



ANNUAL EDUCATION RESULTS REPORT

2024-2025

FOSTERING GIFTED EDUCATION FROM THE INSIDE OUT



WESTMOUNT
CHARTER SCHOOL

Submitted to Alberta Education - November 2025

Table of Contents

Table of Contents.....	1
Message from the Board Chair	3
Accountability Statement	4
Introduction	4
Foundational Statements.....	5
Westmount Charter School Annual Education Results Report	6
Domains of Assurance	6
Domain # 1: Local and Societal Context	6
Summary of 2024/2025 Accomplishments	7
Summary of Research Initiatives	8
Stakeholder Engagement.....	9
Required Alberta Education and Childcare Assurance Measures - Overall Summary	11
Supplemental Alberta Education Assurance Measures - Overall Summary.....	12
Domain # 2: Governance	12
Parental Involvement.....	13
Domain # 3: Learning Supports.....	14
Welcoming, Caring, Respectful and Safe Learning Environments.....	14
Analysis	14
Access to Supports and Services.....	16
Domain # 4: Teaching and Leading	17
Education Quality.....	17
In-Service Jurisdiction Needs	18
Domain # 5: Student Growth and Achievement.....	20
Student Learning Engagement.....	20
Citizenship.....	21
High School Completion.....	23
2024-2025: Grade 1 to 3 Learning Loss Literacy and Numeracy Results Reporting.....	24
Alberta Standardized Testing Results	25
Indigenous Students: Required Alberta Education Assurance Measures-Overall Summary	29
English as an Additional Language (EAL): Required Alberta Education Assurance Measures-Overall Summary	30
Grade 6 English as an Additional Language (EAL) Students PAT Results Course Summary By Number Writing	31
Grade 9 English as an Additional Language (EAL) Students PAT Results By Number Enrolled Measure History	31
Grade 9 English as an Additional Language (EAL) Students PAT Results Course by Course Summary By Enrolled with Measure Evaluation	32
Diploma English as an Additional Language (EAL) Examination Results By Students Writing Measure History.....	33
Diploma English as an Additional Language (EAL) Examination Results Course by Course Summary By Enrolled with Measure Evaluation	34
Charter Goals	35

The Charter Goal: To improve gifted pedagogy from the “inside out” 35

Charter Outcome One: Students will understand giftedness from the inside out 35

Charter Outcome Two: Students will demonstrate increased resilience..... 36

Charter Outcome Three: Students will recognize the importance of goals 37

Charter Outcome Four: Students will comprehend the connection between personal
wellness and strong communities 38

Capital Plan Report 2025-2028 40

 Capital Plan Executive Summary..... 40

 Capital Plan – Immediate and Long-Term Actions..... 40

Multi-Year Financial Statements..... 41

Whistle Blower Protection..... 42

Moving Forward..... 43

Message from the Board Chair

Westmount Charter School represents a unique learning environment where students, educators, and families come together to advance the education and well-being of gifted students, where all students have complex learning needs. For students who require learning environments that match their exceptional abilities, Westmount provides an essential pedagogy to support social, emotional, and academic growth. Under the leadership of our new Superintendent, Dr. Adriana Klassen, whose deep understanding of gifted education strengthens our mission, we continue “fostering gifted education from the inside out”, our foundational principle that prioritizes building authentic relationships and addressing each student's social, emotional and academic needs.

Westmount embraces the full spectrum of gifted learners, including those who are twice-exceptional and students from diverse linguistic backgrounds. With over 17% of Westmount students identified as having specialized learning needs alongside their giftedness, this rich tapestry creates educational experiences where differences become strengths. This year's results validate Westmount's instructional approach, with 97% of Grade 9 students achieving the Acceptable Standard on Provincial Achievement Tests and 96.7% of high school students achieving the Acceptable Standard on Diploma Examinations. Additionally, the three-year high school completion rate reached 100%, significantly exceeding provincial averages.

Westmount recognizes twice-exceptional students require both enrichment and support, addressing their advanced abilities while accommodating learning differences. By creating environments where every learner feels valued, Westmount enables students to embrace their authentic selves, develop resilience, and build lasting relationships. This comprehensive approach, guided by dedicated educators and supportive families, ensures each student experiences both challenge and belonging.

Celebrating our 30th year, we have consistently demonstrated excellence, from our earliest K-3 programming to today's comprehensive K-12 programme serving over 1,300 students. Our growth reflects sustained community confidence and expanding recognition of specialized education's value.

The Board's governance work this year included securing a \$50,000 grant from Alberta Education for facility planning and expansion, welcoming our new Superintendent and Treasurer to the Board, and improving our general policies and governance. Professional growth opportunities in understanding gifted education and neurodiverse learners, and recognizing varied expressions of giftedness, ensure our educators remain equipped to support every student's journey.

Looking ahead, the Board's priorities include expanding our capacity to serve the 600 qualified students we must turn away annually due to space limitations, deepening early intervention supports for at-risk learners, and expanding access to serve underserved gifted populations. These priorities will guide Board decisions as we continue building a community where gifted learners don't just excel academically but develop resilience, embrace meaningful goals, and understand how personal wellness strengthens our collective community.

Thank you for your continued trust and engagement. Together, we ensure every gifted learner at Westmount can embrace their extraordinary potential.

Sincerely,

Simon Corrin
Board Chair

Accountability Statement

The Annual Education Results Report (AERR) for Westmount Charter School for the 2024-2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities outlined in the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve student outcomes and to ensure that all students at Westmount Charter School acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

The Board approved this Annual Education Results Report for 2024-2025 on November 19th, 2025.

Simon Corrin, Board Chair

Adriana Klassen, Superintendent

Introduction

Westmount Charter School's Annual Education Results Report (AERR) presents the accomplishments and performance outcomes for the 2024-2025 school year. This report outlines Westmount's progress in achieving the goals and priorities identified in both the school's Charter and Alberta Education Provincial Assurance Framework.

Grounded in the vision, mission, and guiding principles of Westmount Charter School, this report reflects our ongoing commitment to excellence in gifted education and continuous improvement. Westmount's instructional practices and strategic priorities are closely aligned with Alberta Education's 2025-2028 Business Plan, ensuring coherence between our local initiatives and provincial objectives. For additional context, the complete Education Business Plan is available [here](#).

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 empathetic, passionate, creative educators whose ethical practice develops lifelong learners.

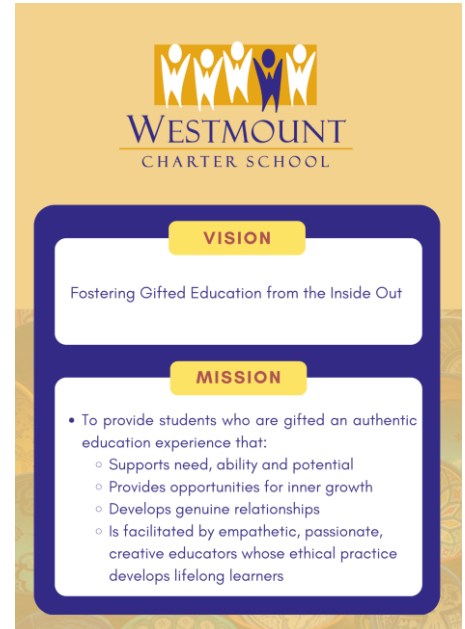
Guiding Principles

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.

Our strategic initiatives at Westmount are informed by thoughtful reflection on the data presented in the Annual Education Results Report (AERR) and through continuous engagement with our community partners, as outlined throughout this document.

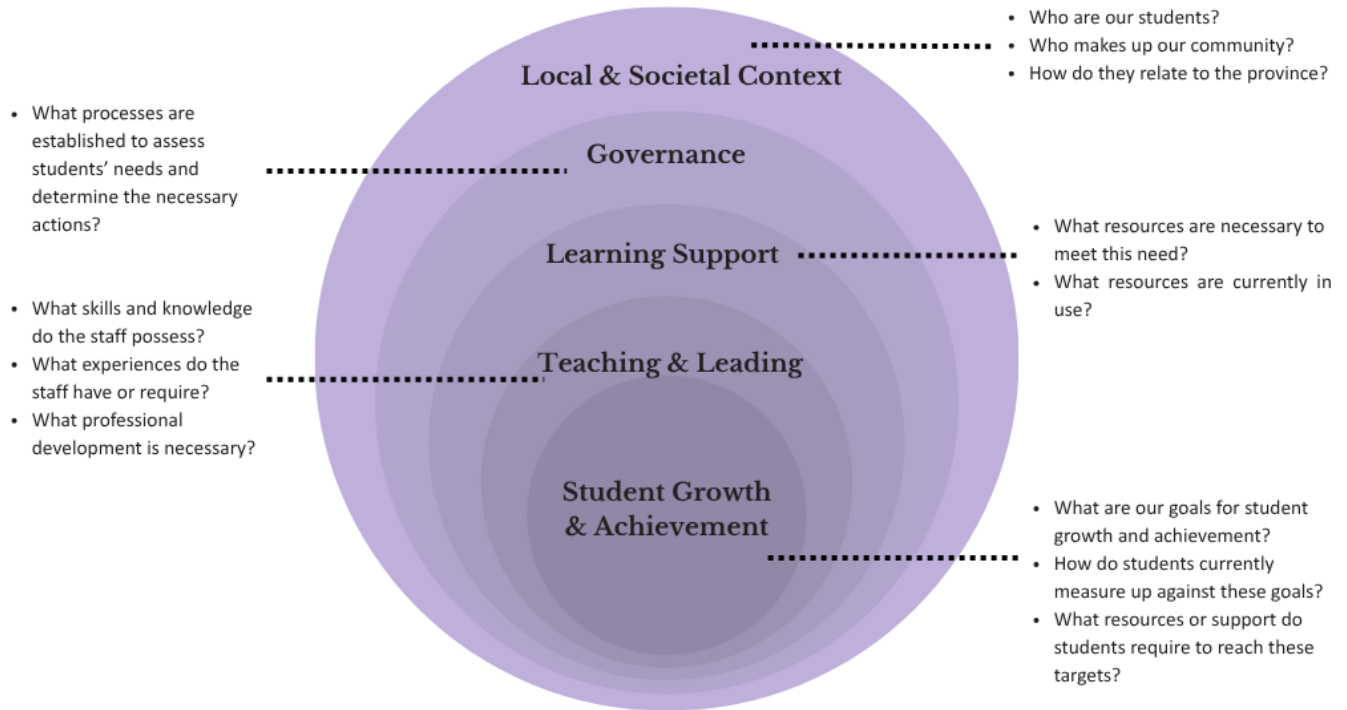
At Westmount, staff embrace a holistic approach to student development, one that nurtures each student's unique strengths, needs, interests, and motivations. This "inside-out" philosophy emphasizes well-being and personal growth as foundations for lifelong learning and academic achievement.



Westmount Charter School Annual Education Results Report

Domains of Assurance

The domains of the assurance framework outline what Westmount examines, how we organize ourselves, and how we engage in this work as a learning community, providing clear evidence of the effectiveness of our efforts.



Note: Diagram adapted from Funding Manual 2025-2026, p. 31.

Domain # 1: Local and Societal Context

Westmount Charter School's Charter (2016-2031) defines our mission as providing gifted students with an authentic educational experience tailored to their unique needs, abilities, and potential. Our approach fosters personal growth, encourages meaningful relationships, and is guided by passionate, empathetic, and creative educators committed to ethical practice and lifelong learning.

Westmount Charter School is dedicated to meeting the diverse needs of gifted learners across Calgary and the surrounding areas. The school serves students from all quadrants of the city and nearby communities through two campuses, with a total enrolment of 1,317 students (K-12) in 2024-2025:

- **Elementary Campus:** Located at 728 - 32 Street NW, Calgary, AB, T2N 2V9, serving 421 students from Kindergarten to Grade 4.
- **Mid-High Campus:** Located at 2215 Uxbridge Drive NW, Calgary, AB, T2N 4Y3, serving 896 students in Grades 5 through 12.

Summary of 2024/2025 Accomplishments

Westmount Charter School continues to advance our mission of meeting the diverse needs of gifted learners across Calgary and the surrounding areas. The 2024-2025 accomplishments highlight our focus on professional learning, inclusion, and research-informed practice, all of which contribute to an enriched learning environment for students and staff.

- **District-Wide Professional Learning**
 - August 2024: A district-wide session on overexcitabilities, led by Drs. Silverman, Miller, and Piechowski deepened staff understanding of Dabrowski's Theory of Positive Disintegration (TPD) and its connection to giftedness.
 - September 2024: Orange Shirt Day/ Truth and Reconciliation (TRC) staff professional learning took place at Camp Connect, featuring Indigenous Learning, land-based education, and cultural activities.
 - February 2025: Teachers participated in personalized professional learning sessions during the Calgary City Teachers' Convention to support professional growth and instructional excellence.
- **Equity, Diversity, Inclusion, and Decolonization Initiatives**
 - Both the Elementary (EC) and Mid-High (MH) campuses organized school-wide events recognizing the National Day for Truth and Reconciliation, Black History Month, Asian Heritage Month, and National Indigenous Heritage Month.
 - A student-led assembly at the EC in May, held during Asian Heritage Month, featured musical performances by students of Asian descent from both campuses, showcasing inclusive, student-driven leadership.
- **Admissions**
 - Admission procedures were updated to align more closely with Dabrowski's Theory of Positive Disintegration (TPD), focusing on identifying and supporting students with overexcitabilities to ensure a more holistic understanding of giftedness.
- **Elementary Campus (EC) Staff Professional Learning**
 - EC staff participated in trauma-informed learning sessions with Dr. Emily Wang and in gifted education sessions with Dr. Janneke Frank.
 - Learning Leaders organized and facilitated EdCamps in November 2024 and April 2025, offering sessions on new curriculum implementation (including Social Studies with Cheryl Babin from the Calgary Regional Consortium), English Language Arts and Literature (ELAL), Math, Science, PEW, SOGI, trauma-informed practices, executive functioning, and emotional regulation.
- **Mid-High Campus (MH) Staff Professional Learning:**
 - MH staff focused on school culture through a social lens. Staff engaged in relationship mapping to identify which students have a connected adult and a connected peer at school. Targeted strategies were then developed and implemented to support students who were identified as lacking one or both connections.

- MH staff participated in a World Café on topics including AI, literacy, and Universal Design for Learning (UDL). Staff members facilitated and presented sessions for one another, promoting collaborative professional learning.
- MH staff engaged in a full-day online learning session on overexcitabilities. Later in the year, they applied this learning to students, mapping the diverse profiles within our school community.
- **Professional Contributions**
 - **Presentations**
 - MH teachers Ley-Anne Folks and Heather Lai presented at multiple events, including
 - 2e25 - William and Mary Conference - “Use of AI Tools”
 - GATE Parent Association - “Supporting the Emotional and Social Well-Being of the Gifted”
 - Gift-a-Palooza - “How To Have Difficult Conversations with Families”
 - MH teacher Ley-Anne Folks also presented at the 2e25 William and Mary Conference on “The Impact of Natural Mentorships on Twice-Exceptional Youth.”
 - **Calgary City Teachers’ Convention:**
 - MH teachers Ley-Anne Folks, Heather Lai, and Pamela Mah presented “Teaching Social Skills Through Literature.”
 - MH teachers Ley-Anne Folks and Heather Lai presented “Neurology for Kids” and “Empowering Students by Teaching Executive Functions.”
 - EC Principal Dr. Adriana Klassen presented a session titled “Leadership Unplugged”, a session designed to foster leadership growth through networking and reflection.
 - **Publications:**
 - Dr. Adriana Klassen, EC Principal, published a book chapter, “*Enhancing Collective Teacher Efficacy: Leading by Serving*” in IGI Global (available at <https://www.igi-global.com/gateway/chapter/374773>)
 - Ley-Anne Folks, MH teacher, published an article in SENG titled “*Forging the School-Home Team: Lessons in Collaboration for Educators of Twice-Exceptional Students*” (available at <https://sengifted.org/author/leyanne-folks/>).

These accomplishments demonstrate Westmount’s ongoing commitment to professional learning, inclusive education, and community engagement as central pillars of school improvement.

Summary of Research Initiatives

Westmount Charter School continues to advance gifted education through research partnerships and evidence-informed practice. Each initiative strengthens teaching, learning, and student well-being through inquiry, collaboration, and innovation.

- **Partner Research Schools Initiative (University of Calgary):** Ongoing collaboration with the Werklund School of Education to advance research on practices that support gifted and neurodiverse learners
- **SHRed Concussions:** Partnership with the SHRed research team to collect data and implement strategies for concussion awareness and prevention, with studies emphasizing women's rugby and student-athlete safety.
- **Quantum Physics Pedagogy:** Research into effective pedagogical strategies for teaching complex physics concepts, emphasizing conceptual understanding, inquiry, and critical thinking among gifted learners.
- **Environmental Education and the Theory of Planned Behaviour (TPB):** Study of how environmental education influences students' awareness, attitudes, and sustainable behaviours. Using the TPB framework, researchers analyze pre- and post-program data to measure impact on student engagement and environmental responsibility.
- **Alberta Education Research Network:** Westmount's active involvement supports responsive, school-based research that translates findings into effective classroom practices.

Stakeholder Engagement

Westmount Charter School fosters meaningful stakeholder engagement throughout the school year. Feedback and collaboration from parents, students, and staff inform ongoing improvement efforts, strengthening the school-community connection.

- **School Council (SC)**
 - **Monthly Meetings:** General and executive sessions with campus principals to review school priorities.
 - **Executive Meetings:** Regular meetings between the SC executive and campus principals to coordinate initiatives and share feedback.
 - **Coffee Talks:** Monthly discussions hosted by the SC parent liaison and administrative teams, with attendance ranging from 12-30 parents per campus. Topics include Schoology use, parent-teacher conferences, community building, and communication practices. Feedback from these sessions informs school decisions.
 - **Surveys:** Continuous parent feedback through internal and provincial surveys.
 - **Community Engagement and Fundraising:**
 - Annual fundraising efforts (bottle drives, Stampeder parking, Healthy Hunger, Purdy's chocolates, read-a-thon, direct donation campaigns) raised over \$36,000 to enhance student learning opportunities.
 - The SC hosted various parent education presentations:
 - *October 2024:* Mira Halpert - Executive Functioning
 - *January 2025:* Dr. Emily Wang - Brain Development & Emotion Regulation
 - *March 2025:* Calgary Police Interpretive Centre - Cyber Safety
 - *June 2025:* YouthSmart - Stress Management

- Year-End Celebration: Sponsored a K-12 community event recognizing student, parent, and staff contributions, which included various activities such as an obstacle course, face painting, games, a live DJ, and food trucks.
- **Communication and Leadership Meetings:**
 - **Weekly Newsletters and Monthly Board Reports:** Provide updates from each campus to keep parents, guardians, and staff well-informed.
 - **Board Liaison:** An annual appointment ensures strong communication between the School Council and the Westmount Charter Board.
 - **Leadership Meetings:** Monthly meetings between the superintendent and administrators support shared decision-making on budgeting, staffing, and professional learning.
 - **External Collaboration:** Active participation of school administrators and learning leaders in the *Calgary Charter Schools Leadership Network*, promoting shared leadership growth and problem-solving across charter schools.
- **Teacher Collaboration and Professional Learning:**
 - **Curriculum Team Meetings:** Monthly grade-level and subject-based collaboration to share best practices and strengthen instructional approaches.
 - **Staff Meetings:** Regular campus-wide meetings ensure consistent communication and alignment on priorities.
 - **EC Campus (K-4):**
 - Leadership Team Book Study: *Leadership from the Inside Out* by Kevin Cashman.
 - Staff Book Study: *Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings* by Christine Fonseca.

In summary, the 2024-2025 school year at Westmount Charter School reflected a continued commitment to excellence in gifted education, research, collaboration, and community engagement. Through these initiatives, Westmount strives to foster environments where both students and staff can thrive socially, emotionally, and academically.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

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	88.1	88.5	87.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	89.5	89.4	87.9	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	100.0	96.4	96.6	81.4	80.4	81.4	Very High	Improved	Excellent
	5-year High School Completion	99.4	97.7	98.3	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	97.0	97.1	95.9	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	71.5	66.6	66.3	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	96.7	97.1	96.4	82.0	81.5	80.9	Very High	Maintained	Excellent
Diploma: Excellence	65.0	59.7	54.7	23.0	22.6	21.9	Very High	Improved Significantly	Excellent	
Teaching & Leading	Education Quality	92.2	93.1	92.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.4	91.6	91.0	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	88.2	87.1	85.9	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	84.4	85.9	86.6	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Analysis

Westmount Charter School demonstrated very high achievement across all areas, with notable improvements in citizenship, three-year high school completion, and welcoming, caring, respectful, and safe learning environments (WCRSLE), as well as access to supports and services. An area that improved significantly was in diploma excellence. Overall, Westmount achieved excellent results across all reported measures.

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)	93.8	78.2	78.2	54.5	52.7	52.7	Very High	Improved Significantly	Excellent
Drop Out Rate	0.1	0.7	0.4	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	88.2	84.2	75.7	81.7	81.1	82.3	High	Improved	Good
Lifelong Learning	89.3	89.1	88.7	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	89.3	90.5	90.0	83.0	82.8	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	87.1	85.9	85.7	80.5	80.6	81.2	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	100.0	100.0	100.0	69.4	70.7	70.9	Very High	Maintained	Excellent
Safe and Caring	93.7	93.5	92.6	87.3	87.1	87.8	Very High	Improved	Excellent
Satisfaction with Program Access	85.6	84.0	83.0	72.1	71.9	72.5	Very High	Improved	Excellent
School Improvement	87.9	87.2	84.3	76.6	75.8	75.1	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	58.6	64.1	72.3	59.9	60.1	60.0	Intermediate	Declined Significantly	Issue
Work Preparation	85.9	88.0	87.3	83.7	82.8	83.6	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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 Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Analysis

Westmount's overall ratings are robust. The only area that declined significantly is the High School to Post-Secondary Transition Rate (6 yr). This measure reflects the percentage of students from a Grade 10 cohort who enroll in post-secondary or apprenticeship programs within six years. The decline is attributed mainly to an above-average number of students pursuing studies outside Alberta, both within Canada and internationally.

Two areas demonstrating significant improvement are the Diploma Exam Participation Rate (4+ exams) and School Improvement. The substantial gains in School Improvement reflect enhanced perceptions among students and teachers, supported by targeted professional learning initiatives that directly impact classroom practice. For instance, participation in the Calgary City Teachers' Convention provided teachers with opportunities to select sessions aligned with their instructional goals. Each campus also implemented focused professional learning to meet identified needs, including overexcitabilities, trauma-informed practices, social-emotional learning, and new curriculum implementation.

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 optimal learning for all.

Parental Involvement

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

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	281	85.3	227	87.8	303	86.2	281	85.9	297	84.4	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,660	80.0
Parent	252	76.3	174	81.3	265	81.0	233	79.1	234	80.0	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	29	94.3	53	94.3	38	91.4	48	92.7	63	88.8	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.8	33,353	84.3

Analysis

Parents and teachers expressed high levels of satisfaction with parental involvement in decisions about their child's education. Overall, the parental involvement measure showed a slight 1.5% decrease from the previous year. While parent satisfaction increased by 0.9%, the overall decline was driven by a 3.9% decrease in teacher satisfaction. Despite this, the measure remains within the acceptable range at an intermediate level, indicating that parental involvement remains strong and well-supported at Westmount Charter School.

Strategies Implemented

- Both campuses remain committed to fostering strong home-school partnerships through ongoing communication and collaboration. This includes monthly Coffee Talks with School Council and parents, regular participation in School Council meetings, weekly newsletters, and monthly Board reports highlighting campus activities and initiatives. These structures provide parents with regular opportunities to engage with school administration, offer feedback, and contribute to continuous improvement.
- Meet the Teacher Night in September, along with parent-teacher conferences held in November and March, provided valuable opportunities for engagement and collaboration between home and school.
- Additionally, Individual Program Plan (IPP) questionnaires distributed each fall invite parent input in shaping personalized learning goals, reinforcing Westmount's commitment to shared decision-making and student success.
- **EC Campus (K-4):**
 - Volunteer opportunities provided parents and guardians with meaningful ways to be involved in classrooms, school events, and projects such as Trickster.
 - In the spring of 2025, the EC Campus partnered with Trickster Theatre, a Calgary-based organization that delivers curriculum-connected drama residencies. The week-long residency focused on the Grandfather Teachings, integrating Indigenous ways of knowing through creative movement and storytelling. The experience concluded with school-wide performances where students shared their learning with parents and the school community.

- **MH Campus (5-12):**
 - Families were given access to the school’s Schoology communication group to stay informed about school events and activities throughout the year.
 - Parents are required to provide written consent prior to any planned instruction related to human sexuality topics. They are also encouraged to volunteer, especially to support field trips and school activities.
 - Specific programs, such as PEAKS and Outsiders, require a parent application in addition to the student application.
 - Families of students in Grades 5 and 6 are offered a choice between Band and General Music as part of the fine arts program.

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 learning and optimum learning for all.

Welcoming, Caring, Respectful and Safe Learning Environments

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	796	91.3	1,019	91.5	1,007	89.8	1,052	91.6	1,102	92.4	Very High	Improved	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	252	93.4	174	95.2	265	93.9	233	92.3	238	93.1	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	515	87.0	792	83.3	703	81.6	769	84.3	801	88.4	Very High	Improved Significantly	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	29	93.5	53	95.9	39	94.1	50	98.3	63	95.6	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Analysis

Across all categories, Westmount’s results exceeded provincial averages, with data showing increases in parent and student responses. The overall percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe improved by 0.8% from the previous year. Parent and teacher satisfaction levels remained stable, while student satisfaction increased significantly by 4.1%, reflecting strengthened perceptions of school climate among students. The measure received an overall rating of excellent, with teachers’ ratings also excellent, highlighting Westmount’s continued commitment to fostering a positive, inclusive, and supportive learning environment.

Strategies Implemented

- **EC Campus (K-4):**
 - Student Services provides a range of programs to support social and emotional development:
 - **Friendology Program:** An anti-bullying initiative that fosters positive relationships and promotes empathy among students.
 - **Character Counts Program:** Focused on instilling core values such as respect, responsibility, and fairness to build strong character foundations.
 - **Social Thinking Lessons:** Designed to help students understand their roles within a group and recognize how their actions and responses influence others.
 - **Small Group Sessions:** Targeted sessions aimed at nurturing caring, cooperative, and respectful behaviours.
 - **Fledge Program:** A comprehensive platform promoting mental and emotional literacy (MEL). Through Fledge, students enhance emotional awareness, learn to express and regulate their emotions, and develop effective coping strategies for challenging situations. The program emphasizes mindfulness, deep learning, empathy, and goal-setting, helping students build lifelong skills for well-being and success.
 - Additionally, school administration maintains a visible and supportive presence by greeting families each morning, conducting daily walkabouts, supervising during lunch and lunch recess, and addressing behavioural concerns proactively.
 - Student Services and administration meet weekly to review student needs and collaboratively develop strategies to support both students and teachers in the classroom.
- **MH Campus (5-12):**
 - Social and emotional learning remains a key priority across the upper grades.
 - **Friendology Program:** The Friendology program continues to be delivered to Grades 5-8, reinforcing positive relationship-building skills.
 - **SOURCE:** All students in Grades 5-12 participate in SOURCE classes, which provide dedicated time for mentorship and ensure that every student maintains a meaningful connection with at least one trusted adult in the school.
 - The Student Services Department, supported by school counsellors, offers individual and group support to address students' diverse social-emotional needs.
 - School administration maintains a visible presence in hallways before and after school and during lunch, reinforcing a safe, caring, and inclusive school culture.
 - This year, school staff have been working with Dr. Michael Ungar to deepen their understanding of resilience and to strengthen school practices that foster student resilience.

Access to Supports and Services

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.										Alberta			Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	796	86.6	1,019	84.4	1,006	86.2	1,046	87.1	1,100	88.2	Very High	Improved	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	252	84.8	174	87.8	265	86.9	233	85.8	238	84.4	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	515	81.2	792	75.6	702	77.7	764	80.6	799	85.1	High	Improved Significantly	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	29	93.8	53	89.8	39	93.8	49	95.0	63	95.2	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Analysis

The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school remained very high overall, up 1.1% from the previous year. Parent satisfaction remained strong, with only a slight decrease of 1.4%, while student satisfaction increased significantly by 4.5%, and teacher satisfaction increased modestly by 0.2%.

This overall improvement may be attributed to the enhanced support provided by Student Services across both campuses, including the addition of extra counselling staff and the establishment of a dedicated career counselling service at the Mid-High Campus. These measures have strengthened the school's capacity to meet students' academic, social, and emotional needs, ensuring that all learners have access to timely and appropriate supports.

These results reflect Westmount's ongoing commitment to fostering a responsive, inclusive, and supportive learning environment that prioritizes the well-being and success of every student.

Strategies Implemented

- Across both campuses, Student Services and administration collaborate closely to provide a seamless support network for students. Structured processes, including Student Resource Group (SRG) meetings, ensure that student needs are identified promptly and addressed effectively. The integrated work of both campuses demonstrates Westmount's commitment to providing equitable, consistent, and proactive support that promotes student well-being, academic success, and positive social-emotional development.
- **EC Campus (K-4):**
 - Administration and Student Services staff maintain a visible presence within the school community and meet weekly to review and coordinate student supports.
 - At the start of the year, students participate in tours of Student Services to familiarize themselves with available supports, particularly for self-

regulation and behavioural needs. Parents are encouraged to request books and other resources to support their child’s development at home.

- The campus has implemented a Student Review Group (SRG) process to address concerns raised by teachers or parents regarding a student’s social, emotional, behavioural, or academic needs. Initial meetings are held between the teacher and parents to discuss concerns and collaboratively develop strategies. If these strategies require additional support, Student Services convenes a comprehensive team meeting including parents, teachers, and administration to develop tailored interventions.
- Supports are delivered within a structured intervention framework, beginning with universal strategies, followed by tier-two interventions, and, where required, individualized strategies as part of the Response to Intervention (RTI) model.
- **MH Campus (5-12):**
 - Student Services staff are accessible through referrals from students, teachers, and parents. Support offerings include social-emotional counselling, learning strategies, and career counselling.
 - To ensure comprehensive care, weekly meetings are held between administration and counsellors, as well as between counsellors and learning strategists, to identify students of concern and plan follow-up interventions.
 - Counsellors and administration are assigned to students by last name to ensure continuity of care throughout their years at the 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 that result in quality teaching, effective leadership, and optimal learning for all.

Education Quality

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

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	797	88.7	1,019	92.9	1,008	92.7	1,053	93.1	1,102	92.2	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	252	87.2	174	93.6	286	92.6	233	90.5	238	88.8	Very High	Declined	Good	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	516	87.5	792	87.9	703	89.4	770	91.2	801	90.9	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	29	91.4	53	97.2	39	96.2	50	97.7	63	97.1	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Analysis

The overall percentage of teachers, parents, and students satisfied with the quality of basic education remained very high, at 92.2%, down slightly from the previous year.

Parent satisfaction declined slightly by 1.7% to 88.8%, which remains a positive overall result. This decrease appears to be influenced, in part, by fewer parents agreeing that “Your child finds schoolwork challenging.” Agreement levels to this question increased across grade groupings, with 65% of parents of Grades 4-6, 66% of parents of Grades 7-9, and 85% of parents of Grades 10-12 indicating that their child finds schoolwork challenging.

Student satisfaction remained strong at 90.9% (-0.3%), and teacher satisfaction was 97.1% (-0.6%), both achieving high ratings.

Overall, perceptions of Westmount among all stakeholder groups continue to exceed provincial averages, reflecting the school’s commitment to maintaining a high-quality and engaging learning environment.

Strategies Implemented

To better understand and respond to the slight decline in parental agreement regarding the challenge of school work, administration will continue to engage with parents and guardians through opportunities such as Coffee Talks and School Council meetings to explore underlying concerns. Teachers will connect with parents during scheduled parent-teacher conferences to discuss each student’s engagement and ensure the learning challenge is appropriate for each child.

In addition, Westmount will continue to communicate with parents about its approach to curricular compacting, acceleration, and enrichment, aligned with the Programs of Study, to demonstrate how instruction is designed to challenge our gifted students while meeting their diverse learning needs.

To address teachers’ perceptions of student engagement and of the work as challenging, professional learning opportunities will be provided to support teachers in differentiating instruction, implementing enrichment strategies, and monitoring students’ readiness for accelerated learning. Collaborative discussions in staff meetings and grade-level teams will also focus on sharing effective practices and aligning classroom strategies to ensure all students are appropriately challenged. These combined strategies aim to strengthen home-school communication, improve teacher confidence in instructional practices, and enhance student learning outcomes.

In-Service Jurisdiction Needs

The percentage of teachers reporting that, in the past 3-5 years, the professional development and in-service training provided by the school authority have been focused, systematic, and have contributed significantly to their ongoing professional growth.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	29	88.2	52	75.3	37	67.6	50	84.2	62	88.2	High	Improved	Good	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	29	88.2	52	75.3	37	67.6	50	84.2	62	88.2	High	Improved	Good	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

Analysis

The percentage of teachers reporting that, in the past 3-5 years, the professional learning and in-service training provided by Westmount has been focused, systematic, and has contributed significantly to their ongoing professional growth has increased by 4%, remaining above the provincial average.

An improvement has been observed in teachers' perceptions of focused, systematic professional learning, reflecting a positive shift in how staff experience learning opportunities. This change can be attributed to surveying staff to identify their professional learning needs and aligning these needs with the charter's focus on fostering gifted education from the inside out.

Strategies Implemented

The following strategies implemented ensure a coordinated, systematic approach to professional growth and evaluation across all staff roles, supporting continuous improvement while maintaining alignment with provincial standards and the charter's vision and priorities:

- The superintendent is evaluated annually by the Board of Directors.
- All administrators submit an annual Leadership Professional Growth Plan, aligned with the Alberta Leadership Quality Standard (LQS) and Westmount's charter mandate. Principals review assistant principals' growth plans, while the superintendent reviews principals' growth plans to guide leadership development and ensure alignment with school priorities.
- All teachers submit an annual Teacher Professional Growth Plan, aligned with the Alberta Teacher Quality Standard (TQS) and the charter mandate, and reviewed by school administrators to support professional learning and student success.
- Teacher evaluations are conducted upon request or in response to identified concerns, in accordance with the TQS. Administrators evaluate temporary teachers to ensure effective practice and alignment with the charter's goals.
- All support staff submit an Annual Employee Engagement Plan, outlining goals and professional growth initiatives aligned with Westmount's charter mandate. These plans are reviewed by supervisors, discussed with each employee, and monitored for progress and documentation.

Domain # 5: Student Growth and Achievement

Student Growth and Achievement focuses on measuring how well students are learning and progressing academically, socially, and emotionally. It captures evidence of student engagement, achievement outcomes, and the effectiveness of instructional practices.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	796	85.2	1,018	87.2	1,007	87.3	1,049	88.5	1,097	88.1	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	252	90.7	174	96.2	265	94.3	233	93.6	238	92.1	Very High	Declined	Good	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	515	74.1	791	71.1	703	72.8	766	74.8	796	77.1	High	Improved	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	29	90.8	53	94.3	39	94.9	50	97.3	63	95.2	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Analysis

Westmount continues to demonstrate strong learning engagement, achieving an overall excellent measure evaluation of 88.1%, which remains consistently above the Alberta average. Parent satisfaction, while still high at 92.1%, declined slightly by 1.5%, resulting in an overall good rating. Student engagement improved to 77.1%, reflecting a modest increase of 2.3%, while teacher satisfaction remained strong at 95.2%, showing only a slight decrease of 2.1% and maintaining an acceptable rating. These results indicate that students are actively engaged in their learning, with all stakeholder groups reporting engagement levels above provincial norms. Moving forward, opportunities exist to further strengthen perceptions by enhancing students' experience of their schoolwork as consistently interesting, challenging, and relevant to their learning needs.

Strategies Implemented

- To foster a sense of community and school spirit, activities such as assemblies, student leadership teams, and other school-wide events flourished at both campuses. Extracurricular activities provided students with diverse opportunities for engagement, leadership, and personal growth.
- Cross-campus partnerships between the Elementary (EC) and Mid-High (MH) Campuses continued, promoting mentorship and collaborative learning across grade levels.
 - **EC Campus (K-4):**
 - The EC Campus continued to provide the LEAD (Learn, Explore, Acquire, Discover) program, which provides opportunities for multi-age regrouping for students to explore passion areas and content beyond the standard curriculum.

- Students participated in regrouped math (grades 1-4) and English Language Arts and Literature (grades 1-2), with classes tailored to individual abilities and learning styles.
- **MH Campus (5-12):**
 - Students participated in Student Directed Study (SDS) sessions, offering two 40-minute blocks each week where they could choose opportunities that support their social, emotional, or academic development.
 - The MH campus offers over 40 clubs and extracurricular opportunities, allowing students to engage in areas of personal interest and passion.
 - Students have access to enrichment opportunities within their scheduled courses, including Advanced Placement (AP) courses in Biology, Physics, Chemistry, Statistics, Mathematics (AB & BC), and European History.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	792	87.8	1,019	88.5	1,007	85.9	1,051	89.4	1,102	89.5	Very High	Improved	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	251	88.9	174	91.1	265	90.9	233	89.3	238	88.7	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	512	82.9	792	79.1	703	77.1	768	80.5	801	83.9	Very High	Improved Significantly	Excellent	189,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	29	91.7	53	95.1	39	89.7	50	98.4	63	95.8	Very High	Maintained	Excellent	30,197	94.1	30,981	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Analysis

The percentage of parents, students, and teachers who are satisfied that students model the characteristics of active citizenship remains very high, with an overall excellent measure evaluation consistently above Alberta averages. Overall satisfaction increased slightly by 0.1%, to 89.5%. While parent satisfaction declined slightly by 0.6% and teacher satisfaction by 2.6%, both remained within the very high achievement range. Student perception, although lower at 83.9%, improved significantly by 3.4%, highlighting progress while indicating an area for further growth.

Moving forward, opportunities exist to further strengthen student engagement in active citizenship by increasing participation in school and community initiatives, explicitly teaching leadership and service skills, and providing structured reflection on the impact of their contributions. These strategies will help ensure all students continue to develop as responsible, engaged, and contributing members of both the school and broader community.

Strategies Implemented

- Westmount fosters active citizenship across both campuses through a variety of initiatives that engage students in leadership, community service, and environmental

stewardship. These strategies are designed to provide students with meaningful opportunities to contribute to their school and the broader community, while developing skills in collaboration, responsibility, and civic engagement.

- **EC Campus (K-4):**
 - **Service and Environmental Projects:** Students participate in service projects and benefit from grant-funded initiatives that enhance learning spaces and promote environmental stewardship.
 - **Junior Leaders:** Operating from September through June, this club provides Grade 4 students with opportunities to mentor younger peers through initiatives such as the Bus Buddy program. Members also lead daily morning announcements, serve as masters of ceremonies at assemblies, and support school events, including the Volunteer Tea.
 - **EcoWarriors Club:** Open to Grades 3 and 4, this club collects refundable recyclables, pools funds, and donates to Calgary agencies such as the Calgary Food Bank, Kids Sport Canada, Kids Cancer Care, and Inn from the Cold.
 - Eco Warriors were awarded Gold Eco School status for their various eco initiatives and the grant funding that resulted. Eco Warriors installed bug hotels and bee baths in the outdoor classroom area. These items were purchased with the grant funding and served as enriching educational observation stations.
 - ACEE EcoAction Project Funding (Calgary Mayor’s Expo): Grade 3 and 4 students attended the Expo, with busing costs covered, while remaining funds were used to purchase soil, gardening tools, and planting barrels for the classroom garden. EcoWarriors were highlighted as key contributors to these initiatives.
- **MH Campus (5-12):**
 - **Leadership and Mentorship:** Senior students lead clubs for younger peers, including Peer Mentoring, Chess Club, Junior Debate, Junior Math Club, Coding Club, and Art Club, fostering cross-grade support and collaboration.
 - **CTF and CTS Courses:** Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) courses emphasize leadership, community service, and volunteerism, including the Westmount Assisting Others (WAO) CTF course and the HEROES CTS course.
 - **Student-Led Clubs:** Students engage in clubs focused on Diversity, Equity, and Inclusion, GSA, Student Wellness, and Eco initiatives, providing opportunities for leadership and active citizenship within the school community.
 - **Student Council:** Student elected representatives from each grade collaborate with administration to organize events and discuss improvements to enhance the student experience, further encouraging student voice and participation.

High School Completion

High School Completion Rate indicates the percentage of students who complete high school within three, four, or five years of first enrolment.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	93	99.1	125	96.0	103	97.5	94	96.4	96	100.0	Very High	Improved	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	96	97.4	93	99.0	125	97.0	103	98.6	94	98.3	Very High	Maintained	Excellent	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	90	98.0	96	98.2	93	99.0	125	97.7	103	99.4	Very High	Maintained	Excellent	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

Analysis

Westmount students have achieved high levels of success in completing their high school programs, consistently exceeding provincial averages and earning an overall excellent measure evaluation.

2024-2025: 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 (Sept/Jan Assessments)	Total Number of Students Identified as Being at Risk on Final Assessments
Literacy				
Grade 1 <small>January-June 2024</small>	PAST, RAN, LenS, CC3	80	6	3
Grade 2 <small>Sept 2023 - June 2024</small>	LenS, CC3	84	2	1
Grade 3 <small>Sept 2023 - June 2024</small>	CC3	88	2	1
Numeracy				
Grade 1 <small>January-June 2024</small>	Provincial Numeracy Screening Assessment	80	0	0
Grade 2 <small>Sept 2023 - June 2024</small>	Provincial Numeracy Screening Assessment	84	1	0
Grade 3 <small>Sept 2023 - June 2024</small>	Provincial Numeracy Screening Assessment	88	2	0

Summary of Support Strategies Used for Literacy:

- **Targeted Intervention:** Implementation of the Fountas and Pinnell Levelled Literacy Intervention program to strengthen foundational literacy skills.
- **Small Class Instruction:** A dedicated small class for grade 1 students identified as at risk in literacy to provide intensive, focused instruction.
- **Small Group Support:** Regular small-group pull-out sessions for grades 2 and 3, offered four days a week, to reinforce literacy development.
- **Individualized Assistance:** One-on-one support provided by learning specialists for students with the highest needs, four days a week.
- **Ongoing Assessment:** Continuous formative and summative assessments are used to monitor student progress and inform instructional adjustments.
- **Personalized Programming:** Individualized learning plans designed to meet each student’s specific literacy needs.

Summary of Support Strategies Used for Numeracy:

- **Engaging Learning Tools:** Use of interactive notebooks, manipulatives, visuals, and games to build conceptual understanding and numeracy confidence.

- **Small Class Environments:** Purposefully designed small classes to provide targeted instruction for students at risk in numeracy.
- Individualized Support: One-on-one sessions with a learning specialist for students requiring intensive intervention, three days a week.
- **Ongoing Assessment:** Regular formative and summative assessments to track growth and guide instruction.
- **Personalized Programming:** Customized programming to address the unique learning profiles of each student.

Note: Through comprehensive screening processes, several students with learning disabilities were identified and continue to receive targeted support through intervention programming. Their Individual Program Plans (IPPs) reflect the necessary accommodations and instructional adjustments to promote ongoing success.

Alberta Standardized Testing Results

The Fall 2025 update reflects changes to the availability and reporting of provincial assessment data. For the Grade 6 Provincial Achievement Tests (PATs), results were not available at the aggregate level because no tests administered in 2024-2025 met the criteria for provincial reporting. This is due to the implementation of the new curriculum in English Language Arts and Literature 6 and Mathematics 6, the optional implementation in Social Studies 6, and the non-administration of Science 6. New aggregate results were available for Grade 9 PATs and Diploma Examinations for the 2024-2025 school year.

Westmount students continue to perform above provincial averages across all grades and subject areas on Alberta's standardized assessments. In Alberta, the Acceptable Standard is achieved by students scoring 50% or higher, while the Standard of Excellence is achieved by students scoring 80% or higher. Westmount students consistently demonstrate high levels of achievement, with the majority meeting or exceeding the Acceptable Standard and many reaching the Standard of Excellence. These results highlight Westmount's effective instructional practices and ongoing commitment to fostering student success.

Grade 6 PAT Course By Course Results By Number Enrolled

PAT Course by Course Results by Number Enrolled.														
		Results (in percentages)										Target		
		2021		2022		2023		2024		2025		2025		
		A	E	A	E	A	E	A	E	A	E	A	E	
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.4	54.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.6	59.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1		
Social Studies 6	Authority	n/a	n/a	95.4	55.6	89.8	64.8	99.1	62.6	96.3	74.8			
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5			

Analysis

For the Grade 6 Provincial Achievement Tests (PATs), results were not available at the provincial aggregate level, as no assessments administered this school year met the criteria for provincial reporting. This was due to the implementation of the new curriculum in English Language Arts and Literature 6 and Mathematics 6, the optional implementation of Social Studies 6, and the non-administration of Science 6. Westmount's assessment data indicate that Grade 6 students continue to achieve at high levels across all core subjects. These outcomes reflect the school's strong instructional practices and ongoing focus on fostering student growth and success.

Provincial Achievement Test Results - Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History														
	Westmount Charter School Soc.					Measure Evaluation			Alberta					
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025	
N	n/a	110	123	149	127	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071	
Acceptable Standard %	n/a	91.8	94.7	97.1	97.0	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5	
Standard of Excellence %	n/a	63.2	66.1	66.6	71.5	Very High	Maintained	Excellent	n/a	16.8	15.5	15.4	15.6	

Analysis

Grade 9 PAT results were rated excellent overall, with very high achievement maintained at the Acceptable Standard (97%) and strong performance at the Standard of Excellence (71.5%).

Grade 9 PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Westmount Charter School Soc.								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	107	96.3	108	94.4	50,053	64.1	59,230	67.4	
	Standard of Excellence	Very High	Improved	Excellent	107	74.8	108	63.7	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	127	96.1	136	96.5	59,391	69.8	57,676	70.4	
	Standard of Excellence	Very High	Maintained	Excellent	127	51.2	136	55.1	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	127	96.1	136	93.1	58,911	51.7	57,012	53.5	
	Standard of Excellence	Very High	Maintained	Excellent	127	70.9	136	65.7	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	127	99.2	136	98.9	59,453	68.6	57,692	66.9	
	Standard of Excellence	Very High	Maintained	Excellent	127	85.0	136	80.8	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	127	96.9	136	95.3	59,472	60.5	57,717	59.4	
	Standard of Excellence	Very High	Improved Significantly	Excellent	127	78.7	136	63.9	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

Analysis

Grade 9 students demonstrated very high achievement across all Provincial Achievement Tests (PATs), achieving an excellent overall rating. Results showed continued improvement across all subject areas, with Mathematics at the Acceptable Standard (96.1%, up 3%) and Social Studies at the Standard of Excellence (78.7%, up 14.8%). Overall, the Grade 9 results reflect both strong achievement and significant growth in excellence-level performance, underscoring Westmount's commitment to effective instruction, continuous improvement, and student success.

Diploma Exam Results By Student Writing Measure History

	Westmount Charter School Soc.					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
	n/a	150	176	192	192	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	93.2	95.7	97.1	96.7	Very High	Maintained	Excellent	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	39.0	49.8	59.7	65.0	Very High	Improved Significantly	Excellent	n/a	18.2	21.2	22.6	23.0

Analysis

Diploma students maintained an excellent overall Measure Evaluation, with very high achievement at the Acceptable Standard (96.7%), which was maintained from the previous year, and very high achievement at the Standard of Excellence, which improved significantly to 65% (up 5.3% from the previous year).

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Westmount Charter School Soc.								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	97	100.0	93	98.9	35,845	85.3	32,247	83.9	
	Standard of Excellence	Very High	Improved Significantly	Excellent	97	52.6	93	31.8	35,845	10.9	32,247	10.3	
English Language Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	21,398	85.6	18,166	85.9	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	21,398	11.3	18,166	12.8	
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5	
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	82	95.1	89	93.8	22,680	77.8	20,399	73.1	
	Standard of Excellence	n/a	Improved	n/a	82	78.0	89	67.3	22,680	37.1	20,399	32.0	
Mathematics 30-2	Acceptable Standard	*	*	*	4	*	9	95.0	17,430	73.6	15,047	71.0	
	Standard of Excellence	*	*	*	4	*	9	58.6	17,430	17.3	15,047	15.3	
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	96	93.8	89	96.1	26,238	84.6	24,595	84.4	
	Standard of Excellence	Very High	Improved Significantly	Excellent	96	47.9	89	30.4	26,238	16.8	24,595	17.3	
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	27,021	77.5	22,515	77.8	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	27,021	12.3	22,515	12.5	
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	61	100.0	57	100.0	25,916	82.7	23,842	82.9	
	Standard of Excellence	Very High	Maintained	Excellent	61	83.6	57	79.7	25,916	34.8	23,842	33.2	
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	84	92.9	79	95.0	21,438	83.8	19,160	81.7	
	Standard of Excellence	Very High	Maintained	Excellent	84	66.7	79	65.4	21,438	40.6	19,160	37.5	
Physics 30	Acceptable Standard	Very High	Improved	Excellent	56	100.0	52	94.8	11,366	85.6	9,598	83.7	
	Standard of Excellence	Very High	Maintained	Excellent	56	80.4	52	72.9	11,366	43.6	9,598	41.5	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	79.6	8,223	80.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	26.2	8,223	23.9	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Analysis

Diploma students at Westmount achieved 100% at the Acceptable Standard in English Language Arts 30-1, Biology 30, and Physics 30, demonstrating strong achievement in literacy and science. Students showed improvements in the Acceptable Standard in English Language Arts 30-1 and Physics 30, and in the Standard of Excellence in Mathematics 30-1. Significant growth was also observed at the Standard of Excellence level in English Language Arts 30-1 and Social Studies 30-1, while performance in all other subjects was maintained.

Overall, Westmount students achieved excellent ratings across most areas, with Social Studies 30-1 earning a good rating at the Acceptable Standard. These results reflect high levels of achievement, strong growth in excellence-level performance, and the school’s continued commitment to effective instruction and ongoing student success.

Indigenous Students: Required Alberta Education Assurance Measures-Overall Summary

No tables are provided for overall or specific course results for self-identified First Nations, Métis, and Inuit students for PAT or Diploma Examination Acceptable Standard and Standard of Excellence categories, as data have been suppressed due to the number of students in each category being fewer than six.

Strategies Implemented

Westmount continues to prioritize equity, diversity, inclusion, and decolonization (EDID) across both campuses, aligning with district expectations and best practices to foster a culturally responsive, inclusive learning environment. The strategies implemented reflect Westmount's commitment to embedding Indigenous perspectives and culturally responsive practices throughout the curriculum, programs, and school culture, while supporting district-wide EDID priorities and initiatives. In addition, all district staff participated on September 30th to honour National Day for Truth and Reconciliation, engaging in a variety of activities and sessions related to the Truth and Reconciliation Commission (TRC) to deepen understanding and awareness.

- **EC Campus (K-4):**
 - The EC Admissions Committee researched and implemented admission practices that are culturally responsive and sensitive to the needs and characteristics of Indigenous children.
 - The EDID learning leader collaborated with staff on the following:
 - Orange Shirt Day Assembly and related school-wide activities and lesson planning.
 - National Indigenous Peoples' Day Assembly and corresponding school-wide activities.
 - Métis Week activities and lesson planning.
 - Engagement of Indigenous facilitators, speakers, and educators for assemblies and classroom lessons.
 - Annual grant-writing initiatives to support Indigenous-led programming.
 - Ongoing communication with Indigenous communities of Treaty 7 to foster collaboration and guidance from Elders.
 - Work with students to ensure they read our district land acknowledgment correctly during announcements and at all gatherings.
- **MH Campus (5-12):**
 - Staff participate in virtual conferences and workshops presented by the Alberta Regional Consortium, focusing on Indigenous perspectives and critical topics such as racism, resilience, and inclusion.
 - Recognition and teaching related to Orange Shirt Day and the National Day for Truth and Reconciliation.
 - Celebration of National Indigenous Peoples Month with activities engaging students and staff.

- Support for initiatives led by both the Staff Diversity Council and the Student Diversity Council.

English as an Additional Language (EAL): Required Alberta Education Assurance Measures- Overall Summary

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	100.0	73.5	72.0	74.4	Very High	Maintained	Excellent
	5-year High School Completion	*	100.0	100.0	85.3	88.1	87.6	*	*	*
	PAT9: Acceptable	99.0	98.8	97.1	51.2	52.7	54.0	Very High	Maintained	Excellent
	PAT9: Excellence	77.5	67.1	64.2	10.0	10.1	10.5	Very High	Improved	Excellent
	Diploma: Acceptable	90.2	95.3	94.4	67.4	66.3	66.7	Very High	Maintained	Excellent
	Diploma: Excellence	51.0	55.8	39.2	14.8	14.0	13.9	Very High	Maintained	Excellent
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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Analysis

English as an Additional Language (EAL) students continue to demonstrate an overall excellent Measure Evaluation across all categories, maintaining previous gains and showing improvement in the Grade 9 PAT Standard of Excellence.

Strategies Implemented

- **EC Campus (K-4):**
 - Staff development included specialized training for teachers on the effective administration of benchmarking assessments.
 - Peabody Picture Vocabulary Test (PPVT): Assessments were conducted for all new students at Westmount (K-4).
 - Homeroom teachers completed yearly EAL benchmarks.
 - Small group pull-out sessions with a Teaching English to Speakers of Other Languages (TESOL)-certified EAL teacher were provided to support students with EAL needs.
 - Recognition and support for diverse cultures and languages were promoted through activities such as cultural potlucks celebrating traditions from around the world.

- Increased academic vocabulary was emphasized in classrooms through the use of word and sound walls.
- Visual schedules were made available in classrooms to assist students.
- **MH Campus (5-12):**
 - A dedicated teaching and learning assistant works with EAL learners.
 - Workshops were offered for staff on best practices for supporting EAL learners.
 - Additional workshops focused on EAL benchmarks and how to utilize this information to enhance teaching practices.

Grade 6 English as an Additional Language (EAL) Students PAT Results Course Summary By Number Writing

		Westmount Charter School Soc. (EAL)		Alberta (EAL)	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	53	n/a	10,255	n/a
	Acceptable Standard %	100.0	n/a	70.4	n/a
	Standard of Excellence %	52.8	n/a	9.0	n/a
Mathematics 6	Number Writing	54	n/a	10,420	n/a
	Acceptable Standard %	98.1	n/a	58.1	n/a
	Standard of Excellence %	64.8	n/a	16.6	n/a
Social Studies 6	Number Writing	54	54	8,657	9,453
	Acceptable Standard %	100.0	98.9	69.0	73.5
	Standard of Excellence %	72.2	62.6	17.2	18.2

Analysis

Westmount’s achievement among English as an Additional Language (EAL) students remains very high, with 100% of students meeting the Acceptable Standard in English Language Arts and Literature 6 and Social Studies 6, and 98.1% achieving the Acceptable Standard in Mathematics 6, demonstrating both strong achievement and substantial growth in high-level performance.

Grade 9 English as an Additional Language (EAL) Students PAT Results By Number Enrolled Measure History

	Westmount Charter School Soc. (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	16	11	41	51	n/a	n/a	n/a	n/a	6,575	7,162	7,405	7,682
Acceptable Standard %	n/a	98.4	95.5	98.8	99.0	Very High	Maintained	Excellent	n/a	54.8	55.3	52.7	51.2
Standard of Excellence %	n/a	59.0	61.4	67.1	77.5	Very High	Improved	Excellent	n/a	11.3	11.0	10.1	10.0

Analysis

Grade 9 students maintained an overall excellent Measure Evaluation, with improvement in the Standard of Excellence (up 10.4% to 77.5%) and continued strong performance at the Acceptable Standard (99%).

Grade 9 English as an Additional Language (EAL) Students PAT Results Course by Course Summary By Enrolled with Measure Evaluation

Course	Measure	Westmount Charter School Soc. (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	56	96.4	56	94.3	9,834	60.7	10,688	65.0
	Standard of Excellence	Very High	Improved	Excellent	56	69.6	56	59.4	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	51	96.1	26	95.5	7,504	54.5	7,109	59.6
	Standard of Excellence	Very High	Maintained	Excellent	51	51.0	26	43.5	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	33.5	150	40.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	63.9	184	69.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	51	100.0	26	97.6	7,506	45.2	7,066	48.4
	Standard of Excellence	Very High	Maintained	Excellent	51	86.3	26	77.5	7,506	11.8	7,066	11.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	51.0	187	44.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	13.4	187	8.9
Science 9	Acceptable Standard	Very High	Maintained	Excellent	51	100.0	26	100.0	7,515	57.6	7,106	58.5
	Standard of Excellence	Very High	Maintained	Excellent	51	88.2	26	80.3	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	41.6	149	37.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	51	100.0	26	95.5	7,509	47.9	7,116	49.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	51	84.3	26	55.7	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	48.7	136	41.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	3.2	136	4.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

Analysis

Our English as an Additional Language (EAL) student results reflect very high achievement and overall excellence. Students achieved 100% at the Acceptable Standard in Mathematics 9, Social Studies 9, and Science 9, with notable improvements in Mathematics 9 and Social Studies 9. In English Language Arts 9, 96.1% of students met the Acceptable

Standard. Significant growth was also observed in the Standard of Excellence in Social Studies 9, which increased to 84.35% (up 28.6%), demonstrating both strong achievement and substantial growth in excellence-level performance.

Diploma English as an Additional Language (EAL) Examination Results By Students Writing Measure History

	Westmount Charter School Soc. (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	7	13	18	23	n/a	n/a	n/a	n/a	5,396	6,167	5,610	6,878
Acceptable Standard %	n/a	100.0	93.5	95.3	90.2	Very High	Maintained	Excellent	n/a	59.0	67.1	66.3	67.4
Standard of Excellence %	n/a	75.0	22.6	55.8	51.0	Very High	Maintained	Excellent	n/a	10.8	13.8	14.0	14.8

Analysis

English as an Additional Language (EAL) students writing Diploma examinations achieved an overall excellent Measure Evaluation at both the Acceptable Standard and the Standard of Excellence, demonstrating very high achievement.

Diploma English as an Additional Language (EAL) Examination Results Course by Course Summary By Enrolled with Measure Evaluation

Course		Measure		Westmount Charter School Soc. (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	11	100.0	8	93.8	2,611	64.7	2,289	62.3		
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	11	36.4	8	6.3	2,611	3.3	2,289	3.2		
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,932	67.4	2,309	70.7		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,932	4.5	2,309	5.4		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	96.0	24	85.4		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	8.0	24	9.5		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	96.2	19	100.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	7.7	19	10.1		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	14	92.9	9	92.9	1,977	67.6	1,629	62.6		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	14	71.4	9	59.3	1,977	30.8	1,629	25.4		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,557	63.3	1,289	58.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,557	13.4	1,289	9.4		
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	10	80.0	8	93.8	1,322	72.5	1,263	71.6		
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	10	20.0	8	6.3	1,322	8.2	1,263	9.8		
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,551	63.2	2,827	62.9		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,551	8.3	2,827	8.1		
Biology 30	Diploma Examination Acceptable Standard	*	*	*	5	*	6	100.0	1,803	69.2	1,650	71.3		
	Diploma Examination Standard of Excellence	*	*	*	5	*	6	83.3	1,803	25.3	1,650	24.1		
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	7	71.4	6	100.0	1,600	74.7	1,422	73.3		
	Diploma Examination Standard of Excellence	Intermediate	Declined Significantly	Issue	7	28.6	6	83.3	1,600	33.1	1,422	29.8		
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	771	75.0	680	73.5		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	771	32.0	680	32.6		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	752	66.0	653	68.2		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	752	17.7	653	16.2		

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 lack sufficient data, either because too few jurisdictions offer the course or because of changes to examinations.

Analysis

Our English as an Additional Language (EAL) students have demonstrated excellent achievement in English Language Arts 30-1 and strong performance at the Standard of Excellence in Social Studies 30-1. Areas of concern include Social Studies 30-1, where the Acceptable Standard declined to 80% (down 13.8% from the three-year average), and Chemistry 30, which showed a decrease in the Acceptable Standard to 71.4% (down 28.6% from the three-year average) and a significant decline in the Standard of Excellence (down 54.7% to 28.6%). These results indicate that Chemistry 30 and Social Studies 30-1 are areas requiring targeted attention for our EAL students.

Charter Goals

The Charter Goal: To improve gifted pedagogy from the “inside out”

Westmount Charter School’s central goal is to improve gifted pedagogy from the “inside out,” ensuring that teaching and learning practices authentically reflect the unique intellectual, social, and emotional needs of gifted learners. This philosophy emphasizes fostering self-understanding, personal growth, and well-being alongside academic challenge. Through intentional relationships, reflective practice, and inclusive pedagogy, staff work to cultivate environments where neurodiverse learners, including twice-exceptional students and those from diverse cultural and linguistic backgrounds, can thrive. Grounded in research and responsive to student voice, this goal guides all instructional design, programming, and professional learning, ensuring that gifted education at Westmount develops the whole child and empowers each student to reach their full potential as a learner and community member.

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

Actions and Accomplishments

- **EC Campus (K-4):**
 - The EC Campus focused on helping students understand giftedness, foster self-discovery, and promote self-reflection through a variety of initiatives:
 - **Literature Integration:** Books such as “The Intenso Family Goes to a New School”, which address overexcitabilities, were used to enhance students’ understanding of giftedness.
 - **“My Many Smarts” Concept:** Introduced to help students recognize and celebrate their unique strengths.
 - **Inside Out Day:** An annual event encouraging students to reflect on their personal learning needs, overexcitabilities, and what it means to be gifted.
 - **Targeted Instruction:** Student Services specialists visited each classroom to provide direct instruction on the characteristics of giftedness.
- **MH Campus (5-12):**
 - The Mid-High Campus implemented strategies to foster self-understanding and highlight characteristics of giftedness:
 - **SOURCE Classes:** Students engaged in in-depth exploration of their own giftedness at the start of the school year. Insights from these classes informed the collaborative development of Individual Program Plans (IPPs) and enhanced student engagement.
 - **Student-Directed Study:** Students selected activities supporting their social-emotional learning, with weekly evaluations ensuring alignment with their current experiences and growth areas.

- **Diverse Reading Resources:** Provided materials featuring gifted students, enabling learners to see themselves reflected in the texts and study materials.

These initiatives across both campuses ensure that students develop a strong sense of self-awareness, recognize their unique strengths, and engage meaningfully in their learning journeys, fulfilling the first outcome of the school’s charter.

Charter Outcome Two: Students will demonstrate increased resilience

Actions and Accomplishments

- **EC Campus (K-4):**
 - The EC Campus provided various opportunities for students to engage in challenging academic and social tasks:
 - **Regrouping for Math and ELAL:** Classes were regrouped by ability and learning style, creating opportunities for academic challenge and fostering students' resilience.
 - **Drama Production:** Participation in drama enabled students to navigate challenges throughout the year and experience a sense of accomplishment upon the production’s conclusion.
 - **BRR Time (Breathe, Read, and Relax):** Initiated in September 2023, this dedicated period after lunch supports students in re-regulating and refocusing on learning, addressing difficulties in transitioning directly into academic work. Collaborating with a specialist from HULL Children’s Services, staff received professional development on trauma-informed approaches. Student Services visited classrooms twice weekly to implement activities informed by recommendations from the specialist and an Occupational Therapist experienced with gifted children.
 - Implementation and Impact: BRR Time incorporates activities targeting nervous system regulation, movement, sensory engagement, and choice-based learning, which also support gifted over-excitabilities in the classroom. Feedback from students, teachers, and parents has been overwhelmingly positive: students enjoy the time, teachers report improved afternoon engagement, and parents observe their children’s appreciation and increased focus.
- **MH Campus (5-12):**
 - In the upper grades, students were encouraged to take academic risks and develop self-regulation skills:
 - **Health and Wellness Team:** A dedicated group within Student Services assisted staff and students in implementing self-regulation programs,

including Mindfulness and HeartMath. Staff received training to teach students research-based self-regulation strategies.

- **SOURCE Classes:** Held four times weekly for Grades 5-12, these classes emphasize well-being, self-care, wellness, and resilience, while supporting students in understanding their social-emotional needs and developing coping strategies.

These initiatives across both campuses demonstrate Westmount's commitment to challenging students academically and socially, while providing targeted support to enhance self-regulation, engagement, and overall well-being.

Charter Outcome Three: Students will recognize the importance of goals

Actions and Accomplishments

- Collaborative IPP Goals: Students and teachers worked together to develop Individual Program Plan (IPP) goals, which include self-reflection on giftedness and personal growth. Every student has an IPP tailored to their unique learning needs, interests, and aspirations.
 - **EC Campus (K-4):**
 - **Individualized Passion Projects:** Students engaged in year-long, self-directed passion projects, receiving teacher support and guidance to establish milestones and maintain progress throughout the year.
 - **Clubs to Support Goal Setting:** Various clubs were implemented to help students understand the importance of setting and achieving goals, including Run Club, Choir, Book Club, Drama Club, Spelling Bee, and Eco Warriors. These clubs fostered collaboration, personal development, and goal-oriented thinking.
 - **January House Colour Challenge:** Students participated in monthly house colour challenges, with January's challenge of setting personal goals and reflecting on their progress and achievements.
 - **MH Campus (5-12):**
 - **Career Counselling:** A dedicated career counsellor supports students as they explore post-secondary education and career pathways.
 - **Dual Credit Coordination:** Students enrolled in summer programs at SAIT and the University of Calgary receive guidance and support from the Dual Credit Coordinator.
 - **SOURCE Class Exploration:** In SOURCE classes, students explored post-secondary and career options, fostering critical thinking about their future paths.

Through these initiatives, Westmount ensures that all students recognize the value of goal setting, develop self-reflection skills, and actively engage in planning and pursuing their academic, personal, and post-secondary objectives.

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

Student responses to the following questions demonstrate how personal wellness contributes to the building of strong, supportive communities.

Student - Grade 4-6 (2025)	Yes %
At school, do you feel like you belong?	88
Are you treated fairly by the adults at your school?	92
Do you feel welcome at school?	93
Do other students treat you well?	86

Student - Grade 7-9 (2025)	Strongly Agree and Agree %%
At school, I feel like I belong.	86
I am treated fairly by adults at my school.	87
I feel welcome at my school.	92
Other students treat me well.	88

Student - Grade 10-12 (2025)	Strongly Agree and Agree %
At school, I feel like I belong.	85
I am treated fairly by adults at my school.	87
I feel welcome at my school.	91
Other students treat me well.	95

Analysis

Student responses across all grade levels indicate that Westmount Charter School is effectively fostering personal wellness as a foundation for building strong and supportive communities. High percentages of students report feeling a sense of belonging, being treated fairly by adults, feeling welcome, and experiencing positive peer interactions.

In Grades 4-6, 93% of students feel welcome, 92% report being treated fairly by adults, 88% feel a sense of belonging, and 86% indicate positive peer interactions. These results highlight that strong relationships with both adults and peers significantly contribute to students’ sense of community and overall well-being.

Grades 7-9 show similarly strong results, with 92% feeling welcome, 88% reporting that other students treat them well, and 87% feeling fairly treated by adults. Although the sense of belonging is slightly lower at 86%, these findings underscore the continued importance of focusing on inclusion, social-emotional learning, and community-building initiatives during the middle school years.

High school students (Grades 10-12) report the highest levels of peer support, with 95% indicating that other students treat them well, alongside 91% feeling welcome and 87% being treated fairly by adults. While 85% feel a sense of belonging, these results demonstrate that as students mature, they increasingly understand and embody the principles of personal wellness that strengthen community ties.

Overall, these findings provide strong evidence that students at Westmount experience personal wellness and are developing an understanding of its role in fostering positive, supportive school communities. Continued attention to peer connection, fairness, and inclusive practices will further support students in linking their personal well-being to the health and vibrancy of the wider school community.

Actions and Accomplishments

- **EC Campus (K-4):**
 - **Mental Wellness Initiatives:** Implemented activities and learning strategies designed to promote mental wellness for both students and staff.
 - **Washapolooza Week:** Organized by Physical Education and Wellness (PEW) learning leader, this week emphasized fun, engagement, and physical activity.
 - **Monthly House Colour Challenges:** Fostered teamwork, school spirit, and healthy competition among students.
 - **Spirit Days:** Events such as Westmount Wear Friday, Pink Shirt Day, Orange Shirt Day, Blue for Bullying Awareness Day, and Hats On! for Mental Health Day helped strengthen the school community.
 - **Cultural Celebrations:** Monthly cultural boards, student potlucks, and assemblies promoted diversity and inclusion, including observances for Black History Month and Asian Heritage Month.
 - **Community Engagement:** Initiatives such as community walks and clean-ups encouraged environmental responsibility and social awareness.
 - **Friendology Program:** Taught students about friendship, empathy, and anti-bullying strategies.
 - **Wellness Activities:** Social interaction opportunities within cohorts were supported through assemblies, regrouped math and English language arts classes, and LEAD projects on Fridays.
 - **Clubs and Extracurricular Activities:** A variety of clubs and activities provided avenues for student engagement, connection, and overall well-being.
- **MH Campus (5-12):**
 - **Self-Care and Empathy:** Emphasis on self-care strategies, managing anxiety and elevated emotions, and fostering empathy toward others.
 - **Real-World Connections:** Classroom instruction was linked to practical applications, highlighting the importance of protecting oneself and others to build healthy, supportive communities.

Capital Plan Report 2025-2028

Capital Plan Executive Summary

- Westmount Charter School is committed to fostering gifted education from the inside out, serving a diverse community of learners, including neurodiverse, twice-exceptional, and English as an Additional Language (EAL) students.
- Aging infrastructure and high demand mean approximately 600 qualified students are turned away each year, while existing facilities, dating back to the 1960s, do not fully meet student needs.
- Westmount's capital plan addresses these challenges through:
 - Immediate pre-planning and financial support from Alberta Education to explore modernization and expansion options.
 - Urgent facility upgrades to improve learning conditions.
 - Long-term solutions include expansion, modular classrooms, leasing, or constructing a new school.
- These strategic investments ensure that Westmount students continue to thrive in an enriched, supportive, and future-ready learning environment.

Capital Plan – Immediate and Long-Term Actions

Westmount's immediate goal was to secure pre-planning, planning, and modernization funding from Alberta Education to conduct feasibility studies, value-scoping exercises, and program assessments.

Key milestones include:

- October 22nd, 2024: Submission of formal funding request.
- March 14th, 2025: Approval of up to \$50,000 for pre-planning activities, including structural analysis, space optimization, and compliance assessments.

Modernization projects (Estimated \$2.1M) address critical infrastructure needs:

- Elementary washrooms (\$1M): Upgrades to outdated plumbing, layouts, and fixtures.
- Mid-High School locker rooms (\$800K): Renovations to enhance privacy, accessibility, and hygiene.
- Mid-High fitness room (\$300K): Modernization of an open, makeshift space to support physical education and student well-being.

Long-term capacity solutions aim to accommodate projected enrollment growth (currently around 600 students turned away annually):

- Lease of additional facility: Estimated \$45 per sq. ft. plus operating costs.
- New school build: \$85M for a 100,000 sq. ft. facility to support 1,200 students.

Strategic actions include:

- Government advocacy to secure dedicated funding.
- Space requirement analysis and design planning for modular classrooms or new construction.
- Property searches, negotiations, and logistics planning to ensure student accessibility.

Timeline overview:

- Short-term (0-6 months): Secure funding, initiate feasibility studies, explore expansion options.
- Medium-term (6-18 months): Complete studies, finalize design plans, secure permits, and begin expansion or new school construction.

This capital plan ensures that Westmount can enhance learning environments, increase access for gifted students, and future-proof the school. With provincial support, Westmount will continue to be a leader in gifted education, empowering students to reach their full potential in safe, modern, and innovative learning spaces.

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

Multi-Year Financial Statements

MULTI-YEAR FINANCIAL STATEMENTS				
	AFS	AFS	AFS	Approved
	Actual	Actual	Actual	Budget
	Audited	Audited	Audited	Budget
	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2025-26</u>
REVENUES				
Government of Alberta	15,218,837	15,262,273		15,677,106
Fees	1,481,058	1,711,877		1,550,690
Sales of services and products	-	-		-
Other revenue	309,439	222,537		261,000
Total	<u>17,009,334</u>	<u>17,196,687</u>		<u>17,488,796</u>
EXPENSES				
Instruction - ECS	236,755	223,084		233,120
Instruction - Grade 1 to 12	13,640,108	12,760,555		13,152,046
Operations & maintenance	1,263,190	1,310,659		1,407,016
Transportation	1,386,091	1,503,181		1,606,208
System Administration	894,046	910,360		902,493
External Services	176,699	169,056		187,682
Total	<u>17,596,889</u>	<u>16,876,895</u>		<u>17,488,565</u>
ANNUAL SURPLUS (DEFICIT)	<u>(587,555)</u>	<u>319,792</u>		<u>231</u>
Accumulated Surplus (Deficit) - Beginning of Year	1,493,850	906,295		707,589
Accumulated Surplus (Deficit) - End of Year	906,295	1,226,087		707,820

In accordance with the program of operations revenue for the year ending August 31, 2025, the total revenues for Westmount Charter School were: Actual of \$17,196,687 vs. Budget of \$17,488,796. The overall variance in revenues amounted to \$292,109 or 1.70%. The variance is primarily due to a decrease in EAL funding from prior years, reflected in the current year's results.

In accordance with the variance analysis schedule for the year ending August 31, 2025, the total expenses for Westmount Charter School were: Actual of \$16,876,895 vs. Budget of \$17,488,565. The overall variance in expenditures amounted to \$(611,670) or 3.7%. The variance is primarily due to reduced salary and benefit expenditures, aligned with current-year funding levels and strategic cost-containment measures.



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 can be accessed at the following links:

- [2025-2026 Budget](#)
- [2024-2025 Audited Financial Statements](#)
- [Alberta K-12 Education Financial Statements](#)

Whistle Blower Protection

Westmount did not receive any disclosures pursuant to Section 32 of the *Public Interest Disclosure Act (2013)* during the 2024-2025 school year.

Moving Forward

The comprehensive 2025 Annual Education Results Report (AERR) offers a detailed analysis of Westmount's results. While our performance remains strong and consistently above provincial averages, we are committed to continuous improvement across all Assurance Domains. The following areas have been identified as priorities for growth:

1. Governance

- Increase opportunities for parents to engage meaningfully in school decision-making processes, fostering shared responsibility for student success.

2. Learning Supports

- Expand and refine supports for students facing both academic and non-academic challenges, ensuring programs are accessible, responsive, and timely.
- Ensure students at risk receive targeted programming and interventions that foster confidence, resilience, and academic growth.

3. Teaching and Leading

- Support teachers in implementing strategies that promote student engagement, critical thinking, and a love of lifelong learning.
- Continue professional collaboration to enhance instructional practices that align with gifted pedagogy and meet diverse learner needs.

4. Student Growth and Achievement

- Continue to ensure students find their learning experiences challenging, meaningful, and relevant to their interests and future aspirations.
- Strengthen academic supports, particularly in early grades, to ensure timely access to interventions that promote foundational literacy and numeracy skills.
- Enhance access to academic and career counselling for students in Grades 7 and 10 to support informed learning pathways and transitions.
- Provincial achievement data continues to reflect strong outcomes across core subjects, with Westmount students performing above provincial averages on standardized assessments and demonstrating both high levels of achievement at the Acceptable Standard and growth in the Standard of Excellence. Moving forward, we will continue to monitor and analyze PAT and Diploma results to identify targeted areas of focus and to inform instructional planning and intervention strategies.

5. Supplemental - Learning Engagement and Citizenship

- Encourage students to model the characteristics of active citizenship by continuing to participate in school and community initiatives that promote service, empathy, and leadership.
- Strengthen programming that helps students develop the attitudes and behaviours necessary for success in future workplaces and in society.

Westmount Charter School remains committed to continuous improvement and accountability in providing the highest-quality learning environment for all students. The results and evidence presented in this 2025 Annual Education Results Report (AERR) reflect ongoing

success in advancing our charter goal of fostering gifted education from the inside out. At the same time, they highlight areas for continued growth, particularly in enhancing student well-being, addressing the social, emotional, and academic needs of all learners, and deepening staff capacity in gifted pedagogy.

As we move forward with the 2025-2028 Education Plan, Westmount will continue to strengthen research-informed instructional practices in gifted education, advance equity, diversity, inclusion, and decolonization (EDID) initiatives, and modernize physical learning environments to support diverse learner needs. Through collaborative leadership, data-informed decision-making, and active stakeholder engagement, we will build on our strong foundation while addressing areas identified for improvement.

As Westmount enters its 30th year as a charter school, we remain steadfast in our vision of fostering gifted education from the inside out and in our mission to create environments where gifted learners thrive socially, emotionally, and academically, empowering them to realize their full potential and make meaningful contributions to their communities and the world.