

**Westgate School**

150 Westminster Drive SW, Calgary, AB T3C 2T3 t | 403-777-8420 e | westgate@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 School Year

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Students' ability to understand and communicate in French will improve

Outcome One: Students' written communication will improve through formative assessment

Celebrations

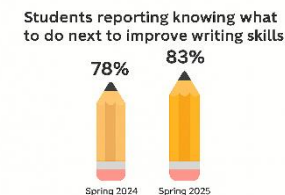
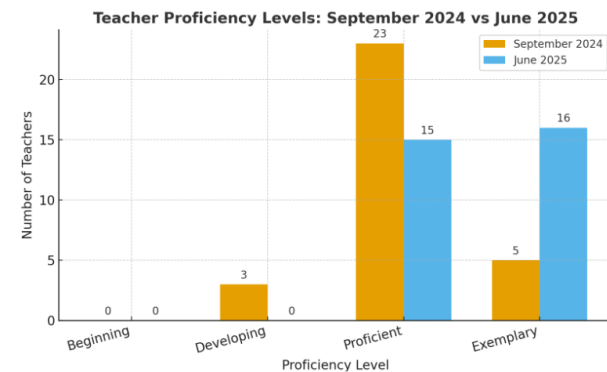
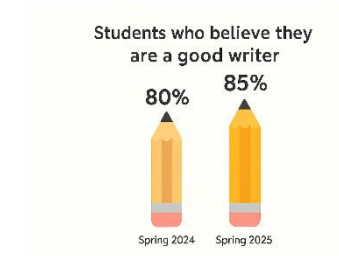
- FILAL writing stem – increase in number of students in 4 grade levels achieving 2s in S1 to 3s in Y1 (S1-> Y1 2s 9%->7.3%, 3s 22.7%->22.6%, 4s 16.2%->18.7% - Report Card data)
- Significant increase in the number of teachers reporting an improvement in their proficiency using formative feedback to inform teaching and learning. (School-based Teacher Perception Survey - see chart below)
- More students reported knowing what to do next to improve their writing skills (CBE Student Survey 78% -> 83%)
- More students reported being a good (competent) writer (CBE Student Survey 80 -> 85%)

Areas for Growth

- Ensuring students are provided with opportunities to receive feedback from others (peer, teacher) to support the improvement of their written communication skills (61% of students report having these opportunities – CBE Student Survey)
- Build teacher confidence in fostering student agency through the use of self and peer assessment strategies
- Clarifying students' understanding of the success criteria and descriptors for each proficiency level, so they know how to improve their writing

Next Steps

- 6 week writing assessment cycles for all students including opportunities for self and peer assessment, co-creation of success criteria and/or rubrics with students
- Explicit teaching of strategies to improve written communication skills
- Grade team PLC work to include calibration and comparison of self-assessment with teacher assessment



Goal Two: Students social-emotional learning will improve

Outcome One: Students will improve social emotional skills through increased self-management and self-awareness

Celebrations

- Increase in students having strategies to help themselves when feeling stressed about school (Spring 2024 66%, Spring 2025 75% (CBE Student Survey 66% -> 75%))
- Teacher perception survey – the percentage of teachers who believed their students were successful with self-regulation improved by 22% and 17% of teachers were more confident in embedding SEL lessons and discussions in their daily work with students (Teacher Perception Survey)
- As a result of employing common language of the zones of regulation and students' personal tool-kits of strategies in both the lunchroom and office, administrators and office staff indicated more students were able to articulate/communicate how they were feeling and with which strategies they needed support (anecdotal data)

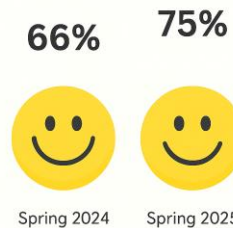
The percentage of teachers who believed their students were successful with self-regulation improved by 22%, and 17% of teachers were more confident in embedding SEL lessons and discussions in their daily work with students.



Areas of Growth

- 65% of students know what strategies to use if a relationship is no longer positive suggesting a need to explicitly teach and model how to recognize when a relationship becomes unhealthy or unkind, setting personal boundaries respectfully and communicating assertively but kindly. (CBE Student Survey)
- 78% of students say they care about each other indicating a need to embed explicit lessons and discussions on kindness, respect, and empathy (Assurance Survey)
- 70% of students say making friends is easy demonstrating the importance of teaching and modelling inclusive behaviors (e.g., inviting others to join, noticing when someone is left out). (OurSchool Survey)

I have strategies to help myself that I use if I feel stressed about school



Next Steps

- Ensuring students improve social awareness and relationship skills so they feel safe, cared for, can make friends more easily, know what to do when a relationship is no longer positive, and contribute to a kind and inclusive learning environment.
- Embed Wellness curricular outcomes (Relationship choices, life learning choices and safety and responsibility) into school wide SEL lessons and across subject areas

Our Data Story

Westgate School's 2024-2025 SDP was guided by data showing that the FILAL writing stem results needed improvement in relation to speaking, reading, and listening in French. We believed it was important for students to receive more actionable and meaningful feedback to know how to improve their writing. Our initial focus was to determine what types of formative feedback teachers used in the classroom with students in relation to their written communication work. Our goal was to help teachers feel more confident in using their strategies but also to expand their repertoire. We emphasized the importance of real-time feedback based on clearly articulated success criteria so that students could reflect, adjust, and improve their work.

Teachers began to more frequently use formative feedback strategies, track the progress of a few identified students in their class, and discuss their progress and the effectiveness of the strategies in their Professional Learning Communities (PLCs). Teachers collaborated to design learning tasks and assessments that included the use of goal setting, checklists, hand signals, and student white boards in the writing process. Writing was identified as a topic to address in Collaborative Team meetings, and teachers worked together to share strategies and build out a Continuum of Supports to ensure that students were receiving universal, targeted and individualized support. There were also more opportunities for self- and peer assessments in writing, co-creating rubrics and making success criteria clear. This difference was reflected in the CBE Student Survey results: 5% increase in students who reported knowing what to do next to improve their writing skills and 5% more students reported being a good (competent) writer. Report card data showed that the percentage of students receiving 2s for the FILAL writing stem in S1 improved to 3s in S2 in 4 out of 7 grade groups at Westgate. Open-ended questions in the Our School Survey indicated that the majority of students in Grades 4-6 understood the importance of and were actively engaged in setting goals, and told us they supported this through positive self-talk, visualizing, growth mindset, executive functioning skills such as having a plan and time management, risk taking, and personalized specific goals such as attending to spacing between words when writing. Our efforts clearly made writing feedback more consistent and meaningful for all students.

Positive impact of teacher professional development in formative feedback was notable. A school-based teacher perception survey showed that teachers not only expanded their repertoire of strategies but felt more proficient in employing formative feedback in their practice with students. 10 teachers reported growing from a proficient level to an exemplary level of proficiency meaning they collaboratively analyze assessment data with learners to support student understanding of formative assessment and the learning goals, and engage in iterative cycles of instruction, assessment and adjustment to flexibly respond to the strengths and needs of learners.

In terms of student well-being, a significant portion of our Spring 2024 data revealed that many students had difficulty with self-regulation. They were challenged to feel calm when things didn't go their way and felt stressed. Many shared not having the strategies they needed to help themselves regulate. We wanted students to expand their toolkit when it came to emotional regulation. Our Student Well-Being Committee, guided by the work of our Leadership team, designed SEL tasks related to the competencies of self-awareness and self-regulation and incorporating K-6 Wellness curricular outcomes. These tasks were completed by students with their "buddy" classes to communicate common language and experiences school wide and to build relational trust among students. The language and lessons were shared with lunchroom supervisors and frequently implemented in the office by administrators. Messages were also drafted and sent home to parents, so they were aware of the lessons and could learn ways to support the SEL work from home. Skits were incorporated into school wide assemblies, playing out related scenarios and

modeling strategies. As a result, 9% more students could identify strategies they use to help themselves feel calm, and teachers and administrators noticed more students were able to self-regulate at the classroom level rather than seek support in the office. In the OurSchool survey when asked open-ended questions about which strategies they found effective when needing to regulate their emotions (angry, sad, frustrated), the majority of students were able to share. Some examples included: breathing, space, breaks, movement, talking to a friend or adult, distraction, water, humor, walking away, thinking of something happy, hugging a stuffie, hugging a sweater or something comparable to a hug, reading, biting their tongue, space and time, crying, and closing their eyes.

Insights and Next Steps

As a result of professional learning and the increased use of formative feedback, we celebrated higher student achievement levels on writing tasks and the FILAL writing stem. Throughout the year, teachers added new strategies to their repertoire and built confidence in using various formative assessment strategies. By mid-year, 88% of teachers reported that their students were receiving specific and timely feedback that aligned with clear learning outcomes, intentions and success criteria. Teachers collaborated in their grade teams to design writing tasks that included formative feedback.

Despite some notable improvements, the higher achievement levels were not seen at all grade levels and only 61% of students report receiving opportunities to receive feedback on their writing. The data highlights a need to be more consistent and intentional with our feedback practices and to actively involve students in self- and peer assessment opportunities to help them understand more clearly how to improve their writing. These opportunities along with explicit teaching of writing strategies, exploring success criteria and co-creating rubrics and providing exemplars, will help to build on our success with students in terms of their written communication skills. It will also help to foster shared understanding of learning and achievement between students and teachers and increase students' enjoyment of Language Arts; only 70% stated they like Language Arts. (Assurance Survey)

School-wide lessons on the SEL competencies of self-awareness and self-regulation led by our Student Well-Being Committee led to an improvement in students using strategies to self-regulate when feeling stressed at school. We have helped students build essential internal skills such as managing emotions, recognizing strengths, and understanding their own needs. Common language used by teachers, lunch supervisors and administrators help foster a shared understanding of the zones of regulation and students knowing what strategies to use when feeling dysregulated or stressed. Skits during assemblies performed by teachers and students helped to reinforce this understanding by modeling that feelings in the zones of regulation are normal and that it's important to recognize when students should access their personal tool kits of strategies at school.

While notable progress has occurred, we noted some areas of growth in peer relationships. Only 65% of students know what strategies to use if a relationship no longer feels positive; 78% of students reported that students care about each other and only 70% believe that making friends is easy. The next step is to help them understand and connect with others. To build safe, supportive learning environments, we need to intentionally develop students' **social awareness** and **relationship skills**— so they can form positive friendships, respond empathetically, and resolve challenges in healthy ways.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

Assurance Domain	Measure	Westgate School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	87.7	89.7	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	84.4	87.3	89.0	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	80.0	76.6	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	17.5	15.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	93.2	94.6	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	92.5	93.0	84.4	84.0	84.9	High	Declined	Acceptable
	Access to Supports and Services	67.9	75.1	79.2	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	82.1	80.4	82.8	80.0	79.5	79.1	High	Maintained	Good

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement