



## Walter and Gladys Hill Public School

**SEP &  
AERR  
2016-2019**



**Combined 3 Year Strategic Education Plan (SEP)  
& Annual Education Results Report (AERR)**

## School Mission Statement

Walter and Gladys Hill Public School develops engaged 21st century learners from ECDP to Grade 6. Our students are ethical, global citizens learning through collaboration and inquiry with an entrepreneurial spirit that meaningfully contributes to society.

### Motto

Empowering life-long learners and inspiring creative minds.

### School Council

Our school council, lead by Chairperson, Brittany Mudge, is active in seeking ways to engage parents in the life of the school to support and enhance student learning.

### School Profile

Walter and Gladys Hill is in its third year as an ECDP to Grade 6 school with approximately 504 students. We are approximately 44% English Language Learners.

We are dedicated to providing Project Based Learning opportunities and developing 21st Century Learner competencies to enable future success for our students. Along with Project Based Learning, we are implementing 5 introductory language programs in partnership with the Multicultural Association. In addition and in partnership with Confucius Institute of Edmonton, we have a visiting teacher from China who will expose students to Chinese Language and Culture. We have 6 Reggio Inspired ECDP and Kindergarten classes which focus on inquiry through play in arts and science. Our grade 5 & 6 classes are implementing the optional Career Technology Foundations curriculum. A strong focus on Character Education, 7 Teachings and TRIBES community building in tandem with our WITS Program & Positive Behavior Interventions and Supports, allows students to keep their behaviors in check and focus on academics. New this year is our PEAK Cricket Academy which focuses on sport excellence, academics, leadership and character education. We offer a wide range of after school activities including Robotics and Tech and Trade Academy.

### Summary of Accomplishments

91% of students, parents and staff agree our school is safe and caring

88% of students, parents and staff agree that we provide a quality education

68% of our grade 6 students met acceptable or excellent standards on Provincial

### Achievement tests

8 Regional Science Fair Winners in 2015, and 9 in 2016

2nd place overall winners in City Robotics Tournament 2015

School Wide Outdoor classroom designed and created by students

Successful after school Athletics Programs for grades 5-6

### Trends and Challenges

- We have increased enrollment by approximately 90 students this year with nearly half of our total enrollment being 182 students in ECDP and Kindergarten. We will likely have to take back space from MCA to gain back two classrooms for next year. Reggio Inspired ECDP and Kindergarten continue to fill up yearly. Traffic Flow is an issue.
- Pre-engineering stream of Tech and Trade is in demand for first year students and we have created two groups (requires more staff). We have students enrolled in the second year of the program, however, even with a change in times offered, McTavish students are not returning for second year of the program.
- Professional Development for new staff yearly; meeting needs with limited expertise
- Meeting technology needs; maintenance, training, resources
- School is in highly utilized by the community and our partners beyond the school day

**Combined 2016 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Walter & Gladys Hill Public Sc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.7	93.9	93.9	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.2	89.5	89.5	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	87.9	96.8	96.8	90.1	89.5	89.5	High	Declined Significantly	Issue
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	68.2	83.3	83.3	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	22.7	22.2	22.2	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	77.8	87.1	87.1	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	85.9	94.9	94.9	83.9	83.5	83.4	Very High	Declined Significantly	Acceptable
Parental Involvement	Good	Parental Involvement	83.7	98.0	98.0	80.9	80.7	80.5	Very High	Declined	Good
Continuous Improvement	Excellent	School Improvement	84.9	82.5	82.5	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	83.3	68.2		n/a	n/a	n/a	85%		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	22.2	22.7		n/a	n/a	n/a	30%		

### Comment on Results

*(an assessment of progress toward achieving the target)*

Only a few students chose to write the Grade 6 PAT exams. 100% of those who wrote the exams achieved the acceptable or excellent standard. 10 wrote LA, however only 3 wrote both Part A and Part B. 5 students wrote Math, 4 wrote Science and 3 wrote Social Studies.

### Strategies (continued from the previous year)

- Provide Teacher professional development in Literacy and Numeracy: Leveled Literacy Interventions, Words Their Way, Daily 5/Daily Cafe for Literacy and Math, Reggio Fairy Dust Training, Handwriting Without Tears
- Purchase RAZ kids, Lexia and Ooka Island memberships; School council home reading program purchase
- Conduct 2 week comprehensive review prior to PATs for Grade 6
- Review Exambank; organization, study and test taking skills taught in Grade 6
- Provide parent information about PATs, study skills, nutrition and sleep near PAT time
- Provide regular Literacy progress reports to staff, students and parents
- Set school wide Literacy Goals for students to achieve as a class
- Guest readers/speakers and literary contests to spark student interest
- PAST assessment for Kindergarten to target interventions needed and help improve overall reading readiness for grade 1
- EYE assessment for ECDP/KK to scan for those at risk for learning how to read
- Language games to go home in ECDP to help improve Pre reading skills/language development
- Fact fluency Fridays, Math Fair (tarp games)-Div2
- NEW District Early Numeracy Framework drafted

### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	94.9	85.9		Very High	Declined Significantly	Acceptable	90%		
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	87.1	77.8		High	Maintained	Good	85%		

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	94.9	85.9	80.1	82.2	80.9	81.8	81.8	82.5	83.4	83.4	83.5	83.9
Teacher	n/a	n/a	n/a	97.3	100.0	91.5	93.7	95.6	95.4	96.4	93.1	93.6	93.8	94.2	94.5
Parent	n/a	n/a	n/a	100.0	70.5	77.9	79.3	80.7	81.0	81.0	79.4	80.3	81.9	82.1	82.9
Student	n/a	n/a	n/a	87.5	87.3	70.8	73.6	66.5	69.1	67.9	75.0	76.2	74.5	74.2	74.5

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	87.1	77.8	77.2	79.6	83.0	80.4	85.4	79.7	80.3	81.2	82.0	82.6
Teacher	n/a	n/a	n/a	86.7	100.0	87.7	89.8	89.3	91.5	93.6	89.5	89.4	89.3	89.7	90.5
Parent	n/a	n/a	n/a	87.5	55.6	66.7	69.4	76.8	69.3	77.1	69.9	71.1	73.1	74.2	74.8

Comment on Results

We continued to focus on delivering the 21<sup>st</sup> Century Learner competencies of communication and collaboration through classroom instruction this year. Project Based Learning and Reggio Inspired Learning is deepening in its practice and staff are collaborating more on projects. Students are interested and engaged in the real life applications which they are exposed to. Utilizing community partners as educators has also helped students see that what they are learning is important beyond school. It is clear through parent responses that we need to work on educating them on how we are helping students become active citizens and develop the characteristics of an active citizen.

Strategies

**School: 1765 Walter & Gladys Hill Public School**

-Increase opportunity for leadership in the school (new morning announcements, sing O'Canada, P200 leaders, MC at assemblies, breakfast program leaders, Student Council, APPLE core team, library committee, Project Based Learning)  
-Train all staff trained in Project Based Learning in order to develop 21<sup>st</sup> Century skills and competencies through authentic projects, achieving cross curricular outcomes while developing inquiry, innovation and creativity. A minimum participation in 2 school wide projects will be required for returning teachers, and 1 for new staff. As teachers become comfortable, incorporate -- in other courses/subjects. PBL coach will work with teachers 1:1 throughout the year to assist with learning.  
-character Education in Health programming includes 7 Teachings, TRIBES and PBIS  
-Student council ; APPLE schools policy continues  
-Continue Family groups, Terry Fox, United Way, Food bank donations, Speak Out, Jump Rope For Heart, etc. to connect to good citizenship  
-Honour Citizenship, Healthy Active Role model (APPLE student of the month), Environmental awards presented monthly  
-Green Schools initiatives such as Outdoor Garden integration, recycling program, Destination Conservation Eco Legends team  
-Infuse the new Career Technology Foundations curriculum into Project Based Learning in grades %; attending conference for more education  
-Increase multicultural awareness through exposure to different cultures; partnering with the Multicultural Association to share information; parent and community guest speakers in classes, student presentations to peers  
-Offer 5 optional world languages as courses along with cultural aspects of the language group and create one event per language club; continue with after school language clubs (Gujarati, Arabic, Hindi, Urdu) Add Mandarin after school program and Arabic.  
-Tech and Trade Academy established and growth plan  
-Increase parent involvement--Offer parent sessions on various topics in partnership with The Hub  
-Increase program awareness via social media, newsletters and word of mouth via School Council  
-Community partner participation in school projects ie: Rona, NLHR, Shine Fitness, YMCA EAgle Ridge

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

[No Data for Overall FNMI Results]

<p><b>Comment on Results</b></p> <p>Through our First Nation, Metis and Inuit Teacher, Learning Through the Arts, and the Boreal Art Institute, we created awareness and education for staff and students. Covering topics from Residential Schools, Historical settlement on reservations, Symbols such as dreamcatchers and medicine wheels, and tying in Character Education through the Seven Teachings, the students were engaged and enriched in the cultural diversity of Canada's FNMI population. Academic supports for reading fluency and comprehension to individual (5) FNMI students through Precision Reading and Math fluency games was difficult to achieve on a regular basis. Artistically we promoted Aboriginal arts through exposure to hoop dancing, drumming and hand crafts.</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>-Classroom teachers will integrate FNMI teachings into the regular curriculum, including a school wide focus on the 7 teachings (one per month)</li> <li>-Continue training for Hoop Dance Troupe</li> <li>-Support will be provided for those struggling with literacy and numeracy via precision reading, and math fluency drills</li> <li>-staff will be trained in the 7 Teachings</li> <li>-Staff will Develop year long plan for 7 teachings</li> <li>-invite Elders who are FNMI in to do storytelling, share their interests, educate us</li> <li>-compile resource list for access to be able to integrate</li> </ul>

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student 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.	n/a	n/a	n/a	93.9	90.7		Very High	Maintained	Excellent	94%		

#### Safe and Caring – Measure Details

Percentage of teacher, parent and student 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	93.9	90.7	86.0	88.7	86.8	87.5	88.3	88.6	89.0	89.1	89.2	89.5
Teacher	n/a	n/a	n/a	97.3	100.0	94.9	94.8	96.9	95.6	97.2	94.8	95.0	95.3	95.4	95.4
Parent	n/a	n/a	n/a	93.9	84.4	84.1	87.7	86.0	87.5	88.3	87.4	87.8	88.9	89.3	89.8
Student	n/a	n/a	n/a	90.5	87.7	79.0	83.6	77.5	79.5	79.4	83.7	84.2	83.1	83.0	83.4

**Comment on Results**  
 Our school wide expectations are shared with parents each year so they are aware of them and know how we will be approaching issues with any behaviors. We highlight student progress in meeting expectations at our monthly assemblies as well as at the end of each term during the year.  
 We promoted anti-bullying activities via Family groups throughout the year, and held a pink shirt day. All of our events are publicized to parents via social media and newsletters or teacher web pages.  
 We began mindfulness training with some of our students to promote healthy ways of dealing with stress and anxiety and we believe this has become a proactive tool for our students.  
 Empathy and the Aging has promoted respect for our Elders and empathy in our children. We also developed character through the 7 Teachings as shared by the FMNI liason.

**Strategies**

- ELL intake/welcome packages have been printed in 5 languages
- Post term updates around the school, in newsletters and in memos home to parents
- Plan a pink shirt day lead by counselor, SOS member and the SASP team; Anti Bullying week activities; classroom training by counselor on Mindfulness and WITS
- Train staff in the TRIBES process and utilize their learning in the classrooms to establish a learning `community`
- Offer Parent sessions via The Hub
- Promote Walter and Gladys Hill Public as an APPLE school which means healthy active living for all; continue with Apple Core team
- Breakfast program in place; Fruit for Friend; Birthday Books as an alternative to cake--we are teaching healthy eating
- Information sessions on internet safety by district personnel(parents and students)
- Continue with Empathy and the Aging
- Teachers integrate 7 Teachings as part of their health curriculum; School wide monthly focus.

Notes:  
 1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

## Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	89.5	82.2		Very High	Maintained	Excellent	90%		

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	89.5	82.2	80.8	78.5	79.2	81.0	81.4	80.7	81.5	81.3	81.3	81.9
Teacher	n/a	n/a	n/a	91.6	95.8	86.2	83.0	87.0	85.4	88.6	87.3	87.9	87.5	87.2	88.1
Parent	n/a	n/a	n/a	87.3	68.6	80.1	76.4	76.1	82.9	79.3	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.2	76.2	74.5	74.6	76.2	76.9	77.8	76.6	76.9	77.5

### Comment on Results

*(an assessment of progress toward achieving the target)*

Staff experience and expertise is used during PLF time to lead peers in areas that need improvement such as technology, literacy and Science. All staff was trained in Smarter Science, Project Based Learning and Balanced Literacy. Grade 4 teachers also piloted Daily Math. The ability to do this has helped develop a culture of collaboration as we learn together.

Staff offer multiple opportunities to students with regards to new technologies, arts, and the new CTF curriculum, after receiving training themselves (Ozmo, Ozbots, etc).

Communication with parents about programs as they happened via social media, website and newsletters helped keep them in the loop.

Art is alive via MacDonald Island visits to the Art Gallery, Guests from the Boreal Art Institute, and Learning Through the Arts. Artists in Residence, Carter-Ryan were scheduled to visit in May, and we are currently rescheduling.

### Strategies

- Infuse Learning through the Arts and FNMI--collaborate with staff and integrate across subject areas, including 7 Teachings
- Provide staff professional development on Epsom boards, ipads, mac books, remind, iMacs, Google & Google classroom as well as any new trends that come up during the year in the Maker Space
- Science coach and PBL coach will work with teachers to implement Smarter Science and Project Based Learning in the classrooms. Coach may model lessons, help teacher plan lessons and provided feedback after observations.
- Organize TRIBES training for those who need it
- Provide Instructional Leadership team PD in Functional Behavior Plans, Response to Intervention, Differentiated Instruction throughout the year
- Link professional learning plan to initiatives in the school and literacy and numeracy
- Utilize community resources where possible to assist the classroom teachers: APPLE schools coordinator, Mental Health (Heart Math), full time School counselor, community artists, guest speakers
- Lead teachers for PBL, Smarter Science, Math, SS, Literacy, Differentiated Instruction, Green Scene, PBIS established
- Develop a drama production, reschedule Carter-Ryan visit
- Continue to work with LTTA, Boreal Art Institute
- Dance Group here in fall to work with whole school for 3 days

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	82.5	84.9		Very High	Maintained	Excellent	86%		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	98.0	83.7		Very High	Declined	Good	88%		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	96.8	87.9		High	Declined Significantly	Issue	90%		

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	98.0	83.7	77.4	81.1	84.3	82.6	82.2	79.7	80.3	80.6	80.7	80.9
Teacher	n/a	n/a	n/a	96.0	100.0	88.5	87.7	90.6	91.0	91.5	88.0	88.5	88.0	88.1	88.4
Parent	n/a	n/a	n/a	100.0	67.4	66.2	74.4	78.1	74.1	72.9	71.4	72.2	73.1	73.4	73.5

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	96.8	87.9	87.4	89.2	88.2	88.2	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	n/a	n/a	n/a	100.0	99.2	95.0	96.0	97.1	96.2	97.6	95.4	95.7	95.5	95.9	96.0
Parent	n/a	n/a	n/a	95.0	66.7	80.5	82.9	83.9	85.7	84.5	84.2	84.9	84.7	85.4	86.1
Student	n/a	n/a	n/a	95.5	97.8	86.6	88.6	83.7	82.8	83.5	88.6	88.7	87.3	87.4	88.0

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															

**School: 1765 Walter & Gladys Hill Public School**

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	82.5	84.9	80.5	80.6	81.7	79.9	80.2	80.0	80.6	79.8	79.6	81.2
Teacher	n/a	n/a	n/a	50.0	95.0	77.5	75.8	84.3	80.9	88.0	81.1	80.9	81.3	79.8	82.3
Parent	n/a	n/a	n/a	100.0	66.7	80.6	79.1	81.6	79.3	73.9	76.2	77.9	77.0	78.5	79.7
Student	n/a	n/a	n/a	97.4	93.0	83.4	86.9	79.2	79.6	78.8	82.7	82.9	81.2	80.7	81.5

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Initial establishment of a School Council and Parent Society to develop a core group of parents to work with was key. Using these groups to further grow the volunteer population for events at the school, and for everyday activities was beneficial. Through multiple social media, student agendas and newsletters, parents were kept informed of what is happening at the school, policies that are developed, school vision, programming and procedures and routines for the students. Family evenings were held to increase engagement with the school. Parents were invited to sit on committees such as Library Learning Commons and Apple Core.  
Overall parents always felt welcome and a part of the school.

**Strategies**

Strategies

- Maintain a functioning school council and Parent Society; Set up a classroom reps as needed; Get School Council on twitter, remind and facebook
- Ensure effective communication with parents: homework pouches for all students, school and teacher webpages, Facebook, twitter accounts, try video newsletters, memos, radio (School news), private suggestion page
- Use "Remind" with parents for upcoming events, deadlines, tests, surveys
- Coordinate Parent lead activities such as environmental club - language club, crochet
- Volunteer opportunities such as breakfast program, library committee, fall fair
- Continue Literacy/numeracy focus for improved achievement
- Monitor quality of teaching through informal supervision and formal evaluation
- Collaborative opportunities amongst staff; flex time in Professional Learning
- Create family event nights in partnership with parents: BBQ, meet the teacher, Fall Fair, Multicultural evenings, Healthy Night, etc., literacy night, art night, Reggio Night, makerspace night, music productions
- Seek ways to educate ELL parents on the importance of being involved via a blog, monthly newsletter or other publications
- New ELL intake process
- Multicultural Association in building and Gifted--use them as resources and connection with parents

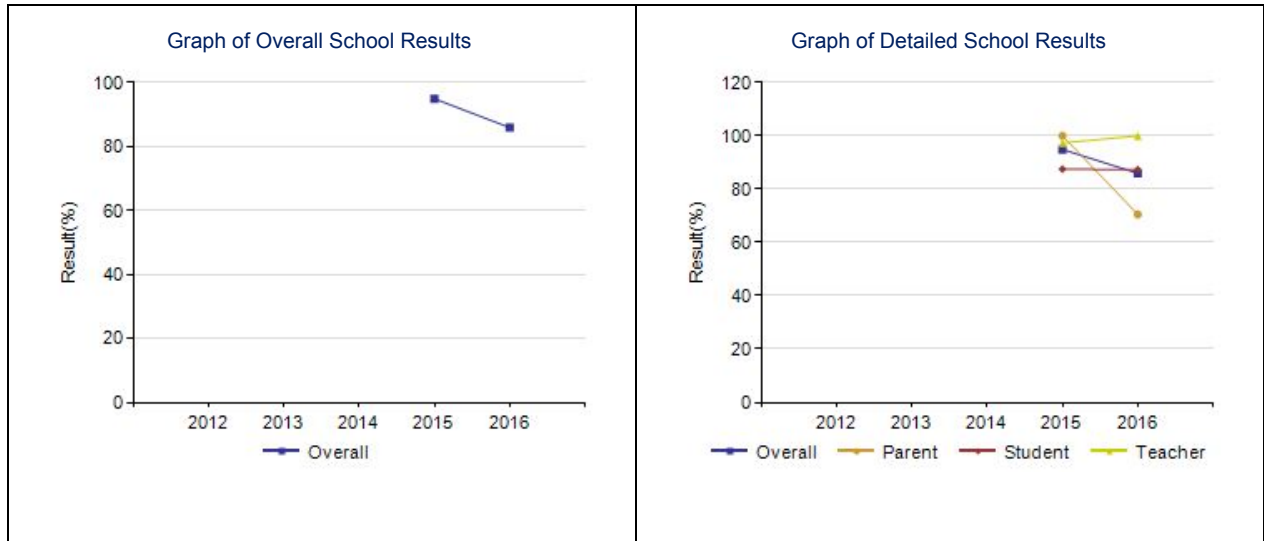
**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

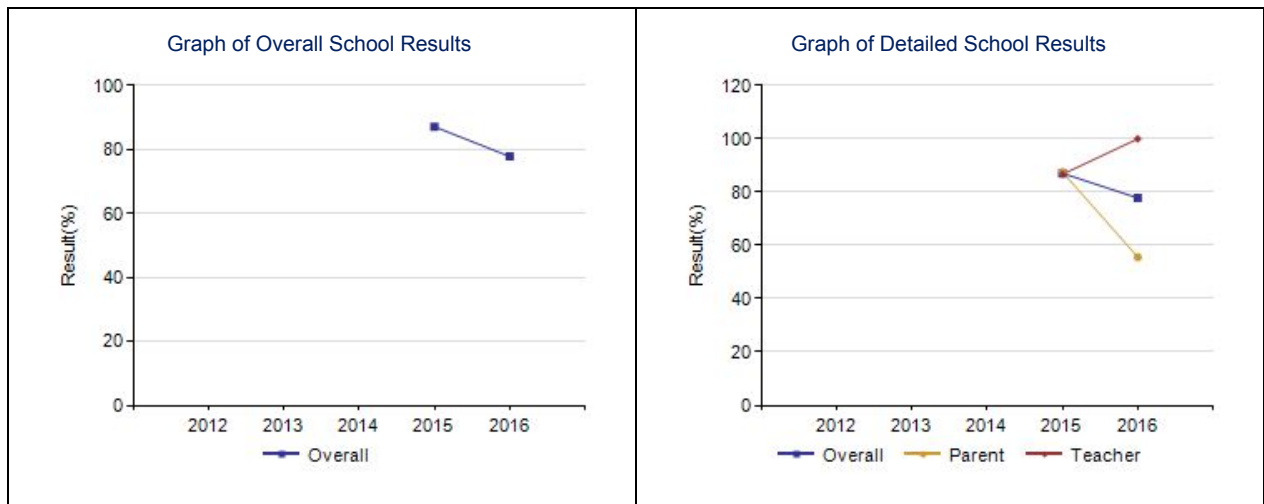
#### Citizenship – Measure Details



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

#### Work Preparation – Measure Details



Notes:

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

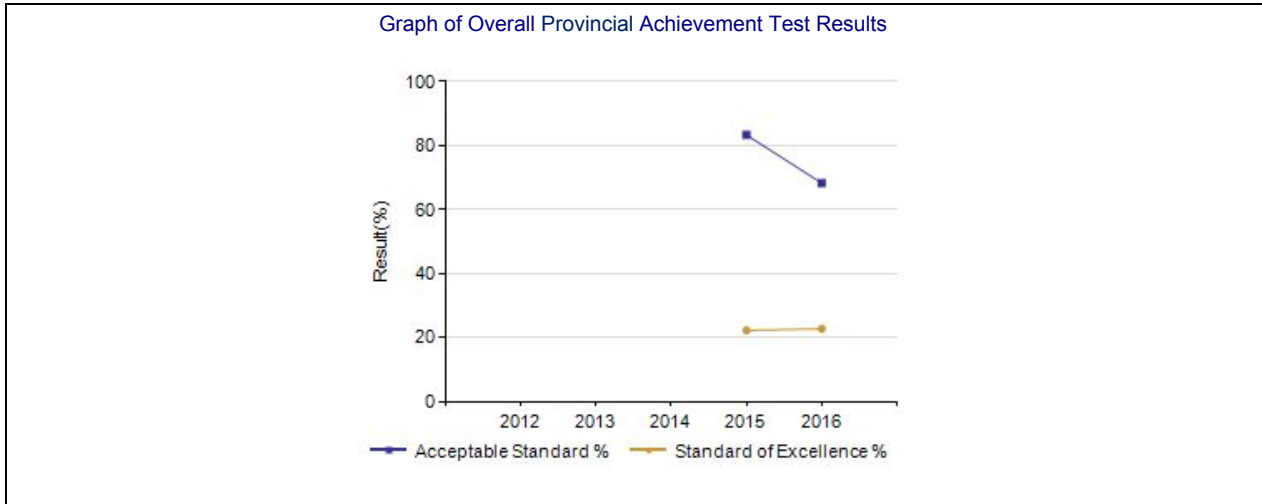
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	94.4	19.4	*	*		
	Authority	84.5	20.3	88.0	13.7	84.5	15.2	86.1	19.4	42.2	18.8		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	80.6	33.3	*	*		
	Authority	78.5	17.7	73.7	17.3	73.8	15.0	78.7	17.3	90.0	32.5		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	83.3	22.2	*	*		
	Authority	82.5	28.9	78.4	20.8	72.3	15.6	76.9	21.5	93.9	42.4		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	75.0	13.9	*	*		
	Authority	73.1	21.2	75.3	16.4	62.8	8.4	70.6	15.2	96.7	33.3		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

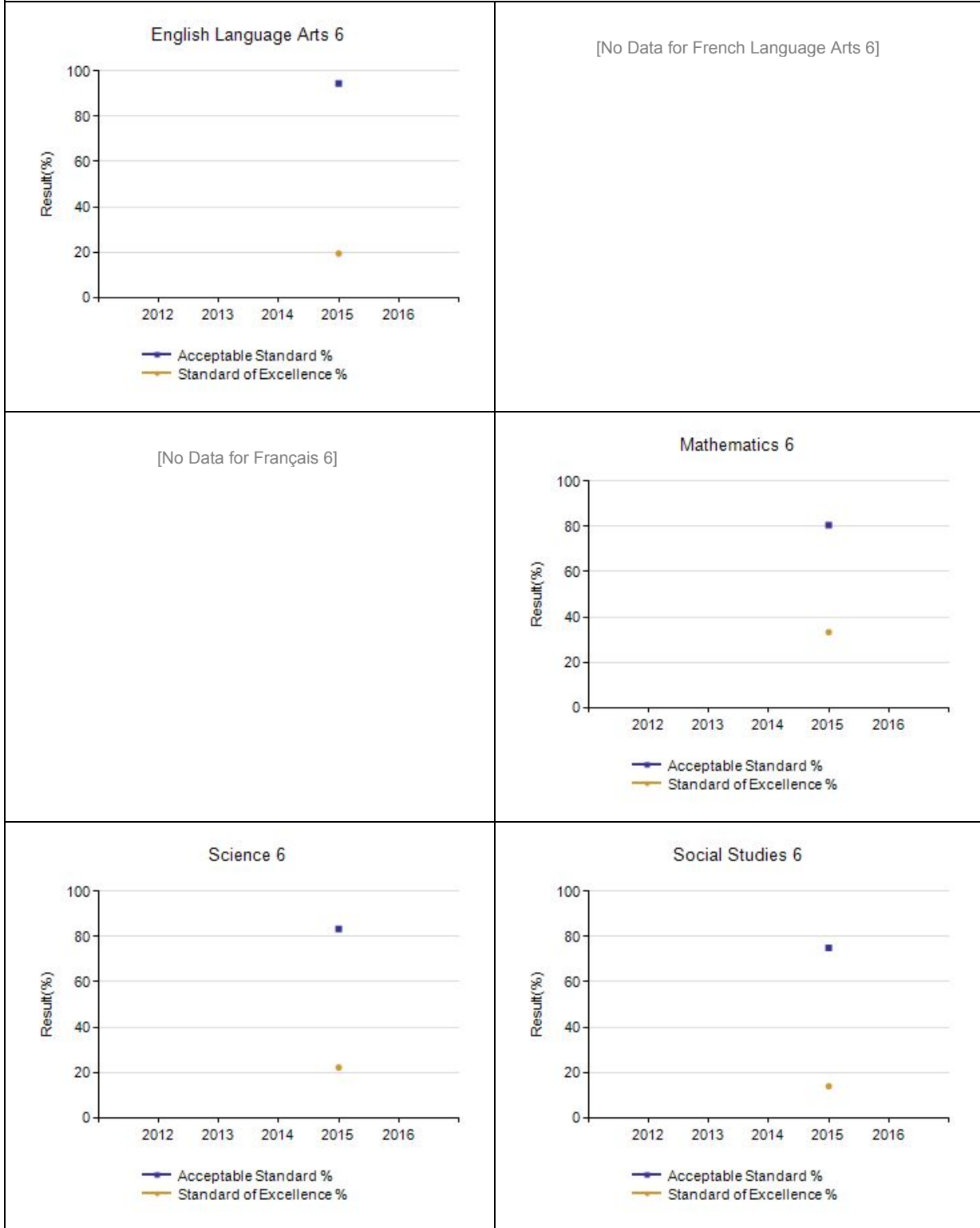




Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Walter & Gladys Hill Public Sc							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	10	*	36	94.4	47,606	82.9	45,843	82.4
	Standard of Excellence	*	*	*	10	*	36	19.4	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	*	*	*	5	*	36	80.6	47,512	72.2	45,774	73.2
	Standard of Excellence	*	*	*	5	*	36	33.3	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	*	*	*	4	*	36	83.3	47,543	78.0	45,788	76.6
	Standard of Excellence	*	*	*	4	*	36	22.2	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	*	*	*	3	*	36	75.0	47,522	71.4	45,710	71.0
	Standard of Excellence	*	*	*	3	*	36	13.9	47,522	22.0	45,710	17.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

**School: 1765 Walter & Gladys Hill Public School**

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

**Improvement Table**

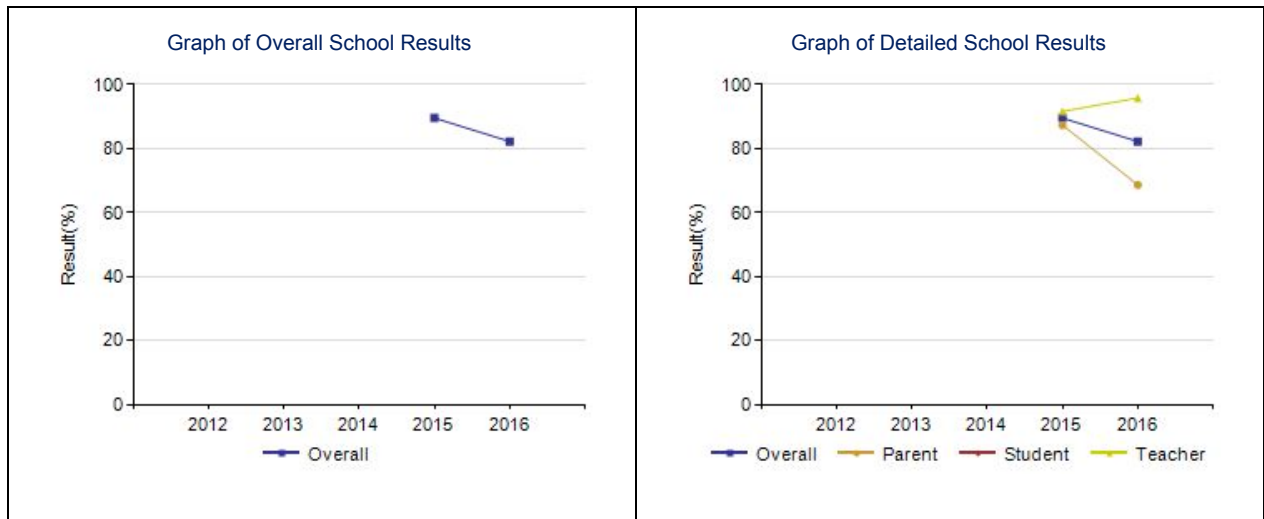
For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

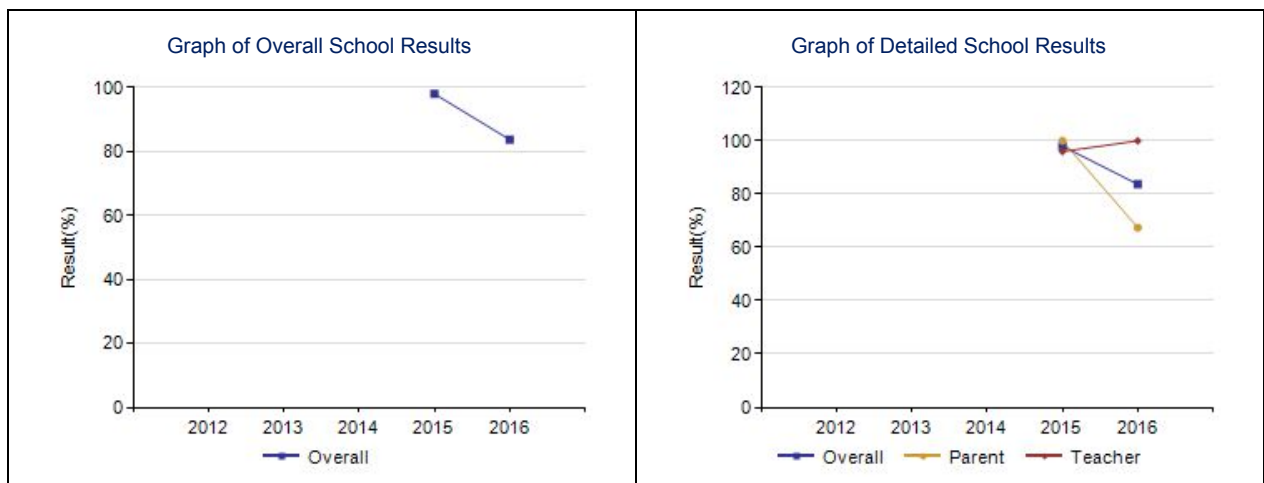
**Program of Studies – Measure Details**



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

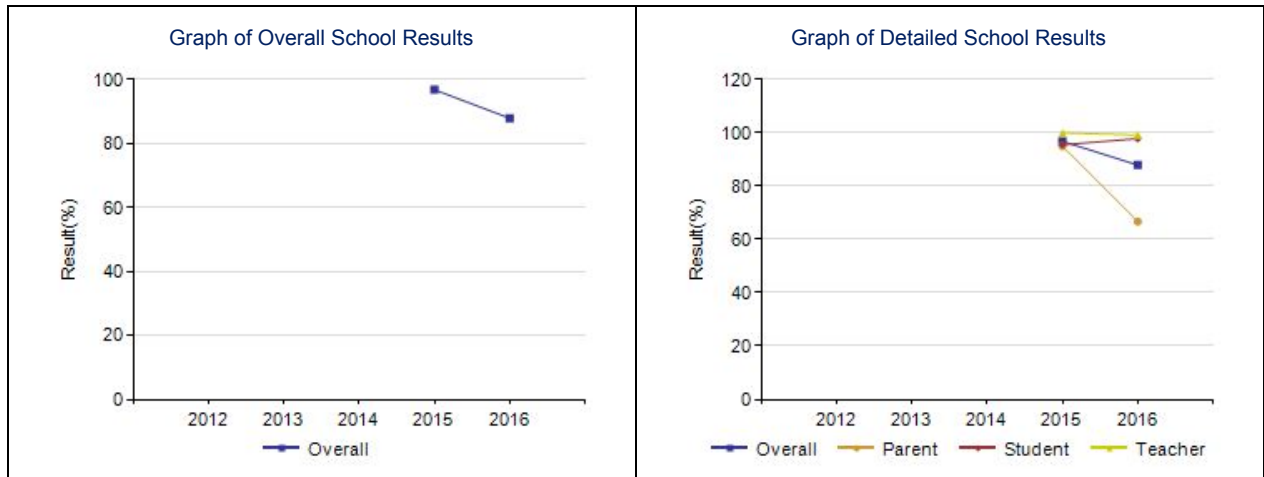
**Parental Involvement – Measure Details**



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

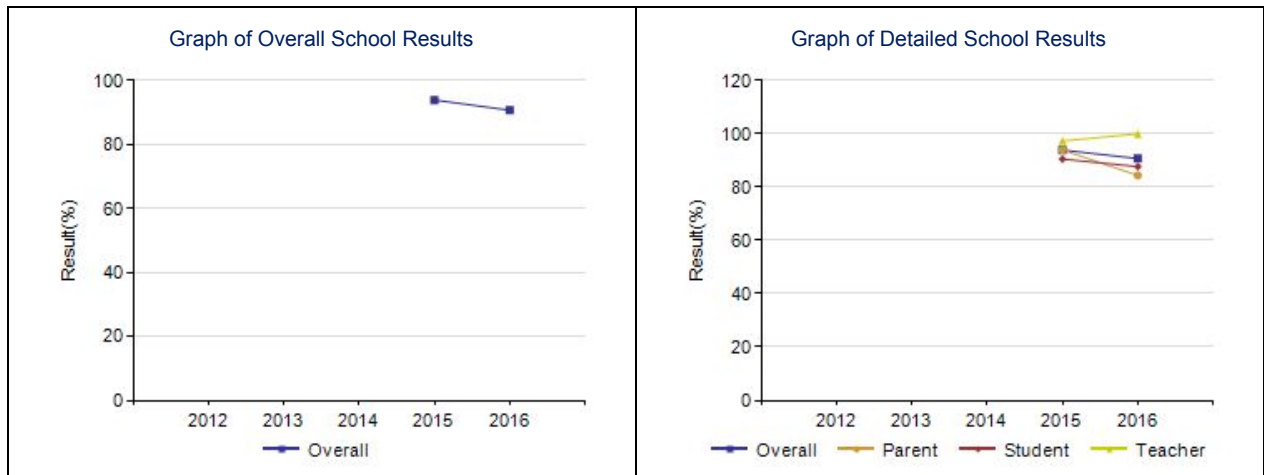
**Education Quality – Measure Details**



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details**

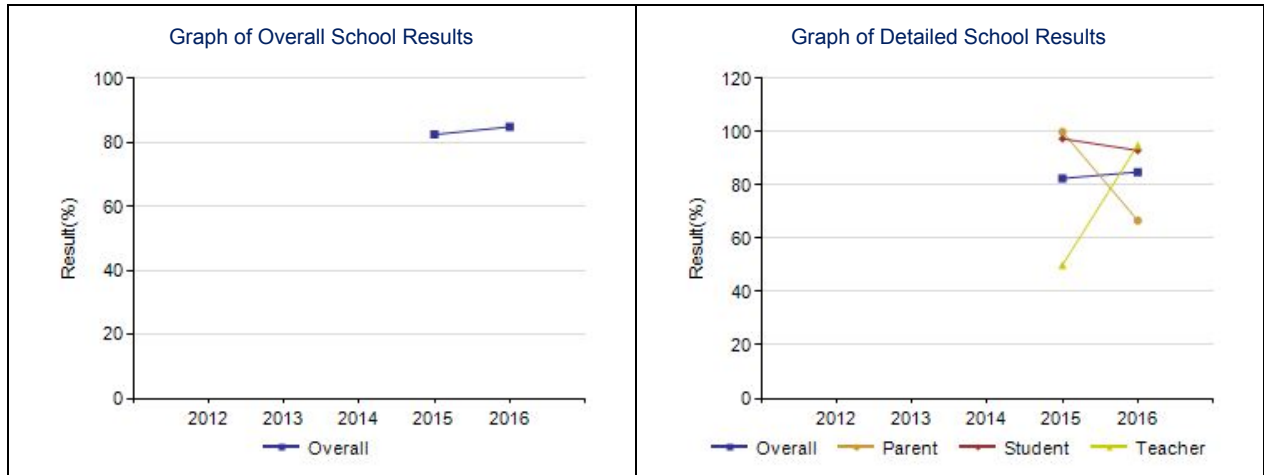


Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



School Improvement – Measure Details



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).