



Enrolment		Staff FTE		Budget		
Normalized	459.500	Custodial	2.250000	Salaries	\$3,123,180	92%
Weighted	537.843	Exempt	0.000000	Supplies, Equip., Services	\$262,062	08%
Regular	490	Support	8.886000			
		Teacher	<u>21.683000</u>			
Year Opened	1966	Total	32.819000	Total	\$3,385,242	100%

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

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

ATB Financial| Edmonton Public Library (EPL)| Music Enrichment Program

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 2021-2022, 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.

We will continue to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

To achieve this we will focus on improving student writing.

By June 2022, 100% of Westbrook students will show growth in writing as measured by school wide writing tasks as well as the HLAT data.

There will also be an increase in the percentage of staff agreeing or strongly agreeing with the Division Feedback Survey statement "I have opportunities to regularly analyze and assess student work with colleagues to increase the reliability of my judgments."

Strategies to be utilized:

- School wide writing tasks will be administered 3 times during the year.
- Collaborative marking will occur for each task.
- Periodic collaboration focused on looking at student writing will occur to develop and share ideas/lessons. The intent of this work is to inform writing instruction.
- As indicated in the OECD Promising Practices, regular monitoring of each child's progress in writing and timely actions in response to this information will be a focus for all students. Our First Nations, Metis and Inuit students will be identified on our data tracking sheets to ensure close monitoring of their growth.

Results Achieved:

School wide writing tasks showed that greater than 95% of our students demonstrated growth in their writing.

The Division Feedback Survey did not have the question, "I have opportunities to regularly analyze and assess student work with colleagues to increase the reliability of my judgments." so we were not able to determine if there was an increase in the percentage of staff agreeing or strongly agreeing with the statement.

- School wide writing tasks were administered 3 times during the year.
- Collaborative marking occurred for each task. This marking was in grade level cohorts within the school
- Periodic collaboration focused on looking at student writing to develop and share ideas/lessons occurred.
- Regular monitoring of each child's progress in writing and timely actions in response to this information was a focus for all students. Our First Nations, Metis and Inuit students were identified on our data tracking sheets to ensure close monitoring of their growth.

We will provide welcoming, high quality learning and working environments.

By June 2022, 100% of Westbrook staff will engage in meaningful collaboration that demonstrates increased capacity to support teaching and learning as measured by our Assurance Survey, Division Feedback Survey and anecdotal feedback at the school level.

Strategies to be utilized:

- We will bring staff together monthly to meaningfully connect about shared experiences and student learning within our school context (collaborative marking, evidence analysis, capacity building in First Nations, Métis and Inuit education, learning about available resources to support First Nations, Metis and Inuit education, etc.)
- Sharing circle
- staff will be given voice and choice regarding topic areas they want to collaborate on.
- PD time will be dedicated to meaningful collaboration within the school and catchment.
- lead staff within each collaborative group will be identified and trained to facilitate the collaborative sessions.
- a process will be established and shared that will guide the analysis of collected student evidence

Results Achieved:

100% of Westbrook staff engaged in meaningful collaboration. This took the form of catchment Community of Practice work and/or school based grade level cohorts. The Assurance Survey and Division Feedback Survey no longer have questions regarding collaboration so we were not able to measure growth based on those measures. The Division Feedback Survey did have a question asking if the Division-wide scope and sequence supported their teaching in the area of collaboration, but that is not the same area we were looking to affect change in. However 71% of the respondents agreed or strongly agreed with that statement.

- Although we brought staff together to connect about shared experiences and student learning within our school context, this did not occur monthly
- staff were given voice and choice regarding topic areas they want to collaborate on this past school year.
- PD time was dedicated to meaningful collaboration within the school and catchment. Most staff members participated in self-selected Community of Practice groups within the catchment.

We will enhance public education through communication, engagement and partnerships.

By June 2022, 100% of Westbrook students will be able to demonstrate Growth Mindset/resiliency thinking in order to support positive mental health as measured by Dr. Ungar's Youth Resilience Survey, Division Feedback Survey, anecdotal information and individual student recognition.

Strategies to be utilized:

- Our school will work with The Alberta Consortium for Motivation and Emotion from the University of Alberta to plan and support our work regarding Growth Mindsets.
- A student recognition program will be implemented that is focused on recognizing students who demonstrate Growth Mindset thinking.
- The daily school news broadcasts will have Growth Mindset/resiliency highlights.
- Social media and SchoolZone will be utilized to share Growth Mindset/resiliency program updates with our school community.
- Staff will have an opportunity to participate in professional learning surrounding Growth Mindset and resiliency

Results Achieved:

The Youth Resilience Survey has provided us with baseline data regarding the resiliency of our students and collecting this years data will allow us to see if students are demonstrating more resiliency. Our baseline data shows that 70.91% are above average or better with regards to resiliency, i.e.- 34.69% high resilience and 36.22% above average resilience.

On the Division Feedback Survey, only 1% of the respondents disagreed with the statement, "My school has been able to provide me good supports for my mental health."

- Our school did work with The Alberta Consortium for Motivation and Emotion from the University of Alberta to plan and support our work regarding Growth Mindsets. An article regarding the work will appear in the Winter 2023 ATA Magazine.
- A student recognition program, called Moonshot Thinking, was implemented that was focused on recognizing students who demonstrate Growth Mindset thinking.
- The daily school news broadcasts had Growth Mindset/resiliency highlights that were produced by The Alberta Consortium for Motivation and Emotion from the University of Alberta.
- Social media and SchoolZone were utilized to share Growth Mindset/resiliency program updates with our school community.
- Staff had opportunities to participate in professional learning surrounding Growth Mindset and resiliency.

What were the biggest challenges encountered in 2021/22?

Some of the measures we had hoped to use to measure growth on our plan were no longer available to us. Questions were omitted or changed on the Division Feedback Survey as well as the Assurance Survey.

Collaboration at the catchment and school level continued to be a challenge. Online collaboration proved to be difficult for people to utilize effectively.

What are the implications from 2021/22 that will impact your current year plan?

To ensure our monthly grade level collaboration sessions are more effective, we will utilize a standardized format for them that explicitly lays out expectations, routines and roles. It will be a collaborative response model to help us better identify and respond to the needs of all of our learners.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	82.7	86.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.1	90.5	89.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	95.4	n/a	97.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	47.9	n/a	60.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.0	93.6	91.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	91.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.9	75.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.1	65.5	78.2	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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.

Division Priority 1

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.

Division Priority 2

Division Priority 3



	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		3,151,260		3,385,242
Internal Revenue		0		0
REVENUE TOTAL		3,151,260		3,385,242
Classroom	19.600000	2,015,507	19.883000	2,044,608
Leadership	2.000000	254,312	1.800000	236,342
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	95,000	.000000	110,000
TOTAL TEACHER	21.600000	2,364,819	21.682999	2,390,950
(% of Budget)		75.04%		70.63%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	70,136	.000000	70,136
Support	7.486000	410,549	8.886000	483,461
Support (Supply/OT)	.000000	16,000	.000000	16,000
Custodial	2.000000	126,069	2.250000	152,633
Custodial (Supply/OT)	.000000	5,000	.000000	10,000
TOTAL NON-TEACHER	9.486000	627,754	11.136000	732,230
(% of Budget)		19.92%		21.63%
TOTAL STAFF	31.086000	2,992,573	32.818998	3,123,180
(% of Budget)		94.96%		92.26%
SUPPLIES, EQUIPMENT AND SERVICES		98,350		122,050
INTERNAL SERVICES		60,337		140,012
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		158,687		262,062
(% of Budget)		5.04%		7.74%
TOTAL AMOUNT BUDGETED		3,151,260		3,385,242
Carry Forward Included		0		0
Carry Forward to Future		0		0