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School Planning Engagement Comments Hidden Valley School Council [In Person and Online] March 11, 2026

The following comments were captured during the School Council meeting on March 11, 2026. Notes were typed by Hidden Valley School staff while participants were speaking. Staff made every effort to record comments as close to verbatim as possible. No comments have been intentionally omitted.

Parent question: How often are you checking in to see how it is going, have you seen improvement in student outcomes?

- It was shared that the school is completing a deeper analysis of data, while also relying on anecdotal evidence.
- Anecdotally, staff shared that teachers feel more confident, with significant buy-in to instructional strategies.
- Assessment tools being used were identified as key in checking student progress and aligning teacher perception of achievement with evidence.
- Math and early literacy were identified as priority focus areas.

A question was asked about whether the school checks in with Grade 8 teachers to see the impact on students who are currently in Grade 3.

- It was clarified that there is not a formal check-in plan for a specific cohort once students leave the school.
- At a system level, assessment data is provided that allows schools to see the impact of learning during elementary school years when they are in middle school and high school. A parent shared their observation that many students failed Part B of the math PAT in their child's class.
- Examples were shared of students making connections across classes, supporting other learners, and discussing school learning (e.g., projects such as playdough sculptures and balloon cars) at home, indicating meaningful learning experiences.
- The value of spaced practice and revisiting learning over time was noted.
- Parents were identified as an important connector for supporting learning as students move into higher grades.
- One parent communicated their perception about the challenges of split classes (e.g., Grade 1/2 combined), teacher changes, and disruptions impacting student success.
- One parent expressed concerns that their child was not successful during the year and required additional support.

A question was asked about how instructional initiatives impact school funding.



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- It was shared that funding is based on enrollment and that projections and budget details are forthcoming.
- The principal explained that this year, funding arrived at different points throughout the year.
- Additional funding received was used to hire extra teaching and support staff, primarily directed toward reducing or supporting the largest class sizes, particularly in Grade 2.
- This staffing decision was shared as a response to class size pressures rather than to individual student achievement concerns.

Several parents shared positive feedback about the School Development Plan, noting that:

- The approach is focused on all students.
- Instructional strategies address learners at multiple stages.
- Learning is visible and transferable beyond the classroom.
- Parents expressed strong support for the School Development Plan (“two thumbs up”) and noted that school fees were reasonable.
- Appreciation was expressed for the hard work of school staff.
- Parents reaffirmed that math is a key focus area they value.