Grade 3's participated in the "Adopt a Cow" project to see how their breed grows and compares to others around the world.
- Grade 4/5's created their own farms and learned about agricultural literacy and being financially responsible when starting a ranch from ground zero.
- Grade 6's with the help of Nutrien, learned about seed growth and the importance nutrients play in soil health.
- Junior High discovered the planet "Jabberwocky" as they learned what makes a planet viable through a bunch of tasks-plant growth, sustainability, natural disasters, etc.



95% 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.

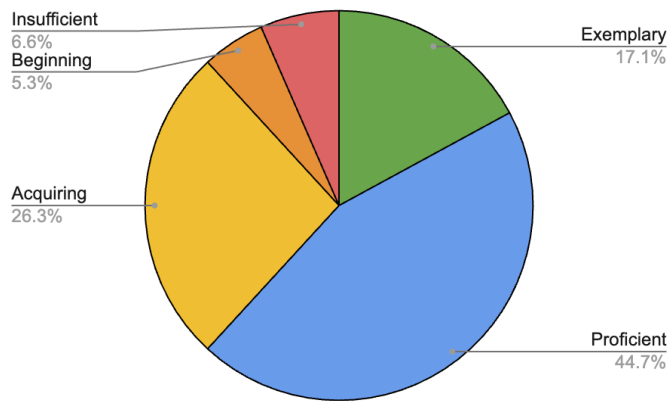
2024-2025 activities included:

- Our grade 4/5 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 4-9 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.
- Student Librarians worked alongside our teacher Librarian to complete books check in, book maintenance, and cataloguing.
- SEED Day groups are multi-graded with students in Kindergarten to grade 5, therefore there is an expectation for the older students to help the younger students with tasks.
- Junior High students participated in SEED Days where they worked alongside and from specific industry experts to create and learn.
- Classroom reading buddies throughout the school grades.
- Students contributed with an artist to a painting that was bid on at the Hand in Hand fundraiser.
- 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 4/5 and Junior High students coordinated school recycling - bottles and paper.
- The community school feel, the charter, and the chore program promotes relationships, team, respect and responsibility.
- Because of the nature of the charter, students were trained 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.
- Junior high students mentored Grade 6 students resulting in an increased number of NHCS students enrolling in Grade 7 in year two.
- Student assemblies included students from Kindergarten through Grade 9 with junior high students leading the assemblies.

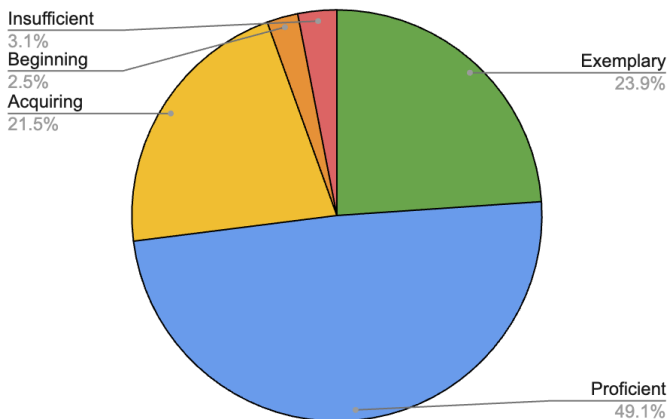
88% of the parents were satisfied that their child was achieving charter goal 4.

Charter Test Results

2024/2025 New Humble Community School



Charter Test Results Fall 2024		
Grade Scale	# NHCS Students	Percentage
Exemplary	26	17.1%
Proficient	68	44.7%
Acquiring	40	26.3%
Beginning	8	5.3%
Insufficient	10	6.6%



Charter Test Results Spring 2025		
Grade Scale	# NHCS Students	Percentage
Exemplary	39	23.9%
Proficient	80	49.1%
Acquiring	35	21.5%
Beginning	4	2.5%
Insufficient	5	3.1%

NHCS demonstrated strong academic growth from Fall 2024 to Spring 2025 on the Charter Test (7.72% improvement between September 2024 - June 2025 [Grades Kindergarten - 9]). The proportion of students achieving at or above grade-level expectations rose by over 11 percentage points, while the number of students in the lower performance categories dropped by more than half. These improvements suggest effective instructional practices, strong student engagement, and successful Charter implementation throughout the year.

Longitudinal Results:

- Students scored higher in the fall implementation of the test in its second year vs. the first year, suggesting that students are beginning at a stronger baseline.
- In spring 2025, over 72% of students scored at the Proficient or Exemplary level, up from just 30% in fall 2023.
- The proportion of students in the lowest performance categories dropped from 37% (fall 2023) to just 5.5% (spring 2025). These results speak to the school's commitment to instructional excellence, research-informed practices, and targeted support for all learners.



Alberta Education’s Charter Review continued to provide direction to the Board of Directors, school administration, and staff. Find below the areas of commendations and the action plan for the recommendations.

Alberta Education’s Major Commendations from the March 2024 Charter Review

1. The school meets the term of its charter and shows evidence of success.
2. The school operates consistent with provincial requirements.
3. The charter school is governed effectively.
4. The school is administered effectively.
5. The school is fiscally viable and responsible.
6. The school community considers the school program to be successful.
7. Student success is determined in accordance with Ministerial Order #028/2020.
8. The charter school shares its innovative practices and learning outcomes with others in the educational community.
9. Student Achievement at the charter school is consistently strong or improving.
10. The charter school engages students, teachers, parents, and community in a model of continuous improvement.
11. The charter school exhibits ongoing engagement with the school community.
12. The charter school uses research-informed practice to create innovative learning environments and improve student learning.

Alberta Education’s team confirmed that New Humble Community School has strengths in each area. The 2024-2025 Annual Education Results Report supports the findings of the school review. As to be expected, some recommendations were made to the board and administration is committed to completing them.

Review of Major Alberta Education’s Recommendations in the 2024 Charter Review

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

Last year a committee was formed to develop the scope and sequence which included adapting and merging NHCS outcomes. The teachers utilized professional development days and August 2025 work days to develop scope and sequence by grade including charter goals. This document will be a fluid document with a full review in the Spring of 2026. New staff have been part of the process.

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

The board and senior administration have reviewed this recommendation and have examined governance and operational roles. While some areas need further clarification, progress has been made in identifying administrative and board responsibilities.

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

The board has increased its Staff Recognition Program in multiple ways. These include celebrating staff’s successes at the monthly board meeting, Christmas celebrations, school merchandise, and a significant effort by Board Directors to recognize staff efforts towards the success of the school. The board proactively approved a competitive salary in the Spring of 2025 for both teachers and support staff. Professional development for all staff groups has been made available. Staff morale overall is positive with a strong team, increasing enrollment, positive school culture, two new modulars, and a new school approved by Alberta Education.

“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.”

The board was approved for a second new modular in two years in June 2025 with scheduled completion by December 2025.

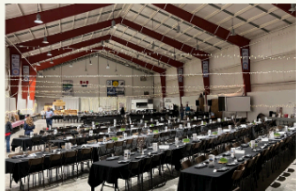
With a total of five modulars going to be on the property, the

Board applied for and was delighted to be informed of the approval of a new capital project on a different site.

These recommendations remain priorities for the Board of Directors, administration, and staff.

The collection of photos below provide 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.





Student Growth & Achievement

Student Learning

Fall 2025 Required Alberta Education Assurance Measures – Overall Summary

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 0369 New Humble Community School Association

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	88.6	72.0	78.3	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	91.5	89.6	90.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	91.8	94.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.2	90.3	90.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	85.3	71.8	78.3	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	88.5	86.8	92.4	80.0	79.5	79.1	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 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

General Comments:

- The *Funding Manual for School Authorities* indicates data and descriptions to be provided for self-identified First Nations, Métis, and Inuit (First Nations, Métis and Inuit) students and English as a Second Language (ESL) student populations. Due to low numbers of First Nations, Métis and Inuit & ESL students NHCS is not in a position to report this information.
- 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 in the Spring of 2025 indicated a 100% satisfaction level with the quality of education for the third consecutive year. Five out of six measures are “Very High” and one is “High”. Major accomplishments and General Comments in other measures identify why.
- 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. NHCS is truly “a community of learners.”
- First Nations, Métis and Inuit Student Success - There are no results available for First Nations, Métis, and Inuit students or for students who are identified as English as an Additional Language supports.
- The grade six Social Studies provincial achievement test was optional due to the new curriculum. NHCS students did not write this test in June 2025.

Numeracy & Literacy 2024-2025

Number of Months Gained / Lost By Students Requiring Additional Supports

Grade	Assessment	2022-2023	2023-2024	2024-2025
1	CC3	-0.3	-0.35	1.3
1	Numeracy	2.3	3.1	1.5
2	CC3	-4.2	0.6	3.3
2	Numeracy	-0.6	-1.7	-1.2
3	CC3	4.3	3.45	-3.6
3	Numeracy	0	0.4	1.1

Numeracy and Literacy Screening Results

Grade	Assessment	Number Assessed in September	Number Requiring Additional Supports in September	Number Requiring Supports in January	Number Requiring Supports in June
ECS/Kin-dergarten	LeNS	25 (January)	N/A	12	N/A
	PAST	25	N/A	10	N/A
	RAN	25	N/A	6	N/A
Grade 1	LeNS	25	10	18	6
	CC3	25	10	9	1
	Numeracy	25	7	3	3
Grade 2	LeNS	24	1	1	0
	CC3	24	1	4	0
	Numeracy	24	3	3	2
Grade 3	CC3	23	2	5	2
	Numeracy	23	4	9	4

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—composed of a lead teacher and Educational Assistants, focused on its original proposal including focusing on improving numeracy skills in students Grade 1 to Grade 3. The literacy and numeracy support team used learning carts with resources, manipulatives, and hands-on 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 piloted Math IXL as of September 2024 which is aligned to the Alberta Program of Studies in both Literacy and Numeracy across all grades. Several Mathematics school-wide activities were planned to highlight numeracy including Mathematics Week. UFLI literacy and Words Their Way are in place for phonetics and coding.



Student Growth and Achievement

PAT Results Course Summary - By Number Writing

Authority: 0369 New Humble Community School Association

Province: Alberta

		New Humble Community School As		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	20	n/a	53,045	n/a
	Acceptable Standard %	70.0	n/a	80.3	n/a
	Standard of Excellence %	0.0	n/a	14.7	n/a
Mathematics 6	Number Writing	21	n/a	53,321	n/a
	Acceptable Standard %	28.6	n/a	61.4	n/a
	Standard of Excellence %	0.0	n/a	17.5	n/a
Social Studies 6	Number Writing	n/a	9	42,116	50,676
	Acceptable Standard %	n/a	82.9	76.1	78.8
	Standard of Excellence %	n/a	0.0	22.0	22.1
English Language Arts 9	Number Writing	3	n/a	50,327	48,093
	Acceptable Standard %	*	n/a	82.4	84.5
	Standard of Excellence %	*	n/a	13.1	15.1
K&E English Language Arts 9	Number Writing	n/a	n/a	1,104	968
	Acceptable Standard %	n/a	n/a	63.1	70.1
	Standard of Excellence %	n/a	n/a	6.9	7.9
French Language Arts 9 année	Number Writing	n/a	n/a	2,992	3,069
	Acceptable Standard %	n/a	n/a	78.7	81.2
	Standard of Excellence %	n/a	n/a	9.7	11.4
Français 9 année	Number Writing	n/a	n/a	561	560
	Acceptable Standard %	n/a	n/a	87.3	87.5
	Standard of Excellence %	n/a	n/a	16.9	22.3
Mathematics 9	Number Writing	3	n/a	50,311	48,192
	Acceptable Standard %	*	n/a	60.6	63.3
	Standard of Excellence %	*	n/a	16.4	16.2
K&E Mathematics 9	Number Writing	n/a	n/a	1,582	1,532
	Acceptable Standard %	n/a	n/a	60.9	64.7
	Standard of Excellence %	n/a	n/a	13.5	13.1
Science 9	Number Writing	3	n/a	50,678	48,896
	Acceptable Standard %	*	n/a	80.4	79.0
	Standard of Excellence %	*	n/a	24.8	24.2
K&E Science 9	Number Writing	n/a	n/a	1,150	1,030
	Acceptable Standard %	n/a	n/a	63.7	66.7
	Standard of Excellence %	n/a	n/a	10.0	12.5

General Comments:

- Because of the small number of students, grade nine results were not available for the 2024-2025 year.
- The grade six results indicated that students require additional support in grade 7 in Mathematics. This assistance will utilize the charter goals as much as possible. Language Arts results were slightly below the provincial average and will also be a focus.

- The board expects the grade 6 results this year to show improvement in all measures with educational assistant support in place along with an increase in student service programs.

High School Completion

As the school operated as a Kindergarten to Grade Nine program in 2024-2025, there are no high school results to be reported including high school completion rate.

Student Growth and Achievement

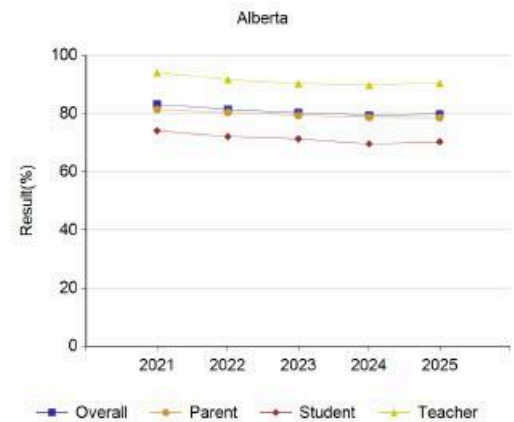
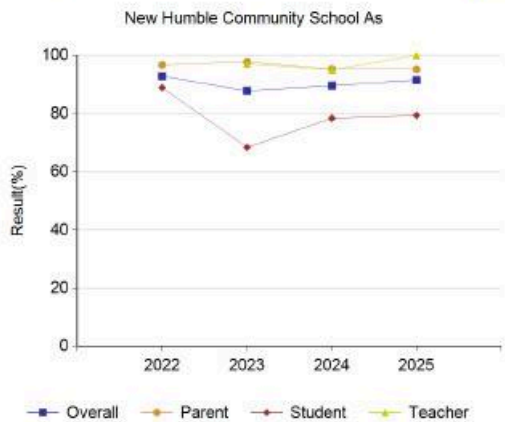
A.6 Citizenship - Measure History

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	92.8	68	87.8	58	89.6	108	91.5	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	12	96.7	18	97.8	13	95.3	21	95.2	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	25	88.9	43	68.4	37	78.4	79	79.4	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	n/a	n/a	7	97.1	8	95.0	8	100.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



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.
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 groups indicating 91.5% and 100% positive responses.
- The staff and the Board of Directors received numerous positive comments regarding the students' behaviours on field trips and when speakers visited the school.
- All groups responded more favorably than the provincial results with Achievement and Overall indicating all eight measures "Very High". NHCS emphasizes citizenship and character education both in the school and in the community.

Student Learning Engagement

Student Growth and Achievement

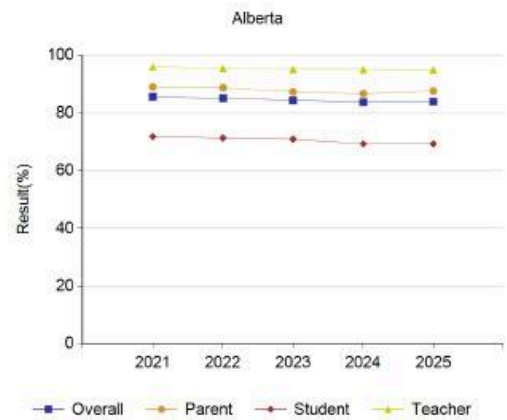
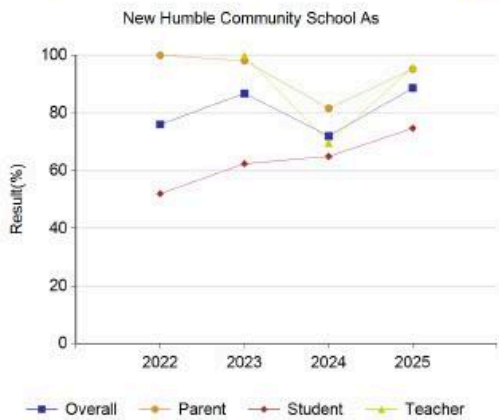
S.1 Student Learning Engagement - Measure History

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	76.0	68	86.8	58	72.0	108	88.6	Very High	Improved	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	12	100.0	18	98.1	13	81.6	21	95.2	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	25	52.0	43	62.4	37	64.9	79	74.7	High	Improved	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	n/a	n/a	7	100.0	8	69.6	8	95.8	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



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.

General Comments:

- All measures were above provincial averages.
- There were increased opportunities to mentor younger students because of new junior high enrollment.
- Junior high students planned activities for grade 6 students to support them in their transition to junior high.
- The new councils, Student-Principal and Student-Board, examined the students' thoughts on their engagement in their learning.
- Because students are engaged in the charter program both in classrooms and outdoors, student behavior is usually excellent as indicated by multiple accountability measures and surveys.

Teaching and Leading

Education Quality

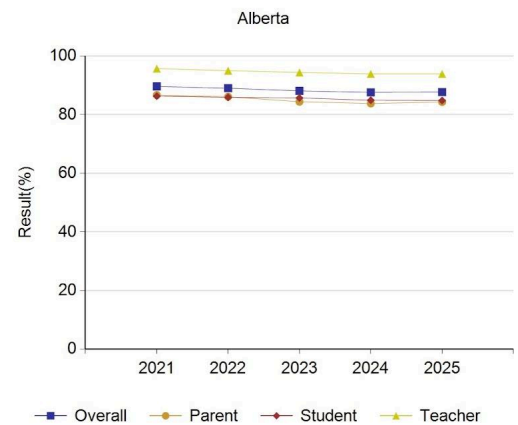
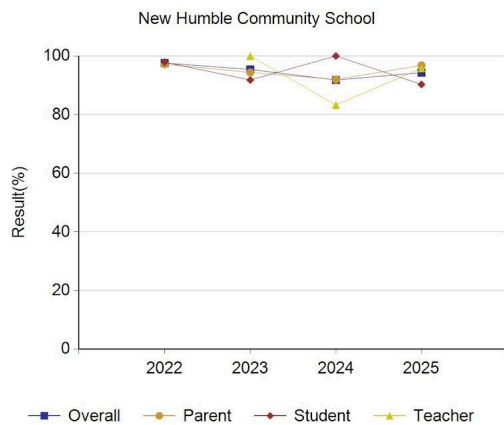
A.4 Education Quality - Measure History

School: 2356 New Humble Community School

Province: Alberta

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

	New Humble Community School								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	97.6	68	95.4	58	91.8	108	94.3	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	12	97.2	18	94.4	13	92.0	21	96.8	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	25	97.9	43	91.8	37	100.0	79	90.3	Very High	Declined	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	n/a	n/a	7	100.0	8	83.3	8	95.8	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	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.
- 90.3% of the students responded that they were satisfied with the overall quality of basic education.
- “Word of Mouth Advertising” of a safe and caring school environment plus engaged students has resulted in enrollment increase and new student interest.

Teacher Growth and Supervision and Evaluation

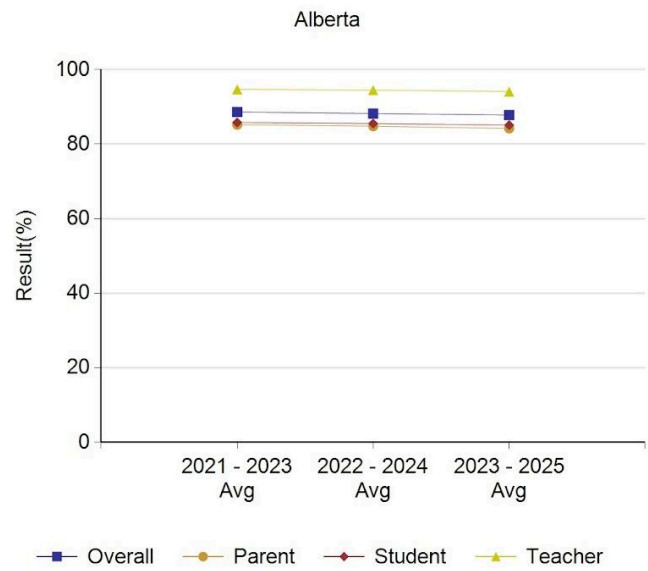
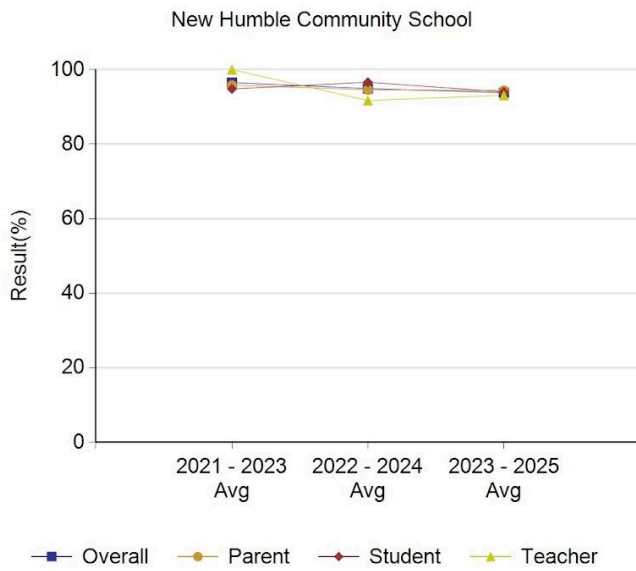
A.4 Education Quality - 3 Year Rolling Average

School: 2356 New Humble Community School

Province: Alberta

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

	New Humble Community School						Alberta					
	2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	53	96.5	54	94.9	78	93.8	253,558	88.6	257,586	88.2	264,259	87.8
Parent	15	95.8	14	94.6	17	94.4	31,809	85.2	32,289	84.8	33,202	84.2
Student	34	94.8	35	96.6	53	94.0	190,089	85.8	193,500	85.5	198,393	85.1
Teacher	7	100.0	8	91.7	8	93.1	31,661	94.7	31,797	94.5	32,664	94.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Professional Learning, Supervision and Evaluations Comments:

- In alignment with our Teacher Growth, Supervision and Evaluation Administrative Procedure, 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 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, student engagement, and infusion of the charter.
- Teachers evaluations occurred as required. Educational Assistants were evaluated and the Principal's performance was reviewed in a follow-up to the 2024 performance. The principal discussed how charter goals were being included in the Program of Studies with all teachers. Educational Assistants were involved in professional development activities and staff meetings to support them in knowledge of the charter.
- Recruitment for teachers started in May and was completed in August to ensure the best candidates available were hired to support the charter's goals and vision.
- The Education Plan provided for increased support with a focus on at-risk and First Nation Métis and Inuit students. The May 2005 Education Plan also included educational assistant classroom support in every classroom including junior high which occurred. Parents were pleased with the board making classroom supports readily available and was one of the reasons for increased enrollment and a strong academic program overall.
- Students continue to be the beneficiary of the focus on professional learning and supervision. Not only did the students gain from the additional staff utilized to meet instructional and student support needs, but they also benefitted from the enhanced quality of instruction due to professional development. For example, the professional learning and support around charter goals has provided students more opportunities to meet their curricular outcomes through the lens of agriculture, stewardship and experiential learning.

Staff Professional Learning

General Comments:

- Professional Learning and Development focused on charter measurable goals, curriculum, school systems. The Three Year Plan indicated that teacher staff professional development days would include 50% charter, 30% First Nations, Métis and Inuit and Inuit and 20% personal choice.
- 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.
- Teachers participated in many Inside Education professional learning opportunities both virtually and in person (ex. Braiding Sweetgrass, Early Education Outside Play, Risky Play).
- Teachers attended the Teachers' Convention in Edmonton in February as Associate Members of the Alberta Teachers' Association.
- Teachers learned about Three Sisters planting techniques and brought them to the school garden with the Junior High students.
- A review of the role of Educational Assistant and the effective working relationship with teachers occurred with the Superintendent through interviews and a survey. The Superintendent held multiple informal conversations with the Educational Assistants during lunch break.
- Multiple professional development days included both support staff and teaching staff often relating directly to charter goals.



Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment



Learning Supports

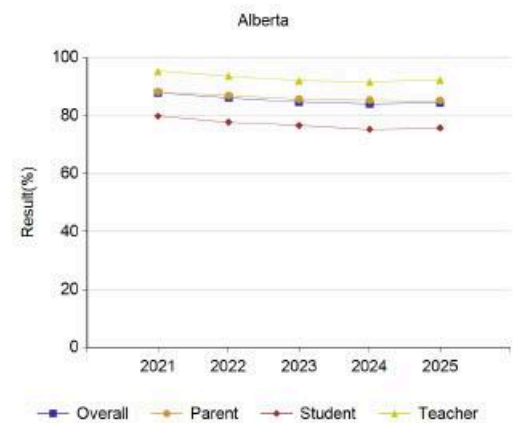
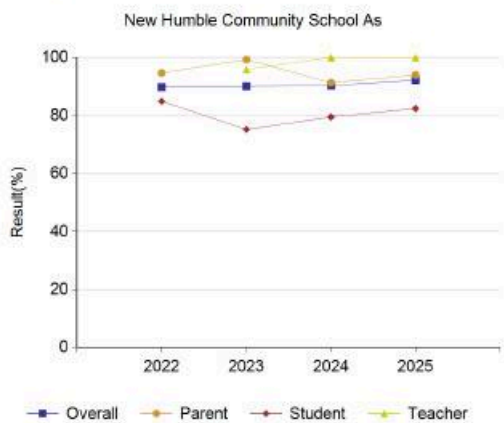
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	89.8	68	90.1	58	90.3	108	92.2	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	12	94.7	18	99.3	13	91.3	21	94.0	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	25	84.9	43	75.2	37	79.5	79	82.4	High	Maintained	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	n/a	n/a	7	95.9	8	100.0	8	100.0	n/a	Maintained	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



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.

General Comments:

- 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 (e.g. Christmas Concerts, Community Barbecue, Hand-in-Hand Fundraising event, After School Care, Skating Rink available for community use, Community Archery Club, Literacy supports, playground community use).
- NHCS levels of satisfaction were higher than all groups of the provincial averages and all groups indicated improved results in 2024-2025

Access to Continuum of 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												
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	37	84.1	68	79.0	58	71.8	108	85.3	High	Improved	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	12	86.2	18	83.9	13	70.8	21	91.3	Very High	Maintained	Excellent	30,936	78.9	31,664	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	25	81.9	43	84.5	37	84.5	79	87.2	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	n/a	n/a	7	68.6	8	60.0	8	77.5	Very Low	Maintained	Concern	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

General Comments:

- The table 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.
 - Initiated new Counselling Services two days per week and Speech Language Services two days per week. Counselling was provided to thirteen students and twelve students accessed Speech Language.
 - Parents recognized the additional services provided as did staff who were less satisfied perhaps because the two programs were new. The board expects the staff numbers to increase again in 2025-2026 (up 17% from 2023-2024).
 - Teachers attended a full day Professional Development with Inspire (Occupational Therapists and Behavioural Consultants).
- As the school population grows, more complex student needs were identified. The new junior high program also dictated more student services support.
- 18 students were supported with Individual Program Plans. These plans ensured that students benefitted from programming specific to their learning and development needs. As a result students were better able to access the many supports in our school - ranging from individual attention and assistance from our Educational Assistants to supports such as Counselling or Speech Language services. The supports identified through the IPP's lead to increased student success in their learning journey.
- Further to the IPP and in-class continuum of supports for students, including Educational Assistant support, students at NHCS continue to benefit from the learning opportunities provided through the charter goals. Students experience exciting programming opportunities 'on the farm' that significantly increases engagement and personalized learning success.

Parental and Stakeholder Involvement

- Stakeholder Engagement:
 - Cultivated strong relationships with various stakeholders, including parents, teachers, community members, and local businesses, fostering a collaborative and supportive educational environment.
 - Initiated a Student-Board Committee and a Student-Principal Committee. Junior high students discussed and formulated plans for wearing hats in class and the use of cellphones that were consistent with provincial policy. These meetings were a great way to connect students and directors face to face.
 - Initiated a “Superintendent for the Day” initiative which allowed two elementary students to shadow the Superintendent. The students toured the schools to monitor classes, dealt with a fictional student issue, met with the principal, and discussed school issues with some members of the Board of Directors.
 - Initiated a committee designed to mentor and encourage parents and community members to become board members. Two new directors joined the board because of this program.
 - Provided surveys to parents and staff to support continuous improvement. Results are included as information in the Assurance Measures implemented last year.
 - 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 feedback is important to NHCS. Students will, at times, join various committee meetings to provide feedback. Further, students are encouraged to complete a yearly survey that impacts programming and supports at the school.

- Community Engagement:
 - Volunteering at local fundraisers, school hosted fundraising initiatives for local food banks and support networks (e.g. Christmas Elves, Terry Fox Campaign, Make it Sow, Scholastics Book Fair, Parent Society led fundraisers).
 - Many local residents volunteered time and/or resources to support the school including use of equipment and donated animals for the barnyard. Parents and students were integral in barnyard work during the school break holidays and the summer break.
 - In alignment with the School Council Regulation, the NHCS School Council is engaged with the school as an advisory body and to support the school learning environment. AERR and other assurance documents are reviewed with the 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, surveys and other community events. 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 Three Year Plan of 2026-2029.

- As NHCS enters the fifth 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.

Governance

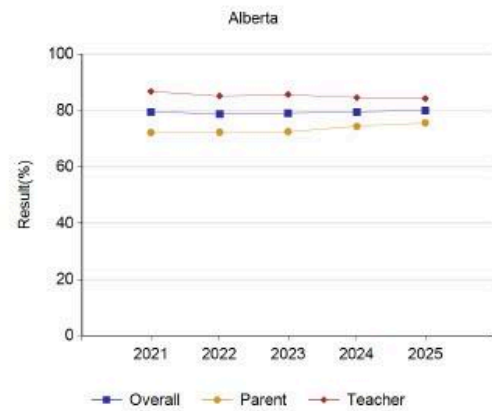
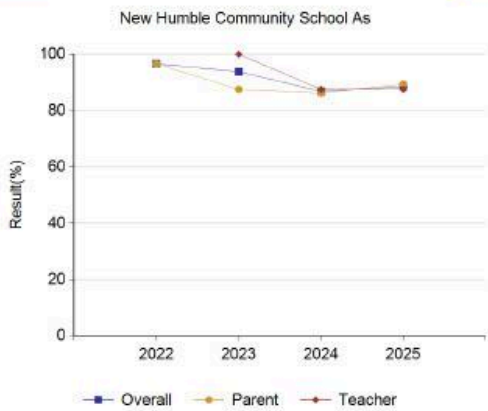
C.1 Parental Involvement - Measure History

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	12	96.6	25	93.8	21	86.8	29	88.5	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	12	96.6	18	87.5	13	86.2	21	89.4	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	n/a	n/a	7	100.0	8	87.5	8	87.5	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



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.

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 school field trips and volunteer opportunities. All of these measures are above the provincial results. Feedback from the Spring 2025 school survey results indicated strong parental involvement. NHCS is truly a community school and its constant enrollment growth is a key indicator of its success.
- 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. Timely updates from teachers to parents occur and a weekly newsletter to parents from the school provides important information as a weekly update.
- Parental involvement at NHCS can be seen in the many associated organizations including NHCSA, School Council, Parents’ Association, and Playschool. Parents volunteer to assist in the classroom, the nutrition program, fulfill barnyard chores, fundraisers and many more valuable tasks.

Key Insights from the Results Analysis (Implications for the Education Plan)

- The focus on charter goals and vision need to continue to be the focus as the school looks forward to the Charter Approval Application.
- Staff's professional learning should continue to be a major priority of the Board of Directors and the Administration.
- Added Support Services added in the 2024-2025 school year need to be continued and enhanced if budget allows.
- Student achievement should continue to be a top priority with an emphasis on students achieving the Standard of Excellence and Acceptable Standard in the Provincial Achievement Tests within the context of the charter goals and vision.
- With increased enrollment and the approved new capital project, the Board of Directors will continue to review budget allocations closely. While the 2025-2026 budget has a projected deficit, the board's budget surplus will ensure the authority is in a sound financial position.
- The limitations of the board's administrative budget remain a challenge. While a small authority, the responsibilities regarding reporting, budgeting, policy implementation and day to day operation put stress on administration and the board. These restricted funds result in countless volunteer hours by directors to complete the necessary tasks.
- Staff recruitment and retention will remain an important component to the success of the school.
- The approval of a Kindergarten to Grade Twelve capital project will result in the necessity of a community, board and staff planning process to ensure successful implementation of the program.

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 and recommendations are being worked through. The Board plans to seek a 15 year extension to the original charter approval in December 2025.

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

New Humble Community School did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2024-2025 school term.

Annual Education Results Report can be found at <https://www.newhumbleschool.ca/board>

Overall Summary & Additional Reports

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	75.0	66.7	72.2	81.7	81.1	82.3	Very Low	Maintained	Concern
Lifelong Learning	100.0	91.2	85.8	80.8	79.9	80.4	Very High	Improved Significantly	Excellent
Program of Studies	78.3	70.5	76.1	83.0	82.8	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	85.9	75.3	77.8	80.5	80.6	81.2	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	94.8	91.3	91.6	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	76.0	48.9	62.3	72.1	71.9	72.5	Intermediate	Improved	Good
School Improvement	96.1	83.5	81.1	76.6	75.8	75.1	Very High	Improved	Excellent
Transition Rate (8 yr)	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
Work Preparation	100.0	89.8	95.5	83.7	82.8	83.6	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

General Comments:

- The School Improvement increase is significant up to 96% satisfaction, 20 % higher than provincial results.
- Work preparation results indicated 100% satisfaction which speaks to the success of the charter’s goals and vision.
- Additional funding and developing professional partnerships were initiated to address some of the staff concerns regarding inservice needs. Caution must be given to this measure’s results based on the small number of staff responding with concerns. Teachers and staff support were informed that they will have even greater input into their professional development needs.
- Stronger support from parents was indicated in the quality of education being received by their child and the safe and caring environment being provided for their child.
- An important aspect of the overall summary is that the enrollment of the school has grown from 127 students in 2023-2024 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 2025. 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. Returning staff means greater understanding and commitment to the charter.

Additional Reports

Program of Studies

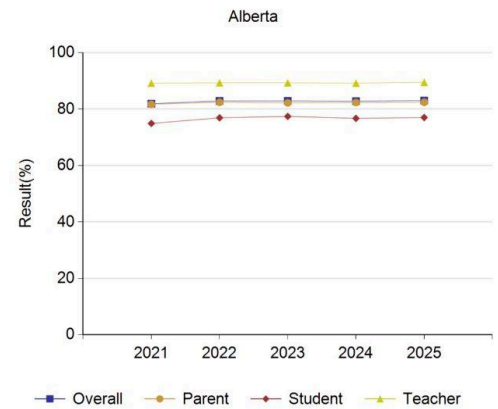
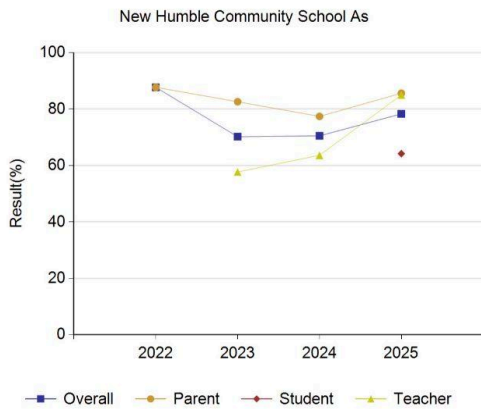
A.1b Program of Studies

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	87.7	25	70.2	21	70.5	56	78.3	Intermediate	Maintained	Acceptable	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	11	87.7	18	82.6	13	77.4	21	85.6	Very High	Maintained	Excellent	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	27	64.2	Low	n/a	n/a	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	n/a	n/a	7	57.7	8	63.6	8	85.0	Intermediate	Improved	Good	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5



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:

- The results indicated some concerns from students that the Board of Directors and the staff are addressing for 2025-2026. Intramurals have grown in numbers and opportunities including team sports and individual opportunities like Yoga. Keyboarding was offered to elementary students at lunch break. An afterschool art program was initiated and drama practices were held at noon time for the Christmas concert. Additional Chromebooks were purchased and Wifi was enhanced throughout the main building and into the four modulars. The new junior high program offered many exciting complementary courses including Foods, Sports Option, Leatherworking, Ranch Skills, Back to Basics, Outdoor Education and the Charter Option.
- While school staff will continue to support increased opportunities for students, parents expressed overall satisfaction, alongside meaningful feedback about areas that need strengthening.

Program of Studies: At Risk Students

Program of Studies

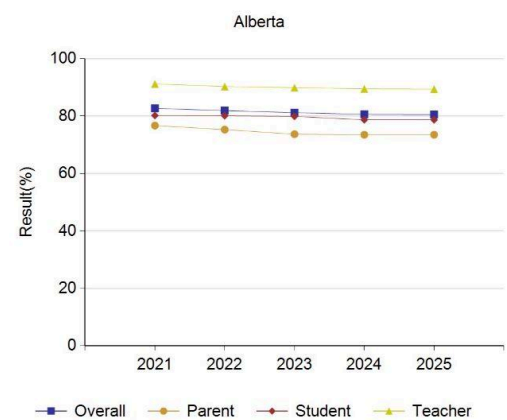
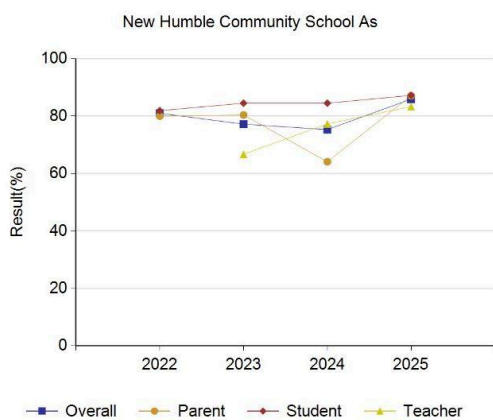
B.3 Program of Studies - At Risk Students

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	81.0	68	77.2	58	75.3	108	85.9	Intermediate	Improved	Good	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	12	80.0	18	80.4	13	64.1	21	87.1	Very High	Maintained	Excellent	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	25	81.9	43	84.5	37	84.5	79	87.2	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	n/a	n/a	7	66.7	8	77.3	8	83.3	Very Low	Maintained	Concern	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4



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:

- All groups identified improvement in access to programs for children at risk. Of particular note was the parents’ perception that increased by nearly 25%. With external services being accessed through the County of Leduc, the new counselling services, and the implementation of Speech Language support, more was in place for at-risk students. Additional Educational Assistant support also made a difference.
- The teacher’s satisfaction has increased for three consecutive years. Only one staff member did not express satisfaction in this measure despite being identified as a “Concern”.

Satisfaction with Program Access

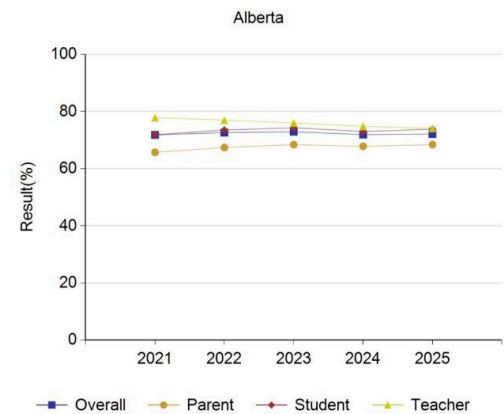
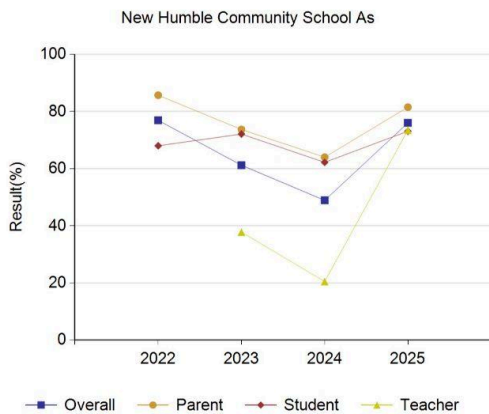
B.2 Satisfaction with Program Access

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	36	76.9	68	61.2	56	48.9	107	76.0	Intermediate	Improved	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	11	85.7	18	73.7	11	64.0	21	81.5	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	25	68.0	43	72.1	37	62.2	78	73.1	Low	Maintained	Issue	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	n/a	n/a	7	37.8	8	20.5	8	73.5	Low	Improved	Acceptable	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1



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:

- Because of the location of the school and NHCS being an authority of a single school, challenges for additional support are a reality. Additional educational assistance time and teacher time were added for 2024-2025.
- The first year of Speech Language Pathology services and Counselling services made a difference which should be further recognized in 2025-2026. School personnel have also made contact with the County of Leduc to access necessary additional services for students.
- 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.
- Multiple opportunities were available for students off campus including swimming lessons, downhill skiing, educational field trips in Edmonton and other communities, the Olds College partnership, and outdoor education experiences.

Lifelong Learning

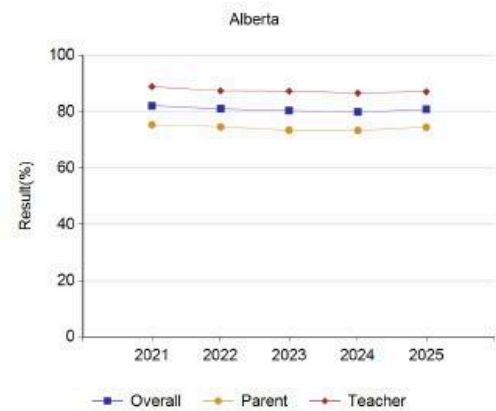
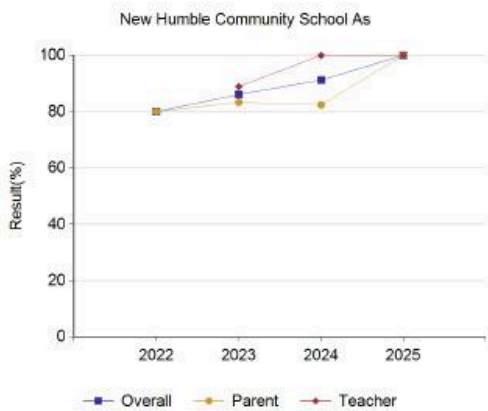
A.7 Lifelong Learning

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	80.0	22	86.1	20	91.2	28	100.0	Very High	Improved Significantly	Excellent	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	11	80.0	16	83.3	12	82.4	20	100.0	Very High	Improved Significantly	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	n/a	n/a	6	88.9	8	100.0	8	100.0	Very High	Maintained	Excellent	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1



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.
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. All groups identified 100% satisfaction speaking to the charter goals.
- 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.
- Feedback from parents is consistently identifying life-long learning and the charter goals as a primary reason for registering their child in the school. The charter emphasizes lifelong learning and staff focus on this goal on a daily basis. The focus on learning also includes the staff, both experienced and new, as they learn more about incorporating the charter goals and vision into their interactions with students. The school's Educational Assistants are an important part of the learning team.

Safe and Caring

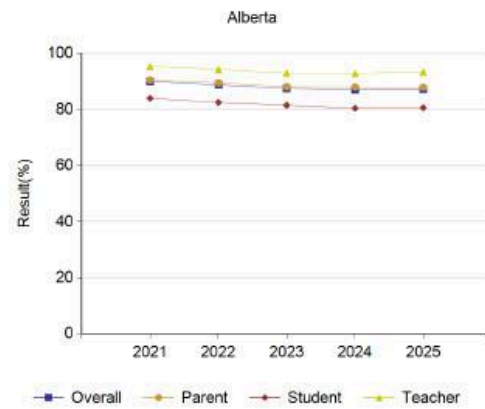
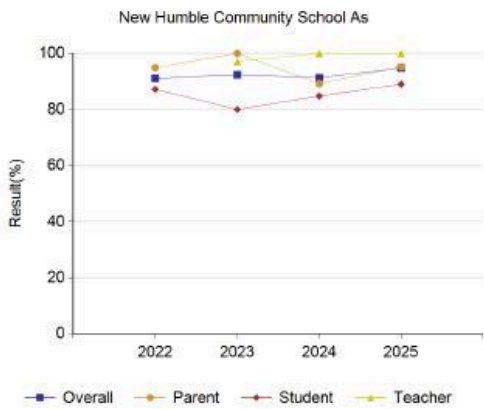
B.4 Safe and Caring

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	91.1	68	92.4	58	91.3	108	94.8	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	12	94.9	18	100.0	13	89.2	21	95.2	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	25	87.2	43	80.0	37	84.8	79	89.0	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	n/a	n/a	7	97.1	8	100.0	8	100.0	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4



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.

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. All percentages represent "Very High" ratings. The traits identified by the Directors to recognize students at Board Meetings celebrate appropriate student behaviors and attitudes. The staff supports programs like "Caught You Doing Something Good" at student assemblies. Entire school activities like Kindergarten-Grade 9 assemblies and school-wide projects promote a 'family environment'. A safe and caring school is emphasized through all expectations in classrooms, on the playground, or off campus.

School Improvement

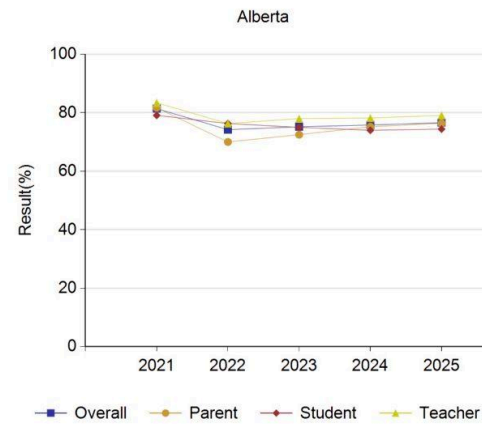
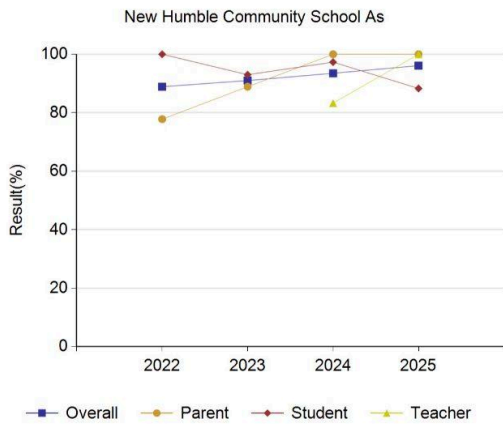
E.2 School Improvement

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	31	88.9	61	91.0	56	93.5	105	96.1	Very High	Improved	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	9	77.8	18	88.9	13	100.0	20	100.0	Very High	Improved	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	22	100.0	43	93.0	37	97.3	77	88.3	Very High	Declined	Good	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	n/a	n/a	5	*	6	83.3	8	100.0	Very High	Improved	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1



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:

- All groups identified that the jurisdiction has improved or stayed the same. The parents responded close to 20% higher than the provincial average and speaks to the authority’s commitment to the charter’s goals and vision. It also speaks to staff continuity and involvement by the parents and the community supporting the school’s program. Overall, 96% of all respondents have a positive view of continuous improvement for New Humble Community School.
- The Board is delighted that the staff indicated 100% agreement that the school is on a continuous improvement path.
- It must be noted that the efforts of the School Council and the Parents’ Association make significant contributions to the direction of the school. Activities such as special days highlighting Literacy and Numeracy, the Hot Lunch Program, generous donations to the school, and coordinating school events like dances all support the success of the school. Countless volunteer hours from parents make such a difference.
- The Board of Directors provide sound direction and financial management for the school. Some of the co-founders of the school remain on the Board of Directors to provide corporate memory and shape future plans.

Work Preparation

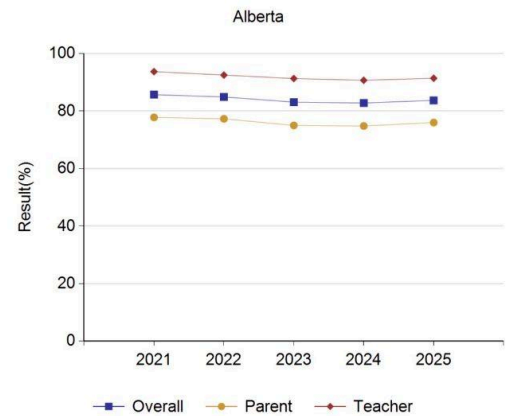
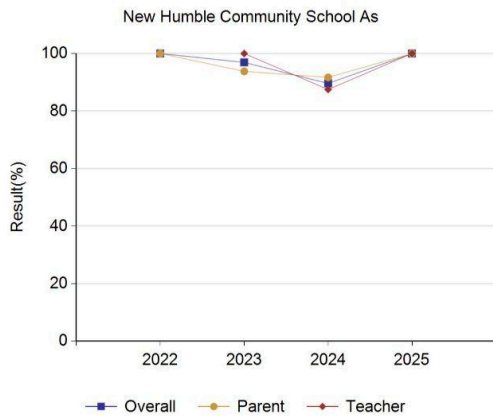
A.8 Work Preparation

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								Measure Evaluation			Alberta									
	2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	100.0	22	96.9	20	89.6	29	100.0	Very High	Improved	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	11	100.0	16	93.8	12	91.7	21	100.0	Very High	Improved	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	n/a	n/a	6	100.0	8	87.5	8	100.0	Very High	Maintained	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4



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 provided 100% ratings regarding the teaching of attitudes and behaviors that prepare students for success beyond their school years. This is an exceptional result.
- With the focus on charter goals, barnyard responsibilities, responsibility, volunteerism, and the building of an overall school team, the Board of Directors is delighted to see the parents believe the school is preparing the students for future years.

In-Service Jurisdiction Needs

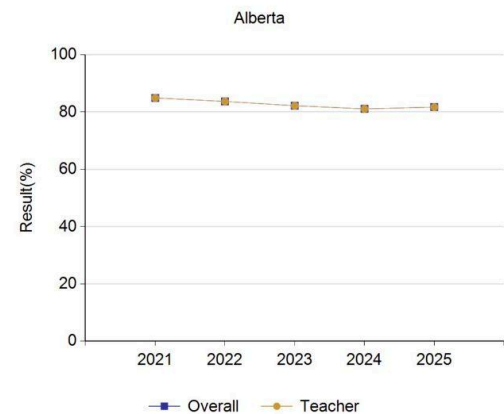
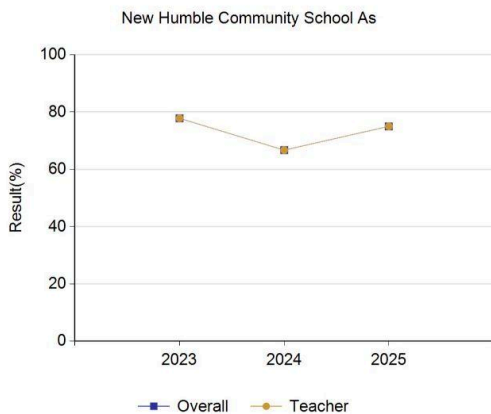
D.6 In-Service Jurisdiction Needs

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						Measure Evaluation			Alberta									
	2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	6	77.8	8	66.7	8	75.0	Very Low	Maintained	Concern	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	6	77.8	8	66.7	8	75.0	Very Low	Maintained	Concern	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7



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:

- Because of the small number of staff, caution must be exercised in interpreting this result. Teachers had eight professional days in school and two days at Teachers’ Convention mirroring the number of our neighboring jurisdiction. The board has determined that 50% of the days are to be charter-related. Funds are available for teachers and support to access for external professional development. It appears that the small number of teachers who were dissatisfied may be so because of the different needs of elementary and junior high. School administration will continue to work with teachers to meet board expectations and to enhance other learning opportunities for both teachers and support staff.
- While this measure is identified as a “Concern” for teachers, it is important to note that the satisfaction level did increase from the 2023-2024 year.

Governance

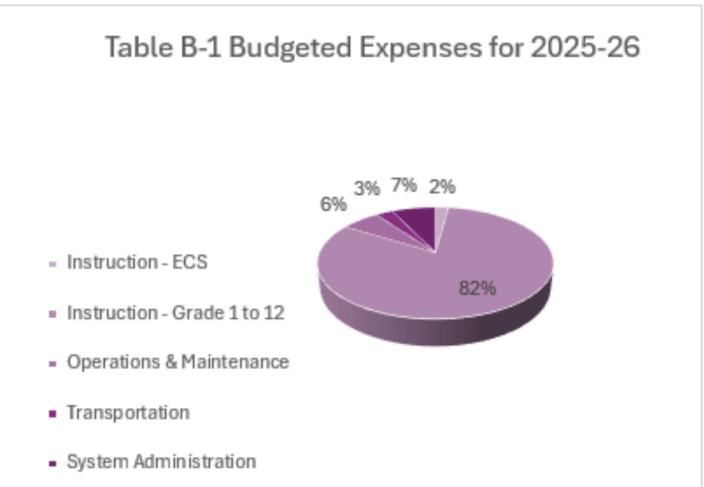
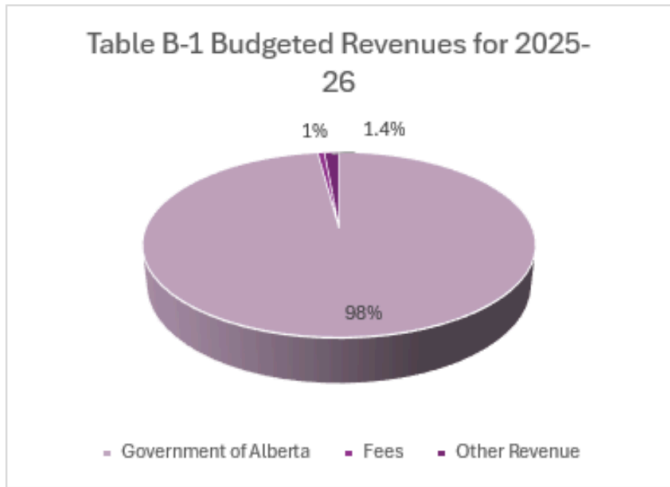
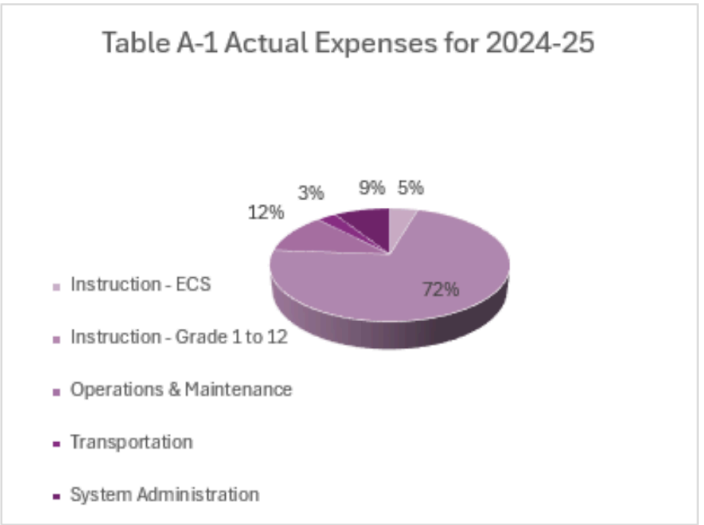
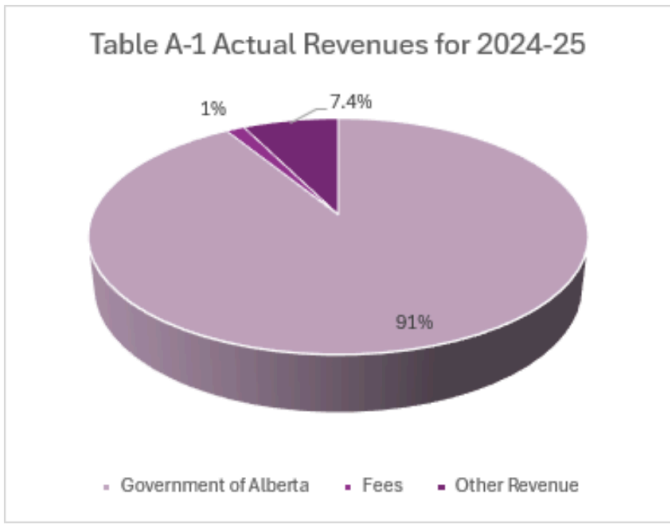
Budget – Actual Comparison

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

STATEMENT OF OPERATIONS

	Comparable		
	2023-24 Actuals	2024-25 Actuals	2025-26 Budget
REVENUE			
Government of Alberta	1,970,328	2,134,343	2,392,171
Fees	21,904	33,174	15,920
Investment	17,233	17,089	15,000
Donations and Other Contributions	76,488	120,549	20,000
Other Revenue	10,457	35,252	-
TOTAL REVENUE	2,096,410	2,340,407	2,443,091
EXPENSES			
Instruction - ECS	69,029	107,639	54,718
Instruction - Grade 1 to 12	1,374,642	1,705,384	2,075,275
Operations & Maintenance	157,690	277,921	159,109
Transportation	42,317	73,470	71,000
System Administration	215,683	214,028	182,000
TOTAL EXPENSES	1,859,361	2,378,442	2,542,102
ANNUAL SURPLUS	237,049 -	38,035 -	99,011

In accordance with the Variance Analysis schedule for the year ended August 31, 2025, the entity's actual expenditures totalled \$2,378,442 vs. budgeted expenditures of \$1,912,942. The variance is primarily due favorable deltas in revenue and offset with an increase in expenditures.



Additional information on the financial statements and related schedules are available by contacting the Secretary-Treasurer at sara.zimmerman@newhumbleschool.ca

Up-to-date financial information is posted on: <https://www.newhumbleschool.ca/board>

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

Comments:

New Humble Community School was in its fourth year of operation, which was also the first year of the added junior high program. The additional budget reflected several key developments. These included the installation of an additional modular attached to the main facility as well as a separate three classroom modular to support increased enrollment. The budget also supported expanded student services through the addition of speech-language pathology (SLP) counselling, along with enhancements to the nutrition program to further student well being.

Annual Education Results Report can be found at <https://www.newhumbleschool.ca/board>