


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

1418 7th Avenue NW, Calgary, AB T2N 0Z2 t | 403-777-6360 e | email@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Student achievement in literacy will improve

Outcome One: Students will write to express ideas for the purpose of composing personal narratives (purpose, writing craft, text structure)

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

Celebrations

Learning Excellence:

Hillhurst Students



86% feel engaged in their learning



Standard of excellence in writing increased from **22%** to **26%**



87% feel they are good writers and know what to do next to improve



94% agree that they have opportunities to share their voice, identity and experience through story

- Hillhurst students feel engaged in their learning
- Hillhurst students continue to make progress in writing, and an increase in overall standard of excellence (CBE Report Card) was noted
- Hillhurst students from Kindergarten to Grade 6 feel strongly that they have opportunities to share their voice, identity or experiences through story
- Surveys reveal that students value writing tasks that include their voice and personal identity

Well-Being

- All Division II Hillhurst students report that they feel that their teachers want them to be successful and that their teachers care about them in the CBE Student Survey
- Almost all Hillhurst students from Kindergarten to Grade 6 report that 'there are people at this school who care about me and support me'
- The majority of Hillhurst students from Kindergarten to Grade 6 feel that they have more than 1 adult they can go to if they need help or support

Hillhurst Students



97% strongly agree that they are proud to be a part of their school



95% believe their teachers respect and value their opinions and ideas



99% believe that they are 'an ally to people who look, behave, speak and/or identify differently than me'



98% strongly agree that they are learning about Indigenous Ways of being, belonging, doing and knowing at school

Truth, Reconciliation, Inclusion and Diversity:

- Hillhurst students strongly agree that they are proud to be part of their school
- Students believe that both their teachers and their peers respect and value their opinions and ideas
- Almost all Hillhurst students believe that they are 'an ally to people who look, behave, speak and/or identify differently than me'
- Hillhurst students strongly agree that they are learning about Indigenous Ways of being, belonging, doing and knowing at School, according to the CBE student Survey

Hillhurst Students



100% feel teachers care about them and want them to be successful



99% report that there are people who care about me and support me



96% state that there is more than 1 adult they can do to if they need help or support

Areas for Growth

Learning:

- Ongoing focus on increasing the standard of excellence in writing
- Setting Goals, Receiving Feedback
- Building student confidence to take risks in writing

Well-Being:

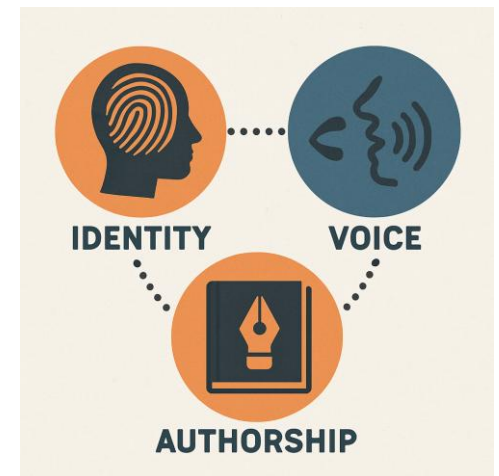
- Supporting students' belief in themselves and building personal capacity to work through challenges
- Building students' confidence to express personal perspectives, investigate important questions, integrate new learning and ideas through writing

Truth, Reconciliation, Inclusion and Diversity:

- Ongoing commitment to increase the percentage of students who feel like their culture is reflected at school
- Broadening opportunities to learn from Indigenous Elders and Knowledge Keepers

Next Steps

- Continue to foster student engagement in writing through personally relevant and meaningful topics
- Purposeful task design across all grades inviting and requiring students to express ideas and opinions
- Connecting writing and critical thinking processes to support students' ability to reflect on both personal experiences and the experiences of others
- Continuing to support and reinforce students' confidence to express perspectives, investigate important questions, integrate new learning and ideas through writing
- Continuing to support and reinforce students' confidence to express perspectives, investigate important questions, integrate new learning and ideas through writing



Our Data Story:

Hillhurst School is a dynamic, inner city learning community. It is home to over 290 students in from Kindergarten to Grade 6 for the 2025 – 2026 school year. It is also home to the Calgary Board of Education Gifted and Talented Education program, with 5 System GATE classes for all North Calgary. School demographic data as of November 2025 reveals the following:

- 58.8% of Hillhurst students have Alberta Education special education designation.
- 39% of Hillhurst students are English as an Additional Language Learners
- School enrollment patterns indicate that there are many new registrations and families who move away from Hillhurst throughout the school year

When looking at the 2024 – 2025 school year's student achievement data across the grades and across multiple measures of achievement, indicate that cohorts of Hillhurst students meet or exceed the knowledge and skills of similar student cohorts by at least 5%, both within Area 7 and CBE as a district, in all academic areas.

Last year, schools across the Calgary Board of Education began a new School Development Planning process. Based on data from the 2023 – 2024 school year, Hillhurst School created a three-year School Development Plan, and outlined a writing-specific goal with 2 key outcomes. Achievement data, especially from CBE report cards, continue to reflect a small, relative gap between students *'writing to express information and ideas'* when compared to other academic areas such as reading and mathematics. Previous survey data sets also revealed that areas to monitor should include overall themes of student confidence, voice, and identity. Alberta Education Provincial Achievement Tests (PATs) in English Language Arts were not administered in the 2023 – 2024 school year due to new ELAL curriculum implementation. This measure will be included in the remaining two years of the three-year School Development Plan.

Based on previous years' achievement patterns in writing, along with student perception data related to engagement, well-being, resiliency, sense of belonging and school connectedness, the direction for the Hillhurst School Development Plan was set by considering the following question: *How might we use student writing (authorship) as an academic vehicle to support students in expressing their thoughts and perspectives, communicate who they are and how they feel, and create a sense of personal identity in our learning community?*

Key Areas of Focus:

- Student engagement in writing
- Students tasked with relevant and meaningful personal topics in writing
- Purposeful task design requiring students to express ideas and opinions

- Connecting writing and critical thinking to support students' ability to reflect on both personal experiences and the experiences of others
- Building students' confidence to express perspectives, investigate important questions, integrate new learning and ideas through writing

This led to the creation of one School Development Plan goal, with two identified outcomes:

Hillhurst SDP Goal
<i>Student achievement in literacy will improve</i>
Identified Outcomes Year One
1) Students will write to express ideas for the purpose of composing personalized narratives (purpose, writing craft, text structures)
2) Students will explore and extend personal sense of identity through writing, using intentional application of skills and processes

- Outcome Measures Used:
 - Student achievement data: ELAL Report Card 'Writes to Express information and ideas'
 - Alberta Education Provincial Achievement Test ELAL Grade 6: Writing
 - Survey Data:
 - CBE Student Survey
 - Hillhurst School Student Perception Survey - Writing
 - OurSchool Student Survey
 - Alberta Education Assurance Measures

Data Analysis of Year One School Development Plan Outcomes

Student achievement data analysis: CBE Report Card Data (2 Year Span)

Report Card Stem:	Achievement Indicator: End of 2024	Achievement Indicator: End of 2025
English Language Arts and Literature: 'Writes to express information and ideas' CBE Report Card Achievement Indicators: 1 – Not meeting 2 – Basic 3 – Good 4 – Excellent	24% of students achieved 'Basic' (2)	22% of students achieved 'Basic' (2)
	75% achieved 'Good' or 'Excellent' (3 or 4)	67% achieved 'Good' or 'Excellent' (3 or 4)
	Standard of Excellence 22%	Standard of Excellence 26%

Considerations *Hillhurst grade level cohort sizes vary widely between Division I (K-3) and Division II (4-6)	*Data used to create Year 1 of 3 Year School Development Plan	*In the 2024-25 school year, a higher percentage of students from grades 1-6 received an achievement indicator other than 1- 4 than in the 2023-24 school year (IPP, ELL, ADP, NER)
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Analysis of this data set indicates an increase in the percentage of Hillhurst students achieving a standard of excellence in writing by the end of the 2024 – 2025 school year. Entering the second year of a three-year School Development plan, we will continue to prioritize overall achievement in writing beyond a measure of Basic (2) and Good (3) for all students, with particular emphasis on increasing the overall standard of excellence in writing to explore information and ideas.

Student achievement data analysis: Alberta Education Provincial Achievement Test ELAL Grade 6: Writing

Student Growth and Achievement (Grades K-9)

PAT Results Course Summary - By Number Writing

School: 9218 Hillhurst School
Province: Alberta



Although the data gathered from the Grade 6 ELAL Provincial Achievement Test is presented as the combination of reading and writing assessments, a general comparison between Hillhurst Grade 6 students and their same-aged peers across the province shows that students at Hillhurst have higher levels of literacy achievement overall, and significantly higher standards of excellence. More in-depth analysis requires data sets across multiple years and will be included in year 2 and 3 of the SDP.

		Hillhurst School		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	55	n/a	53,045	n/a
	Acceptable Standard %	92.7	n/a	80.3	n/a
	Standard of Excellence %	41.8	n/a	14.7	n/a

Important factors to consider related to student voice, identity and authorship are indicated within student perception survey data:

CBE Student Survey Data Analysis: Outcomes of Significance

Literacy Framework: Key Writing Outcomes

Key Writing Outcomes	Overall Agreement: Students
I feel a connection to the texts (books, land, pictures, video) I read and hear in class	77.8%
I am a good (competent) writer	86.9%
I can contribute to conversations about books, poems, non-fiction and other texts	88.1%
My reading and writing goals help me achieve my future goals	82.7%
I know what to do next to improve my writing skills	87.3%

The CBE Student Survey is administered to students in Division II each year. The outcomes of significance from questions related to the CBE Literacy Framework reveal that most students perceive themselves as competent writers and feel they can participate and contribute to dialogue connected to authors' work across text forms, although some may not feel a consistent personal connection to these texts. Students report they know what to do next to improve their own writing skills, but slightly fewer students agree that their own reading and writing goals will support their long-term goals and development.

Hillhurst School Student Perception Survey – Writing: Kindergarten to Grade 6

Key Outcomes		
Voice	Overall Agreement: Students	
This year, I have had opportunities to share my voice, identity or experiences through story	Strongly Agree: 37%	Overall Agreement: 94%
	Agree: 57%	
Authorship		
I enjoy writing and look forward to writing activities	75.4%	
I feel confident in my ability to express my thoughts clearly in writing	82.4%	
I feel comfortable sharing my personal experiences and stories through writing.	74.3%	
I find it easy to come up with ideas when I write	71%	
The feedback I receive on my writing helps me improve	88.6%	
Identity		
I feel like I belong at Hillhurst	94.5%	
My teachers respect and value my opinions and ideas	94.9%	
My classmates respect and value my opinions and ideas	89.3%	
I have friends at school	99.3%	
I feel comfortable being myself at school	92.3%	
I see my culture, background, or identity represented and celebrated at school	82.7%	
There are people at this school who care about me and support me	97.4%	
I have more than 1 adult I can go to if I need help	93%	
I have 0-1 friends at school	3%	
I have 2-3 friends at school	19%	
I have 4 or more friends at school	78%	

After reviewing previous years' data related to student writing, staff worked collaboratively to design student surveys with more specific questions related to writing engagement, writing skills and processes, as well as themes related to student voice and identity. This survey was administered to all Hillhurst students from grades K-6 and reflects a more robust overall student engagement than just Division II respondents.

Students confidently reported that during the 2024 – 2025 school year they were able to share their voice, identity and experiences through writing. Students feel strongly connected to their Hillhurst learning community and believe that both their teachers and their peers respect and value their opinions and ideas. An important opportunity exists to increase the number of students who feel as though their personal culture, background or identity is represented and celebrated at school.

Within the theme of student 'authorship', slightly lower overall student agreement exists, particularly in the context of students looking forward to and enjoying writing experiences, and the potential struggle to come up with ideas to write about. These elements will continue to inform why and how teachers design daily writing tasks and will be a focus of ongoing professional learning.

OurSchool Survey Data Analysis: Outcomes of Significance

The OurSchool Survey measures 21 indicators related to student outcomes and school climate. Hillhurst students in Grades 4 through 6 report the following in the areas of most significance to Hillhurst School's School Development Planning:

Outcomes of Significance	Grade 4 & 5 Cohort		Grade 6 Cohort		Analysis
	Hillhurst	Canadian Norms	Hillhurst	Canadian Norms	
Sense of Belonging	80%	75%	88%	72%	Hillhurst students report a greater sense of belonging at school than Canadian Norms, particularly in Grade 6.
Positive Relationships	86%	80%	86%	75%	Hillhurst students report more positive relationships at school than Canadian Norms, particularly in Grade 6.
Eudaimonia (pursuit of personally expressive goals and sense of purpose)	80%	82%	90%	73%	Hillhurst students report a significantly higher ability to pursue personally meaningful goals and sense of purpose in Grade 6 than Canadian Norms; Hillhurst students in grades 4 & 5 are lower in overall agreement than grade 6 but are closer to Canadian Norms.
Hedonia (pursuit of activities that are fun and interesting)	93%	95%	94%	92%	Hillhurst students in Grades 4 through 6 report similar overall agreement in their ability to pursue activities that are fun and interesting.
Goal Orientation	83%	83%	80%	71%	Hillhurst students in Grades 4 & 5 have a similar orientation to setting goals to Canadian Norms. Hillhurst Grade 6 students have a similar orientation to setting goals as their Grades 4 & 5 peers but are significantly higher than Canadian Norms of the same age cohort.
Self-Regulation	83%	73%	84%	67%	Hillhurst students in Grades 4 through 6 report significantly higher levels of Self-Regulation than Canadian Norms, especially in Grade 6.
Understanding of Other Cultures	88%	85%	63%	57%	Hillhurst students in Grades 4 & 5 report they have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures, slightly higher than Canadian Norms. Hillhurst Grade 6 students report a higher understanding of other cultures than Canadian Norms, but significantly less so than their Grade 4 & 5 peers.
Life Satisfaction	81%	79%	86%	80%	Hillhurst students in Grade 6 report higher overall life satisfaction than both Canadian Norms and their peers in Grade 4 & 5.

In all but one of the above measures, Hillhurst students' overall agreement is higher, or significantly higher than Canadian norms, particularly for our oldest students. Opportunities exist in supporting Hillhurst students in the areas of supporting personally expressive goals and deepening a personal sense of purpose, along with tasks and activities that are fun and of interest to them.

Well-Being, Diversity and Inclusion Key Outcomes

Key Outcomes	Overall Agreement: Students
I'm an ally to people to who look, behave, speak and/or identify differently than me	98.5%


I can see my culture reflected in my school	68.9%
I am interested in how people of other cultures see the world	78.2%
My teachers show interest in the things I am passionate about	75.3%
The things I am learning in school are meaningful to me	79.1%
I feel confident that I can overcome challenges in my learning	88.6%
I try hard at school even when I find it challenging to succeed in my learning	93.8%
I want to keep learning even when I experience a setback	87.7%
I am willing to try new things in my learning even if I'm not sure I will be successful	87.3%

When considering the outcomes above, Hillhurst students agree that they are willing to invest personal effort to work through personal challenges and setbacks. They believe that they are supportive of others and want to learn more about people who have different experiences and backgrounds than their own. That said, it is relevant to note that some students do not necessarily see their own culture reflected in their school and would like opportunities for others to learn more about their personal interests and passions.

Summary and Next Steps


- Hillhurst students continue to be strong writers across multiple measures
- An increase in the standard of excellence as measured by CBE Report Card data for 'writes to express information and ideas' was noted, and will be important to position in relation to both reporting periods (February and June) for the current 2025-26 school year
- Students report high levels of engagement, including writing tasks
- Surveys reveal that students value writing tasks that include their voice and personal identity
- Students indicate that they are growing in their confidence and ability to set goals, and would like opportunities to receive regular feedback about their writing
- Building connections between data sets will continue to be important to ensure accurate representation of student achievement and perspectives, particularly between Kindergarten to Grade 6 perception data and Grades 4 – 6 perception data
- Year 2 and 3 of Hillhurst School Development Plan will continue priority of increasing standard of excellence in writing, through the integrated connection between student voice, identity and authorship

HILLHURST SCHOOL GOAL
Student achievement in literacy will improve



Outcome 1:
Students will write to express ideas for the purpose of composing personalized narratives (purpose, writing craft and text structure)

Outcome 2:
Students will explore and extend personal sense of identity through writing, using intentional application of skill and process



Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

The Alberta Education Assurance Measures include data from students, families and teachers:

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Hillhurst School			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	86.0	79.2	83.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.1	81.2	85.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	72.9	76.7	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	27.1	35.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.8	88.8	91.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.9	87.1	88.4	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	82.1	81.2	79.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	77.6	87.9	87.6	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Notes:

Most AEAM measures indicate High or Very High achievement at Hillhurst and demonstrate an increase from the previous year's results.