



Gifted Education from the Inside Out

Be it. Know it. Do it.

Annual Education Results Report 2022-2023

Submitted to Alberta Education November 2023

Message from the Board Chair

Westmount Charter School is proud to be one of the founding members of TAAPCS (The Association of Alberta Public Charter Schools) and is a strong supporter of choice in public education. Our unique charter focuses on “fostering gifted education from the inside out,” a foundational principle that prioritizes building authentic relationships and understanding individual students’ social, emotional and academic needs. Westmount serves a diverse population including race, gender, gender identity, gender expression, English as an Additional Language (EAL), special education needs (twice exceptional), under-achievement and high-achievement. Over 22 percent of Westmount students are coded for specialized learning needs making this school one of the most inclusive learning environments in Alberta for gifted learners.

At Westmount, success is defined by helping each student reach their highest personal potential. Achievement is the result of building authentic relationships and addressing students’ neuro-diverse goals and asynchronous development which is an uneven pattern of growth characterized by differing rates of intensity, interest and skill development. Although the focus is on providing opportunities for inner personal growth, student academic achievement is the outcome.

Westmount has one of the highest rates of student achievement, satisfaction, and post-secondary education eligibility among Alberta’s public schools.

The school and community environment is facilitated by empathic, passionate, creative administrators, educators and staff whose ethical practice develops lifelong learners. Westmount conducts on-going professional development and community engagement to enable administrators, school staff, and parents to enhance their ability to support social and emotional as well as academic growth for each child. In particular, teachers of gifted students and student services staff require specialized training and experience in educating and counselling if they are to effectively guide the development and learning of our gifted students.

Westmount is more than a school; it is a unique community of students, educators and parents, unified by the singular purpose to advance the education and well-being of the gifted students we serve.

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”, a foundational principle that supports social and emotional as well as academic growth for each child. This approach, with a focus on resilience and inner growth, has been crucial over the last two years as students, staff, and families adapted to the ongoing challenges of the COVID-19 pandemic.

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.

The Charter Board is proud of our Westmount students and alumni, and we are equally grateful to our staff, teachers, and families for their combined efforts to ensure that our young scholars continue to reach their potential.

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.

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", a foundational principle that supports social and emotional as well as academic growth for each child. This approach, with a focus on resilience and inner growth, has been crucial over the last two years as students, staff, and families adapted to the ongoing challenges of the COVID-19 pandemic.

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.

The Charter Board is proud of our Westmount students and alumni, and we are equally grateful to our staff, teachers, and families for their combined efforts to ensure that our young scholars continue to reach their potential.

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,



Peter Khu, Board Chair

Accountability Statement

The Annual Education Results Report for Westmount Charter School for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

The Annual Education Results Report for 2022/2023 was approved by the Board on November 22, 2023.



Peter Khu, Board Chair



Joe Frank, Superintendent

Introduction

Westmount's Annual Education Results Report (AERR) presents our school's accomplishments and results for the 2022/2023 school year. It provides an overview of how the school has advanced our Charter and Provincial outcomes over the previous year within the Provincial Assurance Framework.

Foundational to the annual planning and reporting are Westmount's Vision, Mission, Guiding Principles, and instructional practices in gifted education and the Alberta Education 2023-2026 Business Plan. Link:
Education Business Plan: <https://open.alberta.ca/publications/1715-0809>

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:

- Students who are gifted are capable of exceptional performance;
- Students who are gifted require comprehensive, specialized educational programming if they are to understand and maximize their varied abilities;
- 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;
- Parents and guardians are vital partners in their children's education; and,
- Members of the community at large have an important role to play in the education of students who are gifted.

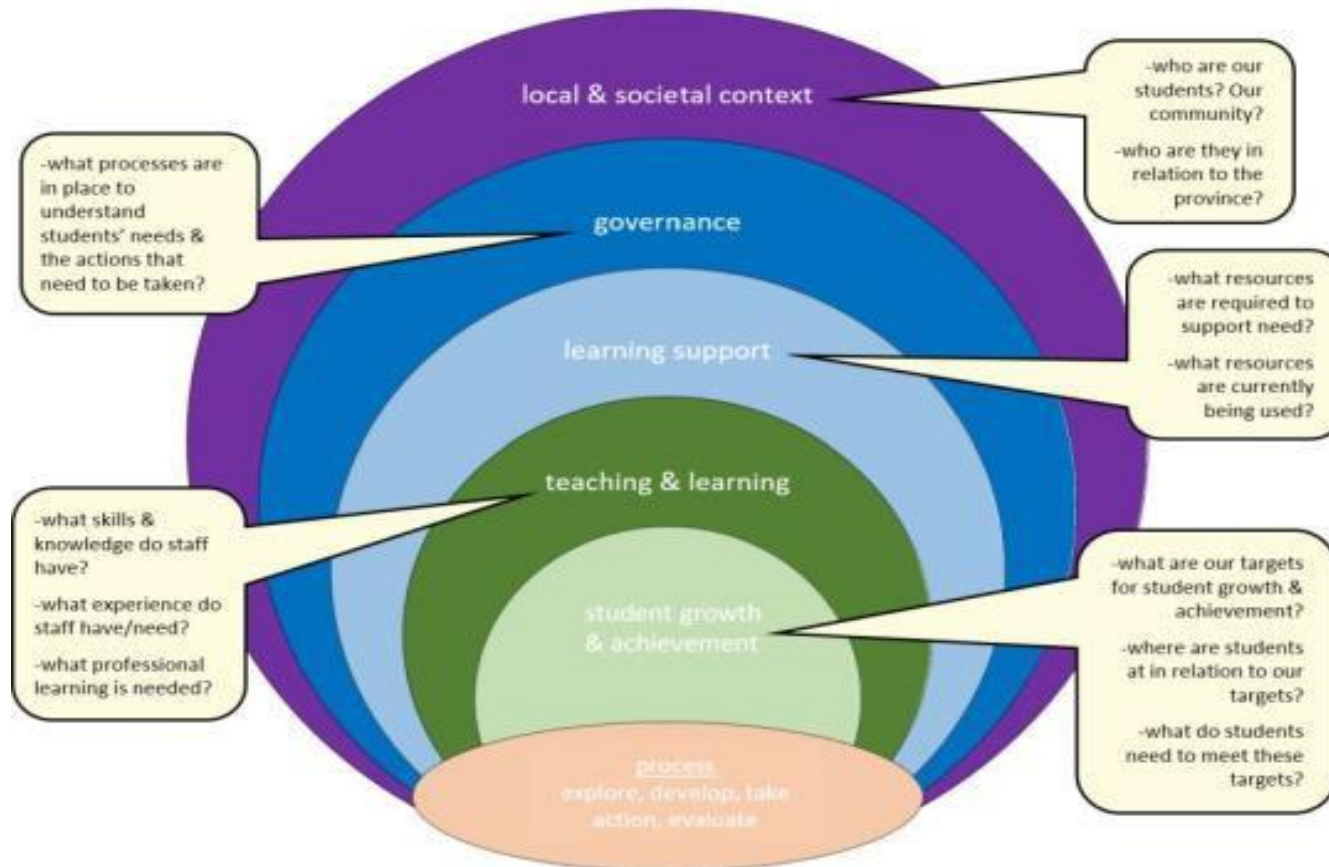
Decision-making to enhance our strategies is based on reflection of the data presented in the AERR and engagement with our stakeholders as outlined later in this document.

WCS staff work from the inside out, focusing on student development, nurturing their unique characteristics, needs, interests and motivations by targeting individuals' well-being, and personal growth, which, as a by-product, supports life-long learning and achievement as outcomes.

Westmount Charter School Results

Domains of Assurance

The domains of the assurance framework identify what we examine, how we organize ourselves, and how we engage in this work as a learning community, providing evidence of the effectiveness of our work.



Funding Manual 2023-2024, Appendix B, Alberta Education, pp.162-166.

Domain # 1: Local and Societal Context

Westmount's Charter (2016-2031) defines our mission as providing students who are gifted with 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.

Westmount supports students who are gifted from all quadrants of the City of Calgary, and surrounding communities.

Westmount Charter School consists of two campuses; an Elementary Campus, housing 420 Kindergarten to grade 4 students, and a Mid/High campus housing 884 students in grades 5 to 12. The Elementary Campus is located at 728 – 32 Street NW, Calgary, AB, T2N 2V9. The Mid/High campus is located at 2215 Uxbridge Drive NW, Calgary, AB, T2N 4Y3.

Summary of Accomplishments (2022/23)

- Eleven students enrolled and were successful in their Dual Credit undertakings at SAIT and the U of C this past July.
- 18 grade 4 students participated in the AstroPi Mission Zero challenge, sending six AstroPi codes to the International Space station. Elementary students completed a number of Jane Goodall projects as their service learning initiatives in the community.
- On June 8, 2023, the 16th graduating class of 97 students, graduated from Westmount Charter School. Three of the 97 graduates chose to take a gap year and 94 proceeded to post-secondary.
- Exceptional numbers of students received scholarships toward their post-secondary education.
- Staff participated in professional development sessions related to gifted education presented by Dr. Bruce Shore, professor in the Education Department at McGill University.
- Staff members: Steve Paget, Ley-Anne Folks, Heather Lai, Pam Mah and Laura Cruikshank presented to colleagues about their approaches to teaching gifted learners.
- Middle school staff and students engaged in the Friendology program, as a continuation of the work begun at the Elementary Campus.
- Elementary campus staff completed training in Fountas and Pinnell leveled literacy programs and bench marking.
- Staff participated in professional development related to learning disabilities and strategies to support identified students.
- Staff participated and championed SOGI (Sexual Orientation and Gender Identity) initiatives.

Summary of Research Initiatives

- Project title: Gifted students' experience of COVID-19: Impact on wellness and future programming. Dr. Laurie Alisat, Westmount Charter School, and Dr. Sylvie Roy, Werklund School of Education, University of Calgary (U of C). This innovative project involved students and staff as co-researchers, fostering Westmount as a community of researchers.
- Westmount participates in the *Partner Research Schools* initiative with the Werklund School of Education, U of C.
- Westmount has a representative on the Alberta Education Research Network group. The goal of this network is to support timely and responsive research in schools and to bring research findings to schools to support effective school practices.
- Grade 5 students of Heather Lai, Pam Mah, Danielle Spenser, and Greg Earle participated in Robotics programming with Dr. Krista Francis, U of C.
- Grade 5 classes of Heather Lai and Pam Mah participate in Board Game research with Dr. Krista Francis, U of C.

Engagement

Westmount Charter School facilitates stakeholder engagement throughout the school year through multiple avenues and informs a variety of our priorities. Stakeholder input and feedback are valued on a range of topics. Engagements include:

- School Council (SC):
 - Monthly general meetings and monthly executive meetings with the campus principals to determine priorities.
 - Monthly (10) “Coffee Talks” between SC parent liaison, administrative teams, and 12-30 parents at each campus, covering a large variety of campus operational matters. The feedback informed administrative and staff decisions and actions related to the use of Schoology, times and format for parent/teacher/student conferences, special events to build community, effective ways to communicate with families and external contacts to support learning in the classroom.
 - Local and external surveys.
 - Parent information sessions including: Mid-High Information Night; Grade 4-5 Transition Information; education series for parents on topics like parenting gifted children from the *Inside Out*, giftedness.
 - SC hosted a Kindergarten meet and learn session for new parents in October.
 - Student developments and achievements.
 - SC engagement in allocating the thousands of dollars they raise through donations and other school or community initiatives such as bottle drives, Stampeder game parking, direct cheque writing campaigns, etc.
 - Input on development of the annual school calendar.
 - The Vice-Chair spearheaded the Alumni Relations initiative to leverage 1000+ graduates for the benefit of current students.
 - SC sponsored a two-part anti-racism presentation from Alberta Civil Liberties Research at the U of C.
 - SC sponsored a parent presentation on students’ executive function and emotional regulation.
 - The SC hosted a session with Dr. Pickle (Dr. Gordon Hamilton, Alberta Teachers’ Association Mathematics Council) for parents.
 - In May, the SC hosted a session by the Centre for Sexuality for parents on how to speak to their children about sexuality.
- The Westmount Charter School Parent Fundraising Societies contribute over \$70,000 annually to the two campuses to provide activities and resources for enhanced student learning initiatives coordinated through the principals.
- Weekly campus newsletters which include Board updates.
- Westmount Charter Board of Directors annually appoints a board member liaison to the SC.
- Monthly leadership meetings between the superintendent and school administrative teams, regarding procedures, budgeting, campus-specifics, leadership development and special events.
- Regular meetings between administrative teams from both campuses to coordinate campus philosophies and events, professional development and operational matters under the theme of “WE ARE ONE!”
- Administrative teams meet regularly with the Leadership Network of Calgary Charter Schools to discuss common issues and leadership development.
- Monthly meetings of teacher grade groups, or curriculum teams, to discuss student learning, teacher practice, resources, and new curriculum implementation.
- Monthly campus-specific all-staff meetings.
 - Various in-school committees including: Joint Worksite Health and Safety Committee; the Executive Diversity, Equity, and Inclusion (DEI) Council; Indigenous Committees, and Student Advisory Councils established by the principals.
- Full participation in The Association of Alberta Public Charter Schools (TAAPCS).

Alberta Education Assurance Measures (AEAMs) – Overall Summary

The results in this Annual Education Results Report reflect both provincial and local measures. The provincial measures data were provided via Alberta Education’s assurance surveys of grades 4-12 students, parents, and all teachers and provincially provided quantitative data on the objective measures (e.g. 3 & 5 - year graduation rates below).

Assurance Domain	Measure	Westmount Charter School Soc.			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	87.3	87.2	87.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.9	88.5	88.6	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	97.5	96.0	97.4	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	99.0	98.2	98.2	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	93.8	92.5	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	65.8	61.7	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	95.7	93.2	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	49.8	39.0	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	92.7	92.9	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	91.5	91.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	86.2	84.4	84.4	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	86.2	87.8	87.9	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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. 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.
- 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.

Analysis

Westmount achieved excellent overall in 4 out of 5 ratings and a good in the citizenship rating; however, Westmount’s result exceeded the provincial result in this category. Specific results for the two declined (Improvement categories) are referenced in charts below.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Westmount Charter School Soc.			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)	3.9	n/a	87.7	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.6	0.0	0.3	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	67.6	75.3	78.7	82.2	83.7	84.3	Very Low	Declined	Concern
Lifelong Learning	87.1	89.9	86.3	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	90.4	89.1	88.3	82.9	82.9	82.6	Very High	Improved	Excellent
Program of Studies - At Risk Students	87.2	84.0	86.8	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	100.0	100.0	99.3	71.9	70.2	68.3	Very High	Maintained	Excellent
Safe and Caring	91.4	92.9	93.6	87.5	88.8	89.1	Very High	Declined	Good
Satisfaction with Program Access	83.3	81.7	82.4	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	83.9	81.8	83.7	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	72.1	80.6	76.0	59.7	60.3	60.2	High	Maintained	Good
Work Preparation	84.9	88.9	87.2	83.1	84.9	84.5	High	Maintained	Good

Analysis

Westmount's overall ratings are very strong. The concern rating for the In-Service Jurisdiction Needs is addressed in the Teaching and Learning Domain below.

Domain # 2: Governance

Governance refers to the process by which policy leaders attend to local and societal contexts; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching, and leading and optimum learning for all.

Outcomes

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	390	81.1	360	88.0	281	85.3	227	87.8	303	86.2	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	324	71.7	310	79.6	252	76.3	174	81.3	265	81.0	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	66	90.6	50	96.3	29	94.3	53	94.3	38	91.4	High	Maintained	Good	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Analysis

A high level of parents and teachers were satisfied with parental involvement in decisions about their child's education. Measures were reported at the level of excellence in 2/3 and good in 1/3. In all cases Westmount's results were higher than provincial results.

Domain # 3: Learning Supports

Learning supports refer to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

	Westmount Charter School Soc.										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	796	91.3	1,019	91.5	1,007	89.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	252	93.4	174	95.2	265	93.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	515	87.0	792	83.3	703	81.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	29	93.5	53	95.9	39	94.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Analysis

There were minor percentage drops in each of the parents', students', and teachers' perceptions that the learning environments are welcoming, caring, respectful and safe. In each category, Westmount's results were higher than provincial ratings. Detailed analysis showed decreased ratings for high school students in this category.

Outcomes

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Westmount Charter School Soc.										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	796	86.6	1,019	84.4	1,006	86.2	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	252	84.8	174	87.8	265	86.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	515	81.2	792	75.6	702	77.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	29	93.8	53	89.8	39	93.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Analysis

Overall an excellent percentage of parents, students, and teachers agree that students have access to the appropriate supports and services at school.

Domain # 4: Teaching and Leading

Teaching and Leading refer to teachers and leaders analyzing the learning content, attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and optimum learning for all.

Outcomes

Percentage of teachers, parents, and students satisfied with the overall quality of basic education

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,238	92.7	1,120	93.5	797	88.7	1,019	92.9	1,008	92.7	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	327	89.7	310	90.8	252	87.2	174	93.6	266	92.6	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	845	90.6	760	91.8	516	87.5	792	87.9	703	89.4	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	66	97.7	50	98.0	29	91.4	53	97.2	39	96.2	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Analysis

Perceptions of Westmount's parents, students and teachers exceeded those of the province. There was a very low percentage drop in teachers' perceptions.

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	65	74.7	50	82.0	29	68.2	52	75.3	37	67.6	Very Low	Declined	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	65	74.7	50	82.0	29	68.2	52	75.3	37	67.6	Very Low	Declined	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Analysis

Detailed analysis indicated the greatest decrease in satisfaction occurred among teachers at the mid-high campus. COVID-19 prevented staff from gathering in large groups for professional development. Much of the emphasis on development over the past few years has been on attending to social-emotional and health related needs of staff and students. They will be surveyed to determine professional development needs. The board recently hired a Director of Professional Learning and Leading to support professional development related to gifted education from the inside out.

Outcomes - Local Measures

- The superintendent is evaluated by the Board of Directors.
- All administrators submit an annual Leadership Professional Growth Plan reviewed by the Superintendent.
- All teachers submit an annual Teacher Profession Growth Plan reviewed by the school administrators.
- Teachers are evaluated by request, or as a result of concerns according to the *Teacher Growth, Supervision, and Evaluation Administrative Procedure*. Temporary teachers are evaluated by an administrator.
- All support staff, including central office staff, submit an Annual Employee Engagement Plan outlining goals and growth initiatives to their immediate supervisor. The plans are reviewed by the supervisors and discussed with each employee for follow-up and filing.

Domain # 5: Student Growth and Achievement Provincial

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial and local learning outcomes and consistent with their needs, interests, and aspirations

High School Completion (three, four and five years):

High School Completion Rate – the percentage of students who completed high school within three, four, and five years of entering.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	89	98.1	96	97.0	93	99.1	125	96.0	103	97.5	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	107	98.1	90	98.0	96	97.4	93	99.0	125	97.0	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	72	97.6	107	98.3	90	98.0	96	98.2	93	99.0	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Analysis

Westmount students were highly successful in the completion of their high school programs.

Citizenship:

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,237	85.7	1,120	88.8	792	87.8	1,019	88.5	1,007	85.9	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	327	87.8	310	88.8	251	88.9	174	91.1	265	90.9	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	844	76.5	760	83.1	512	82.9	792	79.1	703	77.1	Very High	Declined	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	66	92.7	50	94.4	29	91.7	53	95.1	39	89.7	Intermediate	Maintained	Acceptable	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Analysis

A high level of satisfaction exists in this category as reflected by each of the stakeholder groups, especially parents and teachers. A residual COVID-19 influence may have marginally influenced student responses.

Student Learning Engagement:

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

	Westmount Charter School Soc.										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	796	85.2	1,018	87.2	1,007	87.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	252	90.7	174	96.2	265	94.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	515	74.1	791	71.1	703	72.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	29	90.8	53	94.3	39	94.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Analysis

Perceptions of student engagement are high in all respondent categories.

The variety of opportunities for which students could engage in their learning, such as field trips, experiential activities, extracurricular, flexible grouping, and other avenues where students would normally pursue interests were reinstated last school year.

Strategies Implemented

- The Elementary Campus has resumed our LEAD (Learn, Explore, Acquire, Discover) program, which offers an opportunity to participate in multi-age regrouping to explore passion areas and content beyond the bounds of the curriculum.
- Students at the Elementary Campus will participate in regrouped math and language arts classes based on ability and learning style.
- Partnerships between the lower primary grades and their older counterparts have resumed.
- Spirit-building activities such as assemblies, junior leadership teams, and other school-wide events have resumed at both campuses.
- Elementary drama productions students have also resumed.
- All extracurricular activities have resumed this past school year.

2022-2023: Grade 1 to 3 Learning Loss Literacy and Numeracy Results Reporting

	Name of Alberta Education Provided screening assessment used	Total number of students assessed at each grade level	Total number of students identified as being at risk on initial assessments	Total number of students identified as being at risk on final assessments	Average number of months behind grade level of at-risk students at time of initial assessment	Average number of months behind grade level of at-risk students at time of final assessment	Average number of months gained at grade level by at-risk students at time of final assessments
Literacy							
Grade 1 January-June 2023	Acadience Reading	80	12	1	5	5	6
Grade 2 Sept 2022 - June 2023	Acadience Reading	84	1	1	10	0	10
Grade 3 Sept 2022 - June 2023	Acadience Reading	88	0	0	0	0	0
Numeracy							
Grade 1 January-June 2023	Provincial Numeracy Screening Assessment	80	1	0	5	0	5
Grade 2 Sept 2022 - June 2023	Provincial Numeracy Screening Assessment	84	0	0	0	0	0
Grade 3 Sept 2022 - June 2023	Provincial Numeracy Screening Assessment	88	0	0	0	0	0

Summary of support strategies used for Literacy:

- Purchase and use of Fountas and Pinnell Leveled Literacy Intervention program
- Professional development for staff in the areas of literacy intervention
- Small group pull out support for each grade level daily
- One to one support with a learning specialist for students with highest need daily
- Ongoing formative and summative assessment to monitor growth
- Individualized programming

Summary of support strategies used for Numeracy:

- Purchase of interactive notebooks, manipulatives, visuals and games
- One to one support with learning specialist for students with highest need daily
- Ongoing formative and summative assessment to monitor progress
- Individualized programming

Note: Several students with learning disabilities were identified through the screening process and continue to receive support through intervention programming.

Grade 6 PAT Examination Results

Course		Measure		Westmount Charter School Soc.						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	108	93.5	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	108	61.1	n/a	n/a	52,106	18.4	n/a	n/a		
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	108	92.6	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	108	57.4	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	Very High	n/a	n/a	108	90.7	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	108	62.0	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	108	89.8	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	108	64.8	n/a	n/a	57,655	18.0	n/a	n/a		

Analysis

Westmount students totally outperformed students at the provincial level in all subject areas.

Grade 9 PAT Examination Results

Course		Measure		Westmount Charter School Soc.						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	123	94.3	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	123	61.8	n/a	n/a	56,255	13.4	n/a	n/a		
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	123	93.5	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	123	64.2	n/a	n/a	55,447	13.5	n/a	n/a		
Science 9	Acceptable Standard	Very High	n/a	n/a	123	99.2	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	123	75.6	n/a	n/a	56,311	20.1	n/a	n/a		
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	123	91.9	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	123	62.6	n/a	n/a	56,309	15.9	n/a	n/a		

Analysis

Westmount students totally outperformed students at the provincial level in all subject areas.

Grade 12 Diploma Examination Results

Course		Measure		Westmount Charter School Soc.						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	89	98.9	n/a	n/a	31,493	83.7	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	89	28.1	n/a	n/a	31,493	10.5	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	89	92.1	n/a	n/a	19,763	70.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	89	57.3	n/a	n/a	19,763	29.0	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	87	96.6	n/a	n/a	24,023	83.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	87	26.4	n/a	n/a	24,023	15.9	n/a	n/a		
Biology 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	54	100.0	n/a	n/a	23,270	82.7	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	54	77.8	n/a	n/a	23,270	32.8	n/a	n/a		
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	85	94.1	n/a	n/a	18,364	80.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	85	62.4	n/a	n/a	18,364	37.0	n/a	n/a		
Physics 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	33	90.9	n/a	n/a	9,241	82.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	33	69.7	n/a	n/a	9,241	39.9	n/a	n/a		

Analysis

- English Language Arts 30-1: Westmount students continue to outperform the province.
- Mathematics 30-1: Students chose to complete the course in Term 1, thus negating the need to write a final. Westmount students continue to outperform the province. Our results are in line with the three-year average.
- Social Studies 30-1: Westmount students continue to outperform the province.
- Biology 30: Westmount students continue to outperform the province.
- Chemistry 30: Westmount students continue to outperform the province.
- Physics 30: Westmount students continue to outperform the province.

Indigenous Students: Required Alberta Education Assurance Measures-Overall Summary

*No table of results for overall and specific course results for self-identified First Nations, Metis and Inuit students for PAT Acceptable/Excellence and Diploma Exam Acceptable/Excellence as values have been suppressed due to the number of respondents/students being fewer than 6 in each category.

Strategies implemented 2022/23

Grades K-12

- The Elementary Campus researched and successfully incorporated testing practices sensitive to the needs and characteristics of Indigenous children in our Intake Process.
- One staff member in consultation with professors from the Indigenous Studies department at U of C, took responsibility for developing a Westmount version of the land acknowledgement.
- Staff continue to participate in virtual conferences and workshops presented by the Alberta Regional Consortium which addresses Indigenous perspectives, as well as other critical topics such as racism and resiliency relevant to our student population.
- Focus on the grade 5 curriculum unit on *People of Alberta* references Indigenous studies.
- Recognition and teaching around Orange Shirt Day and National Day for Truth and Reconciliation.
- Recognized National Peoples' month through celebrations with students and staff.
- Supported the work of the Staff Diversity Council and Student Diversity Council.

English as Second Language students: Required Alberta Education Assurance Measures-Overall Summary

Authority: 0109 Westmount Charter School Society

Assurance Domain	Measure	Westmount Charter School Soc. (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	*	100.0	100.0	72.8	78.5	77.1	*	*	*
	5-year High School Completion	100.0	100.0	100.0	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT: Acceptable	92.6	97.3	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	PAT: Excellence	63.2	57.7	n/a	12.2	13.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	93.5	100.0	n/a	67.1	59.0	n/a	Very High	n/a	n/a
	Diploma: Excellence	22.6	75.0	n/a	13.8	10.8	n/a	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

Notes: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Strategies implemented 2022/23

Grades K-4

- The Elementary Campus continued the additional 0.5 FTE of one of our Teaching and Learning Assistant's time to support the needs of ESL Learners.
- Staff development incorporated specific instructions to teachers on the effective administration of benchmarking assessments.

Grades 5-12

- Created a dedicated 0.5 FTE strategist position to support our staff and their work with our ESL learners.
- Provided workshops for staff regarding best practices for ESL learners.
- Provided workshops for staff regarding ESL benchmarks and how to use the information to impact teaching practice.

Grade 6 PAT Examination Results – ESL

Course	Measure	Westmount Charter School Soc. (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	51	96.1	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	51	58.8	n/a	n/a	9,044	13.9	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	51	92.2	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	51	70.6	n/a	n/a	9,076	15.2	n/a	n/a
Science 6	Acceptable Standard	Very High	n/a	n/a	51	94.1	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	51	64.7	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	51	90.2	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	51	64.7	n/a	n/a	10,098	15.7	n/a	n/a

Analysis: Our English Language Learners are very successful with high achievement as an outcome at the grade 6 level.

Grade 9 PAT Examination Results – ESL

English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	11	90.9	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	11	45.5	n/a	n/a	6,969	6.6	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	11	100.0	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	11	81.8	n/a	n/a	6,930	12.0	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	11	100.0	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	11	72.7	n/a	n/a	6,975	15.0	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	11	90.9	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	11	45.5	n/a	n/a	6,983	11.0	n/a	n/a

Analysis: Our English Language Learners are very successful with high achievement as an outcome at the grade 9 level.

Diploma Examination Results - ESL

Course		Measure		Westmount Charter School Soc. (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	7	100.0	n/a	n/a	2,482	63.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	2,482	3.7	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	7	100.0	n/a	n/a	1,415	72.7	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	1,415	8.8	n/a	n/a		

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Analysis

Some of our English Language Learners (7) struggle with sophistication of language necessary at the grade 12 level in order to achieve an excellent rating.

Part 2

The Charter Goal: To improve gifted pedagogy from the “inside out” (Outcomes 1-4)

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

Please note that only students in grades 4 - 12 were surveyed, while the staff and families reflect grades K - 12

Performance Measures	Results (in percentages)					
	2018	2019	2020	2021	2022	2023
Percentage of students who agree they understand their own giftedness.	94	95	92	62	89	90
Percentage of students who agree they know characteristics of their own giftedness.	100	100	93	64	88	99
Percentage of parents satisfied that Westmount helps their child to understand his or her own giftedness.	95	96	NA	83	94	87
Percentage of teachers satisfied that they help students to understand their own giftedness.	100	100	NA	100	80	89

Analysis K-4

The Elementary Campus supported students in their understanding of giftedness, self-discovery and self-reflection.

Sample of responses from students, 5 - 12:

- I think differently than other kids my age and require a different environment to learn.
- I can learn a lot faster compared to other people and can apply concepts, formulas and different ways to solve problems.
- I feel that I think more deeply than other kids, and I'm very creative. My brain is always going faster than my physical body.

Strategies implemented, 5-12:

- Implemented instructional strategies that facilitate self-understanding and characteristics of giftedness that apply to each student.
- Students in Self/Organization/Understanding/Resilience/Character Education (SOURCE) classes explored their own giftedness in-depth at the beginning of the school year. This work helps to inform the collaborative development of their Individual Program Plans (IPPs) and the student's engagement in the process.
- During Student Directed Study, students were guided through choices of activities to support their social-emotional learning. Students had the opportunity on a weekly basis to evaluate their needs and choose activities based on what they are currently experiencing.
- Student Services Specialists visited each Kindergarten to Grade 4 classroom to provide specific instruction related to understanding the characteristics of their own giftedness.
- Specific attention has been paid to providing students with reading resources that feature gifted students so they can see themselves in what they read and study.

Charter Outcome Two: Students will demonstrate increased resilience

Performance Measures	Results (in percentages)					
	2018	2019	2020	2021	2022	2023
Percentage of students who agree that they understand what it means to be resilient.	96	97	92	91	96	92
Percentage of students who agree they have strategies to overcome challenges.	96	97	94	76	95	95
Percentage of parents who agree Westmount fosters resilience in their child.	84	85	NA	94	100	97
Percentage of teachers who agree they foster the development of resilience in students.	100	100	98	100	100	100

Analysis K-4

- Resilience is at the heart of the elementary campus instruction. Resilience was taught, supported, and emphasized.
- With students and parents over the past year, we facilitated specific professional development for staff and learning opportunities for parents to foster resilience in the community facilitated by an external consultant.

Sample of responses from students, 5 - 12:

- "Being resilient means facing difficulties head-on instead of falling into despair or using unhealthy coping strategies. Resilience is often defined as the mental reservoir of strength that helps people handle stress and hardship."
- "To never give up. To do what you set your mind to even in the face of adversity. To show grit and determination"

- “To understand that just because one way doesn't work, there are still other ways to achieve your goals and that it's okay to change your pathway since resilience is about being an unstoppable force, not an immovable object.”

Strategies implemented:

- Students were supported in academic risk-taking.
- A Health and Wellness team within the Student Services group assisted staff and students to develop self-regulation through programs such as Mindfulness and Heart Math for which we have trained staff who can teach students to use the research techniques.
- Continued SOURCE class for grades 5-12, four times a week, with a greater focus on well-being, self-care, and resilience.

Charter Outcome Three: Students will recognize the importance of goals

Performance Measures	Results (in percentages)					
	2018	2019	2020	2021	2022	2023
Percentage of students who agree they know how to set meaningful goals for school and personal success.	98	98	92	83	91	97
Percentage of parents who agree their child has learned to set meaningful goals for school and personal success.	94	95	NA	85	97	92
Percentage of teachers who agree they foster the development of meaningful goals with students for school and personal success.	100	100	100	100	100	100

Analysis K-4

Our focus on resilience and goal-setting for personal success was emphasized, with specific attention being paid to understanding executive functioning and how it is impacted by trauma such as COVID-19.

Sample of responses from students. 5 - 12:

- To be aware of my belongings and try to keep track of everything throughout the day.
- As a perfectionist, I am trying to manage my time so I can finish tasks more efficiently.
- Last year I set a goal of focusing in class and I think I have improved a little on this.

Strategies implemented:

- We continue to employ a career counsellor to support student transition to post-secondary.
- We established a Dual Credit Coordinator to support students who enrolled in summer programs at SAIT and U of C.
- In the SOURCE class, students explored options after high school.
- Students and teachers collaborated on students' IPP goals. All students at Westmount K-12 have an IPP.

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

Performance Measures	Results (in percentages)					
	2018	2019	2020	2020	2022	2023
Percentage of students who agree they understand how their personal wellness connects to a strong community.	93	94	90	90	84	96
Percentage of parents who agree their child understands that personal wellness contributes to a strong community.	58	68	NA	NA	100	100
Percentage of teachers who agree that they work with students to foster personal wellness and contribute to a strong community.	100	100	100	100	100	97

Analysis K-4

The fallout from COVID-19 facilitated understanding about the importance of individual student and staff health, the health of the class, the school, and the community. This abstract concept became and continues to be real for students and staff with ongoing concerns about the spread of viruses such as respiratory viruses.

Strategies implemented:

- Activities and learning strategies to focus on mental wellness for staff and students.
- Focused on wellness activities for staff and students, such as times for social interactions in cohorts, assemblies, re-grouping in math and language arts, and LEAD projects on Fridays.
- We focused on a wide range of clubs and extracurricular activities to support students' interests, connections to others, and well-being, as the majority of these activities were deferred during the pandemic.
- The school encouraged self-care and how to manage anxiety and elevated emotions, showing empathy towards others.
- Teachers connected instruction to real-world applications, specifically the desirability of protecting self and others to preserve healthy communities.

Capital Plan Report 2023-26

Priority 1 Project:

- Expansion to a third campus to facilitate K-4, grades 5-8 and grades 9-12.
- Cost estimate for a move: \$254,000. Additional funding will be requested should the need to renovate arise.

Priority 2 Project:

Project/Location	Cost Estimate
Storage shed at mid-high	\$135,000
Washrooms K-4 (7 rooms, various sizes)	\$275,900
Washrooms mid-high (6 rooms, various sizes)	\$400,000
Locker rooms mid-high (2 rooms/boys/girls/gender neutral)	\$325,000
Ceiling tiles hallways	\$15,000
Fitness room mid-high (1 room) open wall/replace floor tiles	\$30,000
Prime and sub-consultants	\$20,000
GST	\$20,408
Total	\$1,221,308

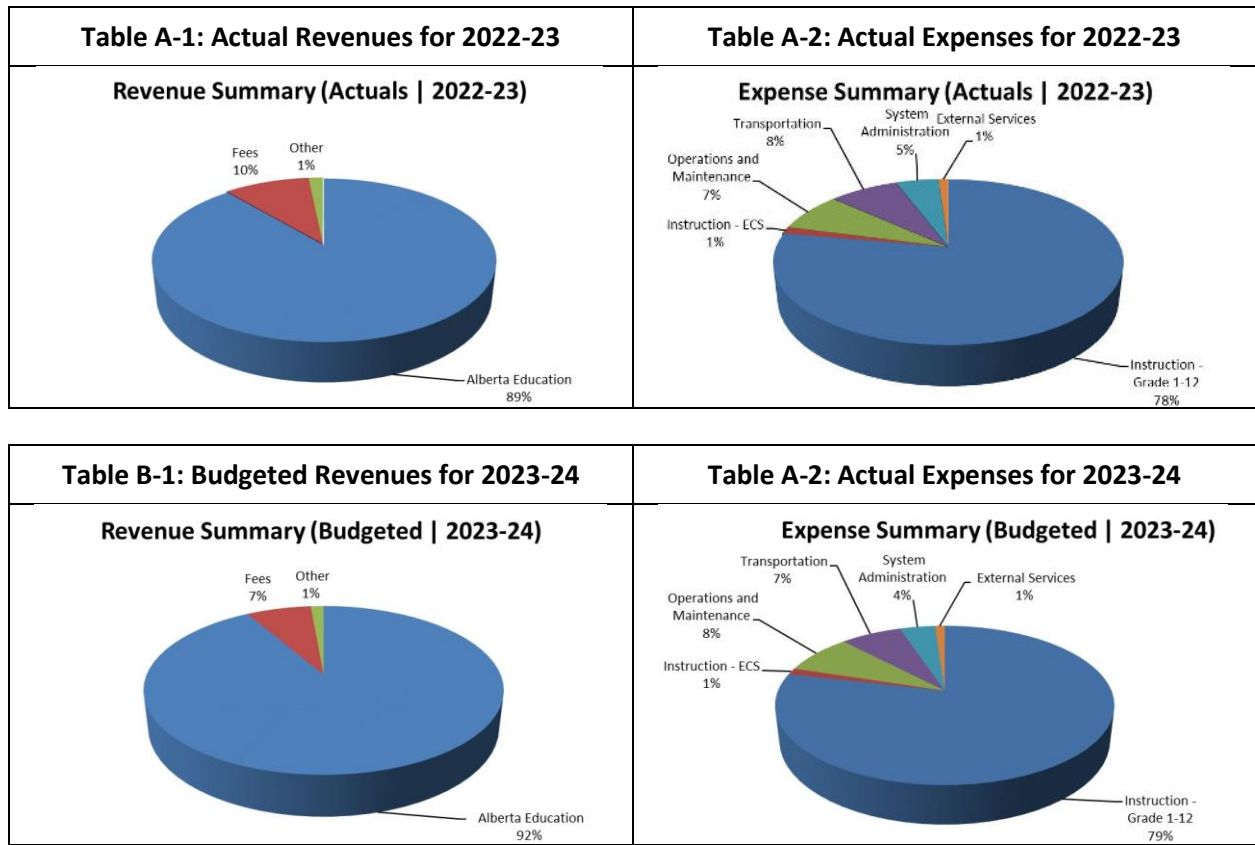
Website link to Capital Plan: <https://www.westmountcharter.com/stakeholder-reporting/>

**Annual Education Results Report Access, Budget Report, and Capital Plan Report
MULTI-YEAR FINANCIAL STATEMENTS**

STATEMENT OF OPERATIONS

	Comparable		
	2021-22 Actual	2022-23 Actual	2023-24 Budget
REVENUE			
Government of Alberta	14,853,395	14,508,219	15,125,071
Fees	1,345,439	1,574,377	1,218,722
Investment Income	11,664	52,559	30,000
Donations and Other Contributions	114,593	172,232	120,000
Other Revenue	37,000	38,525	36,000
TOTAL REVENUE	16,362,091	16,345,912	16,529,793
EXPENSES			
Instruction - ECS	209,273	229,983	225,094
Instruction - Grade 1 to 12	12,618,579	13,184,368	13,117,216
Operations & Maintenance	1,221,581	1,277,634	1,335,152
Transportation	1,096,907	1,290,367	1,373,187
System Administration	708,039	795,531	800,320
External Services	152,016	177,524	197,452
TOTAL EXPENSES	16,006,395	16,955,407	17,048,421
ANNUAL SURPLUS (DEFICIT)	355,696	(609,495)	(518,628)
Accumulated Surplus (Deficit) - Beginning of Year	1,747,649	2,103,345	2,103,345
Accumulated Surplus (Deficit) - End of Year	2,103,345	1,493,850	1,584,717

In accordance with the Variance Analysis schedule for the year ended August 31, 2023, the total expenses for Westmount Charter School were: Actual of \$16,955,407 vs. Budgeted of \$16,448,895. The overall variance in expenses amounted to \$506,512 or 3%. This variance was mostly due to higher than budgeted transportation costs, increased salaries and overall inflationary environment affecting all aspects of the school operations.



Additional information on Westmount Charter School Society financial statements and related schedules is available by contacting the Treasurer at treasurer@westmountcharter.com or at (403) 217-3707.

Up to date financial information is posted at the following links:

2023/24 Budget: [2.0-2024-External-budget-FINAL.pdf \(westmountcharter.com\)](#)

2022/23 Audited Financial Statements: <https://www.westmountcharter.com/stakeholder-reporting/>

Audited Financial Statements: [2021-2022 school authorities audited financial statements: combined financial statements - Open Government \(alberta.ca\)](#)

Whistle Blower Protection

Westmount did not receive any disclosures pursuant to Section 32 of the *Public Interest Disclosure Act (2013)* during the 2022/23 term.