

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	442.000	Custodial	3.563000	Salaries	\$2,695,976	95%
Weighted	500.918	Exempt	0.000000	Supplies, Equip., Services	\$145,536	05%
Regular	442	Support	3.000000			
		Teacher	<u>21.000000</u>			
Year Opened	1950	Total	27.563000	Total	\$2,841,512	100%

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 Little Warriors, the University of Alberta Hospital Foundation, the Glenora Community League, Youth Philanthropy Initiative (YPI), Junior Achievement, and our direct feeder schools.

Programs and Organization

Westminster School offers all Grade 7 to Grade 9 students programming grounded in the International Baccalaureate Middle Years Program (IBMYP). All students 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.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Junior Achievement

Division Priorities 2018-2022

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 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

In a school year defined by a global pandemic where the school community could shift between in-person learning, at-home learning or a hybrid scenario at any given time, our teachers will continue to expand and refine their ability to meet the complex needs of our diverse learners in the areas of literacy (Reading) and numeracy (Mathematics) so as to ensure success for every student. The work will be addressed through professional learning in faculty meetings, department/team meetings, catchment and Division designed PD opportunities and collaborative learning networks. Through the lens of IBMYP, departments will continue to be provided time to:

- connect, inquire, and reflect on student success and collaboratively plan to meet our students' learning needs in the areas of literacy and numeracy
- reflect on multiple pieces of student data, both qualitative and quantitative, to design meaningful learning opportunities so students are successful in their programs of study
- enhance and refine teaching practices that address reading and Mathematics

Our timetable design, which is supported in our Re-Entry Strategy, will continue to embed teacher support in a dual-teacher model, aligning with students and classes requiring more intensive supports, specifically in ELA and Mathematics. To evaluate our success in our work, we will seek qualitative and quantitative data from a variety of sources, both internally and externally.

Results Achieved:

The 2020-2021 school year at Westminster was a year of disruption due to the continuation of the Pandemic. All of our in-person learners experienced too many transitions to online learning, hybrid learning, and back to in-person learning throughout the school year, with some students having to endure online learning for almost four out of ten months of the school year. Given these challenges, we are extremely proud of how our Warriors engaged in their learning! At the end of September 2020, we had 391 students who selected in-person learning. When we tracked student achievement at the end of June using a minimum of 3 out of 4 Quarters of learning, 68% of our Warriors achieved an average of 70% or higher in all four core subjects. In relation to Alberta Education's Assurance Measures, Westminster continues to maintain a rating of Excellence in Educational Quality with Very High Achievement.

The embedded support in our timetable, which is a dual teacher model, provided an additional 1.3 FTE to the four core subjects with Math and ELA receiving 72% of this embedded support. With the Pandemic's disruption to learning, this model was crucial in supporting all students. Across all subject areas, teachers worked in their teams to review available data, which included CAT 4 data for all grades. Teams revised units and lesson plans, extending their knowledge and understanding of a variety of teaching strategies (particularly in virtual environments) and strategies to enhance student engagement.

- ELA continued to use Notice and Note for fiction and introduced Notice and Note for non-fiction, implementing quarterly multiple-choice reading assessments using data to target specific reading strategies, and initiated Word Work Wednesday to address deficits in writing conventions revealed in our CAT 4 data.
- The Math team continued to explicitly teach math vocabulary, with students using relevant and appropriate terms when communicating their learning.
 - Constant and continuous feedback was provided to give students an opportunity to use the strategies in class to improve their understanding of math concepts and skill acquisition.
 - Through Google Classroom/Meet, a variety of strategies were used to keep students informed and connected such as "What did I miss?", the posting of practice questions, sharing notes, and creating video lessons.
 - To support the diversity of our Math learners, students were provided an array of choices to access support - in person by appointment, one on one/small group Google Meets, email, messaging through Google Classroom.
 - Class discussions included the use of guiding questions to support the perseverance of all learners in their work.
- In Science, students read slides, formulated answers, and interpreted information from materials created by both students and teachers.
 - Calculation type questions were used in units of study where students had to show their work, using a four step process to problem solve.
 - Students engaged with math-style word problems and graphs to support their understanding of key math concepts.
- In both Social Studies and Science, vocabulary lists were provided with a digital glossary for students and teachers modeled how to gain contextual clues in the textbook and the breaking down of words to gain an understanding of terms and concepts.
- Second Languages focused on vocabulary and expressions.
 - More of an emphasis was placed on short mini lessons rather than thematic units of study with a significant emphasis on oral language
 - There was increase in the use of multi media materials using native speakers and in Google Meet, breakout rooms were used as "practice rooms" for language development.

- PE and our Fine Arts/Design courses faced significant hurdles in the delivery and continuity of learning as a result of the Pandemic.
 - PE focused on the use *My Blueprint* to explore goal setting and researching future educational opportunities.
 - In the Design classes, there was real life application of numeracy and literacy skills both in the classroom and in the home setting when students had to pivot online.
- Using CAT 4 and diagnostic reading data, one teacher with extensive Division One literacy experience worked with students requiring intensive reading comprehension support whether we were in-person or online.

In a school year defined by a global pandemic where the school community could shift between in-person learning, at-home learning or a hybrid scenario at any given time, our staff will continue to participate in and have opportunities to enhance, support and expand their professional capacity, leadership skills and teacher efficacy through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. This will be achieved through department meetings, faculty meetings, catchment and Division professional learning opportunities, and collaborative learning networks, all of which are designed to meet the personal, interpersonal and collective learning needs of our faculty so as to positively impact student learning. Through an IBMYP perspective, teams and individuals will continue to be provided time to:

- engage in collaborative work that is driven by student learning needs and the personal/collective learning needs of staff that support student success outcomes; and
- engage in the effective use of Google Classroom and the technologies required for both students and staff to be successful in all three learning scenarios

Team leads will continue to provide leadership to the faculty/teams and support all staff in improving student learning outcomes. Individual teachers seeking leadership development will be supported through catchment and Divisional opportunities and school-based opportunities. Our Curriculum Coordinator will continue to provide leadership in the development of our new five year IBMYP School Plan with Glenora and Westglen. She will also support our faculty and the staff at Westglen/Glenora in the inclusion of the IB Grading School in our School Assessment Plans and the intentional teaching of Global Contexts to students. To evaluate our success in our work, we will seek qualitative and quantitative data from a variety of sources, both internally and externally.

Results Achieved:

The 2020-2021 school year at Westminster was a year of disruption due to the continuation of the Pandemic. All of our teachers experienced numerous transitions to online learning, hybrid learning, and back to in-person learning throughout the school year, with some teachers having to endure online learning for almost four out of ten months of the school year. Given these challenges, we want to celebrate that 100% of Westminster teachers felt supported in their work this past year and 95% of staff agreed they were able to build and maintain relationships with colleagues in a year like no other. With frequent check-ins and team meetings, colleagues discussed the successes and challenges faced and brainstormed ways to overcome/address the challenges.

We continued to use our team leads as a conduit within departments and across the school to make a positive impact on the teaching and learning environment. Teams regularly met to ensure cohesive and thorough strategies were being used to meet the needs of our complex and diverse learners (in online, in-person and hybrid environments). Grounded in shared leadership, our leads supported teacher professional development through collaborative time, focusing on the needs of our learners, the IBMYP, effective teaching strategies, and enhanced teacher practice.

- Teams supported each other to become functional and competent in Google Classroom and Google Meet. This also included the conversion of notes, quizzes, exams, projects, and other student learning activities to digital formats. Shared Google Drives became the platform for professional development and collaboration.
- In Science, teachers applied their learning from Science Online PD (Alberta Science Network) to better understand the types of digital resources that students require when learning remotely.
- In Social Studies, the team continually updated student learning resources to make them more relevant and inclusive including different links, articles, graphs and perspectives to enhance content and discussion. In response to a significant increase in plagiarism, our Social team quickly mobilized to create a resource and assignment focused on academic integrity which is now being used across all grades, in all classes.
- In ELA, common reading assessments were created and non-fiction readings were selected to support each reading unit.

Based on our IBMYP Evaluation and IBMYP School Plan, colleagues co-constructed and implemented the IB Assessment Rubric across all disciplines which is now embedded in our School Assessment Plan. Through a shared leadership model, the Curriculum Coordinator and Math team lead collaborated with Westglen and Glenora teachers in the design of unit planners and all teachers in the IBMYP partnership now have a shared Google Classroom to support their collaboration.

- In our Design subjects, assessment practices were refined and the IB Assessment Rubric was used to assess student design challenges.
- Our Curriculum Coordinator, Arts lead and ELA team lead participated in the virtual IB Global Conference and our ELA lead participated in the Division's Literacy Leaders Community of Practice.
- In PE, our team constantly engaged in conversations about how to re-engage students and rebuild relationships with students who were transitioning from in-person to online learning; they reached out to their networks across the Division for ideas on how to navigate a PE environment that was more restrictive due to Pandemic protocols.

Teachers continued to have voice and choice in their professional learning, focusing on their strengths and interests as we sought further ways to positively impact student learning outcomes in a Pandemic. Individual teachers seeking leadership development were supported through Catchment, Division and school-based opportunities.

- Six staff participated in a year-long leadership series called "Conscious Leadership" facilitated by Maria Michailides which focused on the application of the LQS into their current formal and informal leadership roles.
- Three emerging leaders were mentored by the Principal and were provided leadership development opportunities through individual and collective coaching via an external

leadership coach.

- PD Days were loosely structured for all teachers, both individually and collectively, to have the time to do what they needed to do for both their students and colleagues in support of positive learning outcomes.

In a school year defined by a global pandemic where the school community could shift between in-person learning, at-home learning or a hybrid scenario at any given time, we will continue to grow and enhance our rich and diverse school culture by engaging parents as partners and providing support for the whole child. Our learning community (students, faculty, parents, Westminster School Council) will engage in school, catchment, and Division 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 the areas of Mental Health, IBMYP, and elementary to junior high/junior high to senior high school transitions. We will continue to offer virtual parent workshops with the Alberta Health Services Caregiver Series Program in the Ross Sheppard Catchment. In a COVID-19 context, we will (to the best of our ability) support opportunities for students to participate in programming outside of the classroom, as well as promote a safe and healthy school culture by organizing various school projects/events for Westminster students and our direct feeder schools (Young Writers, YPI, Planetarium). Under our pillar of service and as a former Hockey Helps Kids School our students will work with our school community, including our feeder schools, in building a continued awareness of our chosen charity, Little Warriors, and supporting them through fundraising efforts. To assess our achievement in this work, we will seek qualitative and quantitative data from a variety of sources, both internally and externally.

Results Achieved:

The 2020-2021 school year at Westminster was a year of disruption due to the continuation of the Pandemic. All of our families experienced numerous transitions to online learning, hybrid learning, and back to in-person learning throughout the school year, with some families enduring online learning for almost four out of ten months of the school year. We are extremely proud of how our entire school community worked collectively to give our students the best learning environment possible in a year that was a struggle for many.

In relation to the new Alberta Education Assurance Measures, Westminster continues to maintain a rating of Excellence in Parental Involvement and Citizenship with Very High Achievement. All of our students were engaged in reflection around the IBMYP Learner Profile in their Reflection Journals. In a learning environment which was restricted by Covid-19 protocols, we are proud of the commitment put forth by our Grade 9 students in completing their Youth Philanthropy Project (YPI) where both the YWCA and ACT Alberta received \$2500 each to support their work in the City of Edmonton.

We continued to be intentional in the design and use of communication to maintain and enhance connections with our school community and celebrate our students' successes. We utilized SchoolZone, School Messenger, Google Classroom, Google Meets, Warriors Words (Principal emails directly to parents on a weekly basis), Instagram and Twitter to connect with our school community about student learning and school culture. On the Division Feedback Survey, 90% of staff agreed they were able to build and maintain relationships with parents and 96% of our parents stated they had opportunity to communicate with their child's teacher and that they know what our school was doing to keep their child safe during the pandemic.

- We hosted the virtual Young Leaders Conference - "[The Story of My Life: Writing the Next Chapter](#)", for all Grade 7 to 9 students which focused on empowering youth through resiliency; building off of the theme of resiliency, we participated in the Division's Spring Pilot - Youth Resiliency Survey.
- In conjunction with Dan Knott School, we hosted a virtual session for all students and a subsequent virtual session for parents with Tyler Durman. Tyler's presentations support students to live better stories by caring for each other, making better choices, and becoming positive leaders; he supports teachers in rediscovering the joy of teaching through meaningful relationships with students; and gives parents unique insight into raising teenagers and preteens.
- We initiated a School Spirit Team who increased our social media presence, planned and executed Christmas in January, Sneaky Sev, Guess the Playlist, 20 Days of Christmas, a Student and Staff Christmas Luncheon, Virtual Talent Show, and a Grade 9 Fun Day.
- We continued to support our Grade 9 students in the next phase in their learning journey through a comprehensive high school transition program.

As a former Hockey Helps Kids (HHK) School, we continue to maintain our relationship with Little Warriors and support their work which is focused on the awareness, prevention and treatment of child sexual abuse. Our HHK ambassadors educated our newest Warriors to create awareness of childhood sexual abuse and the work of Little Warriors. This commitment to Little Warriors provided opportunities for students to develop leadership, citizenship, and communication skills, as well as support our pillar of service which culminated in a year end donation through in-school fundraising efforts of \$2700.

What were the biggest challenges encountered in 2020/21?

- Meeting the academic, social, physical, emotional and mental health needs of our complex and diverse school community in a learning environment which continually pivoted between in-person, hybrid learning, and online learning
- Supporting the mental health of our students and staff
- Reduced student engagement and challenging relationships between students
- The opportunity to enhance and grow our school culture

What are the implications from 2020/21 that will impact your current year plan?

- Meeting the academic, social, physical, emotional and mental health needs of our complex and diverse school community in year three of a Pandemic
- Supporting the mental health of our students and staff
- Student Engagement and relationships
- Reconnecting our school community
- Reclaiming our school culture
- Implementation of strategies to support our students' resiliency

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Westminster School (7543)



Assurance Domain	Measure	Westminster School (7543)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.3	90.1	89.0	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	n/a	n/a	80.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.2	n/a	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	90.3	93.3	93.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.7	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.2	82.0	82.6	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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.

Division Priorities 2018-2022

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 2021/2022 school year. Select the Division 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.

In the third year of a Pandemic, our teachers will continue to expand and refine their ability to meet the complex needs of our diverse learners in the areas of literacy (Reading) and numeracy (Mathematics) so as to ensure success for every student. The work will be addressed through professional learning in faculty meetings, team meetings, Catchment and Division designed PD opportunities and collaborative learning networks. Through the lens of IBMYP, departments will continue to be provided time to:

- connect, inquire, and reflect on student success and collaboratively plan to meet our students' learning needs in the areas of literacy (Reading) and numeracy (Mathematics)
- reflect on multiple pieces of student data, both qualitative and quantitative, to design meaningful learning opportunities so students are engaged and successful in their studies
- enhance and refine teaching practices that support the recommendations of the OECD Report *Promising Practices in Supporting Success for Indigenous Students*
- enhance and refine teaching practices in support of our work around anti-racism and equity

Our timetable design will continue to embed teacher support in a dual-teacher model, aligning with students and classes requiring more intensive supports, specifically in ELA and Mathematics. To evaluate our success in our work, we will seek qualitative and quantitative data from a variety of sources, both internally and externally.

Priority 1

In the third year of a Pandemic, our staff will continue to participate in and have opportunities to enhance, support and expand their professional capacity, leadership skills and teacher efficacy through a culture of collaboration and distributed leadership, creating welcoming, inclusive, high quality learning and working environments. This will be achieved through department meetings, faculty meetings, catchment and Division professional learning opportunities, and collaborative learning networks, all of which are designed to meet the personal, interpersonal and collective learning needs of our faculty so as to positively impact student learning. Through an IBMYP perspective, teams and individuals will continue to be provided time to:

- engage in collaborative work that is driven by student learning needs and the personal/collective learning needs of staff which supports student/staff wellness, student learning outcomes, reconnecting our learning community and student resiliency
- engage in professional learning that supports our work around anti-racism and equity and the OECD Report *Promising Practices in Supporting Success for Indigenous Students* so as to improve student learning outcomes.

Team leads will continue to provide leadership to the faculty/teams and support all staff in improving student learning outcomes. Individual teachers seeking leadership development will be supported through Catchment, Division and school-based opportunities. Our Curriculum Coordinator will continue to provide leadership for the IBMYP School Plan, which includes supporting Glenora and Westglen in the use of IB Assessment Rubrics and the Academic Integrity Policy. To evaluate our success in our work, we will seek qualitative and quantitative data from a variety of sources, both internally and externally.

Priority 2

In the third year of a Pandemic, we will continue to grow and enhance our rich and diverse school culture by engaging families as partners and providing support for the whole child. Our learning community will engage in school, Catchment, and Division opportunities designed to support and enhance an inclusive, welcoming and high performing school community. We will engage our school community through meaningful communication and engagement opportunities in the areas of Mental Health, Resiliency, IBMYP, and transitions from elementary to junior high and junior high to senior high school. We will support opportunities for students to participate in programming inside and outside of the classroom, as well as promoting a safe, inclusive and healthy school culture by organizing various school projects/events for Westminster students and our direct feeder schools.

- Our Curriculum Coordinator, with support from the school administration, will focus their work on the reclaiming of our school culture, enhanced student engagement, and reconnecting our school community.
- Under our pillar of Service, our students will work with our school community in support of our chosen charity, Little Warriors, through awareness and fundraising efforts.

To assess our success in this work, we will seek qualitative and quantitative data from a variety of sources, both internally and externally.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,884,059		2,841,512
Internal Revenue		0		0
REVENUE TOTAL		2,884,059		2,841,512
Classroom	18.331750	1,885,091	18.582000	1,910,825
Leadership	2.668250	341,954	2.418000	315,291
Teacher Supply	.000000	60,000	.000000	40,000
TOTAL TEACHER	21.000000	2,287,045	21.000000	2,266,116
(% of Budget)		79.3%		79.75%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.000000	188,347	3.000000	188,347
Support (Supply/OT)	.000000	0	.000000	0
Custodial	3.563000	241,513	3.563000	241,513
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	6.563000	429,860	6.563000	429,860
(% of Budget)		14.9%		15.13%
TOTAL STAFF	27.563000	2,716,905	27.563000	2,695,976
(% of Budget)		94.2%		94.88%
SUPPLIES, EQUIPMENT AND SERVICES		121,095		104,066
INTERNAL SERVICES		44,410		40,270
OTHER INTEREST AND CHARGES		1,650		1,200
TOTAL SES		167,155		145,536
(% of Budget)		5.8%		5.12%
TOTAL AMOUNT BUDGETED		2,884,060		2,841,512
Carry Forward Included		0		0
Carry Forward to Future		0		0