Profile

Enrolment		Staff FTE		Budget		
Normalized	498.500	Custodial	2.625000	Salaries	$4,140,766	95.73%
Weighted	582.029	Exempt	0.000000	Supplies, Equip., Services	$184,595	04.27%
Regular	530	Support	11.886000			
		Teacher	24.407000			
Year Opened	1966	**Total**	**38.918000**	**Total**	**$4,325,361**	100.00%

School Philosophy

We create a learning environment where the whole child develops curiosity and transforms to meet their 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.

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Results and Implications

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 2025-2026, 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).

By June 2026, all classroom teachers will implement differentiated literacy instruction, resulting in reading growth for all students.
This will be accomplished by

- professional learning to increase implementation of literacy practices to support diverse learners (e.g., English as an Additional Language learners, Gifted & Talented students)
- collaborative teams focused on literacy best practices and reviewing student data tracking sheets
- regular small group intervention blocks will be scheduled weekly to support literacy learning
- continue to engage families through our Home Reading program; parents reading to children in their first language during our Multicultural Heritage Day

Results Achieved:
Our data shows that our intervention practices and differentiated literacy instruction focus have resulted in reading growth for all students.

Measurable Student Growth: As indicated by the provincial literacy screeners, every tracked tier-2/tier-3 student in the June intervention group (100%) posted higher scores in June compared to their starting baseline, confirming that differentiated literacy interventions yielded measurable gains.
Transition Out of Risk: Data from the provincial literacy screeners showed that in Grade 1, all 4 intensive-support students reached grade-level benchmarks (NRAS) on the CC3 by June. In Grade 2 and 3, 60% and 40% of June-tested students, respectively, transitioned from RAS (requiring additional support) to NRAS (not requiring additional support).
Grade 6 students (PAT):
Acceptable Standard for reading increased by 5% to 92%
Standard of Excellence also increased, from 50% to 65%
CAT4 Data
The percentage of students meeting average-or-above benchmarks (Stanine 4+) expanded across every single grade (Grade 4: 85% to 96%, Grade 5: 93% to 97%; Grade 6: 93% to 94%). Differentiated intervention successfully contracted the bottom tail (Stanines 1–3) in all 3 grade level cohorts.

By June 2026, 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.
This will be accomplished 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 developing personalized land acknowledgements, a staff Indigenous book club, using the Division Multi-faith Calendar throughout the year, a school-wide Multi-cultural Heritage Day, and updating resources.

Results Achieved:
Our data confirms that between the 2024–25 and 2025–26 school years, both staff confidence and the sense of belonging for staff and students increased.

Assurance Survey
Students
"At school, do you feel like you belong?" rose from 75% in 2025 to 78% in 2026.
"Do you feel welcome at school": increased from 81% in 2025, reaching 91% in 2026
The Overall WCRSLE (Welcoming, Caring, Respectful and Safe): The overall student environment agreement score rose from **82.1%** in 2024–25 to **84.2%** in 2025–26.

Division Feedback Survey
Staff
FNMI support confidence enhanced by school collaboration increased from 85% in 2025 to 100% in 2026.

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Results and Implications

FNMI support confidence enhanced by Elders/agencies increased from 54% in 2025 to 92% in 2026.
"I feel a sense of belonging at my workplace" increased from 89% in 2025 to 93% in 2026.
Anti-racism confidence enhanced by school collaboration increased from 85% in 2025 to 92% in 2026.
Feel safe reporting racism/discrimination increased from 84% in 2025 to 92% in 2026.

What were the biggest challenges encountered in 2025-2026?
-Job action by teachers
-Condensed curriculum implementation
-new progress report timeline implementation in a condensed year

What are the opportunities for improvement from 2025-2026 that will inform your plan for 2026-2027?
Ensure our data tracking sheets are revisited and discussed more frequently to ensure we identify struggling students as early as possible.
Earlier identification of students who need mental health support and family liaison support.

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Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

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	**83.1**	83.1	84.0	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**84.0**	85.3	85.8	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**92.4**	90.6	91.0	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**87.5**	88.6	88.2	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**76.2**	78.2	77.8	**79.5**	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	**85.5**	84.9	81.5	**79.9**	80.0	79.5	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 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 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

For Information Only

Plans

Division Priorities 2026-2030

1. Expand upon impactful and innovative learning for all students.
2. Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
3. Centre good relationships to enhance belonging, safety and well-being for students and staff.

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 the development of school plans: School plans must align with the 2026-2030 Strategic Plan. 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 DUs are to set two or three goals in alignment with the Strategic Plan.

Priority 1, goal 1

By June 2027, students at Westbrook School will demonstrate measurable growth in high-level writing composition and critical reading comprehension, closing the gap between foundational competence and advanced proficiency across both regular and specialized inclusive cohorts.
This will be accomplished by:
-Providing structured collaboration time for teaching staff to unpack provincial rubric descriptors (specifically moving students from "Satisfactory / Level 3" writing into "Proficient / Level 4" and "Excellent / Level 5") in both fiction and nonfiction composition.
-Support teachers in using Division resources for the new English Language Arts and Literature curriculum, targeting staff who have not yet accessed them. (addressing the 43% of staff who indicated they had not yet accessed Division curriculum resources).
-Integrate weekly lessons on vocabulary building, word parts, and media literacy across all subject areas.

What data will you use to track continuous improvement?

Grade 6 PAT ELA results (Reading & Writing components); CAT4 Fall/Spring Reading subtests (literary, media, conventions); school-wide writing benchmarks scored against provincial rubrics; HLATs; and DFS student perceptions of reading and writing growth.

Priority 2, goal 1

By June 2027, Westbrook School will provide timely learning supports and inclusive classrooms where every student feels valued, represented, and supported to succeed.
This will be accomplished by:
-Establishing streamlined, transparent internal communication and collaboration routines between classroom teachers, inclusive learning teams, and educational assistants regarding student learning profiles and timely interventions.
-Providing focused professional development on scaffolding techniques, Universal Design for Learning (UDL), and English Language Learner (ELL) strategies to build staff capacity across all grades.
-Build positive peer relationships and restorative practices (e.g., multi-age buddy activities, classroom community meetings) to enhance mutual respect and hallway/washroom safety.

What data will you use to track continuous improvement?

Provincial AECAM measures (Access to Supports and Services, WCRSLE); Division Feedback Survey (DFS) staff confidence with ELL/specialized supports and student sense of learner identity/peer kindness; and school-based intervention logs.

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School: Westbrook [0197]
Address: 11915 - 40 Avenue

2026-2027 Budget - Revised Budget

Budget Summary Report

Principal: Darren Sweeney
Ward Trustee:

	2026-27 Spring Proposed		2026-27 Fall Revised	
Resources		4,241,727		4,325,361
Internal Revenue		0		0
REVENUE TOTAL		**4,241,727**		**4,325,361**
Classroom	22.296000	2,660,671	22.407000	2,673,918
Leadership	2.000000	295,251	2.000000	298,101
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	95,000	.000000	94,720
TOTAL TEACHER	**24.296000**	**3,050,922**	**24.407000**	**3,066,739**
(% of Budget)		**71.93%**		**70.9%**
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	81,029	.000000	85,531
Support	10.886000	713,885	11.886000	770,473
Support (Supply/OT)	.000000	15,000	.000000	8,000
Custodial	2.625000	205,238	2.625000	205,238
Custodial (Supply/OT)	.000000	10,000	.000000	4,785
TOTAL NON-TEACHER	**13.511000**	**1,025,152**	**14.511000**	**1,074,027**
(% of Budget)		**24.17%**		**24.83%**
TOTAL STAFF	**37.806999**	**4,076,074**	**38.917999**	**4,140,766**
(% of Budget)		**96.09%**		**95.73%**
SUPPLIES, EQUIPMENT AND SERVICES		103,530		95,481
INTERNAL SERVICES		57,123		84,114
OTHER INTEREST AND CHARGES		5,000		5,000
TOTAL SES		**165,653**		**184,595**
(% of Budget)		**3.91%**		**4.27%**
TOTAL AMOUNT BUDGETED		**4,241,727**		**4,325,361**

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