

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	774.500	Custodial	4.500000	Salaries	\$5,474,442	94.74%
Weighted	977.556	Exempt	0.000000	Supplies, Equip., Services	\$303,818	05.26%
Regular	806	Support	11.800000			
		Teacher	<u>37.978000</u>			
Year Opened	2017	Total	54.278000	Total	\$5,778,260	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 2023-2024 includes 817 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

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

Staff continue to work collaboratively around planning at each grade level. Tracking grade level of programming for students in Literacy and Math will continue along with school wide STEM projects. Writing Workshop, whole school reading program (UDecide), training staff in running records, and use of common math games across primary grades, help to support literacy and numeracy development.

Growth is measured by our internal tracking document as well as HLATS, F&P benchmarks, on-demand writing prompts, and standardized assessments.

Results Achieved:

Staff utilized early Thursdays to plan in grade level groupings. How to complete Running Records sessions were completed in house, and coaching offered by our lead teacher. Classroom buddies and family groupings were implemented to provide leadership opportunities for our older students. Whole school STEM projects were showcased, demonstrating problem solving skills at various grade levels.

- UDecide: (Goal 1 & 2)
 - 2227 books read (15 titles each provided for Div 2 & 3), 44 students read all 15 books (Goal 2)
- CAT4: (Goal 2)
 - Reading scores went up in Div 2 (4: 64.8-70.7%, 5: 66.3-75%, 6: 64.4-76.1%)
 - Total Math Scores went up in all grades except grades 9 (4: 63.4-89.3%, 5: 80.2-80.8%, 6: 67.8-85.2%, 7: 71.6-80.3%, 8: 70.4-74.7%, 9: 78.9-59.7%)
- PAT's: (Goal 2)
 - Grade 6: 86.7% of students achieved acceptable standard in writing (9.6% standard of excellence). 81.9% achieved acceptable standard in reading (30.1% standard of excellence)
 - Grade 9: 80% of students achieved acceptable standard in writing (15.4% standard of excellence). 73.8% achieved acceptable standard in reading (7.7% standard of excellence)
- K-4 Literacy and Numeracy: (Goal 2)
 - We saw improvements in all grades with a reduction in total number of students at risk when reassessed in June. Still a significant number of students requiring further intervention and support in both Literacy and Numeracy
- Assurance Measures and Division Feedback Survey: (Goals 1, 2, & 3)
 - 88.8% of our parents, students and staff felt that students are engaged in their learning at school
 - 94.1% of our parents, students and staff felt satisfied with the overall quality of basic education
 - 77% of students and 85% of parents feel that learning is supported in the school
 - 85% of parents feel that what their children are learning will help them prepare for their future

By June 2023, the Ross Sheppard Catchment will advance action towards anti-racism and reconciliation.

Building staff capacity around anti-racism and reconciliation is a priority to ensure staff feel competent when speaking with students and families. Being purposeful to meaningfully incorporate the multifaith calendar into our daily routines, continue diversity in our choice of UDecide books, library and staff resources, as well as providing opportunities in and out of the classroom for our students to learn.

Growth will be measured by an internal staff survey, division feedback survey, the tangible evidence of experiences provided to students, and the visibility of projects in our school.

Results Achieved:

As a staff we continue to grow and learn being conscientious of the incredible diversity in our school, community and on our staff.

- We began our school year in the river valley learning from U of A professor, Dwayne Donald, about the indigenous history of the area (Goal 2)
- We also joined Elizabeth Finch with Matthew Whitman for professional development: Making Personal Connections: Land acknowledgements in June 2023 (Goal 2)
- We have continued to build a staff library of books for personal/professional development (Goal 1 & 2)

Results and Implications

- We are deliberate when choosing books in our Library and UDecide program that they are representative of the children we serve, identifying in a chart the main characters and cultures (Goal 1 & 2)
- From the Division Feedback Survey (Goal 1)
 - 65% of students, 96% of staff, and 90% of parents felt that "My School is a place where all students feel that they belong"
 - 71% of students, 96% of staff, and 82% of parents felt that "Many diverse cultures are represented in the books and materials at my school"
- School wide participation in Orange Shirt Day, Indigenous games day, Staff Art Project lead by lead teacher, blanket exercises and utilizing FNMI consultants in individual grades (Goal 2)

By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Staff continue to diligently build relationships with all students, build leadership capacity utilizing buddy classes and family groupings, continue with mindfulness practices, and engage students in extracurricular activities and school wide events.

Growth will be measured by Staff/Student Satisfaction Survey, student participation in extracurricular activities, parental involvement, and increased attendance for students at risk.

Results Achieved:

Prioritizing the Mental Health of students was a priority, knowing that without this, learning would not occur. Incorporating team building and staff wellness was also supported through various activities.

- Mindfulness activities, Spirit Days, Athletics, Clubs, Full class meetings and individual check-ins as contributing factors to positive mental health (Goal 1)
- Junior Leadership club as well as our Junior High Leadership team, building activities for younger students to enjoy, i.e., carnival (Goal 1)
- Teaching heart rate as a way for students to learn to self regulate (Goal 1)
- Division Feedback Survey: (Goals 1 & 2)
 - 76% of students felt that they had opportunities to be involved in activities that support their sense of belonging, 70% of students felt that the school helped them develop skills that support their wellness
 - 80% of staff feel a sense of belonging at work and 88% of staff feel confident helping students build skills that support their wellness
 - 76% of families feel that the school has helped their children develop skills that support their wellness and 80% of families feel that through school, their children have developed relationships that support their wellness
- Our Parent Council was able to get approval from Alberta Gaming to use Casino funds to cover the cost of a half time Success Coach in our school. Staffing was an issue and the individual was not able to start until February 2023

What were the biggest challenges encountered in 2022-2023?

- We saw an unexpected increase in new students last year, many from out of Province/ Country, that had diverse school experiences during Covid (i.e., limited schooling, on-line, did not attend school at all)
- Delays were noted across all grades in Socialization skills, attention, fine and gross motor skills (younger grades), as well as with literacy and numeracy skills
- Heightened sensitivity in the community when communicating activities around Priority 2. These activities have always occurred, but we became intentional in our communication with our families
- Staff shortages, especially with Educational Assistants, was challenging when staff was absent, impacting programming
- Increased complexity in classes and larger class sizes impacted staff and their confidence in meeting the needs of students in their classes

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

Reviewing the results from our Junior High program, we discussed options and devised a plan for the 2023-2024 school year:

- We moved from semi-core to core specific teachers as much as possible in our Junior High classes
- Concerned with the grade 8 results, we reduced the option classes and added an additional math class for our grade 9's this year. Computation skills went down across all JH classes in the CAT4 assessment (Catchment work with K-9 schools)
- Working collaboratively with K-9 Catchment schools in collaboration around new curriculum K-6 and differentiation in our Junior High
- Our HLAT scores have continued to decline in the past two years, and there is a discrepancy in data (HLAT vs PAT vs Teacher Awarded Marks). We have been unable to collaborate with other schools when marking (making it a priority this year), further professional development for staff, and evaluating on-demand writing prompts to target lessons per grade level team
- We appreciate the ability to see the strands in Math from the CAT4 in Dossier. Giving staff the time to review the data and devise a plan of action will be more targeted given the data provided

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	88.8	81.6	81.6	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	85.1	77.6	79.9	80.3	81.4	82.3	Very High	Improved	Excellent
	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	54.7	58.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.6	9.8*	n/a	16.0	17.7	n/a	Very Low	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	91.4	82.7	86.4	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	84.8	84.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	68.8	73.2	73.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.0	68.8	72.1	79.1	78.8	80.3	High	Improved	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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

What data will you use to track continuous improvement?

Staff will continue to program for all students tracking student growth through Fountas and Pinnell Guided Reading Levels (Teacher Observations), BAS assessments, HLATs, Provincial Assessments (K-4 Literacy and Numeracy Assessments, PATs), Targeted intervention support (LLI and push in and pull out anecdotal notes) and CAT4 results (Including targeted Math Strands).

Division Priority 1

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

What data will you use to track continuous improvement?

Division Survey results, internal survey of staff and students, tracking of student involvement in extracurricular activities, attendance, student engagement in class.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		5,443,408		5,778,260
Internal Revenue		0		0
REVENUE TOTAL		5,443,408		5,778,260
Classroom	33.954000	3,655,929	34.978000	3,766,186
Leadership	3.000000	410,230	3.000000	412,415
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	121,533
TOTAL TEACHER	36.953999	4,156,159	37.978001	4,300,134
(% of Budget)		76.35%		74.42%
Exempt (Hourly/OT)	.000000	91,730	.000000	91,730
Support	9.300000	571,896	11.800000	722,177
Support (Supply/OT)	.000000	35,000	.000000	20,000
Custodial	4.500000	320,401	4.500000	320,401
Custodial (Supply/OT)	.000000	15,000	.000000	20,000
TOTAL NON-TEACHER	13.800000	1,034,027	16.299999	1,174,308
(% of Budget)		19%		20.32%
TOTAL STAFF	50.753999	5,190,186	54.278000	5,474,442
(% of Budget)		95.35%		94.74%
SUPPLIES, EQUIPMENT AND SERVICES		195,474		248,868
INTERNAL SERVICES		55,250		52,450
OTHER INTEREST AND CHARGES		2,500		2,500
TOTAL SES		253,224		303,818
(% of Budget)		4.65%		5.26%
TOTAL AMOUNT BUDGETED		5,443,410		5,778,260
Carry Forward Included		0		0
Carry Forward to Future		0		0