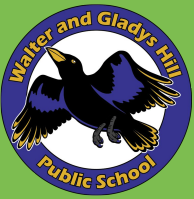


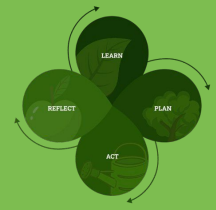
**Alberta Education Results Report
for Walter and Gladys Hill Public School
Principal Thomas Andrews and Vice Principal Matthew Shewchuk
Fall 2024**



Walter and Gladys Hill Public School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



On behalf of Walter & Gladys Hill Public School, I am pleased to present our annual education results. Over the past nine years since our opening in 2014, our primary and elementary school has built a strong reputation in the Eagle Ridge area for both academic excellence and extracurricular success. Originally starting with 414 students, we now serve 533 students from the Early Childhood Development Program to Grade Six, supported by a committed team of 61 staff members, including 31 educational assistants who play a crucial role in meeting the needs of our neurodiverse students.

Our school community embodies our vision of empowering lifelong learners and inspiring creative minds. We are also working to increase the integration of Leader In Me programming as a cornerstone of our culture, further enhancing our students' social and emotional development. Alongside this, our initiatives in Apple Schools, Multi-Sport PEAK Athletics, and Reggio-inspired classrooms provide varied opportunities that contribute to a well-rounded educational experience.

The mission of Walter & Gladys Hill is to develop engaged 21st-century learners who grow as ethical, global citizens. By fostering collaboration, inquiry, and entrepreneurial thinking, we prepare students to make meaningful contributions to society. Our commitment to diversity and inclusion is reflected in our Mandarin Education program for Grades 2-6 (temporarily on hold as we seek a new instructor), as well as our English Language Learner supports in partnership with the Multicultural Association of Wood Buffalo, and our numerous presentations and events that promote diversity.

Our active parent community, supported by the School Council and the Friends of Ravens Society, continues to play an invaluable role in extending our programming and strengthening the connection between home and school.

As we move forward with our new Vice Principal, Matthew Shewchuk, and our dedicated staff, we are excited to continue building on our successes. With ongoing engagement from our school community and partners, we are committed to another year of growth and achievement at Walter & Gladys Hill Public School.

Thank you for your ongoing support and guidance.

Sincerely,

Thomas Andrews

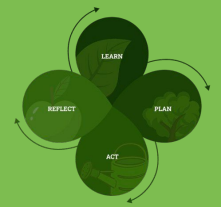
Principal, Walter & Gladys Hill Public School



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, as students have noted a concerns relating to feeling a sense of belonging and safety at school. Also we look to decrease the numbers of students considered at risk in numeracy and literacy.

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 such as 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 of visuals around the school to support 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

MOVING TO DESIRED OUTCOME

We hope to have maintained or improved in many areas of our AERR but also to have particularly improved in the support of our most at risk students. As we continue to demonstrate continuous learning and growth we hope that inspires our students to do the same. We have seen a big decline in our acceptable standard in PAT results, which we hope to get back in the right direction.





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: Previously 83%, has increased to 90% (AERR)</p> <p>Education Quality: 94%, vs 88% in the province (AERR)</p> <p>11% students identified with severe needs FES (56 students).</p> <p>24% EAL students FES (126 Students).</p> <p>28 FNMI students.</p> <p>Implementing new UFLI resources in Division 1, as well as continued use of literacy resources (Precision Reading, Jolly Phonics, Sentence a Day, Heggerty)</p>	<p>Down 2% in Excellence on PATs but still above province in Excellence, Down 13% in Acceptable but still above province (AERR).</p> <p>21% students at risk on CC3 in grades 2 & 3.</p> <p>25% (31) Grade 2 & 3 students identified at risk in numeracy.</p> <p>48% at risk in literacy in Gr 1 based on LeNS.</p> <p>33% of Gr. 4-6 students identified as at risk in fall literacy reading assessment.</p>	<p>Ensure all teachers and EAs trained in UFLI within all divisions.</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>Implementing new resources for digital literacy (Cyber Legends) and science (Mystery Science) to improve cross-curricular literacy and numeracy skills.</p>	<p>Literacy/ Numeracy interventions (Jessica) in Gr 2-6 and Early Learning teachers are paired up with Gr 1 classes for literacy/numeracy interventions.</p> <p>Visits from division numeracy and literacy coordinators regarding co-teaching and UFLI training for all. Structure interventions with Educational Assistants during unstructured time (options, gym, music, etc..).</p> <p>Grade 6 students identified Precision Reading Program.</p> <p>ELLA tutoring as available for grades 3-6.</p> <p>Leveled groups across classes for high needs interventions. Increase cross grade collaborations to keep consistency in expectations across grade levels.</p> <p>Intentionally allocate PLF time focused on grade group collaboration to implement new curriculum, literacy, and numeracy resources, as well as behavioural and socio-emotional learning support.</p> <p>Track at risk student programming (screeners, interventions) focus on new curriculum (Alberta POS) Implementation.</p> <p>Re-design of grade 6 enrichment time to emphasize more curricular outcomes.</p> <p>Reorganization of internal Google Drive for teachers to share curricular resources, materials, and best practices.</p>	<p>Staff meetings to discuss 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 bi-weekly to evaluate effectiveness of recommendations.</p> <p>Referrals for Executive Functioning teacher and behavioural support teacher to be made.</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



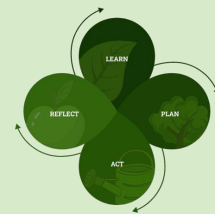
FMPSD PRIORITY AREA: 2. Maintain Safe and Caring Learning Environments and Supports

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>64% of students feel safe attending school in grade 4-6, 2% above Canadian norm, but boys are 6% below (Our School).</p> <p>Student Sense of Belonging : 72% of gr 4-6 students reported a high sense of belonging which is on par with the national average but our boys are 4% below (Our School.)</p> <p>87.6% Parent involvement (AERR).</p> <p>82.8% agree the school has appropriate supports (AERR).</p> <p>Variety of programming (CRM, Regulated Classroom, Leader in Me 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>73% 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 2024.</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>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>A reorganization of a shared Google Drive for teacher resources regarding curriculum materials, as well as materials focused on diversity, equity, inclusion, and belonging.</p> <p>Staff will continue to discuss, share, and participate in PD regarding regulated classroom, mindfulness exercises and colour my conversation. Staff will implement soft starts and restorative practices to continue to build strong relationships and positive classroom climates.</p> <p>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. Advertise monthly parent council and society meetings on social media, electronic sign, monthly newsletter, etc.</p> <p>Continue to advertise benefits of Council/Society and contribution towards the school of members in newsletters and social media posts.</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>Spring Our School Data will see our Grade 4 and 5 boys align with national averages.</p>	<p>Students feel welcomed, supported and valued, which will result in increase in attendance, academics, and positive social interactions.</p> <p>Increase in members of Parent Council, Friends of Ravens Society, and volunteers. 10 representative s would be ideal.</p>



Walter and Gladys Hill School
Assurance Measure Results Summary
Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



533 STUDENTS

24% English Language Learners
 25% Early Childhood Learners
 5% First Nations, Métis, Inuit
 11% Severe Disabilities



61 STAFF

23 ATA Employees
 37 CUPE Employees
 1 Out of Scope



PARENTS

84% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

58 Students 21 Teachers 17 Parents

STAKEHOLDER FEEDBACK

94% of stakeholders are satisfied with the overall quality of education at WGH.

93% of stakeholders agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.

88% of stakeholders are satisfied with parental involvement decisions about their child's education.

PROGRAM PRIORITIES

- ✓ Decrease at risk students based on numeracy screeners through targeted interventions and ongoing professional growth.
- ✓ Decrease at risk students based on literacy screeners through targeted interventions and ongoing professional growth.
- ✓ Improve division two students' sense of belonging through a focus on inclusion and peer relationships.

IMPROVEMENT AREAS

- ✧ Improvement #1
Increase acceptable standard on Grade 6 Social Studies PAT results by at least 8%.
- ✧ Improvement #2
Increase stakeholder agreement that programs for children at risk are easy to access and timely
- ✧ Improvement #3
Increase the percentage of students who feel safe and cared for at school by 4%.

2023-2024 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 83%
 2022-2023 School Result - 90%
 2023-2024 Provincial Result - 84%

CITIZENSHIP

2023-2024 School Result -84%
 2022-2023 School Result - 86%
 2023-2024 Provincial Result -79%

EDUCATION QUALITY

2023-2024 School Result - 94%
 2022-2023 School Result - 97%
 2023-2024 Provincial Result -88%

PARENTAL INVOLVEMENT

2023-2024 School Result - 88%
 2022-2023 School Result -89%
 2023-2024 Provincial Result - 80%

PAT EXCELLENCE

2023-2024 School Result - 26%
 2022-2023 School Result - 28%
 2023-2024 Provincial Result -20%

ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result -83%
 2022-2023 School Result - 87%
 2023-2024 Provincial Result - 80%

PAT ACCEPTABLE

2023-2024 School Result - 75%
 2022-2023 School Result - 88%
 2023-2024 Provincial Result - 69%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

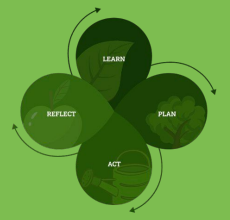
2023-2024 School Result - 89%
 2022-2023 School Result - 91%
 2023-2024 Provincial Result - 84%



Walter and Gladys Hill School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- We looked at data from our current AERR, Our School Survey (Spring 2024/Fall 2024) and our Literacy and Numeracy Screeners.

What did we learn about our students / staff strengths and needs?

STRENGTHS

- Our areas of strength were identified as Education Quality, Parental Involvement, Program of Studies, In-Service Jurisdiction Needs, Safe and Caring, and Work Preparation.

AREAS FOR GROWTH

- We need to focus on increasing support for our At Risk Students' Program of Studies and their satisfaction with Program Accessibility.
- With the roll out of the new curriculum there has become an increased need to focus on the implementation of numeracy and literacy in an effective manner which would include interventions, UFLI use, differentiated instruction, and targeted support strategies.
- We need to look to improve our results in the acceptable standard on the PAT.

What did we do during 2023-2024 (last year's PLF plan)?

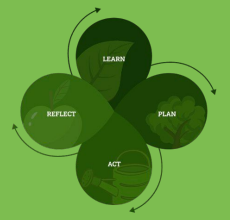
- We focused a lot of time on developing our competency in delivering interventions based on the results from our screeners in both Numeracy and Literacy.
- We increased our focus on approaching relationships and curricular implementation through a rounded DEI lens.
- We increased the inclusion of Leader in Me in our school by making it a regular focus in PLF time.



Walter and Gladys Hill School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

- We were 12% above the province in acceptable PAT score
- We were 14% above the province in our excellence on PAT score

FIRST NATIONS, MÉTIS, INUIT

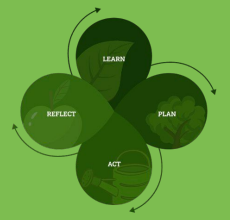
- The data is not showing currently because we had fewer than the required 6 students (we did have 4 FNMI students write)

What do we need to work at - the goals of our 2024-2025 education plan?

- We need to continue on to develop our knowledge and understanding in DEI instructions. Including Neurodiverse students.
- Increased focus on Leader in Me presence in our school.
- We need to focus on increasing support for our At Risk Students' Program of Studies and their satisfaction with Program Accessibility.
- Focus on furthering our understanding of the new curriculum, particularly in Numeracy and Literacy.
- Increase the level of acceptable standard on our PAT to be back in line with our historical context.

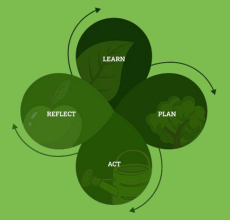


SCHOOL NAME
SUPPORTING DATA
Doing What's Best for Kids



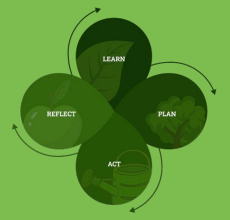
Supporting Data Specific to School Desired Outcomes/Goals

1. Numeracy Data
2. Literacy Data
3. AERR Summary Page
4. Our School Data Spring 2024
5. Our School Data Fall 2024



2024 Fall Numeracy Data

September 2024						
	Total Assessed	Grade 1 At-Risk	Total Assessed	Grade 2 At-Risk	Total Assessed	Grade 3 At-Risk
Walter & Gladys Hill	74	27%	62	26%	75	24%
September 2024 - Elk Island Math Assessment						
	Total Grade 4 Student s	Grade 4 At-Risk Percentage	Total Grade 5 Student s	Grade 5 At-Risk Percentage	Total Grade 6 Student s	Grade 6 At-Risk Percentage
Walter & Gladys Hill	63	32%	53	32%	50	34%



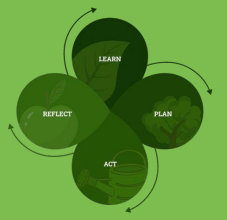
2024 FALL LITERACY DATA

Grade	Assessment Name	Fall 2024		
		Total Assessed	Total At Risk	Percentage At Risk
K	LeNS LeNS CC3 CC3	-	-	-
1	Comprehension	75	36	48.0%
2	Maze	62	14	22.6%
3	Comprehension	75	14	18.7%
4	Maze	67	30	44.8%
5	Comprehension	62	25	40.3%
6	Maze	52	22	42.3%



SUPPORTING DATA

Doing What's Best for Kids



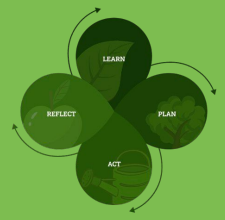
FALL 2024 AERR DATA

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 Learning Engagement	83.4	89.7	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
Citizenship	84.2	85.9	87.0	79.4	80.3	80.9	Very High	Maintained	Excellent
3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
PAT6: Acceptable	75.0	87.7	87.7	68.5	66.2	66.2	Intermediate	Declined Significantly	Issue
PAT6: Excellence	26.4	28.4	28.4	19.8	18.0	18.0	High	Maintained	Good
PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Education Quality	93.5	96.8	93.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCORSE)	89.2	91.4	90.3	84.0	84.7	85.4	n/a	Maintained	n/a
Access to Supports and Services	82.8	87.0	82.4	79.9	80.6	81.1	n/a	Maintained	n/a
Parental Involvement	87.6	88.5	76.8	79.5	79.1	78.9	Very High	Improved	Excellent



SUPPORTING DATA

Doing What's Best for Kids

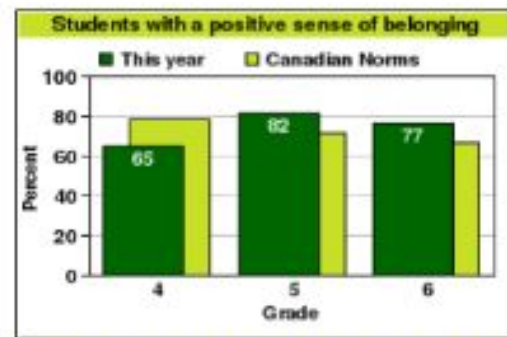


Spring 2024 OUR SCHOOL DATA

Students with a positive sense of belonging

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

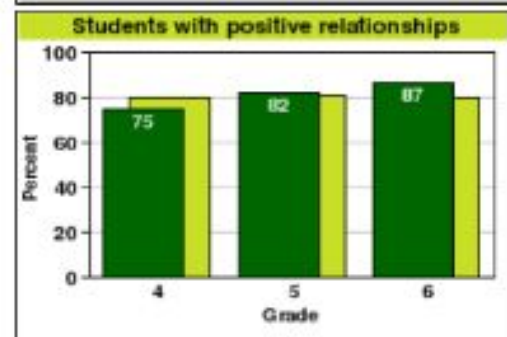
- 73% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 73% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.



Students with positive relationships

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

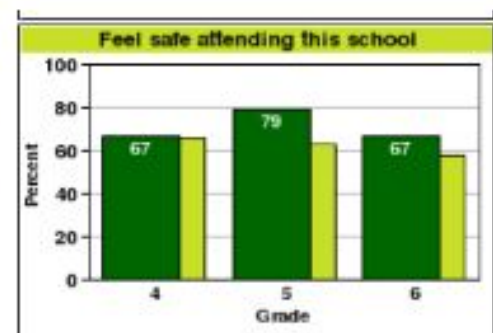
- In this school, 81% of students had positive relationships; the Canadian norm for these grades is 80%.
- 83% of the girls and 80% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.

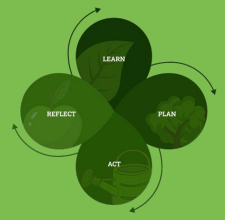


Feel safe attending this school

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%.



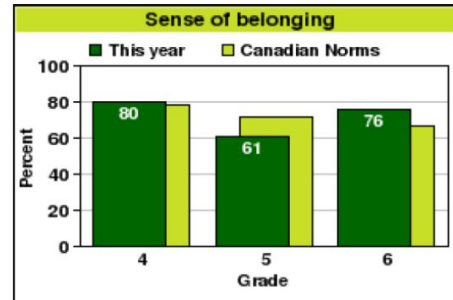


FALL 2024 OUR SCHOOL DATA

Sense of belonging

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

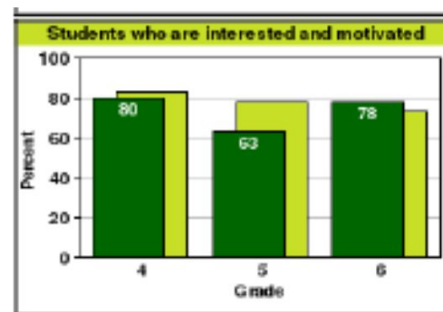
- 72% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 75% of the girls and 71% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.



Students who are interested and motivated

Students who are interested and motivated in their learning.

- 73% of students in this school were interested and motivated; the Canadian norm for these grades is 78%.
- 75% 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%.



Students who feel safe at school

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

- 64% of students felt safe attending the school; the Canadian norm for these grades is 62%.
- 75% of the girls and 57% of the boys felt safe attending the school. The Canadian norm for girls is 63% and for boys is 62%.

