



REPORT

to the community



(Grades 9–12)



Westwood Collegiate

VISION

At Westwood Collegiate, we aim to develop responsible citizens who will demonstrate confidence, curiosity, and creativity.

MISSION

Students will value the concept of social justice and recognize its importance for the betterment of an ever changing world. Students are active learners able to demonstrate a high level of academic, intellectual and social engagement. Schools will nurture and promote a positive relationship with families and the local community

About Senior Years

The Senior Years in the St. James-Assiniboia School Division provide a varied curriculum to meet the needs, interests, and abilities of students.

The programs provide a sound basis for further education or immediate employment setting. Hands-on, active participation is encouraged in all subject areas and especially in courses such as: Performing and Fine Arts, Physical Education, Career Exploration and Independent Studies.

Profile



37

Teachers



20

Support Staff



578

Students



SUPPORTING & CELEBRATING STUDENTS

Manitoba's Framework for Learning: "From every part of Manitoba, from every background, all children and youth matter, belong, and are respected, successful, and safe ... Learner success will look different for every child, but it always means they are prepared to reach their full potential and to live Mino-Pimatisiwin (The good Life) in which they

- have hope, belonging, meaning, and purpose
- have a voice
- feel safe and supported
- are prepared for their individual path beyond graduation
- have capacity to play an active role in shaping their future and be active citizens
- live in relationships with others and the natural world
- honour and respect Indigenous ways of knowing, being, and doing with a commitment to understanding of Truth and Reconciliation



COMMUNITY CONNECTIONS

At Westwood we believe in making community connections to enhance the relevance of learning. Here are some examples:

Social Justice: Safe Teen, Coats for Kids, Winnipeg Harvest, Winnipeg Foundation Gowns for Grads, Canadian Blood Services

Arts: MB Opera Association, MB Choral Assoc., WPG Music Competition Festival, Associated MB Arts Festival Music Department, Silver Heights Restaurant, MB Choral Association, WPG Music Festival, Brandon Jazz Festival, Choralfest

Phys. Ed.: Shapes, YWCA/YMCA, Golf Dome, Assiniboine Curling Club, Manitoba Field Hockey Association, Metabolik Fitness, Altea Active, Centennial Pool, Manitoba Wheelchair Association, Westwood Bowling Lanes, Camp Manitou

Curricular: Rainbow Resource Centre, Green Action Centre, Special Olympics, Diver City Scuba Inc, Manitoba universities, Oak Hammock Marsh, Fort Whyte Alive, Junior Achievement, Dance Manitoba



LAST YEAR'S BROAD AREAS OF FOCUS

Students continue to develop agency for complex speaking tasks and focused on-topic dialogue in all subject areas. Math -- Problem of the Week Science -- Scientific Literacy Discussion of the Week -- ELA -- Weekly Speaking Skills Data Analyses -- Humanities -- Weekly Indigenous Perspective Discussion -- PE -- Weekly Mental Health Discussion -- Arts Weekly Performance/ Process Reflection. Teachers will review differentiated instruction and Adapted Learning Plan (ALP) writing for effectiveness.

What are the anticipated next steps?

In 23-24 students responded to strategies according to Department qualitative data. A wide diversity of needs was uncovered through Semester 2 class profile data collection prompting a revisioning of goals to include improving our delivery of differentiated instruction with the following inquiry focus: **How might we improve outcomes for students by developing a systematic approach to documenting and developing student learning plans?** and **How might we improve student achievement through professional development for teachers about flexible pedagogy and assessment?**



2024-2025 PLANNING



IDENTIFIED AREAS OF FOCUS

In 23-24 students responded to strategies according to Department qualitative data. A wide diversity of needs was uncovered through Semester 2 class profile data collection prompting a revisioning of goals to include improving our delivery of adaptations. Clear expectations were co-developed with teachers to include improved adaptation targets focusing on students with a clinical diagnosis. Westwood collegiate understands inclusion legislation and human rights in this regard, and we strive to improve in our thoroughness in this area. We are grateful to use the newly created templates in PowerSchool to assist in this collaborative process with parents, teachers, student services and administration.

Students on adaptations will increase their success in meeting course outcomes with creativity and flexibility on the part of student and teacher. School re-frame of goals is in progress and will inform 24-25 school and department growth plan. As we piloted last year at the beginning of semester 2, Student Services will assist in creating the "Orange List" in the fall: a list of students with a clinical diagnoses who must have an ALP (Adapted Learning Plan). In addition, in-servicing on Assistive Technology will aid in ALP implementation in some cases.



INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. Westwood Collegiate is committed to Indigenous-inclusive education through:

- Westwood Historical Society, student initiated group that has student voice, creating opportunity for other students to educate themselves about historical issues they are passionate about
- Making curricular connections in the classroom with the help of our Divisional team.