

(2021-22)
Annual School Development Report
Hillview Academy



Vision Statement: Hillview Academy will strive to build a community that nurtures academic achievement, social responsibility, healthy living, and life-long learning for its students, teachers, and parents.

Strategic Issue: Wellness and Positive Relationships - How can we best ensure that children and adults understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions?

How did you know this was a Strategic Issue? What evidence did you have?

PMF Data 2.1 - 91% of students (Gr. 6) believe others students' actions disrupt or do not help their learning. Over 50% in other grades.

Indicator 2.6: Percentage of students who feel they are valued members of their school community - 40% do not feel understood or only somewhat understood

50% of students do not feel connected, feel only slightly, or somewhat connected to adults in our school.

Over 50% of students in our school report their peers show no, a little or some respect to them.

25% of our students feel they only matter a little.

16% of our students do not feel they belong at our school, or only feel a little like they belong.

Indicator 2-7: Incidence of Major Behaviors - 50 incidences, 6 different students using disrespectful, threatening language/gestures (10% of pop.)

Indicator 3.1: Percentage of students who are engaged - 50% of our students enjoy none, a few, or less than half of their classes.

34% of our students are eager to participate in none or 1-2 of their classes.

57% of our students essentially never think and talk about ideas from their classes outside of school.

Only 13% of students find what they learn in their classes extremely interesting.

Indicator 3.4: Percentage of families who feel their school meets their child's developmental needs - Only 22% of parents believe their child feels tremendously connected to our school.

10% of parents answered that the school's overall approach to discipline works well for their child.

SDS - 88% of students seldom use ideas from school in their daily life, 44% believe they will not remember what they learned this year next year, 38% of students believe teachers would not be excited to see them if they left this school and returned to visit in 3 years.

Parent involvement is very low but we attribute this to Covid and the wording of the questions.

Year-end Summary of Progress. What evidence do you have to support this progress?

Throughout the school year we implemented many specific actions that allowed us to build culture and connection with our students and families:

- **meeting and greeting our students each morning**
- **modelling school as a happy place**
- **modelling “character and citizenship” for students daily**
- **explicit teaching of social-emotional skills**
- **creating a student leadership group for grades 6-9 - creating student voice**
- **creating a house team that each student is a part of, challenges will be given to create team building and school spirit**
- **active extra-curricular activities i.e. Wellness Wednesday, volleyball, softball, and ball hockey**

Next Steps...

We will continue to focus on this strategic issue. There are many more actions that we will add to support our students and school community as we move forward in this journey. Ideas include having our counselor and safe and caring schools itinerant working with students and staff. Working with the K-3 PATH program. Specific time for teachers to work on citizenship, collaboration and communication within their classes. Relaxing Area (white space)- A specific space for children to come, relax and unwind/regulate/decompress, and a Game Zone: Place for gamers to game with their friends during recess/lunch.
