PROVIDING EXPERIENCES AND SKILLS THAT BUILD CAPACITY AND COMMUNITY

GOLDEN HILLS SCHOOL DIVISION

2024/ 2025

HUTTERITE COLONY SCHOOLS

EDUCATION PLAN AND ANNUAL EDUCATION RESULTS REPORT

SCHOOL PROFILE

Golden Hills School Division oversees 19 Hutterite colony schools, educating approximately 400 students from Kindergarten to Grade 9. With a dedicated team of 20 teachers and 25 educational assistants, we are committed to providing quality education within the unique cultural context of Hutterite communities.

Most schools operate with a single teacher and, in some cases, one or more educational assistants. To accommodate varying enrollment numbers, we implement blended programs in schools with lower student populations and utilize additional staff teams in schools with higher enrollment.

The Hutterite colonies within our district are a blend of Dariusleut and Lehrerleut kinship groups. While sharing fundamental doctrines and beliefs, these groups have some different cultural practices and traditions based on their original geography and traditions.

Our goal is to provide a comprehensive education that respects and honors Hutterite culture and values. We are committed to fostering a supportive learning environment that empowers students to reach their full potential.

FOUNDATION

Golden Hills School Division has cultivated a strong partnership with Hutterite colonies to provide a culturally responsive education. We work closely with Hutterite leaders and families to ensure that our curriculum and instructional practices align with the values and beliefs of the Hutterite community.

Our teachers are committed to creating a safe and inclusive learning environment where all students feel valued and respected. We strive to understand and appreciate the unique cultural and religious traditions of the Hutterite people, and we integrate these aspects into our teaching.

By fostering strong relationships with Hutterite families and communities, we are able to provide a strong academic foundation that prepares students to become well-rounded individuals who are ready to contribute to their community.

ISSUES AND TRENDS

Collaborative Opportunities

To enhance professional development and collaboration, we have integrated opportunities for colony teachers to engage with both divisional and other colony teachers. These collaborative sessions are designed to optimize planning and professional growth.

In the 2024-2025 school year, our continued focus has been on improving literacy and numeracy skills. To achieve this, we have provided targeted professional development for both teachers and educational assistants. Additionally, we have allocated resources for literacy and EAL leaders, as well as numeracy leaders, who support teachers directly in their classrooms.

Colony teachers have been greatly supported by the school division, particularly in areas such as common assessments, report cards, technology integration, mentorship, and early literacy/numeracy. Instructional coaches continue to play a crucial role in supporting professional development and providing guidance. In the 2024-2025 school year, dedicated work time has been incorporated into colony PD days to facilitate collaboration and planning.

Balancing Tradition and Technology

The increasing reliance on electronic resources, communication tools, and teaching methods presents a unique challenge for colony schools. Teachers are adapting to these changes while respecting the cultural values and traditions of the Hutterite community. However, the tension between embracing technology and preserving cultural heritage remains a significant issue.

Colony elders and German teachers have expressed concerns about the potential negative impacts of technology. The government's push towards digital assessments, coupled with the additional costs associated with printing materials, has further intensified these concerns. As young Hutterites become more familiar with technology, colonies are grappling with how to balance its use for educational purposes with potential personal misuse.

Despite these challenges, Golden Hills colony teachers are committed to providing high-quality education at the same time respecting the traditions and beliefs of the Hutterite community .

Technology Integration and Cultural Considerations

Colony teachers have transitioned to the division-wide PowerTeacher gradebook and report card system. To support students with diverse needs, we utilize Individualized Education Plans, behavior plans, and inclusive education practices. Teachers and educational assistants collaborate closely with educational consultants and support staff, including speech, and occupational therapists, to provide comprehensive support for students.

Colony teachers are leveraging the division's technology support services to access assistive technology. While some colonies have integrated technology into their classrooms, others have chosen to limit its use due to cultural considerations. All colonies now have access to high-speed internet, enabling teachers to utilize online resources and collaborate with colleagues.

ALBERTA EDUCATION ASSURANCE MEASURES
OVERALL SUMMARY

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

Primary Report Group

Assurance Domain	Measure	Primary Report Group			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.1	91.2	91.1	n/a	Declined	n/a
	Citizenship	90.7	89.2	89.7	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT6: Acceptable	40.5	62.3	62.3	Very Low	Declined Significantly	Concern
	PAT6: Excellence	0.0	0.0	0.0	Very Low	Maintained	Concern
	PAT9: Acceptable	30.7	33.1	33.1	Very Low	Maintained	Concern
	PAT9: Excellence	4.5	0.0	0.0	Very Low	Improved	Issue
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.0	97.7	94.4	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.0	92.3	92.6	n/a	Maintained	n/a
	Access to Supports and Services	84.3	84.3	85.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.3	87.5	83.5	High	Maintained	Good

Assurance Framework for 2024: A Colony School Perspective

The standard Assurance Framework, while valuable for most schools, does not fully capture the unique context and goals of our colony schools. Metrics such as high school completion are not directly applicable to our student population.

The areas of success for us:

- Citizenship

- Education Quality

- Parental Involvement

We recognize that there is still room for improvement in student achievement on the PAT's. We will continue to focus on strategies to enhance student performance in these areas.

GOAL 1 EVERY STUDENT IS SUCCESSFUL

Student Growth and Achievement

A.6 Citizenship - Measure History

Primary Report Group

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Primary Report Group										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	224	83.9	7	97.1	244	90.2	227	89.2	247	90.7	Very High	Maintained	Excellent
Parent	9	81.8	7	97.1	8	100.0	2	*	11	100.0	Very High	Maintained	Excellent
Student	192	86.5	n/a	n/a	199	82.0	203	84.5	204	81.4	Very High	Maintained	Excellent
Teacher	23	83.5	n/a	n/a	37	88.7	24	93.9	32	90.7	Intermediate	Maintained	Acceptable

B.4 Safe and Caring

Measure History

Primary Report Group

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Primary Report Group										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	224	95.3	7	97.1	243	94.7	227	95.5	247	95.3	Very High	Maintained	Excellent
Parent	9	95.6	7	97.1	8	100.0	2	*	11	100.0	Very High	Maintained	Excellent
Student	192	93.8	n/a	n/a	199	87.6	203	92.8	204	89.7	Very High	Maintained	Excellent
Teacher	23	96.4	n/a	n/a	36	96.6	24	98.3	32	96.2	Very High	Maintained	Excellent

A.8 Work Preparation

Measure History

Primary Report Group

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Primary Report Group										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	32	97.8	6	100.0	43	100.0	22	100.0	41	98.3	Very High	Maintained	Excellent
Parent	9	100.0	6	100.0	8	100.0	2	*	11	100.0	Very High	Maintained	Excellent
Teacher	23	95.7	n/a	n/a	35	100.0	22	100.0	30	96.7	Very High	Maintained	Excellent

GOAL 1 EVERY STUDENT IS SUCCESSFUL

Goal 1: Every Student is Successful

To ensure that every student reaches their full potential, we will implement the following strategies:

Professional Development:

- **Collaborative Learning:** Allocate dedicated time for teachers to collaborate on new curriculum, share best practices, and identify areas for improvement.
- **Enhanced Assessment Practices**: Facilitate collaborative professional development to refine colony common assessments, align them with provincial standards, and improve data-driven instruction.

Curriculum and Instruction:

- **Common Assessment**: Participate in division-wide common assessments where appropriate to benchmark student achievement and inform instructional decisions.
- **Data-Driven Instruction**: Analyze PAT results to identify student strengths and weaknesses. Use this data to develop targeted instructional strategies and provide additional support to struggling learners.
- **Enhanced Learning Experiences**: Focus on developing students' academic vocabulary and critical thinking skills through engaging lessons and activities.
- **Test Preparation**: Provide students with ample opportunities to practice and familiarize themselves with PAT formats to reduce test anxiety and improve performance.
- **Resource Sharing**: Encourage the sharing of effective instructional resources and strategies among schools to promote consistency and innovation

GOAL 2 LITERACY SUCCESS FOR ALL LEARNERS

ELI & LLI Reading Levels - Term 1
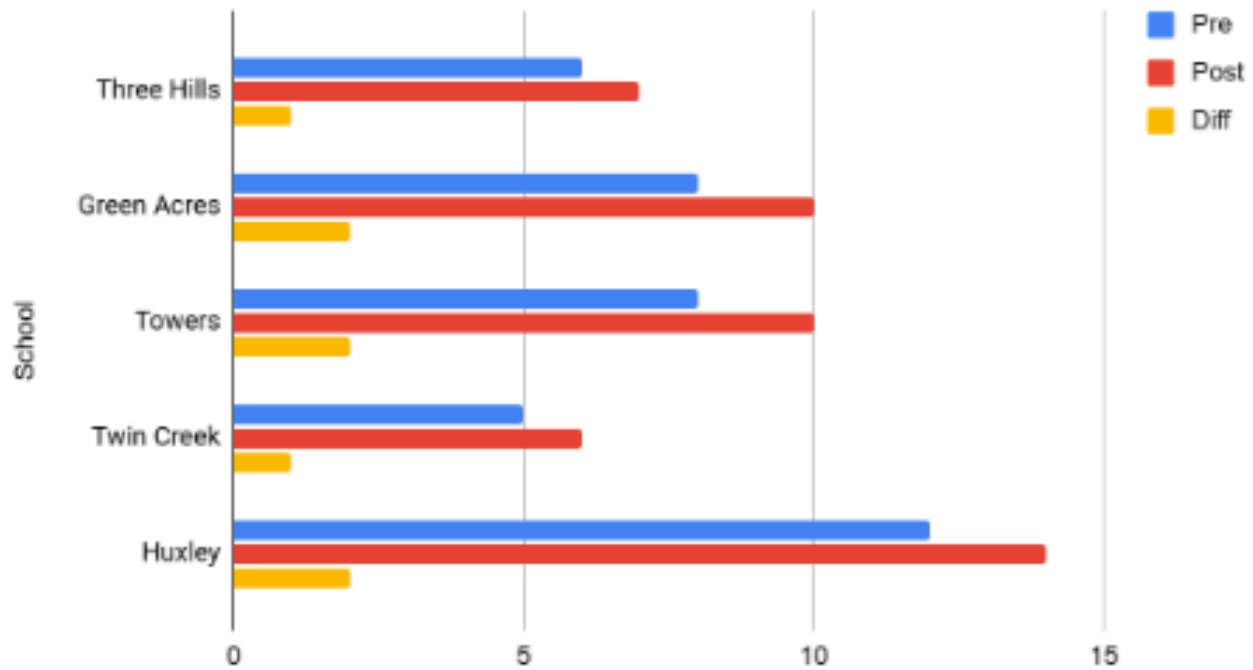
ELI & LLI Reading Levels - Term 2
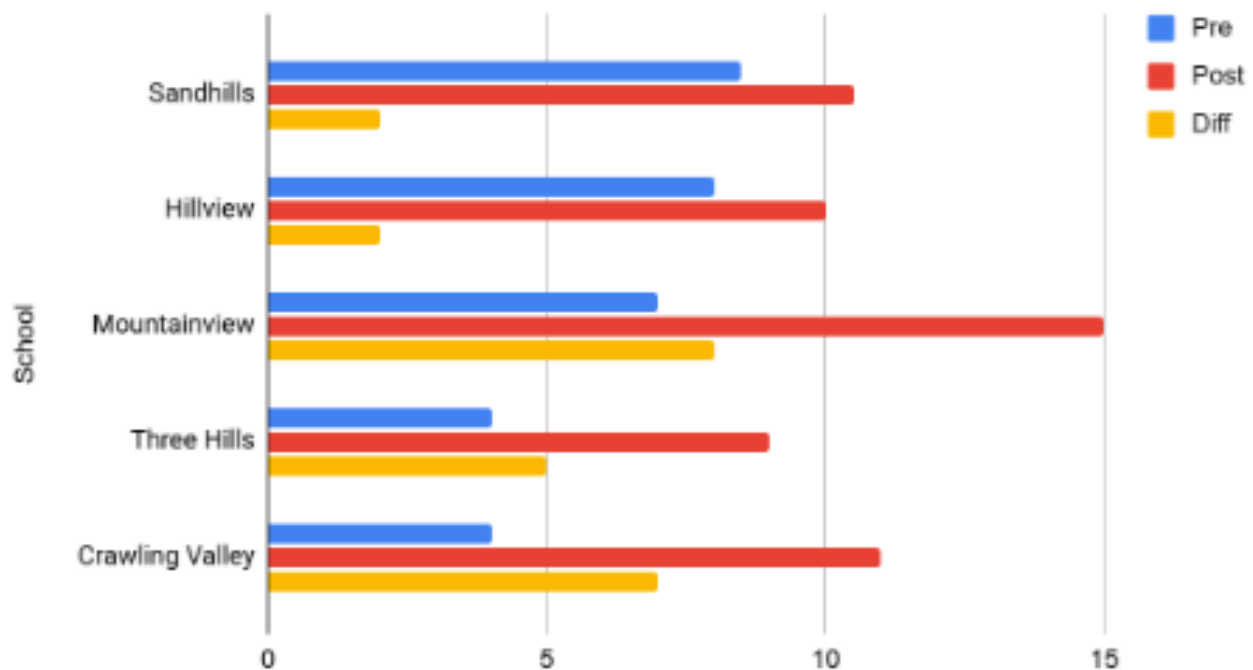
GOAL 2 LITERACY SUCCESS FOR ALL LEARNERS

Goal 2: Literacy Success for All Learners

To ensure that all students achieve literacy success, we will implement the following strategies:

Early Intervention:

- Provide early intervention for students struggling for our EAL students

Vocabulary Development:

- Enhance students' vocabulary knowledge through explicit instruction and rich literacy experiences.

Curriculum and Instruction:

- Define clear expectations for literacy and numeracy skills within the colony context.
- Continue to implement evidence-based instructional practices, such as critical thinking tasks, cascading curriculum design, common marking and assessment, academic vocabulary, LLI, Daily 5 and UFLI.

Professional Development:

- Provide targeted professional development for teachers on balanced literacy instruction.
- Leverage the expertise of literacy leaders and additional educational assistants to support classroom instruction.
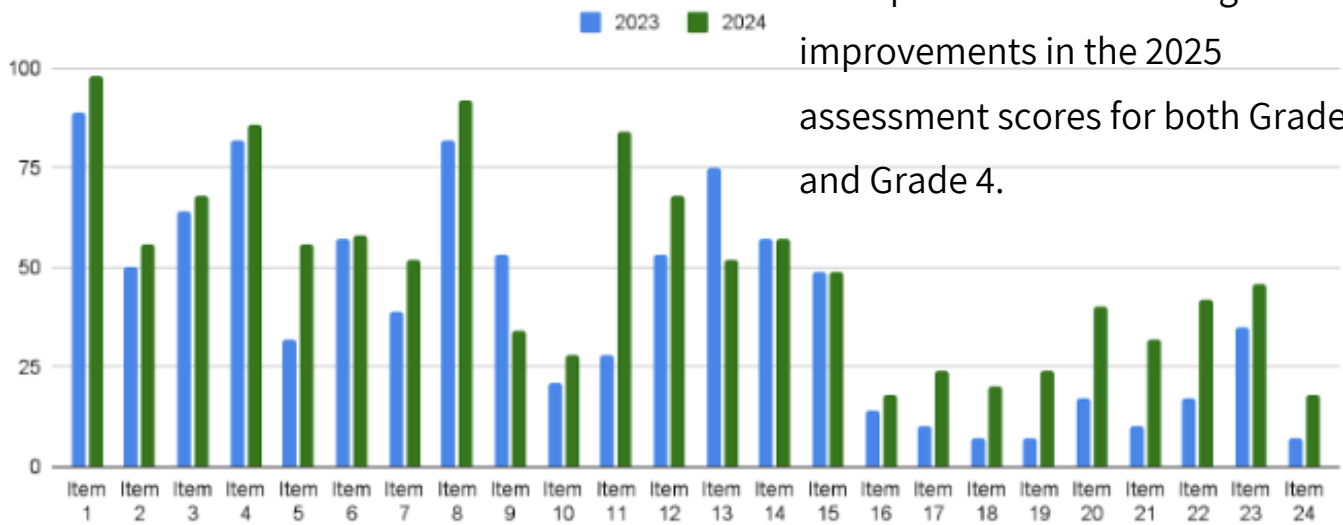
GOAL 3 NUMERACY SUCCESS FOR ALL LEARNERS

Comparison of 2024 to 2023 Grade Three Common Math
Assessment Items Achievement

Declined
8.3%
Same
8.3%
Significantly Improved
50.1%
Improved (1-9%)
33.3%
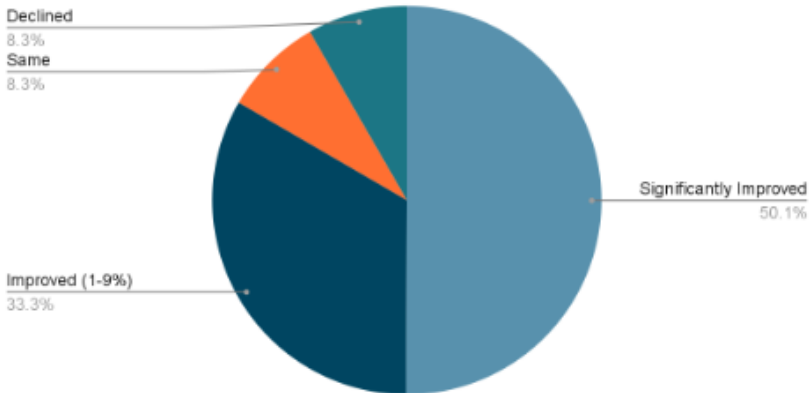
Targeted support, including professional development and coaching, has significantly improved foundational math skills among our students. This increased engagement, understanding, and fluency will positively impact their future learning in higher grades. We anticipate similar or even greater improvements in the 2025 assessment scores for both Grade 3 and Grade 4.

Comparison of 2023 & 2024 by Item

■ 2023 ■ 2024

Comparison of 2023 & 2024 by Progression - Grade 3

■ 2023 ■ 2024
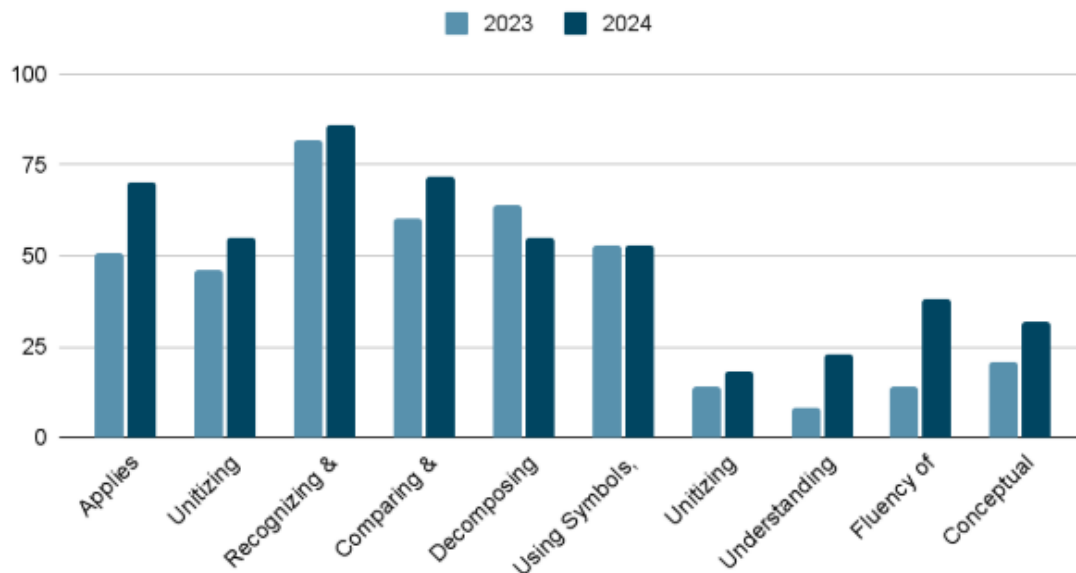
GOAL 3   NUMERACY SUCCESS FOR ALL LEARNERS

Goal 3: Numeracy Success for All Learners

To ensure that all students achieve numeracy success, we will implement the following strategies:

Early Intervention:
- Provide early intervention for students struggling with numeracy.

Data Driven Instruction:
This data-driven approach enables teachers to:

- Identify Student Strengths and Weaknesses: Pinpoint areas where students excel and areas that require additional support.
- Differentiate instruction to meet the diverse needs of all learners.
- Inform Assessment Practices: Modify assessment strategies to align with student learning needs and provide timely feedback.
- Monitor Student Progress: Track student growth over time and adjust instruction as needed.
- Collaborate with Colleagues: Share insights and best practices with colleagues to improve teaching and learning outcomes.

Professional Development:
- Provide targeted professional development for teachers on leveled numeracy instruction.
- Leverage the expertise of numeracy leaders and additional support classroom instruction.

GOAL 4
PROMOTE WELL-BEING THROUGH POSITIVE RELATIONSHIPS AND SKILL BUILDING

To create a supportive and enriching work environment that fosters positive relationships, continuous learning, and overall well-being among educators.

Building Strong Relationships

1. Collaborative Communities:
- Continue to foster the division's culture of collaboration through organized PD days and Colony PD days.
- Pair experienced educators with novice teachers to provide guidance, support, and mentorship.

2. Communication: Supervision and Evaluation
- Conduct regular one-on-one meetings with staff to discuss workload, challenges, and professional goals.
- Implement formal and informal feedback systems to provide feedback and recognition.

3. Personalized Professional Development:
- Work with teachers to set clear, achievable professional development goals tailored to their individual needs.

4. Staff Meetings:
- Clearly define the purpose of each meeting and set a clear agenda.
- Encourage active participation.
- Create a positive and supportive meeting environment by fostering respectful communication and recognizing contributions.

OPERATING BUDGET

Supplies and Services
4.1%

Non Certificated Staff
19.6%

Certificated Staff
76.3%
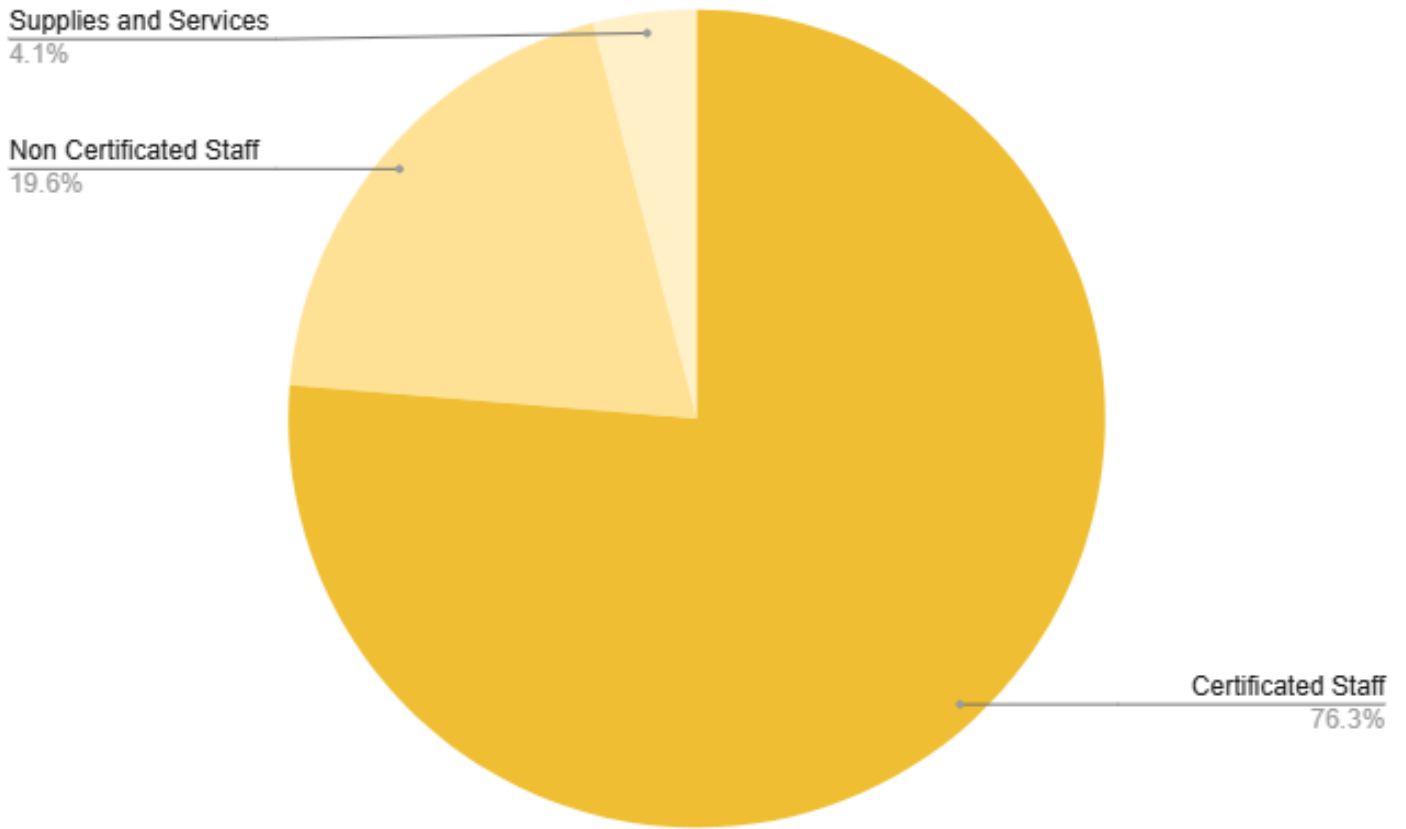
FUTURE CONSIDERATIONS

As our Hutterite colonies continue to grow and expand, both within and beyond our school division, it is essential to proactively plan for future educational needs.

Colony	Split Within Division	Tentative Date
Britestone Colony	Inside Division	June 2025
Crawling Valley Colony	Outside Division	2025 - 2026
Stahlville Colony	Inside Division	2027 - 2028
Wheatland Colony	Inside Division	2028 - 2029