



Enrolment		Staff FTE		Budget		
Normalized	498.500	Custodial	2.625000	Salaries	\$3,435,578	94.74%
Weighted	575.158	Exempt	0.000000	Supplies, Equip., Services	\$190,587	05.26%
Regular	533	Support	8.998200			
		Teacher	22.745000			
Year Opened	1966	Total 34.368200			Total \$3,626,165	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 goals that were established for 2023-2024, 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).

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.

Results Achieved:

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 students at or above stanine 4 declined by 10%. Of particular note is the achievement of our EAL students. By June 2024 100% of them were at or above stanine 4 in all areas. In all grades that participated in the literacy provincial screening assessments, the number of students requiring extra support decreased.

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.

Results Achieved:

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth has increased in all 3 areas measured, i.e., focused on the priorities of the division (89% to 100%), effectively addressed their professional development needs (74% to 95%), and significantly contributed to their ongoing professional learning (68% to 95%).

On the Division Feedback Survey 92% of our students agree or strongly agree with the statement, "My school takes actions that support truth and reconciliation." which is an 8% increase from the previous year. 92% of our staff also expressed that school level professional supports enhanced their confidence in supporting the Division's action toward anti-racism and equity to a large extent or moderate extent. That is a 32% increase. 96% of our staff agree or strongly agree with the statement, "My school takes steps to support a sense of belonging and inclusion for everyone." This number reflects a 16% increase. The percentage of teachers who feel that catchment (+21%) and school level (+8%) professional supports enhanced their confidence in supporting the Division's action toward anti-racism and equity to a large extent or moderate extent increased.

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.

Results Achieved:

On the Alberta Education Assurance Survey there was a 7% decline (83% to 76%) in the percentage of students who feel like they belong in school and a 16% (93% to 77%)

decrease in the percentage of students who feel welcome at school. On the Division Feedback Survey (DFS), 80% of the students agreed or strongly agreed with the statement, "I feel like I belong at my school." This represents an increase of 3%. There was also a 3% increase (80% to 83%) in the percentage of students who agreed or strongly agreed with the statement, "My school helps me keep trying when things are hard." It is encouraging to note that on the DFS, 81% of the students agreed or strongly agreed with the statement, "I feel the adults at my school care about me." This is an 8% increase. There was a significant increase (24%) in the percentage of staff agreeing or strongly agreeing with the statement, "There are community services available to support the mental health needs of our students." Another noteworthy increase was the percentage of staff who think that the school-level collaboration enhanced their confidence in supporting students' mental health and well-being. It increased from 60-84%. The percentage of staff who agree or strongly agree with this statement, "I feel a sense of belonging at my workplace," also increased from 90% to 96%.

What were the biggest challenges encountered in 2023-2024?

One of our biggest challenges was inconsistent review of our student assessment data. Without each teacher reviewing the rich data they are capturing throughout the year, we lose the opportunity to inform our practice and effectively meet the needs of all of our students.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

We have established formal grade level collaborative structures with common processes to look at student data on a monthly basis. This work will be enhanced by 2 school wide data dives that will occur on PD days allowing all staff to look at school level data.

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 2024

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	87.5	81.4	82.0	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	83.0	89.0	87.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	87.0	89.9	89.9	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	52.8	44.9	44.9	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	89.0	90.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	89.2	88.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.7	74.4	75.2	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	83.5	76.1	75.6	79.5	79.1	78.9	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. 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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

By June 2025, students reading below grade level will demonstrate increased competency in three of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) as measured by informal reading inventories.
Achievement of this goal will be supported by:
Monthly teacher collaboration meetings focused on student reading data to identify and support the implementation of high impact strategies to support student growth in literacy that is sequential, explicit, systematic.
Including regular monitoring of student reading levels through a common school assessment tracker.
Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
Engagement with families and community partnerships.

What data will you use to track continuous improvement?

Informal reading inventories (Dibels); provincial screening assessments; literacy intervention results, teacher observations and related anecdotal notes (e.g., small group reading instruction); teacher awarded grades; Canadian Achievement Test 4 (CAT4); Staff perception of their capacities & student perception of their reading progress from the Division Feedback Survey.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have increased confidence and an enhanced sense of belonging.

The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures—AEAM

10% overall improvement in the Student Citizenship measure

Division Feedback Survey—DFS

- 15% improvement in staff perception of their ability to program/support EAL students.
- 10% improvement in staff perception of their knowledge and skills to program for/support students who are First Nations, Metis and Inuit.
- 15% improvement in students feeling that school is a place where all students can feel they belong.
- 20% improvement in students feeling like they can be themselves in school.
- 25% improvement in students feeling like they see their identity/culture reflected in the materials used in class.
- 10% improvement in the number of students who feel safe going to an adult at the school for help if they felt something racist or discriminatory happened.

Youth Resilience Survey—YRS

- 10% increase in student connectedness to teachers
- 20% increase in Contextual Factors that Facilitate a Sense of Belonging
- 10% increase in Culture of Equity engagement.

Achievement of this goal will be supported by:

Continued staff professional learning in the areas of anti-racism and reconciliation, followed by intentional collaboration time to reflect, share and plan.
Involvement in the catchment wide Responsive Schools Network
Parent feedback from our "Getting to Know Your Family" survey.
Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Sacred Teachings, developing personalized land acknowledgements, staff Indigenous book club, using the Division Multi-faith Calendar throughout the year, school wide Multi-cultural Heritage Day, and updating resources.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship. Increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti-Racism and Reconciliation will also used. Lastly, we will measure increases in the YRS.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,517,224		3,626,165
Internal Revenue		0		0
REVENUE TOTAL		3,517,224		3,626,165
Classroom	20.745000	2,241,975	21.283000	2,300,118
Leadership	2.000000	269,945	1.462000	212,553
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	96,208
TOTAL TEACHER	22.745001	2,591,920	22.745001	2,608,879
(% of Budget)		73.69%		71.95%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	82,994	.000000	82,994
Support	8.886000	520,947	8.998200	527,757
Support (Supply/OT)	.000000	16,000	.000000	20,000
Custodial	2.438000	174,882	2.625000	185,948
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	11.323999	804,823	11.623200	826,699
(% of Budget)		22.88%		22.8%
TOTAL STAFF	34.069000	3,396,743	34.368201	3,435,578
(% of Budget)		96.57%		94.74%
SUPPLIES, EQUIPMENT AND SERVICES		71,477		137,382
INTERNAL SERVICES		49,004		53,205
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		120,481		190,587
(% of Budget)		3.43%		5.26%
TOTAL AMOUNT BUDGETED		3,517,224		3,626,165