

2025 – 2026 ANNUAL EDUCATION RESULTS REPORT

Westmount School

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Foothills SCHOOL DIVISION

2025-2026 ANNUAL EDUCATION RESULTS REPORT

WESTMOUNT SCHOOL

This is our story of engagement, support, and success for each learner.

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2024-2029 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

View our Education Plan – Year 2

OUR LAND ACKNOWLEDGEMENT

We would like to acknowledge that we live, work and create on the traditional ancestral territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the SOOOTINA, the Stoney Nakoda Nations, and the Metis Nation (Region 3), as well as all people who make their homes in the Treaty 7 region of Southern Alberta. They were the original occupants of this land and continue to be here to this day. We recognize the enormous diversity of Indigenous practices across the Treaty 7 region of Southern Alberta. We respect the teaching of Indigenous communities and the Elders and the Knowledge Keepers about the land, and we are so grateful for every opportunity to learn about the land and the practices that are intricately connected here.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are…Explore them…Develop them…Celebrate them!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

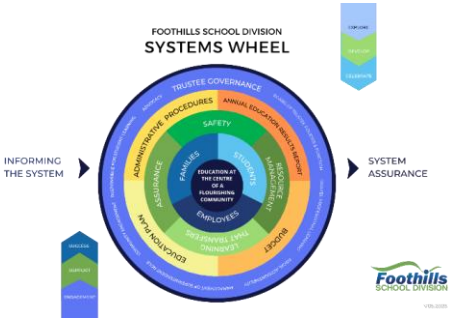
Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.
Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.
Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All
Accountability and Assurance
Alberta Education & Childcare and Foothills School Division Goal Alignment

SYSTEMS THINKING

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we think we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence. **Learn more about our Systems Thinking approach**



ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

Alberta Education & Childcare Outcomes Ministry of Education & Childcare Business Plan 2024-2027	**Foothills School Division Goals** Foothills School Division Education Plan 2024-2029	**Assurance Domains** Alberta Education & Childcare Funding Manual 2026-2027
• Alberta's students are successful	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports	• Student growth & achievement • Learning support
• First Nations, Métis, and Inuit students in Alberta are successful	• First Nations, Métis, and Inuit student success	• Student growth & achievement • Learning support
• Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	• Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading	• Student growth & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act.**

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:
Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Governance

Goal:
Advance Continuous Improvement and Assurance

Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.

SUPPORT

Learning Supports

Goals:
Advance Wellness and Well-being
Advance Continuum of Supports

Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.



SUCCESS

Student Growth and Achievement

Goals:
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Teaching and Leading

Goal:
Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

OUR SCHOOL

Home of the Westmount Wolves "For the strength of the pack is the wolf, and the strength of the wolf is the pack" Rudyard Kipling

Welcome to Westmount School, a vibrant K-9 community of approximately 490 students where we blend academic rigor with real-world engagement. Supported by a dedicated, multi-disciplinary team of certificated teachers, Learning Coaches, Educational Assistants, a Learning Commons Facilitator, a Family Liaison Counselor, and attentive office staff, we ensure every single student is seen, supported, and challenged.

We don't just teach for the classroom; we design learning that is deep, transferable, and relevant to the real world. Career and Technology Foundations (CTF): Outside of core subjects, students explore their unique passions through hands-on disciplines and cutting-edge technologies. The Learning Commons Makerspace: A hub of innovation where students roll up their sleeves to design, build, and invent. Education at Westmount goes far beyond textbooks. Our highly praised Grade 7-9 Outdoor Education program connects students with nature, building resilience and teamwork. From student-generated clubs to a robust lineup of extra-curricular activities, we focus heavily on the whole child—intellectual engagement, health and wellness, and social-emotional growth. We bring the world to our students by partnering with the RCMP, local sports teams, wildlife and conservation experts, mental health instructors, local authors, tech gurus, and even Olympians! With a K-9 campus, Westmount offers a unique environment for leadership. Our Junior High students don't just attend school here; they act as mentors and leaders in the building. Guided by our core values—Connecting, Contributing, Taking Ownership, and Being Responsible—we foster an environment of mutual respect. School culture is strengthened through assemblies, spirit days, leadership initiatives, community events, performances, celebrations of learning, and opportunities for students to showcase their talents and achievements.

We believe every child deserves an exceptional education. Through our continuously refined Continuum of Supports, students have seamless access to the people, resources, and strategies they need to succeed. Furthermore, our brand-new, specialized "Elevate" Support Classroom provides dedicated care for students with significant medical complexities and is staffed by a licensed practical nurse, a health care aide, a learning coach, and educational assistants. At Westmount, parents aren't onlookers; they are the heartbeat of our community. Whether serving as volunteers, expert speakers, hot lunch organizers, school council reps, or fundraisers, our families are at the center of everything we do. With regular family presentation nights and special events, we ensure the link between home and school stays rock-solid.

At Westmount School, we aren't just preparing students for the future; we are inspiring them to shape it.

HIGHLIGHTS AND CELEBRATIONS

We started the 2025/2026 school year with a regular school entry. We celebrated our first Meet the Teacher and BBQ night which was a huge success! We continued to focus on building a community at Westmount through many activities but not limited to:

Field Trips

Musical Theatre Production

Junior High Wellness Day

Engagement Opportunities Through School Council and FOWSS

Elementary Sports Day & Junior High Track and Field Day

Outdoor Education

Community Engagement: Volunteer Tea

Book Fairs

STEM development through coding

Spirit Days

Christmas Concerts

Family Dance



EDUCATION & CHILDCARE ASSURANCE MEASURES REPORT SUMMARY

Alberta Education & Childcare Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

AECA Summary by Stakeholder Group(Parents/Students/Staff)

ASSURANCE MEASURES OVERALL	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2022-2023 (School)	84.8	82.7	89.0	88.2	80.2	75.8	77.5
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	81.1	81.4	87.5	85.8	75.9	80.0	73.2
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	78.9	77.2	84.6	84.7	64.5	55.4	61.7
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
2025-2026 (School)	82.4	84.4	91.1	88.9	71.0	75.5	74.9
2025-2026 (Prov)	84.2	81.2	87.8	85.8	79.5	79.9	76.3
Evaluation (Achievement)	Low	Very High	Very High	High	Very Low	Intermediate	Intermediate
Evaluation (Improvement)	Maintained	Maintained	Improved	Maintained	Maintained	Maintained	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning in the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2022-2023	93%	81%	95%	81%	72%	71%	57%
2023-2024	91%	91%	87.5%	91%	88%	77%	72%
2024-2025	84%	84%	85%	90%	79%	74%	59%
2025-2026	92%	85%	85%	88%	78%	67%	66%

Evaluation	Improved	Maintained	Maintained	Maintained	Maintained	Declined	Improved

OUR STORY OF ENGAGEMENT

We recognize parents and our community as partners. As a school we strive to reach out to our community partners and partner with local organizations throughout the year to enhance student learning opportunities. We recognize that learning takes place in many environments outside of the classroom including learning outdoors and place-based learning. We also continued with inviting special guests to engage students in a wide variety of learning opportunities.

Weekly school communications were sent out from the office with information and easy links to the website. Instagram continues to be used as our key social media site to engage parents and students with happenings in WMS, and our website has been updated to reflect the voice of the School Council in terms of ease of interface. Classroom teachers and grade levels offer more consistency in communications to streamline this for parents with a commitment to weekly communication.

We focus on student engagement through providing numerous activities both inside and outside of school including clubs and extra-curricular activities. We also are focusing on authentic, meaningful real-world learning experiences whenever possible.

Staff engaged in building culture and community, as well as on developing strong Professional Learning Communities where we collaborate on student learning looking at evidence and establishing next steps.
We continue to engage our community members including inviting in presenters including those who supported our Junior High Mental Health morning, promoting community events on our Social Media platforms, and engaging support for our school community in our Read-a-Thon fundraiser.



92%

of parents indicate strong student learning engagement.
(FSD Assurance Survey – Parent)

91.1%

of students, parents, and staff indicate the quality of education is high.
(Alberta Education & Childcare Assurance Survey)

85%

of parents indicate the quality of education is strong.
(FSD Assurance Survey – Parent)

78%

of parents indicate positive parental involvement.
(FSD Assurance Survey – Parent)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR ENGAGEMENT

Alberta Education & Childcare Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2025-2026 (School)	91.1	75.5	74.9
2025-2026 (Prov)	87.8	79.9	76.3
Evaluation (Achievement)	Very High	Intermediate	Intermediate
Evaluation (Improvement)	Improved	Maintained	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2025-2026	85%	78%	70%
Evaluation	Very High	Improved	Maintained

OUTCOMES TO CONSIDER

Education Quality

- Your child clearly understands what they are expected to learn at school
- Your child finds schoolwork challenging
- Your child finds schoolwork interesting
- Your child is learning what they need to know
- The quality of education your child is receiving at school

Parental Involvement

- To what extent are you involved in decisions about your child's overall education
- To what extent are you involved in decisions about your child's school
- Your input into decisions about your child's school is considered
- The opportunities to be involved in decisions about your child's overall education
- The opportunities to be involved in decisions about your child's school

School Improvement

- Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.	**High**
Strategy 2: Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education to guide decisions.	**High**
Strategy 3: Celebrate our Westmount School Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.	**High**

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CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.	**High**
Strategy 2: Engagement: Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.	**High**
Strategy 3: Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.	**Intermediate**

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DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education & Childcare and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in our school.

The data told us that:

- Education Quality is a clear strength. The Alberta Education and Childcare Assurance Survey result increased to 91.1%, above the provincial result of 87.8% and evaluated as Very High and Improved; the FSD parent result remained strong at 85%.
- School Improvement rebounded. The FSD parent result rose from 59% to 70%, while the provincial assurance measure increased from 67.1% to 74.9%, approaching the provincial result of 76.3%.
- Parental Involvement improved locally to 78% in the FSD survey; however, the Alberta Education and Childcare result of 75.5% remains below the provincial result of 79.9% and is evaluated as Intermediate.
- Frequent communication through weekly messages, classroom updates, the website, Instagram, School Council, and FOWSS supports accessible information, transparency, and shared understanding.
- Staff, parent, and student perspectives are informing planning through surveys, PLC work, student-led conferences, programming choices, code of conduct feedback, and opportunities to showcase learning.
- Engagement must extend beyond families already connected to School Council and FOWSS through flexible, targeted, and inclusive opportunities for underrepresented families and a broader range of students.
- More systematic community partnerships and a visible “what we heard/what we did” process are needed to connect stakeholder input and assurance evidence directly to school priorities, actions, and evaluation.

OUR STORY OF SUPPORT

We are committed to providing resources and support to meet the needs of all our learners. Westmount School's learning support team is comprised of knowledgeable and passionate individuals, all with the same goal in mind, supporting student success. Our support team includes teachers, administrators, Learning Coaches, Family School Liaison Counselor, and Educational Assistants. In collaboration with teachers, we reviewed and updated our Continuum of Supports & Responses with a continued focus on academic learning, social-emotional learning, and mental health and wellness. Our Response to Intervention Plan includes Universal, Targeted (School and Classroom) and Individualized Supports, Interventions and Responses. A Learning Suite has also been designed with a 'Just in Time Learning Series' for teachers to further support implementation of Inclusive Learning Plans, Behavior Support Plans, and English as a Second Language Learner Benchmarking. This suite has helped to create more consistency and understanding of these plans, including strategies, accommodations and adaptations for students across the school. The continuum includes both support and responses from Universal, to Targeted to Individualized.

Universally, teachers use Universal Design for Learning Guidelines which include providing multiple means of engagement (affective networks - the WHY of learning), representation (recognition networks - the WHAT of learning), action and expression (strategic networks - the HOW of learning). With scaffolding and differentiation as a central focus to universal design, students can find success and confidence in their learning. This design approach allows more students to be successful without the need to create individualized learning plans.

Targeted support includes small groups for both academic and social-emotional learning. Students requiring extra support are identified from benchmark assessments including the GRADE, RRST, AB ED Numeracy & Literacy Assessments and the SOSQ. A Student Support meeting with the administration team, Learning Coach and Family School Liaison Counsellor is scheduled every four to six weeks to discuss student needs and develop targeted school interventions/supports. A targeted school-based intervention includes the establishment of alternative learning spaces including the Student Support Room, the Sensory Room and Flex Rooms. Students are encouraged to think about their learning/regulation needs and participate in identifying and utilizing strategies and spaces to support their needs.



91.4%

of students, parents, and staff indicate the school is safe and caring.
(Alberta Education & Childcare Assurance Survey)

81%

of students report strong external resilience.
(FSD SOS-Q Survey – Student)

78%

of parents indicate students have access to supports and services.
(FSD Assurance Survey – Parent)

90%

of students report positive peer relations.
(FSD SOS-Q Survey – Student)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR SUPPORT

Alberta Education & Childcare Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2025-2026 (School)	91.4	71.0
2025-2026 (Prov)	88.3	79.5
Evaluation (Achievement)	Very High	Very Low
Evaluation (Improvement)	Maintained	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2025-2026	88%	78%
Evaluation	High	High

FSD SOS-Q Survey (Student) (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm					
	Safe & Caring	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2025-2026	88%	81	74	68	90
Evaluation	High	High	Intermediate	Intermediate	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can get help at school with problems that are not related to
- Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

- When your child needs it, teachers at your child's school are available to help them
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity	**High**
Strategy 2: Continue to promote healthy school cultures through workplace wellness using the lens of Belonging, Independence, Mastery and Generosity.	**High**

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.	**High**
Strategy 2: Continue weekly Learning Coach and Student Support meetings (including Admin, LC(s), FSLC) focusing on universal, targeted and individual supports for all students and engaging as necessary with division office personnel to access the greater school division continuum of supports through the *Pre-Referral Intervention Model*	**High**

DATA ANALYSIS

The Support data tell a story of renewed confidence in school safety alongside a continuing need to strengthen access to help and students' personal resilience.

- Historical assurance results show safety recovering in 2025–2026 after earlier declines, while FSD parent confidence in a safe and caring environment remains strong at 88%.
- Access to Supports increased from 64.5 in 2024–2025 to 71.0 in 2025–2026, but remains below the provincial result of 79.5 and its 2022–2023 level of 80.2;
- FSD parents' confidence in access was maintained over the past year.
- SOS-Q results highlight peer relations (90%) and external resilience (81%) as relative strengths, with self-confidence (74%) and internal resilience (68%) identifying areas for growth.
- These findings point to sustaining caring relationships while strengthening universal, targeted, and individualized support, explicitly teaching regulation and coping strategies, and helping students and families understand how to access assistance. Regular student-support reviews, benchmark evidence, and student voice should guide adjustments and monitor whether supports improve belonging, confidence, and wellbeing.

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

- Students at your child's school care about each
- Students at your child's school respect each
- Students treat each other well at vour child's
- Teachers care about your child
- Your child is safe at school
- Your child is safe on the way to and from
- Your child is treated fairly by adults at school at

OUR STORY OF SUCCESS

INNOVATION AND DESIGN LEARNING THAT TRANSFERS

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our students. Westmount School has a proud tradition of offering relevant and engaging learning opportunities to our students ranging from quality classroom instruction, broad CTF offerings, technology integration, outdoor learning activities and nature-based teaching. We believe that exposure to a broad range of experiences allows students to understand themselves as learners and find what fits them.



92%

of parents indicate strong student learning engagement.
(FSD Assurance Survey – Parent)

91.1%

of students, parents, and staff indicate the quality of education is high.
(Alberta Education & Childcare Assurance Survey)

91%

of students report high expectations for their success.
(FSD Intellectual Engagement Survey – Student)

90%

of parents indicate students are well prepared for the world of work.
(FSD Assurance Survey – Parent)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

Alberta Education & Childcare Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2025-2026 (School)	85.0	76.9	84.4	91.1	76.7	82.4
2025-2026 (Prov)	83.4	84.2	81.2	87.8	81.2	84.2
Evaluation (Achievement)	Very High	Intermediate	Very High	Very High	High	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Improved	Improved	Maintained

FSD Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2025-2026	85%	90%	85%	85%	82%	92%
Evaluation	High	Very High	High	High	High	Very High

Alberta Education & Childcare Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2023-2024 (School)	NA	NA	NA	NA	NA	NA
2023-2024 (Prov)	NA	NA	NA	NA	NA	NA
Evaluation (Achievement)	NA	NA	NA	NA	NA	NA
Evaluation (Improvement)	NA	NA	NA	NA	NA	NA

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below						Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	**High Expectations**	**Relevance**	**Rigor**	**Effort**	**Support**	**ELA/FLA/SS**	**Math/Science**	**CTS/CTF**
2025-2026	91%	62%	74%	84%	72%	46%	53%	72%
Evaluation	Very High	Low	Intermediate	High	Intermediate	Low	Low	Intermediate

OUTCOMES TO CONSIDER

Life-Long Learning

- High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime
- Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

- The specialized supports and services your child is receiving enables them to be a successful learner
- Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write
- Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)
- Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)
- Your child can access the following services in a timely manner at school when needed: School Library services

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Embed deep and transferable learning through the *Framework for Innovation and Design* (including Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies) to enhance design thinking and career exploration for all students.	**High**
Strategy 2: Advance Career Education to provide students with real world experiences that prepare them for their future.	**High**
Strategy 3: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps	**Intermediate**

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.	**High**
Strategy 2: Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.	**High**
Strategy 3: Utilize effective assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning while effectively conveying student progress	**High**

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education & Childcare and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF.

This data told us that:
The data show a strong foundation in education quality, citizenship, and broad programming, alongside a need to make learning more relevant and deeply engaging. In 2025–2026, provincial assurance results for Education Quality (91.1), Citizenship (84.4), and Program of Studies (85.0) exceeded provincial results, while local parents reported strong Student Learning Engagement (92%) and Work Preparation (90%). However, the provincial assurance measures for Student Learning Engagement (82.4), Work Preparation (76.9), and Life-Long Learning (76.7) remained below provincial results. The IandDLthatT analysis also identifies a historical decline in local Program of Studies and continuing concerns about relevance and flow. Current student responses reinforce these priorities: High Expectations are strong at 91%, but Relevance is 62%, and flow is lower in ELA/FLA/SS (46%) and Math/Science (53%) than in CTS/CTF (72%). Next steps should prioritize collaborative task design informed by student voice and learning samples, with meaningful choices, authentic problems, clear purposes, and appropriate challenge and support to deepen understanding and transfer across contexts.

OUR STORY OF SUCCESS

LITERACY AND NUMERACY

Westmount staff have focused and will continue to look at high-yield classroom strategies to advance student learning and to share effective tools with one another. We believe that we are stronger together and that student learning is best when teachers share their practice with one another. We are committed to regularly analyzing evidence of student learning to help inform next steps in teaching and learning.

Data informed decisions are made based on benchmark assessments including the Early Years Evaluation - Direct Assessment, Reading Readiness Screening Tool, GRADE, and Math Intervention/Programming Instrument, the Letter Name and Sound test, the Castles and Coltheart Reading Test 3, and the early Numeracy Screening Assessment. Further diagnostic information is gathered through Fountas and Pinnell reading assessments.



85.4%

of Grade 9 students achieved the Acceptable Standard in English Language Arts, above the provincial result of 70.0%.
(Provincial Achievement Tests – Grade 9)

85.7%

of Grade 9 students achieved the Acceptable Standard in Science, above the provincial result of 78.9%.
(Provincial Achievement Tests – Grade 9)

77.1%

of Grade 9 students achieved the Acceptable Standard in Social Studies, above the provincial result of 57.0%.
(Provincial Achievement Tests – Grade 9)

66.7%

of Grade 9 students achieved the Acceptable Standard in Math, above the provincial result of 59.8%.
(Provincial Achievement Tests – Grade 9)

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2025-2026 (School)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2025-2026 (Prov)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Evaluation (Achievement)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Evaluation (Improvement)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

VL – Very Low L – Low I – Intermediate H – High VH – Very High

Diploma Exams	Français / French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2025-2026 (School)	NA	NA	NA	NA
2025-2026 (Prov)	NA	NA	NA	NA
Evaluation (Achievement)	NA	NA	NA	NA
Evaluation (Improvement)	NA	NA	NA	NA

Did you know?

A score of 50% or more is classified as an ***Acceptable*** achievement

A score of 80% or more is classified as an ***Excellence*** achievement

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2025-2026 (School)	85.4	12.5	66.7	11.9	77.1	22.9	85.7	23.8	NA	NA
2025-2026 (Prov)	70.0	11.4	59.8	17.7	57.0	16.3	78.9	24.8	NA	NA
Evaluation (Achievement)	High	Intermediate	Low	Low	High	High	High	Very High	NA	NA
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	NA	NA

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2025-2026 (School)	72.4	**5.2**	**45.3**	**3.4**	NA	NA	62.1	8.6	NA	NA
2025-2026 (Prov)	**71.3**	**8.9**	**60.9**	**18.0**	NA	NA	65.9	21.4	NA	NA
Evaluation (Achievement)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Evaluation (Improvement)	Declined	Declined	Declined	Declined	NA	NA	NA	NA	NA	NA

AECA Measures for English Language Learners

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	**5-Year Completion**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2025-2026 (School)	NA	NA	NA	NA		
2025-2026 (Prov)	NA	NA	NA	NA		
Evaluation (Achievement)	NA	NA	NA	NA		
Evaluation (Improvement)	NA	NA	NA	NA		

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Number of Students at Risk	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	3	3	4	2

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) requiring additional support as of the pre-assessment	Kindergarten	Grade 1	Grade 2	Grade 3
2025-2026	2	3	9	6

Common Literacy/Numeracy Assessments: Local Measures
% of Students meeting Standard

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	91%	78%	64%	81%	64%	54%
Evaluation	Very High	Intermediate	Intermediate	High	Intermediate	Low

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2025-2026	93	84	60	72	91	N/A
Evaluation	Very High	High	Intermediate	Intermediate	Very High	NA

Common French Immersion Language Assessment: Grade 9 & 12 DELF		
	Grade 9	Grade 12
2024-2025	n/a	n/a
2025-2026	n/a	n/a
Evaluation	NA	NA

Did you know?

As defined by Alberta Education & Childcare, **Literacy** involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning, using oral, written, visual, and multimedia sources.

Learn more about Literacy

As defined by Alberta Education & Childcare, **Numeracy** involves acquiring and applying the mathematical knowledge and skills needed to engage with quantitative and spatial information in a variety of situations.

Learn more about Numeracy

OUTCOMES TO CONSIDER

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:

- Another Language
- Art
- Drama
- Health
- Music
- Technology

- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Citizenship

- Your child is encouraged at school to be involved in activities that help the community
- Students at your child's school follow the rules
- Students at your child's school help each other when they can
- Students at your child's school respect each other
- Your child is encouraged at school to try their best

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

Work Preparation

- Your child is taught attitudes and behaviours to be successful at work when they leave school

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Advance use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	**High**
Strategy 2: Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement	**High**
Strategy 3: Advance the development and application of English, English as an additional language, and French literacy and numeracy resources and programming to support student growth and achievement.	**High**



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams.

This data told us that:

- Grade 9 PAT Acceptable Standard results are a clear strength
- Grade 9 Math needs attention even though the Acceptable Standard is above the province.
- Grade 6 is our most significant area of concern. Local common assessments support the Grade 6 concern.
- Numeracy is stronger in the elementary grades than in junior high.

OUR STORY OF SUCCESS

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

At Westmount School we continue to learn and lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community. We continue to develop and improve instructional practices to address the systematic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
We continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing indigenous worldviews for optimum student success.



92%
of students report strong peer relationships)

83%
of students report a safe and caring school

89%
of students understand multiple perspectives

86%
of students report high expections

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights



91%

RESULTS ANALYSIS
FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Activities that support the implementation of the Truth and Reconciliation Commission recommendations	Breakfast club for all students to join; Fancy Dance demonstration and explanation of the culture behind the dances; creation of our new Wolf Mural to highlight our indigenous culture in the school.
Strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures on First Nations, Métis, and Inuit students' education outcomes and results).	- Involvement of admin, LST, FSLC to help promote school attendance - Utilizing Divisional Director when further contact with families is needed for school absence purposes.

AECA Measures for FNMI Students

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2025-2026 (School)	n/a	n/a	*	*	n/a	n/a
2025-2026 (Prov)	61.8	69.2	38.9	5.4	76.2	12.2
Evaluation (Achievement)	n/a	n/a	*	*	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2025-2026	83%	75%	67%	58%	92%
Evaluation	High	Intermediate	Intermediate	Low	Very High

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students responding Agree or Strongly Agree to at least half of the questions each factor below	Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"

Common Literacy/Numeracy Assessments: Local Measures First Nations, Métis, and Inuit Students

Common Numeracy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2024-2025	74%	77%	71%	69%	75%	88%
2025-2026	n/a	100	n/a	n/a	50	67
Evaluation	n/a	Very High	n/a	n/a	Low	Intermediate

Common Literacy Assessment: Grade 4 – 9	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2024-2025	NA	NA	NA	NA	NA	NA
2025-2026	100%	100%	100%	100%	100%	NA
Evaluation	Very High	Very High	Very High	Very High	Very High	NA

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2025-2026	86%	46%	64%	67%	46%	50%	42%
Evaluation	Very High	Low	Intermediate	Intermediate	Low	Low	Low

6

% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	**Cultural Belonging**		**Comfortable Sharing Culture**		**Encouraged and Accepted Sharing Culture**		**School Priority of Truth and Reconciliation**		**Personal Importance of Truth and Reconciliation**		**Cultural Infusion Across All Subject Areas**		**Understand Multiple Perspectives**		**Understand Truth and Reconciliation**		**Teachers Share Indigenous Perspectives**	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2025-2026	**42%**	**42%**	**50%**	**50%**	**49%**	**42%**	**60%**	**75%**	**77%**	**83%**	**42%**	**33%**	**71%**	**83%**	**72%**	**75%**	**66%**	**50%**
Evaluation	**I**	**L**	**L**	**L**	**L**	**VL**	**I**	**H**	**H**	**VH**	**L**	**VL**	**I**	**VH**	**I**	**I**	**I**	**L**

VL – Very Low **L – Low** **I – Intermediate** **H – High** **VH – Very High**

Commented [DS1]: I'm getting different numbers:

2025-
2026 42% 42% 50% 50% 49% 42% 60% 75% 77% 8 3% 42% 33% 71% 83% 72% 75% 66% 50%

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.	**High**
Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.	**High**
Strategy 3: Implement continuum of supports for First Nation, Métis, and Inuit student success such as ○ Nutrition supports including breakfast and lunch programs ○ Cultural excursions and activities	**Intermediate**



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AECA Measures for First Nation, Metis and Inuit students.

This data told us that:

- FNMI students feel safe, cared for and connected to peers.
- FNMI students' personal resilience is a concern.
- FNMI students report high expectations but less engagement in their learning.
- FNMI students lose track of time in learning less often, especially in CTS/CTF.
- FNMI literacy was 100% (Very High) in Grades 4–8.
- Self-identified Indigenous students value reconciliation, but don't see it reflected in their daily school experience.
- Self-identified Indigenous students are less likely to see their culture in everyday learning.

OUR STORY OF SUCCESS

TEACHING, LEARNING & LEADING

As a school staff, our teachers focus on continue to develop a growing professional body of language in a professional and collaborative culture with their fellow teachers. Our professional community is strong and focuses throughout the school year on professional learning through working in Professional Learning Communities (PLCs).



85%

of teachers indicated clarity in vision, mission, value

87%

of staff indicate a professional learning and collaborative culture

73%

of teachers indicate constantly adding to a professional body of knowledge

64%

of staff indicate that they are a part of a strong Professional Learning Community

Goals, Outcomes, Indicators, Measures, Details
4 Year Data Trends and Key Insights

RESULTS ANALYSIS FOR TEACHING AND LEADING

FSD Professional Learning Survey: Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	In-service jurisdiction needs Provincial Measure	
					School	Prov
2025-2026	85	87	64	73	91.1	87.8
Evaluation	High	High	Intermediate	High	Very High	Improved

STRATEGY ANALYSIS

Implemented in 2025-2026 *Continued From 2025-2026* *Continued From 2026-2027* *Continued From 2027-2028* *Continued From 2028-2029*

TEACHING, LEARNING, AND LEADING	EVALUATION
Strategy 1: Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.	**High**
Strategy 2: Develop and demonstrate a professional body of knowledge and provide instructional leadership	**High**
Strategy 3: Cultivate a culture of high expectations for teachers and leaders through TQS	**High**

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AECA and our FSD Professional Learning Survey.

This data told us that:

- Staff at Westmount School understand the clarity of our vision, mission, and values.
- Staff at Westmount School feel that they are a part of a general professional learning and collaborative culture
- Over half of the teachers on staff feel that they have a strong Professional Learning Community at their grade level. This indicates that further structure and communication around PLCs need to occur