



**Education Plan for Walter & Gladys Hill Public School**  
**Thomas Andrews & Nazia Hiscock**  
**Spring 2023**



# WALTER & GLADYS HILL PUBLIC SCHOOL SCHOOL ASSURANCE

*Doing What's Best for Kids*



Walter and Gladys Hill Public School is an ECDP-Grade 6 school where we pride ourselves on creating a home away from home for our students. We focus on a rounded school experience, including extra curricular programming, including athletics, the Leader in Me and Apple Schools.

Our school comprises approximately 555 students and 60 staff members who come from a diverse range of cultural backgrounds, making us a truly inclusive community. This includes 25 ATA, 34 CUPE and 1 contracted counsellor. Our school also has 149 Early Learning students, 180 ELL students, 23 FNMI students and 65 students with severe needs.

At Walter and Gladys Hill School, we believe that education is a continual journey of growth and learning. We are committed to providing a safe and inclusive learning environment that fosters excellence in education, personal growth, and positive citizenship.

Our school is committed to continually improving our educational programs and services to ensure our students have access to the highest quality education. We actively seek out and implement innovative teaching practices and professional development opportunities for our staff to ensure that we are providing the best possible education for our students.

Our commitment to excellence is reflected in our students' academic achievements. We are proud of our high academic scores on provincial exams, which is a testament to our dedicated teachers and the hard work of our students.

At Walter and Gladys Hill School, we offer a broad range of learning opportunities, including a strong focus on STEM education, athletics, arts, and Indigenous-focused initiatives. We understand that every child has unique talents, interests, and strengths, and we strive to provide opportunities for our students to explore and develop these qualities.

Our school community is committed to promoting diversity, equity, and inclusion. We actively work to create a safe and inclusive environment where students feel welcomed, valued, and respected for who they are. We also strive to create an environment that fosters positive relationships, mutual respect, and understanding.

We understand the importance of building strong relationships with our students, families, and community members. We have established partnerships with Indigenous Elders and Knowledge Keepers to support our Indigenous students' learning and wellbeing, and we encourage and support parent and community involvement in our school programs. Also, in order to create a plan that aligns with the interests of our school community we have shared all the relevant data with our School Council in order to garner perspective and ideas from our parent body.

We also believe that partnering with community organizations helps us make connections that benefit both our students and our community at large. We've partnered with a number of organizations that are not limited to Big Brothers Big Sisters, Safe Community Wood Buffalo, RCMP WITS Read Aloud, Alberta Health Services, Apple Schools, Franklin Covey and Jigsaw Learning.

Thomas Andrews  
Principal, Walter and Gladys Hill School

Doing  
What's  
**Best**  
For Kids



# WALTER & GLADYS HILL PUBLIC SCHOOL SCHOOL ASSURANCE PLAN

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## FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

## ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

## CURRENT STATE

### STRENGTHS

Academic success continues to be the cornerstone of WGH reputation towards excellence in student learning outcomes, with increased literacy and numeracy results for all students. Our Indigenous Kinship Club worked diligently to organize four major events, fall, winter, spring and summer with each event with themes focusing on Cree, Dene, Metis and First Nations.

### AREAS FOR GROWTH

Continue closing the gaps for students identified as at risk for literacy and numeracy. Continue to improve positive school culture by addressing student motivation and interest in their learning. It will also be important to focus on improve on our student absenteeism by making school a more desirable place to be, which will include parental engagement activities.

## LOCAL CONTEXT

WGH families are highly diverse and our most well attended school event was the multicultural night featuring potluck and performances. We want to continue offering opportunities to celebrate our cultural backgrounds and neurodiversity within the school creating a space for diversity, equity and inclusion of all #Ravens.

## STRATEGIES FOR MOVING FORWARD

### 1. PROFESSIONAL LEARNING

- Presentations from Multicultural Association of Wood Buffalo, Autism Society of RMWB supporting staff professional development.
- Four Seasons of Reconciliation training certification for all staff.
- Focus on Leader in Me Lighthouse School.

### 2. MATERIAL RESOURCES

- Flags representing a variety of nations that part of the WGH school community.
- Improve the physical environment and resources in the Learning Commons to increase representation with a DEI lens.

### 3. HUMAN RESOURCES

- Staff engagement with our evening events, such as the success of our Reggio Family Nights, Halloween Dances, Multicultural Showcase, Indigenous Gatherings, and more!
- Work with Division DEI Teacher and Literacy/Numeracy Coordinators to help guide meaningful discussions and engage staff learning.

## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

Continued results in Our School Survey demonstrating high levels of sense of belonging and improve our results in students who are motivated and interested learning. Assessment data and literacy and numeracy screeners will report data that reflects increased achievement and closing the gaps in learning





# WALTER & GLADYS HILL PUBLIC SCHOOL

## DESIRED OUTCOME PLANNING

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**FMPSD PRIORITY AREA: 2. Maintain Safe and Caring Learning Environments and Supports & 3. Effective Stakeholder Engagement**

**DESIRED OUTCOME: WGH students will increase their motivation and interest in schooling through reduced absences and increased parent engagement.**

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Currently 28 students are considered high risk for attendance.</p> <p>Variety of programming (CRM, Regulated Classroom, Leader in Me and Zones) offered in a coherent and synergistic way.</p> <p>WGH Gr. 4-6 students reported feeling safe at school 11% higher than the national norm. (Nov. OurSchool Survey)</p> <p>80% of students are interested and motivated in their own learning vs 86% nationally (Nov. OurSchool Survey)</p>	<p>Need for increased focus on Leader in Me at WGH, and we need to re-invigorate organized leadership within the school.</p> <p>7.7/10 students feel like school is relevant vs the national average of 8/10 (Nov. OurSchool Survey)</p> <p>5% decrease in belief in safe and caring school based on 3 yr avg. (2022 AERR)</p> <p>41% of parents satisfied with their school involvement (2022 AERR).</p>	<p>Increased need for collaboration with EA, teacher and admin together, so that the interventions and needs are commonly addressed by all.</p> <p>Acknowledgement that we are all one staff regardless of roles. CUPE feeling they need to be more in the know of school happenings.</p> <p>Increase parental involvement in the school.</p>	<p>Gather staff perspectives on Leader in Me in the class and school. Meet with Kristi Shin from Leader in Me for necessary staff training and days. Staff Lighthouse Team to meet again at the end of the year to create a plan for moving forward as as school.</p> <p>We need to look for improved ways to acknowledge and include all staff in decisions and planning.</p> <p>Increased efficacy of School Council and Parent Society to increase involvement and feedback for school improvement from parent perspectives.</p> <p>Increased time and expertise in curricular implementation to allow staff to better engage students in their own learning seeking out physical resources and engaging division coordinators for help.</p> <p>As a staff, we need to better incorporate diverse perspectives into curricular teaching and to increase student choice in learning.</p> <p>In an effort to create a more inclusive environment we will create more diverse collection of resources to better represent our school demographics. This will also include engaging local resources like the MCA and Rehoboth Alliance.</p>	<p>The re-establishment of a formal Staff Lighthouse team to guide leadership teachings and practices at WGH.</p> <p>Anecdotal and survey feedback from staff on their involvement in school direction.</p> <p>We will look for improvement in parental involvement to be highlighted both anecdotally and through the AERR survey.</p> <p>Student motivation and interest to be highlighted through the OurSchool survey and their sense of safety through the AERR and OurSchool survey as well.</p>	<p>Creation of a home away from home for all our students. In knowing that students who feel safe and welcomed see better success in school.</p> <p>Increased parental involvement in school council, society and volunteering opportunities.</p> <p>Staff feel welcomed, supported and valued, which in turn leads to better interactions and programming for our students.</p>





# WALTER & GLADYS HILL PUBLIC SCHOOL

## DESIRED OUTCOME PLANNING

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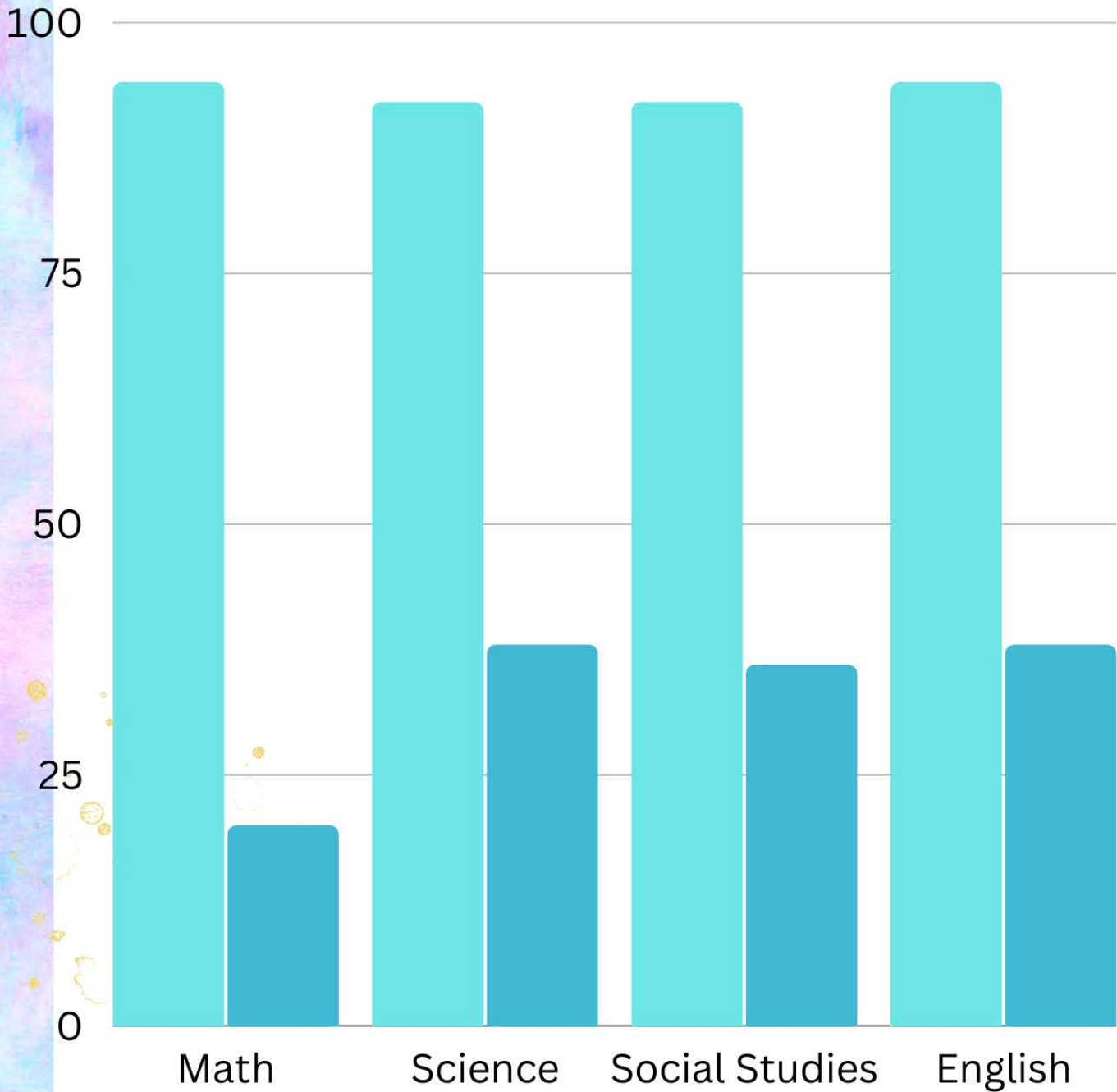
**FMPSD PRIORITY AREA: 1. Strengthen Quality Teaching and Learning**

**DESIRED OUTCOME:** Continue closing the gaps for students identified as at risk for literacy and numeracy, through the successful implementation of the new curriculum.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>During PLFs we have provided collaborative resource planning time for the implementation of the curriculum, which was guided by division coordinators.</p> <p>Tracked at risk programming through report card outcomes and benchmarking.</p> <p>Director of Teaching and Learning met with teachers regarding new curriculum implementation.</p> <p>180 English Language Learners</p> <p>65 students with severe needs</p>	<p>18% Grade One students at risk for Numeracy screener</p> <p>25% Grade One students at risk for Literacy screener</p> <p>23% Grade Two students at risk for Numeracy screener</p> <p>17% Grade Two students at risk for Literacy screener</p> <p>25% Grade Three students at risk for Numeracy screener</p> <p>23% Grade Three students at risk for Literacy screener</p> <p>30% of Division Two students at risk for Numeracy screener</p>	<p>New curriculum that does not have adequate resources and need for more collaborative work to develop aligned lessons.</p> <p>Need for more focused school and division collaborative work to increase knowledge and comfort with curriculum implementation.</p>	<p>Cross grade collaboration to increase knowledge of resources that are now aligned with the outcomes in different grades.</p> <p>Focused PLF time to increase comfort with curricular concepts, and enhance implementation strategies.</p> <p>Continue to invite division coordinators to share their expertise.</p> <p>Increased focus on the Leader in Me which has created ties to the new curriculum.</p>	<p>Staff survey to determine comfort and anxiety levels with regards to implementation in order to foster more effective implementation.</p> <p>Continued implementation and analysis of benchmarks, and assessments.</p> <p>Staff Check-ins with school Resource Team</p>	<p>80% of students will be meeting grade level expectations in numeracy and literacy</p>

# 2022 PAT SUMMARY

Acceptable (%) Excellence(%)



# Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1765 Walter & Gladys Hill Public School



Assurance Domain	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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.3	83.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	88.1	85.6	90.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	77.8	n/a	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	29.3	n/a	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.7	92.4	96.6	89.0	89.6	90.3	Very High	Declined Significantly	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.3	89.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	77.8	85.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	65.0	81.0	89.5	78.8	79.5	81.5	Very Low	Declined Significantly	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



## Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9180)

### OurSCHOOL Walter and Gladys Hill Public School Highlights

Your version of the **OurSCHOOL** student survey measures 17 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 175 students in this school that participated in the survey between 9 Nov. 2022 and 10 Nov. 2022. The number of students by grade level is:

grade 4: 37  
grade 5: 66  
grade 6: 72

The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

## Social-Emotional Outcomes

### Students with a positive sense of belonging

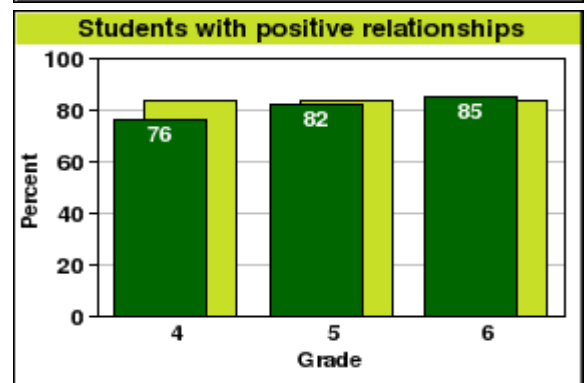
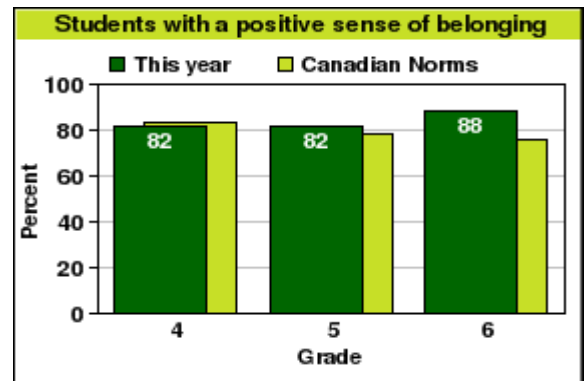
Students who feel accepted and valued by their peers and by others at their school.

- 84% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 83% of the girls and 90% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

### Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 82% of students had positive relationships; the Canadian norm for these grades is 84%.
- 82% of the girls and 82% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.



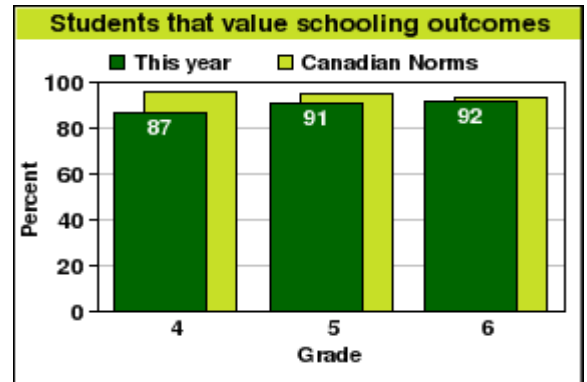


## Social-Emotional Outcomes

### Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

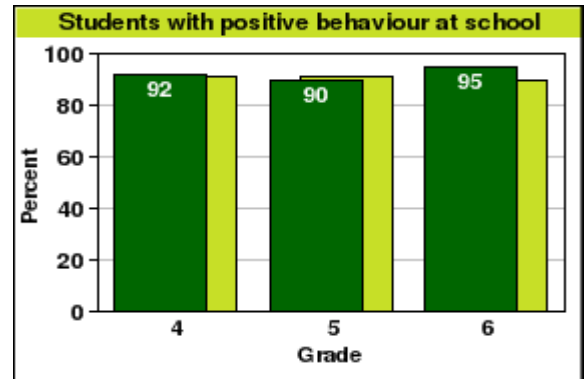
- 91% of students in this school valued school outcomes; the Canadian norm for these grades is 95%.
- 91% of the girls and 91% of the boys in this school valued school outcomes. The Canadian norm for girls is 96% and for boys is 93%.



### Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

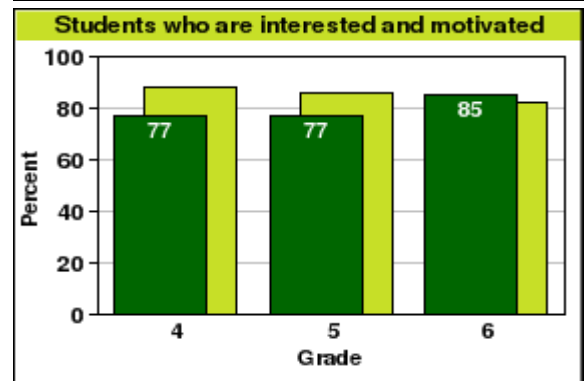
- In this school, 92% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 95% of the girls and 89% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.



### Students who are interested and motivated

Students who are interested and motivated in their learning.

- 80% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.
- 84% of the girls and 77% of the boys in this school were interested and motivated. The Canadian norm for girls is 88% and for boys is 83%.





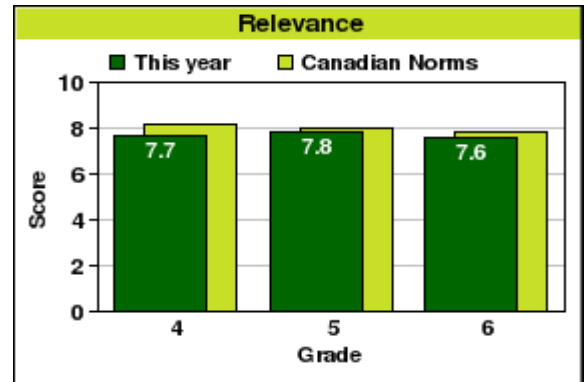


## DRIVERS of Student Outcomes

### Relevance

Students who find classroom instruction relevant to their everyday lives.

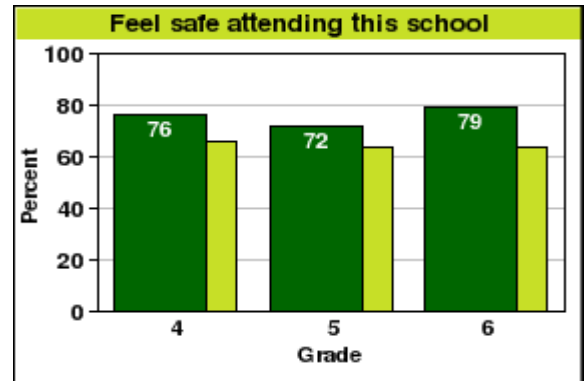
- In this school, students rated relevance 7.7 out of 10; the Canadian norm for these grades is 8.
- In this school, relevance was rated 7.7 out of 10 by girls and 7.6 out of 10 by boys. The Canadian norm for girls is 8.1 and for boys is 7.9.



### Feel safe attending this school

Students who feel safe at school as well as going to and from school.

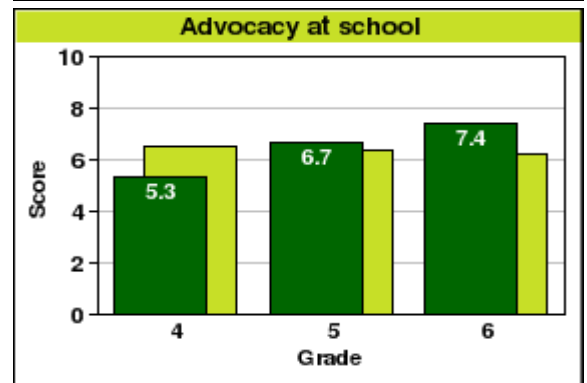
- 76% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 78% of the girls and 73% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.



### Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 6.7 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 6.6 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.3.



## 2022-2023 Grade 2/3 Literacy/Numeracy Data

School Cod	School Name	Course Grade	Course Code	Course Name	Subject	Cohort	Task	Students R
S.1765	Walter & G	2	CCT0100	Castles & C Literacy	English	English	CC3 Overall	52
S.1765	Walter & G	2	CCT0100	Castles & C Literacy	English	English	Irregular W	52
S.1765	Walter & G	2	CCT0100	Castles & C Literacy	English	English	Non-Word	52
S.1765	Walter & G	2	CCT0100	Castles & C Literacy	English	English	Regular Wc	52
S.1765	Walter & G	2	KTT0100	Numeracy : Numeracy	English	English	Weighted T	52
S.1765	Walter & G	3	CCT0100	Castles & C Literacy	English	English	CC3 Overall	31
S.1765	Walter & G	3	CCT0100	Castles & C Literacy	English	English	Irregular W	31
S.1765	Walter & G	3	CCT0100	Castles & C Literacy	English	English	Non-Word	31
S.1765	Walter & G	3	CCT0100	Castles & C Literacy	English	English	Regular Wc	31
S.1765	Walter & G	3	KTT0100	Numeracy : Numeracy	English	English	Weighted T	49

At-Risk Cou	At-Risk Per	At-Risk - Av	Not At-Risk	Not At-Risk	Not At-Risk	Scoring Err	Scoring Err	Mean Score
9	17.3		42	80.8		1	1.9	
9	17.3	0.9	43	82.7	14.5	0	0	12.2
13	25	0.9	38	73.1	16.4	1	1.9	12.5
13	25	2.5	39	75	24.9	0	0	19.3
12	23.1	21.7	40	76.9	46.2	0	0	40.6
7	22.6		23	74.2		1	3.2	
11	35.5	7.5	20	64.5	19.9	0	0	15.5
8	25.8	2.5	22	71	22.4	1	3.2	17.1
7	22.6	13.9	24	77.4	31	0	0	27.1
12	24.5	29.8	37	75.5	49.4	0	0	44.6

## 2022-2023 Grade 1 Numeracy/Literacy Data

School Cod	School Name	Course Grade	Course Code	Course Name	Subject	Cohort	Task	Students R
S.1765	Walter & G	1	KTT0100	Numeracy	Numeracy	English	Weighted T	72
S.1765	Walter & G	1	LNS0100	Letter Nam	Literacy	English	LeNS Overa	76
S.1765	Walter & G	1	LNS0100	Letter Nam	Literacy	English	Name Accu	76
S.1765	Walter & G	1	LNS0100	Letter Nam	Literacy	English	Sound Accu	76

At-Risk Cou	At-Risk Per	At-Risk - Av	Not At-Risk	Not At-Risk	Not At-Risk	Scoring Err	Scoring Err	Mean Score
13	18.1	29.5	58	80.6	57.2	1	1.4	52.1
19	25	36.2	51	67.1	50.9	6	7.9	46.9
7	9.2	16.4	69	90.8	19.9	0	0	19.6
20	26.3	17.6	50	65.8	31.2	6	7.9	27.3



## At Risk

# 2022-2023 School Year Attendance Data from PowerSchool

