

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	500.500	Custodial	2.563000	Salaries	\$3,510,621	94.64%
Weighted	586.636	Exempt	0.425000	Supplies, Equip., Services	\$198,936	05.36%
Regular	529	Support	8.886000			
		Teacher	<u>23.245000</u>			
Year Opened	1966	Total	35.119000	Total	\$3,709,557	100.00%

School Philosophy

We create a learning environment where the whole child develops curiosity and transforms to meet his or her potential.

Community Profile

Westbrook School is located in the south west part of the city, serving students from the Aspen Gardens, Westbrook and West Blue Quill communities. The majority of students transition from Westbrook to Vernon Barford Junior High School. We are the south side Division centre for the Gifted & Talented Program Grades 1 to 6 which is a special needs program for students who have been identified as Gifted & Talented. We recognize and celebrate cultural diversity at Westbrook School. Our parent community plays a strong role in enhancing the learning at the school. The school facility is used extensively by community groups outside of school hours.

Programs and Organization

Westbrook School offers Kindergarten to Grade 6 programming. We are a dual program site with a regular program and a Gifted & Talented inclusive special needs program for students in Grades 1 to 6. We work hard to meet the needs of our students by developing positive relationships with them and their families. An important element of our school culture is the work we do within our multi-age learning communities. These positive relationships ensure that all members of our school community are able to contribute to a safe, caring and productive learning environment.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

We will focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes. By June 2023, all students will demonstrate growth in their literacy and numeracy as evidenced by school wide writing tasks, Fountas and Pinnell reading levels, teacher judgment/observations and CAT4 data.

Results Achieved:

95% of our students demonstrated growth in their writing as measured by the 3 school wide writing tasks.

Reading, math & computation, students demonstrated growth in all areas and at all grade levels when comparing fall and spring CAT4 data. One exception is at Grade 5 level, in mathematics where student results stayed the same at 97% of students at or above stanine 4.

On the ELA PAT, 92.8% of our students met the acceptable standard and 46.4% met the standard of excellence.

On the Math PAT, 97.1% of our students met the acceptable standard and 39.1% met the standard of excellence.

We will advance actions towards anti-racism and reconciliation.

By June 2023, 100% of our staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, our HAC Year End Survey and anecdotal records. The work we are doing in this area will be in conjunction with all staff from the Harry Ainlay Catchment.

Results Achieved:

On the Division Feedback Survey, 100% of the staff agreed or strongly agreed with the statement, "Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school."

95% of the teachers positively responded to the statement, "Students at your school respect each other" on the citizenship component of the Assurance Survey.

80% of our staff expressed that school-level professional supports enhanced their confidence in supporting the Division's action toward anti-racism and equity to a moderate or large extent as shown by the Division Feedback Survey.

91% of our students feel safe at school as reported by the safe & caring component of the Assurance Survey which is an increase of 9%.

On the citizenship component of the Assurance Survey the percentage of students who positively responded to the question, "At school, do most students respect each other?" increased from 65% to 76%.

What were the biggest challenges encountered in 2022-2023?

Lack of formal staff collaborative structures. Without these structures we found that our student assessment data was inconsistently reviewed and utilized. For the last portion of the school year we established formal collaborative structures that enabled staff to meet regularly with common processes to look at student data. It worked very well and staff positively commented on the structures and processes that were utilized. This work is continuing this school year.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

During the regularly scheduled grade level collaborative times, staff will take time to discuss the student data that has been entered on the classroom specific evidence collection spreadsheet.

All staff will be involved in monthly grade level collaborative times focused on at risk students. The structure, process and focus for the meetings will be common across all grade levels.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7197 Westbrook School

Assurance Domain	Measure	Westbrook 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
Student Growth and Achievement	Student Learning Engagement	81.4	82.7	82.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.0	85.1	89.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	89.9	96.7*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	44.9	45*	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	91.0	91.8	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	88.3	88.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	74.4	75.9	75.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	76.1	75.1	78.2	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

At Westbrook we will build on outstanding learning opportunities for all students by focusing on literacy instruction. By June 2024, students at Westbrook will demonstrate growth in literacy as measured by the the literacy provincial screening assessments, CAT4, common school wide writing tasks (including HLAT), Provincial Achievement Tests and staff observations.

What data will you use to track continuous improvement?

In monthly literacy collaborative meetings, staff will update data tracking sheets and identify students in need of support. Strategies will be developed to support those students identified.

Division Priority 1

By June 2024, Westbrook staff will increase their competency in anti-racism, equity, inclusion, and reconciliation practices as we continue our journey in *Creating a School that Listens*. Our success will be measured with data from the Student Resilience Survey, anecdotal records, staff, parent and student responses in the Alberta Education Assurance Survey as well as the Division Feedback Survey.

What data will you use to track continuous improvement?

We will measure our progress at achieving this goal by looking at data from the Student Resilience Survey, anecdotal records from parents and staff, staff book study groups, and professional learning opportunity participation.

By June 2024, all students and staff will experience a greater sense of belonging and social, emotional and physical well-being as reported on the Assurance Survey, Division Feedback Survey, Student Resilience Survey, student and staff attendance reports and staff anecdotal notes.

What data will you use to track continuous improvement?

School based wellness coach referrals and data, Student Resilience Survey data, monthly grade level collaborative meeting data, and student attendance reports.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,595,471		3,709,557
Internal Revenue		0		0
REVENUE TOTAL		3,595,471		3,709,557
Classroom	21.203000	2,282,991	21.245000	2,287,514
Leadership	2.000000	268,715	2.000000	269,787
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	94,000	.000000	120,000
TOTAL TEACHER	23.202999	2,645,706	23.245001	2,677,301
(% of Budget)		73.58%		72.17%
Exempt	.500000	38,489	.425000	32,715
Exempt (Hourly/OT)	.000000	82,994	.000000	82,994
Support	8.886000	507,399	8.886000	512,339
Support (Supply/OT)	.000000	16,000	.000000	16,000
Custodial	2.375000	168,266	2.563000	179,272
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	11.761000	823,148	11.874000	833,320
(% of Budget)		22.89%		22.46%
TOTAL STAFF	34.963999	3,468,854	35.119000	3,510,621
(% of Budget)		96.48%		94.64%
SUPPLIES, EQUIPMENT AND SERVICES		69,911		134,281
INTERNAL SERVICES		56,707		64,655
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		126,618		198,936
(% of Budget)		3.52%		5.36%
TOTAL AMOUNT BUDGETED		3,595,472		3,709,557
Carry Forward Included		0		0
Carry Forward to Future		0		0