

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	138.000	Custodial	1.500000	Salaries	\$1,289,785	94.81%
Weighted	175.267	Exempt	0.000000	Supplies, Equip., Services	\$70,575	05.19%
Regular	152	Support	3.400000			
		Teacher	<u>8.255000</u>			
Year Opened	1980	Total	13.155000	Total	\$1,360,360	100.00%

School Philosophy

Growing Together - Connecting Community - Inspiring Minds

Hillview School's vision is for all students and children to reach their full potential and build strong citizenship skills within a welcoming, safe and caring community. Working as a collaborative team, Hillview staff share expertise to provide supports for the academic and social/emotional growth of all children. This is accomplished through the combined efforts of students, staff, parents and community members. We believe in growing together as a community of inspired learners.

Community Profile

Hillview is situated in the Woodvale Community of Mill Woods. The immediate area includes single family dwellings, a multi family housing development, rental apartments, and some condominiums. Hillview has a wonderfully diverse student population, with a variety of ethnic and cultural backgrounds and differing socio-economic standards. During the evenings the school building and gymnasium are commonly used by local community groups.

The Hillview Pre-Kindergarten Program supports children from a variety of southeast Edmonton communities. Many of our program children are bussed in from these southeast communities.

Programs and Organization

Hillview School staff work as a strong collaborative team to accommodate all student needs. Our elementary classroom programming is supported through literacy interventions. All grades are supported with a range of technology. Hillview School offers a comprehensive Health and Wellness program through the APPLE School project. Community service is an area of focus in building strong citizenship skills through working collectively with all members of both our area and school community.

The Hillview Pre-Kindergarten Program provides children with severe special needs an individualized play-based program that creates a safe and appropriate environment for early childhood development. We believe this type of child-centered and developmentally appropriate programming fosters active learning, socialization and independence in our program's children. Our children and their families are provided the supports necessary to gain a sense of pride and self-confidence as they successfully develop functional life skills necessary for further learning.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

APPLE Schools Churchill Manor Hillview Baptist Church Rainbow Daycare Woodvale Community League Woodvale Husky and Pizza 38

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2023, all Hillview students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive changes in achievement rates. Growth in literacy and numeracy will be measured by analysis of teacher awarded marks and professional judgement as well as EYE-TA (K), Division HLAT Writing (Grades 1-6), Provincial Literacy and Numeracy Assessments (Grades 1-3), Reading Level Achievement (Grades 1-6), CAT-4 (Grades 4-6) and PATs (Grade 6). Catchment structures to share expertise and resources will continue to be explored with our Small School Catchment Cohort as well as professional development and collaboration opportunities to enhance best practices in the areas of literacy, numeracy and curriculum implementation.

Results Achieved:**Elementary Results:**

70% of students achieved at or above grade level in reading, which was a 10% improvement over 2021/2022 data. The number of students achieving at or above grade level in writing decreased to 52%, a drop of 18% when compared to 2021/2022 data.

Reading:

- Comparisons between Fall 2022 and Spring 2023 CAT4 assessments in Reading indicated student growth at all grade levels.
- PAT data for English Language Arts indicated that 100% of Grade 6 students were working at an acceptable level and 24% of students met the standard of excellence. This is an increase of 12% over 2021/2022 data.
- As of June, 2023, 70% of elementary students were reading at or above grade level as measured by Fountas and Pinnell assessments, an increase of 8% compared to 2021/2022 data.
- One Grade 4 student, seven Grade 3 students, and two Grade 2 students were supported with Leveled Literacy Intervention (LLI) between October and June. Of these students receiving targeted interventions, 40% demonstrated a half year of growth and 60% demonstrated a full year of growth.

Writing:

- As measured by the Spring Highest Level of Achievement (HLAT) writing assessment, 52% of elementary students were writing and achieving at grade level. Of these 112 students for whom we have data, 60 (53%) demonstrated one or more years of growth.

Mathematics:

- Comparisons between the Fall 2022 and Spring 2023 CAT4 assessments in Mathematics and Computation indicated student growth at all grade levels.
- PAT data for Mathematics indicated that 75% of Grade 6 students were working at an acceptable level and 19% of students were working at the standard of excellence. This is an increase of 13% over 2021/2022 data.

Pre-Kindergarten Results:

- 100% of Pre-Kindergarten children received Program Unit Funding (PUF) for the 2022/2023 school year.
- 18% of the 4 year old children in the program moved from the severe delay range in their speech and language skills to the moderate delay range.
- 9% of the 4 year old children in the program moved onto Kindergarten with age appropriate speech and language skills.

By June 2023, Hillview students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will target maintaining an achievement evaluation of "Very High" in WCRSLE (Welcoming, Caring, Respectful and Safe Learning Environments) on the Alberta Education Assurance Survey and Division Feedback Survey measures specific to General Check-In, Safety and Well-being. Opportunities for parents/guardians to be involved in decisions about our school and the education of their children will continue to be enhanced through relationship building, engagement and family connections.

Results Achieved:

- An achievement evaluation of acceptable was maintained on the Alberta Education Assurance Survey in the area of Citizenship.
- Hillview staff participated in professional learning with a focus on Anti-Racism, Resilience-building and Reconciliation.
- Staff Focus Teams planned and facilitated a large number of activities and events to enhance student well-being and belonging such as school-wide Orange Shirt Days, Buddy Days, Celebrations of Culture and creating our school land acknowledgment.
- 93% of staff reported on the Division Survey that they feel our school is a place where all students feel like they belong and that our school takes steps to support a sense of belonging and inclusion for everyone.

- 93% of staff reported feeling a sense of belonging in our workplace and 100% reported that our school is a respectful workplace.

By June, 2023 Hillview staff and students will be supported in building increased skills, strategies and relationships that enhance positive mental health through our participation as an APPLE School as well as operating as the core school for our Catchment Mental Health Capacity Building Wellness Coach. We will continue to closely partner with our School Council and parent fundraising association to provide experiences to enrich curricular understandings for our students and we will continue to pursue opportunities to connect and engage with our surrounding community. We will target maintaining an achievement evaluation of "Very High" in WCRSLE (Welcoming, Caring, Respectful and Safe Learning Environments) on the Alberta Education Assurance Survey and Division Feedback Survey measures specific to General Check-In, Safety and Well-being.

Results Achieved:

Our focus on enhancing relationships and positive mental health amongst staff and students resulted in a variety of activities and events:

- Opportunities to connect with our families continued with our acknowledgement of Truth and Reconciliation, Meet the Staff Event, Remembrance Assembly, Celebrations of Learning, Pre-Kindergarten Parent Engagement Days and classroom-led assemblies.
- Fruit Fridays and our Breakfast Cart continued to offer fruit and healthy snack choices through funding from APPLE Schools, the Hillview Parents Association and the Woodvale Community League.
- A variety of Physical Literacy experiences were re-introduced to the school community including Alien In-Line Skating, No More Excuses Zumba, SportBall, Rocks and Rings, We Rock the Spectrum, Little Activators, Snow Valley Skiing, and Camp YoWoChas. These experiences were all provided, at no cost to families, by our Hillview Parents Association.
- Our partnership with the Mental Health Capacity Building Wellness Coach enhanced teacher capacity by providing classroom workshops and targeted sessions as well as Friendship Lunches that targeted developing healthy peer relationships.
- School Council initiatives such as a Family Dance, Grade 6 yearbooks and Reading Rewards were provided throughout the year.
- Kindness Cards, handmade in family groupings and distributed throughout the community by classrooms, continued to build connections in the Hillview neighbourhood.

What were the biggest challenges encountered in 2022-2023?

- In September, 2022, many of our youngest learners in Pre-Kindergarten and Kindergarten came to us with very minimal interaction with the world beyond the home. This resulted in children experiencing greater than typical anxiety, deficits in language and communication and well as challenges with self-regulation.
- The school experienced an increase in challenging behaviours as children faced more complex family situations.
- Many families throughout the school community expressed facing significant challenges accessing housing, food resources and financial supports. Community partners also expressed financial challenges and access to donations was reduced.
- Illness and staff absences continued to have a negative impact on staff mental health as unfilled vacancies became a daily occurrence.
- Learning loss and learning gaps continued to result in children falling short of achieving at grade level in reading, writing and mathematics.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Continued focus on literacy and numeracy to support all learners with an emphasis on high-impact interventions for those students deemed at-risk.
- Enhancing the educational experiences and achievements of First Nations, Metis and Inuit students.
- Increasing school staff and resources around student wellness.
- Continued focus on connecting with families and engaging parents/guardians in decisions about the education of their children.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7255 Hillview School

Assurance Domain	Measure	Hillview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	70.4	77.1	77.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.8	83.0	82.9	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	94.1	62.5 *	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	23.5	25.0 *	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.9	91.0	91.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/C/R/S/E)	80.4	87.1	87.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.6	84.9	84.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	n/a	75.6	79.7	79.1	78.8	80.3	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, all Hillview students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. Achievement of this goal will be supported by:

- drawing on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive changes in achievement rates
- staff engaging in evidence-based literacy professional learning to investigate the primary reading needs of students reading below grade level and instructional tools to support improvement
- additional and targeted intervention time to assist with differentiated mathematics instruction
- additional release time to support Grades 1 - 6 teachers collaborating around assessing and improving student writing

What data will you use to track continuous improvement?

Growth in literacy and numeracy will be measured by the BAS (at, above or below grade level), provincial literacy and numeracy assessments, intervention results (Leveled Literacy Intervention and Guided Reading), Math Part A practice assessments (Grades 3 - 6), CAT-4 (Grades 4 - 6) and practice HLAT writing assessments (Grades 1 - 6).

Division Priority 2

By June 2024, Hillview students and staff will demonstrate growth in their collaborative work related to anti-racism and reconciliation, resulting in an increase in their sense of belonging and connection to the school. Achievement of this goal will be supported by:

- catchment-wide integrative anti-racism professional learning
- participation as a core school with the Mental Health Capacity Building Wellness team
- school-based analysis of culturally responsive practices in our community
- implementation of materials available in the Anti-Racism and Equity Toolkit
- development of a school plan around student voice motivated by our involvement with Creating Schools That Listen

What data will you use to track continuous improvement?

Student attendance data and discipline referrals to the office will be monitored on a monthly basis. Teacher observations shared at weekly student wellness meetings will provide evidence around student and family connectedness. Long term indicators of growth will include 2024 Division Feedback Survey results, Alberta Education Assurance Survey results and Youth Resilience Survey results.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,158,156		1,360,360
Internal Revenue		0		0
REVENUE TOTAL		1,158,156		1,360,360
Classroom	6.369000	685,770	7.255000	781,169
Leadership	1.000000	141,954	1.000000	142,385
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,563	.000000	39,766
TOTAL TEACHER	7.369000	848,287	8.255000	963,320
(% of Budget)		73.24%		70.81%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	2.400000	148,003	3.400000	206,343
Support (Supply/OT)	.000000	7,000	.000000	7,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	3.900000	268,125	4.900000	326,465
(% of Budget)		23.15%		24%
TOTAL STAFF	11.269000	1,116,412	13.155000	1,289,785
(% of Budget)		96.4%		94.81%
SUPPLIES, EQUIPMENT AND SERVICES		23,154		27,803
INTERNAL SERVICES		18,590		42,772
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		41,744		70,575
(% of Budget)		3.6%		5.19%
TOTAL AMOUNT BUDGETED		1,158,156		1,360,360
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	100.000	Custodial	0.000000	Salaries	\$1,613,998	98.04%
Weighted	0.000	Exempt	2.800000	Supplies, Equip., Services	\$32,225	01.96%
Regular	100	Support	11.000000			
		Teacher	<u>5.500000</u>			
Year Opened		Total	19.300000	Total	\$1,646,223	100.00%

School Philosophy

The Hillview Pre-Kindergarten Program provides children with severe special needs an individualized play-based program that creates a safe and appropriate environment for early childhood development. We believe this type of child-centered and developmentally appropriate programming fosters active learning, socialization and independence in our program's children. Our children and their families are provided the supports necessary to gain a sense of pride and self-confidence as they successfully develop functional life skills necessary for further learning.

Community Profile

Hillview is situated in the Woodvale Community of Mill Woods. The immediate area includes single family dwellings, a multi family housing development, rental apartments, and some condominiums. Hillview has a wonderfully diverse student population, with a variety of ethnic and cultural backgrounds with differing socio-economic standards. Our Pre-Kindergarten Program supports children from a variety of southeast Edmonton communities. Many of our program children are bussed in from these southeast communities.

Programs and Organization

The Pre-Kindergarten Program provides transdisciplinary intervention and support to pre-school children with severe developmental delays and is directly funded through Alberta Education Program Unit Funding. The children we serve range in age from 2.8 to 4.8 years who have a severe delay in their development. Each class has a team of professionals who work with children on speech, mobility and everyday tasks such as communicating and exploring through play. Children attend five half days of programming each week and most are bussed to the school.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,646,223		1,646,223
Internal Revenue		0		0
REVENUE TOTAL		1,646,223		1,646,223
Classroom	4.525000	487,220	4.500000	484,529
Leadership	1.000000	124,814	1.000000	125,029
Teacher Supply	.000000	23,000	.000000	18,000
TOTAL TEACHER	5.525000	635,034	5.500000	627,558
(% of Budget)		38.58%		38.12%
Exempt	2.800000	294,319	2.800000	294,319
Exempt (Hourly/OT)	.000000	0	.000000	2,000
Support	10.600000	639,121	11.000000	664,204
Support (Supply/OT)	.000000	48,000	.000000	25,917
TOTAL NON-TEACHER	13.400000	981,440	13.800000	986,440
(% of Budget)		59.62%		59.92%
TOTAL STAFF	18.925000	1,616,474	19.300000	1,613,998
(% of Budget)		98.19%		98.04%
SUPPLIES, EQUIPMENT AND SERVICES		19,550		22,025
INTERNAL SERVICES		10,200		10,200
TOTAL SES		29,750		32,225
(% of Budget)		1.81%		1.96%
TOTAL AMOUNT BUDGETED		1,646,224		1,646,223
Carry Forward Included		0		0
Carry Forward to Future		0		0