



# Hillside Community School

Principal: Josh Hartman

## Annual Education Results Report

2021-2022



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**HILLSIDE  
COMMUNITY  
SCHOOL**

[www.gppsd.ab.ca/school/hillside](http://www.gppsd.ab.ca/school/hillside)



**GPPSD2357**

# Hillside Community School

## Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Hillside Community School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	88.3	79.5	n/a	85.1	85.6	n/a
	Citizenship	85.6	81.7	86.0	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	58.7	n/a	73.8	67.3	n/a	73.8
	PAT: Excellence	0.0	n/a	8.8	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	93.3	92.1	91.5	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	86.0	n/a	86.1	87.8	n/a
	Access to Supports and Services	87.7	80.5	n/a	81.6	82.6	n/a
Governance	Parental Involvement	82.1	70.7	85.1	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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 Assurance Measures Results		Hillside Community School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	79.5	88.3
	Citizenship	73.8	87.5	84.5	81.7	85.6
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	52	73.8	n/a	n/a	58.7
	PAT: Excellence	1.7	8.8	n/a	n/a	0
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	86.5	93.3	89.6	92.1	93.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	86.0	84.2
	Access to Supports and Services	n/a	n/a	n/a	80.5	87.7
Governance	Parental Involvement	78.3	89.9	80.3	70.7	82.1

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



# Our Education Plan is focused on:

## Priority: Teaching and Learning

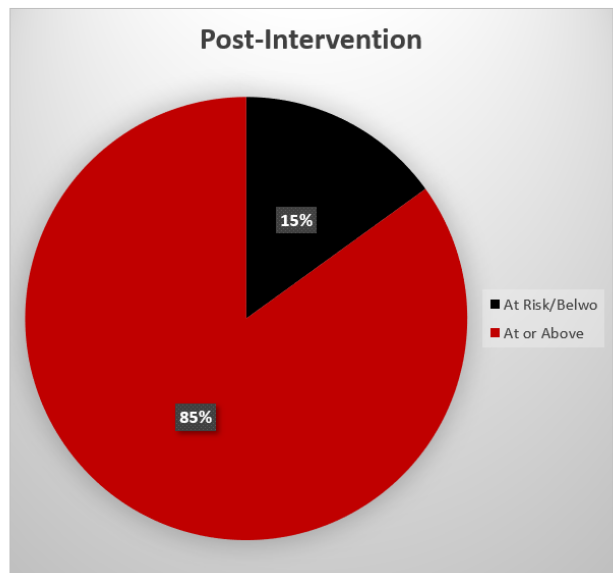
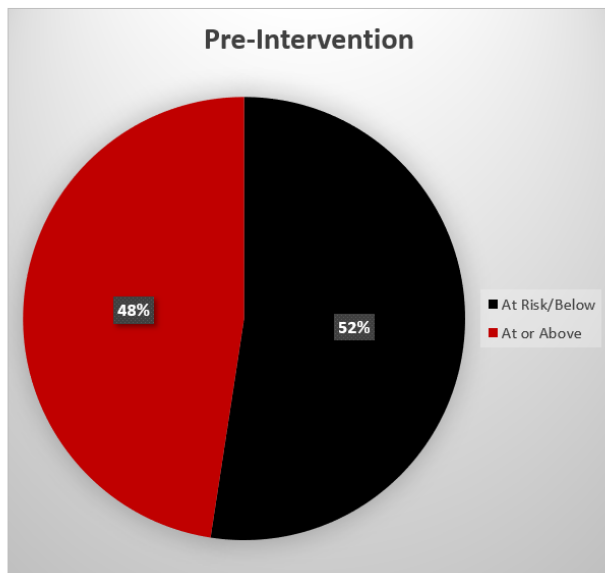
**Outcome: Purposeful literacy instruction increases student literacy levels.**  
**Outcome: Current best practices in planning, instruction, and assessment address the learning needs of all students.**

### Evidence

Table #1 - Provincial Assurance Survey		
	Agree	Disagree
Percentage of teachers who agree the literacy skills students are learning are useful.		
2021	100%	0%
2022	100%	0%

Table #2 - Fountas and Pinnell Reading Assessments			
All Students			
Levels	Below Grade Level	At Grade Level	Above Grade Level
2021-2022	42%	29%	28%
2020-2021	39%	34%	27%
2019-2020	33%	40%	28%
2018-2019	36%	38%	26%

## Literacy Intervention (Grades 1-3)



Graphic #1

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Our priority as a school is our continued commitment to improving our students' literacy levels. We believe reading and writing are skills that support our students' academic success across all subject levels. Without this foundation moving forward our students will face academic challenges. This is supported in *Table #1* which indicates that our teachers believe that literacy skills being taught are essential. Our previous years' education plans goals were centered around improving instructional practice in literacy and this is something that remains a focus for us as a school.

In year two of our Education Plan, we see that our current evidence still supports our belief that this is an area where we need to focus. *Table #2* shows that our school has a high percentage of students reading below grade level. Although Fountas and Pinnell is only one measure of literacy skills it is essential in determining the level of reading materials and instructional focuses for our students. By using this evidence, we are able to capture trends of data over time as well as the individual growth by our students.

As we know, last year we were still dealing with the impacts of the pandemic with lengthy isolations combined with the previous year's learning losses. This created a challenge for our teachers in meeting grade level commitments with students learning gaps. Some of the work we were able to employ last year was through a focus on grades 1-3 literacy and numeracy intervention. The literacy intervention in particular was targeted and focused on building reading behaviours through developing letter knowledge and phonemic awareness. Alberta Education assessments were first used to determine areas of needs and gaps within our students learning. Through this intervention we can see the impact in *Graphic #1* which shows us significant growth within our grades 1-3 population. Fortunately, this has been made a priority in our division moving forward and our focus remains on building the skills in students to be successful readers. In addition, literacy intervention for grades 4-6 was also targeted, but since the students were older small group intervention focused not only on phonics instruction, but on comprehension and fluency as well.

Our commitment moving forward is to utilize the growth we have seen in the targeted intervention and the skills gained through intervention combined with high yield instructional practices in the classroom. These commitments can be found in our [pyramid of literacy supports](#) and is focused on small group instruction using guided reading to explicitly teach reading behaviours, an embedded practice of reading and writing activities, and a commitment to a home reading program.

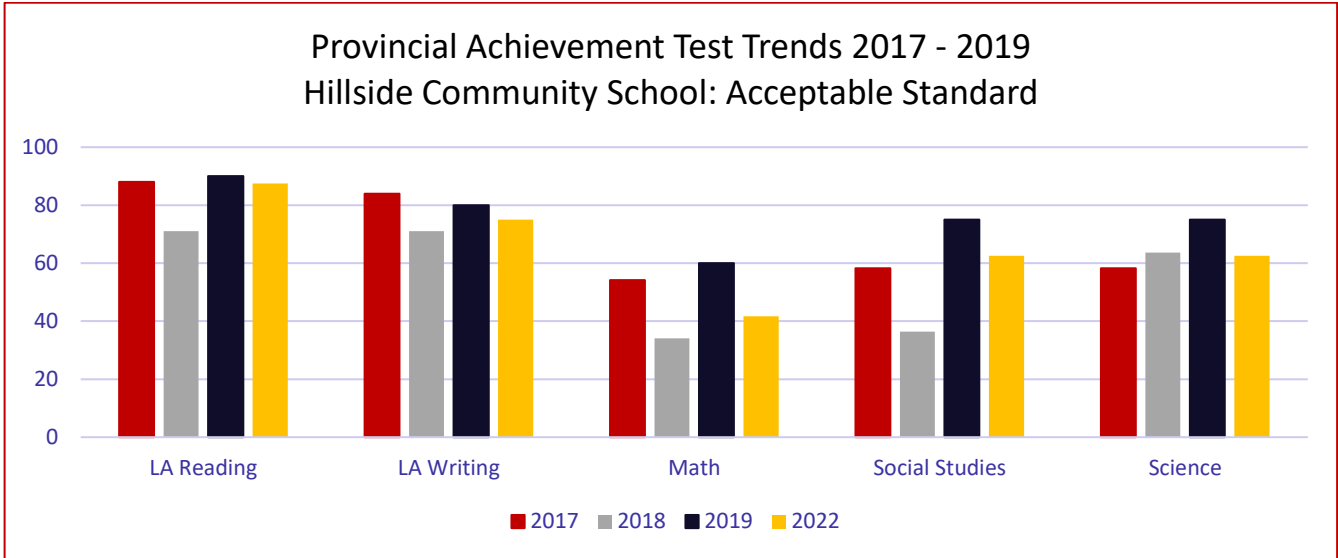
As we move forward, we will continue to use Fountas and Pinnell reading assessment as a piece of evidence with the addition of the LeNS and CC3. The use of this data as well as in class work, artifacts, small group anecdotal assessments will help provide us with short, intermediate, and long-range data. This class work as well as our PAT data indicates that our Grade 6 students are showing comparable achievement to the province in both reading and writing.

<b>Table #3 - Division Assurance Survey</b>		
<b>Percentage of Staff agree:</b>	<b>Staff</b>	
Leadership practices improve staff and student learning.		
	2021	100%
	2022	100%
Our school uses a range of data sources to inform our planning, instruction, and assessment of students		
	2021	100%
	2022	100%

<b>Table #4 - Provincial Assurance Survey</b>						
<b>Percentage of parents, students and teachers who agree that students are engaged in their learning at school.</b>						
	<b>School</b>			<b>Province</b>		
	<b>2021</b>	<b>2022</b>		<b>2021</b>	<b>2022</b>	
<b>Overall</b>	79.5%	88.3%		85.6%	85.1	
<b>Parent</b>	NA	96.7%		89%	88.7	
<b>Student</b>	58.9%	68.1%		71.8%	71.3	
<b>Teacher</b>	100%	100%		96.0%	95.5	

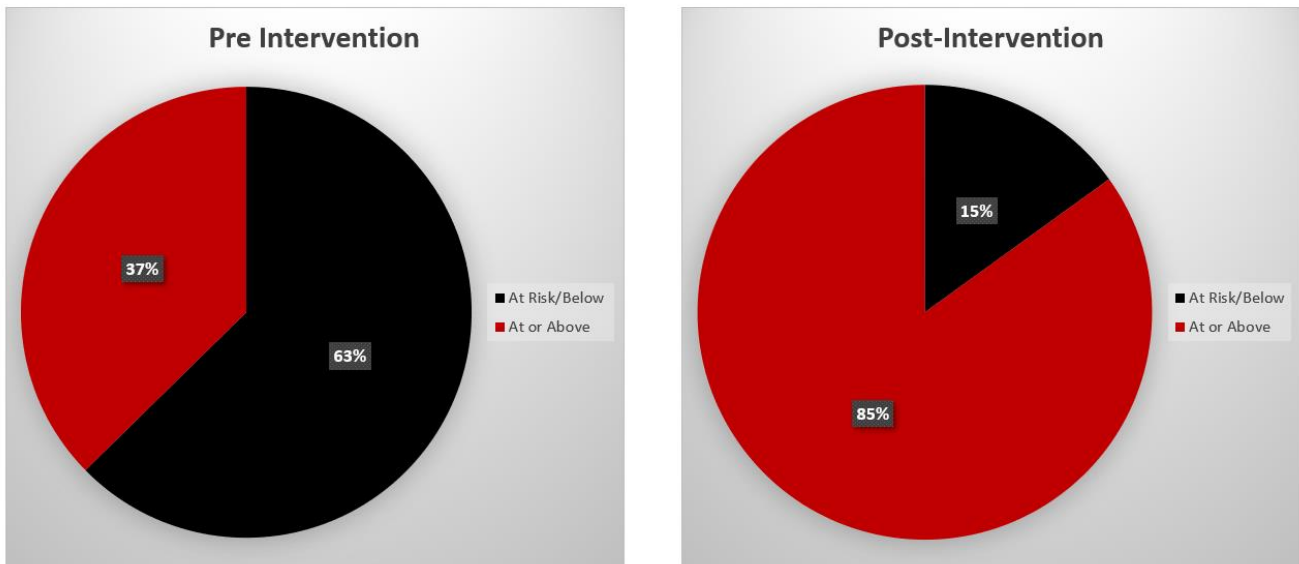
<b>Table #5 - Provincial Assurance Survey</b>									
<b>Percentage of parents, students and teachers satisfied with the overall quality of basic education.</b>									
	<b>School</b>			<b>Authority</b>			<b>Province</b>		
	<b>2021</b>	<b>2022</b>		<b>2021</b>	<b>2022</b>		<b>2021</b>	<b>2022</b>	
<b>Overall</b>	92.1%	93.3%		89.9	88.7		89.6	89.0	
<b>Parent</b>	NA	90%		89.3	84.0		86.7	86.1	
<b>Student</b>	84.3%	90%		84.7	85.7		86.3	85.9	
<b>Teacher</b>	100%	100%		95.6	96.3		95.7	95	

<b>Table #6 - Division Assurance Survey</b>				
<b>Percentage of Parents, Students and Staff agree:</b>	<b>Parents</b>	<b>Students</b>	<b>Staff</b>	
The quality of education continues to improve at our school.				
	2021	92.59%	n/a	100%
	2022	93%	n/a	100%
Acquiring and applying Indigenous foundational knowledge.				
	2021	92.6%	90.7%	94.7%
	2022	93%	99%	100%
High Expectations for Student Achievement				
	2021	100%	94.4%	100%
	2022	91%	95%	100%



Graphic #2

## Numeracy Intervention (Grades 1-3)



Graphic #3

### Evidence

One of the challenges that we as a staff recognize is that when we look at our evidence from a variety of assessments such as PATs, reading levels, numeracy, and literacy-based assessments we see there are a variety of areas to focus on. It is important for us to give priority to improving our practice as a whole to globally impact student achievement. On one hand our literacy scores (*Graphic 2*) on a long-term measurement are on par for acceptable standards with the provincial data. Our dedication to

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this area has been a priority, and we have seen gains in specific measures. When we breakdown the individual results we see that the longer a student is with us the greater the impact we have on their achievement. On the other hand, a contrast to our literacy evidence, our numeracy, science, and social studies scores (*Graphic 2*) are historically lower in our Provincial measures, and we recognize that this too is a priority. However, on a student-by-student basis those that are below acceptable standards are only below by a small margin. We continue to be responsive to our current and new students by ensuring our programming is tailored to individual student needs.

While our division has made teaching and learning a priority, our focus has morphed into a more comprehensive approach that best practices focus on ensuring we are responsive in our planning, instruction, and assessment. This is to ensure our work responds to individual teachers needs while ensuring we are meeting the needs of each one of our students. This has become the central core of our coherence framework where the focus is on teacher, student, and curriculum.

Our focus as a school is aligning our time dedicated to professional learning to build capacity of our teachers with their instructional practices. We see in *Table #3* that the evidence of our work dedicated to school improvement and professional learning is valued by our teachers and the impact of the structures and processes has led to greater collaboration around instructional practice. In our anecdotal evidence we know that our teachers still believe there is work to be done in building their capacities and 100% of our teachers Professional Growth Plans align with our school improvement work. All teachers in our building noted that while gains are being made class by class in student growth overall, some individual students we are not seeing the growth that we had hoped for. Therefore, with a revised curriculum being implemented and our initiative as a school on becoming a STEM school a renewed focus on learning, developing, and embedding current best practices in planning, instruction, and assessment we hope to meet even more student needs in an engaging, meaningful, and responsive learning environment.

In *Tables #4 and #5*, last year we noticed a disconnect between results that state the quality of basic education is high while the satisfaction with engagement is well below division and provincial average. This year we have seen a significant increase in those overall numbers due in part that we were able to have enough parents/guardians respond to include their feedback as well as a focus on ensuring our students understand the importance of what they are learning. This was evident in our focus groups where students indicated they can see the value of learning particular subjects as they pertain to possible careers. In *Table #6* we can also see that parents and students believe we hold high expectations for student achievement and our staff and parents believe that the quality of education continues to improve. Our focus moving forward is to leverage STEM learning to reinforce real life connections and ensure students are actively engaged in applying their knowledge to solve real world problems and sharing those solutions with authentic audiences.

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In addition, Teaching Quality Standards and Leadership Quality Standards focus on the aspects of planning, instruction, and assessment. Our work as a school is to build process and structures that support teachers to be able to apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. As educators one of the most effective ways to improve practice is to create a culture of reflection which leads to continued improvement. Teachers can use reflection to respond to current context and adapt to students needs as well as reinforce the educational decision that led to student learning. As such our process and structures encourage teachers to reflect on their current practices to be responsive to the needs of our students as well as ensuring we are using best practices to meet those needs effectively.



## Priority: Inclusion

**Outcome: A welcoming, caring, respectful, and safe learning environment promotes healthy student development and academic achievement.**

### Evidence

<b>Table #7 - Provincial Assurance Survey</b>									
Percentage of teacher, parent and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.									
	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>Overall</b>	86.9%	87.8%	85.1%	88.9%	89.5%	86.1%	89.4%	90.0%	88.8%
<b>Parent</b>	79.3%	n/a	87.8%	89.6%	90.8%	84.9%	90.2%	90.5%	89.5%
<b>Student</b>	83.4%	79.1%	75.1%	90.9%	82.6%	80.9%	82.6%	84.0%	82.5%
<b>Teacher</b>	97.9%	96.6%	92.3%	96.2%	95.1%	92.5%	95.3%	95.4%	94.3%

<b>Table #8 - Provincial Assurance Survey</b>						
Percentage of students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.						
	School			Province		
	2021	2022		2021	2022	
<b>Overall</b>	86%	84.2%		87.8 %	86.1%	
<b>Parent</b>	n/a	87.3%		88.2%	86.9%	
<b>Student</b>	74.5%	73%		79.8%	77.7%	
<b>Teacher</b>	97.6%	92.3%		95.3%	93.6%	

<b>Table #9 - Division Assurance Survey</b>			
Percentage of Parents, Students and Staff agree:	Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment			
2021	98%	87%	99%
2022	94%	89%	99%
Student emotional, physical well-being and mental health is supported			
2021	100%	88%	97.4%
2022	96%	87%	96%
Opportunities to collaborate and be involved in decision making.			
2021	98.5%	79.6%	94.9%
2022	89%	83%	97%
Acquiring and applying Indigenous foundational knowledge.			
2021	92.6%	90.7%	94.7%

	2022	93%	99%	100%
Communication from the school and teachers.				
	2021	98.2%		
	2022	90%		

**Table #10 - Provincial Assurance Survey**

Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.

	School		Authority			Province			
	2021	2022	2021	2022		2021	2022		
<b>Overall</b>	80.5%	87.7%		78.7%	76.9%		82.6%	81.6%	
<b>Parent</b>	NA	88%		78.7%	70.5%		78.9%	77.4%	
<b>Student</b>	74.3%	78.2%		80.1%	80.7%		80.2%	80.1%	
<b>Teacher</b>	86.7%	96.8%		77.4%	79.5%		88.7%	87.3%	

**Table #11 - Provincial Assurance Survey**

Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.

	School			Authority			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>Overall</b>	80.3%	70.7%	82.1%	80.8%	77.1%	75.5%	81.8%	79.5%	78.8%
<b>Parent</b>	69%	NA	79.6%	72.8%	71.4%	66.1%	73.9%	72.2%	72.3%
<b>Teacher</b>	91.6%	70.7%	84.6%	88.8%	82.8%	84.8%	89.6%	86.8%	85.2%

An ongoing focus for our school and division has been on Inclusion and how we can effectively meet the needs of each one of our students. This is a very comprehensive and a fully encompassing outcome that has many different measures and factors that play into it. A key piece of this puzzle is to ensure we develop and maintain a welcoming, caring, respectful, and safe environment that our students and families can thrive in.

Our focus remains on ensuring social emotional growth is at the forefront. Our work continues to be around developing and implementing processes and structures to support this. We continue to use the PATHS program which targets our students Social Emotional Learning. We also utilize purposeful student recognition programs and incentives that help highlight students' greatness as well as build awareness of their choices and the behaviours they display. Our school motto *Greatness Happens Here* captures this sentiment as we look to celebrate the many great things that happen within our building. The motto has a purpose in that we know there are great things that already do happen, and we want to recognize that but also to know that in order for greatness to continue to happen that we must hold ourselves to high expectations. One of our efforts moving forward is to inspire this within our students' beliefs and connect their efforts to their actions. The newly identified

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competencies of critical thinking, problem solving, researching and managing information, creativity and innovation, communication, collaboration, citizenship, and personal growth and well-being work together with learning outcomes to help students be successful both in their life both in and outside of school. Our new STEM learning has provided opportunities for students to engage in these competencies in a meaningful way. All of these aspects contribute to the overall development of our students and in turn impact their academic achievement.

Our evidence has shown that there are areas to celebrate and areas to continue to work towards. As shown in *Tables #7, #8 and #9* we see that our overall results of welcoming, caring, respectful and safe environment are respectfully close to the division and provincial average, but our student specific results are still lower than where we would hope them to be. As we build understanding around the discrepancies, our work is to support student leadership and voice. It is essential that our students develop as leaders that take ownership and pride within their school. In the first year of our plan our task was to develop focus groups to build understanding around student responses. Moving forward we believe that this practice and focus on students as leaders of their school is essential to their sense of belonging.

Our school community celebrates its diversity with a high percentage of Indigenous and English as a second language learners. We commit to building and embedding foundational knowledge within our school culture that embraces reconciliation and Indigenous culture. We are fortunate to once again have Elder Darlene as part of our staff, who makes time to teach our students weekly about Indigenous cultures. Using the teachings as a guide and the knowledge of Elder Darlene our focus on learning and demonstrating specific virtues plays a key role in developing our students as a whole.

Another key aspect to our focus on building a welcoming and caring community is to strengthen relationships and increase involvement from our parent community. Having the link between home and school is essential to building our sense of belonging as well as reinforcing the learning at home. We know that when our students bring their learning home, with practice, and our parents support that we see academic achievement increase. Hosting events like literacy nights, Science nights, and STEM nights are strategies that we wish to employ to build both parent understanding of their students' learning as well as partnering with them to support our students at home.

Another aspect we value within our school is parents' input into their children's education. Working with families to support the goals they have for their children is essential. Using our Educational Plan as a discussion driver, we create opportunities to engage parents in conversations about our successes and challenges as a school. Our School Council is a key platform for these discussions. Our focus continues to be to ensure we establish and maintain an active School Council. Our work moving forward is to create opportunities and innovative ways to engage parents and to ensure they still feel the sense of community that Hillside Community School prides itself on. This was reflected in the number of responses we received in both the provincial and division assurance surveys. Not only

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were we able to garner enough responses from our parents to register a result in the provincial survey this time around, but we were also able to increase our division assurance responses drastically by 53%. This provides us with a wide range of responses that gives us a more comprehensive picture that allows us to make informed decisions.