



Westwind
SCHOOL DIVISION

EDUCATION PLAN

2020-2022

Westwind serves a diverse and largely rural population of just under 4,600 students in 14 community schools located in the towns of Cardston, Magrath, and Raymond and the villages/hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee and Welling as well as 19 colony schools. Westwind School Division No. 74 believes in principles for a quality learning system that is accessible, learner-centred, collaborative, accountable, responsive, innovative, fair and equitable.

Our Vision

Westwind School Division will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential.

Our Mission

The mission of Westwind School Division is to foster engaging and student-centred learning environments that will inspire each student to strive for personal excellence and allow all learners to thrive.

Our Values

Our values guide our behavior, structure our operations and shape our Division strategies. For every decision we make, we will hold ourselves accountable to these values, and ask:

- Is this what's best for our students?
- Will this help us build trust and improve relationships?
- How will this decision further education, inform practice and enhance learning?

Westwind School Division values students by:

- Ensuring students are always our top priority. We are committed to making decisions in the best interest of our students and seeing every learner as unique and worthwhile while supporting them in their learning journey
- Supporting inclusive, safe and caring learning communities that respect diversity and foster a sense of empathy and belonging
- Establishing and communicating high expectations for students when it comes to academics, attendance, achievement, behavior, citizenship and extracurriculars

Westwind School Division values education and learning by:

- Providing high quality learning opportunities for all
- Engaging our students and staff to pursue their passions and empower all to realize their potential and achieve personal excellence
- Supporting teacher and staff development to best meet the needs of a diverse and vibrant student population, preparing them for an ever-changing modern society
- Promoting wellness and balance and supporting the mental and emotional health of all staff and students
- Providing students with access to a rich variety of learning opportunities and ways they can demonstrate their learning

Westwind School division values trust and relationships by:

- Recognizing that learning is a collaborative effort that requires the engagement of students, staff, parents/guardians, and communities
- Striving to ensure all stakeholders feel connected, valued, respected and have a voice
- Recognizing that we are accountable to students, parents/guardians and all stakeholders
- Earning and maintaining the confidence of the communities we serve through transparency and integrity in our decision making processes
- Understanding that the parent-division partnership is essential in a student's development and fostering a relationship of reciprocal trust

Accountability Statement

The Annual Education Plan for the 2020/2021 school year commencing September 1, 2020, for Westwind School Division No. 74 was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Education Plan for the 2020/2021 school year on January 9, 2020.



Mr. Jim Ralph

Board Chair



Mr. Darren Mazutinec

Superintendent

Community Engagement

Westwind School Division believes that regular community engagement is critical to catalyzing and sustaining a division culture that supports all student success. Engaging with our stakeholders is a crucial way to ensure that we set the correct goals and priorities for our school division, and we are committed to involving our communities in decisions that affect them and providing meaningful ways that all stakeholders can make their voices heard. WSD makes regular efforts to create opportunities for staff, parents, students, and community members to give feedback on various issues and topics. While challenges surrounding COVID-19 have prevented us from engaging with our school communities fully, we look forward to implementing more face-to-face engagement opportunities in the upcoming school year.

During the 2019/2020 school year, the division collected input in the following ways:

School Councils: Each of our schools supports a school council, which provides opportunities for parents and community members to dialogue with school administration about school operations, goals, and school plans.

Divisional School Council Meeting: Each school year, WSD hosts two divisional school council meetings that allow the council chairs from each school council to connect, share information and opinions on issues that impact student learning in the division, and receive training in their roles.

Student Engagement: The student engagement committee, comprised of students from each junior high and high school in the division, meets 2-3 times a year and provides student voice to the board of trustees and administration about issues that directly impact student learning.

High School Student Council Visits: Division Administration meets annually with the school council from each high school in the division to discuss important issues and engage in an interactive technology-based engagement session.

Jr. High Divisional Student Council School Retreat: Annually, the elected student leadership teams from each junior high meet with the division administration to discuss issues relating to their schools and receive leadership training.

Accountability Pillar Survey: Each year, WSD uses the feedback received from parents through the Accountability Pillar Survey to identify areas for improvement and help build their education plans.

Various Division Feedback Surveys: The division seeks opportunities to engage with stakeholders regularly throughout the school year on various issues. During the 2019/2020 school year, we engaged with the public in the following ways:

1. A public consultation survey that gathered feedback about the proposed 2019/2020 School Calendar.
2. Parent and student support surveys that gathered input about how the division could improve the online learning experience after school closures in March 2020.
3. School re-entry surveys that gathered input and information about concerns parents may have about students returning to the classroom.
4. A community consultation survey about a proposed change to Easter/Spring break dates.

Board Meetings: The WSD Board of Trustees invites all stakeholders to share input and feedback and bring forward concerns at each scheduled board meeting. Standing agenda items create public engagement opportunities at the beginning and end of each board meeting.

Results Analysis

Overall Division Summary (May 2020)

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 0056 The Westwind School Division



Measure Category	Measure	Westwind School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.5	91.2	90.7	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	78.3	79.7	78.5	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Education Quality	91.1	91.2	91.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.3	2.4	2.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.0	83.1	80.1	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.3	76.9	75.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.4	20.8	21.0	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.5	84.9	82.1	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.6	20.2	17.6	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	56.5	60.3	56.6	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	77.0	77.4	75.5	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.2	49.7	48.2	60.1	59.0	58.5	Low	Maintained	Issue
	Work Preparation	82.6	84.6	83.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	82.5	84.3	83.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.3	82.3	82.1	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.0	83.5	84.6	81.5	81.0	80.9	Very High	Degraded Significantly	Acceptable

First Nations, Metis, and Inuit (May 2020)

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 0056 The Westwind School Division (FNMI)



Measure Category	Measure	Westwind School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.2	6.4	6.0	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	71.1	66.3	58.8	55.8	56.6	54.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	51.2	46.1	48.4	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	3.0	6.2	4.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.8	63.4	63.3	77.2	77.1	76.7	Low	Improved	Acceptable
	Diploma: Excellence	6.5	1.2	3.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	19.4	21.2	20.5	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	44.1	40.5	35.8	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.5	54.0	46.4	35.0	34.2	33.0	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Goal 1: Facilitating Effective and Engaging Learning	
<p>Outcome 1: Students will participate in various hands-on learning opportunities and a variety of real-world applications for their learning.</p>	<ul style="list-style-type: none"> • (ABed) Percentage of teachers, parents and students satisfied with the opportunity of students to receive a broad program of studies including fine arts, career, technology, and health and physical education • (ABed) Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. • (ABed) High school to postsecondary transition rate of students/First Nation, Metis and Inuit students within six years of entering Gr. 10 • (ABed) Academic Engagement
<p>Strategies:</p> <ul style="list-style-type: none"> • Promote and support the Agriculture-based learning opportunities for our students through our Sustainable Agriculture Education Partnership (SAEP) and other means at all grade levels • Working with Lethbridge College to link K-12 learning outcomes to various trades and industry • Use our FNMI resources to bring Learning from the Land (Indigenous land-based pedagogy) into more of our schools • Improve connections between our schools and post-secondary institutions by having our students visit post-secondary institutions and expanding dual credit opportunities 	
<p>Outcome 2: Students take ownership of their learning.</p>	<ul style="list-style-type: none"> • (ABed) High school completion rate of students/First Nation, Metis and Inuit students within three years of entering Gr. 10. • (ABed) Annual drop-out rate of students/First Nation, Metis and Inuit students within three years of entering Gr. 10.
<p>Strategies:</p> <ul style="list-style-type: none"> • Continued implementation of the principles of high school redesign • Continue to support schools as they create flexible learning environments to meet students' interests and needs. • Continue to promote a variety of learning opportunities such as project-based learning and conceptual understanding 	
Goal 2: Developing ethical and engaged citizens	
<p>Outcome 1: With the support of staff, students will learn to be actively engaged in their school and community and understand their role as global citizens</p>	<ul style="list-style-type: none"> • (ABed) Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship
<p>Strategies:</p> <ul style="list-style-type: none"> • Use our divisional student engagement Committee to promote and advance citizenship with our student leaders 	

<ul style="list-style-type: none"> • Seek input from high school student councils and share that data with their school • Seek out presentations that will promote global citizenship for our students. • Promote and support national and international events such as Orange Shirt Day, Bell Lets Talk Day, Pink Shirt Day 	
<p>Outcome 2: Staff and students participate in the development of a safe and caring school where everyone is well.</p>	<ul style="list-style-type: none"> • (ABed)Percentage of teachers, parents, and students 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.
<p>Strategies:</p> <ul style="list-style-type: none"> • Arrange for Dr. Gregg Wells to present to our staff about wellness and how to implement the principles of wellness to their students • Continuation of PD opportunities that develop the whole child. • Promotion and participation in National and International Safe and Caring events like Orange Shirt Day and Pink Shirt Day. 	
<p>Outcome 3: Staff and students will learn about and understand the importance of diversity.</p>	<ul style="list-style-type: none"> • (ABed) Access to Supports & Services • (ABed)Student Inclusion • (WWSD) Students and staff are able to make or recognize connections between cultures.
<p>Strategies:</p> <ul style="list-style-type: none"> • Professional Development opportunities that center around inclusive learning environments, CRM model, the understanding of diverse learners and learning needs • Promotion of and participation in activities that build and develop foundational knowledge • Dr. Louie will be presenting on Indianization and Decolonization to all staff 	
<p>Goal 3: Create an ideal learning environment for all students</p>	
<p>Outcome 1: Numeracy, Literacy and Core competencies</p>	<ul style="list-style-type: none"> • (ABed) Overall percentage of students/First Nations, Metis and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams • (ABed) Percentage of students/First Nations, Metis and Inuit students writing four or more diploma exams within three years of entering Gr. 10.
<p>Strategies:</p> <ul style="list-style-type: none"> • Host a divisional literacy PD day organized by our divisional literacy committee • Arrange for Julie Stern to present to our staff about Concept Based Curriculum and how to use her resources. 	

<ul style="list-style-type: none"> • Continue to support the divisional numeracy and literacy committees and their creation of continuum of supports • Provide PD support for staff once the new curriculum is released and implemented in our division 	
<p>Outcome 2: Staff will be prepared to implement better assessment, grading, and reporting practices.</p>	<ul style="list-style-type: none"> • (Abed) Percentage of students/First Nation, Metis and Inuit students eligible for a Rutherford Scholarship. • (ABed) Percentage of teachers, parents and students satisfied with the overall quality of basic education. • (Abed) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
<p>Strategies:</p> <ul style="list-style-type: none"> • Enroll all teachers in the C2L Insider course on Assessment • Continuation of plan for standardized divisional report cards at the elementary level. • Work with Linda Ingles to support administrators in an instructional coaching model 	

Facility, Capital Plan & Budget Summary

The Board of Trustees approved the 2019-2022 Three Year Capital Plan and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

1. The Priorities New School for Raymond High School
 - Because of current population growth in the town of Raymond the schools in Raymond are all approaching utilization rates of about 100%.
 - The Town of Raymond has provided a letter of support for this new school
2. Raymond Jr. High and Raymond High School – Need for additional Instructional Space (with an identified need or an increase in space for the band program)
 - This need is largely contingent on the results of Capital Plan priority #1.
 - With the increased enrollment that Raymond Elementary saw, the Junior High and High School are now in need of more instructional space.

The Westwind School Division Capital Plan can be found on our Division website or by clicking [Here](#). The Westwind School Division Infrastructure Maintenance and Renewal Plan can be viewed by clicking [Here](#).

The Board of Trustees approved the 2020/2021 Budget at their meeting held on May 28, 2020.

	Budget 2020-2021
Revenues	
Government of Alberta	\$52,530,661
Federal Government and First Nations	\$2,974,536
Alberta municipalities – special tax levies	\$57,000
Fees	\$810,479
Other Sales and Services	\$432,506
Investment Income	\$61,643
Gifts and Donations	\$101,371
Rental of Facilities	\$500
Fundraising	\$841,993
Other Revenue	\$311,500
Total Revenue	\$58,122,189
Expenses	
Instruction – PreK	\$1,382,546
Instruction – K to Grade 12	\$42,670,508
Operations & Maintenance	\$9,211,782
Transportation	\$2,307,296
System Administration	\$2,192,733
External Services	\$205,013
Total Expenses	\$57,969,878
Annual Surplus (Deficit)	\$152,311

The Westwind School Division fully detailed budget can be found on our Division website or by clicking [Here](#).