

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	481.000	Custodial	3.719000	Salaries	\$3,207,899	94%
Weighted	580.261	Exempt	0.000000	Supplies, Equip., Services	\$218,603	06%
Regular	481	Support	5.000000			
		Teacher	<u>25.000000</u>			
Year Opened	1950	Total	33.719000	Total	\$3,426,502	100%
Area (total)	7,123 metres					

Vision

Transforming the learners of today into the leaders of tomorrow.

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District 's cornerstone values of accountability, collaboration, equity and integrity.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

School Philosophy

At Westminster, we envision a holistic approach to education. Combining academics, arts, athletics, and real life experiences, we seek to create equal opportunities for all of our students. Every student has a voice. Every student has a unique story to tell. We foster a safe, equitable atmosphere for students to learn, grow, and discover more about themselves. We strive to ensure students graduate from Westminster with an excellent education, but also as well-rounded compassionate, and community-focused humans. We are something for everyone.

Community Profile

Westminster is an IB World School located in Glenora and resides in the Ross Sheppard Catchment. Westminster is for students who want tailored programming - diverse extracurricular activities, options, and teaching methods for every type of learner. Our kids know that they have opportunities to be involved and engaged in and outside of the classroom. We stand out for our exceptional programming, academic excellence, and dedication to giving back to our community and all of our students are unified through the characteristics of the IB Learner Profile. Our parent community plays a strong role in enhancing the learning at the school and the Westminster Parent Advisory Council and Westminster Music Society provide extensive financial support, thereby enhancing student learning. Connections with our extended community include the University of Alberta Hospital Foundation, the Glenora Community League, Youth Philanthropy Initiative (YPI), Wee Read, McQueen's Senior Centre, our direct feeder schools and the General Hospital.

Programs and Organization

Westminster School offers Grade 7 to Grade 9 students four different programs in which to engage in - International Baccalaureate Middle Years Program (IBMYP), Learning Strategies, Behaviour Learning Assistance Program (BLAP) and our Regular Program. All students, including students in the IBMYP, are presented with the curriculum required by Alberta Education in a way that is accessible for all learning styles and backgrounds. At the core of Westminster's Pedagogy is the IB Learner Profile. Regardless of our students' strengths and challenges, we believe that the IB Learner Profile is applicable to ALL of our students. Students in all programs can choose either Spanish or French as their second language of instruction and have opportunity to support their interests by choosing complementary courses that meet their needs - Foods, Art, Drama, Construction, Environmental Outdoor Education, Leadership, Mechanics, Learning Strategies, Yoga, Sports Performance and Computers.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2016-2017, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

By June 2017, our student achievement results will meet or exceed our three year average as stated on the school's Accountability Pillar. Our teachers will engage in collaborative work designed to improve and enhance teaching and learning, specifically in the areas of literacy and numeracy. Students deemed to be at risk will be identified and will have targeted interventions put in place to support success with a focus on ELL and FNMI students (Priority 1/Goal 2). This will be achieved through grade level and subject specific meetings, whole school faculty meetings, and personal learning networks, all of which are designed to meet the personal and collective learning needs of our teachers and school community. Departments will be provided release time to engage in collaborative work and professional learning that supports student success; data from multiple sources will be utilized to design student learning opportunities and enhance student learning supports. The categories of Overall Educational Quality and School Improvement will remain constant or show improvement. Overall positive response levels on items on the District Feedback Survey aligned with Priority 1/Goal 2 will be maintained or show an improvement. School-based and/or catchment-based intervention initiatives will show a positive impact on student learning outcomes.

Results Achieved:

In relation to the Accountability Pillar, Westminster School continues to achieve a very high rating in Overall Educational Quality (92.5%) and School Improvement (82.9%) while maintaining an overall rating of Excellent in both areas. However, our overall PAT results suggest an issue at the Acceptable Standard. This is a reflection of the increasing complexity of our student community, including English Language Learners and students in need of specialized supports. In addition, we had more students exempt from the writing of PATs in ELA and Mathematics than in the previous year. This context was aligned with the supports that were put into place for the 2016-2017 school year, which included:

- Math Equity Project (0.33 FTE): A co-teaching model at Grade 8 and Grade 9 where targeted supports were provided to identified students/groupings; the MIPI was used as a screening tool as means to start the triangulation of data so as to best identify those students in need of numeracy support
- 5 Pillars Equity Project (0.29 FTE): ELL Support targeted to Level 1 and 2 ELL students
- Embedded support through timetable design: 3 teachers provided with FTE to support students reading or writing below grade level; embedded time within the timetable for co-teacher model at Grade 8; EA's aligned to classrooms where supports were needed for students to be successful (Strategies, Math 7/8/9 and ELA 7/8/9)
- Implementing RAZ Kids with identified students, providing PD in the Foundations of Literacy, the Math Department providing four days/week of math support at lunch hour and afterschool and a school wide licence for IXL Math (an online Math support program)
- Detailed data analysis using the Dashboard by department leads to examine patterns over time and a more detailed outcome analysis on the PATs which resulted in departments adjusting teaching practices and student learning experiences
- Release time in each term for departments to collaborate around assessment, student learning outcomes, student learning supports and teacher practice.

From the District Feedback Survey, 90% of our students believe that their school experience has helped them in Mathematics; 78% and 86% of our students, respectively, believe their school experience has helped them in writing for different purposes and in understanding the information they read. 86% of our teachers believe they have the knowledge and skills to program and support students in need of specialized supports and services and 95% of our students believe our teachers and school help them to learn.

By June 2017, 100% of staff will participate in and have opportunities to enhance professional capacity and their leadership skills through catchment professional development, targeted collaborative work and participation in community of practice groups to create welcoming, high quality learning and working environments. School-based professional learning opportunities will also support the enhancement of professional capacity and leadership development; professional development will be engaging, meaningful and relevant. (Priority 2/Goal 3). This will be achieved through grade level and subject specific meetings, whole school faculty meetings, and personal learning networks, all of which are designed to meet the personal and collective learning needs of our teachers and school community. Departments will be provided release time to engage in collaborative work and professional learning that supports student success and enhances teacher efficacy. An Instructional Leadership Team (ILT) will explore organizational and leadership practices that build and enhance a culture of achievement. On the Accountability Pillar, the categories of Effectiveness of Professional Development and School Improvement will remain constant or improve. Overall positive response levels on items on the District Feedback Survey aligned with Priority 2/Goal 3 will be maintained or show an improvement.

Results Achieved:

In relation to the Accountability Pillar, Westminster School has made marked improvement in the area of PD Effectiveness, moving from 82.6% to 97.4%. We continue to maintain a very high rating in the measure of School Improvement (82.9%) with an overall rating of Excellent. The repurposing of the ILT to a team of informal leaders whose responsibility is to increase the leadership capacity of themselves and their departments, across departments and whole school has made a positive impact on the teaching and learning environment. They have taken on the role of guiding collective and personal professional development through collaborative time and structures, examining the topics of student success, assessment, IBMYP, provincial curriculum and progress reports, effective teaching strategies, and improving teacher practice. Teachers had choice and voice in their professional learning and we focused on teachers' strengths and interests as we sought ways to impact student learning outcomes. Teacher Professional Growth Plans were utilized, on a continual basis, as a means to support teachers in their professional learning through conversation and reflection. The ILT received targeted support through the work of Sandra Herbst and the guiding question "What matters when I lead by walking alongside colleagues?"

- 78% of entire faculty feel that catchment professional learning is effective in enhancing professional growth;
- 97% of the entire faculty feel that school based professional learning is effective in enhancing professional growth;
- 91% feel that they can access professional learning to develop their leadership skills;
- 100% of staff feel we collaborate

By June 2017, our school will increase opportunities for parental involvement in school events and activities. We will focus on consistent and timely communication with parents and families to support this goal. Further, we will grow and enhance our rich and diverse school culture by engaging parents as partners and providing supports for the whole child so as to enhance public education (Priority 3/Goal 1 and 2). Our learning community will engage in school, catchment and district based opportunities designed to support and enhance an inclusive, welcoming, and high performing learning community. We will create learning opportunities for our families in areas of importance to our school community. Westminster will host a catchment initiative that supports student learning through public education via the organization of parent workshops using the Alberta Health Services Caregiver Series Program. We will utilize aligned and strategic communication that provides opportunities for parental involvement in programs such as career planning and high school transitions. We will continue our focus on volunteering with our Service as Action program. The categories on the Accountability Pillar of Safe and Caring Schools, Modeling Active Citizenship, World of Work and Parental Involvement will be maintained and/or show an improvement. Overall positive response levels on items from the District Feedback Survey aligned with Priority 3/Goal 1 and 2 will be maintained or show an improvement.

Results Achieved:

In relation to the Accountability Pillar, Westminster School continues to maintain a Very High Achievement rating in the areas of Safe and Caring Schools, Citizenship, World of Work and Parental Involvement. However, we have experienced a decline overall in Citizenship to a Good rating but have maintained an Excellent Rating in the other three areas. On the District Feedback Survey (6.7% parent participation rate), 67.7% of parents who responded either agreed or strongly agreed that they knew of opportunities to be involved in their child's education; 14.7% of parents responding did not know of opportunities of how to be involved in their child's education. Of those who responded, parents reported being able to support their student's learning through the monitoring of homework, volunteering at the school, attending school events, PAC, and Parent Teacher Conferences. Aligning with Success Goal 3:

- 85.3% state the information they received about their student's learning is helpful
- 94.1% felt they had adequate opportunities to communicate with child's teacher and 85.3% felt comfortable contacting a teacher about an issue concerning their child's educational experience
- 88.8% of responding parents felt their child's academic progress is communicated in a timely ongoing manner
- 70.6% of responding parents know we have community partnerships in place but 29.4% responded they don't know if we do
- 100% staff believe our school offers parents/guardians multiple ways to be involved in their child's education; 96.6% believe that our school has partnerships that support student success and 100% believe that we can support students with challenging circumstances
- 90.5% of our students feel safe at school; 83% know at least one adult in the school who could help them; 84% believe our school is a place where differences are respected and 92% of our students report their parents talk to them about their learning at home.
- over 5900 hours of service were given by our Westminster students to the greater community

Quantitative feedback from our stakeholders suggest we effectively transition students into Division 3 (Grade 6 to 7) and Division 4 (Grade 9 to 10) through our comprehensive high school transition process and the work we engage in with our sending elementary schools (over 20+ elementary schools are represented at Westminster). Students value the variety of extra-curricular activities and clubs available to meet the diverse needs of our student population. The feedback from the participants in our AHS Caregiver Series Program was overwhelmingly positive. Communicating with our parents was a high priority and addressed through the use of SchoolZone, Google Classroom (students), Synvoice, and weekly/bi-weekly emails to parents from the principal.

What were the biggest challenges encountered in 2016/17?

- Meeting the academic, social, physical and emotional needs of an increasingly complex and diverse community of learners
- Increasing the professional capacity of our teachers in order to meet the complexity and diversity of our learners
- Creating meaningful communication and engagement opportunities for our complex and diverse school community

What are the implications from 2016/17 that will impact your current year plan?

- Expand our ability to meet the needs of an increasingly complex and diverse student demographic in the areas of literacy and numeracy
- Enhance and expand teaching professional capacity and leadership skills
- Engage parents as partners to support the development of the whole child

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
School: 7543 Westminster School



Measure Category	Measure	Westminster 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
Safe and Caring Schools	Safe and Caring	89.4	89.6	89.9	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.7	88.2	88.0	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	92.5	93.1	91.7	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.9	1.7	1.4	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.6	82.2	80.7	73.4	73.6	73.2	Intermediate	Declined	Issue
	PAT: Excellence	22.1	23.4	24.6	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	88.3	85.7	81.8	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	84.8	88.0	88.2	83.7	83.9	83.6	Very High	Declined	Good
Parental Involvement	Parental Involvement	85.4	74.0	78.8	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	82.9	89.5	81.2	81.4	81.2	80.2	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
 5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2017/2018 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Our teachers will expand their ability to meet the needs of our complex and diverse learners in the area of literacy and numeracy so as to ensure success for every student. This will be accomplished through targeted professional learning in faculty meetings, department meetings, catchment and district designed PD opportunities and personal learning networks. Using multiples resources, including the book *Making Classroom Assessment Work*, we will enhance our assessment practices in the area of student feedback. Departments will continue to be provided release time to inquire and reflect on supports for student success, refine teaching practice to meet the needs of our learners based on multiple pieces of data and design engaging and meaningful student learning opportunities. The timetable design will create embedded support for a Co-Teacher model which will align with students/classes/subjects requiring more intensive supports. Through the timetable, support will also be embedded for ELL students at Level 1 and 2 and for students identified as reading and/or writing below grade level. Students identified as reading and/or writing below grade level and those challenged in mathematics will have shown personal improvements through various means of assessment. The categories of Overall Educational Quality and School Improvement will remain constant or show an improvement. Overall positive responses on the District Feedback Survey(or on surveys similiar) aligned with Priority 1/Goal 2 will be maintained or show an improvement. Our student achievement results at the Acceptable Standard, as measured by the ELA and Math PAT, will improve.

Priority 2

Staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. This will be achieved through department meetings (release time and scheduled time), faculty meetings, catchment and District professional learning opportunities, and personal learning networks, all of which are designed to meet the personal and collective learning needs of our faculty. Departments will engage in collaborative work that is driven by student learning needs and personal/collective learning needs that support student success outcomes. A new 1.0 FTE Curriculum Coordinator (IBMYP and Learning Commons) will provide support to all faculty as we develop and enhance interdisciplinary learning opportunities for both students and faculty at all three grade levels. The ILT will continue to provide leadership to the faculty and feedback to the administration team about instructional and organization practices. The ILT will continue to explore and support faculty in the area of student assessment using the book *Making Classroom Assessment Work* by Sandra Herbst. On the Accountability Pillar, Effectiveness of Professional Development and School Improvement will remain constant or improve. Overall positive responses on the District Feedback Survey (or on surveys similiar) items aligned with Priority 2/Goal 3 will be maintained or show an improvement.

Priority 2

We will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing supports for the whole child. Our learning community (students, faculty, parents, Parent Advisory Council) will engage in school, catchment, and district based opportunities designed to support and enhance an inclusive, welcoming and high performing learning community. We will engage our school community through meaningful communication and engagement opportunities in addition to continuing to create engagement/learning opportunities for our school community in the areas of ELL, Literacy, Numeracy, FNMI, Career Pathways and transitions. Westminster will continue to offer parent workshops with AHS Caregiver Series Program in the Ross Sheppard Catchment. Using the IB Learner Profile, Westminster Faculty will support opportunities for students to participate in programming outside of the classroom, as well as organize various school projects/events for Westminster students. On the Accountability Pillar, the measures of Safe and Caring Schools, Modeling Active Citizenship, and Parental Involvement will show an improvement. Overall positive responses on the District Feedback Survey (or on surveys similiar) aligned with Priority 3/Goal 1 and 2 will be maintained or will show an improvement.

Priority 2

	2017-18 Spring Proposed		2017-18 Fall Revised	
Resources		3,516,376		3,426,502
Internal Revenue		0		0
REVENUE TOTAL		3,516,376		3,426,502
Classroom	22.000000	2,261,402	22.104000	2,272,092
Leadership	3.000000	368,408	2.896000	357,365
Teacher Supply	.000000	100,000	.000000	65,000
TOTAL TEACHER	25.000000	2,729,810	25.000000	2,694,457
(% of Budget)		77.63%		78.64%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.000000	287,174	5.000000	287,174
Support (Supply/OT)	.000000	0	.000000	0
Custodial	3.719000	226,268	3.719000	226,268
Custodial (Supply/OT)	.000000	2,000	.000000	0
TOTAL NON-TEACHER	8.719000	515,442	8.719000	513,442
(% of Budget)		14.66%		14.98%
TOTAL STAFF	33.719000	3,245,252	33.719000	3,207,899
(% of Budget)		92.29%		93.62%
SUPPLIES, EQUIPMENT AND SERVICES		176,210		183,450
INTERNAL SERVICES		94,915		35,153
TOTAL SES		271,125		218,603
(% of Budget)		7.71%		6.38%
TOTAL AMOUNT BUDGETED		3,516,377		3,426,502
Carry Forward Included		0		-49,756
Carry Forward to Future		0		0