



Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

Hillhurst School

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Hillhurst School is a dynamic, inner-city learning community. It is home to over 300 students in the 2024 – 2025 school year. Our population has grown significantly over the past 2 years. Hillhurst is also home to 5 GATE (Gifted and Talented Education) specialized classes for North Calgary.

Learning Excellence:

The data from the Provincial screening tools indicate that our students in Grades 1- 4 have, or develop, strong foundational literacy skills throughout and between their early school years. Of the students who meet the 'at-risk' criteria based on Provincial norms, a good percentage of them are gaining the skills they need through instructional interventions. There is, however, a percentage of students who are remaining 'at-risk' for both literacy and numeracy skills, despite intervention. These students' needs are considered through targeted, specialized supports within school and system supports.

Hillhurst School report card data continues to indicate strong literacy and mathematics achievement. When considering the report card stem 'reads to explore and understand', 83.3% of Hillhurst students are achieving beyond or significantly beyond a basic level ('good' or 'excellent'). The standard of excellence in relation to this report card outcome stands at approximately 37% as of June 2024.



Report Card Stem	% of students achieving 'good' or 'excellent'	Standard of Excellence (%)
Reads to explore and understand	83.3%	36.5%

The same is true for the report card stem 'writes to express information and ideas', where approximately 76% of students in grades 1 through 6 are achieving beyond a basic level ('good' or 'excellent'). The standard of excellence as of June 2024 stands at approximately 23% of students.

Report Card Stem	% of students achieving 'good' or 'excellent'	Standard of Excellence (%)
Writes to express information and ideas	75.6 %	22.6%

There was a slight decrease of students achieving an indicator of 3 or 4 between June 2023 and June 2024. Student level of achievement is solid, and above cohorts of their peers in Area 7. That said, there remains a relative gap between Hillhurst students' achievement in writing when compared to reading outcomes.

In mathematics, the vast majority of students are strong mathematicians, throughout all grades, achieving indicators of 3 or 4 on their report cards.

Report Card Stem	% of students achieving 'good' or 'excellent'	% Standard of Excellence
Understands number, patterns and algebra	84%	46.2%
Understands measurement, geometry and statistics	83.7%	42.4%

It is interesting to note that the percentage of students who may receive an 'at-risk' result on a provincial Numeracy screener in their early years, likely do not continue to achieve below an acceptable standard in mathematics based on Provincial Mathematics curriculum and programming.

When compared with both reading and mathematics achievement, a relative (though small), gap exists in relation to how students write to express information and ideas, and achieving beyond a basic level. This year, we will focus on building students' writing engagement, sense of purpose as a writer, and students' personal sense of voice and agency in their written work.

Based on the 2024 Provincial Achievement Test, there was a slight decline in the standard of excellence in Social Studies. This decline must be considered in relation to a 3-year rolling average, and comparison of writing cohort size in order to ascertain whether it is truly an ongoing downward trend.





Grade 6 Provincial Achievement Tests (Social Studies and Science)

PAT 2023-2024	Acceptable Standard	Excellence Standard	Overall Acceptable Standard
Social Studies	52.3%	31%	83.3%
Science	26.8%	53.7%	80.5%

Only Grade 6 students write Provincial Achievement Tests at Hillhurst. Because we are a smaller school, the cohort of students writing PATs is very small, potentially impacting the ability to extrapolate larger trends from year to year depending on how many students are writing the exam. For example, the standard of excellence at Hillhurst in the 2023-2024 Social Studies PAT has declined from the previous years' standard, but a similar decline was noticed across all schools in the province last school year. Next year's School Improvement Results Report will allow us to position this year's results in relation to a three average.

Provincial Achievement Tests in English Language Arts and Literature, and Mathematics were not administered across the Province due to new curriculum implementation.

Well-Being

On the Provincial Alberta Education Assurance Measures, students, teachers and families report similar perspectives across domains. Parental support and involvement measures remain high, as does the perception of the overall quality of education opportunities and supports.

Student perception data, based on OurSCHOOL survey, CBE student survey, and local perception data gathering indicate that overall, students are happy to come to school, feel as though they belong to a safe and caring school environment, and are developing the skills and competencies they need to succeed in life and ongoing learning.

Survey Questions of Note	Overall Agreement
My teachers care about me	98.75%
I feel welcome at school	84.44%
There is at least one adult at school who I really connect with	80.28%
I feel like I belong at school	76.33%
I feel accepted by peers	77.38%
Making friends is easy for me	71.01%





Indicators and measures, when understood in relation to all perception surveys, indicate that while strong overall, there is room for improvement in relation to students' overall sense of connection and belonging, sense of personal and peer levels of regulation, and students' sense that their personal story is reflected in their school community. As such, a school wide focus on belonging and identity will continue.

Truth & Reconciliation, Diversity, and Inclusion

Active and authentic commitment to Truth and Reconciliation through education is a foundational aspect of our learning community. Understanding the story of each child and their families is critical to ensuring both academic success and student well-being. The Student Learning Team at Hillhurst meets regularly to learn about each child's strengths and next steps in learning. Student voice and agency is encouraged, and lives in the tasks that teachers design for students. Ongoing connection and relationships with families help ensure that each child has a team of adults who care and support them.

Here are some examples of how this commitment lived in our building last year:

- Ongoing exploration and learning related to the CBE Holistic Lifelong Learning Framework: Mind to Know, Spirit to Be, Heart to Belong, Body to Do (see below for 2024/25 plan)
- Diversity and Inclusion PLC met 5 times throughout the year to assess school-wide student needs and supports
- Hillhurst Calendar created to acknowledge, honour, reflect and celebrate events and moments important to students and families
- Individual acknowledgments of the land were created by staff, and shared with students; students created their own land acknowledgments
- Monthly Parliament Days – 'Parliament' refers to a gathering of owls. On these days, students gathered in cross grade groups to engage in learning on and from the land
- Student Leadership: voice and choice
- Recess Student Leaders: supporting positive play and inclusion
- Lunch Student Leaders: supporting cross grade connections over lunch and outside
- Daily Smudge
- 81 families responded to Diversity and Inclusion Survey to provide data related to important events and celebrations, staff incorporated this information into their daily, weekly and monthly calendars
- From this focus, a Hillhurst book was published 'Family Stories: Hibou's Recipes'

Using the CBE Holistic Lifelong Learning Framework, staff and students will investigate and pursue the following questions:

Spirit to Be:

- Who am I?





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

- What do you like about yourself?
- What do we need to know about who you are to support you?
- What are your strengths?
- What is important to you?
- When do you feel proud?
- How do you recognize the need to be empathetic towards others?

Heart to Belong:

- Who are the important people in your life?
- What makes you feel like you belong? Where do you belong?
- How can you be a good citizen?
- How would you like to be represented in our community?
- What makes you feel safe? Who are your trusted people at school?

Body to Do:

- What is your story?
- Where do you take risks?
- What makes you try again when you feel like giving up?
- What would you like adults to do to help you learn?
- How do you know when you feel happy, calm, sad, angry, etc.?

Mind to Know:

- What are you curious about?
- What tools might help you learn?
- What are you working towards?
- How can you be a leader? When do you get to lead?
- Where do you embrace collaboration and independence?

We remain committed to ensuring these processes and structures will continue this year, and will continue to foster authentic relationships between students, families, staff and community.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve

Outcome:

Students will write to express ideas for the purpose of composing personalized narratives (purpose, writing craft, and text structure)

Outcome:

Students will explore and extend personal sense of identity through writing, using intentional application of skills and processes

Outcome Measures

- *ELAL Report Card data: Writes to express information and ideas*
- *School-wide benchmarking for writing tasks (November, March, June)*
- *Survey Data: OurSCHOOL, CBE Student Survey, AEAMS*

Data for Monitoring Progress

- *PLC: structures/processes will gather data based on student work samples with analysis of writing purpose, voice, craft, and text structure to plan for next steps in learning*
- *Assessment: calibration (team and school wide based on common writing tasks). Data will be gathered based on common prompts and/or questions, to track writing progressions over time (student writing portfolios)*
- *Common Criteria based on writing craft and text structure / Common feedback framework (celebration, extend language, extend form/function, next step). Data will include how teacher feedback impacts student progress*
- *Strategic administration of school-based student perception surveys that connect both writing and well-being (3 local surveys in addition to formal CBE/Provincial Surveys)*

Learning Excellence Actions

- *Utilize high impact strategies to explicitly teach and support planning, idea development, organization*
- *Consistently use and reference mentor texts, writing exemplars and success criteria*
- *Utilize consistent, specific and timely formative assessment practices to enhance writing*
- *Explicit teaching of forms and functions of narrative*

Well-Being Actions

- *Create learning spaces that provide learners with a safe and respectful environment*
- *Honour and prioritize student voice and choice*
- *Activate students as owners of their personal writing*
- *Linking critical thinking, text structure, writing craft to student identity*
- *Sharing of authored texts to connect and build*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Design student and staff learning tasks that intentionally activate spirit, heart, body, and mind*
- *Provide students with opportunities to interactively and collaboratively construct text*
- *Circle of Self for Each student (HLLLF with common questions)*





*writing: 'Life Writing' based
on concepts, letters,
reflections, opinions,
perspectives,
autobiography, memory*

*relationships between
students*

Professional Learning

- *System Professional Learning*
- *Moving Writers: Life Writing*
- *CBE Indigenous Learning Resources, specifically Holistic Lifelong Learning Framework*
- *Writers in Residence: Marty Chan, Cathy Beveridge*
- *Artist in Residence: exploring identity and place through personal narratives*
- *Calgary Foundation for the Arts Grant: Rooted Creations: Exploring Nature's Canvas*
- *Circle Protocols*
- *Okkakisatoo: Look Carefully*
- *Calgary Regional Consortium Task Design learning series*

Structures and Processes

Classroom:

- *Daily Life Writing using multiple modalities*
- *Sharing of mentor texts*
- *Writing to express perspectives, opinions, self narratives*
- *Structured feedback*
- *Author's Chair*

School:

- *Team alignment of key concepts and themes for personal narratives*
- *PLC: Examining student writing samples*
- *Calibrating criteria and 'look fors'*
- *School wide framework for formative feedback in writing*
- *Making Student Work Visible: Celebrations of Learning*

Resources

- *ELA/ELAL Insite | Teaching Practices*
- *The Writing Rope: A framework for explicit writing instruction (2023 Joan Sedita)*
- *What's Next for This Beginning Writer: Story: Still the Heart of Literacy Learning (2015, Katie Egan Cunningham)*
- *Awakening the Heart (1999 Georgia Heard)*
- *CBE Indigenous Education: Designing Learning Through Ethical Space*
- *Fostering Resilient Learners and Relationship, Responsibility and Regulation (Souers and Hall)*

