

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	151.500	Custodial	1.500000	Salaries	\$1,352,055	95.90%
Weighted	185.332	Exempt	0.000000	Supplies, Equip., Services	\$57,790	04.10%
Regular	165	Support	4.000000			
		Teacher	<u>8.392000</u>			
Year Opened	1980	Total	13.892000	Total	\$1,409,845	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, 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 goals that were established for 2023-2024, 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 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

Results Achieved:

Hillview showed an increase in several measures related to both literacy and numeracy as indicated by both CAT4 and HLAT results. There was however a decline in overall reading achievement from the previous year.

Reading Achievement:

- 62.5% of elementary students were reading at or above grade level as measured by Fountas and Pinnell assessments, a decline of 7.5% compared to 2022/2023 data.
- 85% of students feel they are getting better at reading this year.

CAT4 Results

- Reading --Fall 2023 47.5% to Spring 2024 to 68.5% (increase of 21%)
- Mathematics -- Fall 2023 66.1% to Spring 2024 to 75.5% (increase of 9.4%)
- Computation -- Fall 2023 60.7% to Spring 2024 to 78.8% (increase of 18.1 %)
- Total Mathematics -- Fall 2023 54.9% to Spring 2024 to 78.3% (increase of 23.4%)

PAT 2024

- Data Not available as grade 6 students did not complete this year.

HLAT

- At acceptable or above Spring 2023 54.7% Spring 2024 59% (increase of 4.3%)
- 76% of students feel they are getting better at writing this year

Numeracy

- 77% of students feel they are getting better at math this year

Pre-Kindergarten Results: 100% of Pre-Kindergarten children received Program Unit Funding (PUF) for the 2023/2024 school year.

- 12% 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.
- 5% of the 4 year old children in the program moved onto kindergarten with age-appropriate speech and language skills.

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

Results Achieved:

Hillview staff participated in catchment wide professional learning with a focus on Anti-Racism, Resilience-building and Reconciliation. We also had two staff members participate in Schools that Listen. Staff Focus Teams were also created and teams planned and facilitated a large number of activities and events to enhance student well-being and belonging such as school-wide Orange Shirt Day, Friendship Pancake Breakfast, Student Buddy Days and School Wide Celebrations of Multiculturalism. An achievement evaluation of acceptable was maintained on the Alberta Education Assurance Survey in the area of Citizenship. However, there was a slight decline on the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments. 90% 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. There was however a decline in the area of belonging from the 2022-2023 school year on the Alberta Education Assurance Survey. In 2022-2023 93% of staff reported feeling a sense of belonging in their workplace, this year 82% of staff indicated that they felt a sense of belonging.

Anti-Racism (Students):

- 95% of students reported that they are aware of the work their school is doing to support anti-racism and a sense of belonging.
- 86% of students in our school agree that their school takes action to support truth and reconciliation
- 93 % of students felt they had the opportunity to learn about the contributions of indigenous people
- 95% of students are aware of the work their school is doing to support anti-racism and a sense of belonging
- 83 % felt they learned about indigenous perspectives
- 95% learned about treaties and agreements with first nations
- 90% learned about residential schools and their legacy

Sense of belonging (Students):

- 76 % school helps me develop skills that support my wellness
- 73% feel safe at school
- 73% feel a sense of belonging at school.
- 78% feel they have at least one adult they can go to
- 79% feel the adults in their school care about them

Anti Racism & Sense of Belonging (Families)

- 83% feel they are welcome in their child's community
- 83% of parents feel their child belongs
- 83% of parents feel that many diverse cultures are represented in events, activities and environment at school.
- 50% feel their child's school keeps them informed of steps they are taking to support anti-racism and belonging
- 100% feel their child's school keeps them informed of steps they are taking to support truth and reconciliation
- 100% of families feel their child is safe at school
- 100% feel their child has a positive relationship with one or more adults in the school
- 83% feel the staff care about their child

What were the biggest challenges encountered in 2023-2024?

In 2023-24 School year the new math curriculum posed a challenge for teachers to move at-risk students to achieving at grade level due to the movement of some concepts from higher grades to lower grades. This shift led to a noticeable increase in students being programmed below their enrolled grade, particularly in areas of literacy and foundational numeracy skills. Teachers faced growing demands to differentiate instruction for these students. Another significant challenge was the rising number of complex students requiring specialized support services. The increasing need for these services added pressure on schools to ensure every student received the appropriate support to succeed. Additionally, our school faced challenges in communicating our ongoing efforts related to Anti-Racism and Reconciliation. This remains a continuous learning process for all members of the school community, making it essential to effectively convey progress and initiatives in this area. Finally, staffing shortages—particularly unfilled vacancies for educational assistants and teachers—posed operational difficulties and sometimes made it challenging to support students. In Pre-Kindergarten programs, families taking extended vacations with their children was also a challenge as it complicated meeting required instructional hours for PUF programming.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

K - 6 teachers will continue to use the Fountas and Pinnell to identify students reading below grade level and implement high impact daily practices including guided reading and specific work on building phonemic and phonological awareness. Teachers work at Elementary meetings approx. once per month to share, build and align best practices with essential learning outcomes related to reading and writing.

Results and Implications

We need to focus specifically on sharing our work around Anti Racism and Reconciliation with our families / parents. Communication with parents regarding this work will be enhanced through Schoolzone posts, messaging at Parent teacher conferences, and class notices. We also need to continue to work towards more students feeling a sense of belonging and safety at our school. For ths 2024-2025 school year we have added a third goal specific to this work.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	71.5	70.4	73.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.1	76.8	79.9	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	58.8	94.1	94.1	68.5	66.2	66.2	Very Low	Declined Significantly	Concern
	PAT6: Excellence	5.9	23.5	23.5	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	80.1	94.9	92.9	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.8	80.4	83.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	83.0	83.6	84.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	67.6	n/a	75.6	79.5	79.1	78.9	Very Low	Maintained	Concern

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all students will continue to build on and demonstrate one year's growth in the area of reading through authentic and diverse learning experiences. Our progress toward this goal will be measured by results of teacher awarded marks, progress on IPP goals, tracking of reading levels and an improved rating in the Education Quality measure on the Accountability Pillar.

Achievement of this goal will be supported by:

- Elementary staff will collaborate around best practices at monthly elementary meetings
- Staff will engage in collaboration and intentional Professional Learning to improve instructional practices around the teaching of phonics and phonemic awareness.
- Teachers' commitment to guided reading as a common practice and a way to differentiate reading instruction among students
- Intervention opportunities for student's reading below grade level
- Pre-Kindergarten staff will engage in collaboration around functional communication and emergent literacy to meet the needs of our Pre-K learners

What data will you use to track continuous improvement?

Growth in reading will be measured by teacher awarded marks, the BAS (to indicate at, above or below grade level), school based data tracking of reading levels, provincial literacy assessments (fall and spring), LLI Results, CAT-4 (Grades 4 - 6, spring and fall) and practice HLAT writing assessments (Grades 1 - 6), as well as progress reported on IPP goals and year end speech and language reports.

Division Priority 2

By June 2025, 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 as indicated on division and provincial survey's.

Achievement of this goal will be supported by:

- We will continue to build awareness and implementation of the OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive changes in achievement rates
- Catchment - wide participation in journey to Anti-Racism professional learning
- Implementation of materials available in the Anti-Racism and Equity Toolkit, as well as resources provided from catchment team - Implement [Journey to Anti-racism: Year 3](#)
- Continuing to recognize diversity by conducting assemblies and events and creating displays that represent multiculturalism and the diversity within our school
- Implementation of the Seven Sacred Teachings and utilizing these resources to embed Indigenous teachings into our day-to-day work at school
- Pre-Kindergarten integrates land-based learning into the play focused curriculum
- Staff focus teams have been established for the school year and conversations and plans will continue around diversity work
- Slides in our Broadcast News in relation is Anti-Racism and Reconciliation

What data will you use to track continuous improvement?

Long term indicators of growth will include Catchment survey results, 2024/25 Division Feedback Survey results, Alberta Education Assurance Survey results and Youth Resilience Survey results.

Division Priority 3

By June, 2025 students and staff will continue to build relationships and positive school culture experiences, resulting in an increase in their sense of belonging and connection to the school as measured by the division and provincial survey's.

Achievement of this goal will be supported by:

Plans

- Elementary team engaging in a book study around "Positive Behaviour Principles" by Dan St. Romain
- Staff team building / wellness activities on each PD Day
- Participation as a core school with the Mental Health Capacity Building Wellness team
- engagement with parents for special days / events that build school community, culture and sense of belonging
- Pre-Kindergarten families have opportunities to attend family engagement days throughout the school year to learn how to support their child's growth and development
- Focus teams provide opportunities for staff and students to build relationships and to grow our Hillview school community
- Partnership with APPLE Schools
- Partnership with Free to Play
- Active Education brought into the school by Parent Council (Dance Ed / Alien Inline / No More Excuses)
- Partnership with Hillview Baptist Church, weekly volunteers

What data will you use to track continuous improvement?

Long term indicators of growth will include 2024/25 Division Feedback Survey results, Alberta Education Assurance Survey results and Youth Resilience Survey results, attendance tracking of PreK family engagement days, attendance tracking of parent conference, staff feedback in relation to the book study implementation.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,231,328		1,409,845
Internal Revenue		0		0
REVENUE TOTAL		1,231,328		1,409,845
Classroom	6.555000	708,420	7.392000	798,878
Leadership	1.000000	142,889	1.000000	143,370
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	22,500	.000000	22,000
TOTAL TEACHER	7.555000	873,809	8.392000	964,248
(% of Budget)		70.96%		68.39%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.300000	204,020	4.000000	248,998
Support (Supply/OT)	.000000	2,000	.000000	27,800
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	7,500	.000000	4,000
TOTAL NON-TEACHER	4.800000	320,529	5.500000	387,807
(% of Budget)		26.03%		27.51%
TOTAL STAFF	12.355000	1,194,338	13.892000	1,352,055
(% of Budget)		97%		95.9%
SUPPLIES, EQUIPMENT AND SERVICES		20,490		23,723
INTERNAL SERVICES		16,500		34,067
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		36,990		57,790
(% of Budget)		3%		4.1%
TOTAL AMOUNT BUDGETED		1,231,328		1,409,845

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$1,625,443	96.98%
Weighted	0.000	Exempt	2.800000	Supplies, Equip., Services	\$50,649	03.02%
Regular	100	Support	10.900000			
		Teacher	<u>5.500000</u>			
Year Opened		Total	19.200000	Total	\$1,676,092	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

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,646,083		1,676,092
Internal Revenue		0		0
REVENUE TOTAL		1,646,083		1,676,092
Classroom	4.500000	486,329	4.500000	486,329
Leadership	1.000000	125,481	1.000000	125,721
Teacher Supply	.000000	35,000	.000000	18,000
TOTAL TEACHER	5.500000	646,810	5.500000	630,050
(% of Budget)		39.29%		37.59%
Exempt	2.800000	300,628	2.800000	300,628
Exempt (Hourly/OT)	.000000	20,000	.000000	7,000
Support	9.700000	597,427	10.900000	667,765
Support (Supply/OT)	.000000	40,000	.000000	20,000
TOTAL NON-TEACHER	12.500000	958,055	13.700000	995,393
(% of Budget)		58.2%		59.39%
TOTAL STAFF	18.000000	1,604,865	19.200000	1,625,443
(% of Budget)		97.5%		96.98%
SUPPLIES, EQUIPMENT AND SERVICES		30,718		37,949
INTERNAL SERVICES		10,500		12,700
TOTAL SES		41,218		50,649
(% of Budget)		2.5%		3.02%
TOTAL AMOUNT BUDGETED		1,646,083		1,676,092