

EDUCATION PLAN 2022

École Hillgrove School



St. Albert
PUBLIC SCHOOLS



École Hillgrove School Education Plan 2022-2026

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Hillgrove School Rationale, Vision, Mission, Values

Two buildings with decades of history, strong cultures and embedded traditions have come together to make a single school. Each building has a set of strong core values that promote learning and student growth. These core values that make up our vision will remain unchanged, and are synthesizing as we move forward to create a culture that honors the cultures and traditions of each building. The whole is greater than the sum of its parts. Bringing two schools together as one is challenging but also very exciting. The philosophies, strategies and traditions that each school has effectively fostered in supporting and enhancing community, climate, culture and curriculum can now be interwoven to further promote growth, achievement and development in students. These vehicles that have driven each school also will enhance growth and development in both staff and community.

Diversity is our Strength



As a school community, teachers and students, we recognize that we are all on a lifelong journey of continuous learning, deepening our understanding of what it means to be active participants in our communities and families.

Our grade 5-9 school is home to several programs: English, French Immersion, Late French Immersion, Academic Challenge, Learning Assistance, PACE/Lifeskills/Opportunity, Bridge/Knowledge and Employability, and Behaviour Improvement. In order to create and maintain a safe and caring environment with a very diverse student population we must remember the importance of why we work in this profession; students. Fostering inclusive practices through classroom learning and instruction, school based activities and community initiatives. We see the great value of having a student-centered approach to learning and development, where students learn from and with each other, while building lifelong connections with their peers.

Each building has a tremendous amount to offer when it comes to fostering and nurturing learning and growth. The school as a whole has a strong focus on connections and wellness. Through a significant number of activities and events, such as cross-grade and cross-school partnerships, extracurricular activities, assemblies and community events, we work very hard to ensure that stakeholders feel safe, and support their readiness to learn. There is a sense of belonging at ÉHS, and we will continue to support student and staff wellness as we move forward.

Bringing two schools together will have significant value on character education and lifelong learning. With students being immersed in the Responsive Classroom approaches in Grades 5 and 6, they are given the opportunity and supported while they build a foundation to grow academically, socially and emotionally. Using proven practices including morning and closing meetings, classroom agreements, and student hopes and dreams, students develop a growth

mindset and increase their responsibility for their own development. Ownership for learning and responsibility for growth is in the hands of the student but facilitated by the learning community. This leads to autonomy in learning in grades 7-9 where students become leaders of their learning through activities and opportunities including class connections, whole school activities, sports leadership and service learning.

In Grades 7-9, we are also very fortunate to enroll students from several other schools into our inclusive education classes and our French Immersion program. These students add to our school culture immensely, bringing their own strengths, skills and knowledge to an amazing place. Hillgrove as a result becomes even richer as students share their way of learning and development with one another.

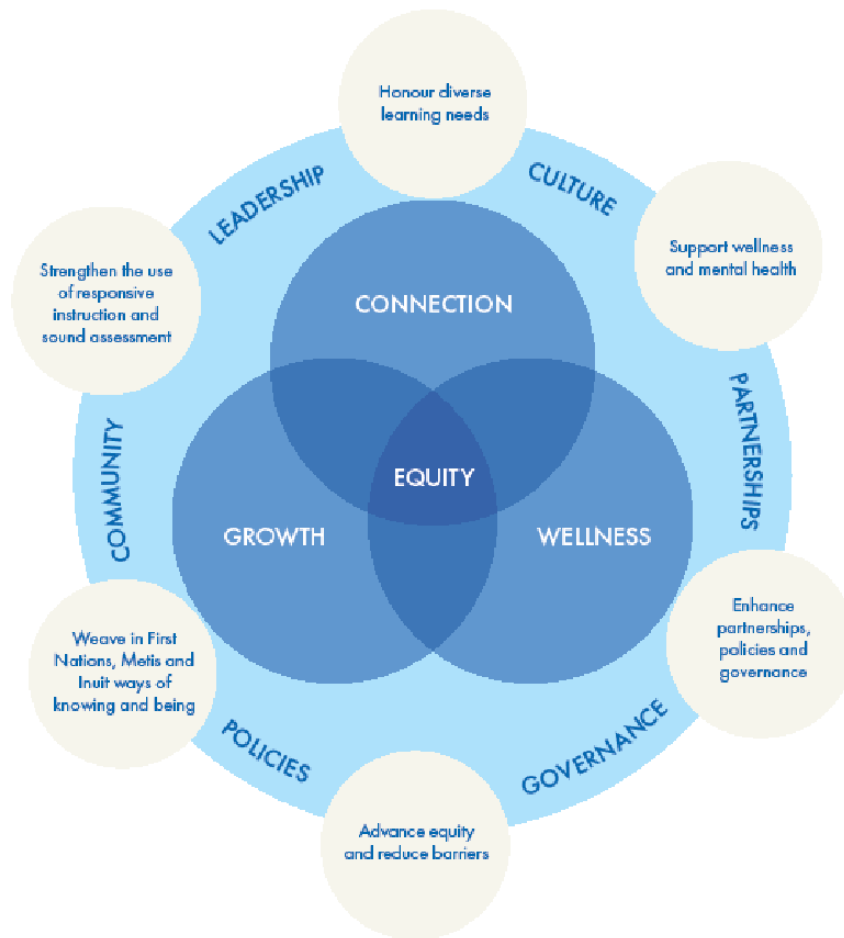
As our campus continues to grow, and as we examine our values, culture and day to day systems, we acknowledge our need to work toward increased equity for all students through the decolonization of our learning spaces and minds, as well as responding to the Truth and Reconciliation Commission's Calls to Action and understanding the need for equity in all our spaces.

École Hillgrove School Profile

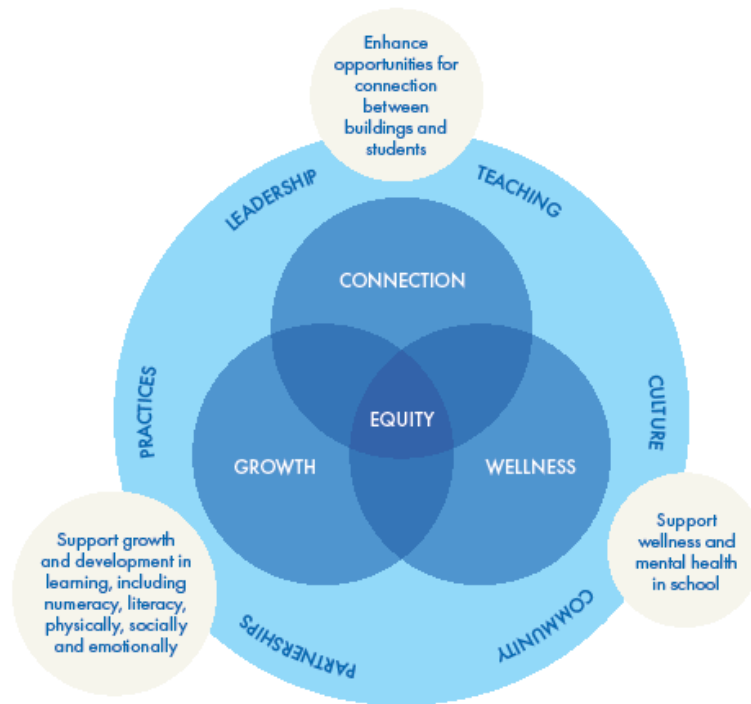
2021-2022 as of September 30, 2021			2022-2023 as of September 30, 2022		
Certificated Staff					
Teaching	42.1	FTE	Teaching	40.2	FTE
Administration	3.0	FTE	Administration	3.0	FTE
Counselling/Learning Supports Facilitator	1.2	FTE	Counselling/Learning Supports Facilitator	1.53	FTE
Total	46.3	FTE	Total	44.73	FTE
Support Staff					
Clerical	3.9	FTE	Clerical	4.0	FTE
Educational Assistants	23.5	FTE	Educational Assistants	24.5	FTE
Library Technicians	0.4	FTE	Library Technicians	0.5	FTE
Technical Support	0.7	FTE	Technical Support	0.0	FTE
Total	28.5	FTE	Total	29.0	FTE
Students					
English	474		English	440	
French Immersion	344		French Immersion	302	
Students with Special Needs	137		Students with Special Needs	134	
Academic Challenge	26		Academic Challenge	28	
English Language Learners	24		English Language Learners	36	
Self-Identified First Nations, Métis and Inuit	43		Self-Identified First Nations, Métis and Inuit	79	
Total	818		Total	742	

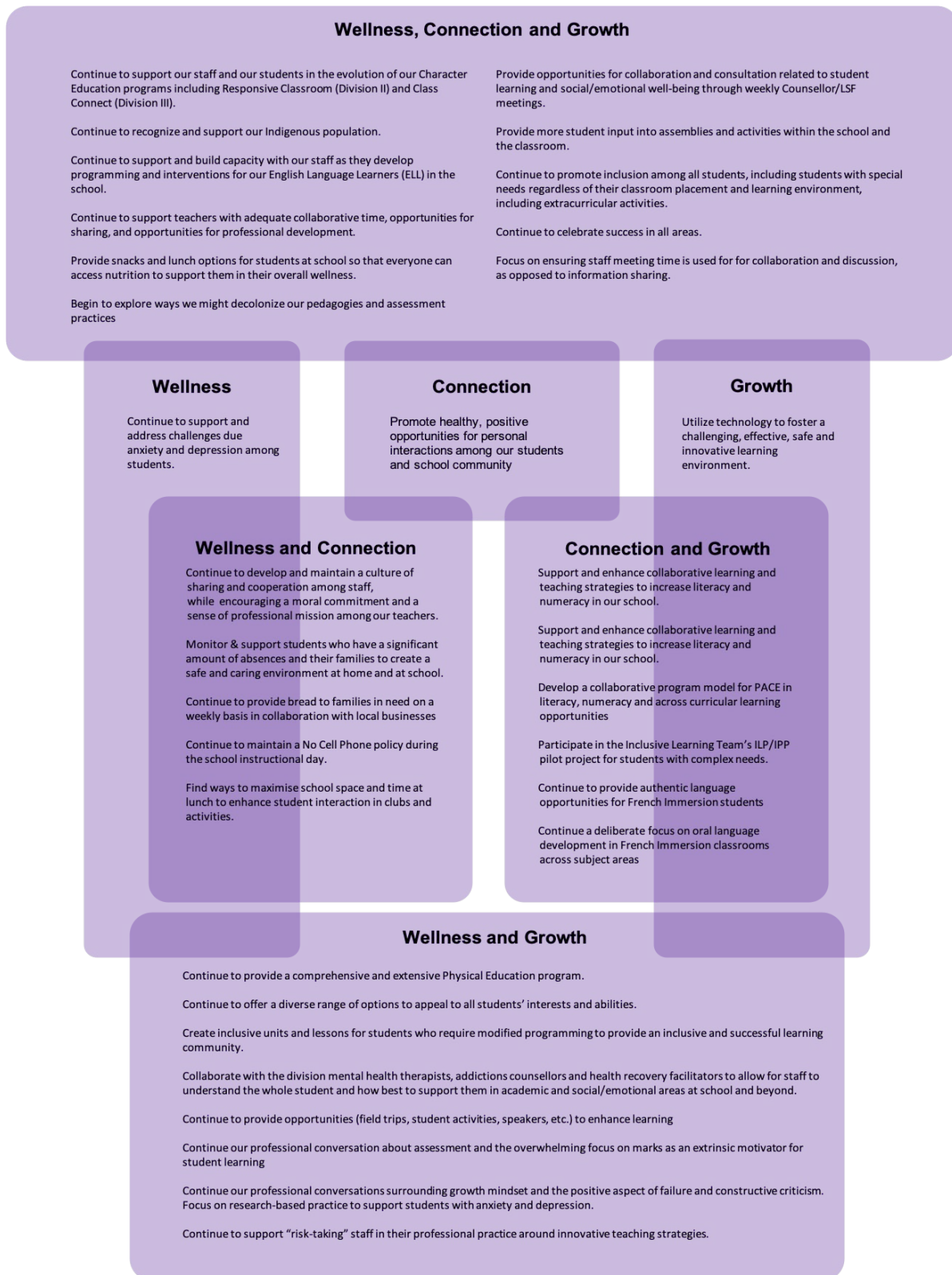
Classroom Configuration	2021-2022		Classroom Configuration	2022-2023	
Grade	English (includes students with special needs)	French Immersion	Grade	English (includes students with special needs)	French Immersion
Grade 4	57	0	Grade 4	0	0
Grade 5	53	0	Grade 5	56	0
Grade 6	56	0	Grade 6	56	0
Opp. 2-4	1	0	Opp. 3/4	0	0
Opp. 4/5/6	11	0	Opp. 4/5/6	14	0
Lac 5/6	13	0	LAC 5/6	11	0
Grade 7	106	139	Grade 7	99	103
Grade 8	89	80	Grade 8	111	127
Grade 9	88	125	Grade 9	93	72
Total	498	344	Total	440	302

Division Priorities and Outcomes 2022-2026



École Hillgrove Ed Plan





École Hillgrove School Objectives 2022 - 2026

As École Hillgrove School moves forward as a new campus, our three main objectives remain constant:

- Objective 1: Support wellness and mental health in school
- Objective 2: Enhance opportunities for connection between buildings and students
- Objective 3: Support growth and development in learning, including numeracy, literacy, physically, socially and emotionally

A deepening understanding of these three objectives in action have led to an appreciation of how our priorities overlap and merge in their support of our overarching goals, and therefore the means by which we might work toward equity. The following visual represents this interplay between objectives and priorities.

School Reflection 2021-2022

The 2021-2022 school year brought many unforeseen challenges as we evolved from the cohorting and limited interactions that characterized the beginning of the year, to an open campus with all of the activities, athletics and academic opportunities a school should offer to students and the school community. Understanding and working through these challenges certainly held many silver linings, as students, staff and families were able to come together to form new experiences.

Some of the highlights of the academic year were the creation of our Learning Support Team, which included multiple teachers who met regularly to collaborate and coordinate a variety of student supports, including Class Connect, a weekly class period where students are presented with information and discuss a variety of topics including, diversity, acceptance of others, mindfulness, and mental health, as well as significant events like the Terry Fox Run, Indigenous Veterans' Day, Orange Shirt Day, Pink Shirt Day, and so many others. When restrictions allowed, we were happy to welcome guest presentations from community organizations such the Francoqueers de l'ouest and the Mustard Seed to speak with students on a variety of topics. Similarly, daily morning and closing meetings are when our division 2 students connect with their teacher and classmates and address both academic and social emotional priorities. Our division 3 students were happy to welcome back our tradition of monthly grade level assemblies, planned by our grade 9 leadership classes, Voyageur Challenges, Homeroom Challenges, and a variety of lunchtime and after school clubs including Chess, Trivia, Ping Pong, Dungeons and Dragons, SAGA, Art, and tutoring, to name a few. At the elementary level, we were also able to make monthly assemblies a priority so we could celebrate timely events in the yearly calendar as well as our monthly Terrific Kid and Bucket Filler awards. We were thrilled to welcome back athletic teams, celebrations such as our school-wide Indigenous Peoples' Day, and the important traditions related to transitioning our grade 9 students to high school. These events strengthened the connections between staff and students within our new campus.

Indeed, our focus on enhancing opportunities for connection between buildings and students started carefully and continued to grow as the year progressed. Our mission in this area has been to find ways to blend some student and staff activities, while finding ways to acknowledge and preserve the traditions of both buildings. We were very excited to announce our new school name – Hillgrove Campus – and to gather input and ideas from students and staff around mascots, colours and the ways in which both sites can benefit now, and might benefit in the future from access to specialist teachers, vertical grade pairings and student service. One excellent example would be our junior high leadership program providing support for elementary field day activities, or our campus-wide mascot winners enjoying the opportunity to share a pizza lunch together. The long-held practices of awards and farewells were also debated and discussed in committee and staff meetings, as we began to see how new and fondly held traditions might merge.

Finally, as we spread our focus to support growth and development in learning, including numeracy, and literacy, staff members have continued to have conversations related to student engagement, and how we might structure our classes to prioritize intellectual interest. The loosening of restrictions further allowed staff to engage with students in more hand-on learning activities.

Financial Performance 2021-2022

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$ 207,845

2021-2022 Carry Forward Amount: \$203,591

Key elements contributing to this surplus include:

Financial Planning 2022-2023

RESOURCE AND DISTRIBUTION			
HILLGROVE SCHOOL			
	2022-2023	2022-2023	2021-2022
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 5,566,371	\$ 5,503,685	\$ 5,994,502
2. Other Revenues			
2.1 Fees	\$ 522,419	\$ 118,180	\$ 118,180
2.2 Donations	\$ 150	\$ 150	\$ 150
2.3 Fundraising	\$ 1,500	\$ 1,500	\$ 1,500
2.4 Other Revenues	\$ 29,800	\$ 28,800	\$ 7,000
3. Surplus / Deficit Allocation (S/D)	\$ 203,591	\$ 250,000	\$ 347,224
TOTAL REVENUES	\$ 6,323,831	\$ 5,902,315	\$ 6,468,556
	2022-2023	2022-2023	2021-2022
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 4,936,703	\$ 4,692,941	\$ 5,006,281
2. Support Staff	\$ 679,378	\$ 698,867	\$ 805,028
3. Services	\$ 515,228	\$ 136,850	\$ 149,850
4. Supplies	\$ 170,522	\$ 159,700	\$ 165,700
5. Furniture, Equipment & Capital	\$ -	\$ 35,000	\$ 65,000
6. Technology	\$ 22,000	\$ 34,500	\$ 59,500
7. Future Emergent Initiatives	\$ -	\$ 144,457	\$ 217,197
TOTAL EXPENDITURES	\$ 6,323,831	\$ 5,902,315	\$ 6,468,556
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2022-2023	2022-2023	2021-2022
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	742.00	770.00	818.00
	2022-2023	2022-2023	2021-2022
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	44.73	42.90	46.20
Support Staff FTE	13.75	14.04	15.98
Certificated Staff Percentage	85.6%	81.6%	78.9%
Support Staff Percentage	11.8%	12.1%	12.7%
TOTAL STAFFING PERCENTAGE (with S/D)	97.3%	93.7%	91.6%
TOTAL STAFFING PERCENTAGE (without S/D)	100.9%	98.0%	96.9%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			
Hillgrove School includes the activities that were previously included with Sir George Simpson School and Robert Rundle School.			

Appendix I –Performance Indicators

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The teachers at my school are.	94	95	97	95	94
The school is	95	96	93	83	91
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	84	90	85	78	86
That their teachers care about them.	90	88	88	80	96
That their school is a place where they feel like they belong.	NA	82	78	82	86
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	96	95	94	95

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
With the quality of education that their child is receiving.	97	97	95	98	100
With the choice of courses and programs available in their school.	90	85	93	92	100
With the support and resources available to meet the diverse needs of students.	97	86	85	84	100
That the school helps their child become a good, caring citizen.	97	93	97	92	100
That the school is safe.	96	93	96	88	100
That their child's school is a positive, caring, and welcoming place.	99	94	99	85	100
That their input is considered, respected, and valued by their school.	95	90	87	85	0

Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
With the quality of education that students are receiving in their school.	100	96	90	100	100
With the provision of the support and resources needed to meet the diverse needs of students.	88	69	76	93	100
That the school helps students become good, caring citizens.	100	92	100	93	100
That their input is considered, respected, and valued by my school.	96	83	80	100	100
That they feel safe in the school.	100	100	100	93	100
That the school is a positive, caring, and welcoming place.	96	91	95	93	100

Hillgrove

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
That the quality of teaching at their school.	81	87	83	88	85
That the overall education received at school.	89	93	90	88	90
That the variety of courses available at school	85	88	84	82	91
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	77	79	72	76	72
That their teachers care about them.	67	75	71	78	76
That their school is a place where they feel like they belong.	NA	67	63	71	72
I have witnessed or experienced racism at school	NA	NA	NA	NA	Always 8% Usually 16% Sometimes 26% Rarely 22 % Never 28%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	88	85	82	79

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
With the quality of education that their child is receiving.	93	90	86	87	100
With the choice of courses and programs available in their school.	95	99	94	94	80
With the support and resources available to meet the diverse needs of students.	85	81	77	82	80
That the school helps their child become a good, caring citizen.	89	89	81	86	60
That the school is safe.	97	91	93	92	80
That their child's school is a positive, caring, and welcoming place.	91	88	84	91	60
That their input is considered, respected, and valued by their school.	68	75	65	77	40

Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
With the quality of education that students are receiving in their school.	100	98	94	89	98
With the choice of courses and programs available in their school.	100	95	91	96	98
With the provision of the support and resources needed to meet the diverse needs of students.	94	95	88	81	71
That the school helps students become good, caring citizens.	96	90	85	85	74
That their input is considered, respected, and valued by my school.	92	85	85	59	69
That they feel safe in the school.	96	100	97	89	95
That the school is a positive, caring, and welcoming place.	98	96	97	81	77