

Profile



Enrolment		Staff FTE		Budget		
Normalized	310.000	Custodial	2.813000	Salaries	\$2,305,457	96.92%
Weighted	367.041	Exempt	0.000000	Supplies, Equip., Services	\$73,225	03.08%
Regular	310	Support	4.800000			
		Teacher	16.000000			
Year Opened	1913	Total			Total	\$2,378,682
			23.613000			100.00%
				Internal Revenue	\$4,385	

School Philosophy

At Westmount School, we focus on community and quality. We pride ourselves on building healthy relationships and promoting a comprehensive approach to student and staff well-being and mental health. We build on outstanding learning opportunities by setting high expectations for all learners with a strengths-based approach. We appreciate the impact of creating a culture of belonging among students, staff, and families where everyone feels safe to participate and engage as part of a community of learners.

We understand that belonging and achievement advance together. We focus on reading and writing strategies that build academic vocabulary and refine communication. We prioritize mathematical processes that provide the fluency skills to succeed. Teachers reflect on their students' experiences in the classroom through a lens of antiracism and reconciliation to promote an equity mindset, student agency, and community engagement.

Community Profile

Westmount Junior High School, established in 1913, has a rich history and plays an integral role in the communities of Dovercourt, Inglewood, Sherbrooke, Westglen, Westmount, and Woodcroft. We celebrate diversity at Westmount and we are very proud of our community of belonging. A welcoming atmosphere that celebrates all people is the hallmark of the Westmount Junior High experience. The Westmount neighbourhood is experiencing growth as new young families move in and upgrade existing housing. Westmount Junior High is located near Westmount Mall and the 124 Street Business District.

Programs and Organization

Westmount serves grades 7, 8, and 9. We offer Cree and French as second languages. We are a division site for Opportunity programming in a 7/8/9 classroom and we provide targeted support for English language learners in regular classes. There is a strong belief in a strengths-based approach and high expectations for all students. A variety of option courses are offered to provide students with well-rounded CTF programming. We promote community and conversation.

School Community Relationships

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

Ever Active Schools Hope Mission Junior Achievement MacEwan University Mark Harmon Group SACE YOUCAN Youth Services Young Life Youth Association

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 Westmount Jr High will demonstrate measurable growth in the areas of literacy and numeracy. At Westmount Jr High, we will measure this growth through teacher awarded marks, reading levels (at, above, below), PATs, CAT4 and HLAT marks.

Results Achieved:

Teacher Awarded Marks:

- Gr 7 LA 7% increase in students earning As
- 10% decrease in students earning Cs and Ds.

Reading Levels:

- 64.8% of our students are reading at or above grade level.

PATs:

- 6% more students participated in parts A and B of the LA PAT
- 6% more students achieved the acceptable standard in LA
- 5% more students participated in parts A and B of the Math PAT.

CAT4:

- Math 7: 16% more Gr 7 students achieved stanine level 4 and above in Geometry & Spatial Sense.
- Math 9: 12% improvement in # of students achieving stanine 4 or higher in Number Sense; 30% improvement in # of students achieving stanine 4 or higher in Computation;
- LA 8: 15% increase in # of students achieving stanine 4 or higher in Analysis of Text/Graphics

HLATs:

- 50.3% of students who wrote the HLAT scored at or above grade level.

Strategies used:

- Focus on learning, collaboration, results
- Staff collaboration on ELOs, assessment, intervention, enrichment
- Pack time intervention in Math (urgent, directive, timely, targeted, trained professionals, systematic)
- Weekly learning communication with parents through SZ, Google Classroom

By June 2023, Westmount Jr High and the Ross Sheppard Catchment will advance action towards anti-racism and reconciliation. Evidence of action at Westmount, will look like continued professional development, cross curricular lessons and projects, and implementation of the OECD recommendations as measured by observations, conversations, and products from all stakeholders.

Results Achieved:

Attendance Data:

- 50% of the self-identified First Nations, Metis, and Inuit students that have been at Westmount for 3 years, have an average 96% attendance rate.
- The Reaching Out program supported 15 students with significant attendance concerns to stay connected with the school community and their learning.

Division Feedback Survey:

- 79% of students agree or strongly agree that many diverse cultures are represented in the books and materials in our school.
- 81% of students agree or strongly agree that our school takes actions that support truth and reconciliation; 95.7% of students feel that they have the opportunity to learn about Indigenous perspectives and 97.8% of students feel that they learn about the contributions of Indigenous peoples.
- 85.3% of students are aware of the work we're doing to support anti-racism and belonging.

Strategies used:

- Ken Williams equity PD, Baruti Kafele and the equity and social justice education in weekly staff meetings
- Four cornerstones of the OECD report driving change: Well-being, Participation, Engagement, and Achievement
- Tatawaw, Reconciliation week, tipi raising, red dress project
- Creating a culture of belonging, welcoming practice at the front door and classroom doors
- Attendance tracking, Reaching Out programming partnership with Argyll Centre

By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health. Evidence of action at Westmount Jr High, will look like professional development, weekly health and wellness lessons, and student led community activities, as measured by observations, conversations, and products from all stakeholders.

Results Achieved:

All staff received NVCI training; staff and students attended all four Mental Health Capacity Building sessions put on by the division wellness coaches. Westmount benefited from a privately funded psychologist who worked with 40+ students throughout the year and student nurses from MacEwan who worked with our wellness lead teacher on grade appropriate presentations for the whole school. With the help of Hope Mission, we fed lunch to approximately 100 students daily. Student leaders took on different forms of fundraising for various events and planned spirit weeks, dances, and whole-school activities. We had 12 different clubs and extracurricular activities run throughout the year. 81% of students agreed or strongly agreed that they had opportunities to be involved in activities that supported their sense of belonging and 80% of students agreed or strongly agreed that they had one adult that they could go to for help.

Strategies used:

- NVCI training for emotional regulation, de-escalation and crisis prevention
- Catchment Mental Health Capacity Building sessions by division wellness coaches for students on brain development, counselling 2x/week
- Leadership activities including spirit weeks, culture days, festive community events, extracurricular activities (athletics coordinator), clubs
- Health and wellness dedicated time twice a week for community walks, daily physical activity, nurse presentations

What were the biggest challenges encountered in 2022-2023?

One major challenge was the inconsistent staffing for one of our grade 7 Math positions. For three consecutive years, the grade 7 Math teacher did not complete the whole year, creating inconsistent instruction; this past year, half of our grade 7s had a total of four Math teachers throughout the year. A significant challenge was the death of two of our grade 9 students. This affected our entire school community, but it especially impacted our grade 9 cohort. Although these students came to school to write their PATs, it was only a week or so after many of them had attended a classmate's funeral. Our Spring HLAT writing, Spring CAT4 administration and PAT data were all impacted by these losses.

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

Our Assurance Framework Survey results and our Division Feedback Survey results did not align, especially in the areas of student growth and achievement (specifically citizenship). Our goals in the 2023-24 school plan reflect our commitment to creating safe spaces for students, building a culture of belonging, and continuing to engage parents as key partners in our work. We see the need for a staff member to engage in school family liaison support with our Indigenous families and offer weekly cultural connecting activities. We will focus our 2023-2024 plans on reading and writing proficiency by building targeted academic vocabulary, dedicated daily reading, and engaging directly with students to discuss writing strategies and editing feedback. Identifying student reading needs in decoding, fluency, and comprehension is a priority. We are implementing the Empower reading program for targeted students with reading screeners to improve literacy and academic communication proficiency.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7544 Westmount School

Assurance Domain	Measure	Westmount 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	80.1	89.3	89.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	72.7	80.4	86.9	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	41.1	44.7 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.1	7.5 *	n/a	16.0	17.7	n/a	Very Low	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	80.3	89.6	92.5	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	85.7	85.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	80.3	80.5	80.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	64.6	75.7	82.2	79.1	78.8	80.3	Very Low	Declined	Concern

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, students will demonstrate growth in writing as measured by: all students who participate in the HLAT and are below grade level will demonstrate growth toward "at or above" grade level scores, 50 percent of students whose performance is adequate will achieve proficient scores, there will be an increase in the percentage of students achieving the acceptable standard and standard of excellence on the Grade 9 Part A PAT.

What data will you use to track continuous improvement?

Achievement of this goal will be supported by: the allocation of dedicated class time where teachers engage directly with students to discuss writing strategies and editing feedback, using HLAT-like prompts, collaborative marking, and teacher observations to identify specific areas for targeted supports/interventions in writing for students. We will use HLAT and PAT data to track improvement.

Division Priority 1

Westmount Jr High will maintain a sense of belonging and social, emotional and physical well-being through continued and purposeful relationship and connection building amongst staff, students and families. We will engage in intentional collaborative education and experiences to address inclusion, anti-racism and the understanding and knowledge of First Nations, Métis and Inuit ways of being and knowing.

What data will you use to track continuous improvement?

Achievement of this goal will be supported by and tracked through: attendance data, school-generated surveys, the Assurance Framework Survey and Division Feedback Survey. In addition, we will measure progress through reflections, observations, and conversations with all stakeholders.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,386,238		2,374,297
Internal Revenue		0		4,385
REVENUE TOTAL		2,386,238		2,378,682
Classroom	13.800000	1,485,887	13.800000	1,485,887
Leadership	2.200000	293,547	2.200000	293,293
Teacher Supply	.000000	35,000	.000000	39,385
TOTAL TEACHER	16.000000	1,814,434	16.000000	1,818,565
(% of Budget)		76.04%		76.45%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.000000	295,600	4.800000	281,186
Support (Supply/OT)	.000000	3,000	.000000	5,726
Custodial	2.813000	193,480	2.813000	193,480
Custodial (Supply/OT)	.000000	6,500	.000000	6,500
TOTAL NON-TEACHER	7.813000	498,580	7.613000	486,892
(% of Budget)		20.89%		20.47%
TOTAL STAFF	23.813000	2,313,014	23.613000	2,305,457
(% of Budget)		96.93%		96.92%
SUPPLIES, EQUIPMENT AND SERVICES		45,500		42,825
INTERNAL SERVICES		27,125		29,800
OTHER INTEREST AND CHARGES		600		600
TOTAL SES		73,225		73,225
(% of Budget)		3.07%		3.08%
TOTAL AMOUNT BUDGETED		2,386,239		2,378,682
Carry Forward Included		0		0
Carry Forward to Future		0		0