2023-2024

Hutterite Colony Schools

Education Plan and Annual Education Results Report

Providing experiences and skills that build capacity and community.

Foundation

Golden Hills School Division has spent many years developing a positive working relationship with our Hutterite colonies. With approximately 385 students spread over 19 colony schools, we have the opportunity to provide a quality education within the context of a rich Hutterite cultural and religious tradition. It is a pleasure to watch young children, who often learn their first English words in our schools, grow in their academic achievements and leave school to become valuable, contributing members of the Hutterite community. For our 20 teachers, the welcome they receive to the colony is warm, and the relationships they build on the colonies last long past their students' graduation dates. Our goal for our students is to provide a high quality education, while being sensitive to the Hutterite cultural and religious beliefs.

School Profile

Golden Hills operates 19 Hutterite colony schools with 20 teachers and 25 educational assistants. Approximately 385 students attend these schools, ranging from Kindergarten to grade nine. The majority of schools operate with one teacher and in some cases one or more educational assistants. A few schools have a blended program due to low enrollment and a few others have additional staff teams due to high enrollment.

Within our district we have a blend of Dariusleut and Lehrerleut kinship groups. Though they hold the same basic doctrine and beliefs, there are some differences based on their original geography and tradition.

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Accountability Statement

The school education plan for the three years commencing September 5, 2023, was prepared under the direction of the Board of Trustees in accordance with responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

Issues and Trends

- There is an extreme shortage of subs and because of the distance, we have had to close schools multiple times when staff cannot make it to work and we have no coverage.

- Opportunities for collaboration continue to be built into the school calendar. Colony teachers have scheduled GHSD collaboration days with other divisional teachers and with other colony teachers, in addition to our own colony PD time. These opportunities are designed to allow teachers the best use of their professional development and planning time.

- In 2023-24, our teachers are focusing on literacy and numeracy PD to help improve our students' skills. These PD opportunities now include educational assistants and teachers working together. We have built into the budget an Literacy and EAL leader and numeracy leader, who spend time at the colony supporting teachers in programming.

- Colony teachers are working and sharing more closely than ever with the school division, primarily in regard to common assessment work, report card and grade books, technology, mentorship, Powerful Learning, early literacy and English Language Learning. The instructional coaches have played a key role in providing support for professional development. In 2023-24, we have built in work time to each colony PD day.

Issues and Trends Continued

- Colony teachers have moved to the division wide power teacher grade book and report cards.
- Where appropriate, our teachers build IPPs, behavior plans and access support through inclusive education. Teachers and Educational Assistants work closely with our ed consultant and our area supports that include speech, recreational and occupational therapists. Everyone works as a team to support students.
- Substitute teachers and educational assistants are difficult to find and to maintain given the distance to travel for many. We are providing meaningful professional development opportunities for our support staff to help them keep up with the changes in teaching and learning that our colonies are experiencing
- Teachers are utilizing the school division tech supports for assistive technology, digital textbooks and iPad apps. Some colonies have integrated some form of technology into their classrooms, while remaining respectful to the Hutterite culture. Other colonies have outright refused and are attempting to pull back from any forms of technology.
- All colonies now have access to high speed networking for data and communication. This allows our teachers to have the same access to the internet as any other teacher within the division.

Issues and Trends Continued

- In a changing educational world with heavier reliance on electronic resources, communication and teaching tools, colony teachers must adapt within a school context that typically does not allow access to these supports. Teachers are finding ways to work around these challenges, although this remains one of the greatest challenges, especially when they participate in collaboration with peers who rely heavily on technology.
- Each year, colony elders and German teachers worry more about and discuss more ways to find alternatives to technology. This is, perhaps, a result of not being able to stop the influence of technology. With the introduction of the SLAs in October of 2014, there has been a movement by the government to move to digital based assessments. Combined with added costs for each colony to print materials, colony elders are discussing the issue of technology more and more. Each year, as there are more advances in technology and as the young colony adults explore technology in their own time, colonies struggle to manage a balance between the use of technology for education and the misuse of technology personally. Overall, this has caused a divide in colony members on whether to introduce technology within the schools.
- Golden Hills colony teachers celebrate excellent teaching and learning more, through acknowledging, sharing and mentoring throughout the division and on the colony with open houses where parents and community can join the students and staff in sharing the evidence of learning.
- Colony admin supports our teachers more and more each year by adding more thorough visits throughout the year with constructive and positive feedback and support.
- In 2022-23, we are placing more EA supports in as general literacy and numeracy supports whenever and wherever we can as we know generally the students will improve.

Alberta Education Assurance Measures

Overall Summary

Alberta Government

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	91.2	91.1	91.1	n/a	Maintained	n/a
	Citizenship	89.2	90.2	87.1	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
	PAT: Acceptable	41.4	40.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	5.4	n/a	Very Low	n/a	n/a
	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	97.7	91.1	92.3	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.3	92.9	92.9	n/a	Maintained	n/a
	Access to Supports and Services	84.3	86.8	86.8	n/a	Maintained	n/a
Governance	Parental Involvement	87.5	79.4	75.8	Very High	Improved	Excellent

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Assurance Framework for 2023

The assurance framework measures many areas that do not apply to colony schools. Diploma prep and high school completion are not measured on the colonies and therefore not reflected in our results. The areas of success for us are in citizenship, education quality and parental involvement. Areas to work on continue to be in PAT achievement.

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												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	17	93.2	16	93.3	n/a	n/a	27	88.2	23	92.5	Very High	Maintained	Excellent
Parent	n/a	n/a	3	*	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a
Student	17	93.2	16	93.3	n/a	n/a	21	90.2	23	92.5	Very High	Maintained	Excellent
Teacher	4	*	4	*	n/a	n/a	6	86.2	5	*	*	*	*

Teaching & Leading

A.4 Education Quality - Measure History

Primary Report Group

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Primary Report Group												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	15	97.2	16	83.9	n/a	n/a	27	97.0	23	94.7	Very High	Maintained	Excellent
Parent	n/a	n/a	3	*	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a
Student	15	97.2	16	83.9	n/a	n/a	21	94.0	23	94.7	Very High	Maintained	Excellent
Teacher	4	*	4	*	n/a	n/a	6	100.0	5	*	*	*	*

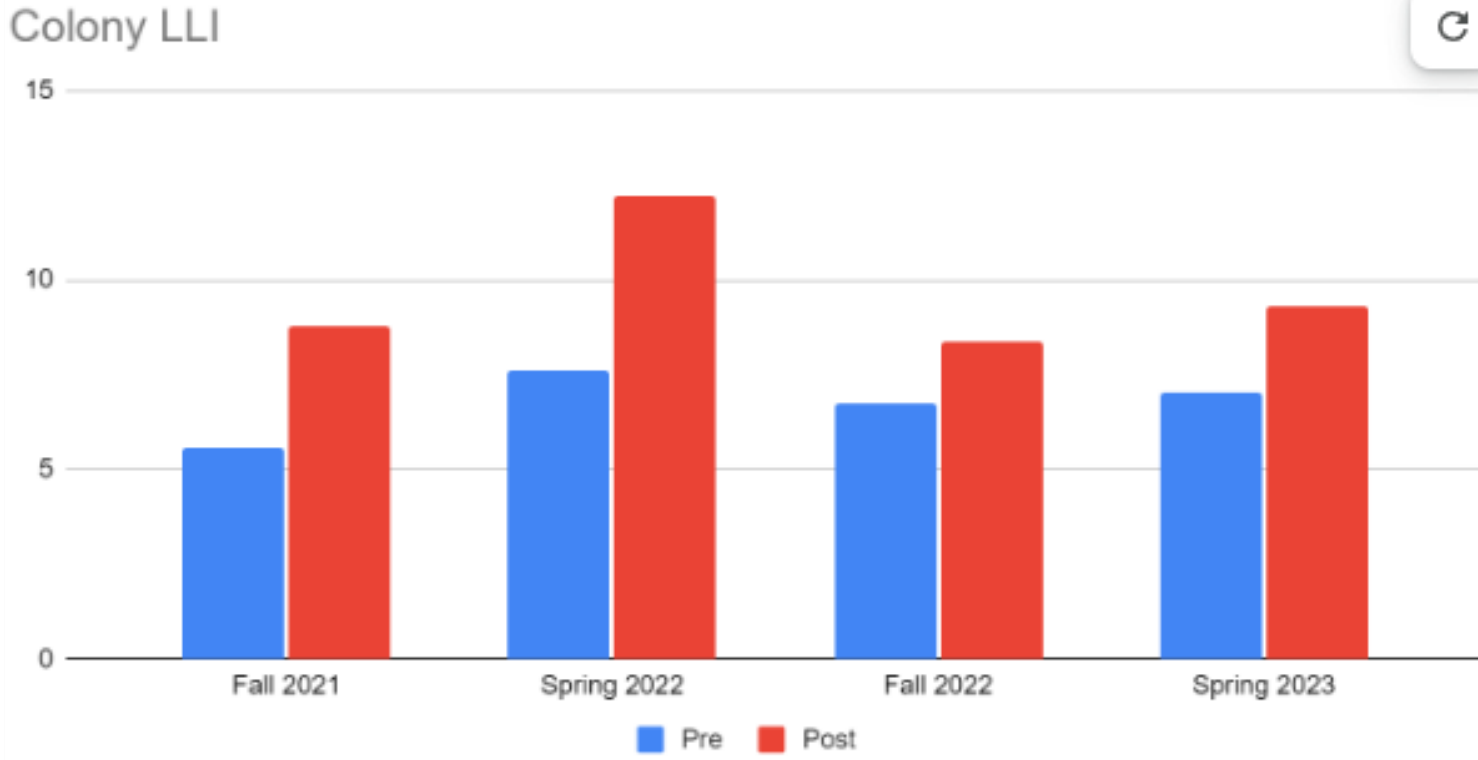
Goal 1

Every Student is Successful

- Provide teacher collab time on new curriculum.
- Participate in division-wide common assessments where appropriate.
- Improving on colony common assessments through collaborative PD.
- Provide program options for colony students in Green Certificate and Work Experience programs.
- Provide opportunities to take CTS and Math at a high school level.
- Identify areas of weakness and concern through analysis of school PAT results.
- Improve instruction based on analysis (providing teachers with time to do proper PAT analysis) and then designing the learning to address areas of weakness.
- Provide students with test practice and familiarization with PAT formats.
- Focus on academic vocabulary and critical thinking.
- Sharing of resources between schools.
- Provide more opportunities for Hutterite students to receive a high school education and graduate.
- Provide an off campus/on colony work experience and CTS program for students from age 15-20 years old.
- Provide a GHLA staff member to support students completing green certificate through Olds college.

Goal 2

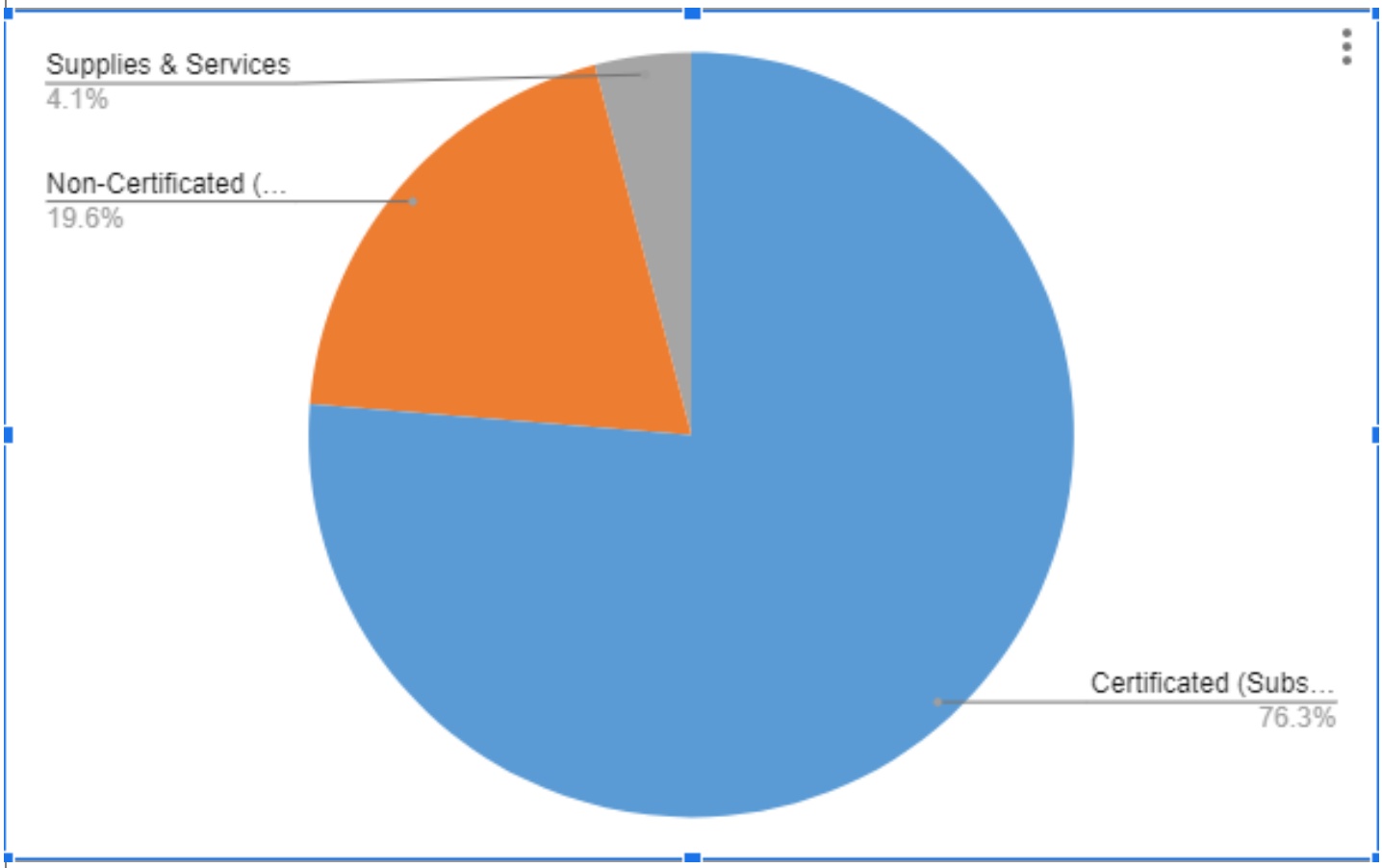
Literacy and Numeracy
Success for all Learners



Goal 2

Literacy and Numeracy Success for all Learners

Strategies for this priority:

- Intervene early
- Provide students with an understanding around vocabulary.
- Define what literacy and numeracy looks like on the colony.
- Early intervention in reading and ELL.
- Continue critical thinking tasks, cascading curriculum design, common marking, assessment, academic vocabulary, LLI, Daily 5, Words their Way, Daily 3.
- Continue to engage students in numeracy through Math Centers (math games, problem solving, basic skills without worksheets, numeracy, math journals).
- Provide PD specific to balanced literacy
- Literacy and Numeracy leads and added EA support for literacy and numeracy program support.

Operating Budget