

Profile



Enrolment		Staff FTE		Budget		
Normalized	433.000	Custodial	3.563000	Salaries	\$2,832,052	95.48%
Weighted	515.641	Exempt	0.000000	Supplies, Equip., Services	\$134,123	04.52%
Regular	433	Support	4.000000			
		Teacher	20.153000			
Year Opened	1950	Total		27.716000	Total \$2,966,175	100.00%

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.

Towards Excellence

Community Profile

Westminster is an International Baccalaureate (IB) World School located in Glenora and is part of the Ross Sheppard Catchment area. It provides programming for students seeking diverse extracurricular activities, options, and teaching methods that cater to many types of learner. Our students have ample opportunities to engage in activities both inside and outside of the classroom. We take pride in our exceptional programming, academic excellence, and dedication to giving back to our community. All our students share the characteristics of the IB Learner Profile. Our parent community plays a vital role in enhancing the learning experience at the school. The Westminster Program Support Society provides extensive financial support, which further enriches student learning. We have established connections with several organizations, including 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 the 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:

Apache Seeds Limited Floform/PF Custom Countertops Youth and Philanthropy Initiative

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).

- By June 2023, all students at Westminster School, as part of the Ross Sheppard catchment will demonstrate at least one year's growth in the areas of literacy and numeracy and/or meet the goals of their IPPs as measured by the CAT4, internal measures and teacher's professional judgement.

Numeracy

Walt is a student learning English as an additional language (EAL) and has been diagnosed with a mild cognitive learning disability. He is hardworking but struggles in his math class. When faced with the expectations of the math program, Walt quickly became overwhelmed, and his math class became a source of stress and anxiety. In partnership with his parents, Walt's educational program was modified to remove the requirements of the grade-level curriculum. The focus shifted towards basic skill development using materials appropriate to his literacy level. With intentional push-in supports and adapted strategies like skeletal notes, appropriately levelled instruction and assessments, and the removal of term grades, Walt started building confidence and advocating for his own learning needs at school and home. Small successes built his confidence. Walt realized that he could achieve at a high level when assessments were limited to 2 or 3 skills at a time. The modifications and adaptations to Walt's programming in mathematics allowed him to experience success in a subject that historically caused him stress. Walt is now working at grade level in mathematics without adaptations.

Walt is an example of a student achieving individual success within a school community that achieves a high level of success in numeracy. As reported in the CAT4, students finish the school year on average 1.9 years above grade level in Mathematics and 1.7 years above grade level in Computation and Estimation in comparison to the rest of Canada. As reported by the Alberta Government's Provincial Achievement Test, of the grade 9 students who participated, 70.9% achieved the acceptable standard, compared to a provincial average of 64.0% and within that grouping, 20.1% achieved the standard of excellence compared to a provincial average of 15.6%. Of the students that were on a standard program of studies (non-modified), 90% received a passing class awarded mark and 44% achieved a standard of excellence or "A" level.

Literacy

Wilma joined the Strategies Program when she was in seventh grade. The program aimed to integrate all students into the traditional classroom and then make necessary adaptations and modifications to support their success. However, after a few months into the school year, Wilma started experiencing academic struggles that led to emotional and behavioural issues. The root cause of these issues was her reading skills, which were at a Grade 2 level. To address this gap, Westminster School developed a small group intervention program called the "Sprint Method", specifically for students like Wilma, who had significant delays in their reading abilities. This program provided literacy intervention 2-3 times a week. The program's framework was designed to find and narrow gaps in each participant's foundational literacy understanding and skills based on tailored strategies, texts, and activities. The Sprint Method encouraged rapid growth over 20-22 lessons, allowing students to reintegrate into regular classes using the new skills they developed. During the intervention, Wilma learned how to chunk multi-syllable words when decoding and how to identify if a vowel in a word had a short or long sound. These developments improved her decoding, reading fluency, and reading comprehension. After just seven weeks, Wilma demonstrated one year's growth in reading. Her social studies teacher commented that Wilma was better able to study, complete assignments, and score higher on unit tests. Due to the intervention, Wilma's academic confidence increased, and her emotional and behavioural issues decreased.

Wilma is an example of a student achieving individual success within a school community that achieves a high level of success in literacy. As reported in the Canadian Achievement Test (CAT4), students finish the school year on average 2.0 years above their grade level in Reading. As reported by the Alberta Government's Provincial Achievement Test, of the grade 9 students who participated in the standardized assessment, 86.3% achieved the acceptable standard for the total test, compared to a provincial average of 85.1%. Within that grouping, 17.3% achieved the standard of excellence for the total test compared to a provincial average of 15.9%. Of the students that were on a standard program of studies (non-modified), on average 95.0% received a passing class awarded mark and 52.2% achieved a standard of excellence or "A" level. Teachers reported that 86.0% of students were reading at or above grade level by the end of the school year, this continues to be an increasing trend over the past four years.

- By June 2023, staff of Westminster School, as part of the Ross Sheppard Catchment will work with all stakeholders to promote anti-racism and long-term systemic change to enhance the educational experience for all students, with a focus on First Nations, Métis, and Inuit students. Growth related to this goal will be measured by the AAER subsection, "Welcoming, Caring, Respectful and Safe Learning Environments", the Youth Resilience Survey subset "Culture of Equity", and through internal measures and collected personal narratives.

Results Achieved:

Will was directed to Westminster School through the expulsion process. At Will's previous school, they took Cree, studied Indigenous culture as an option and had access to direct mental wellness supports. These supports did not exist at Westminster School. Will arrived early in the school year, after a few weeks, it became clear that Will's detachment from their culture was affecting their academic performance, which in turn was leading to behaviour that was not in alignment with the school's expectations.

Will's struggles fitting into the Westminster school culture brought to light the larger problem of how the school was supporting all of our Indigenous students, and whether we were meeting our responsibilities outlined in the Truth and Reconciliation Commission of Canada: Calls to Action.

The school implemented three pathways to support not only the Indigenous students but all the students. The first prong in our approach was to find a retired teacher who specialized in Cree Culture. We hired them on a regular schedule to support our Indigenous students directly with cultural activities. We then engaged in professional development around Indigenous culture, history and best practices to support students who identify as First Nations, Métis and Inuit. The third prong was to enhance Westminster as a safe and caring learning environment by working on one aspect of the school culture that students identified as making them feel unsafe; the vocabulary staff used when speaking to students and the amount of time staff raised their voices or yelled. We then created a process to reduce "Linguistic Injury" at the school.

Will was able to find a peer group at the school, they started attending regularly and their behaviour cycled between appropriate and inappropriate. Appropriate behaviour slowly replaced inappropriate behaviour. At the end of the year, Will made a decision that ultimately resulted in their expulsion.

As reported by the Division Feedback Survey, 93% of students reported that "My school takes actions that support truth and reconciliation". 82% reported that "At my school, I have opportunities to be involved in activities that support my sense of belonging and 83% said "Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school". In the same survey, 84% of parents reported that "Many diverse cultures are represented in the events, activities and environment of my child's school" and 88% reported, "I feel welcome in my child's school community".

- By June 2023, staff of Westminster School, as part of the Ross Sheppard catchment, will focus on the importance of student and staff mental health and well-being within the school community. Growth in this area will be measured in the number of students reporting high or above-average overall resiliency on the Youth Resiliency Survey, by the feedback provided by the staff on the Division Feedback Survey and through internal measures and collected personal narratives.

Results Achieved:

Wynn is a grade nine student who identifies as gender-fluid and transgender and requested to be addressed using the pronouns he/they. They are currently struggling with mental health issues that stem from a traumatic experience in their past. Their struggles with self-identity and mental health resulted in attendance issues, which have compromised their chances of academic success. When Wynn was able to come to school, their anxiety often prevented them from entering the classroom and they would seek out a safe corner in the school to hide.

Westminster School embraced the ideology of "visibility matters". When Wynn entered the school they could see 2SLGBTQ+ and mental wellness information throughout the school including in and out of classrooms. They could hear announcements being made about various advocacy groups. Student groups could be seen actively engaging the student population in various issues. Creating visibility helped build a safe environment for students such as Wynn to build trust amongst their peers and with school staff.

Westminster School tasked a few selected staff members to act as safe people. These staff members were intentionally chosen and when possible were not teachers of the students who required support. As the year progressed, relationships were developed outside the academic framework. These relationships were driven by the students, which helped the school understand their needs, rather than assuming what their needs were. Students such as Wynn started to overcome some of their social anxiousness, and they started developing hope for their future. Attendance and academic success increased, as aberrant behaviour such as skipping and self-harm decreased. Much of this work was focused on developing self-advocacy skills to empower these students in their lives after junior high school. Wynn moved on to high school where they can now self-advocate for their needs and have had a successful start to the school year.

As reported by the Alberta Education Assurance Measure, the subset of Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) showed an overall decrease for the 2022-2023 year. When looking deeper into the WCRSLE subset, the decrease was measured in parents (86.3% to 78.2%) and teachers (96.5% to 82.5%) while a slight increase was measured for students (72.1% to 73.9%). As reported by the Division Feedback Survey, 69% of the students feel like they belong at school, 71% feel like an adult cares about them and 77% have at least one adult that would go to for help. 83% of parents feel that their child has a positive relationship with one or more adults in the school and 87% feel that their child is cared about by school staff.

What were the biggest challenges encountered in 2022-2023?

Challenges faced included:

- A sharp increase in students who are learning English as an additional language.

- An increase in the number of students presenting with diverse learning needs and an increase in the complexity of those needs.
- Learning loss in the area of numeracy.
- An increase in the presentation of mental health issues affecting academic success.
- The polarization of ideologies within the school community.

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

Based on the learnings from the previous year, Westminster's school-wide inquiry growth question for 2023-2024 will be:

- *In what ways can we increase student success through adapting and/or modifying instructional and assessment practices to support a student population with diverse learning needs?*

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7543 Westminster School

Assurance Domain	Measure	Westminster 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	82.1	87.5	87.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	75.8	81.3	85.7	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	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	68.4	71.1 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	21.4	16.4 *	n/a	16.0	17.7	n/a	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	87.0	89.4	91.4	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.2	84.7	84.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	71.4	78.4	78.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	79.6	81.4	81.7	79.1	78.8	80.3	High	Maintained	Good

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

By June 2024, Westminster students who have been in attendance for at least one academic year will demonstrate measurable growth in the area of literacy and numeracy achievement. Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy and numeracy, professional learning to build on professional judgment and further developed adaptation and modification practises.
- Monitoring all students for growth and targeted literacy and numeracy support.
- Targeted collaborative and professional learning time to assess, evaluate evidence and progress, and develop teacher capacity in the areas of best practices in literacy and numeracy.

What data will you use to track continuous improvement?

-HLAT Assessments -Reading Level Assessments -Class Award Marks -Teacher Observation -CAT4 (Reading, Mathematics, Computation and Estimation) -Provincial Assessment Tests -Student Narratives -Teacher Observations

Division Priority 1

By June 2024, students at Westminster School will demonstrate growth in their sense of safety (psychological, emotional and physical) at school and their connection to school. Achievement of this goal will be supported by:

- Development and implementation of a school-wide plan to increase student success through adapting and/or modifying instructional and assessment practices to support a student population with diverse learning needs.
- Development and implementation of a school-wide plan to increase student success through adapting and/or modifying instructional and assessment practices to support a student population who are learning English as an additional language.

What data will you use to track continuous improvement?

Alberta Education Assurance Measure: Safe and Caring Subset -Division Feedback Survey: Priority 3 Subset -Student Narratives -Teacher Observations

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,825,187		2,966,175
Internal Revenue		0		0
REVENUE TOTAL		2,825,187		2,966,175
Classroom	16.839000	1,813,106	18.137000	1,952,865
Leadership	3.000000	383,714	2.016000	278,273
Teacher Supply	.000000	60,000	.000000	91,000
TOTAL TEACHER	19.839001	2,256,820	20.153000	2,322,138
(% of Budget)		79.88%		78.29%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.000000	257,391	4.000000	250,832
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	2.563000	180,489	3.563000	252,082
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	6.563000	444,880	7.563000	509,914
(% of Budget)		15.75%		17.19%
TOTAL STAFF	26.402001	2,701,700	27.716000	2,832,052
(% of Budget)		95.63%		95.48%
SUPPLIES, EQUIPMENT AND SERVICES		93,838		100,088
INTERNAL SERVICES		27,250		31,635
OTHER INTEREST AND CHARGES		2,400		2,400
TOTAL SES		123,488		134,123
(% of Budget)		4.37%		4.52%
TOTAL AMOUNT BUDGETED		2,825,188		2,966,175
Carry Forward Included		0		0
Carry Forward to Future		0		0