

# ANNUAL EDUCATION RESULTS REPORT 2022-2023

**Assurance Model for Westwood Community High School**

**Principal - Roxanne Fudge**

**Vice Principal - Brendan Toner**

**Vice Principal - Dan Baseley**

**Vice Principal - Bailey Kwiatkowski**

**Fall 2023**

## **Principal's Letter of School Context**

Westwood Community High School has been serving the community of Fort McMurray since 1986. Since 2018, we have been serving students in grades 7-12 .

Westwood Community High School has a current enrollment of 960 students up from 796 students at the same time last year. Projected enrollment for 2024-2025 is over 1000.

- There are 111 English Language Learners enrolled.
- There are currently 78 students identified with an inclusive education code; 38 code 40s, 39 code 50s. And 1 code 80.
- We have 77 First Nations, Metis, and Inuit students registered at present.
- Westwood Community High School staff consists of 42.0 teaching staff, including 1 Mental Health Therapist, 1 Academic Counsellor, 1 Learning Assistant Coordinator and 0.77 ELL Support Teacher, 0.59 FNMI Support Teacher, 9.0 Educational Assistants, 1.5 Library Assistant and 6 Admin Assistants.

Westwood High School represents a diverse student body with backgrounds that contribute to the rich cultural fabric of the school. Our school is home to 490 junior high and 460 high school students enrolled in mainstream or choice honours programming, including AP programming in grades 11 and 12; 20% of the high school population participate in writing university-level AP Exams. Within our 7-12 population of students, 12% receive support for learning English as an additional language, and 80 of 90 EAL students benchmarked require literacy intervention.

Newcomers continue to arrive continuously throughout the school year and are assigned a student mentor; of note 32% of Westwood students were born outside of Canada. An average of 47% of our student population speak English at home; 35% speak English and additional languages at home; 16% speak other languages at home.

Our school provides targeted support for 8% of our population through an Individualized Program Plan for academic planning and intervention. Of this total, 4% of students have severe disabilities, of which 60% are currently in grades 7 and 8. Westwood is deeply committed to providing a safe and supportive environment for all stakeholders. Our School Survey results indicate that 37% of our community are still working toward feeling a sense of belonging amongst their peers and teachers.

We are unwavering in our focus on continuing building our inclusive school culture, connections, and fostering positive academic habits for all of our students that are impacted by the pandemic and contributing factors such as additional language, academic or socioemotional skill acquisition.

The Westwood staff continues to practice lifelong learning during our professional learning Fridays. During our Professional Learning Fridays our motivated staff participate in division collaboration, department collaboration, Diversity, Equity and Inclusion, Literacy, Assessment and Mental Health Professional Development.

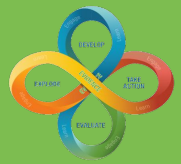
Roxanne Fudge  
Principal  
Westwood Community High School



# Westwood Community High School

## SCHOOL RESULTS REPORT

*Doing What's Best for Kids*



### FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

### ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

### CURRENT STATE

#### STRENGTHS

Alberta Education Assurance Measure data indicated over 87% of respondents identified Westwood High School as a welcoming and respectful environment (WCRSLE), who are providing high educational quality as well as ready access to support services for student success. Students scoring Academic Excellence on Grade 9 PATs and Grade 12 Diploma exams, as well as rate of high school graduation, and parental involvement are all above Provincial average. Approximately 33% of the population were recognized as having academic success of 80% average or above. Our school population increased from 810 pre-scheduled students in September 2022 to 960 scheduled students in September 2023. Noted student advocacy growth in student council DEI position; peer tutors, ambassadors, and mentors; GSA, BSU, ASU, MSU, A2E, IncludEd, StemConnect, w.women in tech. The 23-24 schedule provides access to a broader spectrum of EAL support and classes scheduled in the vocational streams to meet population needs (example EAL accredited course, Science 24, Math 20-3, RAP Career meetings, credit recovery, new credits in Early Learning and Childcare and Aboriginal Studies)

#### AREAS FOR GROWTH

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

### LOCAL CONTEXT

Westwood High School represents a diverse student body with backgrounds that contribute to the rich cultural fabric of the school. Our school is home to 490 junior high and 460 high school students enrolled in mainstream or choice honours programming, including AP programming in grades 11 and 12; 20% of the high school population participate in writing university-level AP Exams. Within our 7-12 population of students, 12% receive support for learning English as an additional language, and 80 of 90 EAL students benchmarked require literacy intervention. Newcomers continue to arrive continuously throughout the school year and assigned a student mentor; of note 32% of Westwood students were born outside of Canada. An average of 47% of our student population speak English at home; 35% speak English and additional languages at home; 16% speak other languages at home. Our school provides targeted support for 8% of our population through an Individualized Program Plan for academic planning and intervention. Of this total, 4% of students have severe disabilities, of which 60% are currently in grades 7 and 8. Westwood is deeply committed to providing a safe and supportive environment for all stakeholders. Our School Survey results indicate that 37% of our community are still working toward feeling a sense of belonging amongst their peers and teachers. We are unwavering in our focus on continuing building our inclusive school culture, connections, and fostering positive academic habits for all of our students that are impacted by the pandemic and contributing factors such as additional language, academic or socioemotional skill acquisition.

### STRATEGIES FOR MOVING FORWARD

1. **PROFESSIONAL LEARNING FRIDAYS:** Westwood PLF Plan 2023-24: growth in diversity and inclusion, literacy benchmarking and intervention, supporting positive mental health practices and collaborative restorative learning.
2. **PHYSICAL RESOURCES:** Literacy resource (research based) from *Supporting Adolescent Readers* by Dawn Reithaug (2007); STAR computer adaptive assessment and data; FMPSD Coordinator's Corner; Junior High Schedule Revision with additional literacy minutes; creation of a comprehensive onboarding process for EAL students, Benchmarks 2.0 [LearnAlberta EAL](#); Building Connections: [Relational-Based Supports](#); [ATA Library for New Canadians in Classroom](#); [Reviewing Restorative Culture](#); [AAC assessment](#); [Teaching in Intercultural Classroom](#)
3. **HUMAN RESOURCES:** The following groups will support goals: Staff Social Committee, Peer Mentors, Student Council, PD from Education Department/ Literacy Coordinator in Literacy for Junior High Students, ATA Local 48 DEI, SOGI 123, In-School Settlement Worker (EAL), Full time EAL Teacher/Coordinator- including building teacher capacity to benchmark and support English learners and new students to Canada; Student Services staff providing diverse needs support, academic, career and wellness guidance
4. **BUDGET:** Literacy Coordinator Support at no cost, Diversity Training from ATA (Nominal Cost share), Unconscious Bias offered at no cost, Development in Assessment Best Practices

### INDICATORS OF SUCCESS

#### SHORT TERM

- ★ Introduction of a comprehensive onboarding process for EAL Students assisted by 1.0FTE EAL Support Teacher
- ★ Literacy strategies utilized in Junior High English Language Arts with embedded class time and PLF collaboration and guided benchmarking
- ★ Monthly School Culture Events/Calendar for Students and Staff, collaborating with the Staff Culture group/Student Council and groups
- ★ Assessment Training; instructional conversations occurring in a timely manner, department collaboration on assessment

#### MOVING TO - DESIRED STATE

- ★ Literacy is woven into the day-to-day fabric of teaching and learning.
- ★ Students with diverse needs are identified and supported with adult connection and collaborative, targeted intervention
- ★ Once student sense of belonging is enhanced (OurSCHOOL), attendance and achievement will continue to see growth
- ★ Continued opportunities for ALL levels of curricula and programs guided by supportive and responsive educators

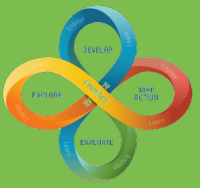




# WESTWOOD COMMUNITY HIGH SCHOOL

## DESIRED OUTCOME PLANNING

*Doing What's Best for Kids*



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

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

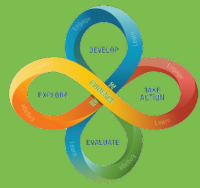
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Star Assessment Data collected in the Fall indicated that 65% of students who were below proficiency level. Of the 434 students tested 34% needed literacy interventions.</p> <p>There is limited intensive support for ELL students. There is a limit to the amount of time to acclimate new non English speaking students who make up 12% of the population.</p> <p>No recent professional development on best practices for formative, performance based, and summative assessment.</p>	<p>Of the 434 students tested 34% needed literacy interventions.</p> <p>80 of 90 EAL students benchmarked need interventions</p> <p>Ongoing improvement in assessment to ensure quality assessment to improve student learning.</p>	<p>Literacy growth practice time embedded for Language Arts teachers</p> <p>New Benchmark 2.0 Growth in benchmarking EAL students and cross curricular intervention strategies</p> <p>It was in 2021 that staff last engaged in professional development regarding assessment practice AP360. New staff members have since joined and returning staff members would benefit from review and latest researched best practices.</p>	<p>In the 23-24 class schedule, Junior High students will have access to more English Language Arts instruction. Literacy strategies will be taught by English Language Arts teachers with an emphasis on cross-curricular application. Junior High English Language Arts teachers will collaborate on PLFs to ensure literacy strategies are taught with fidelity.</p> <p>There is a 1.0 FTE ELL Teacher/Coordinator in the class schedule for 23-24.</p> <p>ELL Level 2 Course (5 credits) available</p> <p>Teachers will participate in EAL benchmarking capacity building groups with EAL lead</p> <p>Continuation of peer tutoring, peer mentoring, conversation club and multicultural association weekly tutoring</p> <p>Teachers will participate in professional learning in assessment; teachers and will collaborate to implement valuable assessment practices.</p>	<p>An increase in students who are accessing appropriate learning supports and programs</p> <p>Increase in numbers of Junior High students reading at grade level</p> <p>Increase in capacity for supporting newcomers, EAL, benchmarking and interventions.</p> <p>Classes offered in the dash 2 stream, Science 20 &amp; Math 30-3 and credit recovery support</p> <p>Professional learning in Assessment practice occurring during PLF and evidence of experimenting with a variety of assessment instruments in the classroom</p>	<p>Students will access appropriate programming and supports in an easy and timely manner including access to literacy supports for reading and writing. Students will be assessed according to AP360.</p>



# WESTWOOD COMMUNITY HIGH SCHOOL

## DESIRED OUTCOME PLANNING

*Doing What's Best for Kids*



**FMPSD PRIORITY AREA:** Priority 2 Maintain Safe and Caring Learning Environments and Supports

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

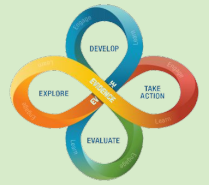
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>The Fall 2022 OurSCHOOL survey shows that only 63% of students have a high sense of belonging in the school and 6.6/10 students feel that they have positive teacher-student relationships. Further it shows that only 64% feel safe at school, only 63% feel accepted by their peers and others and only 73% indicate that they have friends at school who they can trust and encourage them to make positive choices (down from 76% in 2021).</p>	<p>The Fall 2022 OurSCHOOL survey shows that 37% of students do not have a high sense of belonging in the school.</p> <p>3.4/10 students feel that they do not have positive teacher-student relationships.</p> <p>36% of students do not feel safe at school, 37% do not feel accepted by their peers and others and only 27% indicate that they do not have friends at school who they can trust and encourage them to make positive choices.</p> <p>High number of junior high office referrals for peer conflict issues</p>	<p>Diversity Education; Culturally responsive practices and unconscious bias</p> <p>Utilizing Restorative Practices</p> <p>Facilitating Peer Conflict Resolution</p>	<p>PLF Schedule includes time for professional learning in DEI (Unconscious Bias, Indigenous Studies)</p> <p>Encourage student led extra curricular groups that celebrate diversity and promote a sense of belonging for all</p> <p>Encourage students to be school and event ambassadors and promote a sense of belonging through active community citizenship</p> <p>Engagement with community agencies to promote positive peer interactions and respect for diversity</p> <p>Expand Peer Mentoring program for students</p> <p>Diversity Presentations and Events (Ramadan, Holi, Multicultural Association, SOGI Pride Week)</p> <p>Restorative Conversations (promote a positive and peaceful atmosphere where conflicts are seen as opportunities for growth and learning, rather than as problems to be punished)</p>	<p>Results of Spring Our School Survey indicating a higher sense of belonging</p> <p>Increase in culture building activities, spirit days, extra-curricular activities,</p> <p>Decrease in junior high office referrals for peer conflict resolution</p>	<p>A sense of belonging for all stakeholders, a school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe. A school where all feel included and diversity is recognized and celebrated.</p>



# WESTWOOD COMMUNITY HIGH SCHOOL

## Assurance Measure Results Summary

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### OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



**960 STUDENTS**

11.6% English Language Learners  
8% First Nations, Métis, Inuit  
3.9% Severe Disabilities



**60 STAFF**

43 ATA Employees  
17 CUPE Employees



**PARENTS**

74.5% of parents are satisfied in their involvement in decisions about their student's education

#### RESPONDENTS

277 Students    31 Teachers    43 Parents

#### STAKEHOLDER FEEDBACK

89.6% of stakeholders are satisfied with the overall quality of basic education

87.6% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe

87.9% of stakeholders agree that students have access to the appropriate supports and services at school

#### PROGRAM PRIORITIES

- ✓ Priority #1 Diversity, Equity and Inclusion
- ✓ Priority #2 Literacy and EAL supports
- ✓ Priority #3 Assessment

#### IMPROVEMENT AREAS

- ⬆ Improvement #1: A school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe; a school where all feel included and diversity is recognized and celebrated.
- ⬆ Improvement #2: A multi-pronged approach to interventions to enhance student literacy skills across grade levels, including embedded literacy time, enhanced EAL intervention and responsive assessment practices.

### 2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

#### STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result 85.5%  
2021-2022 School Result 85.7%  
2022-2023 Provincial Result 84.4%

#### EDUCATION QUALITY

2022-2023 School Result 89.6%  
2021-2022 School Result 90.2%  
2022-2023 Provincial Result 88.1%

#### PAT EXCELLENCE

2022-2023 School Result - 23.5%  
2021-2022 School Result - 32.2%  
2022-2023 Provincial Result - 16.0%

#### PAT ACCEPTABLE

2022-2023 School Result - 73.8%  
2021-2022 School Result - 71.6%  
2022-2023 Provincial Result - 63.3%

#### ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 87.9%  
2021-2022 School Result - 86.5%  
2022-2023 Provincial Result - 80.6%

#### CITIZENSHIP

2022-2023 School Result - 80.8%  
2021-2022 School Result - 84.6%  
2022-2023 Provincial Result 80.3%

#### DIP EXCELLENCE

2022-2023 School Result - 26.5%  
2021-2022 School Result - 33%  
2022-2023 Provincial Result - 21.2%

#### DIP ACCEPTABLE

2022-2023 School Result - 75.2%  
2021-2022 School Result - 81.4%  
2022-2023 Provincial Result - 80.3%

#### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 87.6%  
2021-2022 School Result - 88.7%  
2022-2023 Provincial Result - 84.7%

#### PARENTAL INVOLVEMENT

2022-2023 School Result - 82.1%  
2021-2022 School Result - 88.5%  
2022-2023 Provincial Result - 79.1%

#### 3 YEAR HIGH SCHOOL COMPLETION

2022-2023 School Result - 92.9%  
2021-2022 School Result - 91.6%  
2022-2023 Provincial Result - 80.7%

#### 5 YEAR HIGH SCHOOL COMPLETION

2022-2023 School Result - 97.3%  
2021-2022 School Result - 97.5%  
2022-2023 Provincial Result - 88.6%





# WESTWOOD COMMUNITY HIGH SCHOOL

## NARRATIVE OF THE RESULTS

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### What data did we look at?

- School Results Summary for Planning and Reporting (Spring 2023)
  - EAL School Data (Fall 2023)
  - EAL AERR Data (Fall 2023)
  - FNMI AERR Data (Fall 2023)
- Westwood Junior High Star Data (Fall 2023)
- Our School Survey Results (Fall 2022 and Spring 2023)

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

- Strengths:
  - *Alberta Education Assurance Measure* data indicated **over 87%** of respondents identified Westwood High School as a welcoming and respectful environment (**WCRSLE**), who are providing **high educational quality** as well as **ready access to support services** for student success. Students scoring **Academic Excellence** on Grade 9 PATs and Grade 12 Diploma exams, as well as rate of high school graduation, and parental involvement are all above Provincial average. Approximately 33% of the population were recognized as having academic success of 80% average or above. Our school **population increased** from 810 pre-scheduled students in September 2022 to 960 scheduled students in September 2023. Noted student **advocacy growth** in student council DEI position; peer tutors, ambassadors, and mentors; GSA, BSU, ASU, MSU, A2E, includEd, StemConnect, w.women in tech. The 23-24 schedule provides access to a broader spectrum of EAL support and classes scheduled in the vocational streams to meet population needs (*example EAL accredited course, Science 24, Math 20-3, RAP Career meetings, credit recovery, new credits in Early Learning and Childcare and Aboriginal Studies*)
  - Our Junior High English Language Arts Teacher and our EAL Teacher are working on interventions and universal strategies to address the student needs in literacy
  - We have maintained in most areas of the AEA survey; Areas of concern are being addressed through the goals in our School Education Plan
  - Students are stressing the importance of maintaining and increasing the focus on inclusion and appreciation of diversity
  -
- Weaknesses
  - Literacy Skill Development, English as an Additional Language Student Support and Aligned Assessment Practices
  - Inclusive School Culture





WESTWOOD COMMUNITY HIGH SCHOOL  
**NARRATIVE OF THE RESULTS**  
*Doing What's Best for Kids*



- 45.4% of our junior high students met benchmark or above in literacy; 20.3% are on watch; 18.9% require intervention and 15.4% need urgent intervention

**What did we do during 2021-2022 (last year's PLF plan)?**

- Staff concentrated on professional learning and collaboration in CRMs, school culture and literacy. Staff utilized Mental Health PLF time to learn about student mental health.

**Provincial expectation for schools to look at:**

English as an Additional Language

DATA:

- We have 111 students who are coded as EAL
- 90 students were benchmarked this Fall.
- 89 percent of those benchmarked require specific interventions

EAL Specific Interventions:

- A 0.77 FTE dedicated staff member to address the needs of EAL students
- Staff member to liaison with community agencies that provide support to our EAL students.
- Community Agencies providing support include: the Multicultural Association provides tutoring in EAL, YMCA Settlement Worker provides transitional support to our refugee and immigrant families, student services works to provide our new Canadians with warm winter clothing and other essentials.
- Pull out with EAL teacher
- Conversation Club after school on Wednesday's

First Nation, Métis, Inuit Students

We currently have 77 students who identify as FNMI

Our FNMI students are performing well above Provincial Average in High School Completion

High School Completion Comparison			
	Westwood	Province	Difference
3 Year completion	Data values have been suppressed where the number of respondents/stude	57.0	N/A



WESTWOOD COMMUNITY HIGH SCHOOL  
**NARRATIVE OF THE RESULTS**  
*Doing What's Best for Kids*



	nts is fewer than 6. Suppression is marked with an asterisk (*)		
4 year completion	87.7	65.8	21.9
5 year completion	91.8	71.3	20.5

FNMI Specific Interventions:

- A 0.59 FTE dedicated staff member to address the needs of FNMI students
- Our interventions include ensuring fidelity with TQS Applying Foundational Knowledge about First Nations, Métis and Inuit by infusing content into lessons.
- Honouring Significant dates such as Orange Shirt Day, Day for Truth and Reconciliation, honouring the story of Chanie Wenjack
- Continuation of Hand Games Team
- Participated in Field Trips including:
  - Junior High Land-based learning day camp
  - Oct. 6th Indigenous Careers event at Heritage Park
  - Overnight land-based learning camp with Justin Bourque out at Anzac
- Other activities planned for 2023-2024 school year including:
  - Winter camp being planned for senior high
  - Indigenous games event planned
  - Another JH land-based learning camp

**What do we need to work at - the goals of our 2023-2024 education plan?**

- **Literacy Skill Development, English as an Additional Language Student Support and Aligned Assessment Practices** - Students will access appropriate programming and supports in an easy and timely manner, including access to literacy supports for reading and writing. Development of a comprehensive onboarding process for EAL students. Students will be assessed using contemporary best practices according to AP360.
- Implement literacy and reading comprehension strategies in extra classes scheduled for English Language Arts. Using data to target the needs of those below scoring grade level, and EAL and FNMI students.

*Literacy Interventions to bridge the gaps identified in data:*

- Working with Literacy Coordinator to implement programming for identified needs as described in the division Literacy Strategy
- Participating in Junior High Literacy Collaborative Sessions during PLFs.



# WESTWOOD COMMUNITY HIGH SCHOOL NARRATIVE OF THE RESULTS

*Doing What's Best for Kids*



- **Inclusive School Culture** - A sense of belonging for all stakeholders, a school culture where all of our Westwood community members feel a sense of belonging, welcomed and safe; a school where all feel included and diversity is recognized, accommodated and celebrated.

*School Culture building activities to address the areas of need identified in data:*

- Mental Health PLF time training in the Regulated Classroom, Diversity, Equity and Inclusion and Mental Health Podcasts
- Student Council hosting and supporting events such as Halloween Spooktacular, Christmas Carnival, Pep Rallies
- Encouraging the creation of Student Led extra-curricular activities such as Debate Club, STEM Committee, STEM Fellowship, WW GSA, Band (After School) Choir, Peer Tutoring, SH Co-ed Soccer, JH Co-ed Soccer, Music Leadership Team, Main Stage production & One Acts, Westwood Robotics Jr. / Sr., Sr. Badminton, Jr. Badminton, Creative Design (T-Shirt/Logo Creation), Westwood Women In Tech (WWW.IT), Live Stream Team, Sr.- Westwood Literacy Club, Sr.-Students Against Drunk/Impaired Driving (SADD), WW Student Ambassadors and Mentors, Macoy at Westwood, WW Guitar/Vocal Jam, Cross Country Running, Junior High and Junior Varsity Volleyball, Basketball, Track & Field, ,Sr. Boys Volleyball , Sr. Girls Volleyball, WW Student Council, WW Travel Group, Sr. Boys and Girls basketball, Math Competition Club,,Sr. Curling Sr Rugby, Medical Science, Science Fair, Green Initiative, Debate Club, Minecraft Club
- New clubs created this year include; Black Student Union, Muslim Student Union, Asian Student Union, Yearbook

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1857 Westwood Community High School

Assurance Domain	Measure	Westwood Community High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	85.5	85.7	85.7	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	80.8	84.6	87.3	80.3	81.4	82.3	High	Declined Significantly	Issue
	<a href="#">3-year High School Completion</a>	92.9	91.6	93.1	80.7	83.2	82.3	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	97.3	97.5	95.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	73.8	71.6	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	<a href="#">PAT: Excellence</a>	23.5	32.2	n/a	16.0	17.7	n/a	High	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	75.2	81.4	n/a	80.3	75.2	n/a	Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	26.5	33.0	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.6	90.2	91.8	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.6	88.7	88.7	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	87.9	86.5	86.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	82.1	88.5	88.2	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1857 Westwood Community High School (FNMI)

Assurance Domain	Measure	Westwood Community High School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	*	83.3	88.9	57.0	59.5	59.1	*	*	*
	<a href="#">5-year High School Completion</a>	96.0	91.8	91.7	71.3	68.0	67.0	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	65.3	37.8	n/a	40.5	43.3	n/a	Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	11.1	0.0	n/a	5.5	5.9	n/a	Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	*	*	n/a	74.8	68.7	n/a	*	n/a	n/a
	<a href="#">Diploma: Excellence</a>	*	*	n/a	11.3	8.5	n/a	*	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1857 Westwood Community High School (EAL)

Assurance Domain	Measure	Westwood Community High School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	88.5	98.3	97.1	72.8	78.5	77.1	High	Maintained	Good
	<a href="#">5-year High School Completion</a>	100.0	100.0	94.2	88.7	86.1	86.0	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	80.3	82.1	n/a	57.9	59.7	n/a	High	n/a	n/a
	<a href="#">PAT: Excellence</a>	30.9	39.1	n/a	12.2	13.7	n/a	Very High	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	64.8	63.0	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	18.3	34.8	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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## Junior High Star Data

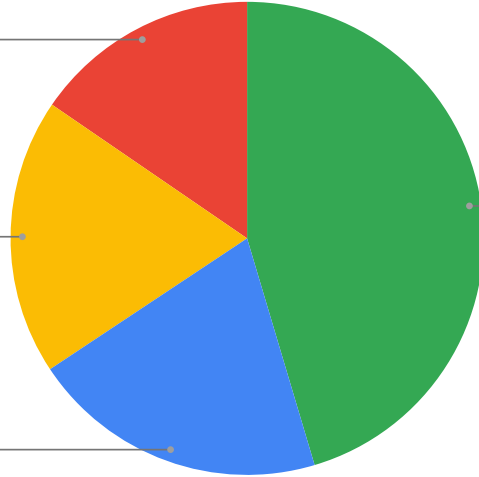
Westwood High School Fall 2023

**Urgent Intervention**  
15.4%

**Intervention**  
18.9%

**On Watch**  
20.3%

**At/Above Benchmark**  
45.4%







# Report on Student Outcomes and School Climate

## OurSCHOOL Secondary School Survey (9179)

### Westwood Community High School Highlights

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

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

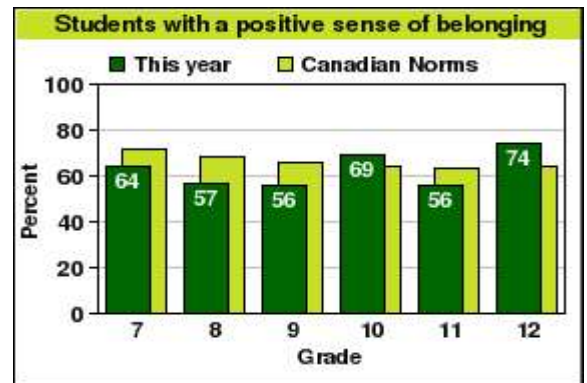
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

## Social-Emotional Outcomes

### Students with a positive sense of belonging

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

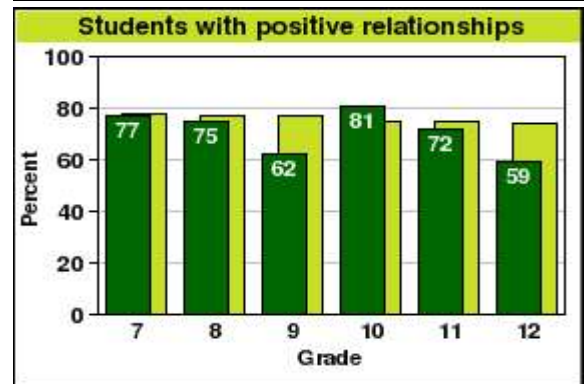
- 62% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 59% of the girls and 69% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



### Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 74% of students had positive relationships; the Canadian norm for these grades is 76%.
- 81% of the girls and 67% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.





# Report on Student Outcomes and School Climate

## OurSCHOOL Secondary School Survey (9179)

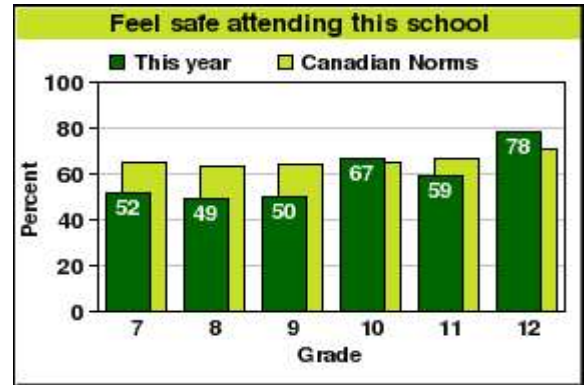
### Westwood Community High School Highlights

## DRIVERS of Student Outcomes

### Feel safe attending this school

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

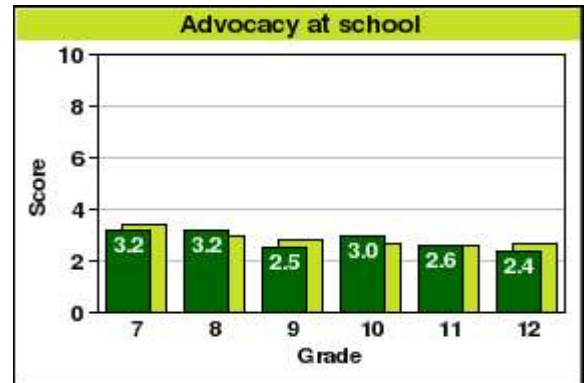
- 57% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 57% of the girls and 60% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 67%.



### Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 2.9 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 2.7 out of 10 by girls and 3.3 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.



### Positive teacher-student relations

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

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

