FOSTERING GIFTED EDUCATION

WESTMOUNT

CHARTER SCHOOL

ANNUAL EDUCATION RESULTS REPORT

2025-2026

FOSTERING GIFTED EDUCATION FROM THE INSIDE OUT



www.westmountcharter.com

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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 Superintendent, Dr. Adriana Klassen, 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 Charter School embraces the full spectrum of gifted learners, including twice-exceptional students and those 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 98.2% of Grade 9 students achieving the Acceptable Standard on Provincial Achievement Tests and 64.4% achieving the Standard of Excellence, compared to 60.8% and 15.5% provincially. On Diploma Examinations, 96.5% of students achieved the Acceptable Standard. The three-year high school completion rate was 97%, and the four-year rate reached 100%, both significantly exceeding provincial averages.

Westmount Charter School recognizes that 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 Charter School 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.

This year marked Westmount Charter School's 30th anniversary. 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 year closed with a 30th Anniversary celebration at the School Council's Year-End Event, bringing together more than 600 students, staff, and families from both campuses, and introducing a new school logo to carry Westmount Charter School into its next 30 years.

The 2025-2026 year also saw Westmount Charter School bring both campuses and Central Office together as one district in how we learn, plan, and lead. Board members joined staff at the inaugural district-wide professional learning day in January 2026, and new system-wide leadership structures have strengthened cross-campus communication and collaboration. The result is a more consistent Westmount Charter School experience from Kindergarten through Grade 12.

The Board's governance work this year included completing a comprehensive Value Scoping Report in November 2025, examining modernization and expansion options for both campuses, which was submitted to Alberta Education and Childcare, and approving the 2026-2029 Capital Plan in March 2026. Together, these set the foundation for the Board's long-term goal of alleviating admissions pressure, with 971 applications received for 122 available spaces

this year, and ensuring our facilities meet the needs of gifted students. Late in the year, the Board began a review of the Society's bylaws, which continues into 2026-2027.

Looking ahead, the Board's priorities include securing capital funding to modernize and expand our facilities, supporting and meeting the needs of our diverse student, parent, and staff population, 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 Charter School can embrace their extraordinary potential.

Sincerely,

Simon Corrin
Board Chair

Accountability Statement

The Annual Education Results Report (AERR) for Westmount Charter School for the 2025-2026 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 in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2025-2026 was approved by the Board on November 18th, 2026.

Simon Corrin *(Original Signed)*
Board Chair

Adriana Klassen *(Original Signed)*
Superintendent

Introduction

Westmount Charter School's Annual Education Results Report (AERR) presents the accomplishments and performance outcomes for the 2025-2026 school year. This report outlines Westmount's progress toward the goals and priorities identified in the school's Charter and Alberta Education's 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 2026-2029 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

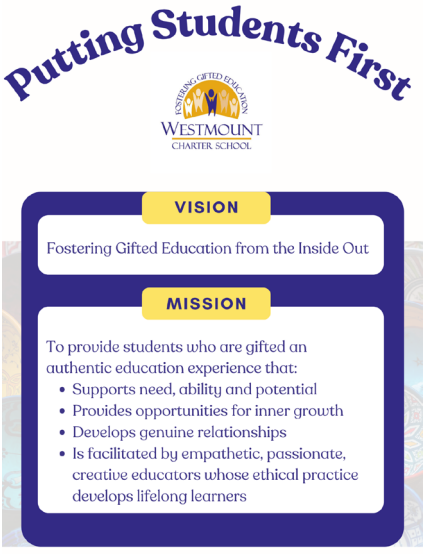
To provide students who are gifted an authentic educational experience that:

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

Guiding Principles

At Westmount Charter School, we believe:

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



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.

Westmount Charter School's strategic initiatives are informed by thoughtful analysis of the data presented in the Annual Education Results Report (AERR), ongoing reflection, and meaningful engagement with our school community and partners. These initiatives align with Alberta Education's provincial strategic priorities of Strong Foundations, Academic Mastery, and

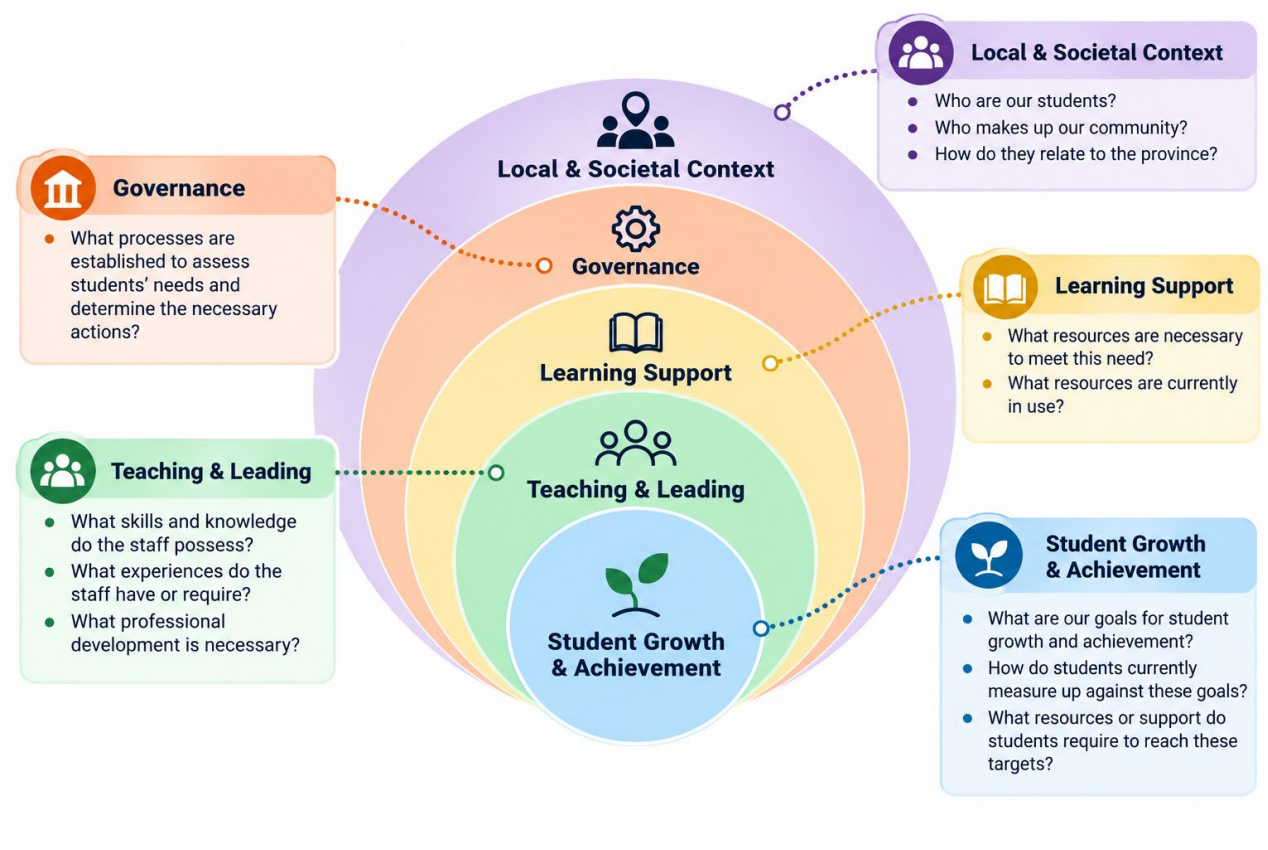
Engaged and Responsible Members of Society, while remaining grounded in Westmount's unique charter mandate and commitment to gifted education.

At Westmount, we embrace a holistic approach to student development that recognizes and nurtures each learner's unique strengths, needs, interests, and motivations. Our inside out approach recognizes that well-being, belonging, and personal growth are essential foundations for academic achievement and lifelong learning. Through appropriately challenging learning experiences, responsive supports, and opportunities for student voice, leadership, and responsible citizenship, we strive to develop confident, engaged learners who are equipped to contribute meaningfully to their communities.

Westmount Charter School Annual Education Results Report

Domains of Assurance

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



Note: Diagram adapted from Funding Manual 2026-2027, p. 29.

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 1,334 students (K-12) in 2025-2026:

- **Elementary Campus**: Located at 728 - 32 Street NW, Calgary, AB, T2N 2V9, serving 434 students from Kindergarten to Grade 4.
- **Mid-High Campus**: Located at 2215 Uxbridge Drive NW, Calgary, AB, T2N 4Y3, serving 900 students in Grades 5 through 12.

Summary of 2025/2026 Accomplishments

Westmount Charter School continues to advance our mission of meeting the diverse needs of gifted learners across Calgary and the surrounding areas. The 2025-2026 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.

- **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.
- **Admissions**
    - Admission procedures continued to align 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. This year, the process changed to include activity-based observations for Grade 3 and 4 applicants, which were added to the conversations.
- **District-Wide Professional Learning**
    - Westmount continued to strengthen system-wide professional learning by creating opportunities for staff across both campuses and Central Office to learn together, deepen their understanding of gifted education, and translate research into practice.
        - September 2025 - Orange Shirt Day / National Day for Truth and Reconciliation: Staff participated in professional learning at Heritage Park focused on Indigenous learning, land-based education, and cultural understanding. The day gave staff opportunities to deepen their

knowledge of First Nations, Métis, and Inuit perspectives and consider how this learning can inform their professional practice.
        - January 2026 - Inaugural District-Wide Professional Learning Day: Westmount held its first district-wide professional learning day, bringing together EC, MH, Central Office staff, and Board members for shared learning. The day opened with Dr. Matthew Makel, Professor and Research Chair in High Abilities at the University of Calgary, presenting "What Does Success Look Like in Gifted Education? If We Don't Know Where We Are Going, How Will We Get There?" His keynote challenged participants to consider how success in gifted education is defined and how educators can use evidence and research to identify meaningful next steps in practice.
            - Following the keynote, Westmount staff learned from and alongside one another through an Edcamp, where staff-led choice sessions were offered. Participants selected sessions aligned with their professional learning needs and interests, including appropriate challenge and enrichment, gifted assessment, differentiation in mathematics and science, creativity in gifted education, programming for resilience, classroom complexity through the lens of overexcitabilities, AI and assessment, AI-supported teaching, gameplay, and educational technology tools.
        - May 2026 - EC and MH PL Day with Dr. Soroush Sabbaghan, a professor from the University of Calgary who is a Generative AI Educational Leader and focused on AI and Pedagogy.
    - Together, these district-wide learning opportunities supported a shift from professional learning as isolated sessions toward collective professional learning connected to Westmount's charter, the needs of gifted and twice-exceptional learners, and continuous improvement in teaching and learning.
- **Elementary Campus (EC) Staff Professional Learning**
    - EC focused on our mission in aligning its professional learning (PL)
    - Two Edcamp PL days (November 2025 and April 2026) that included the following sessions:
        - Social Studies: How We Do Social Studies: Making learning active and engaging for students with Cheryl Babin
        - Mathematical Mindset with Wanda Dechant
        - Canva Essentials & Loft Demo: Abigail Allegro (teacher)
        - Classroom Complexity Conversations: Kelilah Hughes (Student Services Coordinator)
        - Generation Genius resource exploration and curriculum alignment: Kelly Martin (teacher)
        - Bringing Movement Lab to your Classroom: Annika Stein-Harries (TLA) and Arsalan Khwaja (teacher)
    - Calgary City Teachers' Convention 2 (February 2026)
        - All teaching staff attended two days of personalized learning.

    - Elementary Leadership Group (ELG) members participated in a year-long book study on “Dare to Lead” by Brené Brown.
        - ELG members led micro-PL, embedded into monthly staff meetings.
        - ELG members organized Vertical Math and Technology Collaboration for all staff.
    - New Staff PL:
        - Gifted 101 PL was provided to temporary staff members or staff members with 5 years or less of experience, guided by Silverman's book, “Giftedness 101.”
- **Mid-High Campus (MH) Staff Professional Learning**
    - MH staff focused on school culture through a lens of emotion (with a primary focus on resilience).
    - PL Day with Dr. Michael Unger, a researcher on resilience and a professor in social work at Dalhousie University.
        - Followed up with team-directed teaching sprints to address identified areas of impact on student resilience.
    - New Staff PL
        - Regularly scheduled mentorship meetings with new staff, exploring our Charter.
- **School Leadership**
    - EC and MH Leadership team, as well as Coordinators and Learning Leaders, participated in a year-long Book Study and PL Sessions organized by the Charter Leadership Network, on the book “The Pruning Principle” by Simon Breakspear.
- **System and School Leadership**
    - Year-long book study with members of the Executive Leadership Team (ELT), which included the Superintendent, School Principals, and Assistant Principals, on the book “Spirit Work and the Science of Collaboration” by Michael Fullan and Mark Edwards.
- **Safety Training**
    - In May 2026, School Principals, Assistant Principals, and the System Leadership Team (Coordinator of Facilities Operations, Human Resources Director, Treasurer, and Superintendent) attended Comprehensive School Threat Assessment Training to better support safety protocols at WCS.
- **Facilitating Learning / Presentations**
    - System Leadership Staff:
        - Dr. Adriana Klassen, Superintendent, presented at the 2025 Fall College of Alberta School Superintendents (CASS) Conference on “Collective Teacher Efficacy: Leading System-Wide Transformation to Address Staff Well-Being and Classroom Complexity”.
        - Dr. Adriana Klassen, Superintendent, wrote an article titled “Engaging and Empowering Gifted Learners: 30 Years of Innovation at Westmount Charter School” for the Winter 2025-2026 edition of Leaders & Learners, the official magazine of the Canadian Association of School System Administrators. The article highlights Westmount’s commitment to gifted

education and the innovative practices that continue to shape our learning community, and can be found on pages 21-23 in Leaders & Learners.

- School-Based Staff:
  - MH teachers Ley-Anne Folks and Heather Lai presented at multiple events, including:
    - Calgary City Teachers' Convention (February 2026):
      - Supporting Multi-Level Math in the Classroom
      - Using Sound Research to Support Best Practices for Student Learning
      - Moving Beyond I've Always Done It This Way
    - William and Mary School of Education-Twice Exceptional Online Conference (February 2026):
      - The Dual-Edged Sword: Leveraging AT for Acceleration and Accessibility
      - Beyond the Textbook: Project-Based Learning for Gifted and Twice Exceptional Learners
      - Managing the Multi-Grade Maze: Strategies for Success in Middle School Math
    - European Council for High Ability (ECHA) (August 2026):
      - The Impact of Executive Function Skill Instruction on Academic Performance
      - Supporting the Social-Emotional Health of Gifted Students
      - Skill Instruction on Academic Performance and Self-Regulation
      - Building the Home-School Team to Support 2e Learners
        - Ley-Anne also presented a session by herself at the conference titled: "The Pivot Point: Psychological Safety as a Mediator of Identity Development in Twice-Exceptional Adolescents"
  - MH teacher Ley-Anne Folks defended her doctoral dissertation in June 2026 at Elmbridge University and earned the title of Dr. Folks. Her dissertation, "The Pivot Point: Psychological Safety as a Mediator of Identity Development and Academic Self-Efficacy in Twice-Exceptional Adolescents", contributes meaningful scholarship to the field of twice-exceptional (2e) education and cognitive diversity. Dr. Folks' research reflects the innovation, expertise, and commitment to student success that we value at Westmount.

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.

In 2026, Westmount Charter School conducted a follow-up research study examining the development of executive functioning (EF) skills in gifted learners, comparing findings from an original 2017 Grade 5 study with a 2026 Grade 6 cohort. Led by MH teachers Ley-Anne Folks and Heather Lai, the research examined how explicit instruction affected skills such as planning, organization, emotional regulation, working memory, and task initiation.

Using the Smart but Scattered framework, students received targeted instruction, modelling, opportunities to practise strategies, and reflection to support executive functioning development. The findings showed that the 2017 cohort improved more overall, while the 2026 cohort remained relatively stable. Differences in students' initial skill profiles, particularly in planning and prioritization, highlighted the importance of responding to individual learning needs. The study also examined twice exceptional (2e) learners and found no statistically reliable differences in intervention response by 2e status. Because the cohorts were in different grades and used different assessment scales, the findings cannot be directly attributed to COVID-19.

Moving Forward: The research reinforces the importance of explicitly teaching executive functioning skills rather than assuming they develop naturally. It also highlights the value of differentiated instruction, consistent language, and opportunities for students to apply strategies in authentic learning experiences. Further research with a contemporary Grade 5 cohort was recommended to strengthen the findings and inform future instructional practices.

This research reflects WCS's ongoing commitment to research-informed practice, continuous improvement, and understanding the unique learning needs of gifted and twice-exceptional students.

Stakeholder Engagement

Westmount Charter School fosters meaningful and ongoing stakeholder engagement throughout the school year, recognizing that the voices and perspectives of parents, students, staff, and community partners are essential to shared engagement, accountability, and continuous improvement. Feedback gathered through formal and informal engagement opportunities, alongside local and provincial assurance measures, informs the evaluation of results reported in the Annual Education Results Report (AERR) and the development and refinement of priorities, strategies, and measures within the Three-Year Education Plan. This collaborative approach strengthens transparency, shared ownership, collective responsibility, and evidence-informed decision-making while supporting Alberta Education and Childcare’s accountability and assurance requirements.

School Council (SC)

In alignment with Alberta's School Councils Regulation, Westmount Charter School's School Council serves an important advisory role, giving parents and other members of the school community opportunities to share perspectives, offer advice, and contribute to decisions that support student learning and school improvement. The collaborative relationship between School Council, school administration, and the Westmount Charter Board strengthens communication, transparency, shared responsibility, and meaningful parent engagement. Feedback and perspectives gathered through ongoing consultation with School Council inform the development and refinement of the Education Plan and the review of results presented in the Annual Education Results Report (AERR). This collaborative process reinforces shared engagement, accountability, and continuous improvement while supporting Alberta Education and Childcare's assurance and reporting requirements.

- **Monthly Meetings:** General and executive sessions with campus principals provided opportunities to review school priorities, share perspectives, and gather feedback to inform school and system planning.
- **Executive Meetings:** Regular meetings between the SC Executive and EC and MH Principals supported the coordination of initiatives, ongoing dialogue, and shared understanding of school priorities.
- **Coffee Talks:** Monthly discussions hosted by the SC parent liaison and administrative teams, with attendance averaging 16 parents in-person and 11 parents online. Topics included Schoology use, Parent-Teacher Conferences, community building, and communication practices. Feedback from these sessions informed school decisions, identified opportunities for improvement, and supported responsive planning.
- **Surveys**: Ongoing parent feedback gathered through internal and provincial surveys provided valuable evidence to assess progress, identify strengths and areas for growth, and inform the AERR and Three-Year Education Plan.
- **Community Engagement and Fundraising:** Annual fundraising efforts (bottle drives, Stampeder parking, Healthy Hunger, Old Dutch Chips, read-a-thon, Created by kids, direct donation campaigns) raised over $55,000 to enhance student learning opportunities.
- The SC hosted various parent education presentations:
  - December 2025: Jill Foreman - Social Emotional Regulation
  - February 2026: Allyson Johnson - Physical Literacy & Nutrition
  - March 2026: Jill Northwood - Executive Function
  - May 2026: Dr. Matt Makel - 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 dunk tank, a live DJ, and food trucks.
- **30th Anniversary Westmount:** This year's year-end event also celebrated Westmount's 30th anniversary by providing cake and cookies for all participants. Aerial photographs were taken at both campuses, and framed photographs were provided to both campuses and Central Office to commemorate this milestone.

- **Communication and Leadership Meetings**
    - **Weekly Newsletters and Monthly Board Reports**: Provided regular updates from each campus to keep parents, guardians, and staff well-informed. These communications strengthened transparency and accountability by sharing progress, initiatives, achievements, and developments related to school and system priorities.
    - **Board Liaison:** An annual appointment ensured strong communication between the School Council and the Westmount Charter Board, supporting stakeholder voice in governance and strengthening shared understanding of strategic priorities.
    - **Principal Meetings:** Monthly meetings between the Superintendent, EC Principal, and MH Principal provided dedicated time for collaborative leadership development, system planning, government reporting, and alignment of priorities across both campuses. These meetings strengthened communication and shared decision-making while supporting greater K-12 coherence and consistency in implementing Westmount's strategic and charter priorities. Discussions also supported reviewing school results, monitoring Education Plan priorities, and identifying opportunities for continuous improvement.
    - **Executive Leadership Team (ELT) Meetings**: Monthly meetings involving the Superintendent, Human Resources Director, Treasurer, EC and MH Principals, and EC and MH Assistant Principals supported collaborative leadership, system-wide planning, and shared decision-making related to budgeting, staffing, professional learning, and organizational priorities. These meetings helped align resources and strategies with Three-Year Education Plan priorities and supported ongoing review of organizational progress. Throughout the year, the ELT also engaged in a year-long book study of "Spirit Work and the Science of Collaboration" by Michael Fullan and Mark Edwards, providing a common framework for reflecting on leadership practice, strengthening collaboration, and building collective capacity across the organization.
    - **IT Technology Meetings:** Quarterly meetings involving the Superintendent, EC Principal, MH Principal, Treasurer, and IT Specialists supported collaborative technology planning and continuous improvement across the organization. Meetings focused on strengthening technology support, identifying and advancing IT initiatives, addressing emerging technology needs, and planning, implementing, updating, and monitoring Westmount Charter School's Three-Year Technology Plan to ensure technology investments effectively support teaching, learning, and organizational operations.
    - **External Collaboration:** Active participation of school administrators and learning leaders in the *Calgary Charter Schools Leadership Network* promoted shared leadership growth, professional learning, and collaborative problem-solving across charter schools, providing additional perspectives to inform system improvement.
- **Fostering Collective Teacher Efficacy**
    - **Curriculum Team Meetings**: Monthly grade-level and subject-based collaboration provided opportunities to share best practices, reflect on student learning, and strengthen instructional approaches. These discussions helped identify instructional priorities and informed ongoing improvement efforts aligned with the Three-Year Education Plan.

- **Staff Meetings**: Regular campus-wide meetings supported consistent communication, collaborative dialogue, and alignment on priorities. Staff perspectives and professional insights helped identify strengths, emerging needs, and opportunities to improve teaching and learning.
- **ELT meetings:** Monthly ELT meetings, organized by the Superintendent, strengthened cohesion between campuses and Central Office, fostered collaboration and a shared sense of purpose, and supported collective responsibility for advancing Westmount's priorities. These meetings provided ongoing opportunities to explore ways to support thriving teachers and successful students while strengthening collective leadership capacity and accountability for student outcomes.
- **AI Community of Practice (CoP):** The Superintendent, EC Principal, MH Principal, and one staff member from each campus participated in a year-long AI Community of Practice, alongside educators and leaders from three other Alberta school authorities. Facilitated by Jason Buccheri and Nick Buccheri, hosts of the Education Matters Podcast, the CoP provided ongoing opportunities to explore the evolving role of artificial intelligence in education, including responsible and ethical use, implications for teaching and assessment, and practical applications to support student learning and educator practice. The collaborative learning also supported the development of system-wide capacity and a thoughtful, informed approach to AI at Westmount.

In summary, the 2025-2026 school year at Westmount Charter School reflected a continued commitment to excellence in gifted education, collaborative leadership, instructional growth, and meaningful stakeholder engagement. Through shared engagement, accountability, and continuous improvement, stakeholder perspectives, along with local and provincial assurance measures, informed the evaluation of results within the AERR and the development and refinement of priorities and strategies in the Three-Year Education Plan. This ongoing cycle of engagement, planning, implementation, monitoring, evaluation, and reporting strengthens collective ownership, transparency, and public assurance while demonstrating accountability to the Westmount Charter School community and Alberta Education and Childcare.

Through intentional professional learning, responsive programming, and strong partnerships across the school community, Westmount Charter School continued to strengthen its capacity to meet the diverse and complex needs of gifted and twice-exceptional learners. Together, these efforts reinforce Westmount's inside out approach and our shared responsibility for creating the conditions for students and staff to feel connected, supported, challenged, and empowered to 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	**90.4**	88.1	88.0	**84.2**	83.9	84.0	Very High	Improved	Excellent
	Citizenship	**90.1**	89.5	88.3	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**97.0**	100.0	98.0	**82.1**	81.4	80.8	Very High	Maintained	Excellent
	5-year High School Completion	**98.3**	99.4	98.7	**86.7**	87.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	**98.2**	97.0	96.3	**60.8**	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	**64.4**	71.5	68.0	**15.5**	15.6	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	**96.5**	96.7	96.5	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**56.6**	65.0	58.2	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**93.9**	92.2	92.7	**87.8**	87.7	87.8	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**93.5**	92.4	91.3	**85.8**	84.4	84.4	Very High	Improved	Excellent
	Access to Supports and Services	**90.6**	88.2	87.2	**79.5**	80.1	80.2	Very High	Improved Significantly	Excellent
Governance	Parental Involvement	**87.8**	84.4	85.5	**79.9**	80.0	79.5	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 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 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 in 2021/22. School year 2021/22 is 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 cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Analysis

Westmount Charter School continued to demonstrate very high levels of achievement across reported measures, with notable improvements in Student Learning Engagement, Citizenship, Education Quality, and Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE). These results reflect the school's ongoing commitment to providing high-quality educational experiences that support student learning, well-being, and success.

Provincial assessment results are interpreted within the context of changes to curriculum implementation and assessment administration during the 2025-2026 school year. Grade 6 aggregate Provincial Achievement Test (PAT) results were unavailable because provincial reporting criteria changed with the new curriculum implementation. Additionally, the cancellation of the January 2026 assessment administration affected participation in Grade 9 PATs and Diploma Examinations, limiting comparability with previous years.

While Diploma Examination results at the standard of excellence declined, the 2025-2026 results were not evaluated against provincial achievement standards or previous three-year averages because the January 2026 examination was cancelled.

Overall, Westmount Charter School continued to demonstrate strong student achievement and positive educational experiences, reflecting staff dedication, the strength of our school community, and our commitment to meeting the unique learning needs of our gifted students.

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)	**93.0**	93.8	86.0	**54.4**	54.5	53.6	Very High	Improved	Excellent
Drop Out Rate	**0.3**	0.1	0.5	**2.4**	2.4	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	**90.8**	88.2	80.0	**81.0**	81.7	81.7	High	Improved	Good
Lifelong Learning	**90.4**	89.3	88.5	**81.2**	80.8	80.4	Very High	Maintained	Excellent
Program of Studies	**90.5**	89.3	90.1	**83.4**	83.0	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	**90.3**	87.1	86.7	**80.2**	80.5	80.8	High	Improved Significantly	Good
Rutherford Scholarship Eligibility Rate	**99.0**	100.0	100.0	**68.8**	69.4	70.7	Very High	Maintained	Excellent
Safe and Caring	**95.0**	93.7	92.8	**88.3**	87.3	87.3	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	**86.4**	85.6	84.3	**71.8**	72.1	72.3	Very High	Improved	Excellent
School Improvement	**85.7**	87.9	86.3	**76.3**	76.6	75.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	**62.1**	58.6	64.9	**61.0**	59.9	59.9	Intermediate	Maintained	Acceptable
Work Preparation	**92.5**	85.9	86.3	**84.2**	83.7	83.2	Very High	Improved Significantly	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. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 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 year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. 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 this event.

Analysis

Westmount Charter School continues to demonstrate strong overall results, with achievement ratings predominantly in the Very High and High categories. Three measures improved significantly: Program of Studies - At-Risk Students, Safe and Caring, and Work Preparation. Three measures also improved: Diploma Examination Participation Rate (4+ Exams), In-Service Jurisdiction Needs, and Satisfaction with Program Access. All remaining measures were maintained, reflecting consistent performance across key areas.

The Transition Rate (6 yr) of 62.1% was the only measure rated intermediate for achievement, with an overall evaluation of acceptable and a maintained improvement rating. This measure reflects the percentage of students who enter post-secondary education within six years of beginning Grade 10.

These results reflect Westmount's continued commitment to providing high-quality education, fostering lifelong learning and professional growth among staff, supporting students' diverse needs, and maintaining a safe, caring, and supportive learning environment. They also highlight the school's ongoing efforts to prepare students for future success through meaningful learning opportunities and a culture of continuous improvement.

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.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	227	87.8	303	86.2	281	85.9	297	84.4	196	87.8	Very High	Maintained	Excellent	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	79.9
Parent	174	81.3	265	81.0	233	79.1	234	80.0	136	83.7	Very High	Maintained	Excellent	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	75.7
Teacher	53	94.3	38	91.4	48	92.7	63	88.8	60	92.0	High	Maintained	Good	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	84.1

Analysis

Parent and teacher satisfaction with opportunities for parental involvement in decisions about their child's education remained high, with the overall measure increasing by 3.4% from the previous year. Parent satisfaction rose 3.7%, while teacher satisfaction rose 3.2%, reflecting a positive shift after teacher satisfaction declined the previous year.

These results reflect Westmount Charter School's ongoing commitment to strengthening home-school partnerships through open communication, collaboration, and meaningful opportunities for parent engagement. The improvement across both community groups suggests growing confidence in the school's efforts to involve families in decisions that support student learning and well-being.

Consistent with Westmount's inside out approach, strong relationships between families and educators are essential to creating a supportive learning environment where students feel known, understood, and positioned for success.

Strategies Implemented

- **Across Both Campuses (K-12)**
  - **Ongoing Communication and Engagement:** Monthly Coffee Talks with School Council and families, regular participation in School Council meetings, weekly newsletters, and monthly Board reports provide opportunities to share information, gather feedback, and strengthen relationships between home and school.
  - **Parent-Teacher Collaboration:** Meet the Teacher Night in September 2025 and Parent-Teacher Conferences in November 2025 and March 2026 provide opportunities for families and educators to discuss student progress, celebrate growth, and collaboratively identify next steps.
  - **Individualized Learning Supports**: Annual Individual Program Plan (IPP) questionnaires invite families to share their insights and priorities, helping inform personalized learning goals and support strategies. This collaborative process recognizes parents as important partners in understanding and responding to their child's learning needs.
  - Parents/guardians are invited to volunteer in school activities and field trips, contributing to student experiences and strengthening school-community connections.

- Written parental consent is obtained before planned instruction related to human sexuality, ensuring families are informed and involved in decisions about their child's participation.

- **EC Campus (K-4)**
  - Parents and guardians are encouraged to participate in classroom activities, school events, field trips, and special projects, strengthening connections between families and the school community.
- **MH Campus (5-12)**
  - Families have access to the school's Schoology communication group, providing regular updates about school activities, events, and opportunities for involvement.
  - Specialized programs, including PEAKS and Outsiders, incorporate a parent application alongside the student application, encouraging family involvement in decisions about participation.
  - Families of students in Grades 5 and 6 are offered a choice between Band and General Music, providing opportunities for parent input into their child's Fine Arts programming.

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.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,019	91.5	1,007	89.8	1,052	91.6	1,102	92.4	1,004	93.5	Very High	Improved	Excellent	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	279,038	85.8
Parent	174	95.2	265	93.9	233	92.3	238	93.1	136	93.4	Very High	Maintained	Excellent	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	86.6
Student	792	83.3	703	81.6	769	84.3	801	88.4	808	89.7	Very High	Improved Significantly	Excellent	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	77.9
Teacher	53	95.9	39	94.1	50	98.3	63	95.6	60	97.6	Very High	Maintained	Excellent	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	92.9

Analysis

Westmount Charter School continues to demonstrate strong results in fostering welcoming, caring, respectful, and safe learning environments, achieving an overall Excellent measure evaluation, with results across all stakeholder groups exceeding provincial averages. Overall agreement among students, parents, and teachers increased by 1.1 % from the previous year, reflecting continued positive perceptions of school climate across both campuses.

Parent and teacher satisfaction remained very high, with improvements across both groups. Notably, student satisfaction increased by 1.3 %, reflecting encouraging progress in

how students experience belonging, safety, and respect within their learning environments. Teacher responses also remained Excellent, reinforcing Westmount's commitment to creating positive, supportive school communities.

These results reflect Westmount's inside out approach to gifted education, which recognizes that students' sense of belonging, emotional well-being, and positive relationships provide the foundation for meaningful learning and academic success. While the results are encouraging, Westmount recognizes the importance of continuing to listen to student perspectives and strengthen consistent experiences of belonging, inclusion, and safety for all learners.

Strategies Implemented

Westmount Charter School continued to prioritize student well-being, positive relationships, and a strong sense of belonging through intentional social-emotional learning, mentorship, and responsive student supports. Across both campuses, these strategies reflected our inside out approach, recognizing that students thrive academically when they feel safe, connected, understood, and supported.

- **EC Campus (K-4)**
    - **Social-Emotional Learning and Relationship Building**: Through Student Services and classroom-based programming, students participated in initiatives designed to develop emotional awareness, empathy, positive relationships, and responsible decision-making. These included:
        - **Friendology:** Supported students in developing healthy friendships, navigating social challenges, and building positive peer relationships
        - **Character Counts**: Reinforced core values such as respect, responsibility, fairness, and caring, helping students understand how their choices affect others.
        - **Social Thinking**: Helped students develop social awareness, perspective-taking, and an understanding of how their actions and responses influence others.
        - **Small Group Supports:** Provided targeted opportunities for students to develop social-emotional skills, strengthen relationships, and practise respectful and cooperative behaviours.
        - **Fledge Program:** Supported mental and emotional literacy through learning experiences focused on emotional awareness, self-regulation, mindfulness, empathy, resilience, and goal setting.
    - **Visible and Proactive School Leadership:** School administration maintained a consistent and supportive presence through morning greetings, classroom visits, daily walkabouts, and supervision during lunch and recess. These interactions strengthened relationships with students and families while supporting proactive responses to emerging concerns.
    - **Collaborative Student Supports:** Weekly meetings between administration and Student Services provided opportunities to identify emerging student needs,

coordinate interventions, and develop responsive strategies to support students and teachers. This collaborative approach helped ensure students received timely and appropriate support.

- **MH Campus (5-12)**
    - **Social-Emotional Learning and Positive Relationships:** Social-emotional development continued to be a priority, with intentional opportunities for students to strengthen emotional awareness, relationship skills, and responsible decision-making.
    - **Friendology (Grades 5-8):** Continued to support students in navigating friendships, managing interpersonal challenges, developing empathy, and building respectful peer relationships.
    - **SOURCE (Grades 5-12)**: All students participated in SOURCE, a dedicated mentorship structure designed to foster meaningful connections with trusted adults. Through regular check-ins and relationship-building opportunities, SOURCE supported student belonging, well-being, and connection to the school community.
    - **Responsive Student Services:** School counsellors and Student Services staff provided individualized and small group supports to address students' diverse social, emotional, and behavioural needs, helping students develop strategies for navigating challenges and strengthening their well-being.
    - **Visible and Supportive School Leadership:** Administration maintained a consistent presence in hallways and shared spaces before and after school and during lunch, supporting positive relationships, proactive communication, and a safe and respectful school environment.
    - **Professional Learning in Resilience:** Staff engaged in professional learning with Dr. Michael Ungar to deepen their understanding of resilience and explore research-informed approaches to strengthening student well-being, relationships, and supportive learning environments.

Moving Forward

Building on the positive results across all community partners, Westmount Charter School will continue to strengthen welcoming, caring, respectful, and safe learning environments through its inside out approach. By continuing to focus on student voice, belonging, positive relationships, and social-emotional development, Westmount will help ensure students feel valued, understood, and supported throughout their K-12 learning journey. Through ongoing professional learning, collaboration among staff and Student Services, and intentional opportunities to gather student feedback, Westmount Charter School will continue to refine practices that foster resilience, inclusion, and well-being. Attention will be given to understanding students' lived experiences and ensuring that a strong sense of belonging and safety is consistently experienced by all learners across both campuses.

Safe and Caring

The percentage of teachers, parents, and students agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,019	92.9	1,007	91.4	1,051	93.5	1,102	93.7	1,004	95.0	Very High	Improved Significantly	Excellent	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	278,912	88.3
Parent	174	96.4	265	94.4	233	94.0	238	93.9	136	94.5	Very High	Maintained	Excellent	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	37,193	88.9
Student	792	86.0	703	85.4	768	88.4	801	91.7	808	92.2	Very High	Improved Significantly	Excellent	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	207,932	82.4
Teacher	53	96.2	39	94.3	50	97.9	63	95.5	60	98.3	Very High	Maintained	Excellent	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	33,787	93.8

Analysis

Westmount Charter School continues to demonstrate excellent results in the Safe and Caring measure, achieving an overall satisfaction rate of 95%, up 1.3 % from the previous year and the highest result in the past five years. Satisfaction remained high across all stakeholder groups. Parent satisfaction rose 0.6% to 94.5%, while teacher satisfaction rose 2.8% to 98.3%. Student satisfaction also improved by 0.5 % to 92.2%.

These positive results reflect Westmount's continued commitment to creating a school community where students feel safe, are treated fairly, and learn the importance of caring for and respecting others. Grounded in the school's inside out approach, both campuses intentionally foster positive relationships, empathy, personal responsibility, and respectful interactions.

While student satisfaction remains very high, it is slightly lower than parent and teacher satisfaction, reinforcing the importance of continuing to listen to student perspectives and ensuring that all students experience a strong sense of safety, respect, and fairness.

Strategies Implemented

- **Across Both Campuses (K-12)**
  - Promote a school-wide culture of kindness, respect, fairness, and personal responsibility through positive relationships, clear behavioural expectations, and consistent modelling by staff.
  - Establish classroom expectations and routines that encourage respectful interactions, empathy, inclusion, and accountability.
  - Provide opportunities for student voice and feedback to better understand students' experiences of safety, fairness, and relationships within the school community.
  - Support students in developing conflict-resolution skills, empathy, and responsibility for their actions through proactive teaching and responsive interventions.
  - Collaborate with Student Services, administration, and families to address concerns related to student safety, peer relationships, and behaviour.
- **EC Campus (K-4)**
  - **Character Counts**: Reinforces the importance of caring, respect, responsibility, fairness, and citizenship through intentional character education.

- **Friendology**: Supports students in developing healthy friendships, managing conflict, establishing boundaries, and navigating peer relationships respectfully.
- **Social-Emotional Learning:** Explicit instruction supports students in developing empathy, emotional regulation, respectful communication, and positive peer relationships.
- **Social Thinking:** Provides strategies to help students understand social situations, recognize different perspectives, and navigate peer interactions.
- **Relationship Building:** Classroom routines and school-wide practices encourage kindness, cooperation, inclusion, and a sense of responsibility toward others.

- **MH Campus (Grades 5-12)**
  - **Friendology (Grades 5-8):** Supports students in developing healthy friendships, managing conflict, establishing boundaries, and navigating peer relationships respectfully.
  - **Counselling and Student Services:** Provide support for students experiencing interpersonal challenges, social-emotional concerns, or difficulties with peer relationships.
  - **Student Leadership and Extracurricular Activities:** Create opportunities for students to develop teamwork, responsibility, empathy, and positive connections across the school community.
  - **Respectful School Culture***:* Teachers and administration reinforce expectations for respectful communication, fair treatment, and responsible decision-making, supporting students in navigating increasingly complex social relationships.

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.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,019	84.4	1,006	86.2	1,046	87.1	1,100	88.2	1,001	90.6	Very High	Improved Significantly	Excellent	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	79.5
Parent	174	87.8	265	86.9	233	85.8	238	84.4	136	88.8	Very High	Maintained	Excellent	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	74.8
Student	792	75.6	702	77.7	764	80.6	799	85.1	805	86.9	High	Improved Significantly	Good	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	53	89.8	39	93.8	49	95.0	63	95.2	60	96.2	Very High	Maintained	Excellent	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	84.3

Analysis

Overall satisfaction with students' access to appropriate supports and services remained very high at 90.6%, up 0.4% from the previous year. Parent satisfaction increased by 4.4%, student satisfaction by 1.8%, and teacher satisfaction by 1%. These positive results reflect Westmount Charter School's ongoing commitment to ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. Through the collaborative efforts of Student Services, administration, teachers, and families, Westmount Charter School provides responsive and coordinated academic, social-emotional, and behavioural supports across both campuses.

Dedicated counselling services, including career counselling at the Mid-High Campus, further strengthen the school's capacity to respond to students' diverse strengths and evolving needs.

These results reinforce Westmount Charter School's inside out approach to teaching and learning, which recognizes that student well-being, belonging, and equitable access to appropriate supports and services are foundational to engagement, learning, and academic success. By responding to the unique needs and abilities of gifted learners, Westmount Charter School continues to foster inclusive learning environments where all students can thrive and reach their full potential.

Strategies Implemented

- **Across Both Campuses (K-12)**
  - Student Services teams work closely with administration, teachers, and families to identify student needs, coordinate interventions, and provide timely, individualized support. Regular collaborative meetings and established referral processes support early identification, ongoing monitoring, and continuity of care. A proactive, team-based approach ensures academic, social-emotional, and behavioural supports respond to the diverse needs of gifted and twice-exceptional learners.
- **EC Campus (K-4)**
  - Administration and Student Services maintain a visible, accessible presence throughout the school and meet weekly to review student needs, coordinate supports, and monitor progress.
  - Students are introduced to Student Services through beginning-of-year school tours, helping them become familiar with available resources, particularly those supporting self-regulation and social-emotional development. Families are also encouraged to access books and resources to reinforce learning and development at home.
  - The Student Resource Group (SRG) process provides a collaborative approach to addressing academic, social-emotional, and behavioural concerns. Teachers initially work with families to identify concerns and implement strategies. When additional support is required, Student Services coordinates a broader team response involving teachers, parents, and administration.
  - A Response to Intervention (RTI) framework guides the delivery of supports, beginning with universal classroom strategies and progressing to targeted or individualized interventions based on student needs.
- **MH Campus (5-12)**
  - Students and families can access Student Services through self-referrals or referrals from teachers and parents. Available supports include social-emotional counselling, learning strategies, and career counselling.
  - Weekly collaborative meetings between administration, counsellors, and learning strategists support the identification of emerging needs, coordinated interventions, and ongoing follow-up.
  - Counsellors and administrators are assigned to students alphabetically by surname, promoting consistent relationships, continuity of care, and a coordinated approach to supporting students throughout their years at the campus.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Westmount Charter School Soc.													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,015	81.7	1,003	83.3	1,042	84.0	1,089	85.6	997	86.4	Very High	Improved	Excellent	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1	276,717	71.8
Parent	171	81.7	262	80.9	231	83.5	234	78.4	133	84.4	Very High	Maintained	Excellent	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4	36,083	68.7
Student	791	75.5	702	77.6	761	79.1	792	86.5	805	85.9	High	Improved Significantly	Good	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8	207,015	74.8
Teacher	53	87.8	39	91.4	50	89.5	63	92.0	59	89.0	Very High	Maintained	Excellent	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1	33,619	71.9

Analysis

Westmount Charter School continues to demonstrate strong Satisfaction with Program Access, with overall satisfaction increasing to 86.4% in 2026 (up 0.8% from 2025) and above the provincial 71.8%. The measure received a Very High achievement rating, Improved status, and Excellent overall evaluation.

Parent satisfaction increased to 84.4%, while student satisfaction remained strong at 85.9%, following significant improvement over the five-year reporting period. Student results received a High achievement rating and a Good overall evaluation. Teacher satisfaction remained very high at 89%, down slightly by 3% from 2025. All three stakeholder groups reported satisfaction levels well above provincial averages.

These results reflect positive perceptions of access to programs and services, while highlighting opportunities to strengthen consistency and responsiveness to the diverse needs of gifted and twice-exceptional (2e) learners.

Strategies Implemented

Westmount Charter School continued to strengthen access to responsive programming and individualized learning supports through the following strategies:

- **Differentiated Gifted Programming:** Provided flexible instructional groupings, enrichment opportunities, and differentiated learning experiences to respond to students' academic strengths, interests, and readiness.
- **Targeted Learning Interventions**: Delivered specialized literacy and numeracy supports, including small-group instruction, individualized interventions, and ongoing progress monitoring to address identified learning needs.
- **Specialized Student Supports**: Continued implementing programs such as LEAD at the EC Campus and SOURCE and SDS at the MH Campus to support diverse academic, social-emotional, and developmental needs.
- **Individual Program Planning**: Refined the Individual Program Plan (IPP) process for the 2026-2027 school year to place greater emphasis on gifted development, self-understanding, resilience, self-regulation, and student agency.

- **Collaborative Student Support:** Strengthened collaboration among classroom teachers, learning specialists, school leadership, and families to identify student needs and coordinate appropriate supports.

Moving Forward

Westmount will continue monitoring stakeholder perceptions of program access, with particular attention to differences in satisfaction among students, parents, and teachers. Priorities include evaluating the effectiveness of specialized supports, strengthening communication with families, and ensuring programming remains accessible and responsive to the evolving needs of gifted and twice-exceptional (2e) learners.

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.

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

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,019	92.9	1,008	92.7	1,053	93.1	1,102	92.2	1,004	93.9	Very High	Improved	Excellent	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	174	93.6	266	92.6	233	90.5	238	88.8	136	91.5	Very High	Maintained	Excellent	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
Student	792	87.9	703	89.4	770	91.2	801	90.9	808	92.3	Very High	Improved	Excellent	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	53	97.2	39	96.2	50	97.7	63	97.1	60	97.8	Very High	Maintained	Excellent	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

Analysis

Westmount Charter School continues to demonstrate strong results in Education Quality, achieving an overall satisfaction rate of 93.9%, up 1.7% from the previous year. This improvement is particularly encouraging following a slight decline last year. Satisfaction increased across all stakeholder groups, with results continuing to exceed provincial averages.

Parent satisfaction rose to 91.5% (up 2.7 %), maintaining an overall Excellent result. Student satisfaction also improved to 92.3% (up 1.4%), while teacher satisfaction remained high at 97.8% (up 0.7%). These results reflect continued confidence among students, parents, and teachers in the quality of education Westmount Charter School provides.

While these improvements are encouraging, Westmount Charter School remains committed to ensuring that all students have engaging, appropriately challenging, and responsive learning experiences that reflect their individual strengths and needs. As a congregated gifted education program, we remain committed to balancing academic challenge, student well-being, and personalized learning as part of our inside-out approach to education.

Strategies Implemented

Building on last year's feedback, Westmount continued strengthening communication, instructional practices, and professional collaboration to ensure students experience high-quality learning that is appropriately challenging and responsive to their needs.

- **Parent Engagement and Communication:** In response to the previous year's decline in parent perceptions regarding the level of academic challenge, school administration continued to engage families through Coffee Talks, School Council meetings, and ongoing communication. These opportunities provided a forum to understand parent perspectives better, clarify expectations, and strengthen home-school partnerships. Parent-Teacher Conferences also supported individualized conversations about student engagement, progress, and appropriate academic challenge.
- **Communicating Our Approach to Gifted Education:** Westmount Charter School continued to strengthen parent understanding of its instructional approach, including curriculum compacting, acceleration, enrichment, and differentiated instruction aligned with Alberta's Programs of Study. These strategies help students access learning experiences with appropriate depth, complexity, and challenge while recognizing their diverse learning profiles and asynchronous development.
- **Professional Learning and Instructional Practices**: Ongoing professional learning supported teachers in differentiating instruction, designing meaningful enrichment opportunities, and responding to students' readiness for advanced learning. This included research-informed instructional practices that balance academic challenge with student engagement, belonging, and well-being.
- **Teacher Collaboration and Collective Efficacy**: Collaborative discussions through staff meetings, grade-level teams, and professional learning opportunities provided teachers with time to share effective practices, reflect on student learning, and strengthen instructional consistency. These opportunities supported collective teacher efficacy and a shared commitment to meeting the diverse needs of gifted learners across both campuses.

Building on the positive improvements across all stakeholder groups, Westmount Charter School will continue to strengthen instructional practices and communication with families to ensure students experience learning that is meaningful, engaging, and appropriately challenging. Ongoing parent engagement, collaborative professional learning, and a continued focus on curriculum compacting, enrichment, and acceleration will support a shared understanding of how Westmount responds to the diverse needs of gifted learners. Through our inside out approach, we remain committed to fostering both academic excellence and student well-being, ensuring that every student has opportunities to be challenged, supported, and successful.

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.

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

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	52	75.3	37	67.6	50	84.2	62	88.2	59	90.8	High	Improved	Good	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0
Teacher	52	75.3	37	67.6	50	84.2	62	88.2	59	90.8	High	Improved	Good	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0

Analysis

Teacher satisfaction with the professional learning and in-service opportunities provided by Westmount Charter School increased by 2.6% from the previous year and remains above the provincial average. This measure reflects teachers' perceptions that professional learning over the past three to five years has been focused, systematic, and meaningful to their ongoing professional growth.

The improvement suggests that Westmount Charter School's efforts to provide more intentional, responsive, and coordinated professional learning are having a positive impact. Gathering staff feedback to identify professional learning needs and aligning opportunities with the school's charter mandate and educational priorities have helped strengthen the relevance and coherence of professional learning across both campuses.

These results reflect Westmount Charter School's ongoing commitment to fostering a culture of professional growth, collaboration, and continuous improvement. Professional learning emphasized research-informed practices, collective teacher efficacy, and the knowledge and skills needed to respond to the diverse academic, social, and emotional needs of gifted and twice-exceptional learners.

Strategies Implemented

Westmount Charter School supports a coordinated approach to professional learning through annual growth planning, ongoing feedback, leadership development, and professional learning opportunities aligned with the charter mandate, provincial professional practice standards, and identified staff needs:

- **Staff Voice and Professional Learning Priorities:** Staff feedback is gathered to identify professional learning needs and inform school-wide and campus-based learning opportunities. This helps ensure professional learning is responsive to educators' needs while supporting shared instructional priorities and continuous improvement.
- **Collaborative and Research-Informed Professional Learning:** District-wide and campus-based professional learning opportunities support shared understanding, professional collaboration, and the application of research-informed practices. These opportunities strengthen instructional coherence, collective teacher efficacy, and educators' capacity to support students' diverse needs across the K-12 continuum.

- **Superintendent Accountability**: The Board of Directors conducts an annual evaluation of the Superintendent, supporting accountability, professional growth, and alignment with the school authority's strategic priorities.
- **Leadership Growth and Development:** Administrators develop annual Leadership Professional Growth Plans aligned with the Alberta Leadership Quality Standard (LQS) and the charter mandate. Principals review Assistant Principals' plans, while the Superintendent reviews Principals' plans, providing opportunities for reflection, feedback, and ongoing leadership development.
- **Professional Growth Planning:** All teachers develop annual Teacher Professional Growth Plans aligned with the Alberta Teaching Quality Standard (TQS) and Westmount's charter mandate. School administrators review these plans and hold professional growth conversations to support individual development and align with school priorities.
- **Teacher Evaluation and Professional Practice:** Teacher evaluations are conducted as required, including evaluations of temporary teachers and those initiated in response to identified concerns or requests, in accordance with applicable provincial requirements and professional practice standards.
- **Support Staff Professional Growth**: All support staff develop annual growth plans aligned with their roles and Westmount's charter mandate. Supervisors review these plans, engage in professional growth conversations, and monitor progress toward identified goals.

School Improvement

The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,003	81.8	984	83.9	1,016	87.2	1,074	87.9	972	85.7	Very High	Maintained	Excellent	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6	272,598	76.3
Parent	165	82.4	256	85.2	222	83.3	226	81.0	129	86.0	Very High	Maintained	Excellent	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4	35,434	75.0
Student	788	77.1	696	76.0	746	80.3	789	82.8	788	85.5	Very High	Improved Significantly	Excellent	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4	205,728	76.8
Teacher	50	86.0	32	90.6	48	97.9	59	100.0	55	85.5	Very High	Declined	Good	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1	31,436	77.1

Analysis

Westmount Charter School continued to show strong results in the School Improvement measure, with overall satisfaction at 85.7%, down 2.2 % from the previous year. Parent and student perceptions of school improvement showed growth. Parent satisfaction rose 5% to 86%, while student satisfaction rose 2.7% to 85.5%. These improvements suggest growing confidence among families and students that Westmount Charter School continues to maintain or improve the quality of education and the overall school experience.

Teacher satisfaction, however, declined by 14.5%, from 100% to 85.5%. While the current result remains high, this decline represents an important area for further exploration. Understanding the factors influencing teacher perceptions will help inform ongoing school improvement efforts, particularly in communication, collaboration, professional learning, and staff engagement in school-wide priorities.

Overall, the results reflect continued confidence in Westmount Charter School's direction while highlighting the importance of listening to all community partners' perspectives.

Moving forward, Westmount Charter School will continue to engage staff, students, and families in meaningful dialogue, using their feedback to guide continuous improvement and strengthen a shared understanding of school priorities and progress.

Strategies Implemented

- **Collaborative School Improvement Planning:** School leadership teams regularly review school priorities, student learning needs, and improvement initiatives to ensure alignment with Westmount Charter School's charter mandate, Three-Year Education Plan, and inside out approach.
- **Staff Voice and Engagement**: Staff feedback is gathered through surveys, professional learning conversations, and collaborative meetings to identify emerging needs, inform school-wide priorities, and strengthen staff involvement in continuous improvement.
- **Professional Collaboration:** Regular leadership team and campus-based meetings provide opportunities to share effective practices, address challenges, and strengthen consistency and collaboration across both campuses.
- **Evidence-Informed Decision-Making:** Alberta Education Assurance Measures, student achievement results, community partners' feedback, and other school-based evidence are reviewed to identify strengths, monitor progress, and guide improvement planning.
- **Parent Engagement and Communicatio**n: Monthly Coffee Talks, School Council meetings, weekly newsletters, and opportunities for parent /guardian feedback strengthen transparency, communication, and collaboration between families and school leadership.
- **Student Voice and Agency:** Opportunities for student feedback, reflection, leadership, and participation in school activities help inform school practices and strengthen students' sense of ownership and engagement in their school community.
- **District-Wide Professional Learning:** Coordinated professional learning opportunities support shared understanding of Westmount's educational priorities, research-informed practices, and collective teacher efficacy, strengthening instructional coherence and continuous improvement across both campuses.
- **Ongoing Communication and Accountability:** Regular updates to staff, families, and the Board of Directors communicate school initiatives, celebrate achievements, and provide opportunities to reflect on progress and identify areas for further growth.

Moving Forward

Westmount Charter School will continue to strengthen opportunities for meaningful staff engagement in school improvement planning, with particular attention to understanding the decline in teacher perceptions of school improvement. Through ongoing dialogue, collaborative decision-making, and transparent communication about school priorities and progress, Westmount Charter School will strengthen shared ownership of improvement initiatives and ensure staff perspectives are reflected in future planning.

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.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,018	87.2	1,007	87.3	1,049	88.5	1,097	88.1	1,004	90.4	Very High	Improved	Excellent	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,809	84.2
Parent	174	96.2	265	94.3	233	93.6	238	92.1	136	95.6	Very High	Maintained	Excellent	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	87.6
Student	791	71.1	703	72.8	766	74.8	796	77.1	808	77.3	Very High	Improved	Excellent	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	70.2
Teacher	53	94.3	39	94.9	50	97.3	63	95.2	60	98.3	Very High	Maintained	Excellent	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	94.7

Analysis

Westmount Charter School continues to demonstrate strong learning engagement, achieving an overall Excellent measure evaluation of 90.4%, up 2.3% from the previous year. Results improved across all measures and remained consistently above the Alberta average. Parent satisfaction increased to 95.6% (up 3.5%), rebounding from a slight decline last year. Student engagement rose modestly to 77.3% (up 0.2%), while teacher satisfaction increased to 98.3% (up 3.1%), maintaining an Excellent rating.

These results reflect a strong commitment to student learning, with all stakeholder groups reporting engagement levels above provincial averages. While overall results remain strong, opportunities remain to further strengthen student engagement by ensuring learning experiences stay meaningful, appropriately challenging, and responsive to students' diverse learning needs and interests.

Strategies Implemented

- **Across Both Campuses (K-12)**
  - Westmount Charter School continued to prioritize student engagement by providing meaningful learning experiences that foster belonging, student voice, choice, and opportunities to explore individual strengths and interests. Guided by our inside out approach to gifted education, strategies across both campuses focused on supporting students' academic, social, and emotional development.
  - **Building Community and Belonging:** Both campuses continued to foster school spirit and a sense of community through assemblies, student leadership opportunities, school-wide celebrations, clubs, and extracurricular activities. These experiences gave students opportunities to build relationships, develop leadership skills, and strengthen their connection to the school community.
  - **Cross-Campus Connections**: Collaboration between the Elementary (EC) and Mid-High (MH) campuses continued to create mentorship opportunities, shared learning

experiences, and meaningful connections across grade levels, strengthening a sense of belonging within the broader K-12 school community.

- **EC Campus (K-4)**
  - **LEAD (Learn, Explore, Acquire, Discover):** The LEAD program continued to provide students with opportunities to explore personal interests and passions through multi-age learning experiences. By compacting core curriculum and creating time for enrichment, inquiry, and exploration, LEAD supported student curiosity, creativity, and ownership of learning.
  - **Responsive Academic Grouping**: Regrouped instruction in Mathematics (Grades 1-4) and English Language Arts and Literature (Grades 1-2) provided opportunities for differentiated instruction aligned with students' readiness, abilities, and learning needs, supporting appropriate challenge and engagement.
- **MH Campus (Grades 5-12)**
  - **Student Directed Study (SDS):** SDS continued to provide dedicated time for students to exercise voice and choice in their learning, pursue individual interests, access academic support, and participate in activities supporting their social, emotional, and academic development. These opportunities encouraged independence, self-awareness, and ownership of learning.
  - **Clubs and Extracurricular Opportunities**: With more than 40 clubs and extracurricular opportunities, students had diverse ways to explore their interests, develop new skills, build relationships, and contribute to the school community beyond the classroom.
  - **Academic Enrichment and Challenge:** Students continued to access enrichment and advanced learning opportunities within scheduled courses, including Advanced Placement (AP) courses in Biology, Physics, Chemistry, Statistics, Mathematics (AB and BC), and European History. These opportunities provided additional depth, complexity, and academic challenge aligned with students' strengths, interests, and readiness.

Citizenship

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

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

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,019	88.5	1,007	85.9	1,051	89.4	1,102	89.5	1,003	90.1	Very High	Improved	Excellent	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	278,858	81.2
Parent	174	91.1	265	90.9	233	89.3	238	88.7	136	90.6	Very High	Maintained	Excellent	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	37,180	80.1
Student	792	79.1	703	77.1	768	80.5	801	83.9	807	85.5	Very High	Improved Significantly	Excellent	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	207,891	72.7
Teacher	53	95.1	39	89.7	50	98.4	63	95.8	60	94.3	High	Maintained	Good	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	33,787	90.9

Analysis

Westmount Charter School continues to demonstrate strong citizenship results, achieving an overall Excellent measure evaluation of 90.1%, up 0.6 % from the previous year and remaining above the Alberta average. Parent satisfaction increased to 90.6% (up 1.9 %),

reversing a slight decline from the previous year. Student satisfaction also improved to 85.5% (up 1.6 %), reflecting positive progress in students' perceptions of active citizenship. Teacher satisfaction remained high at 94.3%, although it declined by 1.5%, continuing a gradual downward trend over the past few years.

These results reflect Westmount Charter School's ongoing commitment to fostering responsible, engaged, and contributing members of the school community. While improvements in parent and student perceptions are encouraging, the results also highlight opportunities for continued growth. Strengthening students' understanding and demonstration of active citizenship remains a priority, with an emphasis on student voice, leadership, responsibility, and meaningful contributions to their school and broader community. The gradual decline in teacher satisfaction, despite remaining high, also warrants further exploration to understand staff perspectives better and identify opportunities to strengthen consistent expectations and practices across both campuses.

Strategies Implemented

- **Across Both Campuses (K-12)**
    - Westmount continued to foster active citizenship by providing students with meaningful opportunities to demonstrate leadership, responsibility, service, and community involvement.
    - Across both campuses, initiatives encouraged students to contribute positively to their school and broader community while developing empathy, collaboration, and a sense of social responsibility. These experiences support Westmount Charter School's inside out approach by helping students recognize the importance of their contributions and the impact they can have on others.
- **EC Campus (K-4)**
    - **Service Learning and Environmental Stewardship:** Students participated in school and community service projects, alongside grant-funded initiatives designed to enhance learning spaces and promote environmental awareness. These experiences encouraged students to take responsibility for their surroundings and contribute positively to their school community.
    - **Junior Leaders:** Grade 4 students participated in the Junior Leaders program throughout the school year, developing leadership skills through mentorship and service. Initiatives included the Bus Buddy program, supporting younger students, leading daily morning announcements, serving as masters of ceremonies at assemblies, and assisting with school-wide events, including the Volunteer Tea. These opportunities helped students develop confidence, responsibility, and a sense of belonging.
- **MH Campus (5-12)**
    - **Leadership and Peer Mentorship**: Older students supported and mentored younger peers through student-led activities and clubs, including Peer Mentoring, Chess Club, Junior Debate, Junior Math Club, Coding Club, and Art Club. These opportunities fostered cross-grade relationships, collaboration, and shared responsibility within the school community.

- **Citizenship Through CTF and CTS:** Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) courses provided opportunities for students to develop leadership skills and engage in service learning. Courses such as Westmount Assisting Others (WAO) and HEROES encouraged students to apply their learning through volunteerism, community engagement, and meaningful contributions.
- **Student-Led Clubs and Initiatives:** Students demonstrated active citizenship through clubs and initiatives focused on diversity, equity, inclusion, student wellness, and environmental stewardship. These opportunities encouraged students to advocate for issues important to them, collaborate with peers, and contribute to a welcoming and supportive school environment.
- **Student Council and Student Voice:** Elected student representatives from each grade worked collaboratively with school administration to plan activities, share student perspectives, and identify opportunities to enhance the school experience. This provided students with authentic opportunities to participate in decision-making, develop leadership skills, and take ownership of their school community.

Moving Forward

While student perceptions of citizenship have improved, Westmount Charter School recognizes the importance of continuing to strengthen meaningful opportunities for student voice, leadership, and active participation. Building on existing initiatives, both campuses will embed citizenship development more intentionally into everyday learning experiences, helping students recognize how their actions demonstrate respect, responsibility, empathy, and leadership. Through student leadership, service learning, and community partnerships, Westmount will continue to foster student agency and a sense of shared responsibility. Ongoing collaboration with staff will also support consistent expectations and practices across the K-12 learning environment, strengthening a shared understanding of active citizenship among students, staff, and families.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitude necessary for lifelong learning.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	224	89.9	299	87.1	273	89.1	285	89.3	193	90.4	Very High	Maintained	Excellent	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8	68,123	81.2
Parent	172	86.2	260	84.9	225	87.1	225	85.0	134	86.7	Very High	Maintained	Excellent	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5	35,211	75.1
Teacher	52	93.5	39	89.3	48	91.0	60	93.5	59	94.1	Very High	Maintained	Excellent	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1	32,912	87.2

Analysis

Westmount Charter School continues to demonstrate strong results in Lifelong Learning, achieving an overall satisfaction rate of 90.4%, up 1.1% from the previous year. The measure received an Excellent evaluation and remains above the provincial average. Parent

satisfaction rose 1.7% to 90.4%, while teacher satisfaction remained very high at 94.1%, up 0.6%. These positive results reflect continued confidence among parents and teachers that Westmount students are developing the knowledge, skills, and attitudes necessary for lifelong learning. They also align with Westmount Charter School's inside out approach, which emphasizes fostering curiosity, independence, resilience, and a love of learning alongside academic achievement.

Through opportunities for inquiry, enrichment, student voice and choice, and self-directed learning, Westmount Charter School continues to support students in developing the confidence and skills to take ownership of their learning, adapt to new challenges, and pursue their interests beyond the classroom.

Strategies Implemented

- **Across Both Campuses (K-12)**
  - Westmount's inside out approach recognizes that belonging, well-being, and positive relationships provide the foundation for students to develop confidence, curiosity, resilience, and a lifelong love of learning.
  - Teachers provide differentiated learning experiences through curriculum compacting, enrichment, inquiry, and acceleration, encouraging students to explore their interests, think critically, and engage in meaningful learning.
  - Student voice, choice, and goal setting are embedded in learning experiences, helping students develop independence, self-awareness, and ownership of their learning.
  - Opportunities for collaboration, problem-solving, creativity, and reflection support students in developing transferable skills and the confidence to approach new challenges.
- **EC Campus (K-4)**
  - **LEAD (Learn, Explore, Acquire, and Discover)**: Dedicated learning opportunities allow students to pursue their interests, explore new ideas, and engage in inquiry-based and self-directed learning beyond the core curriculum.
  - **Social-Emotional Learning and Self-Regulation**: Intentional instruction supports students in developing self-awareness, perseverance, emotional regulation, and the confidence to navigate challenges as learners.
  - **Student Reflection and Goal Setting**: Students are encouraged to recognize their strengths, reflect on their learning, set personal goals, and develop increasing independence and responsibility.
  - **Experiential and Collaborative Learning**: Hands-on projects, creative problem-solving, and opportunities to learn with others foster curiosity, critical thinking, and a willingness to explore new ideas.
- **MH Campus (Grades 5-12)**
  - **Self-Directed Studies (SDS)**: Dedicated time for independent and interest-based learning encourages students to explore personal passions, set goals, manage their time, and take greater responsibility for their learning.

- **SOURCE**: Opportunities to connect with mentors and pursue authentic areas of interest help students deepen their knowledge, develop transferable skills, and explore potential future pathways.
- **Academic Enrichment and Inquiry:** Curriculum compacting, acceleration, interdisciplinary learning, and inquiry-based projects provide opportunities for students to engage in complex thinking, research, creativity, and problem-solving.
- **Career and Post-Secondary Exploration:** Career counselling and guidance support students in identifying their strengths, exploring future opportunities, and making informed decisions about their educational and career pathways.
- **Student Leadership and Extracurricular Opportunities:** Participation in clubs, athletics, leadership initiatives, and other school activities supports collaboration, perseverance, personal growth, and the development of interests beyond the classroom.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Westmount Charter School Soc.													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	223	88.9	291	84.9	269	88.0	280	85.9	184	92.5	Very High	Improved Significantly	Excellent	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7	66,650	84.2
Parent	170	85.3	253	83.0	222	82.4	220	81.8	129	86.8	Very High	Improved	Excellent	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0	34,404	76.7
Teacher	53	92.5	38	86.8	47	93.6	60	90.0	55	98.2	Very High	Improved	Excellent	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4	32,246	91.7

Analysis

Westmount Charter School demonstrated significant improvement in Work Preparation, with overall satisfaction increasing from 85.9% in 2025 to 92.5% in 2026, exceeding the provincial average of 84.2%. Parent satisfaction increased to 86.8%, while teacher satisfaction reached 98.2%, compared to 91.7% provincially. All measures received Very High achievement ratings and Excellent overall evaluations, reflecting strong stakeholder confidence in how Westmount Charter School prepares students with the skills, knowledge, and competencies needed for future success.

Strategies Implemented

- **EC Campus (K-4)**
  - **Foundational Skills:** Fostered communication, collaboration, creativity, critical thinking, and problem-solving through inquiry-based and hands-on learning.
  - **Independence and Responsibility:** Promoted self-regulation, goal setting, perseverance, and student agency through developmentally appropriate learning experiences.
  - **Student Interests and Strengths:** Provided opportunities for students to explore their interests, recognize their strengths, and develop confidence as learners.

- **MH Campus (Grades 5-12)**
    - **Career and Post-Secondary Exploration:** Supported students in exploring educational pathways, course options, and future opportunities aligned with their strengths and interests.
    - **Transferable Skills:** Strengthened leadership, communication, collaboration, critical thinking, and problem-solving through classroom learning, projects, and extracurricular opportunities.
    - **Student Agency and Independence:** Encouraged goal setting, self-advocacy, responsibility, and informed decision-making to support successful transitions.
    - **Personalized Learning Pathways:** Provided academic guidance and individualized supports to help students navigate course selection and prepare for post-secondary education and future careers.
    - **Dual Credit:** Expanded opportunities for students to pursue their interests and passions while earning both high school and post-secondary credits through partnerships with local institutions.

Moving Forward

Westmount Charter School will continue strengthening age-appropriate career readiness across both campuses, emphasizing foundational competencies in K-4 and career exploration, academic planning, and post-secondary transitions in Grades 5-12. We will support students during key educational transitions and build the skills, confidence, and independence needed for success beyond graduation.

High School Completion Rates

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.													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	%
3 Year Completion	**125**	**96.0**	**103**	**97.5**	**94**	**96.4**	**96**	**100.0**	**101**	**97.0**	Very High	Maintained	Excellent	**47,675**	**83.2**	**48,340**	**80.7**	**49,297**	**80.4**	**51,148**	**81.4**	**55,307**	**82.1**
4 Year Completion	93	99.0	125	97.0	103	98.6	94	98.3	96	100.0	Very High	Improved	Excellent	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7	51,145	85.5
5 Year Completion	**96**	**98.2**	**93**	**99.0**	**125**	**97.7**	**103**	**99.4**	**94**	**98.3**	Very High	Maintained	Excellent	**45,344**	**87.1**	**46,238**	**88.6**	**47,659**	**88.1**	**48,295**	**87.1**	**49,291**	**86.7**

Analysis

Westmount Charter School continues to demonstrate exceptional high school completion outcomes, significantly exceeding provincial averages across all three measures. In 2025, the three-year completion rate was 97%, compared to 82.1% provincially, while the four-year completion rate increased to 100%, exceeding the provincial rate of 85.5%. The five-year completion rate remained strong at 98.3%, compared to 86.7% provincially. All three measures received Very High achievement ratings and Excellent overall evaluations, with the four-year completion rate improving and the three- and five-year rates remaining strong. These results

reflect sustained student success and consistently high completion rates over the five-year reporting period.

2025-2026: Grade 1 to 3 Literacy and Numeracy Screening Results

Grades	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				
Kindergarten January-June 2026	PAST, RAN, LenS	75	1	0
Grade 1 January-June 2026	PAST, RAN, LenS, CC3	82	0	0
Grade 2 Sept 2025 - June 2026	LenS, CC3	86	3	0
Grade 3 Sept 2025 - June 2026	CC3	92	0	0
Numeracy				
Kindergarten January-June 2026	Provincial Numeracy Screening Assessment	75	0	0
Grade 1 January-June 2026	Provincial Numeracy Screening Assessment	82	1	1
Grade 2 Sept 2025 - June 2026	Provincial Numeracy Screening Assessment	86	12	3
Grade 3 Sept 2025 - June 2026	Provincial Numeracy Screening Assessment	92	1	0

Analysis

The 2025-2026 screening results indicate strong foundational literacy and numeracy skills across Grades K-3, with measurable progress among students initially identified as being at risk.

In literacy, the kindergarten student who was identified as at risk was no longer identified as at risk on the final assessment. All three Grade 2 students initially identified as at risk were no longer identified as at risk on the final assessment. No Grade 1 or Grade 3 students were identified as at risk during either reporting period.

In numeracy, the number of students identified as at risk decreased from fourteen to four across the four grade levels, representing a 71.4% reduction. Grade 2 demonstrated the greatest improvement, with the number declining from twelve to three students. Grade 3 decreased from one student to zero, while one Grade 1 student still required support.

These results highlight the importance of early identification, targeted intervention, and ongoing progress monitoring. Beginning in Kindergarten, developing foundational literacy and numeracy skills supports early identification of learning needs and informs responsive programming across subsequent grade levels. Continued attention to the four students identified as at risk in numeracy will support instructional planning and the development of foundational mathematical skills.

Summary of Literacy Support Strategies:

- **Early Literacy Development:** Development of oral language, phonological awareness, letter recognition, letter-sound correspondence, and emergent reading and writing skills in Kindergarten through developmentally appropriate instruction and purposeful learning experiences.
- **Targeted Literacy Intervention**: Implementation of Fountas and Pinnell Levelled Literacy Intervention and UFLI to strengthen phonemic awareness, phonics, decoding, and foundational reading skills.
- **Small-Class and Small-Group Instruction:** Dedicated Grade 1 literacy instruction and targeted Grade 2 small-group sessions, offered four days per week, to address identified learning needs.
- **Individualized Intervention:** One-on-one instruction from learning specialists, provided up to four days per week for students requiring intensive intervention.
- **Assessment and Progress Monitoring:** Developmentally appropriate assessments, screening, and ongoing formative and summative assessments to identify learning needs, monitor student growth, evaluate intervention effectiveness, and inform instructional adjustments across Kindergarten to Grade 3.
- **Personalized Programming:** Differentiated instructional strategies and individualized learning plans aligned with students' strengths, developmental profiles, and areas for growth.
- **Family Collaboration:** Regular communication between literacy specialists and families, including collaboration regarding additional psychoeducational assessments when appropriate.

Summary of Numeracy Support Strategies:

- **Early Numeracy Development:** Development of number sense, counting, quantity recognition, patterning, and mathematical reasoning in Kindergarten through hands-on exploration, purposeful play, and developmentally appropriate instruction.
- **Engaging, Conceptual Instruction:** Use of manipulatives, interactive notebooks, visual representations, and games to strengthen mathematical understanding, problem-solving, and numeracy confidence.
- **Targeted Small-Class and Small-Group Instruction:** Purposefully structured learning opportunities to address gaps in foundational numeracy skills and strengthen conceptual understanding.

- **Individualized Intervention:** One-on-one support from learning specialists, provided up to three days per week for students requiring intensive assistance.
- **Assessment and Progress Monitoring:** Developmentally appropriate assessments, screening, and ongoing formative and summative assessments to identify emerging learning needs, monitor student growth, and inform instructional adjustments from Kindergarten to Grade 3.
- **Personalized Programming:** Differentiated instruction and targeted learning activities responsive to individual student strengths, developmental profiles, and areas for growth.
- **Family Collaboration:** Ongoing communication between numeracy specialists and families to share progress and support student learning.

Moving Forward

Westmount Charter School will continue to prioritize foundational literacy and numeracy development across Kindergarten to Grade 3 through timely screening, evidence-informed instruction and intervention, and ongoing progress monitoring. Emphasis will be placed on early identification beginning in Kindergarten, proactive intervention, and continuity of support as students transition between grade levels. Attention will be directed toward students who continue to demonstrate numeracy difficulties, ensuring targeted supports are responsive to their individual learning needs. This work aligns with Alberta Education and Childcare's provincial priority of Strong Foundations and Westmount's commitment to responsive programming that recognizes the diverse and asynchronous learning profiles of gifted and twice-exceptional learners.

Alberta Standardized Testing Results

The Fall 2026 update reflects changes to the availability and reporting of provincial assessment data for the 2025-2026 school year. Grade 6 Provincial Achievement Test (PAT) aggregate results were unavailable, as assessments administered under the new curriculum and optional implementation did not meet the provincial criteria for aggregate reporting. Grade 9 PAT results were available; however, the cancellation of the January 2026 assessment administration affected participation.

Westmount Charter School students continued to demonstrate exceptional academic achievement, significantly outperforming provincial averages on Grade 9 Provincial Achievement Tests. At the Acceptable Standard, 98.2% of Westmount students met expectations, compared to the provincial average of 60.8%, a difference of 37.4%. At the Standard of Excellence, 64.4% of Westmount students achieved this higher level of proficiency, compared to 15.5% provincially, exceeding the provincial average by 48.9%.

Diploma Examination results also showed strong student achievement, with 96.5% of Westmount Charter School students meeting the Acceptable Standard, compared with 80.2% provincially. At the Standard of Excellence, 56.6% of Westmount Charter School students met this benchmark, compared to the provincial average of 22.9%, a difference of 33.7%. While these results highlight Westmount Charter School's strong academic performance, the

cancellation of the January 2026 Diploma Examination administration affected provincial reporting. Consequently, the 2025-2026 results were not evaluated against provincial achievement standards or previous three-year averages, although they will contribute to future provincial standards and rolling three-year averages.

Overall, Westmount Charter School students continue to demonstrate outstanding academic achievement, consistently exceeding provincial averages at both the Acceptable Standard and Standard of Excellence. These results reflect staff dedication, effective instructional practices, and Westmount Charter School's commitment to providing challenging, meaningful learning experiences that recognize and nurture the unique strengths and needs of gifted learners.

Grade 6 PAT Course By Course Results By Number Enrolled

For the 2025-2026 school year, Grade 6 Provincial Achievement Test (PAT) aggregate results were unavailable because Alberta is still implementing the new curriculum. The new curriculum was used to administer assessments in English Language Arts and Literature 6, Mathematics 6, and Science 6, while Social Studies 6 remained optional.

As a result, the Grade 6 assessments did not meet the provincial criteria for aggregate reporting, which require established achievement standards and province-wide administration. Therefore, aggregate results and provincial comparisons are not available for this reporting period.

Westmount Charter School remains committed to monitoring student achievement through classroom-based assessments, ongoing formative assessment practices, and available provincial assessment data to inform instruction and support the continued growth and success of gifted learners.

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

	Westmount Charter School Soc.					Measure Evaluation			Alberta				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	110	123	149	127	132	n/a	n/a	n/a	53,039	57,925	60,682	61,071	61,946
Acceptable Standard %	91.8	94.7	97.1	97.0	98.2	Very High	Maintained	Excellent	62.9	62.6	62.5	62.5	60.8
Standard of Excellence %	63.2	66.1	66.6	71.5	64.4	Very High	Maintained	Excellent	16.8	15.5	15.4	15.6	15.5

Analysis

Grade 9 Provincial Achievement Test (PAT) results continued to demonstrate Excellent overall performance, with Very High achievement maintained at the Acceptable Standard (98.2%) and strong achievement at the Standard of Excellence (64.4%). Westmount Charter School students significantly exceeded provincial averages of 60.8% and 15.5%, respectively, reflecting consistently high levels of academic achievement. These results highlight the school's commitment to academic excellence and providing challenging, meaningful learning experiences that support the unique needs of gifted learners. Although the January 2026 PAT

administration was cancelled, Westmount's results continue to demonstrate strong student achievement.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
Analysis

		Westmount Charter School Soc.							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts & Lit 6	Acceptable Standard	n/a	Improved	n/a	108	97.2	107	94.4	63,866	71.3	61,670	69.1
	Standard of Excellence	n/a	Declined Significantly	n/a	108	38.9	107	54.2	63,866	8.9	61,670	12.7
French Immersion Language Arts and Literature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,595	79.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,595	10.0	n/a	n/a
Français langue première et littérature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	946	85.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	946	19.3	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	108	90.7	107	91.6	63,820	53.0	61,656	53.1
	Standard of Excellence	n/a	Maintained	n/a	108	65.7	107	59.8	63,820	18.3	61,656	15.1
Science 6	Acceptable Standard	n/a	n/a	n/a	108	95.4	n/a	n/a	63,740	65.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	108	78.7	n/a	n/a	63,740	20.7	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	107	95.0	29,449	64.5	56,171	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	107	67.4	29,449	18.7	56,171	18.8
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	132	95.5	133	96.3	58,077	70.0	58,247	70.2
	Standard of Excellence	Very High	Declined	Good	132	42.4	133	53.8	58,077	11.4	58,247	12.1
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,248	44.5	1,396	49.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,248	3.5	1,396	5.5
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,063	71.6	3,219	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,063	9.0	3,219	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	76.6	589	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	15.6	589	19.5
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	77	98.7	133	94.1	56,398	50.7	57,645	52.9
	Standard of Excellence	Very High	Maintained	Excellent	77	67.5	133	67.4	56,398	15.1	57,645	13.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,792	44.1	1,907	51.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,792	8.5	1,907	10.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	55	100.0	133	99.0	54,620	65.3	58,279	67.5
	Standard of Excellence	Very High	Improved	Excellent	55	89.1	133	82.2	54,620	20.4	58,279	20.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	948	47.7	1,354	51.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	948	10.0	1,354	9.2
Social Studies 9	Acceptable Standard	Very High	Improved Significantly	Excellent	132	100.0	133	95.8	55,336	57.5	58,302	59.8
	Standard of Excellence	Very High	Maintained	Excellent	132	74.2	133	68.8	55,336	16.3	58,302	16.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,108	47.9	1,308	50.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,108	11.6	1,308	10.8

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 in 2021/22. School year 2021/22 is 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, and cancellation of the January 2026 sitting. 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.

Westmount Charter School students continued to demonstrate exceptional academic achievement across Grade 9 PATs, with Very High achievement ratings across all subject areas and Excellent overall evaluations in nearly all measures. Students consistently outperformed provincial averages at both the Acceptable Standard and Standard of Excellence, reflecting strong academic performance and continued commitment to student success.

Several subject areas showed notable improvement. Social Studies 9 demonstrated Significant Improvement at the Acceptable Standard, rising to 100%, while 74.2% of students achieved the Standard of Excellence. Mathematics 9 also showed Improvement at the Acceptable Standard (98.7%), with 67.5% of students achieving Excellence. Science 9 results were particularly strong, with 100% of students meeting the Acceptable Standard and 89.1% achieving the Standard of Excellence, representing an Improvement in excellence-level performance.

English Language Arts 9 continued to demonstrate Very High achievement, with 95.5% of students meeting the Acceptable Standard and 42.4% achieving the Standard of Excellence. Although excellence-level performance declined compared to the previous three-year average, results remained significantly above the provincial average of 11.4%, identifying an opportunity for continued growth.

Grade 6 PAT results also reflected strong academic achievement, with Westmount Charter School students exceeding provincial averages in English Language Arts and Literature 6, Mathematics 6, and Science 6 at both achievement standards. Although aggregate Grade 6 results were unavailable because of provincial curriculum implementation and reporting requirements, individual course results provide valuable evidence of student success.

Overall, these results highlight Westmount's continued commitment to academic excellence, effective instructional practices, and challenging, meaningful learning experiences that support the unique strengths and needs of gifted learners.

Diploma Exam Results By Student Writing Measure History

	Westmount Charter School Soc.					Measure Evaluation			Alberta				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	150	176	192	192	167	n/a	n/a	n/a	58,444	67,294	72,444	78,236	69,902
Acceptable Standard %	93.2	95.7	97.1	96.7	96.5	n/a	n/a	n/a	75.2	80.3	81.5	82.0	80.2
Standard of Excellence %	39.0	49.8	59.7	65.0	56.6	n/a	n/a	n/a	18.2	21.2	22.6	23.0	22.9

Analysis

Westmount Charter School students continued to demonstrate strong academic achievement on Diploma Examinations, significantly exceeding provincial averages at both the Acceptable Standard and Standard of Excellence. In 2025-2026, 96.5% of students achieved the Acceptable Standard, compared with 80.2% provincially, reflecting consistently high achievement over the past five years.

At the Standard of Excellence, 56.6% of Westmount students achieved this benchmark, compared to the provincial average of 22.9%. Although this is down from 65% last year, Westmount's results remained well above the provincial average and continued to demonstrate strong academic achievement.

Overall, these results reflect Westmount's continued commitment to academic excellence, high-quality instruction, and challenging, meaningful learning experiences that prepare students for future educational opportunities and success.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Westmount Charter School Soc.							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	41	100.0	94	99.3	19,592	82.9	33,446	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	41	41.5	94	38.7	19,592	11.9	33,446	10.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,510	82.3	19,243	85.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,510	9.5	19,243	12.3
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	94.4	1,223	94.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	4.8	1,223	6.9
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	100.0	154	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	28.8	154	26.6
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	41	97.6	86	94.2	10,035	73.9	21,159	74.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	41	75.6	86	70.9	10,035	33.0	21,159	33.7
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	95.0	9,002	69.4	15,841	71.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	58.6	9,002	16.6	15,841	16.0
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	71	94.4	91	95.3	14,525	83.7	25,143	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	71	50.7	91	36.3	14,525	16.2	25,143	17.1
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	100.0	n/a	n/a	15,161	78.4	24,017	77.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	62.5	n/a	n/a	15,161	15.0	24,017	12.4
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	11	100.0	58	100.0	14,916	82.1	24,533	82.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	11	63.6	58	81.0	14,916	35.0	24,533	33.8
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	48	95.8	81	94.3	12,379	81.9	19,919	82.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	48	66.7	81	65.8	12,379	39.7	19,919	38.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	38	94.7	53	96.5	7,055	82.5	10,187	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	38	47.4	53	75.4	7,055	40.4	10,187	42.2
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,530	77.0	8,491	80.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,530	26.9	8,491	24.6

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 in 2021/22. School year 2021/22 is 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.
5. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results. Caution should be used when interpreting trends over time.

Analysis

Westmount Charter School students demonstrated strong achievement across Diploma Examination subjects in 2025-2026, exceeding provincial averages at both the Acceptable Standard and Standard of Excellence in every course reported.

At the Acceptable Standard, students achieved 100% in English Language Arts 30-1, Social Studies 30-2, and Biology 30. Mathematics 30-1 (97.6%) and Chemistry 30 (95.8%) also demonstrated strong results. At the Standard of Excellence, Mathematics 30-1 was particularly noteworthy at 75.6%, compared to 33% provincially. Social Studies 30-1 also performed well at 50.7%, compared to 16.2% provincially.

While results remained above provincial averages across all subjects, Standard of Excellence in Biology 30 (63.6%) and Physics 30 (47.4%) were below their respective three-year averages, indicating areas for further examination. Given the cancellation of the January 2026 Diploma Examination administration, caution is required when interpreting these differences, as participation and year-over-year comparability were affected.

Overall, the course-level results demonstrate strong academic performance across disciplines, with strengths in Mathematics 30-1 and Social Studies 30-1 at the Standard of Excellence. These findings provide valuable insight into areas of sustained achievement and opportunities to support excellence-level performance further.

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 Provincial Achievement Tests (PATs) or Diploma Examinations at the Acceptable Standard and Standard of Excellence, as data have been suppressed because fewer than six students are in each category.

Grant Funding

Westmount Charter School received a total of $31,789.00 through the First Nations, Métis and Inuit (FNMI) Grant allocation for the 2025-2026 school year, comprising the following:

- Support for Truth and Reconciliation Allocation: $12,086.88
- Student Self-Identification Allocation: $19,085.22
- School and Community Demographic Allocation: $616.90

This funding supports strategies, activities, and initiatives that advance reconciliation, strengthen understanding and appreciation of Indigenous histories, cultures, perspectives, and ways of knowing, and foster culturally responsive and inclusive learning environments. It also supports identifying student needs and developing responsive educational programming and supports to enhance the engagement, well-being, belonging, and educational outcomes of First Nations, Métis, and Inuit students.

Strategies, Activities, and Programs Implemented

Westmount Charter School continues to advance its commitment to reconciliation and inclusive education by embedding First Nations, Métis and Inuit histories, cultures, perspectives, and ways of knowing throughout the curriculum, professional learning, and school culture. These initiatives support the implementation of the Truth and Reconciliation Commission's (TRC) Calls to Action related to education, while fostering culturally responsive learning environments that promote respect, connection, belonging, and educational success.

Across both campuses, staff participated in activities and professional learning related to the National Day for Truth and Reconciliation on September 30 to deepen their understanding of Indigenous histories, the legacy of residential schools, and their collective responsibility in advancing reconciliation.

- **EC Campus (K-4)**
  - Staff collaborated to implement the following strategies and activities:
    - Orange Shirt Day assembly, school-wide learning activities, and intentional lesson planning.
    - National Indigenous Peoples Day assembly and corresponding school-wide learning opportunities.
    - Métis Week activities and classroom learning experiences.
    - Engagement of Indigenous facilitators, speakers, and educators to enrich assemblies and classroom instruction
    - Ongoing communication with Indigenous communities within Treaty 7 to foster relationships, collaboration, and guidance from Elders.
    - Meaningful student engagement in sharing Westmount Charter School's land acknowledgement and student-created land acknowledgements during morning announcements and school-wide gatherings.
- **MH Campus (5-12)**
  - Staff implemented and supported the following strategies and activities:
    - Participation in professional learning opportunities offered through the Alberta Regional Consortium, focusing on Indigenous perspectives, racism, resilience, and inclusion.
    - Recognition of Orange Shirt Day and the National Day for Truth and Reconciliation through educational activities and classroom instruction.
    - Recognition of National Indigenous History Month through learning opportunities that engage students and staff.
    - Support for initiatives led by the Staff Diversity Council and Student Diversity Council that promote awareness, understanding, respect, and inclusion.

Impact on Student Learning and Educational Outcomes

These strategies and activities provided meaningful opportunities for staff to strengthen their professional knowledge and capacity to integrate Indigenous perspectives into teaching and learning, while enabling students to deepen their understanding and appreciation of First

Nations, Métis, and Inuit histories, cultures, and ways of knowing. Collectively, these initiatives contribute to culturally responsive and inclusive learning environments that advance reconciliation and support student success.

Consistent with Westmount Charter School's inside out approach, positive relationships, cultural understanding, belonging, and access to appropriate supports are foundational to student engagement, well-being, learning, and academic achievement.

Westmount Charter School remains committed to evaluating the effectiveness of these initiatives and monitoring the educational progress, engagement, well-being, and achievement of First Nations, Métis and Inuit students through appropriate local and provincial measures. This ongoing process of monitoring, reflection, and evaluation informs refinements to strategies, programming, and supports within the Education Plan, strengthening evidence-informed decision-making, accountability, public assurance, and continuous improvement while respecting student privacy and confidentiality.

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	**83.3**	100.0	100.0	**74.5**	73.5	72.8	Intermediate	Declined	Issue
	5-year High School Completion	**100.0**	*	100.0	**85.0**	85.3	87.4	Very High	Maintained	Excellent
	PAT9: Acceptable	**99.3**	99.0	97.8	**51.7**	51.2	53.0	Very High	Maintained	Excellent
	PAT9: Excellence	**62.1**	77.5	68.6	**10.3**	10.0	10.4	Very High	Maintained	Excellent
	Diploma: Acceptable	**100.0**	90.2	93.0	**62.1**	67.4	67.0	n/a	n/a	n/a
	Diploma: Excellence	**60.0**	51.0	43.1	**12.8**	14.8	14.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:
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 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 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 in 2021/22. School year 2021/22 is 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 cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Analysis

English as an Additional Language (EAL) students continued to demonstrate strong academic achievement, with Excellent overall measure evaluations in five-year high school completion and Grade 9 PATs. The five-year high school completion rate reached 100%, while Grade 9 PAT results remained well above provincial averages, with 99.3% achieving the Acceptable Standard and 62.1% achieving the Standard of Excellence.

Diploma Examination results were also strong, with 100% of EAL students achieving the Acceptable Standard and 60% achieving the Standard of Excellence, exceeding provincial averages of 62.1% and 12.8%, respectively.

The three-year high school completion rate declined from 100% to 83.3%, resulting in an overall measure evaluation of Issue. While this result remains above the provincial average of 74.5%, it identifies an area for further examination to better understand the factors influencing timely completion and opportunities for targeted student support.

Overall, EAL students continue to demonstrate strong academic outcomes, particularly in provincial assessments and five-year high school completion. Moving forward, we will focus on understanding the decline in three-year completion while maintaining the supports that contribute to student achievement and successful graduation.

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 using 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)	
		2026	2023 - 2025 Avg	2026	2023 - 2025 Avg
English Language Arts & Lit 6	Number Writing	58	53	11,044	10,255
	Acceptable Standard %	100.0	100.0	73.5	70.4
	Standard of Excellence %	37.9	52.8	6.3	9.0
French Immersion Language Arts and Literature 6	Number Writing	n/a	n/a	247	n/a
	Acceptable Standard %	n/a	n/a	80.2	n/a
	Standard of Excellence %	n/a	n/a	8.9	n/a
Français langue première et littérature 6	Number Writing	n/a	n/a	158	n/a
	Acceptable Standard %	n/a	n/a	80.4	n/a
	Standard of Excellence %	n/a	n/a	10.8	n/a
Mathematics 6	Number Writing	54	54	11,093	10,420
	Acceptable Standard %	94.4	98.1	58.9	58.1
	Standard of Excellence %	70.4	64.8	19.7	16.6
Science 6	Number Writing	54	n/a	11,094	n/a
	Acceptable Standard %	100.0	n/a	67.9	n/a
	Standard of Excellence %	83.3	n/a	17.8	n/a
Social Studies 6	Number Writing	n/a	54	4,402	9,187
	Acceptable Standard %	n/a	99.3	73.1	72.0
	Standard of Excellence %	n/a	65.8	17.6	17.9

Analysis

Grade 6 English as an Additional Language (EAL) students continued to demonstrate strong academic achievement, exceeding provincial EAL averages across all reported subjects at both the Acceptable Standard and Standard of Excellence. At the Acceptable Standard, 100% of students met expectations in English Language Arts and Literature 6 and Science 6, while 94.4% met expectations in Mathematics 6. The Standard of Excellence was particularly strong in Science 6 (83.3%) and Mathematics 6 (70.4%), significantly exceeding provincial EAL averages of 17.8% and 19.7%, respectively. Mathematics 6 also demonstrated growth at the Standard of Excellence, increasing from the previous three-year average of 64.8%.

In English Language Arts and Literature 6, the Acceptable Standard remained at 100%, while the Standard of Excellence declined to 37.9% from the previous three-year average of 52.8%. Although this result remains well above the provincial EAL average of 6.3%, it also identifies an opportunity to further strengthen excellence-level literacy achievement.

Overall, the results highlight strong foundational achievement across Grade 6 subjects, with strengths in Science and Mathematics and an opportunity to continue building advanced literacy skills.

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)				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	16	11	41	51	51	n/a	n/a	n/a	6,575	7,162	7,405	7,682	8,397
Acceptable Standard %	98.4	95.5	98.8	99.0	99.3	Very High	Maintained	Excellent	54.8	55.3	52.7	51.2	51.7
Standard of Excellence %	59.0	61.4	67.1	77.5	62.1	Very High	Maintained	Excellent	11.3	11.0	10.1	10.0	10.3

Analysis

Grade 9 English as an Additional Language (EAL) students continued to demonstrate Very High achievement, maintaining an Excellent overall measure evaluation at both the Acceptable Standard and Standard of Excellence.

At the Acceptable Standard, achievement increased slightly to 99.3%, continuing a five-year trend of consistently strong performance and significantly exceeding the provincial EAL average of 51.7%. At the Standard of Excellence, achievement declined from 77.5% in 2024-2025 to 62.1% in 2025-2026. Despite this decrease, results remained well above the provincial EAL average of 10.3%, and the measure evaluation was maintained.

These results highlight sustained achievement at the Acceptable Standard while identifying excellence-level performance as an area for continued monitoring and growth.

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

		Westmount Charter School Soc. (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts & Lit 6	Acceptable Standard	n/a	Improved	n/a	58	100.0	56	94.6	12,342	65.7	11,591	62.3
	Standard of Excellence	n/a	Declined	n/a	58	37.9	56	50.0	12,342	5.7	11,591	8.0
French Immersion Language Arts and Literature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	251	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	251	8.8	n/a	n/a
Français langue première et littérature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	10.6	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	Declined	n/a	58	87.9	56	94.6	12,332	52.9	11,588	52.3
	Standard of Excellence	n/a	Maintained	n/a	58	65.5	56	62.5	12,332	17.7	11,588	14.9
Science 6	Acceptable Standard	n/a	n/a	n/a	58	93.1	n/a	n/a	12,342	61.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	58	77.6	n/a	n/a	12,342	16.0	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	56	95.0	4,909	65.6	10,403	63.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	56	62.8	4,909	15.8	10,403	15.8
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	51	100.0	34	95.7	8,055	58.0	7,241	57.9
	Standard of Excellence	Very High	Maintained	Excellent	51	37.3	34	46.0	8,055	5.0	7,241	5.5
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	175	40.6	151	38.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	175	4.0	151	2.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	60.5	174	67.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	9.9	174	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	68.1	79	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	4.3	79	8.3
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	28	96.4	34	98.4	7,853	45.1	7,212	47.3
	Standard of Excellence	Very High	Maintained	Excellent	28	71.4	34	80.4	7,853	12.4	7,212	11.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	31.6	174	46.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	11.1	174	10.4
Science 9	Acceptable Standard	Very High	Maintained	Excellent	23	100.0	34	100.0	7,835	56.2	7,242	58.2
	Standard of Excellence	Very High	Improved	Excellent	23	95.7	34	82.9	7,835	13.9	7,242	14.3
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	40.2	149	38.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	7.6	149	3.6
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	51	100.0	34	97.0	7,811	47.9	7,247	49.2
	Standard of Excellence	Very High	Maintained	Excellent	51	66.7	34	65.2	7,811	10.1	7,247	10.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	46.6	143	44.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	14.4	143	4.0

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 in 2021/22. School year 2021/22 is 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, and cancellation of the January 2026 sitting. 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

English as an Additional Language (EAL) students continued to demonstrate strong academic achievement across Grades 6 and 9, consistently exceeding provincial EAL averages at both the Acceptable Standard and Standard of Excellence.

Grade 6 EAL students also performed strongly, with 100% achieving the Acceptable Standard in English Language Arts and Literature 6 and 93.1% in Science 6. At the Standard of Excellence, Science 6 (77.6%) and Mathematics 6 (65.5%) were strengths. While English Language Arts and Literature 6 showed improvement at the Acceptable Standard, the Standard of Excellence measure declined to 37.9%. Mathematics 6 also declined to 87.9% at the Acceptable Standard, indicating areas for continued monitoring and instructional support.

Grade 9 results were particularly strong, with Very High achievement and Excellent overall measure evaluations across all subjects. At the Acceptable Standard, 100% of EAL students met expectations in English Language Arts 9, Science 9, and Social Studies 9, while 96.4% met expectations in Mathematics 9. English Language Arts 9 and Social Studies 9 showed notable improvement at the Acceptable Standard, while Science 9 reached the Standard of Excellence, with 95.7% of students achieving excellence, compared to 13.9% provincially.

Overall, EAL students demonstrated strong achievement across both grade levels, with strengths in Science 9 and Social Studies 9. The results also highlight opportunities to strengthen excellence-level performance in literacy and maintain consistent achievement in Mathematics 9, while continuing to provide responsive instruction that supports EAL students' diverse learning needs.

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

	Westmount Charter School Soc. (EAL)					Measure Evaluation			Alberta (EAL)				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	7	13	18	23	19	n/a	n/a	n/a	5,396	6,167	5,610	6,878	6,475
Acceptable Standard %	100.0	93.5	95.3	90.2	100.0	n/a	n/a	n/a	59.0	67.1	66.3	67.4	62.1
Standard of Excellence %	75.0	22.6	55.8	51.0	60.0	n/a	n/a	n/a	10.8	13.8	14.0	14.8	12.8

Analysis

English as an Additional Language (EAL) students demonstrated strong performance on Diploma Examinations in 2025-2026, with 100% achieving the Acceptable Standard, an increase from 90.2% in the previous year and significantly above the provincial EAL average of 62.1%.

At the Standard of Excellence, 60% of EAL students met this benchmark, up from 51% in 2024-2025 and 12.8% provincially. This represents a 9% increase from the previous year, highlighting strong excellence-level performance among Westmount's EAL students.

While these results are encouraging, the relatively small number of EAL students writing Diploma Examinations (19), along with the cancellation of the January 2026 examination administration, requires caution when interpreting year-over-year trends. As a result, provincial achievement, improvement, and overall measure evaluations were not calculated for 2025-2026.

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

		Westmount Charter School Soc. (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	9	95.8	1,691	57.7	2,396	63.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	9	16.3	1,691	2.8	2,396	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	1,693	59.6	2,516	69.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,693	3.0	2,516	5.1
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	92.3	24	89.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	7.7	24	9.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	21	98.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	13.3	21	9.3
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	9	100.0	10	92.9	988	60.8	1,745	64.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	9	77.8	10	63.3	988	21.9	1,745	27.2
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	880	55.2	1,378	59.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	880	9.2	1,378	10.7
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	8	89.2	739	68.3	1,282	71.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	8	10.8	739	7.2	1,282	9.3
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	2,345	60.3	3,068	63.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	2,345	8.6	3,068	8.2
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	6	100.0	1,148	66.6	1,701	70.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	6	83.3	1,148	22.9	1,701	24.5
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	5	*	7	85.7	1,036	69.7	1,481	73.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	5	*	7	56.0	1,036	29.6	1,481	30.9
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	566	73.0	710	74.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	566	30.7	710	32.4
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	500	60.6	686	67.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	500	17.0	686	16.7

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 in 2021/22. School year 2021/22 is 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.
5. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results. Caution should be used when interpreting trends over time.

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

English as an Additional Language (EAL) students demonstrated particularly strong achievement in Mathematics 30-1, with 100% achieving the Acceptable Standard and 77.8% reaching the Standard of Excellence, significantly exceeding provincial EAL averages of 60.8% and 21.9%, respectively. These results also exceeded Westmount Charter School's three-year averages, highlighting Mathematics as a strength for EAL students.

Results in other Diploma Examination subjects were suppressed because few students wrote them, limiting our ability to assess course-specific performance or identify meaningful trends. While previous years identified Chemistry 30 and Social Studies 30-1 as areas requiring attention, current results are insufficient to determine whether performance in these subjects has improved.

Small EAL student cohorts and the cancellation of the January 2026 Diploma Examination administration further limit year-over-year comparisons. Continued monitoring of course-level achievement will help identify emerging trends and inform targeted supports as additional data become available.

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 (2e) 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 Charter School 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, Accomplishments, and Measures

- **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.

        - **Gifted From the Inside Out Assembly:** Through poetry, skits, and song, student performances related to understanding giftedness from the inside out, including overexcitabilities, emotional intensities and self-acceptance.
        - **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 and the measures identified across both campuses ensure that students develop a strong sense of self-awareness, recognize their unique strengths, and engage meaningfully in their learning journeys, thereby fulfilling the first outcome of the school's charter.

Charter Outcome Two: Students will demonstrate increased resilience

Actions, Accomplishments, and Measures

- **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 two productions' conclusion (last year, in honour of our 30th anniversary, a second performance was added in December 2025, plus the yearly one in May 2026).
        - **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. Staff collaborated with a specialist from HULL Children's Services and 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 overexcitabilities in the classroom. Feedback from students, teachers, and families has been overwhelmingly positive: students enjoy the time, teachers report improved afternoon engagement, and parents/guardians 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, these classes emphasize well-being, self-care, wellness, and resilience, while supporting students in understanding their social-emotional needs and developing coping strategies.
    - The Grade 8 team ran six weeks of seminars focusing on different elements of resilience and how they apply to daily life at school, including learning, social interaction, and self-actualization.

These initiatives and the measures identified 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, Accomplishments, and Measures

- **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 Recycle Rangers.

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 and measures, Westmount ensures that all students recognize the value of goal setting, develop self-reflection skills, and actively plan for and pursue their academic, personal, and post-secondary objectives.

Moving Forward

Beginning in the 2026-2027 school year, Westmount Charter School refined its Individual Program Plan (IPP) process to strengthen alignment with our charter mandate and our commitment to meeting the unique learning needs of gifted students. This approach recognizes that supporting gifted learners extends beyond academic achievement to include their social, emotional, and developmental needs.

Under the revised process, IPP goals for Code 80 students will focus more intentionally on gifted development, emphasizing self-understanding, personal growth, resilience, self-regulation, and the skills needed to navigate their learning experiences successfully. These refinements aim to establish a more meaningful, consistent, and developmentally responsive approach to supporting gifted learners across both campuses.

By aligning IPP goals more closely with the characteristics and needs associated with giftedness, Westmount seeks to strengthen student agency, self-awareness, and confidence while supporting students in engaging with appropriately challenging learning experiences and achieving their academic potential.

This work reflects our ongoing commitment to supporting the whole gifted learner, recognizing that personal growth and well-being are essential to academic success and creating the conditions for students to thrive academically, socially, and emotionally.

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 (2026)	Yes %
At school, do you feel like you belong?	90
Are you treated fairly by the adults at your school?	93
Do you feel welcome at school?	93
Do other students treat you well?	87

Student - Grade 7-9 (2026)	Strongly Agree and Agree %
At school, I feel like I belong.	89
I am treated fairly by adults at my school.	90
I feel welcome at my school.	93
Other students treat me well.	90

Student - Grade 10-12 (2026)	Strongly Agree and Agree %
At school, I feel like I belong.	85
I am treated fairly by adults at my school.	89
I feel welcome at my school.	91
Other students treat me well.	94

Analysis

Student responses across Grades 4-12 reflect a strong sense of belonging, fairness, and positive relationships at Westmount Charter School. The 2026 results highlight the importance of fostering personal wellness from the inside out, recognizing that supportive relationships and inclusive learning environments contribute to both individual well-being and strong school communities.

In Grades 4-6, 93% of students report feeling welcome and being treated fairly by adults, while 90% feel a sense of belonging and 87% indicate that other students treat them well. These results reflect positive connections with adults and peers while highlighting opportunities to strengthen respectful peer relationships further.

In Grades 7-9, 93% of students feel welcome, 90% report being treated fairly by adults, and 90% indicate positive peer interactions. With 89% reporting a sense of belonging, the results suggest a supportive middle school environment where relationships and inclusion contribute to student well-being.

In Grades 10-12, students report the strongest positive peer interactions, with 94% indicating that other students treat them well. Additionally, 91% feel welcome and 89% report fair treatment by adults. While 85% feel a sense of belonging, this is the lowest belonging result across the three grade groupings, highlighting an opportunity to strengthen further student voice, connection, and meaningful engagement in the high school years.

Overall, the results demonstrate consistently positive student perceptions of their school community, with all measures ranging from 85% to 94%. Feeling welcome remains a

strength across all grade levels, while the differences in belonging and peer relationships provide valuable direction for continued improvement.

Moving forward, Westmount will continue to prioritize social-emotional learning, student voice, positive relationships, and inclusive practices that help students feel connected, valued, and supported. Grounded in our inside out approach, these efforts reinforce the connection between personal well-being and the development of caring, respectful, and supportive school communities where all students can flourish.

Actions, Accomplishments, and Measures

- **EC Campus (K-4)**
  - **Mental Wellness Initiatives:** Implemented activities and learning strategies designed to promote mental wellness for both students and staff.
  - **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 with a UR Strong Workshop for all grades 1-4 students.
  - **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, Emotional Regulation, and Empathy:** Students engaged in learning opportunities focused on developing self-care strategies, managing anxiety and heightened emotions, strengthening emotional regulation, and fostering empathy and understanding toward others.
  - **Student Leadership and Community Building:** Student-led initiatives, including the Student Wellness Action Team (S.W.A.T.), Diversity Council, STEM Fellowship, and Peer Tutoring, provided opportunities for students to take an active role in fostering wellness, inclusion, collaboration, and a supportive school community.
  - **Connection and Belonging Across Grade Levels**: Multi-grade clubs and extracurricular activities, including Chess Club, Dungeons & Dragons Club, Art Club, Crochet Club, and intramural sports, created meaningful opportunities for students to connect through shared interests, build friendships, and strengthen their sense of belonging across grade levels.

- **Real-World Connections and Community Wellness:** Classroom learning emphasized practical applications of personal wellness, healthy relationships, and social responsibility, helping students recognize how their individual choices, well-being, and actions contribute to creating safe, caring, and supportive communities.

Capital Plan Report 2026-2029

Capital Plan Executive Summary

- Westmount Charter School remains committed to fostering gifted education from the inside out, providing specialized programming that supports the academic, social, and emotional development of diverse gifted learners, including neurodiverse, twice-exceptional (2e), and English as an Additional Language (EAL) students.
- As Westmount Charter School celebrated its 30th anniversary in 2026, aging infrastructure and increasing enrolment demand continue to present significant challenges. With approximately 1,334 students across two campuses, Westmount Charter School's facilities, originally constructed in the late 1960s, require modernization to support accessibility, safety, inclusive learning environments, and contemporary educational programming.
- Demand for Westmount Charter School's specialized programming continues to exceed available capacity. The most recent admissions cycle recorded 971 applications for only 122 available spaces, representing an acceptance rate of approximately 12.6%.
- In November 2025, Westmount Charter School completed a comprehensive Value Scoping Report examining modernization, expansion, and long-term facility solutions. Submitted to Alberta Education and Childcare, this report provides the foundation for the 2026- 2029 Capital Plan.
- The Capital Plan focuses on three strategic priorities:
    - Expanding Student Capacity: Advancing long-term facility solutions to increase equitable access to specialized gifted programming.
    - Modernizing Existing Facilities: Addressing aging infrastructure, accessibility barriers, energy efficiency, and student safety and well-being.
    - Supporting Sustainable Growth: Developing flexible, inclusive, and purpose-designed learning environments that respond to student needs and projected enrolment demand.

Capital Plan - Immediate and Long-Term Actions

- **Immediate Priorities: Modernization and Expansion Planning** - Westmount Charter School will continue to advance the recommendations of the November 2025 Value Scoping Report through ongoing engagement with Alberta Education and Childcare.
- Key actions include:
    - Refining phased expansion models and exploring purpose-designed K-6 and 7-12 campus configurations.
    - Updating enrolment projections and space requirements to reflect growing admissions demand.

        - Pursuing provincial capital funding through the Capital Plan and Schools Now submission pathways.
        - Exploring interim solutions, including modular classrooms and phased modernization, where appropriate.
- **Priority Modernization Projects** - Should comprehensive modernization and expansion not receive approval in the current capital planning cycle, Westmount Charter School has identified $6 million in priority infrastructure improvements
    - **EC Campus**
        - Washroom Modernization
        - Accessibility Upgrade (elevator)
        - Boiler Replacement
    - **MH Campus**
        - Locker Rooms
        - Fitness Room Modernization
        - Window Replacement
    - These improvements address critical infrastructure needs while strengthening accessibility, operational efficiency, student dignity, safety, and well-being.
- **Long-Term Capacity Expansion** – Westmount Charter School's long-term capital strategy prioritizes sustainable facility solutions that increase access to specialized gifted education. The November 2025 Value Scoping Report examined comprehensive facility replacement options, including two purpose-designed campuses that could accommodate approximately 1,800-2,000 students, with an estimated capital cost of $120.48 million. Long-term planning will focus on:
    - Advancing provincial funding discussions and capital approval.
    - Exploring phased expansion, modular classrooms, land acquisition, and new construction.
    - Developing site, transportation, and operational transition plans.
    - Ensuring facility design supports differentiated instruction, enrichment, accessibility, and student well-being.

Moving Forward

Westmount will continue working collaboratively with Alberta Education and Childcare to advance its capital priorities, address infrastructure challenges, and respond to increasing demand for specialized gifted education. Aligned with Westmount Charter School's inside out approach, these investments are essential to creating safe, caring, inclusive, adaptable, and future-ready learning environments where students and staff can thrive.

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

Multi-Year Financial Statements

Revenue Variance Analysis

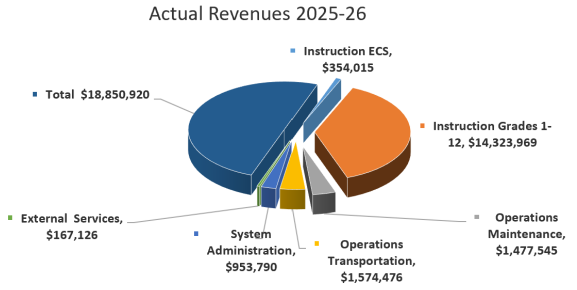
In accordance with the program of operations revenue for the year ending August 31, 2026, Westmount Charter School Society reported total revenues of $18,850,920, compared with the budgeted amount of $17,488,796. This resulted in a favourable revenue variance of $1,362,124 (7.79%). The favourable variance was primarily attributable to increased funding from teacher salary settlements and additional severe disability funding received during the current fiscal year.

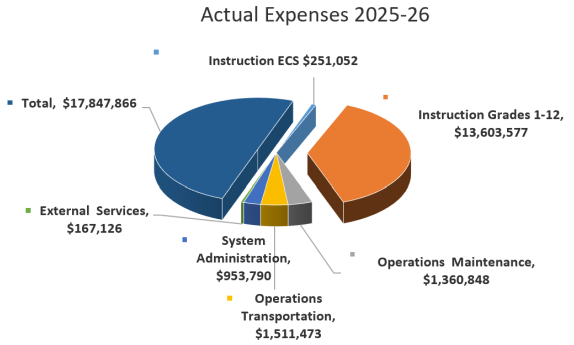
Expense Variance Analysis

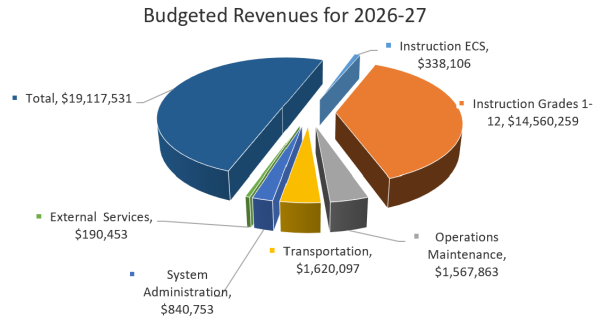
In accordance with the variance analysis schedule for the year ending August 31, 2026, Westmount Charter School Society reported total expenses of $17,847,866, compared to the budgeted amount of $17,488,565. This resulted in an unfavourable expense variance of $359,301 (2.05%). The expense variance reflects the impact of increased certificated and uncertificated salary expenditures arising from teacher agreements providing for annual salary increases of 3%. These increased costs were

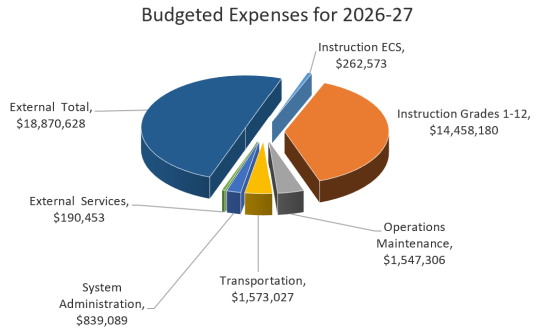
MULTI-YEAR FINANCIAL STATEMENTS			
	AFS Actual Audited 2024-25	AFS Actual Audited 2025-26	Approved Budget 2026-27
REVENUES			
Government of Alberta	15,262,273	16,729,189	17,091,091
Fees	1,711,877	1,808,862	1,811,340
Sales of services and products	-	-	-
Other revenue	222,537	312,869	215,100
Total	17,196,687	18,850,920	19,117,531
EXPENSES			
Instruction - ECS	223,084	251,052	262,573
Instruction - Grade 1 to 12	12,760,555	13,603,579	14,458,180
Operations & maintenance	1,310,659	1,360,847	1,547,306
Transportation	1,503,181	1,511,474	1,573,028
System Administration	910,360	953,789	839,089
External Services	169,056	167,126	190,453
Total	16,876,895	17,847,867	18,870,629
ANNUAL SURPLUS (DEFICIT)	319,792	1,003,053	246,902
Accumulated Surplus (Deficit) - Beginning of Year	906,295	1,226,087	1,226,087
Accumulated Surplus (Deficit) - End of Year	1,226,087	2,229,140	1,901,107

partially offset by savings achieved through benefit reduction strategies and cost-to-serve reductions in information systems, utilities, and insurance.









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:

- *2026-2027 Budget*
- *2025-2026 Audited Financial Statements*
- *Alberta K-12 Education Financial Statements*

Whistleblower Protection

Westmount did not receive any disclosures pursuant to Section 32 of the *Public Interest Disclosure Act (2013)* during the 2025-2026 school year.

Moving Forward

The Annual Education Results Report (AERR) 2026 reflects Westmount Charter School's continued strong performance across Alberta Education's Assurance Domains, with achievement results consistently exceeding provincial averages in key areas. Improvements in student engagement, citizenship, education quality, and stakeholder satisfaction highlight the strength of our learning community and the collective efforts supporting student success.

Building on these results, Westmount Charter School's continuous improvement priorities are informed by provincial assessments, assurance surveys, community partners' feedback, and the evolving needs of gifted and twice-exceptional learners. These priorities also align with Alberta Education and Childcare's newly established provincial strategic priorities: Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society.

The following areas will guide implementation of Westmount's 2026-2029 Education Plan, with progress monitored through provincial and local measures.

1. Governance

- Strengthen meaningful opportunities for parent/guardian and community partner engagement, ensuring families have a voice in school improvement and decision-making processes.
- Continue fostering transparent communication, collaborative relationships, and shared accountability for student success.

2. Learning Supports

- Continue refining timely, responsive, and individualized supports that respond to the academic, social, emotional, and executive functioning needs of gifted and twice-exceptional (2e) learners.
- Strengthen early identification, targeted interventions, and ongoing monitoring to address learning needs and support continued growth.
- Enhance the Individualized Program Plan (IPP) process to reflect Westmount's charter goals, emphasizing self-understanding, resilience, personal growth, and the developmental needs of gifted learners.
- Continue creating safe, caring, and inclusive learning environments where students experience belonging, feel valued, and are supported in their well-being.

3. Teaching and Leading

- Deepen staff capacity in research-informed gifted pedagogy, differentiated instruction, and inclusive practices that respond to learner variability.
- Strengthen professional collaboration and collective teacher efficacy through shared instructional practices, professional learning, and collaboration across campuses.
- Support teachers in designing academically rigorous, appropriately challenging, and engaging learning experiences that foster critical thinking, creativity, and student agency.
- Continue prioritizing staff well-being and professional growth as essential conditions for sustaining high-quality teaching and learning.

4. Student Growth and Achievement

- Build on strong Provincial Achievement Test (PAT) and Diploma Examination results by continuing to analyze achievement trends, identify areas for growth, and use evidence to inform instructional improvement.
- Strengthen foundational literacy and numeracy through early identification, responsive interventions, and ongoing assessment, ensuring all students develop the essential skills needed for continued academic success.
- Continue enhancing learning experiences that promote subject matter mastery, academic challenge, and meaningful connections to students' strengths, interests, and aspirations.
- Expand opportunities for student voice, choice, and ownership of learning to strengthen engagement, motivation, and achievement further.
- Enhance academic and career counselling, particularly at key transition points in Grades 7 and 10, to support informed educational pathways and future planning.

5. Supplemental - Learning Engagement and Citizenship

- Build on improvements in student engagement and citizenship by expanding meaningful opportunities for student leadership, voice, and participation in school and community initiatives.
- Strengthen students' understanding of rights, responsibilities, civic participation, and the importance of contributing positively to their communities.
- Continue fostering a culture of belonging, respect, empathy, and shared responsibility, where students feel connected and empowered to contribute.
- Provide authentic learning experiences that connect classroom learning with real-world challenges, community involvement, and responsible citizenship.

Looking Ahead

Westmount Charter School's AERR 2026 reflects a learning community characterized by strong academic achievement, quality teaching, and a shared commitment to student growth and well-being. These results provide a strong foundation for the next phase of our continuous improvement journey.

As we implement the 2026-2029 Education Plan, we will continue to provide appropriately challenging learning experiences, strengthen responsive supports, and nurture gifted learners' academic, social, and emotional development. This work aligns with Alberta Education and Childcare's provincial priorities while remaining grounded in Westmount Charter School's unique charter mandate.

We will continue investing in research-informed gifted pedagogy, professional collaboration, and collective teacher efficacy, recognizing that the conditions we create for educators directly influence student learning and success. We will also strengthen student voice, leadership, and citizenship while continuing to advocate for modernized learning environments that support our evolving educational needs.

Building on more than 30 years of gifted education, Westmount remains guided by our vision of fostering gifted education from the inside out. Our commitment extends beyond academic achievement to creating learning environments where every student feels a sense of belonging, is appropriately challenged, and has opportunities to develop their strengths, pursue their interests, and flourish.

Through connection, collaboration, and a shared commitment to continuous improvement, we will continue empowering gifted learners to realize their potential and make meaningful contributions to their communities and the world.