

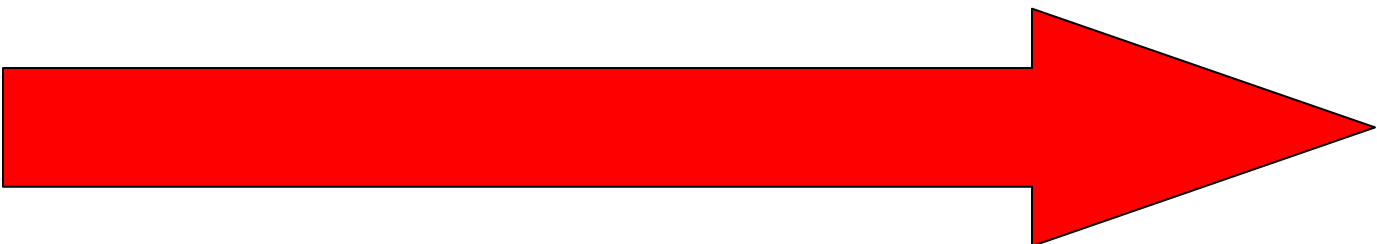


Westmount School Annual Education Results Report & Three Year Education Plan

November 2011



11/28/2011
Westmount School
Wayne Funk Principal



3-Year Education Plan and Annual Education Results Report (AERR) for Westmount School

Message from the Principal

Westmount School is dedicated to the students, staff, parents and greater community that we serve. With everything that we do; our focus is on making Westmount School a better place for our students to learn.

The Annual Education Results Report for November 2011 encompasses and looks back at the 2010/2011 school year. This report then is one of celebration as well as challenges as we report on the multiple successes and the immediate challenges that we face as a school.

We hope that by reviewing our past we can ultimately improve our future through adequate, thoughtful planning and community involved discussion. This document will serve as our three year education plan for the 2011/2012, 2012/2013 and 2013/2014 school years.

Wayne Funk
Principal
Westmount School
November 2011

Accountability Statement

The *Annual Education Results Report* for Westmount School for the 2010/2011 school year was prepared in accordance with requirements of Alberta Education and Golden Hills School Division. The school is committed to using the results in this report to improve outcomes for students. We use the results to develop sound strategies for our *Three Year Education Plan* to ensure all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

School Profile

Westmount School is a Kindergarten to Grade 6 school that has a current student population of around 450. This population is fairly evenly split between rural and urban students. Our programs include 3 kindergarten classes, 3 classes of all other grades except in grade 6 where we have two classes. Additionally, we have Music and Physical Education programs taught by specialists. Our Living Skills program works with children with multiple severe delays who live in our attendance area or who are from some small surrounding communities.



Highlights of 2010/2011

Living Skills Program

Westmount School operates a Living Skills Program for students with severe needs. The program focuses on some of the student's IPP goals along with programming that teaches students life skill objectives through real life and hands on activities. The programs use a variety of activities, working in a community business, baking and cooking, cookie sales, filling the juice machine, etc., to teach everything from modified curriculum goals to specific goals that pertain to such developmental areas as speech and communication, social skills, personal hygiene, fine and gross motor skills, etc. Appropriate behavior support plans are in place for necessary students.



Drama Program

Westmount School offers its students an extracurricular drama program through which students rehearse for a drama performance for approximately three months and then perform four performances (2 matinees and 2 evening performances) in the spring. The auditions take place in November, with rehearsals taking place twice a week, after school. All students who audition for the play are given a role to allow maximum participation. Community volunteers, staff members and parents volunteer countless hours to make the costumes, build the set, find and make props, etc. This program builds student self-esteem and is a wonderful way to develop strong school-community relations.

Intramural Program

During the course of the 2010/2011 school year every Westmount student was assigned an intramural house league team. Each student was a Blue Huskie, Green Wolf or Red Coyote. These intramural teams then spent the year challenging each other for the title of School Intramural Champion! These teams allow for the students to develop a sense of belonging and foster a great sense of school spirit. Through the course of the year, the teams battle through athletic competitions, school spirit days, the accelerated reader program and any other way that can be thought of to earn points.

Alberta Initiative for School Improvement

Our AISI program entered continued with our division wide Assessment for Learning focus. During this year our teachers met regularly in grade teams to begin the journey towards a revamped assessment practice. These PLC meetings were often facilitated by our AISI lead teacher. Multiple teachers felt comfortable enough with their assessment journey to begin reflecting their assessment practices with Assessment for Learning Report Cards. Westmount School continued to support this program by increasing the Division allotted time for the AISI lead teacher to make it a 25% position.



Westmount School Track Club

During the spring of 2011 we continued our traditional Westmount School Track Club for any students interested in trying out track and field. This group met after school a few times a week to train and compete in different track events. The season culminated with Strathmore hosting our first ever Hershey's Track Meet at which many of our athletes learned valuable lessons about competition, tough losses and supporting teammates. We are very pleased that the Track Club has become a lasting component of Westmount School.

Student Government

As part of the grade six social studies program, we have implemented a nine member student government. These grade six students are elected to their position by their peers and then fulfill responsibilities that are placed on them at our monthly student government meetings. In addition, these students act as a conduit between the student population and the administration. The skills gained by these students allow them to grow and develop as leaders throughout the year.

Westmount School Native Club

With a large group of students that attend our school from Siksika Nation we have a Native Club that meets regularly to help keep the students in touch with their culture. Two exciting activities this year were an invitation to hear Theoren Fleury speak at the Glenbow Museum in Calgary and to reintroduce the Westmount School Pow Wow to our students. In mid-March we had Clarence Wolf Leg Jr. attend our Pow Wow as a guest drummer and approximately 15 of our students from Siksika danced at the assembly.



Trends and Issues

During the spring of 2011 Westmount School's population dropped unexpectedly by almost 25 students. This was a very trying time for the school initially as we realized we may be forced to reduce teachers as well as classrooms from our school programming. Fortunately, through the late spring and summer of 2011 our population more than rebounded. We started the 2011/2012 school year with an increase of around 10 students from our funded student count of 2010/2011. In late September we were able to add a Success Program which focused on Literacy Success for some of our struggling readers as well as a Challenge program for a group of cross graded exceptional students. What we have come to understand now is that we no longer have the benefit of extra space. While not a dire situation yet, should we experience a similar growth during the summer of 2012, we will need to be very creative with our current space to allow for these extra students to become a part of the Westmount School student population. Looking ahead, we are already one classroom short for the amount of classrooms we plan on having in our school for the 2012/2013 school year.



Facility and Capital

The Westmount School facility has changed slightly in the past year. During the 2010/2011 school year, eight Active Boards were installed for classroom use. This means that every teaching space in Westmount School now includes an Active Board. These boards enable technology to be integrated more readily into all classroom endeavors. As well, with the help of Golden Hills School Division Technology department we were able to add three laptop carts to the one we originally had. These four carts are used exclusively by our division two students which frees up our computer lab for use by division one students.

During the summer of 2011, we moved our Kindergarten and Living Skills classrooms within our school. This move facilitated allowing the kindergarten students to be in the same area of the school as their division one peers and also allowed the Living Skills program to be housed a little closer to the front doors.

Additionally, our bus run and parking lots were changed dramatically in the name of safety. With the help of Golden Hills School Division Facilities and Bussing Departments we were able to increase the size of our parent parking lot and reorganize our bus run. Both of these changes have made for much safer access to transportation for our students.

For the future, we are hoping to build a storage facility on the school grounds to accommodate many of our items that we use at a specific time once a year.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Westmount School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.5	92.1	89.8	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.0	89.2	90.2	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	93.8	95.3	94.9	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	91.2	84.2	82.8	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	17.6	19.7	21.8	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	91.1	77.8	82.1	80.1	79.9	79.8	Very High	Improved	Excellent
		Citizenship	87.4	88.9	87.0	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.1	82.8	85.0	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.3	84.0	86.6	80.1	79.9	78.8	Very High	Improved	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.0	82.5	81.7	84.2	91.2	90.0	Very High	Improved	Excellent	90.0	90.0	90.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.4	21.1	24.6	19.7	17.6	22.0	Intermediate	Maintained	Acceptable	22.0	23.0	24.0

Comment on Results

Once again we were very pleased with our results for this goal, especially in the area of meeting the acceptable standard where we were above a very goal we set for ourselves. Meeting the standard of excellence was once again a bit of a challenge for our students as we came in well under our stated goal. After looking at the results in a closer fashion it becomes evident that the grade 6 students achieved virtually on par with the province in terms of meeting the standard of excellence. Our grade 3 students lagged behind substantially. This is a group of students that has had an identifiably small group of students that excel academically throughout the years.

Strategies

Reading

In grades 2 – 6 Westmount School uses the Accelerated Reader program to entice students to read through the earning of points, raising of reading levels and eventually earning some prizes. It is a library based program in which students read a book, write a comprehension test to gauge their understanding and earn points. At different times of the year they write another computer based test to change their reading level and start to work on books that are more difficult.

Our kindergarten to grade 2 teachers have levelled their classroom libraries according to the Fountas and Pinnell levelling system. Our library also has a section of books that are organized in this fashion. Our elementary teachers have also been given some Early Literacy Intervention training to be able to use these ELI strategies in their classrooms with the levelled libraries.

In the past, Westmount School's AISI program has focused on improving literacy rates. Although this is no longer our AISI focus, you will find many of these same strategies in use in classrooms throughout the school.

Writing

Teachers at Westmount school use a variety of writing programs to encourage our students to become better writers both with expository and narrative writing. Barbara Mariconda's narrative writing program along with Tony Stead's expository writing program are both used extensively throughout the school.

An additional program that is gaining traction in our school is the "6 + 1 Traits of Writing" by Ruth Culham. This program follows a prescribed set of values in relation to writing that many of our teachers have found valuable.

Math

Throughout Westmount School you will find a variety of excellent math programs at work in the classrooms. Power of Ten and Math for Success and are both being used extensively as supports to meet the curriculum within our school.

Challenge

The challenge program will be an opportunity to focus on designing competency-based learning opportunities. In order to begin working towards developing competency-based teaching and assessment strategies, the program will initially be offered as an enrichment opportunity for those students in our school who are currently working significantly above their grade equivalent peers. This includes academic aptitude, behaviours and habits.

Outcome: *Students achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	*		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		n/a	n/a	n/a			

<p>Comment on Results These results do not reflect on Westmount School as a Kindergarten to Grade 6 School.</p>
<p>Strategies</p>



Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.2	85.2	87.0	88.9	87.4	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.3	85.7	82.8	77.8	91.1	85.0	Very High	Improved	Excellent	87.0	89.0	90.0

Comment on Results

We are very proud of our results for this goal. We feel this goal is an integral part of what being a part of a successful elementary school should be all about. This is evident in our Virtues Program. We have identified seven virtues that are reflected by some original artwork by Jerry Daniels that are hanging in our front entrance. Each and every person that enters our school is greeted by these virtues that act as our guide for student and staff behavior at Westmount School.

Strategies

Buddy Teaching

Leadership skills are developed through a peer teaching program at Westmount School. Older students are buddied up with younger ones to provide them with reading and writing support and assistance during special events. Older students learn how to assist others and how to be leaders as they build self-esteem. Younger students learn to look at the older students as role models and benefit from peer teaching.

Wonderful Works of Westmount

K to Grade 4 students share what they are passionate about outside the school setting through the Wonderful Works of Westmount. Students bring their collections, art work, sports equipment and toys to the School's gym to be displayed. While parents and other students circulate through the gym each student has the opportunity to discuss what they have been learning outside the school setting.

Christmas Marketplace

Each December our grade 5 and 6 students create a product to be sold during our annual Christmas Marketplace. Students are expected to come up with a business plan that includes thoughts around cost of materials, profit margins and dedication of funds earned through their sales. Other students, parents and the general population come to our Market Place to support our young business men and women.

Active Citizenship

This is developed through projects that allow students to recognize that there are problems within our community and world and to work towards helping to resolve these problems. Organizing activities that bring community members into the school and having students going out to work with community members also develops a sense of community and commitment to the community. Some of these opportunities include:

- Students participate in the Terry Fox run to raise funds for cancer research,
- Grades 5 and 6 students raise money at a Christmas market place to donate to a charity of their choice (e.g., United Way).
- Students bring Christmas packages for Operation Christmas Child to allow other children in the world to enjoy Christmas.
- Seniors and volunteers are brought into the school for reading activities, classroom activities, special events and for testing purposes.
- Primary level students go into the local senior's lodge to read with seniors.
- To learn the importance of "giving back" to one's community and to develop a sense of gratitude for all the support volunteers provide to the school students perform at a thank you tea put on for parents and school volunteers.

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.9	92.8	88.7	89.2	82.0	92.0	Very High	Maintained	Excellent	90.0	91.0	92.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.8	93.7	95.7	95.3	93.8	98.0	Very High	Maintained	Excellent	95.0	96.0	97.0
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.4	88.6	88.8	92.1	91.5	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0

Comment on Results

We are very proud of the programming that we offer at Westmount School. We have trained Music and Physical Education Specialists who provide quality options programming for all of our students. We place a high priority on having programming that has a positive influence on all of our students regardless of academic abilities.

Our AISI time has been Assessment for Learning strategies that will increase teacher effectiveness in the regular core classrooms.

Strategies

Extra-curricular Programming

- Drama Club
- Track and Field Club
- Intramurals
- Hall Monitors
- Student Council
- School Safety Patrol
- Games Club

School Programming

We offer Physical Education classes to each grades 1-6 three days out of four. We also offer a 3 minute “Wild Westmount Workout” to our students. This is a workout that takes place each morning before instruction begins in which student leaders lead each class through a workout routine set to music. We are very proud of the “Ever Active” program we offer our students. We have allocated a full time Physical Education Specialist teaching position in order to ensure quality daily physical education.

We have also had a half time music specialist teaching music to all of our students twice a week. The music program when combined with the Physical Education program allow for us to provide at least one hour of common prep time for all of our grade teams. As well, the music specialist has taken our annual performance opportunities and turned them into shows that have resulted in a many students feeling a love for the arts that might have been missing previously.

Technology

Over the last three years we have installed a total of 22 Active Boards throughout the school. These Active Boards allow for our students to become actively engaged with technology on a constant basis. Every teaching space in Westmount now has an Active Board. Additionally, we now have four laptop carts that are shared by our division 2 students to allow access to the wireless system in the school for research as well as to allow the tool of technology to become a part of daily life in the classroom.

Decision Making

Westmount Elementary School Council is asked many times a year to reflect on educational practices happening at Westmount School. This process allows for parents to question practices and praise positives which provides for an overall positive feeling of the educational practices at Westmount School.

Teaching Staff are always able to make decisions regarding the programs and options available at Westmount School. These decisions take place during monthly staff meetings, and at our yearly planning session in May.

Safe and Caring School Environment

We were able to offer the DARE program to our Grade 6 students during the 09/10 school year. This program is offered through the Strathmore R.C.M.P. detachment.

Westmount School has a virtues program that recognizes positive behaviour in students during a monthly assembly. Teachers from each classroom select students who exhibit the virtue of the month. These students are then recognized during a school assembly.

Students who are a potential threat to any of the staff or student population are given a risk assessment through the school's Educational Consultant. Meetings with the parents are conducted and a plan is put in place to remedy the situation. These risk assessment will continue as needed in the future to ensure that students and staff are safe.



Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.2	86.8	85.4	82.8	87.1	88.0	Very High	Maintained	Excellent	88.0	89.0	90.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.8	84.3	91.5	84.0	91.3	90.0	Very High	Improved	Excellent	92.0	93.0	94.0

Comment on Results

Once again, we are very proud of our results in this outcome. Our goal is to always have open, honest and clear communication with our parent population. It is evident that we achieve this goal with a very high success rate. As a staff and an administrative team we are not willing to sit idly by and let improvements and changes come to us, but we act in a proactive positive manner to search out the new and intriguing as it pertains to the world of elementary education.

Strategies

- Continue asking parents for input in regards to their own children's Individual Program Plan.
- Continue the very effective relationship we have with our School Council. We hold monthly evening meetings each year and ask for guidance and support in building planning documents, determining budgets and making effective programming decisions.
- Continue to improve our school newsletter and to improve the quality of our web based newsletter.
- To provide for our students and families a DVD Memory Book that will capture the highlights of the school year.
- Revamp Westmount School Web page to improve school/home communication
- Each year through our school council and during staff meetings parents and staff are strongly encouraged to communicate with the administration to reflect on possible improvements that our school can make.
- Our nine member student government enables our student population to maintain a direct line of communication to the administration of the school. This is vital for the continued growth and positive change in any school culture.

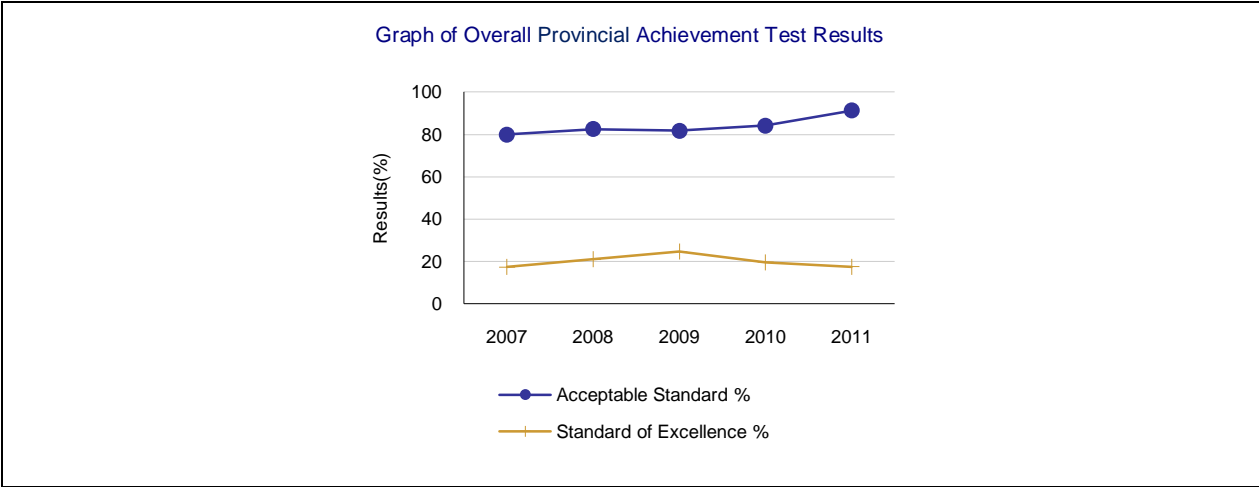


APPENDIX – Measure Details

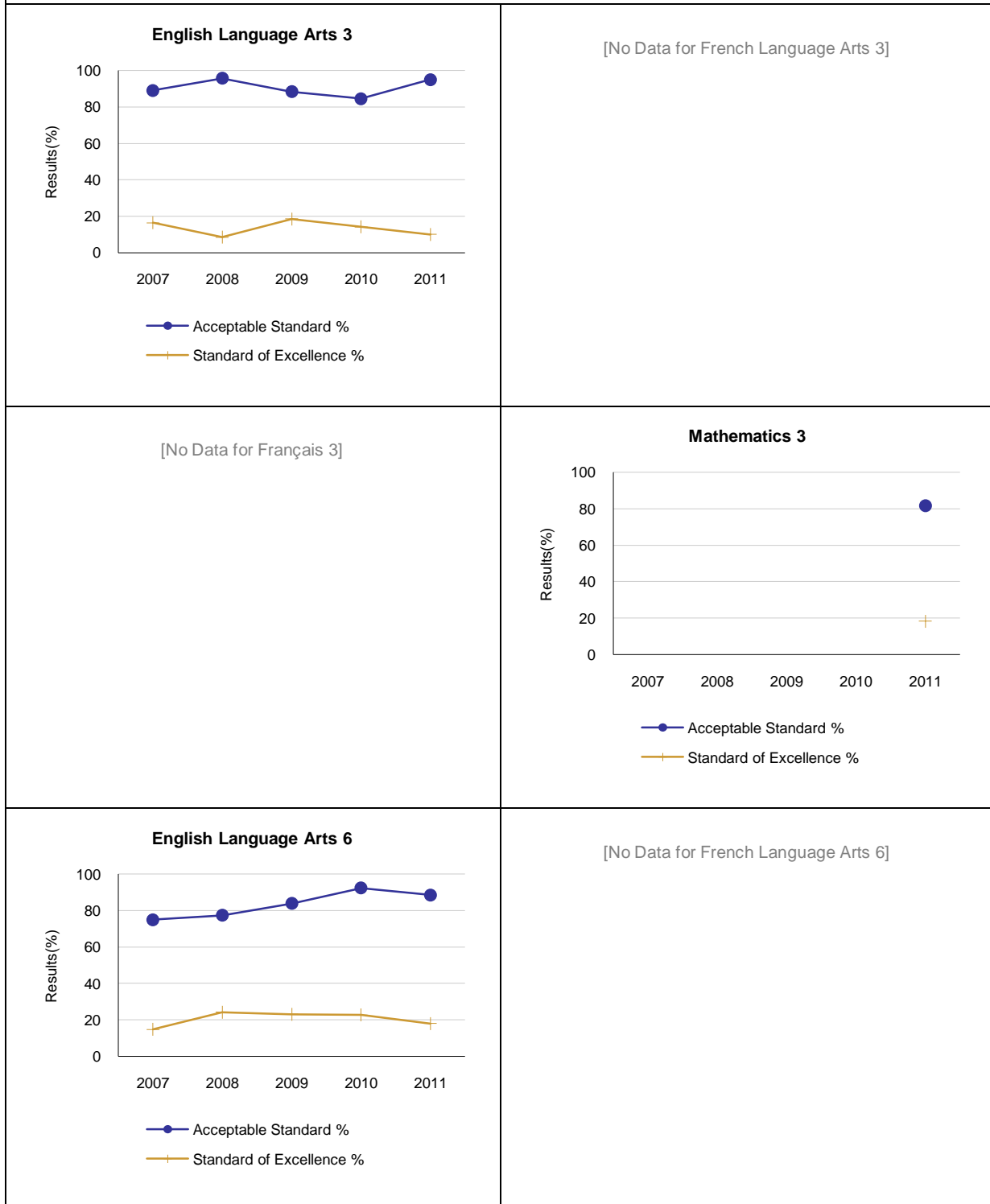
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	89.1	16.4	95.7	8.5	88.4	18.6	84.5	14.1	95.0	10.0		
	Authority	82.3	18.2	87.0	14.9	84.4	18.2	83.9	16.1	87.8	15.7		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.7	18.3		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82.7	23.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	75.0	14.7	77.4	24.2	83.8	23.0	92.4	22.7	88.5	18.0		
	Authority	78.7	15.1	82.7	18.9	83.3	16.7	87.4	19.1	86.6	17.1		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.7	14.8		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.8	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	77.6	20.9	77.4	27.4	75.7	29.7	75.8	22.7	90.2	24.6		
	Authority	69.1	23.7	72.4	18.7	78.6	20.0	76.4	21.6	78.1	18.6		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	74.2	16.7	73.8	24.6		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	65.5	10.9	67.1	12.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		



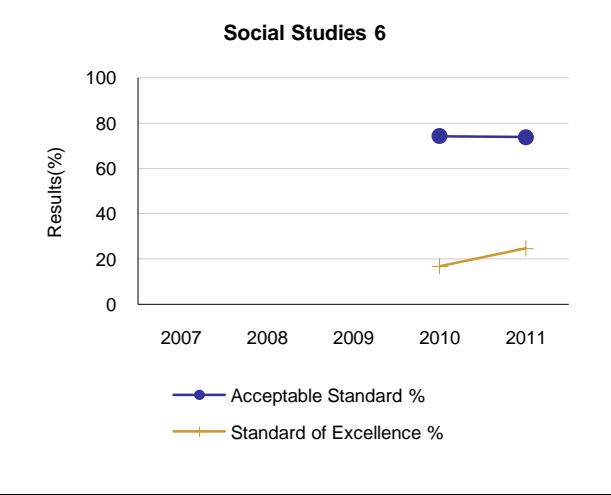
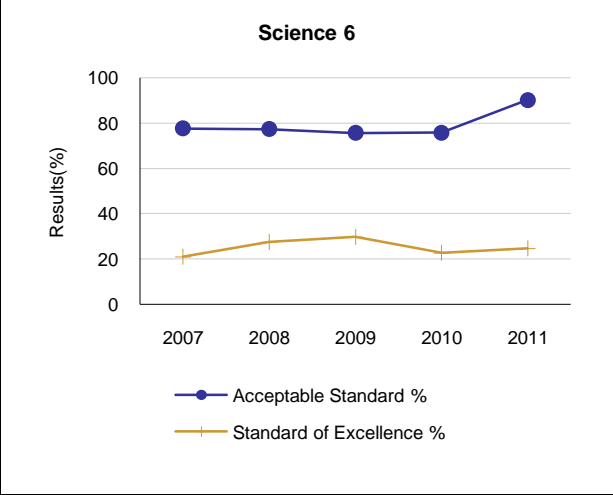
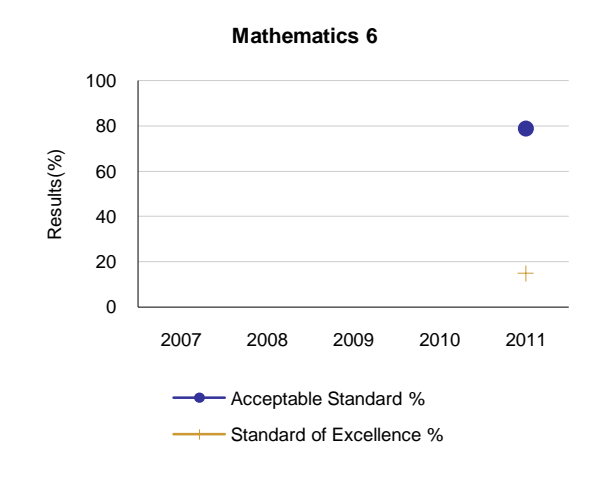
Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

[No Data for Français 6]



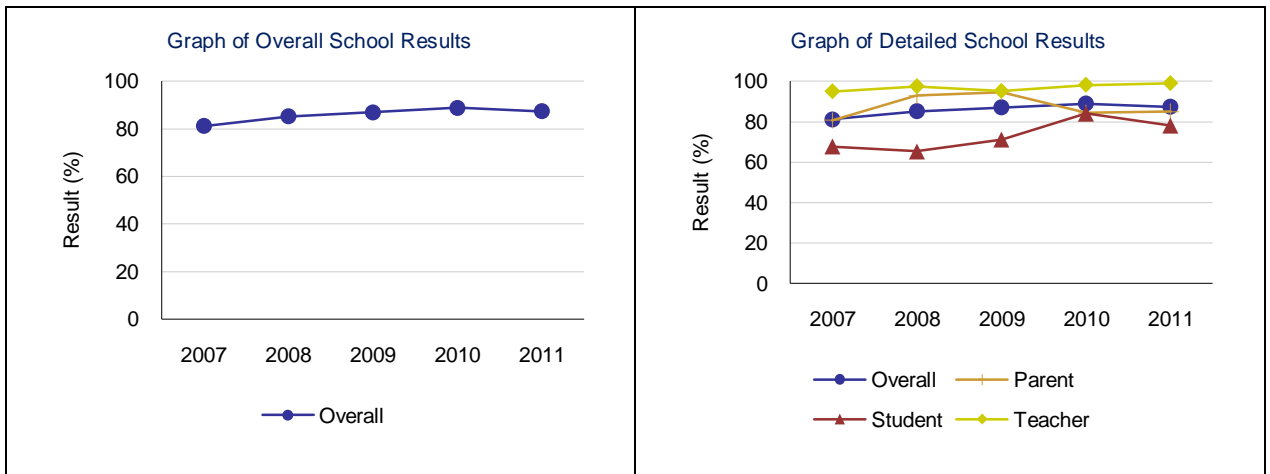
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Westmount School							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	60	95.0	54	89.5	42,944	81.8	42,052	81.0
	Standard of Excellence	Low	Maintained	Issue	60	10.0	54	13.7	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	High	Maintained	Good	61	88.5	67	84.5	43,433	83.0	43,646	82.1
	Standard of Excellence	High	Maintained	Good	61	18.0	67	23.3	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	High	Improved Significantly	Good	61	90.2	67	76.3	43,441	76.2	43,534	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	24.6	67	26.6	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	61	73.8	66	74.2	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved	n/a	61	24.6	66	16.7	43,537	18.5	43,601	16.4

Citizenship – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	81.2	85.2	87.0	88.9	87.4	74.0	77.2	77.7	79.4	80.7	76.6	77.9	80.3	81.4	81.9
Teacher	95.0	97.5	95.2	98.2	99.0	88.3	92.0	93.1	92.7	94.9	89.9	90.6	91.8	93.0	92.7
Parent	80.7	92.9	94.6	84.4	85.0	69.7	74.0	73.7	74.8	74.7	72.6	74.7	77.4	78.5	78.6
Student	67.8	65.3	71.2	84.0	78.1	64.0	65.6	66.3	70.7	72.5	67.1	68.5	71.8	72.7	74.5

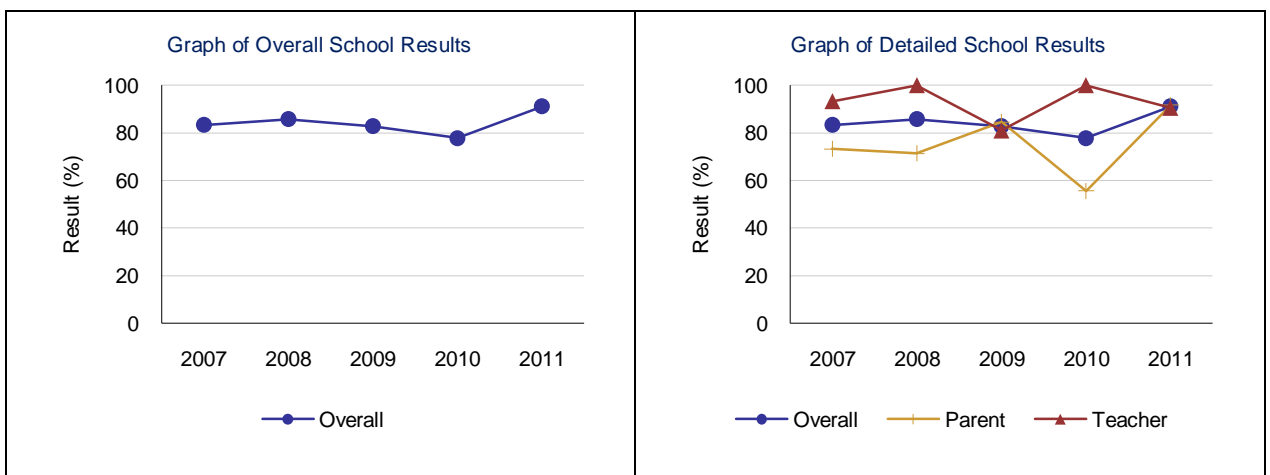


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	83.3	85.7	82.8	77.8	91.1	77.7	83.3	81.0	79.5	82.1	77.1	80.1	79.6	79.9	80.1
Teacher	93.3	100.0	81.0	100.0	90.5	92.3	91.8	91.3	93.8	93.7	89.2	89.3	88.9	90.0	89.6
Parent	73.3	71.4	84.6	55.6	91.7	63.0	74.8	70.7	65.2	70.6	65.1	70.9	70.2	69.8	70.6

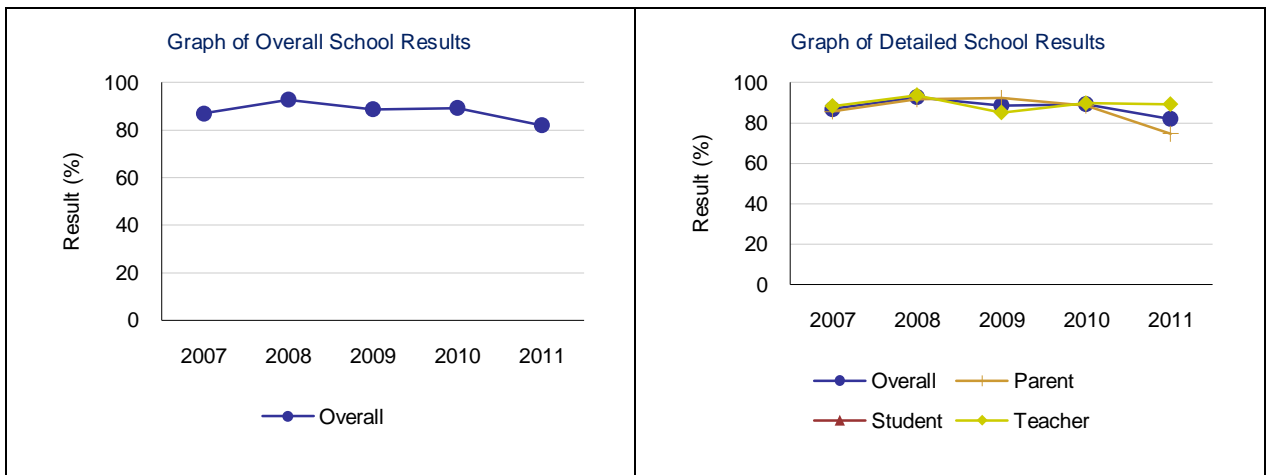


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	86.9	92.8	88.7	89.2	82.0	72.9	76.6	77.3	73.4	76.1	78.5	79.4	80.3	80.5	80.9
Teacher	88.3	93.7	85.1	89.7	89.2	80.9	86.3	85.8	83.1	85.5	85.7	86.4	86.8	87.7	87.6
Parent	85.6	91.8	92.3	88.7	74.7	70.5	73.1	73.0	69.2	71.4	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	n/a	n/a	67.2	70.4	73.1	68.0	71.6	72.9	74.1	75.3	75.9	76.9

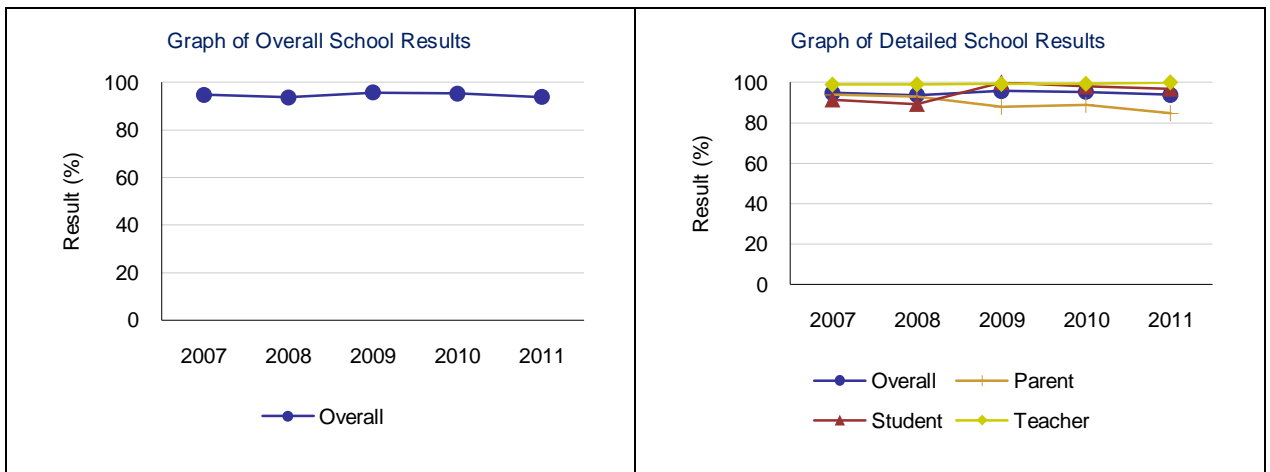


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	94.8	93.7	95.7	95.3	93.8	86.0	89.0	88.6	87.8	88.8	87.6	88.2	89.3	89.2	89.4
Teacher	98.9	99.0	99.2	99.3	100.0	94.7	96.2	95.3	96.9	98.2	94.7	94.9	95.3	95.6	95.5
Parent	93.9	92.9	87.8	88.9	84.7	78.4	84.4	82.9	79.3	81.4	81.8	83.0	84.4	83.9	84.2
Student	91.5	89.3	100.0	97.9	96.8	85.0	86.4	87.6	87.0	86.7	86.4	86.6	88.3	88.2	88.5

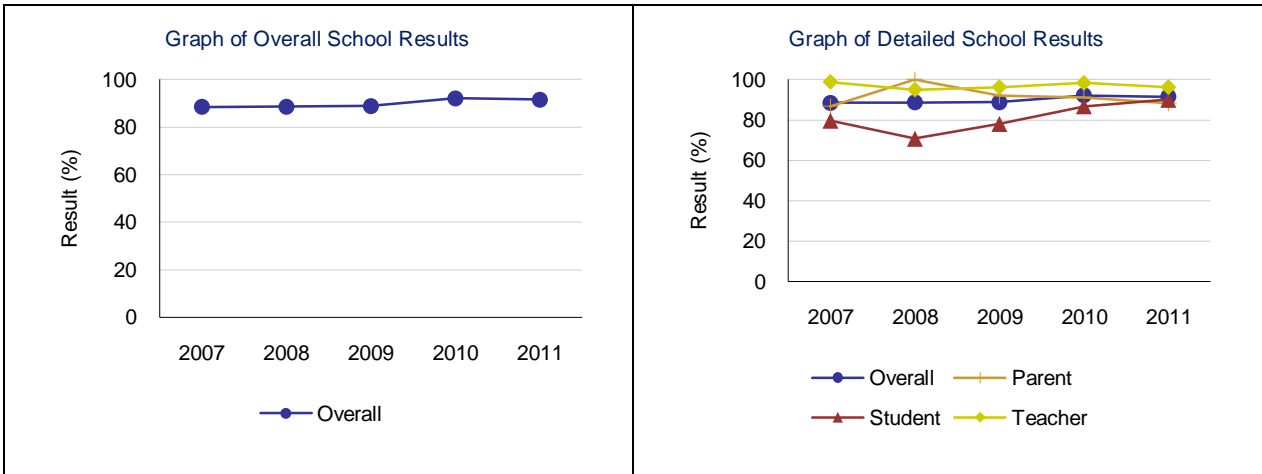


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.4	88.6	88.8	92.1	91.5	84.3	85.9	87.4	87.5	88.7	84.2	85.1	86.9	87.6	88.1
Teacher	98.8	95.0	96.2	98.3	96.2	93.0	95.2	95.8	95.4	97.4	92.6	93.1	93.8	94.4	94.5
Parent	86.7	100.0	92.0	91.1	88.3	81.7	83.7	85.7	85.2	86.4	81.7	83.2	85.3	86.1	86.6
Student	79.7	70.8	78.1	86.8	90.0	78.1	78.7	80.8	82.0	82.4	78.5	79.1	81.7	82.2	83.3

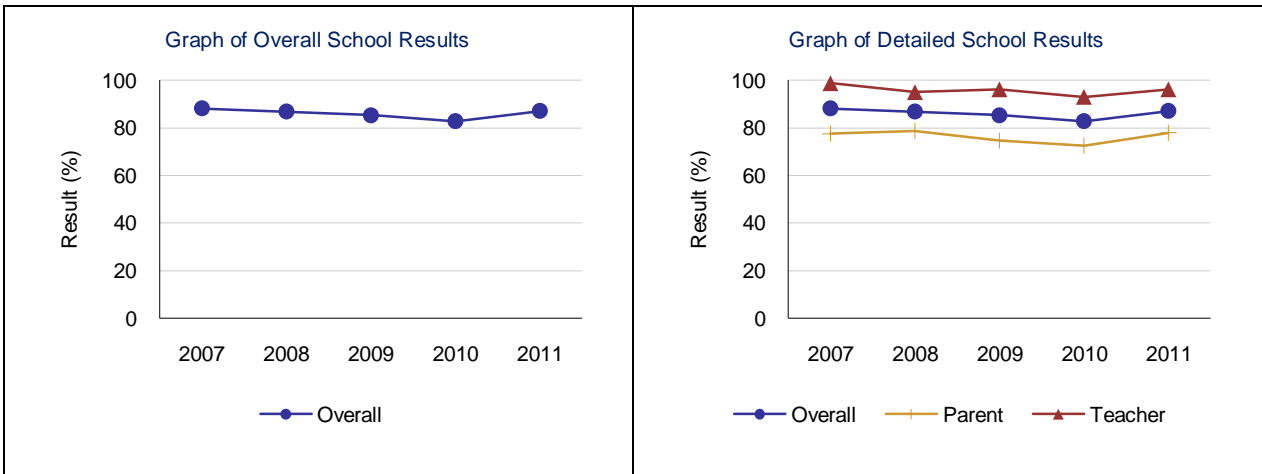


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.2	86.8	85.4	82.8	87.1	75.6	78.3	79.4	77.2	77.9	77.5	78.2	80.1	80.0	79.9
Teacher	98.8	95.0	96.2	93.0	96.2	88.0	90.4	90.5	88.4	89.0	87.1	87.5	88.0	88.6	88.1
Parent	77.6	78.6	74.7	72.5	78.0	63.1	66.2	68.2	66.1	66.7	67.9	69.0	72.2	71.3	71.7

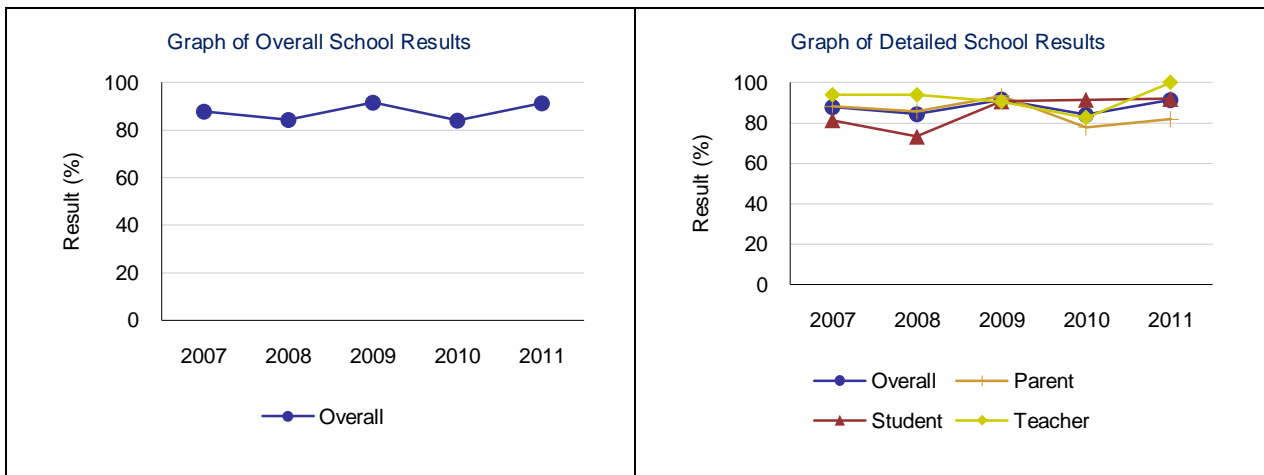


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	87.8	84.3	91.5	84.0	91.3	74.7	79.7	79.9	78.8	81.0	76.3	77.0	79.4	79.9	80.1
Teacher	93.8	93.8	90.5	82.6	100.0	78.0	84.7	83.4	85.3	86.1	74.5	75.6	78.2	80.8	80.1
Parent	88.2	85.7	93.3	77.8	81.8	70.4	76.5	76.6	71.7	75.8	75.1	75.9	78.1	77.0	77.3
Student	81.4	73.3	90.7	91.5	91.9	75.7	77.8	79.7	79.3	81.2	79.3	79.5	81.8	81.8	82.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).