



Hillside Community School

Principal: Josh Hartman

Annual Education Results Report

2022-2023



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



**HILLSIDE
COMMUNITY
SCHOOL**

www.gppsd.ab.ca/school/hillside



GPPSD2357

Hillside Community School

Fall 2023 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	87.5	88.3	88.3	84.4	85.1	85.1
	Citizenship	89.7	85.6	85.1	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	32.4	57.7	n/a	63.3	64.3	n/a
	PAT: Excellence	2.7	0.0	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	95.0	93.3	91.5	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.3	84.2	84.2	84.7	86.1	86.1
	Access to Supports and Services	89.0	87.7	87.7	80.6	81.6	81.6
Governance	Parental Involvement	84.3	82.1	81.2	79.1	78.8	80.3

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 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.
- 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).
- 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.
- 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.
- 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.
- 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		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	79.5	88.3	87.5
	Citizenship	87.5	84.5	81.7	85.6	89.7
	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	73.8	n/a	n/a	58.7	32.4
	PAT: Excellence	8.8	n/a	n/a	0	2.7
	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	93.3	89.6	92.1	93.3	95
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	86.0	84.2	87.3
	Access to Supports and Services	n/a	n/a	80.5	87.7	89
Governance	Parental Involvement	89.9	80.3	70.7	82.1	84.3

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.

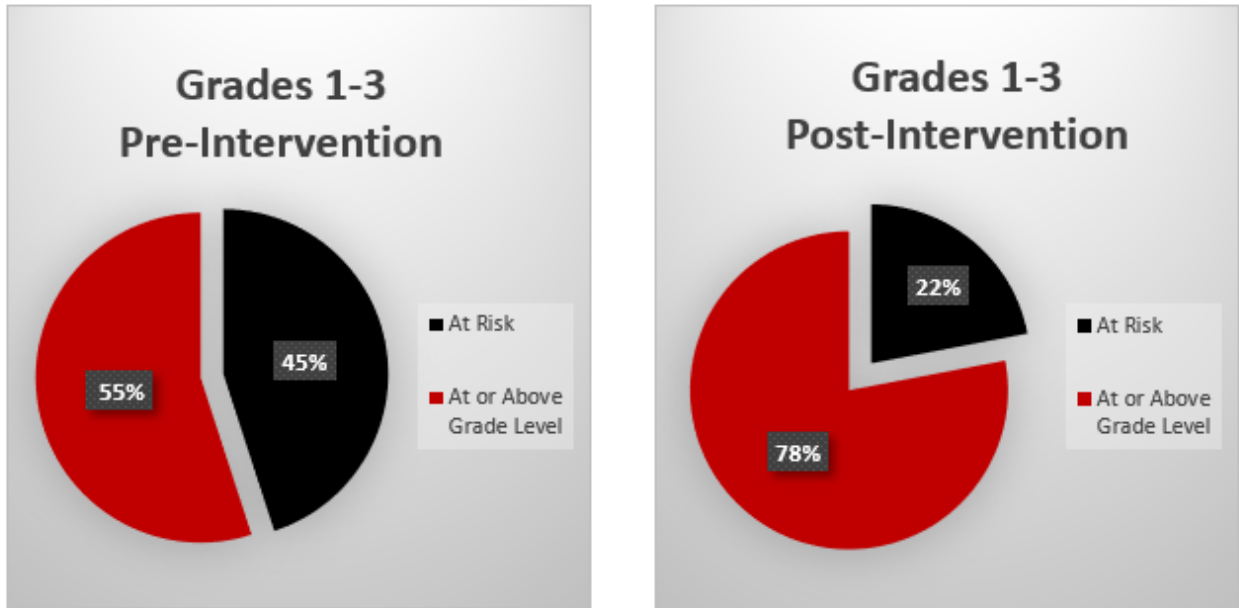
Our priority remains, as a school, a commitment to improving our students' literacy levels. We believe reading and writing are skills that support our students' academic success across all subject levels. Without this foundation, moving forward our students will face academic challenges. This is supported once again in *Table #1* which indicates that our teachers for the past 3 years believe that literacy skills being taught are essential.

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%
2023	100%	0%

Table #2 - Fountas and Pinnell Reading Assessments			
All Students			
Levels	Below Grade Level	At Grade Level	Above Grade Level
2022-2023	56%	22%	21%
2021-2022	42%	29%	28%
2020-2021	39%	34%	27%
2019-2020	33%	40%	28%
2018-2019	36%	38%	26%

In year three of our Education Plan, we see that our current evidence still supports our beliefs that literacy will remain an area of focus moving forward. *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 our current assessment evidence in determining the level of reading materials and instructional focuses for our students. Moving forward, our teachers are utilizing different literacy assessments to determine and guide instruction geared towards lagging literacy skills. Using assessments that measure specific reading behaviours/skills, allows us as a school to target our areas of instruction aligned to students' needs.

Literacy Intervention Grades 1-3



Graphic #1

Over the past year we have continued to utilize the division supports in grades 1-3 literacy and numeracy intervention. The literacy intervention is targeted and focused on building reading behaviours through developing letter knowledge and phonemic awareness. Alberta Education assessments are first used to determine areas of need and gaps within our students learning. Through this intervention we have seen similar results over its 2 years of implementation which you can see in *Graphic #1*, that shows significant growth within our grades 1-3 population. The continued work within our school is to maximize the impacts of this intervention by ongoing connection between intervention and classroom teaching. This happens with bi-weekly meetings with teachers looking at student evidence and linking it to classroom instruction. In addition, literacy intervention for grades 4-6 was also a support that we have carried forward this year. Utilizing a similar model to the 1-3 intervention we focused on collecting evidence of student literacy skills and targeted specific lagging skills in literacy. This also requires bi-weekly meetings with teachers to look at evidence and connect the learning within the classroom. 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.

As we move forward, we will be using a combination of reading assessments as evidence to support purposeful literacy instruction to increase student literacy levels. Evidence gathered will be from our government assessments of LeNS and CC3 while also introducing the DIBELS assessment to build our understanding of students literacy skills/behaviours. The use of this data, as well as in class work, artifacts, and small group anecdotal assessments will help provide us with short, intermediate, and long-range data. Our aim is to ensure we are more targeted in our efforts, which will lead to an increase in literacy levels.

Priority: Teaching and Learning

Outcome: Current best practices in planning, instruction, and assessment address the learning needs of all students.

Our focus over the last year was to continue building best practices in planning, instruction, and assessment as we believe it necessary to impact student achievement across all content areas. Our division has made teaching and learning a priority, and our focus at the school level is aligned with this priority. Our comprehensive approach to professional learning and school improvement builds capacities to implement best practices. In addition, Teaching Quality Standards and Leadership Quality Standards focus on these specific aspects as well of planning, instruction, and assessment. Our work as a school is to build processes 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. These structures and processes respond to individual teacher needs while at the same time 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.

Table #3 - Division Assurance Survey		
Percentage of Staff agree:		Staff
Leadership practices improve staff and student learning.		
	2021	100%
	2022	100%
	2023	100%
Our school uses a range of data sources to inform our planning, instruction, and assessment of students		
	2021	100%
	2022	100%
	2023	100%

Over the last two years as a school, we have focused on building our capacities to be responsive in our planning. We know the impact that timely responsive planning has on student achievement is positive and ensures each student's learning needs are being met. 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 we have continued our process and structure that encourages teachers to reflect on their current planning to be responsive to the needs of our students as well as ensuring we are using best practices to meet those needs effectively.

Continuing along the journey of our three year Education Plan we have included the focus of assessment as a part of our work in being responsive to students learning needs. Looking at data in a timely manner allows us to see gaps in learning so that we in turn can be responsive in our instruction. Ensuring we embed time to do this during our professional learning time has allowed us to look at the most current data from a variety of sources such as provincial, division and school-based assessments.

To support this priority we continue to dedicate our time to during our professional learning structures, we want to be able to measure the impacts of these efforts. We see in *Table #3* that the evidence of our work dedicated to school improvement and professional learning continues to be valued by our teachers and the impact of these structures and processes has continued to strengthen our culture of collaboration. In addition to this formal evidence, we know in our anecdotal evidence that 100% of our teachers Professional Growth Plans align with our school improvement work.

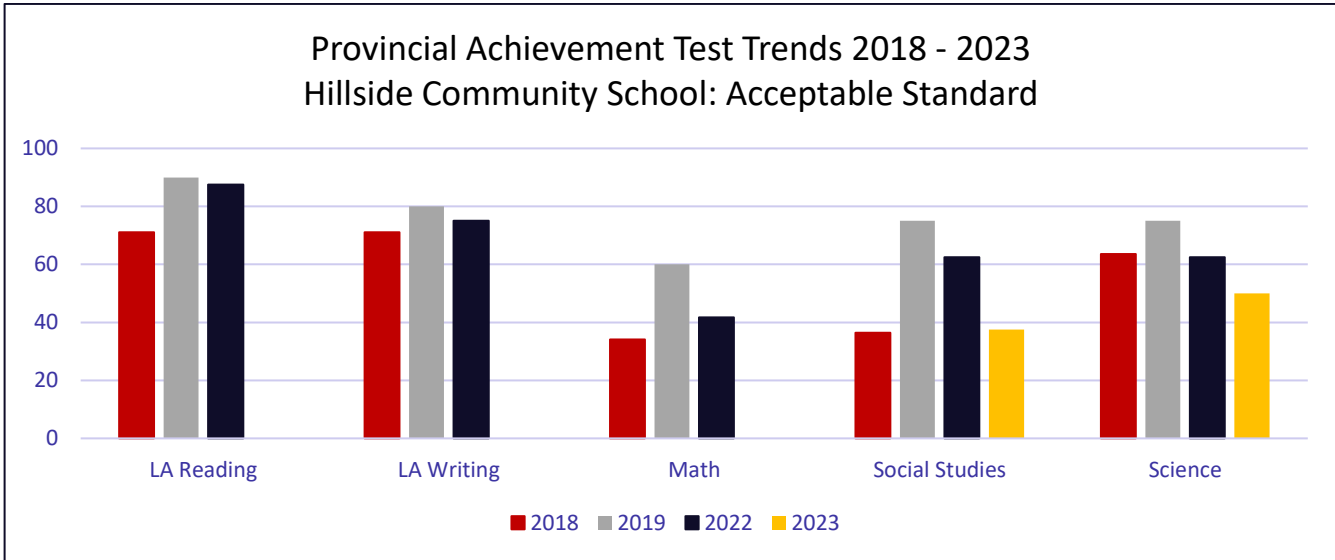
Table #4 - Provincial Assurance Survey						
Percentage of parents, students and teachers who agree that students are engaged in their learning at school.						
	School			Province		
	2021	2022	2023	2021	2022	2023
Overall	79.5	88.3	87.5	85.6%	85.1	84.4
Parent	NA	96.7	100	89%	88.7	87.3
Student	58.9	68.1	62.5	71.8%	71.3	70.9
Teacher	100	100	100	96.0%	95.5	95.1

Table #5 - Provincial Assurance Survey									
Percentage of parents, students and teachers satisfied with the overall quality of basic education.									
	School			Authority			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Overall	92.1	93.3	95	89.9	88.7	86.6	89.6	89.0	88.1
Parent	NA	90	95.8	89.3	84.0	81.1	86.7	86.1	84.4
Student	84.3	90	93.2	84.7	85.7	85.1	86.3	85.9	85.7
Teacher	100	100	96.1	95.6	96.3	93.6	95.7	95	94.4

Table #6 - Division Assurance Survey				
Percentage of Parents, Students and Staff agree:		Parents	Students	Staff
The quality of education continues to improve at our school.				
	2021	92.59%	n/a	100%
	2022	93%	n/a	100%
	2023	97%	n/a	100%
High Expectations for Student Achievement				
	2021	100%	94.4%	100%
	2022	91%	95%	100%
	2023	88%	92%	100%

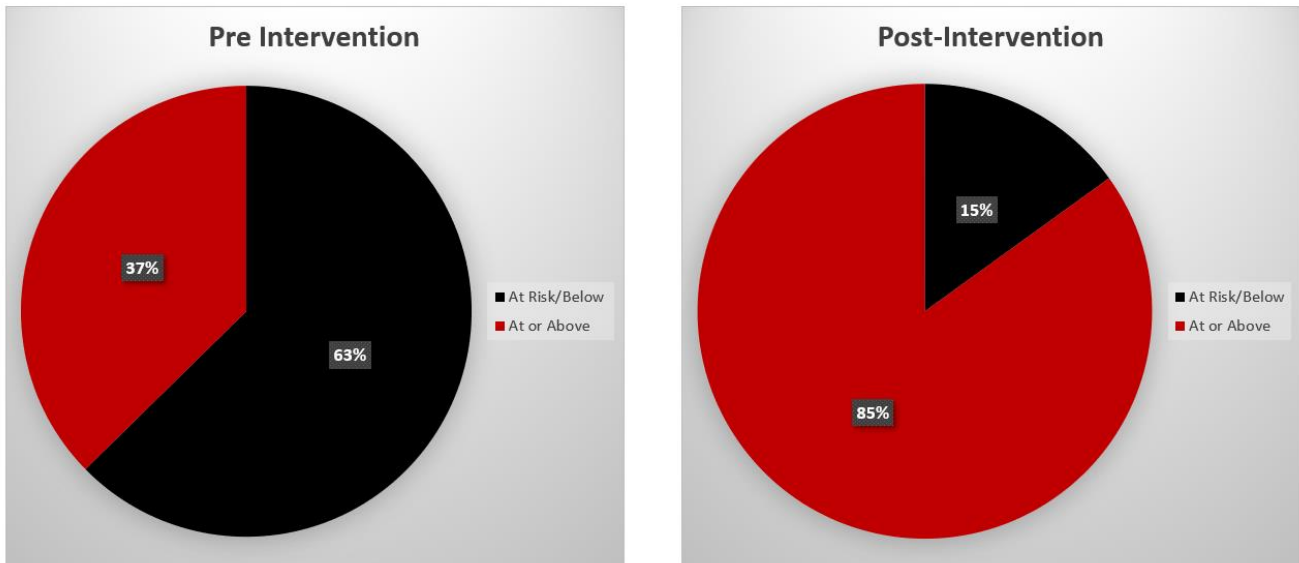
Another measure we use to guide our school planning and to ensure our efforts have an impact on student achievement is our survey results from both our Provincial Assurance Survey and our Division Assurance Survey. In *Tables #4 #5, and #6*, we can see a consistent response in satisfaction with the quality of education, high expectations and the engagement of our students. Our continued efforts to ensure parents respond to these surveys allow us to have a clearer understanding of our schools results.

We continue to dig into the response results of students in the area of engagement. This is done by creating focus groups of students and implementing leadership opportunities for students to participate in. As we continue to grow as a STEM school and look for opportunities to engage students in different ways of learning we hope to see a connection between these efforts and student engagement levels. When students have opportunities to connect their learning to real world problems, we see higher levels of engagement. This has been evident in the many different opportunities our students have had through their STEM learning experiences.



Graphic #2

Numeracy Intervention (Grades 1-3)



Graphic #3

As mentioned in the previous outcome focused on literacy, we utilize a variety of types of data to inform decisions and practice. Another source of data outlined in both Graphics #2 and #3 show academic evidence in numeracy intervention in grades 1-3 and then grade 6 Provincial Achievement Test (PAT) scores. Like the data showed in our literacy intervention in grades 1-3 we see a consistent theme of growth from start of the year to end of the year of intervention. However, in our PAT scores shown in Graphic #3 we are historically lower in our measures compared to provincial acceptable standards, and we recognize that this continues to be a priority. Many factors can impact a single assessment score but as we continue to look for ways to improve, we utilize our professional learning structures to look at assessment data and prioritize instruction around the gaps that exist. Interpreting the data within specific topics and understanding the different types of questions, to ensure students are exposed to them early on, will help support their ability to demonstrate their learning.

Priority: Inclusion

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

An area of focus that our school and division continues to make a priority is Inclusion. This is a very comprehensive and 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. This ensures we are meeting the needs of our students to help them be successful at the many endeavors that come their way.

Our focus remains on ensuring social emotional growth is at the forefront. We continue to use the PATHS program which targets our students Social Emotional Learning. In addition, we have started the Champions program which extends social emotional learning while connecting students to high-level athletes. This allows students to connect personally with someone who uses these strategies to achieve their personal goals. We also utilize purposeful student recognition programs and incentives that highlight students' greatness as well as build awareness of their choices and the behaviours they display within the school.

Our school motto *Greatness Happens Here* captures this sentiment as we continue to celebrate the many great things that happen within our building. As mentioned previously, as we continue our journey with STEM learning our students are engaged in different ways of learning. STEM learning combined with competencies embedded in the current curriculum of critical thinking, problem solving, researching, and managing information, creativity and innovation, communication, collaboration, citizenship, and personal growth and well-being has provided opportunities for students to engage in these in a meaningful way. All these aspects contribute to the overall development of our students and in turn impact their academic achievement.

Table #7 – Provincial Assurance Survey

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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	86.9%	87.8%	85.1%	88.5%	88.9%	89.5%	86.1%	86.0%	89.4%	90.0%	88.8%	87.5%
Parent	79.3%	n/a	87.8%	89.8%	89.6%	90.8%	84.9%	85.3%	90.2%	90.5%	89.5%	88.1%
Student	83.4%	79.1%	75.1%	82%	90.9%	82.6%	80.9%	80.2%	82.6%	84.0%	82.5%	81.5%
Teacher	97.9%	96.6%	92.3%	93.8%	96.2%	95.1%	92.5%	92.6%	95.3%	95.4%	94.3%	93.0%

Table #8 - Provincial Assurance Survey						
Percentage of students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.						
	School			Province		
	2021	2022	2023	2021	2022	2023
Overall	86%	84.2%	87.3%	87.8 %	86.1%	84.7%
Parent	n/a	87.3%	89.4%	88.2%	86.9%	85.6%
Student	74.5%	73%	77%	79.8%	77.7%	76.6%
Teacher	97.6%	92.3%	95.6%	95.3%	93.6%	92.0%

Table #9 - Division Assurance Survey			
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%
2023	96%	84%	100%
Student emotional, physical well-being and mental health is supported			
2021	100%	88%	97.4%
2022	96%	87%	96%
2023	97%	84%	100%
Opportunities to collaborate and be involved in decision making.			
2021	98.5%	79.6%	94.9%
2022	89%	83%	97%
2023	93%	81%	94%
Acquiring and applying Indigenous foundational knowledge.			
2021	92.6%	90.7%	94.7%
2022	93%	99%	100%
2023	91%	98%	100%
Communication from the school and teachers.			
2021	98.2%		
2022	90%		
2023	91%		

Table #10 - 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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	80.3%	70.7%	82.1%	84.3%	80.8%	77.1%	75.5%	75.6%	81.8%	79.5%	78.8%	79.1%
Parent	69%	NA	79.6%	90.6%	72.8%	71.4%	66.1%	66.6%	73.9%	72.2%	72.3%	72.5%
Teacher	91.6%	70.7%	84.6%	78.1%	88.8%	82.8%	84.8%	84.6%	89.6%	86.8%	85.2%	85.7%

Our evidence has shown that there are many areas to celebrate. As shown in *Tables #7, #8 and #9* we see that our overall results of welcoming, caring, respectful and a safe environment are above both the provincial and division average. Our consistent efforts and structures to ensure our school culture nurtures a sense of belonging is evident through these results. It is essential that our students develop as leaders that take ownership and pride within their school. In the first 2 years 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.

Another key component of inclusion and sense of belonging is to develop the partnerships with families in supporting student growth and achievement. Ensuring there are opportunities for parents/guardians to be engaged in decisions is valuable. School council is just one great opportunity to do this, and we have been successful in maintaining an active school council over the last 3 years. New members continue to join and engage with our school team and School Board representative in discussing current topics in education. This is shown in *Table #9 and #10* where over 90% of parents believe there are opportunities to collaborate and engage in decision making. In addition, in *Table #9* it also shows the level of satisfaction parents have with communication from teachers which continues to be an area of focus for our school. Utilizing newsletters, emails, phone calls, social media, and the website as ways to communicate with our stakeholders ensures that everyone has the opportunity to know what is happening. We continue to look for ways to improve our practice of parental engagement and one of the initiatives we took this year was to host a literacy night for parents and students. Our turnout at the event was exceptional as we received positive feedback from our parents. Other events include family dances, STEM nights, Egg painting, and other family events.

Our school community continues to celebrate its diversity with a high percentage of Indigenous and English as an additional language learners. We commit to building and embedding foundational knowledge within our school culture that embraces reconciliation and Indigenous culture. We are fortunate to have Elder Darlene once again 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.

Table #11 - 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	2023	2021	2022	2023	2021	2022	2023
Overall	80.5%	87.7%	89%	78.7%	76.9%	77.8%	82.6%	81.6%	80.6%
Parent	NA	88%	94.8%	78.7%	70.5%	72.2%	78.9%	77.4%	75.7%
Student	74.3%	78.2%	81.3%	80.1%	80.7%	80.2%	80.2%	80.1%	79.9%
Teacher	86.7%	96.8%	90.8%	77.4%	79.5%	81.0%	88.7%	87.3%	86.2%

Lastly, we believe in order for students to be successful supports and structures need to be in place to ensure no student is left behind. Our comprehensive approach to this is evident in our results shown in Table #11 where parents, students, and staff all believe that students have access to the appropriate supports and services in school. Working within our divisional and school level supports we are able to collaborate and build plans for students to succeed. One of the opportunities our school has adopted this past year is our involvement in the ISSP (Integrated School Support Program) which provides wraparound support for schools to allow students to succeed. The core of the program relies on the pillars of positive mental health supports, nutrition, physical activity, after school programming, and positive police support. Although, we are still in the early stages of this program we have seen an increase in our mental health support with a full-time mental health worker in our building, increased opportunities for police to be involved in our school events, along with nutrition needs being met through available snacks, breakfast program and lunch program. We are currently working on developing and implementing an after-school program to fill a void for students to be involved in physical activity outside of school hours. Our hope is to establish this and maintain the program for the duration of the ISSP involvement.