

Profile



Enrolment		Staff FTE		Budget		
Normalized	740.000	Custodial	4.000000	Salaries	\$5,288,001	95.80%
Weighted	933.542	Exempt	0.000000	Supplies, Equip., Services	\$231,989	04.20%
Regular	768	Support	10.700000			
		Teacher	37.279000			
Year Opened	2017	Total 51.979000			Total \$5,519,990	100.00%

School Philosophy

At Hilwie Hamdon School, building authentic relationships and meeting the needs of diverse learners are essential to who we are. Our classrooms consist of vibrant and dynamic groupings of students where teachers and support staff collaborate to ensure the success of all students. Our priority is student success, growth and engagement. We envision our students becoming responsible, ethical and respectful global citizens. At Hilwie Hamdon, we are committed to partnering with the community to provide a safe and caring environment for students, staff, and parents. Teachers and support staff will address the diversity of our students' needs and individual interests through differentiated planning and instruction.

Community Profile

Hilwie Hamdon School includes students from Kindergarten to Grade Nine and is located in Northwest Edmonton in the Hudson neighborhood. Along with students who reside within the boundaries of the Hudson community, staff also welcome students from the Cumberland community. The population for 2024-2025 includes 820 students with a multitude of diverse backgrounds. Our student population exhibits an array of cultures along with 34 languages, including English, spoken in their homes. In partnership with the school we have a parent society and school council in place.

Programs and Organization

SHilwie Hamdon School offers regular programming for students in Grades One to Nine along with a half-day programming for Kindergarten. For families requesting a congregated program, we provide three classrooms from Grades Seven through Nine for students on the Autism Spectrum (Interactions). Our mainstream classrooms are inclusive learning environments that strive to develop competencies across grade level curriculum. Through cross-disciplinary learning, students are able to cultivate meaningful knowledge within an authentic learning context. Starting in Grade Four through to Grade Nine, students receive instruction in French as a Second Language (FSL). At Hilwie Hamdon School, students have access to technologies that support our focus on removing barriers for students. The removal of barriers allows students to enhance their learning, thinking, communicating, and collaborating skills.

School Community Relationships

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

Cumberland Oxford Community League

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 students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy.

Students who have been at Hilwie Hamdon for at least one year, will demonstrate growth in Literacy (English as an Additional Language, Reading and Writing) and Numeracy skills. Staff will continue to work collaboratively around planning at each grade level using school data to target goals in Reading, Writing and Math.

Achievement of these goals will be supported by:

- Staff utilization of evidence-based literacy practices, professional learning and coaching from colleagues
- Collaborative practices and professional learning with assessment in writing and reading
- Targeted Levelled Literacy Intervention (LLI)
- Early Identification of Junior High students reading levels supported by push in and pull out support
- Release time for collaborative planning at each grade level

Results Achieved:

Literacy

Grade level and division teams collaborated regularly to share best practices and implement high-impact literacy strategies, such as Writing Workshop, guided reading, small group instruction, literacy centers, phonemic awareness, and read alouds.

52 students in Grades 2-6 received Leveled Literacy Intervention, demonstrating growth in reading, with 60% achieving at least one year’s progress. Division 3 had a dedicated teacher that supported reading assessments to identify at-risk students.

Canadian Achievement Test 4 (CAT4) reading achievement data showed an 8% increase in students achieving stanine 4 or above from fall 2023 to spring 2024. 70% of students are reading at grade level, consistent with the previous year.

UDecide continued to foster a love of reading, recommending 15 books per student in Division 2 and 3. While 1739 books were read by students, a decrease of 548 from the previous year, 42 students read all 15 titles.

The Highest Level of Achievement Test (HLAT) in writing results indicate that 66% of students made a year’s growth and 60% are writing at grade level, representing a 15% increase from the 2022-2023 school year.

On the Grade 9 Provincial Achievement Tests, 87.5% of students achieved acceptable standard in writing, which was an increase of 7.5% from the previous school year. 25% achieved the standard of excellence, representing an increase of 9.6%. In reading, 70.8% achieved the acceptable standard and 16.7% achieved the standard of excellence, which is an increase of 9%.

Numeracy

To enhance numeracy instruction, teachers employed various strategies, including daily math review, small group instruction, math games, math stations, vocabulary development, cross-curricular connections and the use of manipulatives. Grade 9 students received an additional math period each week (five per week). Math intervention was provided to Division 3 students through pull-out support and lunchtime assistance.

The 2023-2024 CAT4 math results indicate a high percentage of students achieved stanine 4 or above in both fall and spring assessments across all grades. Grade 5 particularly excelled, with 92% of students achieving stanine 4 or above in the fall and 86% in the spring. Overall, there was a 7% increase in students achieving at or above grade level stanine 4 from fall 2023 to spring 2024, including a 7% increase in the area of computation and estimation.

Grade 9 Provincial Achievement Test results show improvement, with a 15.7% increase in students achieving the acceptable standard and a 5.9% increase in those achieving the standard of excellence.

By June 2024, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Students and staff at Hilwie Hamdon will be supported in building skills, strategies, and relationships that contribute to positive mental health.

Achievement of these goals will be supported by:

- Staff professional learning around six research based practices around the theme of Belonging (Ross Shep Catchment)
- Continued support of wellness activities for staff and students
- Support for student learning to develop self esteem through academic achievement
- Student voice in demonstrating our School's core values of Kindness, Citizenship and Determination

Results Achieved:

During the 2023-2024 school year there was an intentional focus on teaching, recognizing and celebrating the core value of kindness. Restorative practices as a means to effectively resolve conflict continued to be implemented to support conflict resolution between students. A half-time Success Coach provided support to at-risk student's emotional wellbeing and their relationships.

On the Division Feedback Survey (DFS) there was a 4% (88% to 92%) increase in the confidence of staff to support student mental health across all types of support. Teachers utilized emotional regulation tools and flexible seating in classrooms and implemented intentional strategies such as morning meetings and mindful minutes. Staff worked on building a sense of belonging across the school community by actively greeting students at the door, implementing buddy activities and professional learning opportunities. On the DFS, 100% of staff felt that our school works towards supporting a sense of belonging and inclusion for everyone.

According to the Division Feedback Survey, 76% of students feel that Hilwie Hamdon School helps them develop skills that support their wellness, which is a 6% increase from the 2023-24 school year. As well, 80% of students felt that they had opportunities to be involved in activities that support their sense of belonging, an increase of 9% from the previous year.

According to the DFS, there was a 24% increase in overall well-being of staff and 100% of staff feel their workplace is respectful. The Alberta Assurance Measures Survey indicates that 76% of Grade 7-9 students but only 54% of Grade 4-6 students feel that at school students respect each other. 80% of students feel supported to try their best even when learning is hard and 85.7% of students feel that they have the opportunity to be successful in their learning consistent from the previous school year.

What were the biggest challenges encountered in 2023-2024?

- Complex learners required accommodations to support a wide range of student learning needs.
- Intervention was inconsistent due to the reassignment of the educational assistant because of supply staff shortages.
- High number of teacher absences and staffing shortages impacted the delivery of instruction and continuity of learning for all students.
- Professional learning opportunities did not adequately address the distinct needs of individual divisions.
- The implementation of the new math curriculum required more professional learning and resource allocation to ensure effective math instruction.

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

- To ensure the effective implementation of high-impact instructional strategies across all K-9 classrooms, we will provide ongoing professional learning opportunities and collaboration for teachers. This professional development will focus on evidence-based practices such as: UFLI, Writing Workshop, differentiated instruction, formative assessment and inclusive classroom communities.
- We will enhance the mathematics curriculum by integrating real-world applications, such as financial literacy, and continuing to provide an extra math period for Grade 9 students.
- We will establish a Numeracy Team to focus on highlighting best practices, professional development and the celebration of numeracy school wide.
- We will participate in Instructional Talk Throughs with three other division schools. Teachers will share feedback to students and colleagues with the goal of improving student achievement.
- We will recognize student achievements, implement monthly celebrations and provide increased student leadership opportunities to strengthen a sense of belonging and school culture.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1931 Hilwie Hamdon School

Assurance Domain	Measure	Hilwie Hamdon 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	81.9	88.8	85.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.7	85.1	81.4	79.4	80.3	80.9	High	Maintained	Good
	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	75.7	64.9	64.9	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	27.0	7.4	7.4	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	62.2	51.6	51.6	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	14.6	7.7	7.7	15.4	15.5	15.5	Intermediate	Improved	Good
	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	84.5	91.4	87.1	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	87.2	86.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	65.8	68.8	71.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.6	81.0	74.9	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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 who attend Hilwie Hamdon for the 2024-25 school year will demonstrate measurable reading and writing growth. The following indicators will serve as targets to help monitor progress:

Canadian Achievement Test 4 - CAT4

- An increase of 5% in the number of students reading at or above (stanine 4 and above) as measured by the CAT4 reading assessment measures from fall to spring.
- An increase of 5% of students demonstrating a year's growth in writing as measured by the 2025 administration of the Highest Level of Achievement Test in writing.

Division Feedback Survey - DFS

- 5-10% increase in students feeling that they are getting better at writing and reading during the 2024-25 school year.
- 5-10% increase in the percentage of teachers agreeing that they have the knowledge and skills to support the literacy learning of their students.

Provincial Achievement Test - PAT

- On the Grade 6 and Grade 9 Provincial Achievement Exams, a 3-5% increase in the number of students meeting the acceptable standard and standard of excellence in reading.

Achievement of this goal will be supported by:

- Staff implementation of evidence-based high-impact instructional practices (Writing Workshop, University of Florida Literacy Institute [UFLI], targeted small group instruction, Foundational Literacy strategies) to build knowledge and confidence when working with students who are not yet reading and writing at grade level.
- Monitoring all students for growth using triangulation of evidence and data tracking.
- Collaboration and professional learning to develop teacher capacity in the area of refining phonemic awareness, phonics instructions and small group instruction to apply evidence based reading and writing best practices.
- Building teacher capacity to meet the diverse learning needs of all learners. This may include professional development, modeling of lessons, and providing coaching and feedback.
- Resources will be aligned to staff a 0.25 FTE push-in teacher to support Division 3 students.

What data will you use to track continuous improvement?

Growth will be measured by informal reading inventories, teacher reported reading levels (at, above, or below grade level), CAT4 data, Highest Level of Achievement Test in writing data, Provincial Assessment Test results and student perception of their reading and writing progress from the Division Feedback Survey.

Division Priority 1

By June 2025, all students at Hilwie Hamdon School will demonstrate growth in numeracy. The following indicators will serve as targets to measure progress towards this goal:

Canadian Achievement Test 4 - CAT4

- There will be a 5-10% increase from fall to spring in the percentage of students achieving at or above average (stanine 4 and above) as measured by the mathematics and computation and estimation components of the CAT4.

Division Feedback Survey - DFS

- 5% increase in the percentage of students agreeing that they are improving in their math learning.
- 5-10% increase in the percentage of teachers agreeing that they have the knowledge and skills to support the numeracy learning of their students.

Alberta Education Assurance Measures survey - AEAM

- 8% increase in the percentage of students agreeing that the math they are learning is useful and interesting.

Provincial Achievement Test - PAT

- There will be a 5% increase in the percentage of students achieving an acceptable standard on the Grade 6 and Grade 9 math PAT.

Achievement of this goal will be supported by:

- Targeted collaboration time and professional learning will be provided to build teacher capacity and confidence around evidence based best practices and triangulation of data to support the numeracy progress of their students.
- A Numeracy Team will support the implementation of best practices (e.g. instructional routines, manipulatives, guided math and math games) through modeling and sharing strategies.
- Using the CAT4, provincial screeners, PAT data, and teacher observations and conversations to identify specific areas for small group instruction and targeted intervention.
- Resources will be aligned to staff a 0.25 FTE push-in teacher to support Division 3 students.

What data will you use to track continuous improvement?

Growth will be measured by the Provincial screening assessments; teacher triangulation of evidence of learning; CAT4 and Provincial Achievement Tests, Division Feedback Survey and Alberta Education Assurance Measures.

Division Priority 3

By June 2025, students at our school will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey - DFS

- 10% increase in students feeling like they belong at Hilwie Hamdon School.
- 10% increase students feeling like the adults at Hilwie Hamdon care about them.

Alberta Education Assurance Measures - AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 5%.
- 10% increase in students feeling like they belong (WCRSLE).
- In the area of Citizenship, a 10% increase in students feeling that students at Hilwie Hamdon School respect each other.

Achievement of this goal will be supported by:

- Development and implementation of school-wide approaches such as Dr. Ungar's R2 program to support meaningful relationship building between staff and students to support increased sense of belonging and inclusion for all students.
- We will participate in the Creating Schools that Listen professional learning to advance action towards anti-racism, reconciliation, and revitalization. We will develop the capacity of staff to think and work collaboratively with students, parents, and the broader community.
- Intentional professional development for staff to implement inclusive instructional strategies, culturally responsive practices, recommendations from the OECD Promising Practices, trauma-informed and restorative practices.
- Staff will engage in school-wide approaches to foster and celebrate students demonstrating Hilwie Hamdon's core values of kindness, determination and positive citizenship to enhance students in feeling more connected to our community.

What data will you use to track continuous improvement?

Survey questions in the DFS, YRS and AEAMs related to belonging, engagement and connectedness; Qualitative data signaling improvement in student-staff relationships and peer relationships. The WCRSLE measure results; A collection of student engagement samples that demonstrate progress over time.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	5,625,976		5,519,990	
Internal Revenue		0		0
REVENUE TOTAL		5,625,976		5,519,990
Classroom	35.019000	3,784,608	34.279000	3,704,634
Leadership	3.000000	414,403	3.000000	412,500
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	115,775	.000000	115,673
TOTAL TEACHER	38.019001	4,314,786	37.278999	4,232,807
(% of Budget)		76.69%		76.68%
Exempt (Hourly/OT)	.000000	91,730	.000000	91,730
Support	10.600000	655,788	10.700000	661,857
Support (Supply/OT)	.000000	20,000	.000000	6,200
Custodial	4.000000	287,907	4.000000	287,907
Custodial (Supply/OT)	.000000	20,000	.000000	7,500
TOTAL NON-TEACHER	14.600000	1,075,425	14.700000	1,055,194
(% of Budget)		19.12%		19.12%
TOTAL STAFF	52.619001	5,390,211	51.978999	5,288,001
(% of Budget)		95.81%		95.8%
SUPPLIES, EQUIPMENT AND SERVICES		177,515		181,739
INTERNAL SERVICES		55,750		50,250
OTHER INTEREST AND CHARGES		2,500		0
TOTAL SES		235,765		231,989
(% of Budget)		4.19%		4.2%
TOTAL AMOUNT BUDGETED		5,625,976		5,519,990