**Alberta Education Results Report
for Westwood Community High School
Roxanne Fudge
Brendan Toner
Dan Baseley
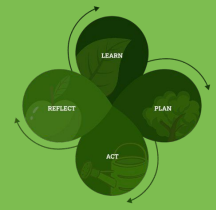Bailey Kwiatkowski
Fall 2024**

WESTWOOD COMMUNITY HIGH SCHOOL
CONTINUOUS IMPROVEMENT CYCLE
Doing What's Best for Kids

LEARN
PLAN
ACT
REFLECT

Principal Letter of Context
Westwood Community High School
2024-2025

I am pleased to share an overview of our school context for the current academic year. Westwood Community High School has been a cornerstone of the Fort McMurray community since 1986, and since 2018, we have been proud to serve students in grades 7 through 12.

Our school community continues to grow, with a current enrollment of 1083 students—up from 976 at this time last year. We are delighted to welcome newcomers throughout the year. Our student body includes 552 junior high and 531 high school students participating in mainstream and choice honours programs, with Advanced Placement (AP) courses available for grades 11 and 12. Among our diverse student population, we have 150 English Language Learners and 82 First Nations, Métis, and Inuit students. Additionally, 94 students have been identified with an inclusive education code, including 40 code 40s and 54 code 50s.

The dedicated staff at Westwood includes 47 teachers, 10 Educational Assistants, 1.5 Library Assistants, and 6 Administrative Assistants. Our support team also includes a Mental Health Therapist, an Academic Counsellor, and 2 Learning Assistant Teachers, all of whom play a vital role in our students' academic and personal development.

We are committed to providing a wide range of opportunities for student success. Our programs include Honours and AP courses, Career and Technology Studies, Robotics, Coding, Visual and Performing Arts, First Nation Métis Inuit Programs (FNMI), Athletics, and ELL support. Students also have access to Individual Program Plans, resource rooms, and tutoring services. Beyond the traditional classroom, we offer the Independent Learning Center and Off-Campus Programs to accommodate diverse learning needs.

Annual Education Results Report results show that 83.6% of our stakeholders indicated that our school learning environment is welcoming, caring, respectful, and safe. We remain dedicated to building an inclusive school culture, fostering connections, and nurturing positive academic habits for all students, especially those affected by the pandemic and challenges related to language, academic skills, or socio-emotional development.

Westwood's cross-cultural and extracurricular programs are both extensive and growing. Students can engage in a variety of activities, such as sports, performing and visual arts, humanitarian clubs, robotics, and coding. Our student-led extracurriculars, including the Literacy Club, Stem Fellowship, Peer Tutoring, STEM Committee, and Debate Club, empower students to create their own learning opportunities.

Throughout the year, we have kept staff, students, and parents informed about our School Assurance Plan. Stakeholder feedback was integral to shaping our goals for the 2024-2025 plan, and we are excited to implement new strategies that have been identified.

Our staff is committed to lifelong learning, as evidenced during our Professional Learning Fridays (PLF). On these days, our dedicated team engages in division and department collaboration, professional learning to support school plan goals, and mental health training. We look forward to continuing our professional development to enhance our students' learning experiences during the 2024-2025 PLF cycle.

Thank you for your ongoing support and commitment to our school community. Together, we will continue to strive for excellence and ensure that every student has the opportunity to succeed.
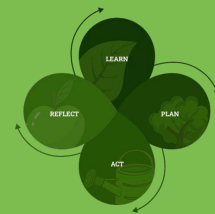
Warm regards,

Roxanne Fudge
Principal
Westwood Community High School

CURRENT STATE

STRENGTHS

Alberta Education Assurance Measure data indicated **over 83%** of respondents identified Westwood High School as a welcoming and respectful environment (WCRSLE), who are providing high educational quality as well as ready access to support services for student success. Students scoring Academic Excellence on Grade 9 PATs and Grade 12 Diploma exams, as well as the rate of high school graduation, and parental involvement, are all above the Provincial average. Approximately 34% of the population were recognized as having academic success of 80% average or above. Noted student advocacy growth in student groups. The 24-25 schedule provides access to a broader spectrum of EAL support and classes scheduled in the vocational streams to meet population needs

AREAS FOR GROWTH

1. **Literacy Skill Development, English as an Additional Language Student Support, and Aligned Assessment Practices** - Students will access appropriate programming and supports in an easy and timely manner, including access to literacy support for reading and writing. Development of a comprehensive onboarding process for EAL students. Students will be assessed using contemporary best practices according to AP360:Student Assessment Evaluation and Reporting.
2. **Inclusive School Culture -** A sense of belonging for all stakeholders, a school culture where all of our Westwood community members feel a sense of belonging, welcomed, and safe; a school where all feel included and diversity is recognized, accommodated, and celebrated.

LOCAL CONTEXT

Westwood Community High School, serving Fort McMurray since 1986 and offering education for grades 7-12 since 2018, has seen a growing student body, now with 1,083 students. This diverse community includes 552 junior high and 531 high school students, with programs like Advanced Placement for grades 11 and 12, support for 150 English Language Learners, 82 First Nations, Métis, and Inuit students, and services for students requiring inclusive education. With a committed team of 47 teachers and various support staff, the school offers Honors, AP courses, Career and Technology Studies, Robotics, Coding, Visual and Performing Arts, and more. Extracurriculars such as sports, arts, robotics, and clubs like Literacy and Debate enhance student engagement. The school's commitment to a welcoming, safe, and inclusive environment is reflected in stakeholder feedback and the Annual Education Results Report. Through its School Assurance Plan, Professional Learning Fridays, and ongoing professional development, Westwood is dedicated to supporting academic, social, and emotional growth for all students.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
   - *Westwood PLF Plan 2024-25:* growth in diversity and inclusion, literacy intervention and intensive support, supporting positive mental health practices, and collaborative restorative learning. A review of current assessment practice is in progress. Professional Learning to support implementation of new assessment practices are planned for PLF time
2. MATERIAL RESOURCES
   - Literacy resource (research-based) from *Supporting Adolescent Readers* by Dawn Reithaug (2007); STAR computer adaptive assessment and data; FMPSD Coordinator's Corner; Junior High Schedule Revision with additional literacy minutes; creation of a comprehensive onboarding process for EAL students, Benchmarks 2.0 LearnAlberta EAL; Building Connections: Relational-Based Supports; ATA Library for New Canadians in Classroom; Reviewing Restorative Culture; AAC assessment; Teaching in Intercultural Classroom
3. HUMAN RESOURCES
   - The following groups will support goals: Staff Social Committee, Peer Mentors, Student Council, PD from Education Department/ Literacy Coordinator in Literacy for Junior High Students, ATA Local 48 DEI, In-School Settlement Worker (EAL), Multicultural Association Tutors, EAL Teacher/Coordinator- including building teacher capacity to benchmark and support English learners and new students to Canada; Student Services staff providing diverse needs support, academic, career and wellness guidance. Plan to increase FTE for Student Services and LAC. Introduced a 0.25FTE Literacy Support Teacher in Junior HIgh.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- ★ Literacy is woven into the day-to-day fabric of teaching and learning.
- ★ Students with diverse needs are identified and supported with adult connections and collaborative, targeted intervention
- ★ Once student sense of belonging is enhanced (OurSCHOOL), attendance and achievement will continue to see growth
- ★ Continued opportunities for ALL levels of curricula and programs guided by supportive and responsive educators
- ★ Implementation of current best practices in assessment based on research, professional development and student feedback in the school review.
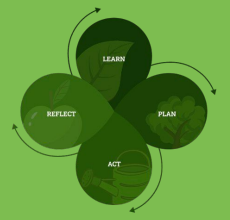
Doing What's Best For Kids

FMPSD PRIORITY AREA: Priority 1 Promote Growth and Success for All Students

DESIRED OUTCOME: Students will access appropriate programming and supports in an easy and timely manner, including access to literacy supports for reading and writing and development of a comprehensive onboarding process for EAL students. Students will be assessed using contemporary best practices according to AP360 Student Assessment Evaluation and Reporting.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Junior High Star Assessment Data collected in the Fall 2024 indicated that 8% (40 students) need urgent intervention. Of the 500 students tested 15% (78) need interventions. Combined urgent and intervention is 23.6% (118). New Star data will be gathered by June 1st 2025.

There is limited intensive support for EAL students. There is a limit to the amount of time to acclimate new non English speaking students who make up 14% of the population.

A review of current assessment practice is in progress. Professional Learning to support implementation of new assessment practices are planned for PLF time. | Of the 500 Junior High students tested 23.6% needed literacy interventions.

All EAL Students benchmarked can access accommodations.

There are a number of non-funded EAL students

Need to update best practices in Formative, Summative and Performance based tasks | Literacy growth practice time embedded for Language Arts teachers

New Benchmark 2.0 Growth in benchmarking EAL students and cross curricular intervention strategies

It was in 2021 that staff last engaged in professional development regarding assessment practice AP360: **Student Assessment Evaluation and Reporting**. New staff members have since joined and returning staff members would benefit from review and latest researched best practices. | In the 24-25 class schedule, Junior High students will continue to have more access to English Language Arts instruction. Literacy strategies will be taught by English Language Arts teachers with an emphasis on cross-curricular application. Junior High English Language Arts teachers will collaborate on PLFs to ensure literacy strategies are taught with fidelity.

0.25FTE Literacy Support Teacher for Junior High

There is an EAL Teacher/Coordinator in the class schedule for 24-25.

EAL 1120 Level 1 and EAL 1121 Level 2 Course (5 credits each) available

Teachers will participate in EAL benchmarking capacity building groups with EAL lead

Continuation of Tutorials, Extra Help sessions, Westwood Accountability Centre referrals,peer tutoring, peer mentoring, conversation club and multicultural association weekly tutoring

Teachers will participate in professional learning in assessment; teachers and will collaborate to implement valuable assessment practices. | An increase in students who are accessing appropriate learning supports and programs

Increase in numbers of Junior High students reading at grade level

Increase in capacity for supporting newcomers, EAL, benchmarking and interventions.

Professional learning in Assessment practice occurring during PLF and evidence of experimenting with a variety of assessment instruments in the classroom | Students will access appropriate programming and supports in an easy and timely manner including access to literacy supports for reading and writing. Students will be assessed according to AP360: **Student Assessment Evaluation and Reporting**. |
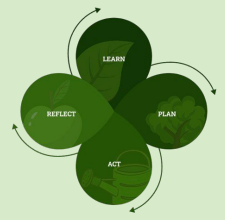
Doing What's Best For Kids
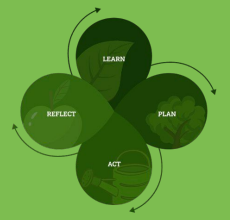
FMPSD PRIORITY AREA: Priority 2 Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: A school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe. A school where all feel included and diversity is recognized and celebrated.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
The Fall 2023 OurSCHOOL survey shows that only 62% of students have a high sense of belonging in the school and 6.3/10 students feel that they have positive teacher-student relationships. Further it shows that only 57% feel safe at school and 74% indicate that they have friends at school who they can trust and encourage them to make positive choices.. Our School Survey Data will be updated by November 7th.	The Fall 2023 OurSCHOOL survey shows that 38% of students do not have a high sense of belonging in the school. 3.7/10 students feel that they do not have positive teacher-student relationships. 43% of students do not feel safe at school, 37% do not feel accepted by their peers and others and only 26% indicate that they do not have friends at school who they can trust and encourage them to make positive choices. High number of junior high office referrals for peer conflict issues	Further education in Diversity Education and Culturally responsive practices Mastering the use of Restorative Practices Facilitating Peer Conflict Resolution	PLF Schedule includes time for continued professional learning in DEI (Unconscious Bias, Indigenous Studies, YMM Pride inclusivity Training)) Encourage student led extra curricular groups that celebrate diversity and promote a sense of belonging for all Encourage students to be school and event ambassadors and promote a sense of belonging through active community citizenship Engagement with community agencies to promote positive peer interactions and respect for diversity Expand Peer Mentoring program for students Diversity Presentations and Events (Ramadan, Holi. Multicultural Association, Pride Week) Restorative Conversations (promote a positive and peaceful atmosphere where conflicts are seen as opportunities for growth and learning, rather than as problems to be punished)	Results of 2024/2025 Our School Survey indicating a higher sense of belonging, positive teacher-student relationships, feeling safe at school, having friends who they can trust and encourage them to make positive choices. Increase in culture building activities, spirit days, extra-curricular activities, Decrease in junior high office referrals for peer conflict resolution	A sense of belonging for all stakeholders, a school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe. A school where all feel included and diversity is recognized and celebrated.

Doing What's Best For Kids

wESTWOOD COMMUNITY HIGH SCHOOL
Assurance Measure Results Summary
Doing What's Best for Kids

OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS

1083 STUDENTS

14% English Language Learners
8% First Nations, Métis, Inuit
4% Severe Disabilities

69 STAFF

47 ATA Employees
22 CUPE Employees

PARENTS

60.5% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

292 Students   33 Teachers   40 Parents

PROGRAM PRIORITIES

✓ Priority #1 Assessment

✓ Priority #2 Diversity, Equity and Inclusion

✓ Priority #3 Literacy and EAL Supports

STAKEHOLDER FEEDBACK

88.1% of stakeholders satisfied with the overall quality of basic education.

86.6% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe

82.3% of stakeholders agree that students are engaged in their learning at school.

IMPROVEMENT AREAS

⇧ Improvement #1 Increase Parental Involvement

⇧ Improvement #2 Student Engagement

⇧ Improvement #3 Access to Supports and Services

2023-2024 SCHOOL REPORT CARD
Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT
2023-2024 School Result - 82.3%
2022-2023 School Result - 85.5%
2023-2024 Provincial Result-83.7%

EDUCATION QUALITY
2023-2024 School Result -84.6%
2022-2023 School Result - 89.6%
2023-2024 Provincial Result -87.6%

PAT EXCELLENCE
2023-2024 School Result -19.6%
2022-2023 School Result - 23.5%
2023-2024 Provincial Result -15.4%

PAT ACCEPTABLE
2023-2024 School Result - 56.1%
2022-2023 School Result - 73.8%
2023-2024 Provincial Result -62.5%

ACCESS TO SUPPORT AND SERVICES
2023-2024 School Result - 81.3%
2022-2023 School Result - 87.9%
2023-2024 Provincial Result -79.9%

CITIZENSHIP
2023-2024 School Result -77.9%
2022-2023 School Result - 80.8%
2023-2024 Provincial Result -79.4%

DIP EXCELLENCE
2023-2024 School Result - 24.8%
2022-2023 School Result - 26.5%
2023-2024 Provincial Result - 22.6%

DIP ACCEPTABLE
2023-2024 School Result - 79.8%
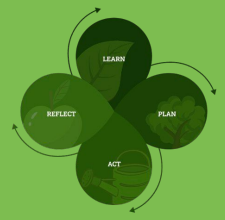2022-2023 School Result - 75.2%
2023-2024 Provincial Result - 81.5%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS
2023-2024 School Result - 83.6%
2022-2023 School Result - 87.6%
2023-2024 Provincial Result -84%

PARENTAL INVOLVEMENT
2023-2024 School Result -74.4%
2022-2023 School Result - 82.1%
2023-2024 Provincial Result -79.5%

3 YEAR HIGH SCHOOL COMPLETION
2023-2024 School Result - 90.7%
2022-2023 School Result - 92.9%
2023-2024 Provincial Result -80.4%

5 YEAR HIGH SCHOOL COMPLETION
2023-2024 School Result - 96.8%
2022-2023 School Result - 97.3%
2023-2024 Provincial Result - 88.1%

What data did we look at?

- ○ AERR Fall 2024
- ○ School Review List of Recommendations
- ○ Our School Survey 2023-2024
- ○ STAR Data Fall 2024

What did we learn about our students / staff strengths and needs?

STRENGTHS
- ○ PAT and Diploma Excellence and Access to supports and services all above provincial average
- ○ English Language Art 30-1, English Language Art 30-2, Math 30-1, Biology 30, and Chemistry 30 all above provincial average
- ○ Motivated and eager stakeholders including parents, staff and students.
- ○

AREAS FOR GROWTH
- ○ Creating Practices that Support Assessment-Capable Learners and Enhance Teacher Credibility
- ○ Building an Inclusive Learning Culture with Tier One Interventions, Multiple Learning Entryways, and IPP Support
- ○ Promoting Inclusivity and Awareness of Racism, Bullying, and 2SLGBTQ+ Issues through Education and Student Engagement
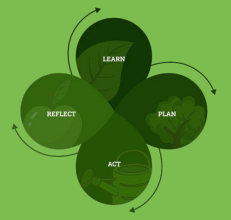- ○ Increase in Parent Involvement

What did we do during 2023-2024 (last year's PLF plan)?

- ○ We worked on the same goals as we are working on this year. This year there is a heavier emphasis on Assessment and promoting multicultural awareness.
- ○ We focused on building awareness of the diverse groups that make up the Westwood school community.

Doing What's **Best** For Kids

Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE
- 15% of our student population is EAL
- Registered 59 new EAL students for 2024-2025
- All new students are assessed in Reading, Listening, Speaking and Writing; students are benchmarked based on the results of these assessments

FIRST NATIONS, MÉTIS, INUIT
- 8% of our student population is FNMI
- FNMI students have regularly participate in Land Based Learning
- Both Junior and Senior Dene Hands Games Teams are preparing for a tournament in December
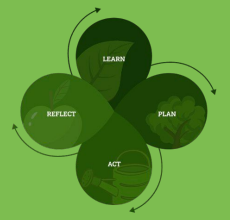
What do we need to work at - the goals of our 2024-2025 education plan?

- Students will access appropriate programming and supports in an easy and timely manner, including access to literacy supports for reading and writing and development of a comprehensive onboarding process for EAL students. Students will be assessed using contemporary best practices according to AP360 Student Assessment Evaluation and Reporting.

- A school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe. A school where all feel included and diversity is recognized and celebrated.

Supporting Data Specific to School Desired Outcomes/Goals

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1857 Westwood Community High School

Assurance Domain	Measure	Westwood Community High 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	82.3	85.5	85.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	77.9	80.8	82.7	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	90.7	92.9	93.2	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	96.8	97.3	97.1	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	56.1	73.8	73.8	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	19.6	23.5	23.5	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	79.8	75.2	75.2	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	24.8	26.5	26.5	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	84.6	89.6	89.9	87.6	88.1	88.6	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	87.6	88.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	81.3	87.9	87.2	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	74.4	82.1	85.3	79.5	79.1	78.9	Low	Declined	Issue

Supplemental Alberta Education Assurance Measures - Overall Summary
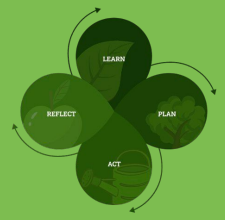**Fall 2024**

School: 1857 Westwood Community High School

Measure	Westwood Community High 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
Diploma Exam Participation Rate (4+ Exams)	60.9	5.7	n/a	52.7	3.5	n/a	High	n/a	n/a
Drop Out Rate	0.1	2.0	0.7	2.5	2.5	2.4	Very High	Improved	Excellent
In-Service Jurisdiction Needs	94.9	96.8	97.2	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	87.4	91.4	91.3	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	79.8	82.8	85.0	82.8	82.9	82.9	High	Declined	Acceptable
Program of Studies - At Risk Students	82.3	87.1	86.8	80.6	81.2	81.5	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	84.0	94.4	83.8	70.7	71.9	70.0	Very High	Maintained	Excellent
Safe and Caring	87.0	90.7	90.8	87.1	87.5	88.1	High	Declined	Acceptable
Satisfaction with Program Access	79.7	80.3	82.4	71.9	72.9	72.7	High	Maintained	Good
School Improvement	71.6	75.3	79.3	75.8	75.2	74.7	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	65.8	69.0	62.2	60.1	59.7	60.0	High	Maintained	Good
Work Preparation	84.5	89.3	89.6	82.8	83.1	84.0	High	Maintained	Good

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1857 Westwood Community High School (EAL)

Assurance Domain	Measure	Westwood Community High School (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	95.8	88.5	93.2	72.0	72.8	76.7	Very High	Maintained	Excellent
	5-year High School Completion	100.0	100.0	99.5	88.1	88.7	87.2	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	64.6	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	16.5	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	46.9	80.3	80.3	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	15.6	30.9	30.9	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	67.7	64.8	64.8	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	8.1	18.3	18.3	14.0	13.8	13.8	Very Low	Declined	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Government

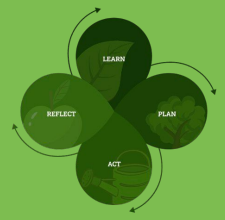## Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1857 Westwood Community High School (FNMI)

Assurance Domain	Measure	Westwood Community High School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	87.4	58.6	57.0	59.5	*	*	*
	5-year High School Completion	100.0	96.0	92.2	69.4	71.3	69.1	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	44.4	65.3	65.3	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	11.1	11.1	11.1	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	75.8	*	n/a	76.9	74.8	74.8	Low	n/a	n/a
	Diploma: Excellence	21.2	*	n/a	11.8	11.3	11.3	High	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Doing
What's
Best
For Kids

Section Five: Recommendations for Consideration

1. **Assessment Practices** - it is **recommended** that school staff review their practices and moved toward creating practices that support assessment capable learners. Part of creating the conditions for students to be able to feel safe to accurately demonstrate what they know and can do is that they believe that their teachers are credible. Truth and accuracy in reporting can only come through honest demonstrations of student learning. Students have to be able to speak to what they know and can do.

   It is further **recommended** that the FMPSD *Administrative Procedure 360*: *Student Assessment Evaluation and Reporting* be used as a guide for moving practice forward with teaching staff. **Appendix D** contains some FMPSD Assessment resources that can serve as a starting point to building the conversations with staff.

2. **Inclusive Culture for Learning**

   Tier One interventions - It is **recommended** that administrators work with staff to help them understand and incorporate universal supports as part of learning experiences with their students.

   Multiple Entryways into the Learning Conversation - It is **recommended** that staff incorporate the principles of inclusive learning into their task design so that all students have the opportunity to be successful.

   IPP Support - It is **recommended** that the school LAC follow the direction of CO to have a minimum of two IPP Bootcamps to support teachers through the development and process.

   - This past school year the WCHS LAC hosted two sessions:
     - (1) Sept 15 (? attendees) (2) 27th (12 attendees)
   - Administrators may want to connect to ensure that staff are attending the bootcamps.

   Appendix E contains FMPSD Inclusive Learning support documents that can serve as a starting point to building a conversation with staff.

   It is **recommended** that WCHS consider research to support practice for students that have been identified as a Code 80. Alberta Education defines *Gifted And Talented* (Code 80) as "exceptional potential and/or performance across a wide range of abilities in one or more of the following areas: general intellectual ability, specific academic, creative thinking, social, musical, artistic, & kinesthetic." Gifted learners are extremely complex and diverse, **Appendix G** provides some resources for consideration. Teachers need to be aware that a code 80 can be assigned to a subject or set of concepts and not necessarily to all subject areas.
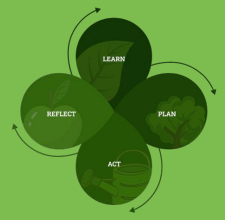
3. **Learning Goals** - It is **recommended** that clear learning objectives and success criteria be communicated and developed with students on a daily basis to support student achievement.

4. **Strategies for effective learning** - The teaching practice at WHS is primarily blocked practice. To support quality learning and assessment practices it is **recommended** that staff incorporate spaced practice, interleaving, elaborative interrogation, concrete examples, dual coding, and retrieval practice into their daily teaching practices.

   It is further **recommended** that these practices be supported through professional learning and onboarded together with quality assessment practices.

5. **Role of Education in Racism, Bullying, 2SLGBTQ+**

   All stakeholders agreed that the current method of ignoring or addressing the actions of folks is not creating change in the behaviour of students. Students suggested that a **recommendation** be made to focus on education. They shared research about how learning about other cultures can help build relationships and make the culture more inclusive.

   The education plan must be multifaceted and include many voices and pathways for success. There has been some work started in the building and it is **recommended** that it continue and include as part of the program with Student Council, the GSA, Student Unions and Clubs. Other opportunities for students and staff to connect might also be an opportunity to educate each other.

   It is **recommended** that the GSA group expand to welcome the Straight Alliance part of the acroynm to the group.

   It is further **recommended** that the school adhere to the principles recommended by the **SOGI-Inclusive Policies and Procedures,** found as part of Appendix F.

   A final **recommendation** is that the High School GSA's meet at least twice during the school year to share ideas, information and perhaps plan events together.

6. **Role of CRM in the school building**

   It is **recommended** that CRM meetings return to being held in an inclusive manner and include conversations about the whole student rather than just about academic achievement. **Appendix D** contains support resources for CRM meetings.
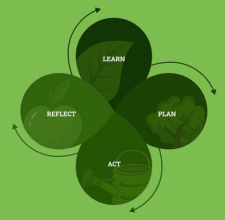
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (9179)
Westwood Community High School Highlights

Your version of the **OurSCHOOL** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 424 students in this school that participated in the survey between 8 Mar. 2023 and 28 Apr. 2023. The number of students by grade level is:

- grade 7:   122
- grade 8:   76
- grade 9:   39
- grade10:   79
- grade11:   74
- grade12:   34

The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 62% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 59% of the girls and 69% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.
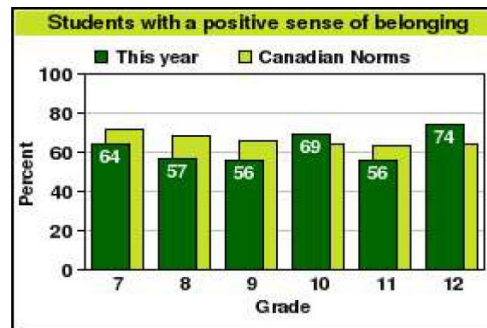
Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.
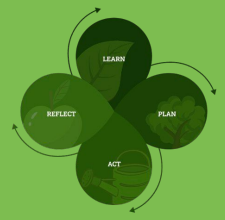
- In this school, 74% of students had positive relationships; the Canadian norm for these grades is 76%.
- 81% of the girls and 67% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.
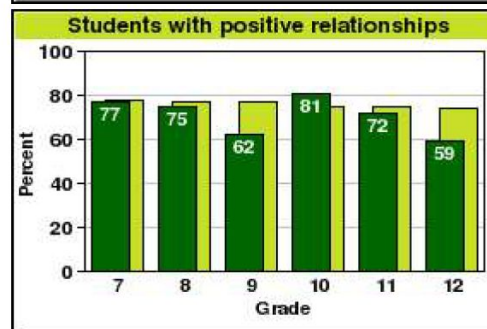
Doing What's Best For Kids

Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (9179)
Westwood Community High School Highlights

DRIVERS of Student Outcomes

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 57% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 57% of the girls and 60% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 67%.
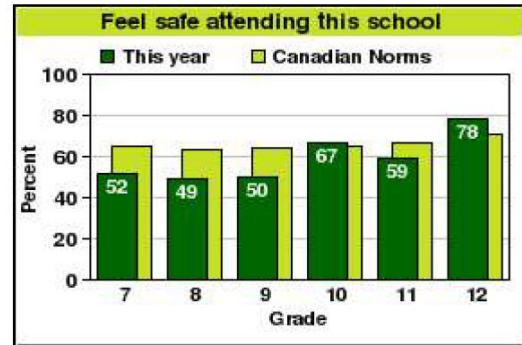
Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.
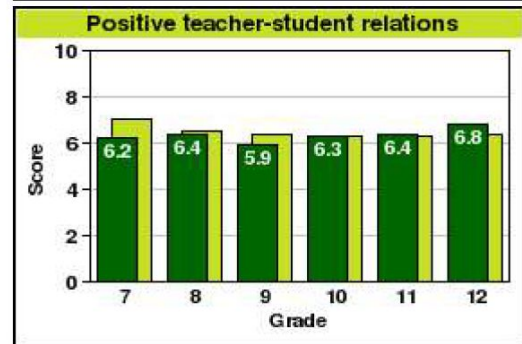
- In this school, students rated advocacy at school 2.9 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 2.7 out of 10 by girls and 3.3 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.
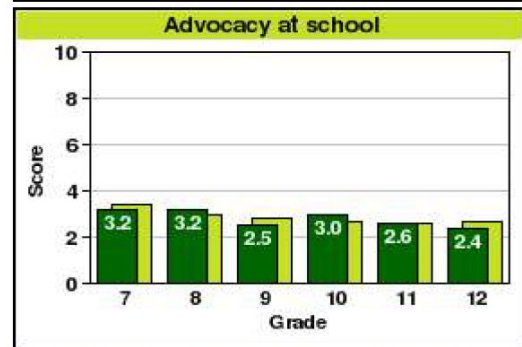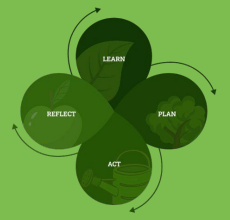

Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 6.3 out of 10; the Canadian norm for these grades is 6.5.
- In this school, positive teacher-student relations were rated 6.3 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.

Doing What's **Best** For Kids

STAR LITERACY RESULTS
Westwood High School
Fall 2024

Urgent Intervention
8.0%

Intervention
15.6%

No Intervention N…
76.4%