

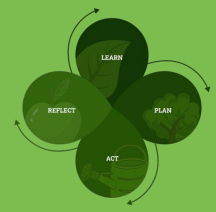
Education Plan for Walter and Gladys Hill Public School
Thomas Andrews and Amy Hrovat
Spring 2024



Walter and Gladys Hill Public School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



At Walter and Gladys Hill Public School, we take pride in fostering an inclusive and enriching educational environment for all our students. With a focus on creating a home away from home, we prioritize a well-rounded school experience that extends beyond academics.

Our school community comprises approximately 555 students and 71 staff members, representing a diverse range of cultural backgrounds. We are committed to providing a safe and inclusive learning environment that fosters excellence in education, personal growth, and positive citizenship. Our dedicated staff members continually strive to improve our educational programs and services, ensuring that our students have access to the highest quality education.

We take great pride in our students' achievements on provincial exams, which reflect our collective commitment to academic excellence. Beyond academics, we offer a broad range of learning opportunities, including a strong focus on STEM education, athletics, arts, and Indigenous-focused initiatives.

Central to our mission is the promotion of diversity, equity, and inclusion. We actively work to create a safe and inclusive environment where students feel welcomed and supported. Through fostering positive relationships and mutual understanding, we cultivate a sense of community that extends beyond the classroom.

Building strong partnerships with our students, families, and community members is paramount to our success. We collaborate with Indigenous Elders and Knowledge Keepers to support our Indigenous students' learning and wellbeing. Additionally, we actively engage parents and community members in our school programs, seeking their input and involvement.

Our partnerships with community organizations such as Big Brothers Big Sisters, Safe Community Wood Buffalo, Alberta Health Services, Apple Schools, Franklin Covey, Autism Society, and the Foothills Academy, among others, enrich the educational experience for our students and benefit our community at large.

As we continue to evolve and grow, I am confident that together, we will achieve even greater heights of success and excellence. Thank you for your continued support and involvement in our school community.

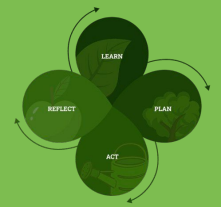
Warm regards,

Thomas Andrews
Principal, Walter and Gladys Hill School



Walter and Gladys Hill Public School CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

Our data shows that our school stakeholders believe that Walter and Gladys Hill is a safe and caring place to be. Our hope is to create a place where every student has an adult they trust and that they trust in the behaviour of their peers. Education quality continues to be a cornerstone of our school. Our PLFs are dedicated to enhancing our staff capacity in delivering meaningful and effective curriculum, and our students continue to build their capacity to operate in a fun and engaging environment. Our extra and co-curricular programming continue to grow and shift with the needs and interests of our student body. As our school based activities increase it allows for increased stakeholder involvement.

AREAS FOR GROWTH

Our students are interested in becoming active citizens both in our school and our broader community so we will work to enhance their understanding and ability to do so, especially through increased Leader in Me presence in our building. As we gain further understanding of the new curriculum it becomes apparent that student connection to learning will be integral. We will focus on strategies and programming that promote student self reflection on positive behaviour.

LOCAL CONTEXT

Located in Eagle Ridge, 2021 Census data revealed that Timberlea saw an increase of 2% population increase since 2018. 66% of residents in Timberlea own their single-family homes demonstrating high level of wealth and socioeconomic status, with the understanding that subsidized housing also is within our catchment. By valuing diversity at our school, we also see high academic success and rich extracurricular programming.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

Our focus for our PLFs this year are based around enhancing school culture through a focus on Diversity, Equity but with a particular focus on meaningful inclusion, as well as the Leader in Me. We also continue to focus on both Numeracy and Literacy through the lens of our new curriculum.

2. MATERIAL RESOURCES

We are working to continually enhance our school environment. We are looking to enhance our Indigenous Cultural Room, and continue to enhance spaces around the school like our sensory room and calming rooms. We look to enhancing our common spaces with things such as the inclusion of flags representing our families. We will also be increasing the presence visuals around the school to help our neuro divergent students. We will continue to implement literacy and numeracy assessments as directed as well as intervention resources such as UFLI.

3. HUMAN RESOURCES

We are working to maximize our resources by partnering with other schools to offer Professional Development in a variety of areas. As we look to further enhance our inclusionary practices we will look for opportunities to grow through a variety of learning opportunities.

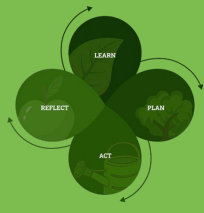
INDICATORS OF SUCCESS



Walter and Gladys Hill Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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.

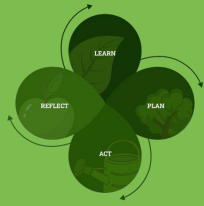
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Student learning and engagement was previously 84% has increased to 90% (Our School)</p> <p>Education quality previously 91% has increased to 97% (Our School)</p> <p>11% students identified with severe needs FES (62 students)</p> <p>26% EAL students FES (145 Students)</p> <p>22 FNMI students</p> <p>Implementing new UFLI resources in Division 1</p>	<p>Down 6% in Excellence on PATs but still above province in Excellence (AERR)</p> <p>22% students at risk on CC3 in grades 2 & 3</p> <p>16% (31) Grade 2 & 3 students identified at risk in numeracy</p> <p>33% at risk in literacy in Gr 1 based on LeNS</p> <p>30% of Gr. 4-6 students identified as at risk in fall DIBELS reading assessment</p>	<p>Ensure all teachers and EAs trained in UFLI resource in division 1</p> <p>literacy and numeracy interventions delivered consistently</p> <p>Students identified as EAL require direct instruction in reading/writing especially in grade 5 & 6 as they approach PAT assessments.</p> <p>Teachers require extra support in aligning literacy screener data with current teaching practices (Div 2) and new curriculum and report card.</p>	<p>Literacy/ Numeracy interventions (Marcie, Jess, Meagan, Joanne) in Gr 2-6.</p> <p>Early Learning teachers are paired up with Gr 1 classes for literacy/numeracy interventions</p> <p>Structure UFLI and literacy interventions with Educational Assistants during unstructured time (options, gym, music, etc..)</p> <p>Grade 6 students identified as at risk on Dibels will have targeted reading fluency interventions (Precision Reading Program).</p> <p>Ensure Educational Assistants have adequately been trained in utilizing numeracy and literacy intervention programs.</p> <p>Visits from division numeracy and literacy coordinators</p> <p>ELLA tutoring as available</p> <p>Increase cross grade collaborations to keep consistency in expectations across grade levels.</p> <p>Creation of leveled groups across classes for high needs interventions.</p> <p>Intentionally allocate PLF time focused on grade group collaboration</p>	<p>Staff survey given in fall and spring to determine effectiveness of current resources and training.</p> <p>Mystery Science Resource introduced in PLF, continue implementation in 2024/2025 (all grades).</p> <p>Screeners and Assessments used to monitor student progress, fall, winter, spring as applicable.</p> <p>Staff check ins</p> <p>Resource team meetings weekly to evaluate effectiveness of recommendations</p> <p>Referrals for Executive Functioning teacher</p>	<p>80% meeting grade level expectations is a goal in numeracy and literacy</p> <p>ELLA students will increase one benchmark level</p> <p>Maintain or increase PAT results in grade 6.</p> <p>Increase "Not At Risk" students in grades 2/3 to 90% as determined by numeracy Screener.</p> <p>Increase "Not At Risk" Students in grades 2/3 in LENS assessment to 85%, and 75% in Gr 1.</p>



Walter and Gladys Hill Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



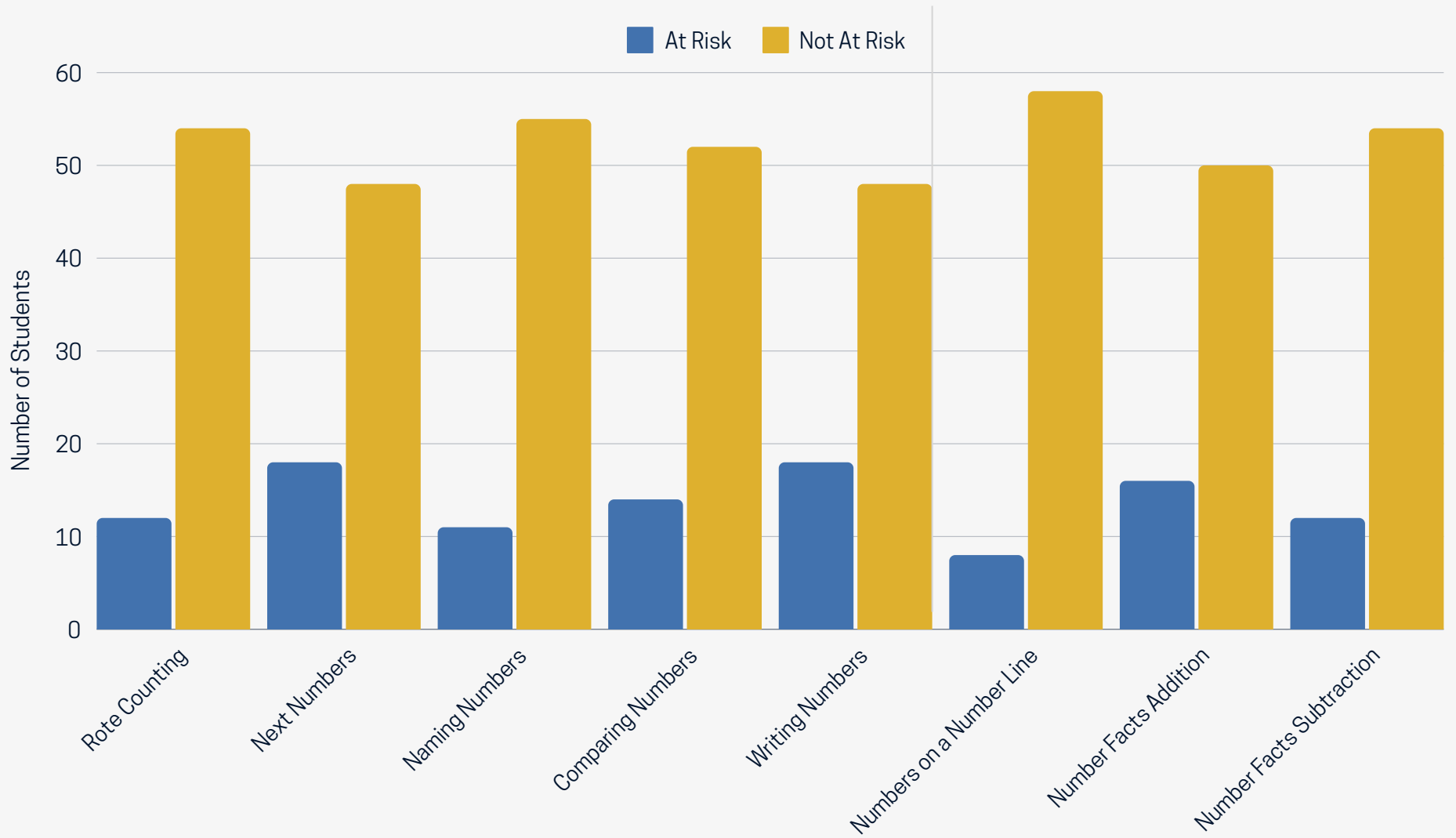
FMPSD PRIORITY AREA: 2. Maintain Safe and Caring Learning Environments and Supports & 3. Effective Stakeholder Engagement

DESIRED OUTCOME: WGH students will increase their motivation and interest in schooling by continuing to grow in our implementation of diversity, equity with an increased focus on meaningful inclusion.

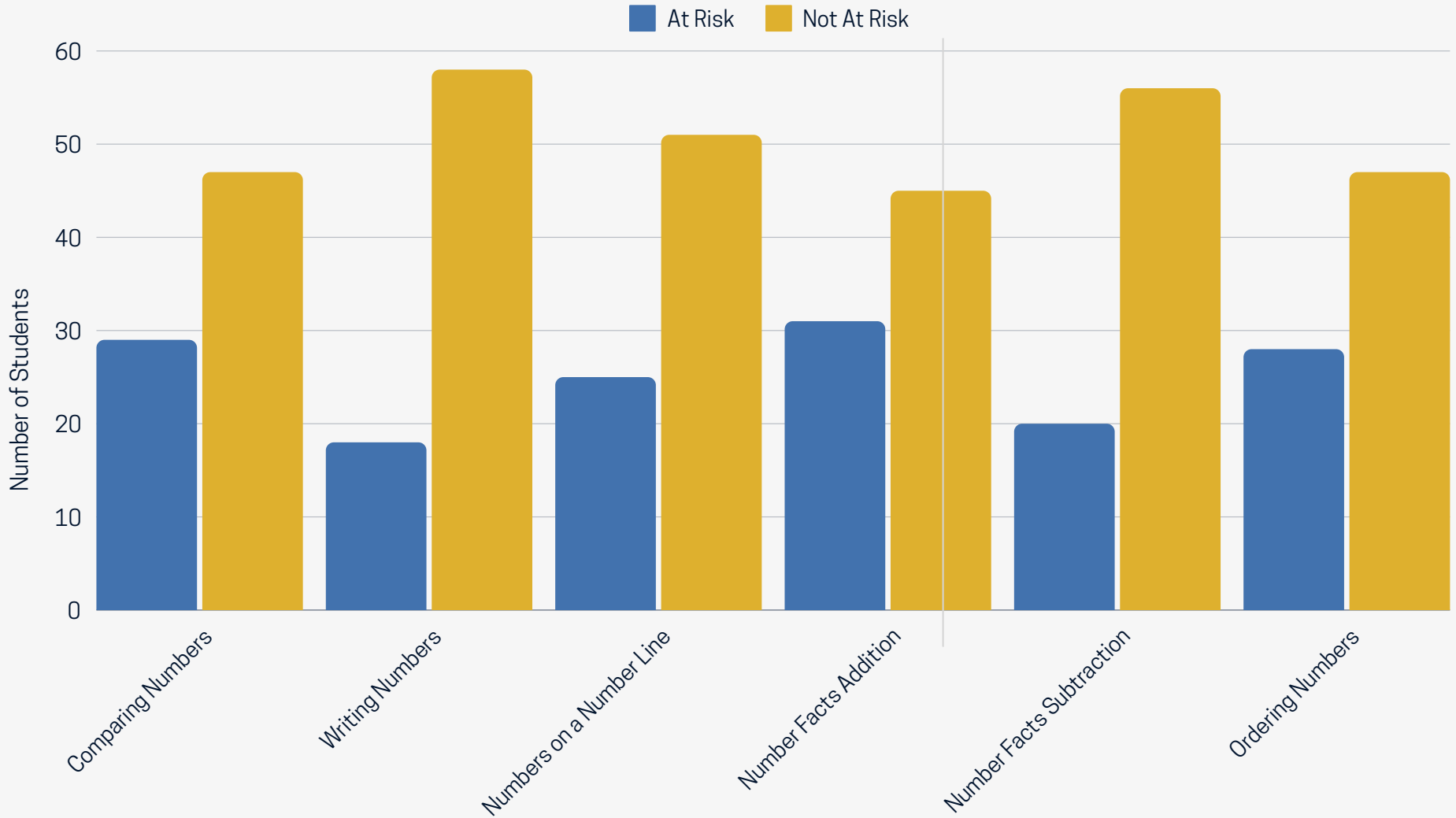
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>69% of students feel safe attending school in grade 4-6, 7% above Canadian norm (Our School)</p> <p>Student Sense of Belonging : 73% of gr 4-6 students reported a high sense of belonging (Our School)</p> <p>88.5% Parent involvement (AERR Fall)</p> <p>87% agree the school has appropriate supports (AERR Fall Data)</p> <p>Variety of programming (CRM, Regulated Classroom, Leader in Me, Colour My Conversation) offered in a coherent and synergistic way</p>	<p>5% of students considered "At Risk" for poor attendance, in the Spring (PS data).</p> <p>Stakeholder Information: The 2023/2024 Parent Council held 6 members. The 2023/2024 Friends of Ravens Society held 6 members.</p> <p>74% of students feel interested and motivated in school vs 78% nationally (Our School)</p> <p>Sept 2023- April 2024 56 Parents have volunteered their time for the school. This is steadily increasing.</p>	<p>All staff to be trained in Regulated Classroom strategies in Fall 2025.</p> <p>Use CRM model to develop and share inclusive classroom strategies during staff collaborative time.</p> <p>Community supports such as FSCD, Tourettes Society, etc.. to explain their programming and available resources.</p> <p>Finding ways to further connect students to curricular content (Develop a list of student interest)</p>	<p>In an effort to create a more meaningful inclusive environment we will create more diverse collection of resources and shared strategies to better represent our school demographics. We will utilize shared spaces (Resource Room, Sensory Room) in order to support students on modified programming.</p> <p>Have parent council open house for prospective council and society candidates at the end of this year and during welcome back event at the beginning of next year. Increase amount of parents involved with students in younger grades to promote longevity of members.</p> <p>Advertising and release of monthly meetings and agenda need to be a week in advance at minimum.</p> <p>Continue to advertise benefits of Council/Society and contribution towards the school of members in newsletters and social media posts.</p> <p>Regular implementation of Regulated Classroom.</p> <p>Committee for meaningful inclusion for students on completely modified programs. Autism Society to have 1-1 sessions with families to connect with community supports.</p> <p>Continued commitment to DEI training and implementation strategies for staff.</p>	<p>Increase in student attendance (decrease 'At-Risk' Attendance to 3%).</p> <p>Increase in parent/family attendance at school functions</p> <p>Anecdotal feedback as well as updated information from fall Our School Survey and AERR survey.</p> <p>Decreased Resource Team use for daily interventions for at risk students.</p>	<p>Students feel welcomed, supported and valued, which will result in increase in attendance, academics, and positive social interactions. By attaining 78% of students feeling safe at school.</p> <p>Increase in members of Parent Council, Friends of Raven Society and volunteer. 10 representatives would be ideal.</p>

GRADE 1 NUMERACY DATA

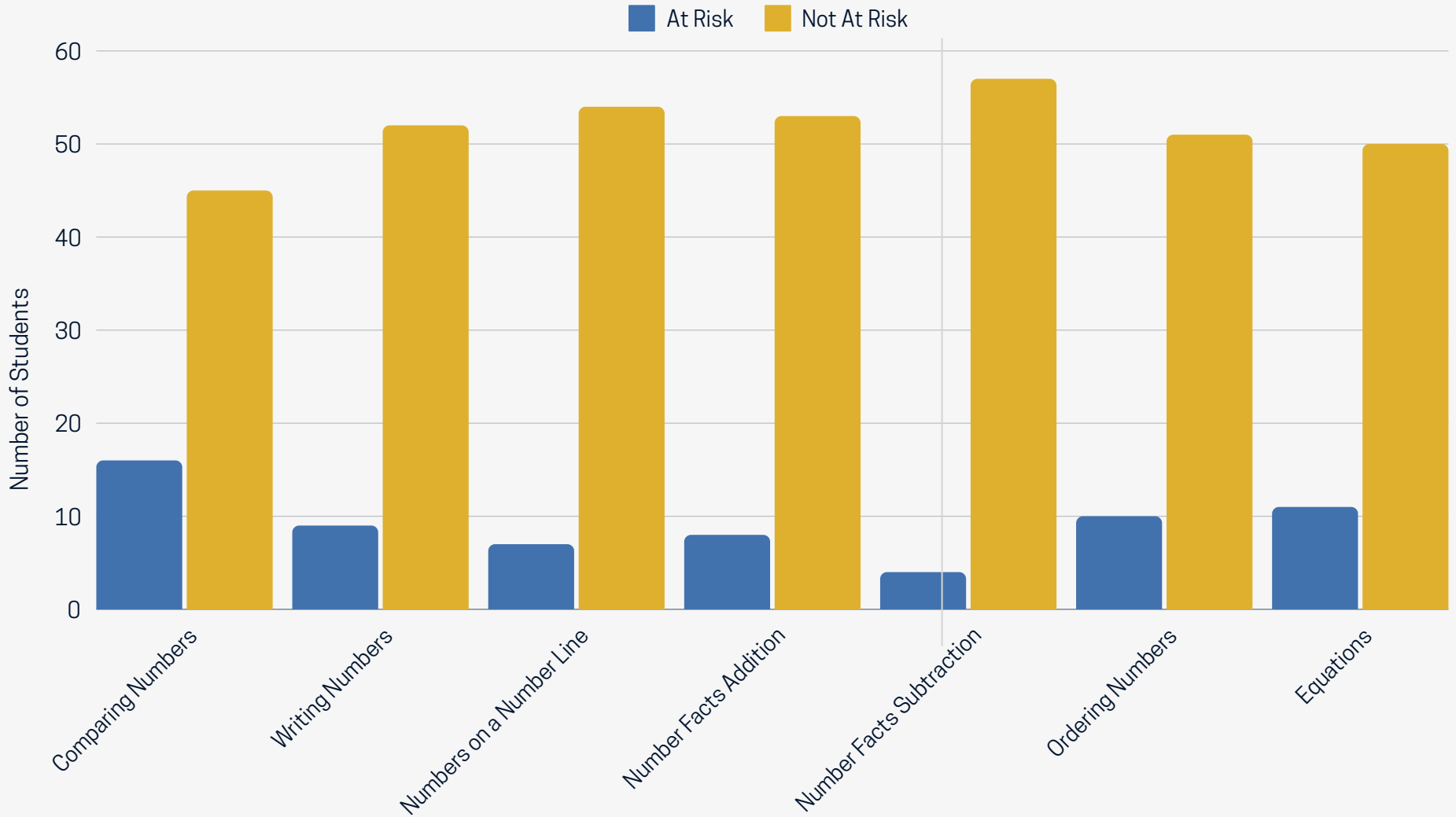
WINTER 2024



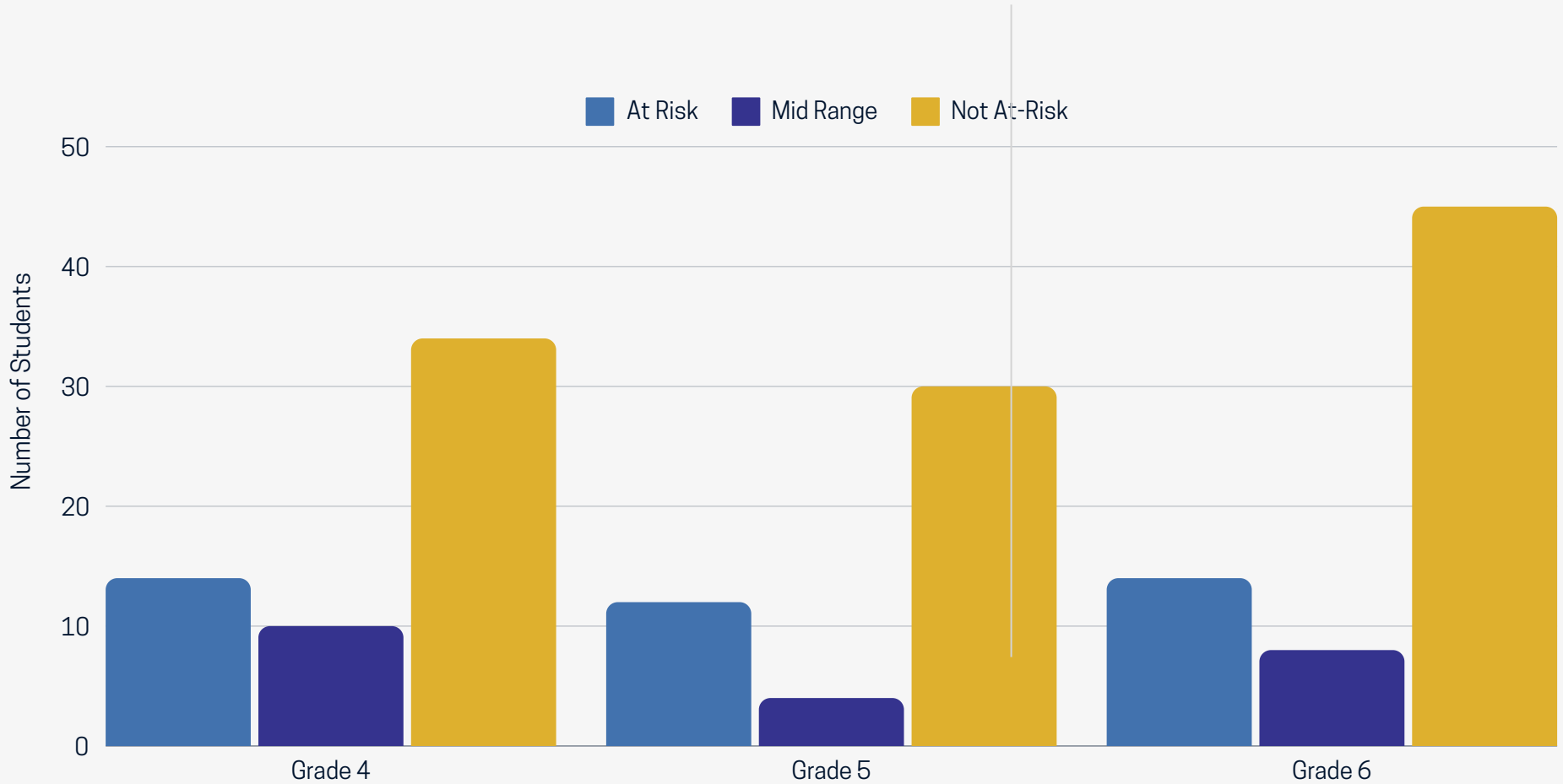
GRADE 2 FALL NUMERACY DATA



GRADE 3 FALL NUMERACY DATA

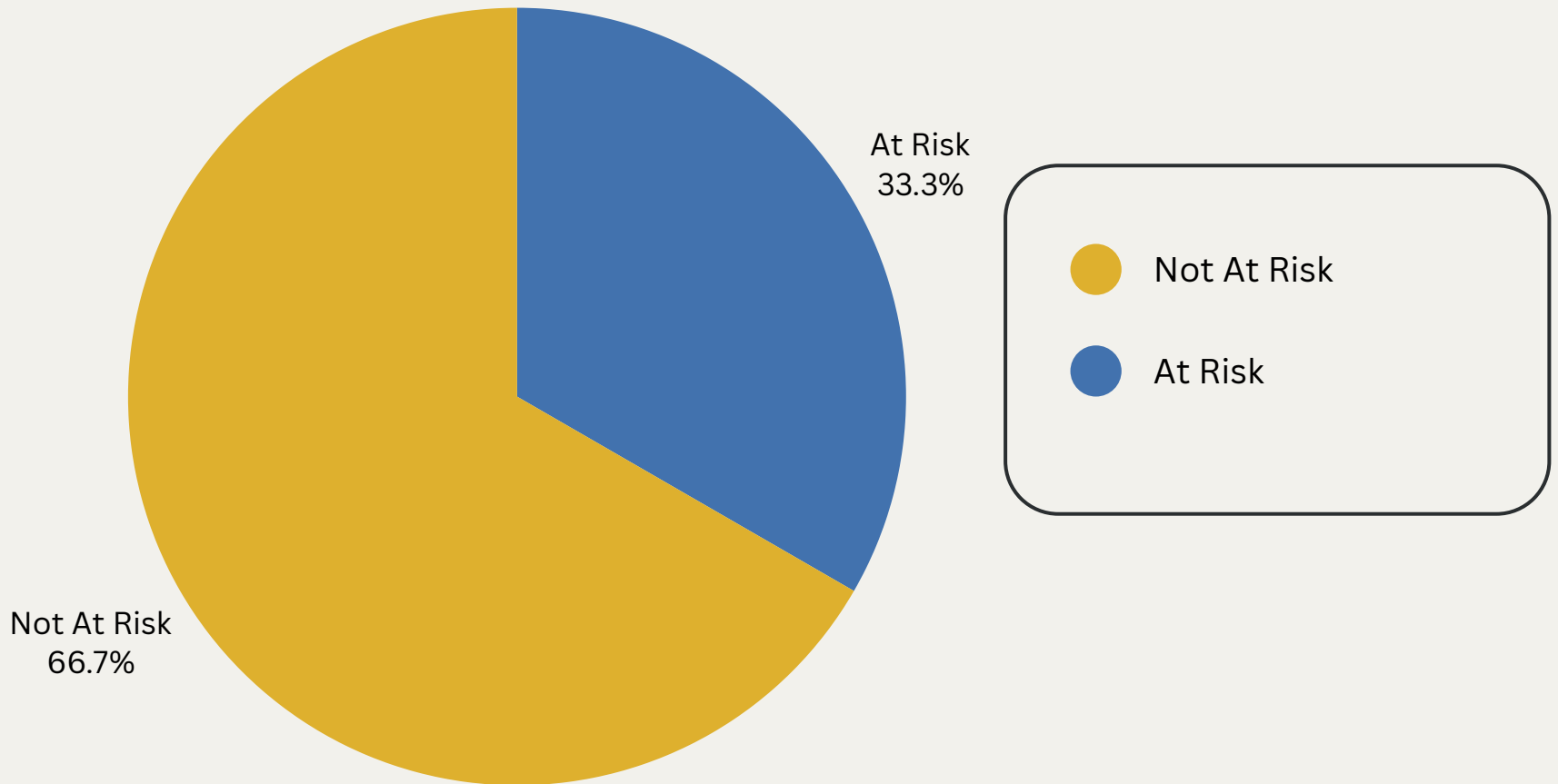


GRADE 4 -6 ELK ISLAND MATH ASSESSMENT FALL 2023



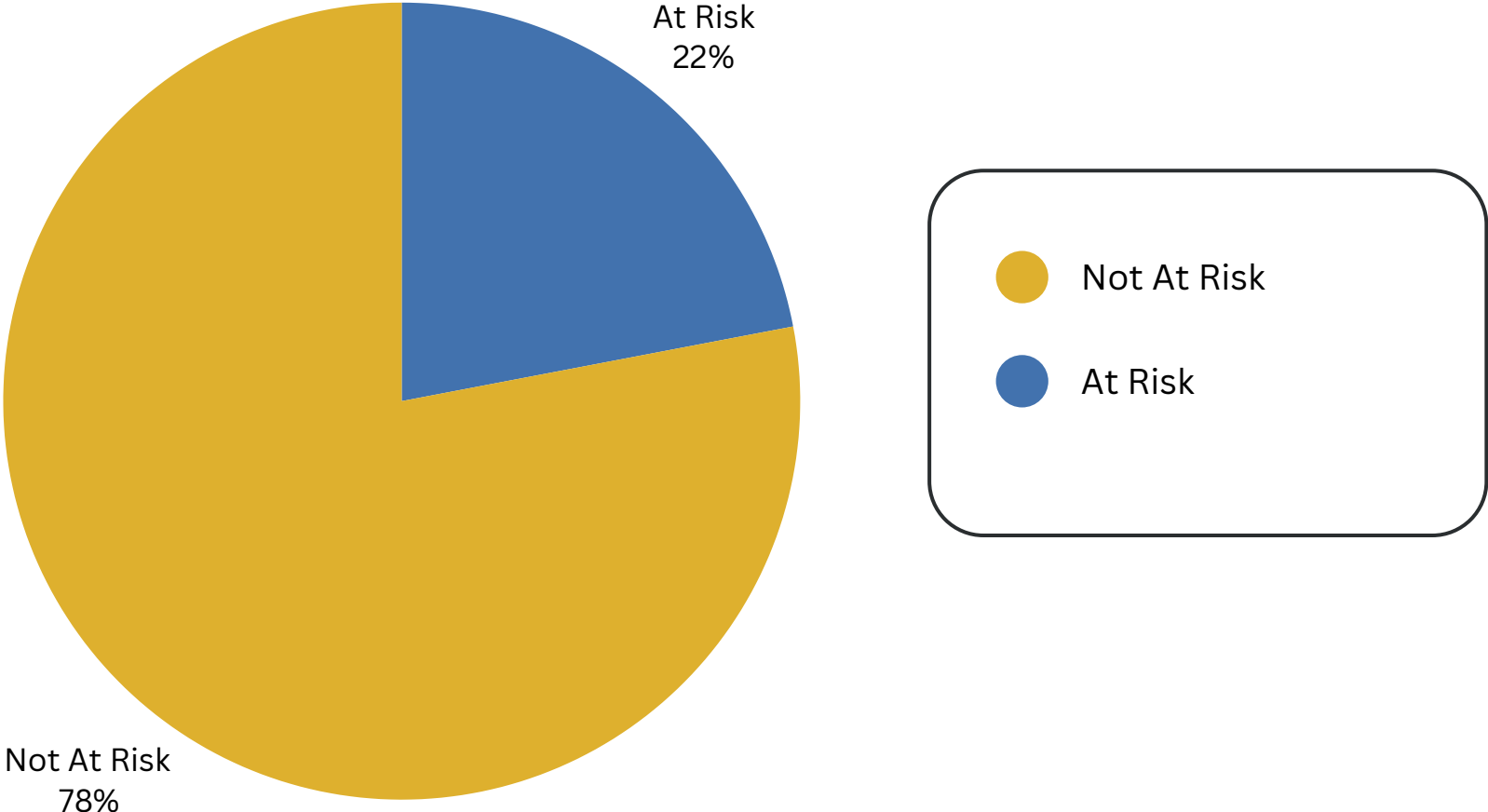
GRADE 1 LITERACY DATA

WINTER 2024

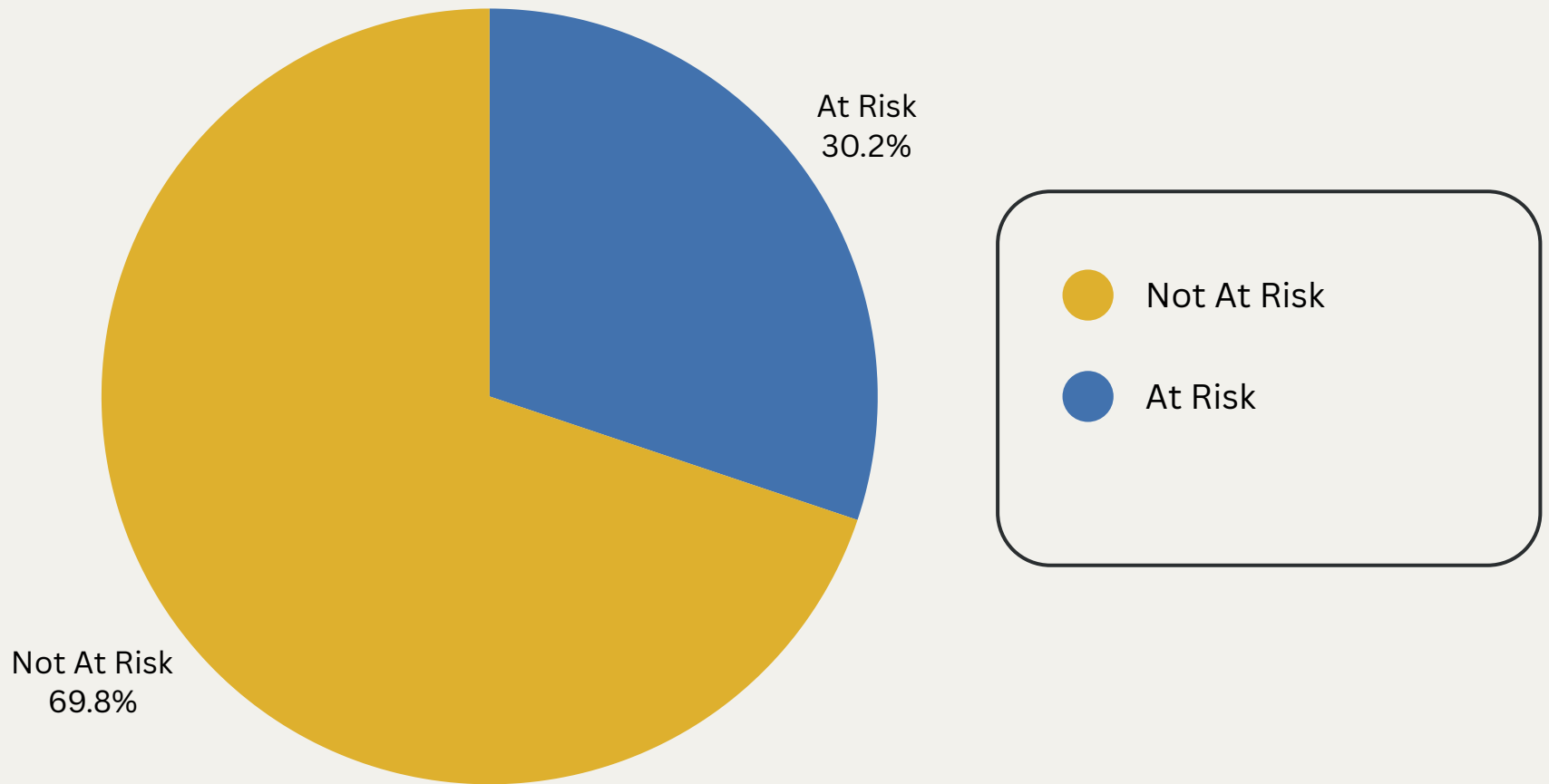


GRADE 2 & 3 LITERACY

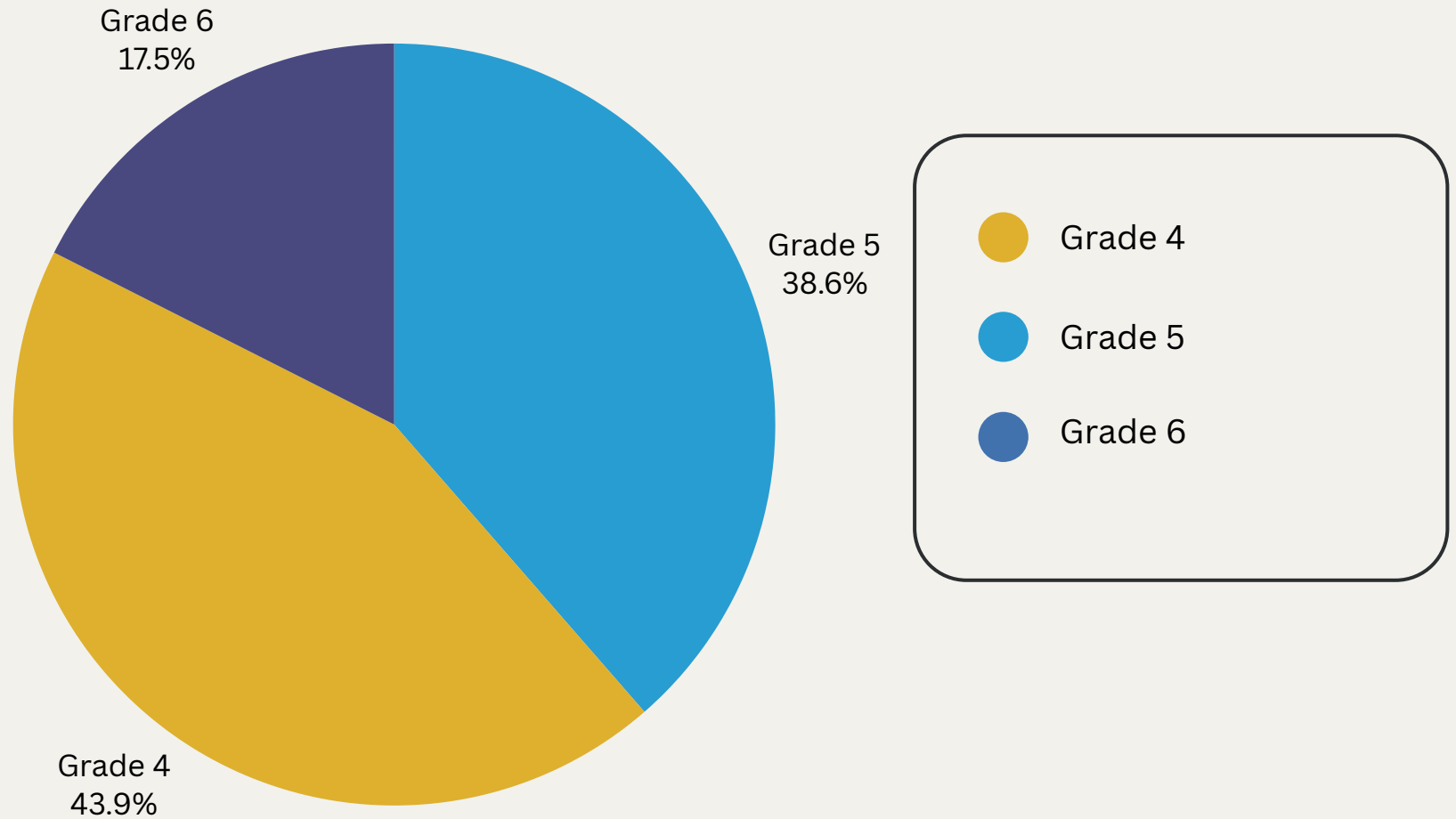
FALL 2023



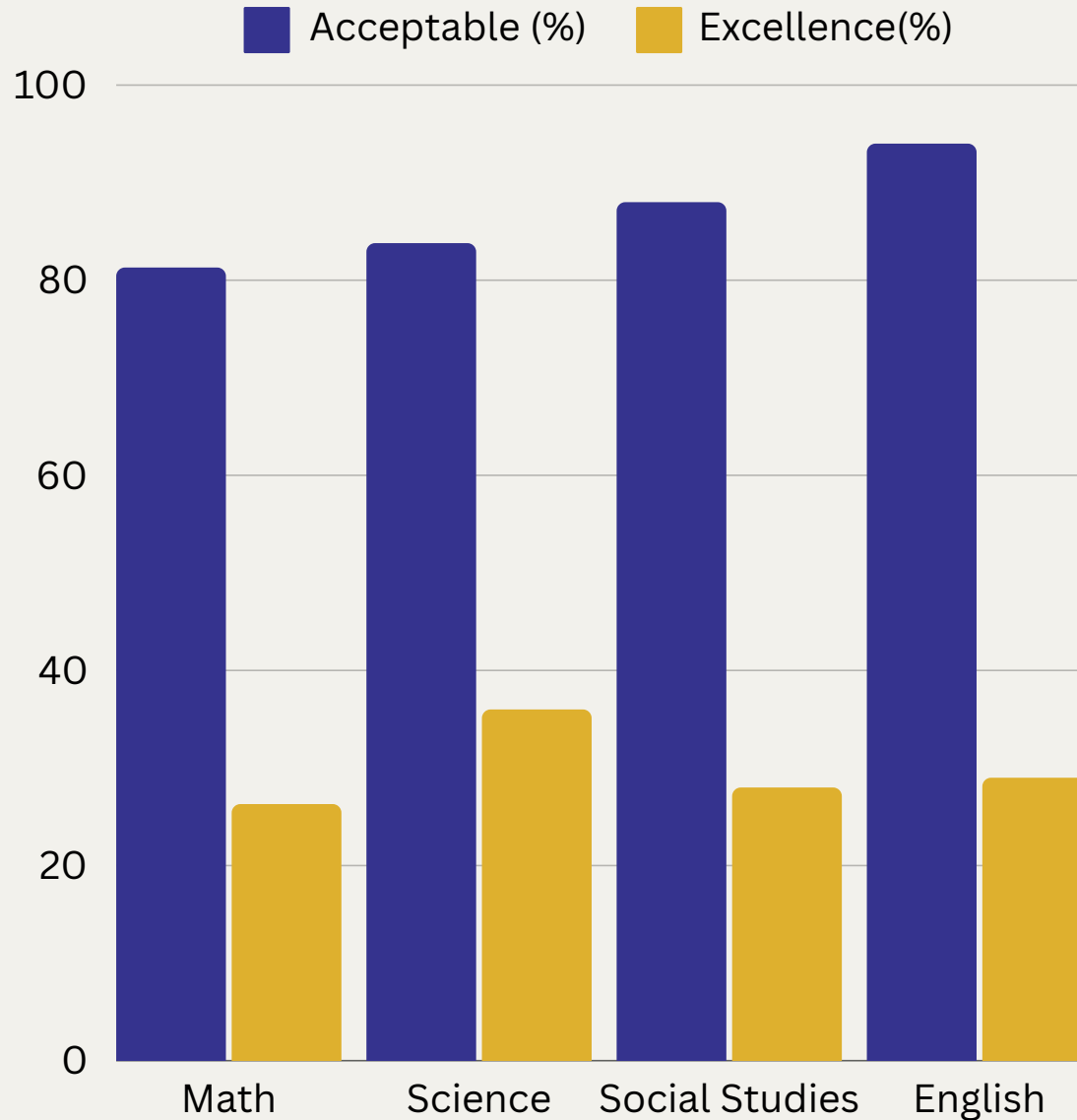
GR 4-6 LITERACY DATA FALL 2023



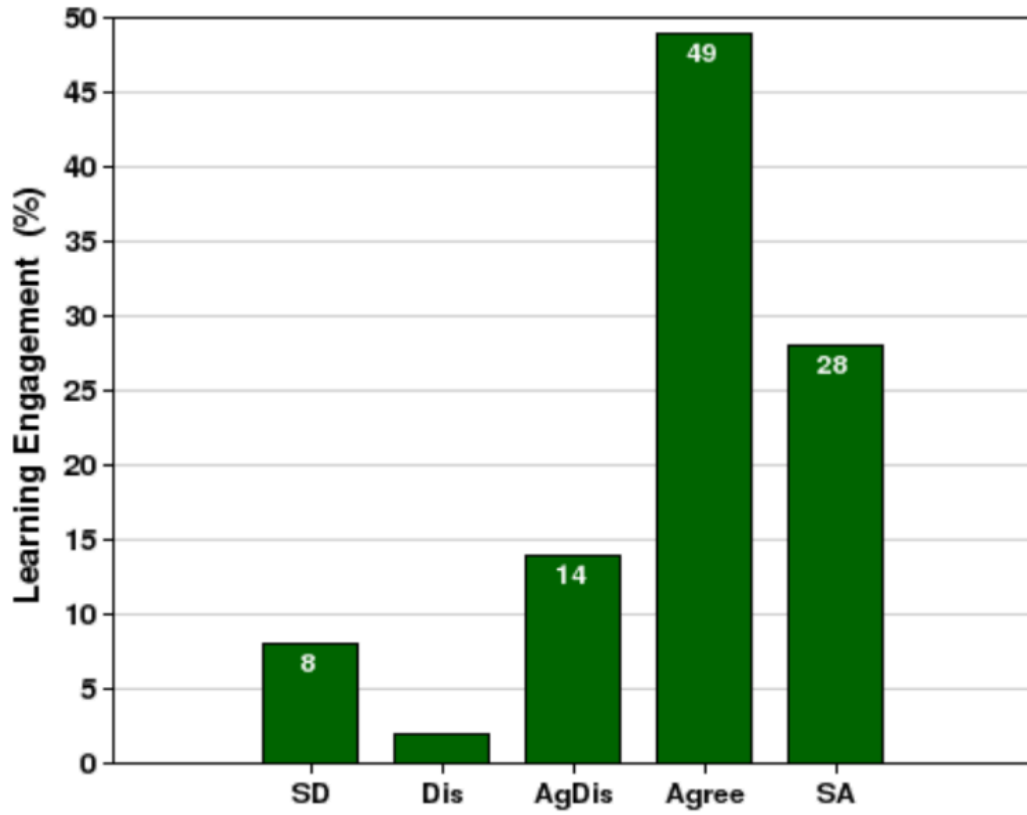
AT-RISK BY GRADE LITERACY DATA



GR 6 PAT DATA SPRING 2023

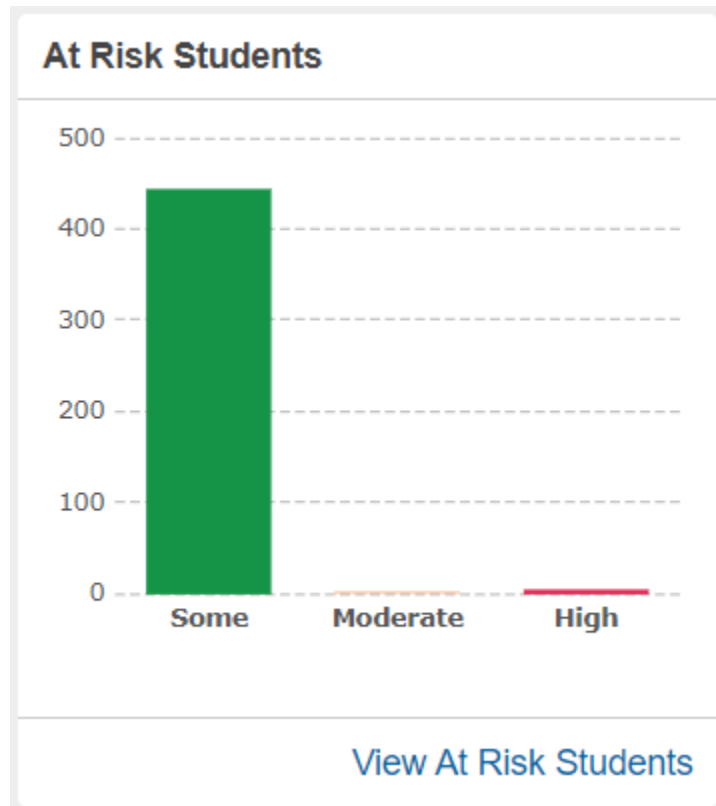


Learning Engagement



Our School Survey

Students At Risk for Attendance

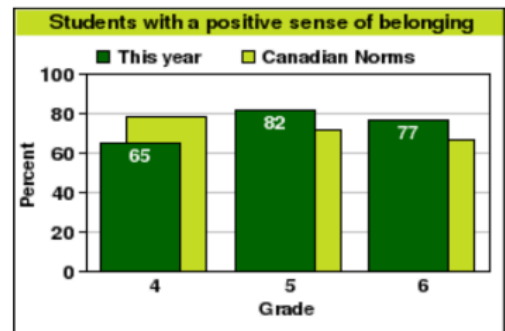


PowerSchool SIS Data, April 2024

Students with a positive sense of belonging

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

- 73% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 73% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.

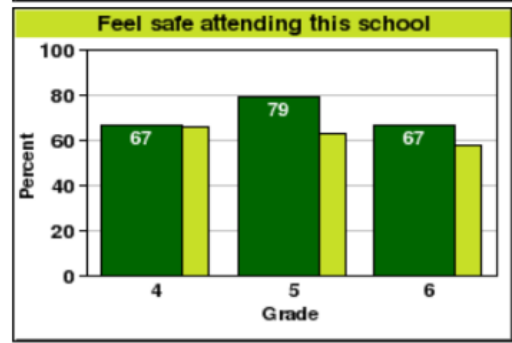


Our School Survey, Spring 2024

Feel safe attending this school

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

- 69% of students felt safe attending the school; the Canadian norm for these grades is 62%.
- 77% of the girls and 65% of the boys felt safe attending the school. The Canadian norm for girls is 63% and for boys is 62%.

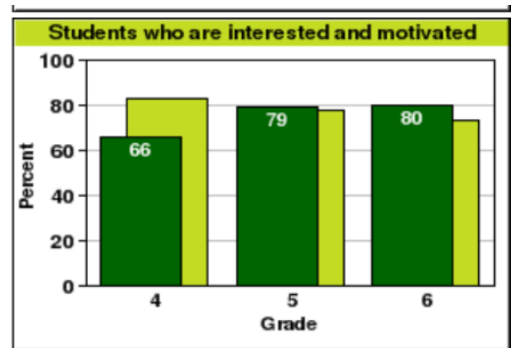


Our School Survey, Spring 2024

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 74% of students in this school were interested and motivated; the Canadian norm for these grades is 78%.
- 78% of the girls and 73% of the boys in this school were interested and motivated. The Canadian norm for girls is 80% and for boys is 76%.



Our School Survey, Spring 2024

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	Student Learning Engagement	89.7	84.3	84.3	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	85.9	88.1	89.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	87.7	86.8	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	28.4	34.0	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.8	90.7	93.5	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	89.3	89.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	87.0	77.8	77.8	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	88.5	65.0	77.3	79.1	78.8	80.3	Very High	Improved	Excellent

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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1765 Walter & Gladys Hill Public School (FNMI)

Assurance Domain	Measure	Walter & Gladys Hill Public Sc (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
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Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1765 Walter & Gladys Hill Public School (EAL)

Assurance Domain	Measure	Walter & Gladys Hill Public Sc (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	82.1	90.9	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	PAT: Excellence	23.1	36.4	n/a	12.2	13.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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- 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.

B.4 Safe and Caring

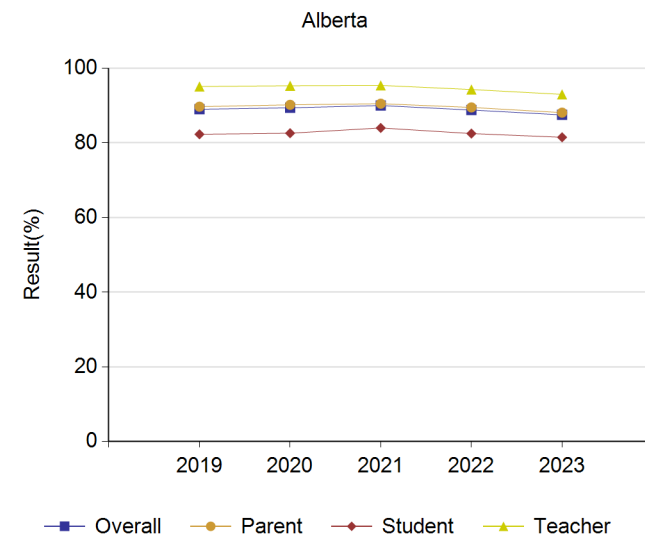
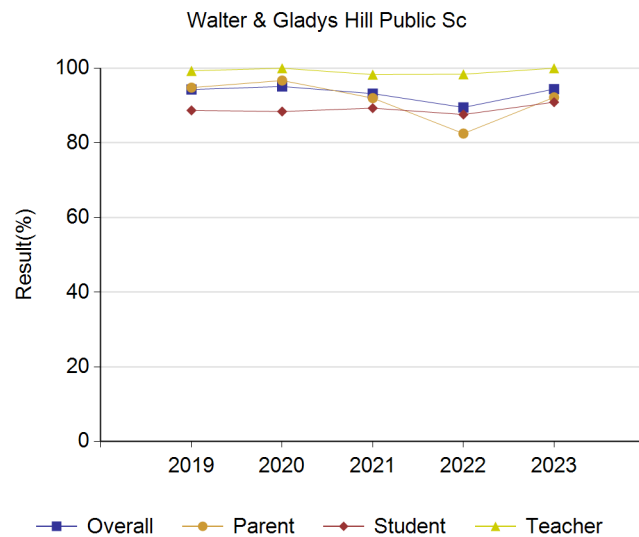
Measure History

School: 1765 Walter & Gladys Hill Public School

Province: Alberta

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.

	Walter & Gladys Hill Public Sc										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	244	94.3	102	95.1	138	93.2	201	89.5	81	94.4	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	27	94.8	25	96.7	23	92.0	8	82.5	13	92.2	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	188	88.7	49	88.4	91	89.3	166	87.6	46	90.9	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	29	99.3	28	100.0	24	98.3	27	98.4	22	100.0	Very High	Maintained	Excellent	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Governance

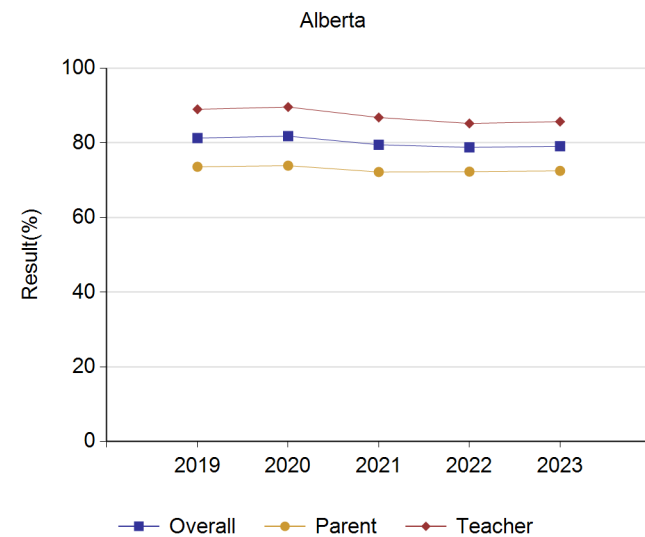
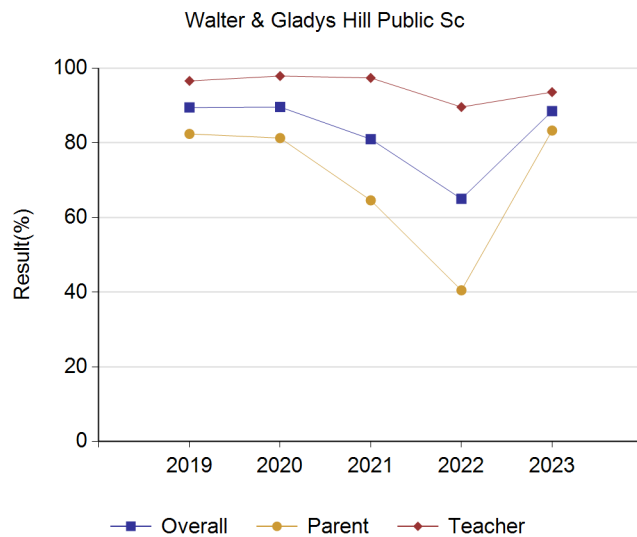
C.1 Parental Involvement - Measure History

School: 1765 Walter & Gladys Hill Public School

Province: Alberta

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

	Walter & Gladys Hill Public Sc										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	55	89.5	53	89.6	47	81.0	35	65.0	35	88.5	Very High	Improved	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	26	82.4	25	81.3	23	64.6	8	40.5	13	83.3	Very High	Improved	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	29	96.6	28	97.9	24	97.4	27	89.6	22	93.6	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Learning Supports

H.1 Access to Supports and Services - Measure History

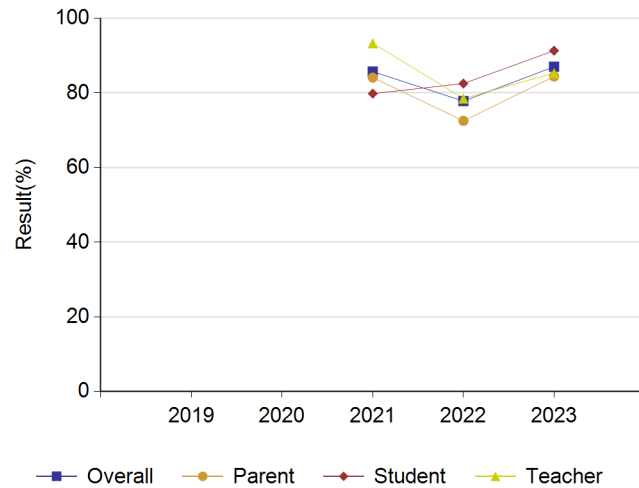
School: 1765 Walter & Gladys Hill Public School

Province: Alberta

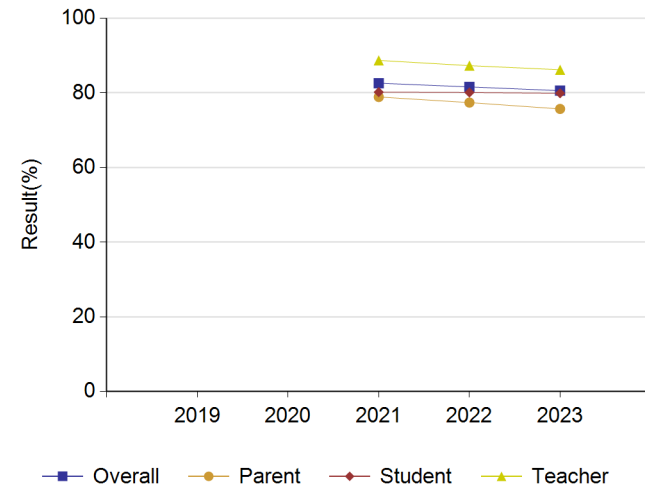
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Walter & Gladys Hill Public Sc										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	138	85.7	200	77.8	81	87.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	23	84.1	8	72.5	13	84.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	91	79.8	165	82.5	46	91.3	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	24	93.3	27	78.5	22	85.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Walter & Gladys Hill Public Sc



Alberta



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.