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Calgary Board of Education

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 Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).
This report includes results relative to the goals and outcomes set in the 2025-26 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.

Hillhurst School Development Plan Goal: 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.*

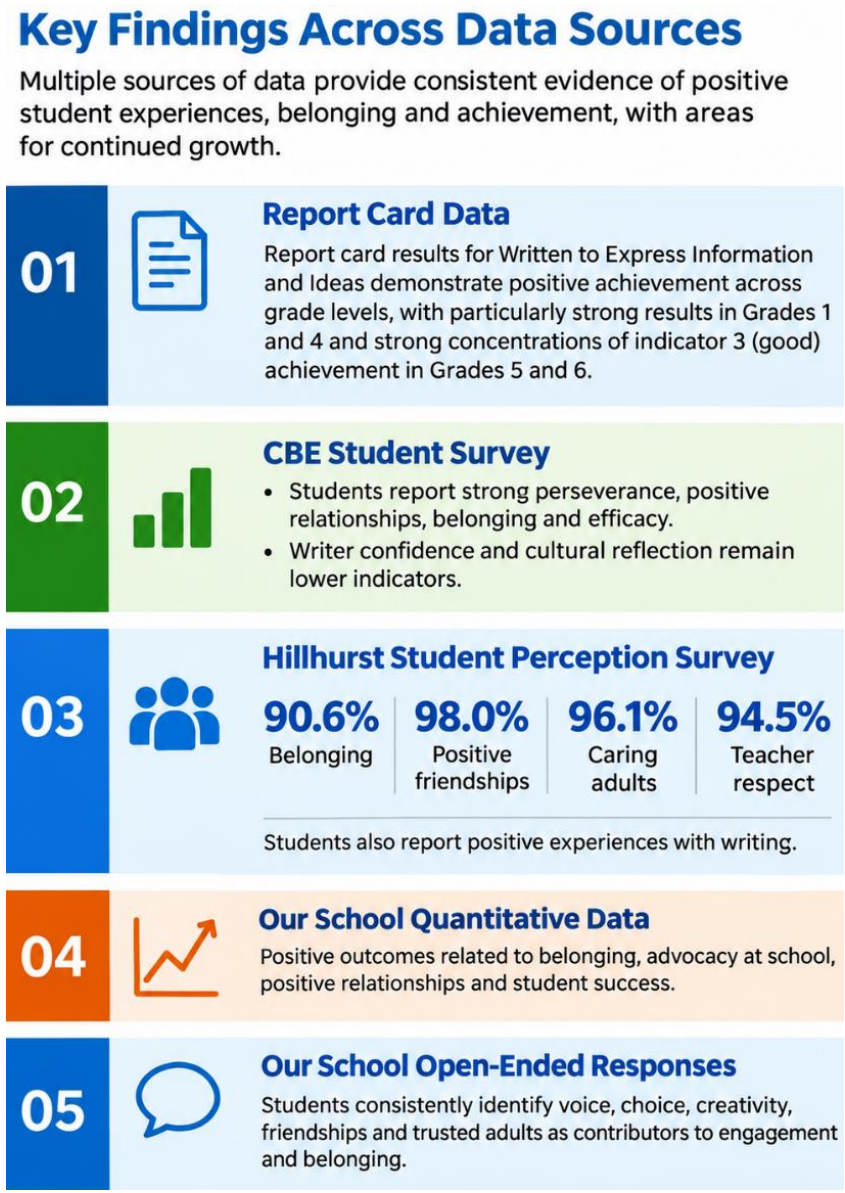
Q: How might we use student writing (authorship) as an academic vehicle to support students in expressing their thoughts and perspectives, communicate who they are and how they feel, and create a sense of personal identity in our learning community?

Hillhurst School Improvement Results Report 2025-2026

The 2025-2026 School Year marked year 2 of a 3-year School Development Plan. The Year 2 results indicate positive growth in both literacy achievement and student well-being. Evidence gathered through Provincial Achievement Test results, report card achievement data, Alberta Education and Childcare Assurance Measures, the CBE Student Survey, Hillhurst Student Perception Survey, OurSchool quantitative data and student voice responses, suggests that students are developing strong literacy skills while also experiencing positive conditions for learning and well-being.

Achievement data demonstrates positive literacy outcomes across multiple measures. Grade 6 students exceeded provincial averages in all assessed English Language Arts categories. Report card achievement data for '*Writes to Express Information and Ideas'* further demonstrates positive literacy achievement across grade levels, with particularly strong outcomes (Report Card Indicator 4,'excellent') observed in Grades 1 and 4, and strong concentrations of achievement (Report Card Indicator '3' good) in Grades 5 and 6. Collectively, these findings suggest that students are successfully developing the skills necessary to communicate ideas, organize information and engage thoughtfully in literacy learning.

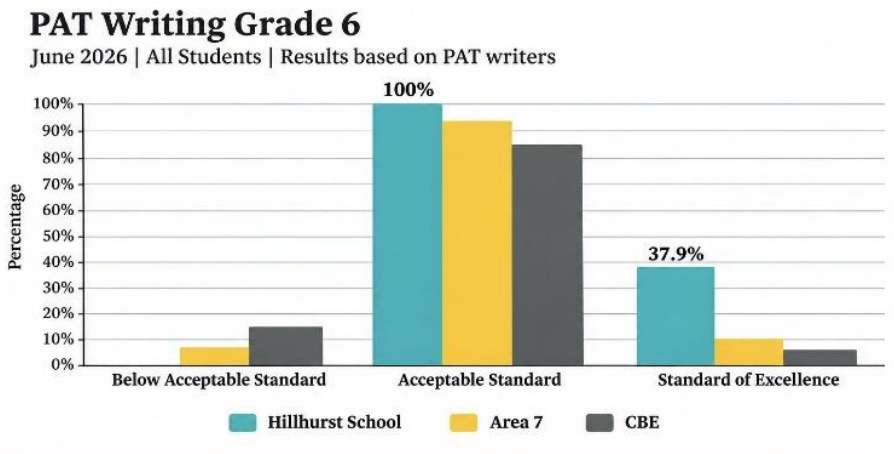
Student perception and voice data provide important context for understanding these achievement outcomes. The Hillhurst Student Perception Survey indicates that 74.5% of students enjoy writing, 83.5% feel confident expressing their thoughts through writing and 84.7% believe that feedback helps improve their writing. Student voice data further indicates that students are most engaged when learning experiences provide opportunities for creativity, choice, personal relevance and authentic self-expression. These findings reinforce the School Development Plan's focus on literacy as a vehicle for voice, identity and authorship.



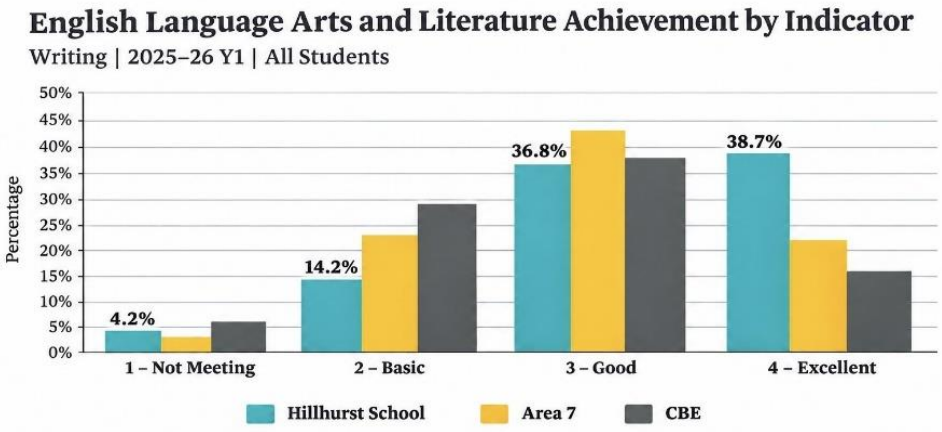
Celebrations: Learning Excellence

Analysis of achievement data indicates positive literacy outcomes across multiple measures. Celebrations include:

- Grade 6 Provincial Achievement Test results exceeded provincial averages in all assessed English Language Arts and Literature outcomes for writing, with a particular strength in '*Ideas and Evidence', 'Vocabulary' and 'Communication of Meaning'*, indicating that many students are successfully communicating ideas and expressing meaning through writing
- Report card achievement data for 'Writes to Express Information and Ideas demonstrated positive writing achievement across multiple grades; Grades 1 and 4 achieving the highest levels of standard of excellence (Report Card Indicator 4).
- 94% of students report that they continue to work on writing, even when it is challenging, and 89.6% report that writing skills will help them achieve future goals
- Hillhurst Student Perception survey data indicates that 74.5% of students enjoy writing, 84.7% report that feedback helps improve their writing
- Student perception data reveals that students are most engaged when writing experiences provide opportunities for creativity, choice and personal expression



Finding: All Hillhurst PAT writers achieved the Acceptable Standard; 37.9% achieved the Standard of Excellence.



Finding: Hillhurst shows the strongest proportion of Indicator 4 results.

Areas for Growth:

While overall achievement indicators and perception data indicate strong achievement of writing outcomes, data also reveals the following areas for continued growth:

- Continuing to build students' confidence as writers and communicators
- Developing student capacity to know what next steps in their writing are, using criteria and feedback
- Opportunities for students to reflect on their writing and recognize their own growth and areas of further development

Next Steps:
As Hillhurst enters Year 3, staff will continue building on the strengths identified throughout the data, while responding intentionally to the growth opportunities that emerged. Ongoing next steps will include:

- Continuing to leverage writing as a vehicle for voice, identity, belonging, and authorship
- Opportunities for voice, choice and agency embedded in writing tasks across all grade levels
- Writing conferences, use of school-wide writing feedback framework, and co-creation of criteria for writing tasks will be ongoing priorities
- Ongoing monitoring of assessment data to design responsive writing instruction across contexts as students build their skills towards mastery/excellence

Celebrations: Well-Being

Analysis of perception and student-voice data suggests that students continue to experience positive relationships and strong feelings of belonging within the Hillhurst School community.

- Across all perception data sets, students consistently report positive relationships with teachers and school staff. 98% of students report that their teachers want them to be successful and 94.1% believe that their teachers care about them.
- Students report strong levels of inclusion and a sense of being welcome in their learning environment.
- In the Hillhurst Perception survey, students indicate that they feel as though they belong at school, have friends, feel respected by both teachers and classmates
- Open-ended responses on the MySchool survey provided information indicating that what helps them most feel like they belong when they have friends, trusted adults, inclusion and acceptance.

Areas for Growth:

- A very small subset of students report challenges related to friendships, inclusion and acceptance
- Identifying these students early on and across grade cohorts is essential so that supports and interventions can be built quickly and consistently within small and larger contexts

Hillhurst Student Perception Survey

The June Hillhurst Student Perception Survey provides a valuable localized perspective on student experiences.

Our Students. Their Perspective.

Measure	Agree
I enjoy writing	74.5%
I feel confident expressing my thoughts through writing	83.5%
I feel comfortable sharing personal experiences through writing	72.2%
I find it easy to generate ideas when I write	70.6%
Feedback helps improve my writing	84.7%
I belong at Hillhurst School	90.6%
I have friends at school	98.0%
Teachers value my ideas	94.5%
Classmates value my ideas	87.5%
I feel comfortable being myself at school	86.3%
My culture/background is represented and celebrated	78.8%
Adults care about and support me	96.1%
I have more than one trusted adult	88.2%

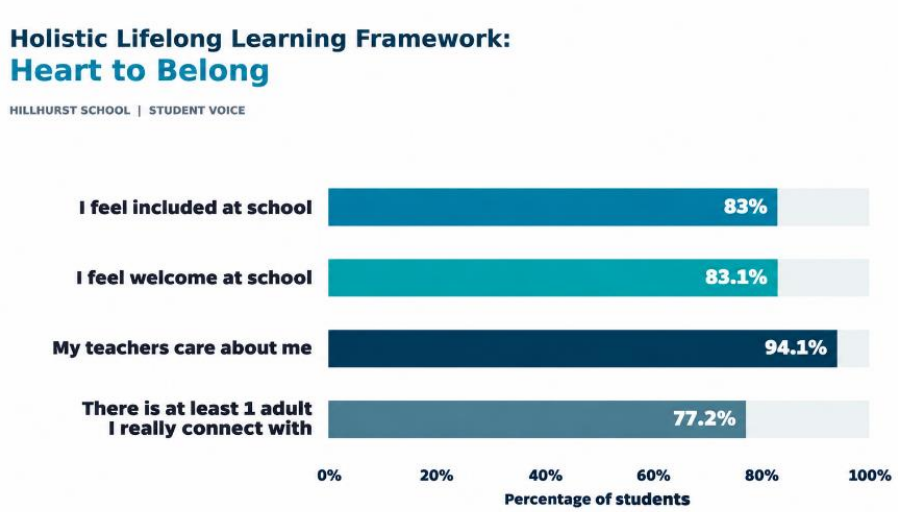
Next Steps:

- While overall measures of wellbeing, such as belonging, connection, and inclusion remain high, it remains critical to continue to strengthen foundational peer and staff relationships
- Continue to strengthen identity affirmation and representation, especially during times of transition, by inviting student voice and opinions

Celebrations: Truth, Reconciliation, Diversity and Inclusion

A key component of the Hillhurst School Development Plan involves creating opportunities for students to explore identity and perspectives through literacy, while deepening understanding of Indigenous Ways of Being, Belonging, Doing and Knowing.

- Perception data evidence continues to demonstrate strong allyship and openness to diverse perspectives. 99% of students identify as allies
- 87% of students report interest in learning about how people from other cultures see the world
- Students report feeling comfortable sharing personal experiences through writing and value opportunities to express opinions and communicate what is important to them



Areas for Growth:

- Continue to foster and maintain relationships between students and adults, beyond individual homerooms
- While students report positive experiences related to belonging and allyship, fewer students consistently report seeing their culture reflected within the school environment

Next Steps:

- Opportunities to continue strengthening representation, visibility and identity affirmation
- Maintaining commitment to Holistic Lifelong Learning Framework, inclusion and culturally responsive learning experiences

Our Data Story



Hillhurst School entered Year 2 of its three-year School Development Plan with a continued commitment to *increasing the overall standard of excellence in writing,* while leveraging literacy as a vehicle for voice, identity, belonging, and authorship. Building on Year 1 findings, staff continued to explore how intentional writing experiences could support literacy achievement while creating opportunities for students to communicate ideas, express experiences, and strengthen their understanding of themselves and others. Evidence used to examine progress included Provincial Achievement Test results, report card achievement data, the CBE Student Survey, the Hillhurst Student Perception Survey, Alberta Education and Childcare Assurance Measures, OurSchool quantitative data, and student voice responses. Analysis of achievement data indicates positive literacy outcomes across multiple measures.

Grade 6 Provincial Achievement Test results exceeded provincial averages in all assessed English Language Arts categories, including reading, writing, fiction writing and nonfiction writing. Students demonstrated particular strength in the written areas of '*Ideas and Evidence', 'Vocabulary' and 'Communication of Meaning'*, suggesting that many students are successfully communicating ideas and expressing meaning through writing.

These findings are reinforced through school-based data. Report Card achievement data for '*Writes to Express Information and Ideas'* also demonstrated positive writing achievement across multiple grades. School-wide, only 4.2% of students received the indicator 1(not meeting), 14.2% of students received the indicator 2(basic). 75.5% of students received the achievement indicators of 3 or 4 (good, excellent), with 38.7% of students receiving the standard of excellence.

Student perception data provides additional important context for these achievement outcomes. According to the CBE Student Survey, 94% of students report continuing to work on writing even when it is challenging and 89.6% report that literacy skills will help them achieve future goals. The Hillhurst Student Perception Survey similarly indicates that 74.5% of students enjoy writing, 83.5% feel confident expressing their thoughts through writing and 84.7% report that feedback helps improve their writing.

Student voice data further suggests that students are most engaged when literacy experiences provide opportunities for creativity, choice and personal expression. Students frequently identified free writing, writing block, inquiry projects and opportunities to communicate opinions as meaningful learning experiences. Provincial assurance measures support these findings. Hillhurst achieved a score of 94.4 in Education Quality, receiving a Very High Achievement evaluation and an overall rating of Excellent. Student Learning Engagement was reported at 84.6 and Citizenship improved to 87.7. These indicators suggest that students

experience high-quality learning environments that support engagement and achievement. (Alberta Education and Childcare Assurance Measures 2026)



The consistency observed across achievement, perception and student voice datasets suggests that students are making meaningful progress toward the School Development Plan goal. Students are not only demonstrating positive literacy achievement but are also reporting positive experiences with writing and literacy learning. The evidence suggests that literacy experiences emphasizing voice, identity and authorship are contributing positively to both achievement and engagement.

Analysis of perception and student voice data suggests that students continue to experience strong relationships, positive school experiences and meaningful feelings of belonging.

Open-ended student responses consistently identified friendships, trusted adults, inclusion and acceptance as the primary contributors to a personal sense of belonging. Interestingly, students rarely described belonging through programs or activities; instead, belonging was overwhelmingly connected to relationships and connections with others.

Relationships continue to be the foundation of belonging at Hillhurst. Across all datasets, students consistently identify supportive adults, friendships and inclusion as critical contributors to their school experience. The evidence suggests that strong relationships may be one of the most significant contributors to positive student outcomes in both achievement and well-being.

Truth, Reconciliation, Diversity and Inclusion

A key component of the School Development Plan involved creating opportunities for students to explore identity and perspective through writing, while deepening understanding of Indigenous Ways of Being, Belonging, Doing and Knowing.

Evidence suggests that students continue to demonstrate strong allyship and openness to diverse perspectives. The CBE Student Survey indicates that 98.9% of students identify as allies and 86.5% report interest in learning about different cultures and perspectives. Students also report meaningful engagement with Indigenous learning, including opportunities to learn Indigenous Ways of Being, Belonging, Doing and Knowing and to learn from Elders and Knowledge Keepers.

Student perception and voice data suggest that students are using literacy experiences to communicate personal ideas, experiences and perspectives. The Hillhurst Student Perception Survey indicates that 72.2% of students feel comfortable sharing personal experiences and stories through writing and 83.5% feel confident expressing their thoughts through writing. Students also consistently identified opportunities for self-expression as strengths of their learning experiences.

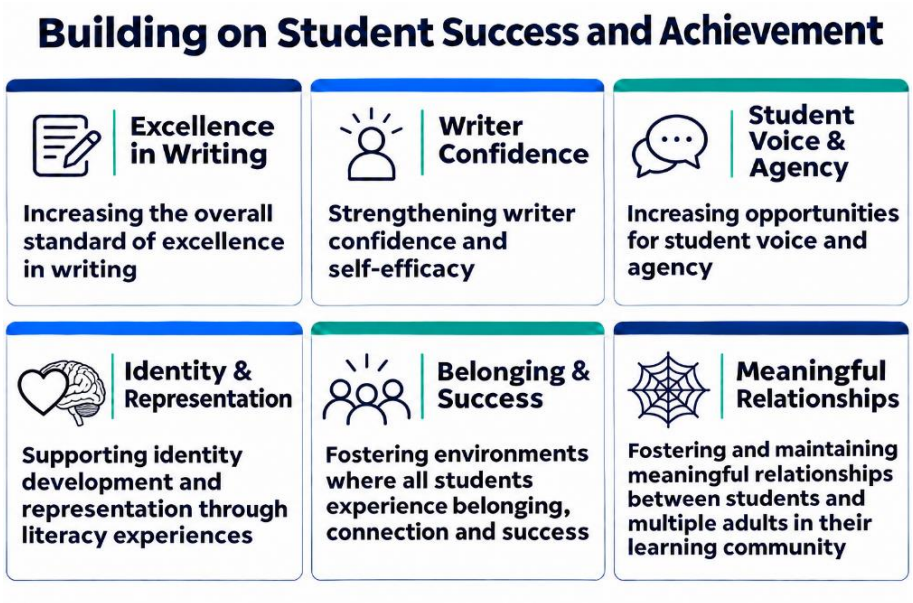
At the same time, opportunities remain to strengthen representation and identity affirmation. The CBE Student Survey indicates that 71% of students report seeing their culture reflected within the school environment. The Hillhurst Student Perception Survey produced somewhat stronger results, with 79% reporting that their culture, background or identity is represented and celebrated at school. Nevertheless, these indicators remain lower than many other measures within the survey data.

The Alberta Education and Childcare Assurance Measures further support these findings. Citizenship improved to 87.7 and received an Excellent evaluation, suggesting that students continue to demonstrate empathy, respect for others and commitment to contributing positively to the school community. (Alberta Education and Childcare Assurance Measures 2026)

Evidence suggests that writing is serving as more than an academic skill. Students are increasingly using literacy as a vehicle to communicate identity, experiences, perspectives and personal voice. At the same time, opportunities remain to strengthen cultural representation and ensure all students see themselves reflected within the school community.

Key Learnings and Next Steps

When achievement, perception, student voice and provincial assurance data are considered together, a consistent story emerges.



Students are demonstrating positive writing achievement, while also reporting positive experiences with writing, strong relationships and meaningful opportunities for self-expression. Students report high levels of support from adults, strong friendship networks and positive feelings of belonging. Achievement data, perception data and student voice data collectively suggest that students are experiencing strong conditions for success.

The most significant finding emerging from the data is that literacy achievement, student engagement and student well-being appear to be strongly connected. Students report positive experiences with writing, demonstrate strong literacy achievement and identify relationships and belonging as essential components of their learning experience. These findings suggest that the School Development Plan's focus on literacy as a vehicle for voice, identity and authorship contributing positively to both achievement and well-being.

The data also highlights opportunities to strengthen writer confidence, increase cultural representation and continue supporting belonging for all students. These findings will inform Year 3 priorities as Hillhurst continues to build upon the positive progress observed throughout the first two years of the School Development Plan, such as:

- increasing the overall standard of excellence in writing
- strengthening writer confidence and self-efficacy
- increasing opportunities for student voice and agency
- supporting identity development and representation through literacy experiences
- fostering environments where all students experience belonging, connection and success
- fostering and maintaining meaningful relationships between students and multiple adults in their learning community

As Hillhurst enters Year 3 of the School Development Plan, staff will continue building upon strong literacy achievement, positive student experiences, and supportive learning conditions identified across datasets. The evidence suggests that continuing to leverage literacy as a vehicle for voice, identity, belonging and authorship will support both student achievement and student well-being as the school continues its improvement journey.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

School: 9218 Hillhurst School

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	**84.6**	86.0	82.3	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**87.7**	82.1	81.0	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**94.4**	90.8	90.5	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**89.5**	89.9	86.2	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**84.8**	82.1	77.9	**79.5**	80.1	80.2	High	Improved	Good
Governance	Parental Involvement	**94.4**	77.6	85.6	**79.9**	80.0	79.5	Very High	Improved	Excellent