



**Three-Year Education Plan &  
Annual Education Results Report  
2020/2023**

Gifted  
Education

## Message from the Board Chair

*"Fostering gifted education from the inside out."*

Westmount Charter School is a public charter school committed to providing an excellent education for our students who are gifted. Our students are supported in achieving high academic results through our focus on fostering gifted education from the inside out. This means that we support their social and emotional growth, in the context of academic learning. This inside out approach has been particularly crucial since the last part of the 2019-2020 school year, as our students, staff, families and greater community have been dealing with the world pandemic crisis. Many gifted students disproportionately struggle at times with anxiety in stressful situations, and benefit from a focus on resilience and inner growth. That focus allows the students to grow as strong individuals, contributing community members and valuable future community leaders, while still meeting and exceeding curriculum expectations, even in the current challenging environment.

Our charter governs the Charter Board, the school administration and the teachers. The school administration and teachers work directly with the students to address the charter outcomes and the provincial outcomes. The Board receives reports and feedback regarding these outcomes and the methods used to pursue them. In addition, the Board receives regular reports on events, activities, professional development and student anecdotes from both the elementary campus and the mid-high campus.

As the past year closes and the next year opens, Westmount will continue to support our students and our entire school community in dealing with both typical and atypical challenges.

Sincerely,

Sincerely,



Kathleen Rockwell, Board Chair

## Accountability Statement

The Annual Education Results Report for the **2019/2020** school year and the Three-Year Education Plan commencing **September 1, 2020** for (Westmount Charter School were prepared under the direction of the Board in accordance with its responsibilities under the Education Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the **2019/2020** school year and the Three-Year Education Plan for **2020/2023** on **November 18, 2020**.



Kathleen Rockwell  
Board Chair



Joe Frank  
Superintendent

## Foundational Statements

### Vision

Fostering gifted education from the inside out.

### Mission

To provide students who are gifted an authentic educational experience that:

- supports need, ability and potential;
- provides opportunities for inner growth;
- develops genuine relationships; and
- is facilitated by empathic, passionate, creative educators whose ethical practice develops lifelong learners.

### Guiding Principles

At Westmount Charter School, we believe:

- 1) students who are gifted are capable of exceptional performance;
- 2) students who are gifted require comprehensive, specialized educational programming if they are to understand and maximize their varied abilities;
- 3) teachers of gifted students require specialized training and experience in the education of the gifted if they are to effectively guide the development of those students' learning;
- 4) parents and guardians are vital partners in their children's education; and
- 5) members of the community at large have an important role to play in the education of students who are gifted.

## Westmount Charter School Combined 2019/20 Accountability Pillar Overall Summary

Measure Category	Measure	Westmount Charter School Society.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.3	91.9	92.5	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.5	83.8	84.8	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	93.5	92.7	93.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.2	0.4	0.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	97.0	96.9	93.9	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	97.3	97.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	64.0	62.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	92.4	93.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	53.5	51.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	87.6	87.9	86.4	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	98.0	100.0	99.1	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	76.7	61.8	75.0	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	85.6	82.7	83.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	88.8	85.7	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.0	81.1	83.4	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	85.5	82.4	83.8	81.5	81.0	80.9	Very High	Improved	Excellent

## Westmount Charter School Achievement Results

The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education did not release an October 2020 update of the Accountability Pillar Results to school authorities.

**Note: The table below is provided for JANUARY 2020 administration of diploma exams only. Students did not write PAT (Provincial Achievement Tests) and diploma exams in the April/June 2020 administrations.**

A = acceptable E= excellence		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Westmount	98.5	45.5	100.0	48.3	97.9	46.9	100.0	41.7	100	58.0
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	88.3	12.8
Mathematics 30-1	Westmount	92.4	54.4	75.5	40.4	91.1	54.5	80.9	58.4	93.5	67.5
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	77.7	34.1
Social Studies 30-1	Westmount	97.0	26.9	95.8	34.7	96.7	44.6	97.7	43.2	97.7	34.9
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	87.4	18.4
Biology 30	Westmount	98.4	79.7	97.4	59.2	98.4	78.1	98.1	71.7	100	94.1
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	64.3	34.8
Chemistry 30	Westmount	100.0	69.4	90.3	54.8	98.4	65.1	91.9	67.7	97.9	61.7
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	85.6	35.9
Physics 30	Westmount	93.7	61.9	95.8	60.4	80.8	42.3	86.6	49.3	100	80.6
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	86.7	46.3

**Comments:** Westmount students' results exceeded the provincial averages on all January exams. We anticipate that our students would have achieved to equal or higher levels in 2020 for all diploma exam administrations given the historical record of past achievement.

## Provincial Achievement Test Results (for exams up to and including 2019 only)

PAT Course by Course Results by Number Enrolled.													
A = acceptable E= excellence		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	96.3	53.3	98.2	67.0	98.2	41.8	98.2	58.9	n/a	n/a	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
Mathematics 6	Authority	97.2	58.9	98.2	60.6	95.5	45.5	97.3	50.9	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	96.3	69.2	97.2	78.9	98.2	78.2	98.2	67.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	99.1	70.1	98.2	90.8	98.2	73.6	99.1	86.6	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	96.8	42.9	96.3	44.4	94.4	30.1	97.5	47.5	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
Mathematics 9	Authority	96.0	50.8	93.5	66.7	95.8	57.3	91.0	63.1	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
Science 9	Authority	97.6	61.9	99.1	65.7	98.6	81.1	98.4	77.9	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
Social Studies 9	Authority	92.9	57.1	97.2	59.3	95.1	58.7	99.2	60.7	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		

## Summary of Accomplishments (2019/20)

- School and central office staff worked with care and diligence to ensure that the students continued to receive an excellent education last year despite the COVID-19 challenges.
- For the third consecutive year, one of our grade 12 students will serve as a member of the Minister's Youth Council.
- The modernization of the former auto-body shop and building construction storage garage at the Mid-High campus commenced during this fall made possible by our CMR grant of \$2.4 million.
- Student, Vishal V., grade 2 was the winner of the TELUS Wise Footprint Comic Contest. His comic dealt with the need to protect passwords. First prize was a cheque for \$3000 dollars.
- Elementary teacher, Ms. Christine Avey, is the recipient of a national award this year. Christine is the winner of The *FOCUS! Change Climate Change – Teacher's Excellence Award for Environmental Education and Communication* award for 2020. In addition to the much-deserved recognition, Christine will receive a cheque for \$5000 and Westmount will receive a cheque for \$2000.
- Mid-High teacher, Ms. Connie Sullivan, submitted an application titled *RIDE FOR ENERGY!*, to the *A+ For Energy* program sponsored by Inside Education, BP Canada, TC Energy, Cenovus and Pembina Pipelines. Connie's project receives a grant of \$4,953 as a winner.
- Augmented communication processes through digital platforms.
- Provided parent information sessions on using the Google Suite and Zoom platforms for facilitating school council meetings.
- Implemented Occupational Health & Safety Committee and online professional development programming (Public School Works) for all staff.
- Hosted the Leadership Network Day for Calgary-area school-based leaders.
- Administration teams have attended several ULEAD Conferences in past years, as recently as 2019.

## Summary of Research Initiatives

- 1) Purpose of the study: To investigate the experiences of stressors and coping mechanisms in Mothers of gifted children. Researcher: Meghan Ingstrup, MA. MSc student, supervised by of Dr. Sal Mendaglio, Werklund School of Education, University of Calgary (U. of C.)
- 2) Purpose of the study: To include autistic student voice in research related to inclusive education in Canada. Participants include high school boys from Westmount. Researcher: Chandra Lebenhagen, doctoral candidate, Gabriela Alonzo-Yanez, PhD (Supervisor), Werklund School of Education, U. of C. (study concluded fall 2019).
- 3) Westmount continues its participation in the *Partner Research Schools* initiative with the Werklund School of Education, University of Calgary (U of C).
- 4) Westmount has a representative on the Alberta Research Network group facilitated by Alberta Education.



**NOTE: Strategies proposed for both Charter Goal Outcomes below and Provincial Outcomes that follow will be implemented to the degree practicable under COVID-19 conditions.**

**Charter Goal (2016-2031): To improve gifted pedagogy from the inside out**

**Outcome One: Students will understand giftedness from the inside out**

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree they understand their own giftedness.	74	79	94	95	92
Percentage of students who agree they know characteristics of their own giftedness.	74	98	100	100	93
Percentage of parents satisfied that Westmount helps their child to understand his or her own giftedness.	74	86	95	96	NA
Percentage of teachers satisfied that they help students to understand their own giftedness.	72	100	100	100	100

**Comments on results:** Due to COVID-19 interruptions in school operations, we did not administer a separate parent survey in May 2020 as typically done annually.

## Strategies:

### K-4

- Focus ongoing professional learning to enable staff to enhance their abilities to provide programming that creates personal and academic challenge and developmental stretch in gifted students to meet their potential even in an online learning scenario.
- Student Services specialists meet with each class twice weekly to cover topics such as: giftedness; both general and individual; worries and stress; body responses to stress; whole body listening; time management and organization. Other topics planned for 2020-2021 include gratitude projects, fair vs equal, emotions and what to do with them, and character counts.
- Infuse opportunities in classroom lessons for students to explore the nature of giftedness, gifted characteristics and their effects on individual learners.
- Select materials and themes that reflect and represent the diverse and complex experiences of gifted learners.
- Integrate opportunities for students to explore their interests at a level appropriate to their intellectual needs and intensities.
- Discuss with students how and why programming modifications match their gifted characteristics.
- Emphasize the use of self-reflection to enhance metacognition in students.
- Administer the student Onboard survey that is based on resiliency and allows for a greater understanding of their giftedness.

### 5-12

- Encourage students to pursue passion projects in middle school.
- Facilitate students' engagement in the development of their own Individual Program Plans (IPP).
- Continued implementation and refinement of SOURCE (Self/Organization/Understanding Relationships/Career Explorations).
- Continue SDS (Student Directed Studies) twice a week, where students are able to choose what they would like to work on (school work, mental health breaks, passion areas).

### K-12

- Implement instructional strategies that facilitate self-understanding and characteristics of giftedness that apply to each student.

## Outcome Two: Students will demonstrate increased resilience.

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree that they understand what it means to be resilient.	88	92	96	97	96
Percentage of students who agree they have strategies to overcome challenges.	88	92	96	97	94
Percentage of parents who agree Westmount fosters resilience in their child.	77	83	84	85	NA
Percentage of teachers who agree they foster development of resilience in students.	91	85	100	100	98

**Comments on results:** Due to COVID-19 interruptions in school operations, we did not administer a separate parent survey in May 2020 as typically done annually.

## **Strategies:**

### **K-4**

- Continue to use the Superflex program (extension of the Zones of Regulation) to build self-regulation, resilience and self-awareness.
- Continue using the Zones of Regulation resource to increase self-awareness and self-regulation, as well as to establish a common language with staff, students and parents about self-awareness, perspectives and self-regulation.
- Research and development of strategies intended to lead students into supported failure. The purpose of this work is to make students aware of the mental, physical and emotional signs of stress encountered when participating in academic work outside of their comfort zones, and then to support them in the discovery and trial of strategies aimed at reducing anxiety and promoting resilience.
- Continue use of the Westmount Matrix to encourage balanced development in the areas of social-emotional wellness, health and self-care, social responsibility and academic excellence, and to facilitate student awareness of the interconnectedness of all four.

### **5-12**

- Professional development focus on building resilience through staff focus groups known as Communities of Practice.
- Staff focusing on their own resilience and empathizing with student emotions and resilience.
- A Health and Wellness team within the Student Services group assists staff and students develop self-regulation through programs such as Mindfulness and HeartMath for which we have trained staff who can teach students to use the researched techniques.
- Continue our SOURCE (Self/Organization/Understanding/Resilience/Character Education) class for grades 5-12, twice a week.

### **K-12**

- Teach, model and support self-awareness, self-regulation and self-advocacy.
- Teach and support students to:
  - recognize physical and emotional signs of anxiety;
  - become aware of options when anxious;
  - develop adaptive strategies for problem-solving;
  - assess the usefulness of new strategies; and
  - assess the effectiveness of individual strategies in their specific contexts.
- Teach, model and encourage the development and use of metacognitive skills.
- Support the development of critical and creative thinking, problem finding, problem solving and decision-making.
- Design instruction to maximize the effects of interactions between cognitive and emotional factors.
- Help students understand how characteristics of giftedness may contribute to and mitigate stress.



**Outcome Three: Students will recognize the importance of goals.**

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree they know how to set meaningful goals for school and personal success.	83	81	98	98	92
Percentage of parents who agree their child has learned to set meaningful goals for school and personal success.	80	86	94	95	NA
Percentage of teachers who agree they foster development of meaningful goals with students for school and personal success.	93	94	100	100	100

**Comments on results:** Due to COVID-19 interruptions in school operations, we did not administer a separate parent survey in May 2020 as typically done annually.

**Strategies:**

**K-12**

- Teach and support goal setting strategies for school and personal success.
- Teach and support students to reflect on and evaluate their success in achieving school and personal goals and the factors that lead to the successful implementation of set goals.
- In selecting learning materials, provide students with examples of others who have set and met goals.
- Continue the use of Specific, Measureable, Attainable, Realistic and Timely (SMART) goals and other goal-setting activities related to students' IPPs and career planning.
- Engage students in the development and implementation of IPPs including goals related to learning.
- Support and model the development of lifelong learner goals and aspirations.
- Require students to reflect on their learning to establish goals and strategies based on teacher and parent feedback and self-reflection.
- Support students' understanding of their strengths and areas for growth in the context of the broader population.
- Facilitate awareness and exploration of career opportunities and the educational and practical steps required to pursue these possibilities.

**Outcome Four: Students will comprehend the connection between personal wellness and strong communities.**

Performance Measures	Results (in percentages)				
	20167	2017	2018	2019	2020
Percentage of students who agree they understand how their personal wellness connects to a strong community.	86	79	93	94	90
Percentage of parents who agree their child understands that personal wellness contributes to a strong community.	78	84	58	68	NA
Percentage of teachers who agree that they work with students to foster personal wellness and to contribute to a strong community.	92	94	100	100	100

**Comments on results:** Due to the interruption of learning during the March to June in-class cancellations, we did not administer a parent survey related to this outcome.

## **Strategies:**

### **K-4**

- Develop K-1 Friendship lessons.
- Establish a committee to plan staff and student happiness and Mindfulness activities throughout the year.
- Continue health curriculum instruction and discussion regarding physical, nutritional and emotional wellness and the benefits of Mindfulness.
- Develop and reinforce awareness of the connection to communities through involvement with the Jane Goodall Institute's Roots and Shoots program, now in its fifth year.
- Reinforce the concept of the Westmount School Community as a metaphor for the greater community outside of Westmount.
- Continue to pursue educational video-conferencing opportunities between schools and between agencies at the provincial, national and international levels to increase student awareness of contexts outside of their own.
- Select curricular materials that feature characters from various historical, geographical and social contexts and invite comparisons.

### **5-12**

- Workshops for staff facilitated by the Canadian Mental Health Association for teens about suicide prevention and Youth Central about volunteering.
- Student-led initiatives such as Student Wellness Action Team (SWAT), inaugural Youth Forum and Interact Club where community outreach is a critical element of their activities.
- Focus on wellness activities for staff and students such as Mindful Minute, wellness hour and staff and student yoga.
- First session for staff on professional development days is devoted to personal wellness.
- Counsellors work with groups and individual students to support their socio-emotional well-being and academic learning.
- During emergency remote learning:
  - counsellors and teaching assistants are available and connect with students to support academic and social-emotional needs; and
  - all teachers conduct individual check-ins with students.

### **K-12**

- K-4 lessons on COVID-19 safety protocols and why they are important for the health and safety of our school community. These include hand washing techniques, mask safety, reasons for social distancing centred around healthy lifestyles and ethical citizenship.
- Teaching and encouraging self-care and how to manage anxiety and elevated emotions, showing empathy towards others and understanding that this COVID-19 scenario is new to everyone in the school, including staff.
- The Gratitude Project, working with K-4 students in each class to remind them that while things are not ideal right now, we have so much to be grateful for, including each other and our school community, with emphasis on ethical citizenship and pro-social interactions.
- Character Counts: reviewing pillars of character to reinforce traits of fairness, trustworthiness, responsibility, respect, citizenship and caring.
- Connect instruction to real-world applications, specifically the desirability of protecting self and others in order to preserve healthy communities.
- Extend curriculum outside the classroom through physical and virtual exploration at local, provincial, national and international levels.
- Provide students with access to varied human and material resources within and outside of the school.

- Take the curriculum out of doors to the greatest reasonable extent to enhance personal health, safety and development.

## Provincial Outcomes

### Outcome One: Alberta's students are successful

**Comments on Overall Results:** Westmount students did not write PATs or diploma exams in April and June 2020 due to COVID-19. (Refer to page 4 above for specific achievement results).

#### Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Westmount					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	1.2	1.4	0.9	1.9	1.9	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	98.8	98.6	99.1	98.1	98.1	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	98.8	98.6	99.1	98.1	98.1	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	98.8	94.5	97.2	96.9	97.0	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>92.2</b>	<b>83.6</b>	<b>87.9</b>	<b>87.9</b>	<b>87.6</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	77.5	71.2	67.3	76.6	57.4	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	42.7	39.7	29.9	39.4	25.0	13.8	13.6	13.9	14.2	13.6

**Comments on results:** No results for 2020

#### High School Completion Rate – Measure Details

High School Completion Rate - percentage of students who completed high school within three, four and five years of entering Grade 10.										
	Westmount					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	96.2	93.2	91.6	96.9	97.0	76.5	78.0	78.0	79.1	79.7
4 Year Completion	98.7	97.5	97.6	98.1	98.0	81.0	81.2	82.6	82.7	83.5
5 Year Completion	98.0	99.0	98.7	97.6	98.2	82.1	83.2	83.4	84.8	84.9

**Comments on results:** No results for 2020

#### High school to post-secondary transition rate of students within four and six years of entering Grade 10.

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Westmount					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	60.8	49.0	64.3	59.2	67.3	37.0	37.0	39.3	40.1	40.8
6 Year Rate	71.5	85.5	77.8	61.8	76.7	59.4	57.9	58.7	59.0	60.1

**Comments on results:** No results for 2020

#### Drop Out Rate – Measure Details

Drop Out Rate - annual percentage dropout rate of students aged 14 to 18.										
	Westmount					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.8	0.0	0.4	0.2	3.2	3.0	2.3	2.6	2.7
Returning Rate	n/a	n/a	*	n/a	*	18.2	18.9	19.9	22.7	18.2

**Comments on results:** No results for 2020

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Westmount					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	92.4	100.0	97.2	100.0	98.0	60.8	62.3	63.4	64.8	66.6

**Comments on results:** No results for 2020

Rutherford eligibility rate details (Westmount).									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	79	63	79.7	69	87.3	58	73.4	73	92.4
2016	71	63	88.7	70	98.6	58	81.7	71	100.0
2017	107	103	96.3	100	93.5	84	78.5	104	97.2
2018	91	90	98.9	88	96.7	75	82.4	91	100.0
2019	99	91	91.9	95	96.0	84	84.8	97	98.0

**Comments on results:** No results for 2020

## Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.2	89.3	87.6	85.7	88.8	83.9	83.7	83.0	82.9	83.3
Teacher	97.4	97.8	96.6	92.7	94.4	94.5	94.0	93.4	93.2	93.6
Parent	88.1	89.7	89.1	87.8	88.8	82.9	82.7	81.7	81.9	82.4
Student	82.2	80.4	77.1	76.5	83.1	74.5	74.4	73.9	73.5	73.8

**Comments on Results:** Results improved from all constituents.

### Strategies:

#### K-4

- Continue integration of affective and character programming via the Character Counts program which aims to prepare students to succeed in post-secondary pursuits and careers, live fulfilling lives, and become responsible, productive and contributing citizens. .
- Pursue additional opportunities to engage with the community outside of our school (e.g., use of the Parkdale Community Association outdoor space, garden, skating rink and dog park).
- Continue activities associated with the Jane Goodall Institute's Roots and Shoots program, now in its fifth year.
- Continue social responsibility initiatives such as Kids and Healthy Active Schools Community, including Interfaith Food Bank drives, Inn from the Cold clothing collections, and Christmas Cards for Veterans.
- Junior leaders (grades 3 and 4 students) who help with various initiatives such as morning announcements, assemblies, house challenges and other major school events.

#### 5-12

- Continuation of the Heroes/Impact strengths-based program for character development.
- A robust Student Services department comprised of: guidance counselors, learning strategists, career counsellor, teaching assistants, and wellness coaches who support students through a Response to Intervention model.

- Implement both universal designs around health and wellness to foster academic success as well as specific targeted supports for students with identified needs and/or presenting in a crisis.
- Enhancement of SOURCE, a homeroom program supported by staff that is vertically aligned with grade levels.
- Continuation of the Interact program that connects the Haskayne School of Business, U of C, with the “fast pitch” program to support charities.
- Highlight local initiatives to support low SES families in the University Heights Community (UHC) in partnership with University Elementary School (CBE) and UHC.
- Provide extracurricular clubs and sports that focus upon “whole child” development (e.g., athletic teams, model UN, debate and overseas travel opportunities).
- Engage consultants to assist with programming for twice-exceptional students.



## **Outcome Two: First Nations, Métis and Inuit students in Alberta are successful as adapted for Westmount Charter School**

Charter schools should include strategies that ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit (FNMI) perspectives and experiences, treaties, and the history and legacy of residential schools.

### **Strategies:**

#### **K-4**

- Continued focus on the K-4 Social Studies curriculum, particularly the core concepts of Citizenship and Identity, and specifically Aboriginal Perspectives and Experiences.
- Continue the annual grade four trip to Head-Smashed-In Buffalo Jump Heritage Site or to Blackfoot Crossing Historical Park (*COVID-19 dependent*).
- Introduce aboriginal dance instruction into the physical education (PE) curriculum.
- Working with Indigenous elder(s) to incorporate teachings with the use of the outdoor classroom (possibly virtual sessions).
- Become a Legacy School with the Gord Downie and Chanie Wenjack Fund, national initiative to engage, empower and connect students and educators to further reconciliation through awareness, education and action.

#### **5-12**

- Staff are encouraged to participate in virtual conferences such as “Teaching History & Social Studies in the Time of COVID-19” which addresses Indigenous perspectives as well as other critical topics such as racism and resiliency relevant to our student population.
- The grade five curriculum unit on People of Alberta references FNMI studies.

- Establishment of Indigenous Learning Committee.
- Blanket exercise with all staff to bring awareness of truth and reconciliation and further incorporate Indigenous perspective to our teaching and learning.
- Grades 7 and 12 fieldtrip to Blackfoot Crossing Historical Park.
- Elder talk with Jason Sansregret.
- Staff piloted new resource: “4 Seasons of Reconciliation”.

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

**Program of Studies – Measure Details**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.2	85.9	84.6	83.8	87.5	81.9	81.9	81.8	82.2	82.4
Teacher	93.5	89.6	89.1	89.0	94.2	88.1	88.0	88.4	89.1	89.3
Parent	81.6	85.4	81.9	80.9	83.2	80.1	80.1	79.9	80.1	80.1
Student	83.5	82.8	82.9	81.5	85.1	77.5	77.7	77.2	77.4	77.8

**Comments on Results:** Results from all constituents increased.

**Strategies (student-based):**

**K-4**

- Allow students to pursue areas of passion through project work (individual or small-group projects) and curriculum enrichment activities.
- Continue to develop our ability to identify students who need acceleration and provide differentiated programming where possible aimed at creating developmental stretch.
- Continue radical acceleration class in mathematics for students who pre-test 2+ grade levels above.
- Enhance Student Services delivery through information sessions for parents and improve parent engagement activities for input to decisions affecting students.
- Continue newsletter surveys for K-4 parents to solicit their feedback on supports offered.
- Continue to focus on communication with parents with the intention of making parents more aware of what curriculum is covered monthly, how it is being covered, and how parents might support their children’s learning.
- Enhance parent awareness of concepts and skills taught, as well as teaching strategies through improved communication between the classroom and the home.
- Continue to work with school council to enhance communication with parents through monthly general zoom meetings, monthly meetings with school council executive members and monthly campus specific online “Coffee Talks.”

**5-12**

- Continue flexible grouping and acceleration processes using best practices research as a guide in addition to standardized testing for students considering subject level or grade level acceleration.
- Explore ways to communicate effectively the above processes with families.
- Inform students about distance learning opportunities.
- Provide Advanced Placement courses.

- Extend the Humanities (integrated English and Social Studies) approach to grades 9 to 11.
- Continue offering of Flex PE to provide choice and personalization of programming to students to earn PE credits.
- Assessment methods to focus on learning rather than achievement.
- Implement Learning Strategies courses for grades 7-12, including Power Math and Power Writing.
- Continue the Power Writing course aimed primarily at English as an Additional Language Learners.
- Professional development for staff to instill foundational principles regarding assessment consistent with our inside out philosophy.

#### **System and School Based:**

- The Charter Board has participated in governance training sessions facilitated by external resource personnel.
- The Charter Board conducts regular meeting effectiveness processes.
- The superintendent is an active member of the College of Alberta School Superintendents and participates in related professional development activities.
- Central office management are members of their respective professional organizations and participate in leadership development activities.
- The superintendent, central office management and school administration participate in frequent meetings during the school year to discuss provincial, system and school-based matters.
- The dual-campus school administrators meet regularly to discuss common concerns and developments.
- School leaders participated in and hosted (and will continue) Calgary-based charter school leadership team networking and professional development sessions initiated to build leadership capacity around topics such as Leadership Quality Standard and taking advantage of research networks and opportunities.
- A Westmount administrator to be a member of the Association of Alberta Public Charter Schools *School Leadership Learning Committee*.
- A number of school-based leaders have earned their school leadership certificates through university coursework.
- School administrators participate in regular leadership sessions sponsored by the Calgary Regional Consortium.
- Teachers and support staff are allocated an annual professional development allowance to participate in relevant teaching and learning activities.





## Outcome Four: Alberta's K-12 education system is well governed and managed

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.7	93.4	92.2	91.9	94.3	89.5	89.5	89.0	89.0	89.4
Teacher	94.3	97.4	98.0	96.0	98.8	95.4	95.3	95.0	95.1	95.3
Parent	94.9	94.4	93.9	93.3	94.0	89.8	89.9	89.4	89.7	90.2
Student	88.9	88.4	84.8	86.2	90.0	83.4	83.3	82.5	82.3	82.6

**Comments of Results:** Results from all constituents increased.

### Strategies:

#### K-12

- Both campuses participate in student activities in and out of the classroom. For example, Alberta Education annually declares anti-bullying week and staff and students wear orange shirts as a reminder of the key issue.
- Mid-high campus engaged the Charter School Critical Incident Response Team to inform staff and students about proactive strategies for and responses to incidents of bullying, including cyberbullying.
- The mid-high students' council organizes activities and poster campaigns to encourage respect and care for each other and school property.

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.4	93.7	92.9	92.7	93.5	90.1	90.1	90.0	90.2	90.3
Teacher	94.0	97.8	97.8	97.7	98.0	96.0	95.9	95.8	96.1	96.4
Parent	91.4	92.1	90.3	89.7	90.8	86.1	86.4	86.0	86.4	86.7
Student	91.9	91.2	90.6	90.6	91.8	88.0	88.1	88.2	88.1	87.8

**Comments on Results:** Results from all constituents increased.

### Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	84.6	83.5	82.7	85.6	82.6	82.7	82.4	83.0	84.1
Teacher	89.7	86.7	90.0	87.9	85.7	90.5	90.4	90.3	90.8	92.2
Parent	80.7	82.5	77.0	77.4	85.4	74.8	75.1	74.6	75.2	76.0

**Comments on Results:** Results are favourable with strong agreement between parents and teachers.

### Strategies:

#### 5-12

- Students use the MyBlueprint program to explore post-secondary school options for career preparation.
- Access the mentorship program with the Southern Alberta Institute of Technology.



- Invite experts in the field to connect and share with our students to help bring awareness to the different paths and opportunities that their learning can provide for them beyond school.

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.5	81.8	82.0	76.3	82.7	70.7	71.0	70.9	71.4	72.6
Teacher	80.3	90.1	93.2	82.2	92.9	77.3	77.3	77.8	78.8	80.6
Parent	70.7	73.5	70.8	70.5	72.6	64.2	64.8	64.0	64.0	64.6

**Comments on Results:** Results from all constituents increased.

#### Strategies:

#### 5-12

- Facilitate a wraparound approach that connects students' academic success to lifelong learning and self-actualization as learners and citizens.

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.7	85.9	83.1	81.1	88.0	80.9	81.2	81.2	81.3	81.8
Teacher	92.2	91.2	90.3	90.6	96.3	88.4	88.5	88.9	89.0	89.6
Parent	79.1	80.6	75.9	71.7	79.6	73.5	73.9	73.4	73.6	73.9

**Comments on Results:** Results from all constituents increased.

#### Strategies:

#### K-12

##### Classroom-based:

- Continue to seek ways to improve the effectiveness of Parent-Teacher meetings, as a way of encouraging parents to attend and participate.
- Continue to develop the use of zoom and google meets to inform and include parents in the planning and operation of the school. Using zoom and google meets has significantly increased parent participation with attendance at our September Re-entry zoom meeting, for example, in the neighborhood of 600 parents. Typical in-person meetings with parents through school council were averaging 10-30 parents.
- Encourage parents to attend Parent-Teacher interviews by extending interview time slots.
- Continue to host Student Resource Group (SRG) meetings to discuss options for additional supports for students who have identified needs.
- Encourage parents, students and alumni to respond to surveys measuring satisfaction with school operations and practices.
- Enhance communication between the classroom and the home to inform students and parents about expected learning outcomes.

##### School-based:

- Host sessions to seek input and feedback from parents (e.g., Coffee Chats with the administrative teams, Coffee Talk with the superintendent, personal invitations and school council meetings). Introduction of virtual meetings for Coffee Chats and

school council meetings has enabled a significantly increased number of parents to participate.

- Customize the annual parent-based survey to include written responses.
- Analyze parent and staff surveys and use findings to develop strategies to respond to concerns.
- Customize student and alumni surveys to correspond with the parent survey.

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Westmount					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.6	87.4	81.5	82.4	85.5	81.2	81.4	80.3	81.0	81.5
Teacher	86.8	87.0	76.7	83.1	89.8	82.3	82.2	81.5	83.4	85.0
Parent	85.9	90.0	86.2	84.5	85.2	79.7	80.8	79.3	80.3	80.0
Student	87.1	85.3	81.5	79.7	81.6	81.5	81.1	80.2	79.4	79.6

**Comments on results:** Results from all constituents increased.

### Strategies:

#### K-12

- Encourage parents, students and alumni to respond to surveys measuring satisfaction with school operations and practices.
- Enhance communication between the classroom and the home to inform students and parents about expected learning outcomes.
- Focus on improved summative and formative feedback on student report cards.

#### School-based:

- Explore ways that parents can participate in extracurricular activities (e.g., coach, mentor, manager).

### Future Challenges and Opportunities

The following are challenges that Westmount will continue to face in seeking new opportunities for growth and innovation:

- increasing societal expectations that schools incorporate digital teaching and learning which places challenges on them to develop practices that support curriculum, academic and personal development;
- identifying and utilizing pertinent research to inform our understanding of giftedness from the inside out;
- refining and standardization of student admissions criteria and practices;
- Westmount declines registrations to hundreds of students each year given our enrolment cap and inability to expand our facilities;
- improving teacher training and accessing outside resources to understand and meet the needs of our twice-exceptional learners;
- updating and maintaining technology infrastructure to support current and emerging teaching and learning needs;
- implementing additional modules of Power School to enhance and support our operational requirements in the areas of instruction, communication and financial matters;

- continuing to share research-based innovative practices with the broader education community;
- enhancing communication with and engagement of stakeholders through the Assurance process as defined by Alberta Education; and
- learning and operationalizing best teaching practices related to trauma in children and youth in order to support our students impacted by the impacts of COVID-19 at home, in school, and in the larger community affected.

### Summary of Financial Results for the 2019/20 School Year

<b>Actual Revenue by Source</b>	2020	2019	YoY Change
Alberta Education	14,282,920	14,716,190	-3%
Instructional and Transportation Fees	1,035,887	1,232,674	-16%
Other	159,930	268,321	-40%
	<u>15,478,737</u>	<u>16,217,185</u>	
<b>Actual Expense by Source</b>	2020	2019	YoY Change
Instruction (K-12)	12,332,722	12,574,800	-2%
PO&M and Rent	1,587,784	1,641,087	-3%
Transportation	825,521	1,004,699	-18%
Board & System Administration	747,640	872,322	-14%
External Services	106,255	129,585	-18%
	<u>15,599,922</u>	<u>16,222,493</u>	
<b>Surplus/(Deficit)</b>	<u>(121,185)</u>	<u>(5,308)</u>	
<b>Accumulated Surplus</b>	2020	2019	
Unrestricted net assets	1,701,341	1,706,649	
Operating Surplus/(Deficit)	<u>(121,185)</u>	<u>(5,308)</u>	
Total	<u>1,580,156</u>	<u>1,701,341</u>	

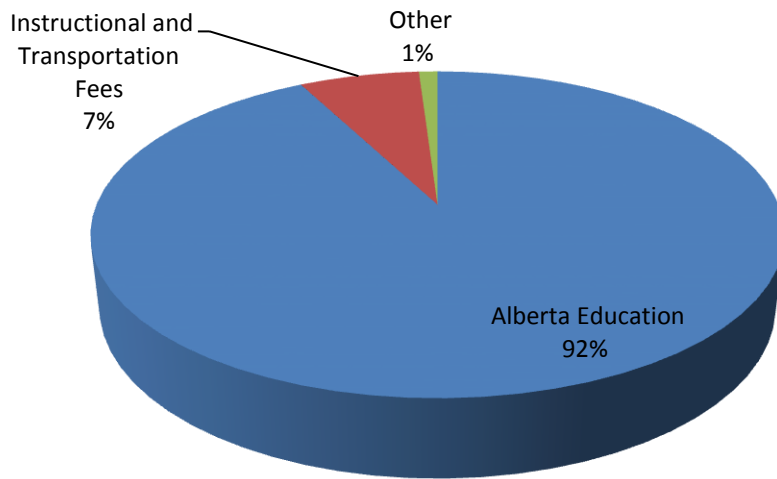
Information pertaining to Westmount's sources of school-generated funds and their uses for 2020 is accessible from Note 11 (Notes to the Financial Statements) of the 2020 Audited Financial Statements.

Westmount's most recent Audited Financial Statements are accessible from the Westmount website at: <https://www.westmountcharter.com/stakeholder-reporting/>

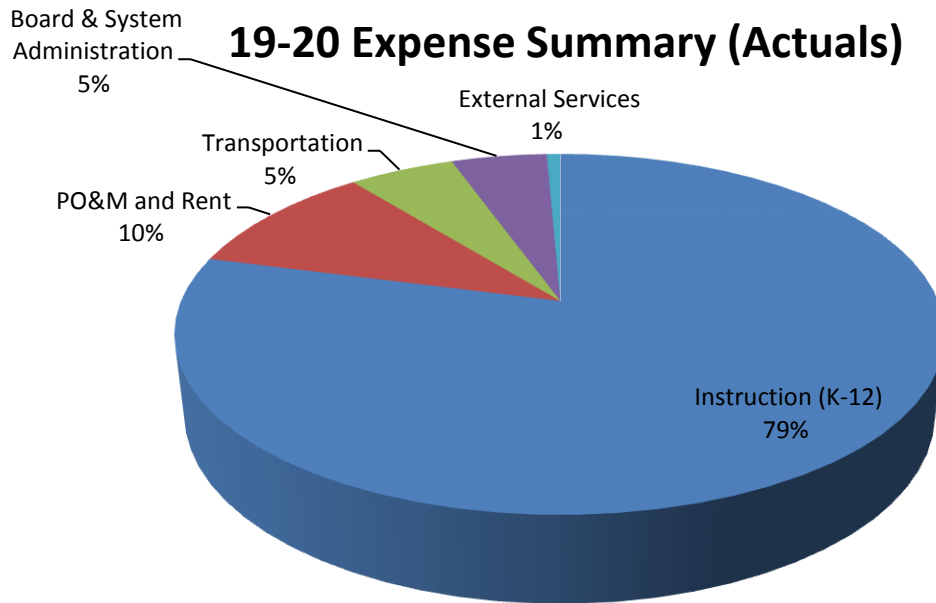
The provincial roll up of Audited Financial Statement information can be found here: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Additional information is accessible by contacting the office of the Secretary-Treasurer at [secretary-treasurer@westmountcharter.com](mailto:secretary-treasurer@westmountcharter.com).

### 19-20 Revenue Summary (Actuals)



### 19-20 Expense Summary (Actuals)



**Summary of the Approved Budget for the 2020/21 School Year**

<b>Budgeted Revenue by Source</b>	Final Budget	% of Budget
Alberta Education	14,594,185	89%
Instructional and Transportation Fees	1,651,920	10%
Other	217,714	1%
	<b>16,463,819</b>	<b>100%</b>

<b>Budgeted Expense by Source</b>	Final Budget	% of Budget
Instruction (K-12)	12,793,718	77%
PO&M and Rent	1,837,454	11%
Transportation	1,079,090	6%
Board & System Administration	736,796	4%
External Services	157,108	1%
	<b>16,604,166</b>	<b>100%</b>

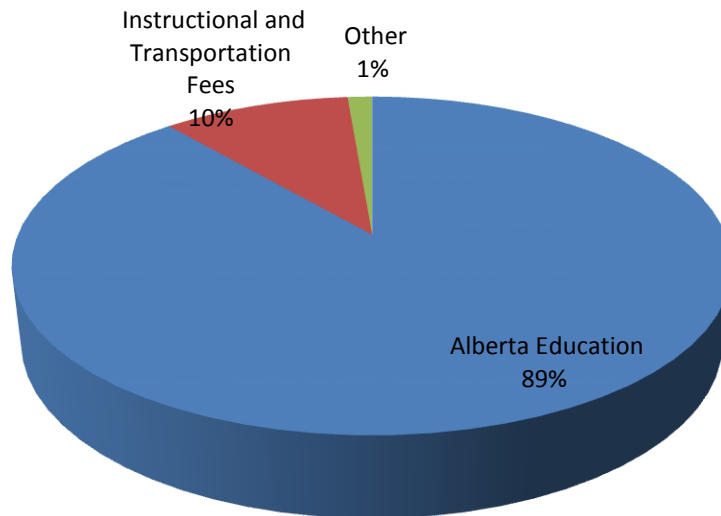
  

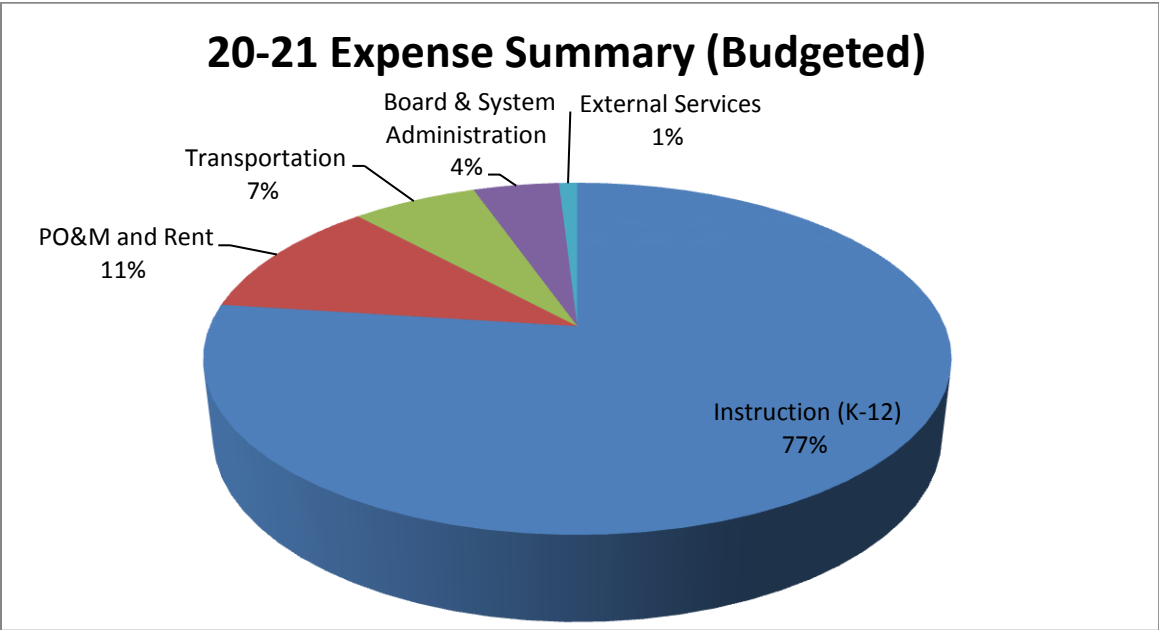
<b>Budgeted (Deficit)</b>	<b>140,347</b>
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The Approved Update to the Budget for the 2020-2021 School Year may be accessed from the Westmount website at: <https://www.westmountcharter.com/stakeholder-reporting/>

For additional information please contact the office of the Secretary-Treasurer at [secretary-treasurer@westmountcharter.com](mailto:secretary-treasurer@westmountcharter.com).

**20-21 Revenue Summary (Budgeted)**





**Capital Projects**

The following are school capital projects based on the Capital Maintenance and Renewal (CMR grant) undertaken during the 2020/21 school year:

- Renovation and conversion of the former auto-body shop at the mid-high campus to art studio and secondary classroom.
- Renovation and conversion of the former building construction garage at the mid-high campus to music room.
- Upgrades to electrical infrastructure at both campuses.

**Summary of Capital Plan**

The proposed Westmount’s Three-Year Capital Plan submission for 2020/2023 may include:

- Upgrades to all washroom facilities at both campuses.
- Upgrades to electrical infrastructure at both campuses, if not completed during the CMR project funding.

The most recent Capital Plan is accessible at:

<https://www.westmountcharter.com/wp-content/uploads/2019/20/Capital-Plan.pdf>

## Summary of Parental Involvement

Parental involvement at Westmount is diverse. Opportunities for parental engagement include:

- active monthly School Council meetings, Coffee Chat with the Administrative Teams, Coffee Talk with the Superintendent and sessions on particular topics where parents interact with each other and the administration or special guest presenters;
- hundreds of hours of volunteer activities in numerous capacities in and out of classrooms over the year;
- engaged outside expertise to adapt teaching and learning practices in light of COVID-19, and to extend information and strategies to parents supporting their children and youth.
- fundraising initiatives to support enhanced learning opportunities for students;
- multiple opportunities to provide feedback to the school such as annual parent surveys, accountability pillar surveys, ad hoc surveys for particular issues, representation on committees (e.g., Calendar Committee) and individual meetings with the school administration or superintendent;
- review by School Council of the draft Three-Year Education Plan & Annual Education Results Report; and
- participation on the Board of Directors where three out of nine members are parents of current students.

Through these deliberations and activities, the Three-Year Education Plan & Annual Education Results Report represents the variety of ways that parents are engaged in school related activities.



Indigenous talking sticks.

## Timelines and Communication

### Objectives:

To share our effective practices and innovative approaches to gifted education for the benefit of Alberta's education system.

### Key Audiences:

- the greater education community including Alberta Education, post-secondary institutions, and educators of gifted learners in Alberta and beyond;
- currently-enrolled Westmount students, their parents, and alumni;
- Westmount's teachers, support staff, administrators, school council executive members, and board members;
- prospective students and their parents, prospective staff and the general public; and
- gifted advocacy groups.

### Key Strategies:

- an updated school website with comprehensive information about our school and our programs;
- meeting with our local MLA, board members and administrators;
- host professional learning sessions to provide a venue for educators and parents to gather and share best practices in gifted education;

- host educators from other school jurisdictions (and countries) to share best practices and engage in collaborative initiatives and partnerships;
- facilitate staff presentations at external forums and conferences (*restricted by COVID-19 in 2020/21*), such as the National Association for Gifted Children, the World Council for Gifted and Talented Children, Supporting the Emotional Needs of Gifted Children, and The Association of Alberta Public Charter Schools (TAAPCS), to share our practices;
- engage in networking and partnerships with post-secondary institutions such as the Alberta Education Research Network, Partner Research Schools with the U of C, Mount Royal University, Ambrose University, other schools, gifted organizations and interested parties;
- facilitate research projects relevant and beneficial to improving practice in gifted education;
- participate in TAAPCS to increase public visibility and understanding of charter schools;
- participate in appropriate educational forums to increase knowledge about Westmount programs; and
- continue to host education practicum students from U of C, Mount Royal University, and Ambrose University (*modified for 2020/21 for COVID-19 measures*).

### **Whistleblower Protection**

Westmount did not receive any disclosures pursuant to Section 32 of the *Public Interest Disclosure Act* (2013) during the 2019/2020 school term.

### **Three-Year Education Plan and Annual Education Results Report Access**

The comprehensive plan for 2020/2023 and the results report are available at:

<https://www.westmountcharter.com/stakeholder-reporting/>



If you have met one gifted child, you have met one gifted child. (Michele Kane, Ph.D.)

*Every child is unique.*