



# ANNUAL EDUCATION RESULTS REPORT

2020/2021

# Annual Education Results Report 2020/21

## BACKGROUND

Westwind School Division (WWSD) is pleased to share its 2020/2021 Annual Education Results Report (AERR) with the public. The information in this report was gathered from student, parent, and staff surveys and student achievement data. This report's development and the creation of the division goals and strategies were done in consultation with our Divisional School Council, site-based administrators, teachers, students, and parents. We value and appreciate the data and input shared by our stakeholders that facilitated this report's creation.

We have made every effort to adhere to the Assurance Framework requirements as outlined throughout this report's creation. Unfortunately, due to COVID-19 restraints and other factors, we were unable to gather as many local measures as we would have liked, and we are committed to increasing our number of local measures moving forward.

Westwind serves a diverse and largely rural population of just over 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 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 behaviour, 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


## COVID-19

During the 2020/2021 school year, COVID-19 continued to have a significant impact on student learning. The COVID protocols in how schools dealt with positive cases and close contacts in classrooms and on busses resulted in Westwind having to contact trace for over 130 cases last year. This impact of having students move from in-person to at-home learning was difficult for many students. There were also two times in December/January and April/May where the whole province was in at-home learning. In Westwind, we had to put CJHS and RJHS both on at-home learning for 14 days because we had too many staff forced out on quarantine. Out of an abundance of caution, our First Nation partners decided to suspend bussing on two occasions, which resulted in high absenteeism for our First Nation students. Through all of this, Westwind continued always to try and do what was best for students and their learning.

## ACCOUNTABILITY STATEMENT


The Annual Education Results Report for the 2020/2021 school year commencing August 24, 2020, for Westwind School Division 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 document we 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 Annual Education Results Report for the 2020/2021 school year on November 30, 2021.



---

Mr. Jim Ralph  
Board Chair



---

Mr. Darren Mazutinec  
Superintendent

## PUBLIC DISCLOSURE DOCUMENT LINKS

- [Education Plan 2020-2021](#)
  - Education Plan this AERR is reporting to.
- [Current Education Plan 2021-2022](#)
- [Current Audited Financial Statement](#)
- [Current Capital and Facilities Plan](#)
- [Current Divisional Budget](#)
- [Provincial Audited Financial Statement Roll Up](#)

## Alberta Education Assurance Measure Results Overall Summary

### Westwind School Division (WWSD)

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
Student Growth and Achievement	Student Learning Engagement	85.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.2	82.5	83.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	82.7	81.1	80.6	83.4	80.3	79.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.8	84.5	84.7	86.2	85.3	84.8	Intermediate	Maintained	Good
	PAT: Acceptable	n/a	n/a	76.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	84.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	20.4	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Learning	Education Quality	90.8	91.1	91.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.0	80.3	81.9	79.5	81.8	81.4	n/a	n/a	n/a

## WWSD First Nations, Metis and Inuit (FNMI)

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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	58.3	71.1	65.5	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	71.8	66.6	66.7	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	48.6	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.6	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	69.6	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	3.8	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Learning	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## DIVISION GOALS

### Goal 1: Facilitating Effective and Engaging Learning

Westwind's Goal One – Learning is tied to Alberta programs of studies with student interests and passions in mind. When learning is tied to student interest, it increases the likelihood that students will be engaged in the learning process and develop critical thinking skills. While ensuring students learn the required content, teachers will also consider students' interests and passions as they plan and decide how to cover the material. To meet this goal, schools will need to examine the courses currently offered at their schools and how students may be able to demonstrate their learning.

#### Outcomes

- Students will participate in various hands-on learning opportunities and a variety of real-world applications for their learning.
- Students take ownership of their learning

#### *Supporting Effective Learning*

With the development and possible rollout of the new curriculum in Alberta, Westwind has intentionally been proactive in preparing our teachers for the concept-based curriculum in several ways.

- Individual schools used their professional development funds to send teachers to concept-based learning sessions hosted by the Southern Alberta Professional Development Consortium (SAPDC).
- Teachers have collaborated on a common timeline for all courses across the division to assist with potential learning disruptions caused by COVID-19 and support effective delivery of instruction in any scenario.
- Teachers began the process of moving material to online learning platforms. As a division we meet with a number of different providers and ended up signing a contract with Hapara. PD was provided and continues to be provided to help teachers be prepared to help students learn.
- Westwind worked with high schools, parents, and students to start up Westwind School Divisions first summer school.

#### *Supporting Engaging Learning*

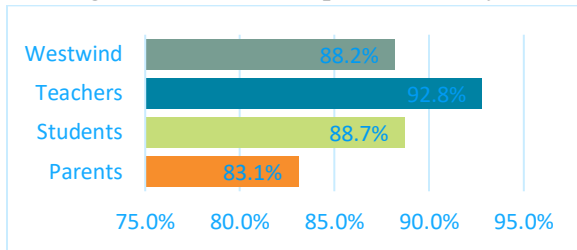
There are many ways that our teachers are bringing student interests into their classrooms.

- Project-based learning; in this model, students can demonstrate understanding by choosing to perform various hands-on tasks that demonstrated their knowledge. Currently, this is most common in our elementary schools, but we are making efforts to introduce this strategy into our junior high and high schools as well.
- Ag-Based Learning Opportunities; we are currently supporting our students' agricultural interests by working with the Sustainable Agriculture Educational Partnership (SAEP), a partnership with the town of Magrath and Cardston County, and through the Mountain View Agriculture Project. Students have engaging, and hands-on learning opportunities growing produce, raising turkeys, maintaining beehives, and building aquaponics systems to bring their learning to life.
- High School Redesign; all of our high schools continue to work within the high school redesign model to implement personalization and flexible learning environments.
- We have worked with Cardston Jr. High and Hockey Canada to start a Hockey Academy at that school. The plan is that it will help motivate students with their learning



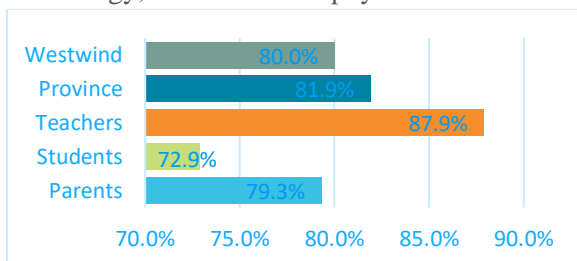
Outcome: Students will participate in various hands-on learning opportunities and a variety of real-world applications for their learning.

**Preparation for Next Phase: (WWSD)** Percent of parents, students and teachers that feel the school is preparing students for the next phase of learning/next school/work/post-secondary.



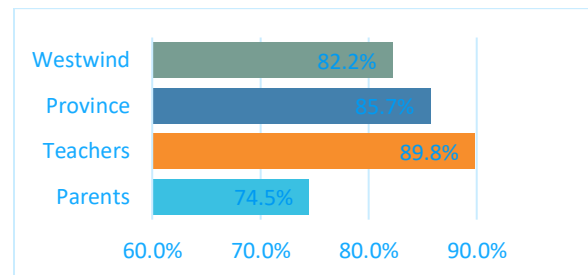
Parents rated this the lowest. This results follows very similar to the data that we see from the provincial measure on work preparation. In our question the distance between the parents feelings and teachers is closer.

**Programs of Studies: (ABED S)** Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.



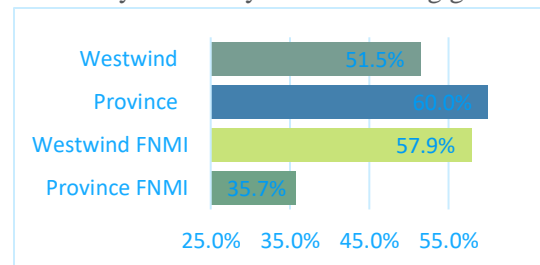
This has typically been a challenging area for Westwind school as our schools are relatively small, limiting programs of study opportunities. Westwind saw an overall increase of 1.7% from last year with small gains in teachers' and students' feelings and a 5% gain with parents' feelings. In examining the available options at schools and the feedback from parents, teachers, and students, it appears that computer, art and drama areas are specific areas for opportunity, especially with our high school students.

**Work Preparation: (ABED S)** Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.



Westwind saw a drop of 0.4% overall in this area. The percentage of parents saw a 4% increase in the measure, and the teachers saw a 4% decrease. Some of the reasons for the decrease for teachers could be due to COVID and the things that students missed out on last year. With the parents there was an overall increase that is the case even though our high school parents do not feel like their students are as prepared.

**Transition Rate: (ABED S)** Percentage of students that transition from high school to post-secondary within 6 years of entering grade 10.



This is a measure of the percentage of Westwind students that enter post-secondary schooling in Alberta within six years of starting grade 10. With Westwind's proximity to the US border, many Westwind students attend post-secondary institutions in the US. Our division also sees many students choosing to serve 2-year church missions after high school, often delaying their

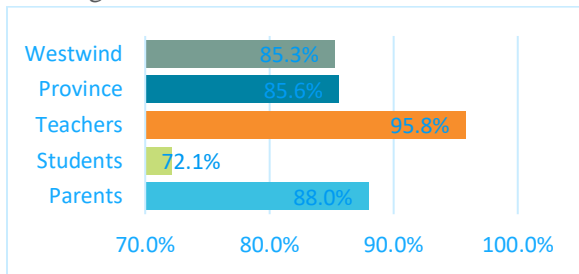


post-secondary enrollment. All that being said, Westwind saw an overall increase of 4.9%.

Cardston High School has the largest FNMI student population in our division. We have dedicated FNMI Academic Advisors who work with students and connect them with local post-secondary opportunities. It is exciting to see that 22% more of our FNMI students transitioned to post-secondary school compared to the rest of the province.

**Student Learning Engagement: (ABED G1)**

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school

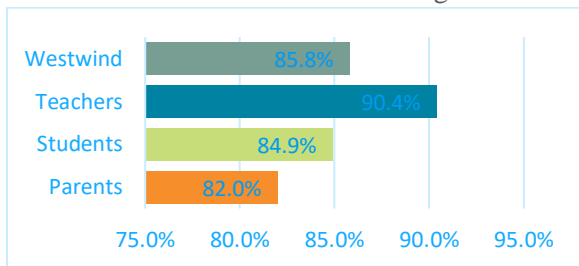


This is a new measure with the change to the Assurance model compared to the Accountability model. For the teachers and parents the questions relate primarily to just literacy and numeracy if students are learning skills that are useful. For students in Jr and Sr high students are asked about how useful and interesting each core subject area is. 77.3% of our students say the material is useful and only 68.3% say the material is interesting. In high school students say Social Studies is the least useful and the least interesting. In Jr. high students says that Social Studies is the least useful, but that Language Arts is the least interesting.

**Outcome: Students take ownership of their learning**

**Demonstrate their Learning: (WWSD)**

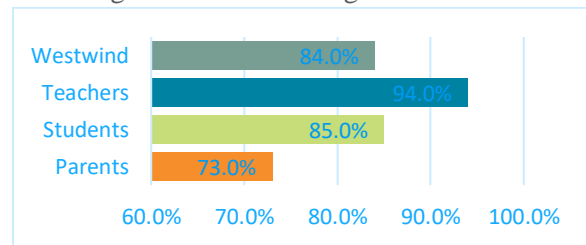
Percent of parents, students and teachers that feel the school provides a variety of ways for students to demonstrate their learning.



High School Students rated this the lowest. This leaves us to believe that there is still more that that needs to be done with our teacher to see other ways learning can be shown especially at the high school levels.

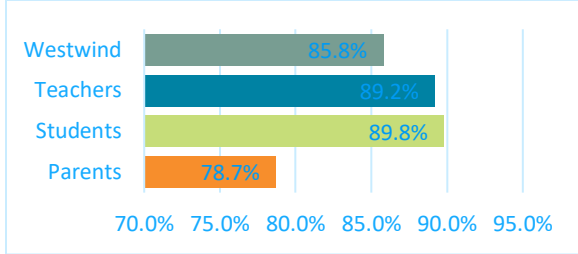
**Teach in a Variety of Ways: (WWSD)**

Percent of parents, students and teachers that feel teachers present content in a variety of ways and bring real-world learning into the classroom.



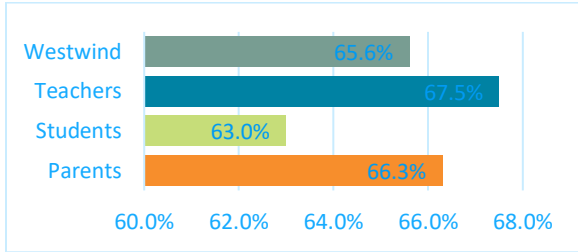
High School Students rated this the lowest. Again it seems that our students are feeling that high school still have more change to make for the standard sit and get model.

**Ownership of Learning: (WWSD)** Percent of parents, students and teachers feel that the school promotes responsible and independent learning and develops students to take ownership of their learning.



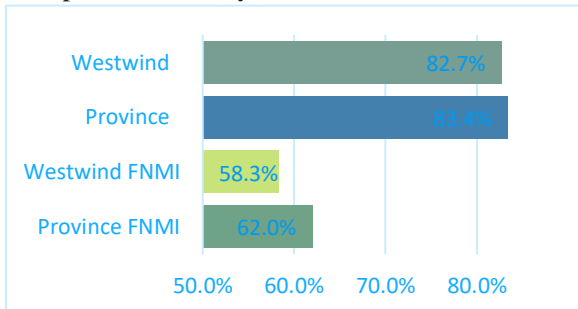
Parents rated this the lowest. It is interesting that students rate themselves higher on this than both parents and teachers.

**Flex: (WWSD)** Percent of parents, students and teachers that feel students effectively uses their flex/tutorial/learning time.

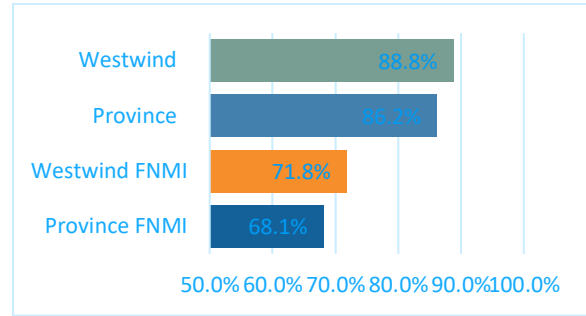


Jr. High Students rated this the lowest. It is concerning that the highest group still only rates this time at 67%. It appears as though there needs to be more training with all involved about the purpose of these times and how we can get more value out of the time.

**High School Completion: (ABED G1)** High School completion rate of students within three and five years of entering grade 10.  
Completion Rate (3yr)

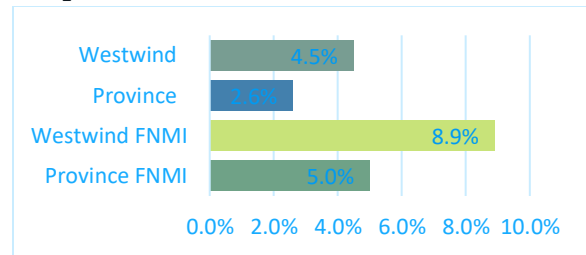


Completion (5yr)



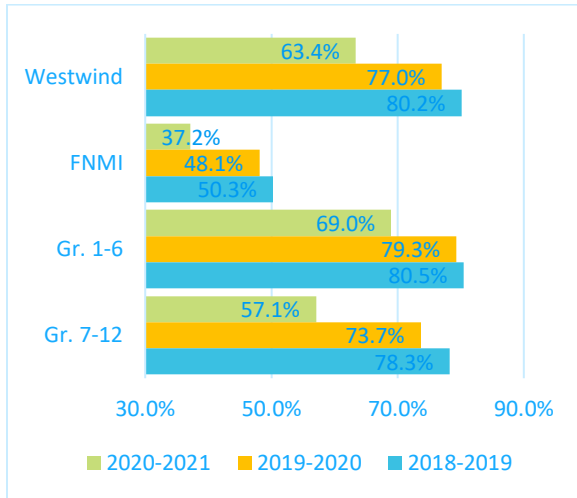
Westwind saw a 1.6% increase in the number of students that completed high school in three years, but the province saw an over 3% increase putting Westwind slightly below provincial average. Westwind had a drop of about 13% in graduation rate of FNMI students while the provincial rate increased. Westwind does have the highest 5 year completion rate it has had in the last 5 years for FNMI students and all students.

**Drop Out Rate (ABED S)**



Westwind saw their Drop Out Rate double in 2020. The FNMI rate also increased by 2.7%. These increases are concerning. We believe that COVID has impacted this rate. The odd thing is that the provincial rates improved slightly over the same period of time. We will need to do more work looking at this measure going forward.

**Attendance: (WWSD)** Percentage of students with greater than 90% attendance



We are using student attendance as a measure of students engaging and wanting to be at school. The 2020-2021 school year's attendance values are skewed because of the COVID guidelines that had whole classes having to isolate if there was an individual that had tested positive in the class.

## Goal 2 : Developing ethical and engaged citizens

Westwind's Goal Two – Developing ethical and engaged citizens – adds to our division's belief that there are areas that students need to learn and grow in that are not primarily curriculum-based. As a division, we want students to experience a well-rounded education where everyone is supported and treated fairly and with respect. We also want students to understand the concepts of wellness and wellbeing and learn how to apply them in their lives.

### Outcomes

- With staff support, students will learn to be actively engaged in their school and community and understand their role as global citizens.
- Staff and students participate in the development of a safe and caring school where everyone is well.
- Staff and students will learn about and understand the importance of diversity.

Schools have worked to focus on a variety of charter education programs. Such as Dare to Care and Leader in Me. In a number of our schools, we have also focused on a deeper understanding of culture. Schools use the circle of Courage to drive the work to increase global citizenship.

### *Supporting ethical and engaged citizens*

We continue to focus on the leadership model *Leader in Me* created by Stephen R. Covey. Staff from all our elementary schools have had school personnel training and training the trainer training in the 7 Habits of Highly Effective People. Schools have prioritized a variety of charter education programs, such as Dare to Care. In many of our schools, we have also focused on developing a deeper understanding of culture and strengthening school cultures. Schools continue to use the Circle of Courage philosophy by Dr. Martin Broken Leg to increase global citizenship and improve overall student well-being.

To better support students in classes who struggle with regulation and other behavioural concerns, we have developed a River of Regulation model with the support of school psychologists and behavioural specialists. The River of Regulation is a systematic, team approach to identifying student needs and focusing on students safely being in the classroom.

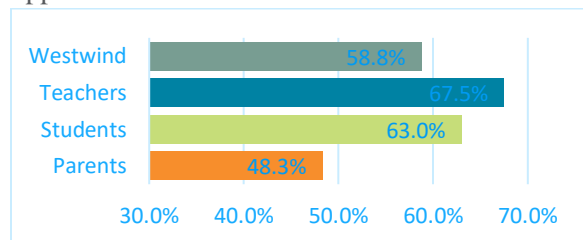
Our central office administration prioritizes maintaining connections with students, which has been a critical part of our work. Each year we have worked with students in our Student Engagement Committee to foster a community of collaboration between administration, board members and students. This committee has allowed us to hear the student's voices, gather valuable information, and teach students skills of service, leadership and goal setting. In addition, annually we have held lunch meetings with our student council to gather feedback through interactive surveys that help us better understand the good things happening in the school and identify student concerns. This data is shared with the school administration.

A primary focus in Westwind has been developing foundational knowledge and understanding of First Nation Inuit and Metis culture. Staff have had the opportunity to participate in the Weaving Ways series of presentations to further develop understanding. Our division has purchased the Buffalo Kit and made it available to all staff, and we are preparing to deliver professional development to staff on its use. As part of our ongoing work, we have had PD sessions with Mr. Martin Broken Leg, his work and development around the Circle of Courage and become foundational to work happening in schools. There was lots of planning thought out the year to be ready to host our August PD day for staff that focussed on foundational FNMI knowledge. We had sessions on learning from the land, meetings with Elders, treaty law and history, using the buffalo kit in the classroom, and teaching truth and reconciliation.

To better support students in classes who struggle with regulation and other behavioural concerns, we have developed the River of Regulation with the support of school psychologist and behavioural specialists. The River of Regulation is a systematic, team approach to relating students and focuses on students safely being in the classroom. We continue to have ongoing training in this area.

**Outcome: Students Will learn to be actively engaged in their school and community and understand their role as global citizens.**

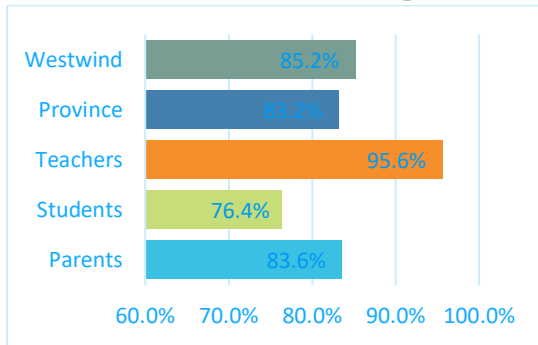
**Volunteerism: (WWSO)** Percent of parents, students and teachers that feel students have opportunities to participate in volunteerism in the school or through other community opportunities.



High School students rated this the lowest. This result is a bit lower when compared with the provincial questions that say, "I am encouraged to get involved in activities that help people in

my community". Students rated this higher than our questions on opportunities. We may need to do some work that takes students from being encouraged to taking opportunities.

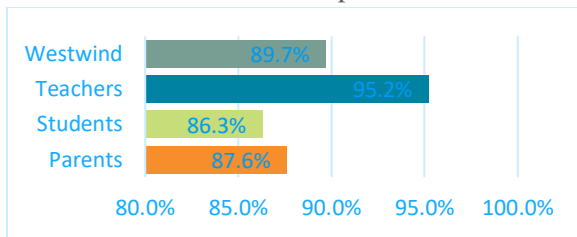
**Citizenship: (ABED G1)** Teachers, parent and student agreement that students model the characteristics of active citizenship.



Westwind saw an increase of 1.7% in this area. The biggest reason for this is that there was a 7% increase in students who are satisfied. The students showed increased satisfaction in all areas like, I am encouraged to do my best, to get involved in my community, to follow rules, that students help each other, students respect each other.

**Outcome: Students participate in the development of a safe and caring school where everyone is well.**

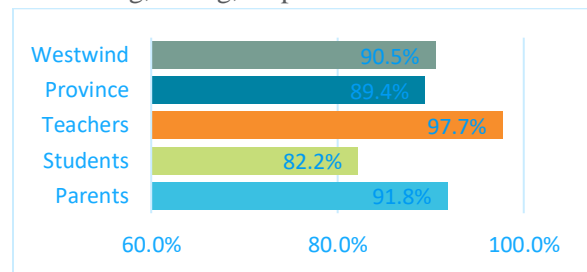
**Safe and Accepted: (WWSD)** Percent of parents, students and teachers that feel students feel included, safe, and accepted in their school.



Jr. High students rated this the lowest, these results are fairly similar with the following provincial measures. We wanted to add in the point about acceptance.

**Welcoming, Caring, Respectful, and Safe Learning Environments: (ABED G3)** Teacher, parent and student agreement that students who

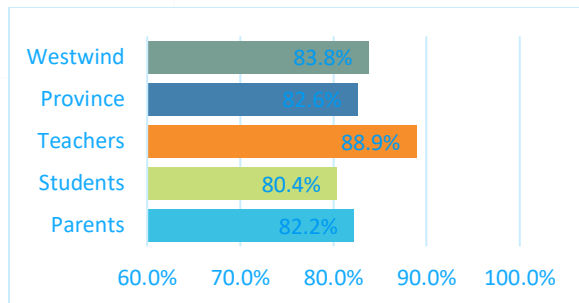
agree that their learning environments are welcoming, caring, respectful and safe



This is a new measure on the Assurance measures that basically replaces the Safe and Caring measure in the Accountability measures. Westwind is slightly above provincial average with all groups. Westwind did have an increase of 1.3% in the old Safe and Caring measure. The largest gain was with students that had a 4.7% increase. Some of the largest gains were in the area of students saying they feel safe at school and that other students treat me well

**Outcome: Students will learn about and understand the importance of diversity**

**Learning Supports: (ABED G3)** Percentage of teacher, parent and student who agree that students have access to the appropriate supports and services at school.



This is a new measure from the province, it is a similar measure to the old Program of Studies – At Risk Students that saw an increase of 0.8% over last year. Both the parents and students saw about a 3% increase over last year. For Jr. High and High students we are still lower than we would like to be in the area of being able to

provide help to students with problems not related to school work. We believe that COVID has magnified many of the challenges that our students are facing and need help dealing with. Westwind does have a number of FSLC counselors and academic advisors for our students, but there is a feeling that we may need to look at finding a way to increase these supports for students.

**Student Inclusion:** There was supposed to be a new measure from Alberta Education to measure this, but we are still waiting for it to be developed.

## Goal 3 : Creating an Ideal Learning Environment

Westwind's Goal Three – Create an ideal learning environment for all students - Over the past three years, Westwind School Division has focused our efforts on meeting students' needs by creating an Ideal Learning Environment (ILE) model. The ILE has 11 key focus areas: Curriculum, Assessment, Instruction, Inclusion, Literacy & Numeracy, Collaboration, Resources, Competency Focused, Student Well-being, Engagement, and Relationships with Students center.

We believe that the items that make up the Westwind Ideal Learning Environment, when done well, are required in every classroom for the best learning to take place.

### OUTCOMES

- Numeracy, Literacy and Core competencies
- Staff will be prepared to implement better assessment, grading, and reporting practices

#### *Supporting the creation of an Ideal Learning Environment*

To meet the needs of the ILE, Westwind School Division has focused on purposeful professional development through instructional leadership and coaching with Linda Inglis. We have also focused on developing a tiered literacy model tied to collaborative response based on student needs. Our teacher-led literacy committee has been vital in the development of this work. Westwind has worked closely with Gerri Lowrway to deepen understanding of numeracy and conceptual understanding, which has led to our numeracy committee's work and formalizing the math instruction in the early grades showcased on our staff website.

With the work developed by our divisional literacy committee, our division-wide literacy committee hosted a professional development day in 2020, during which 17 of our literacy experts presented to staff across Westwind on a variety of topics related to literacy and improving student success and achievement in the classroom.

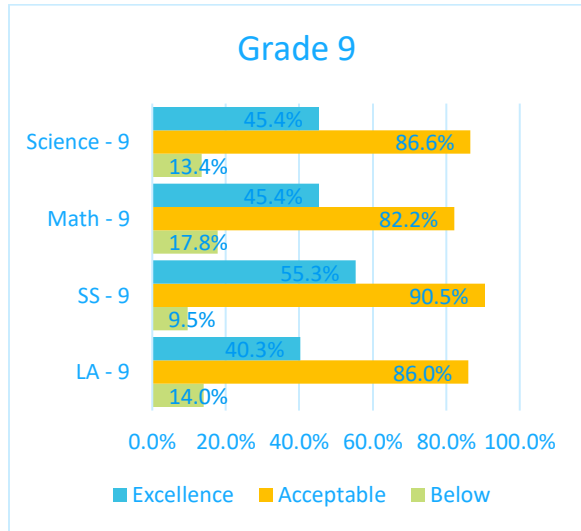
With the development of a new curriculum and the potential for changes, Westwind has focused our learning and professional development on deepening our understanding of concept-based curriculum. We have also helped our elementary schools prepare to implement standard reporting using outcome-based reporting with the new curriculum. Westwind allowed teacher that wanted to pilot the new curriculum to be able to, we currently have 21 teachers piloting portions of the new curriculum.

The information we have collected for the ILE is being collected and stored on our private staff website. Staff can find strategies at different levels to help students with their learning in literacy, numeracy, assessment, and many other areas to help them achieve the Ideal Learning Environment for their students.

**Outcome: Numeracy, Literacy and Core Competencies**

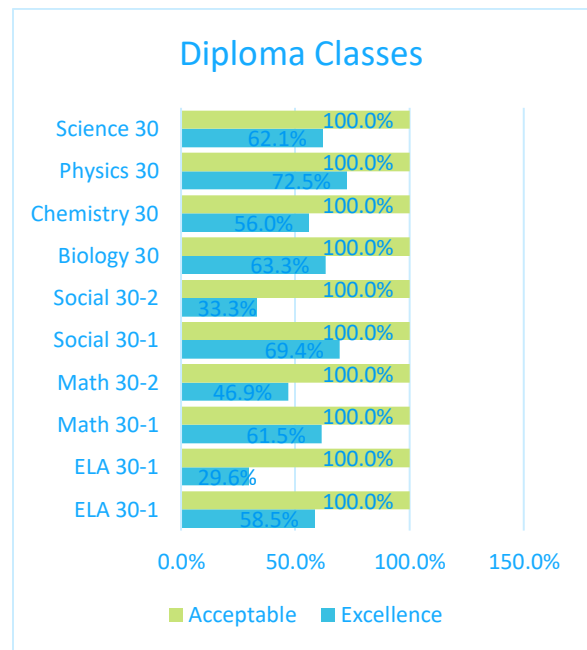
**Grade 9 Acceptable/Excellence: (ABED G1)**

The percentage of students who achieved the Acceptable Standard and the Standard of Excellence based on teachers grades from the 2020/2021 school year since there were no PAT or Diploma Exams.



**Grade 12 Diploma Courses: (ABED G1)**

**Acceptable/Excellence:** The percentage of students who achieved the Acceptable Standard and the Standard of Excellence based on the teachers grade for the 2020/2021 school year.

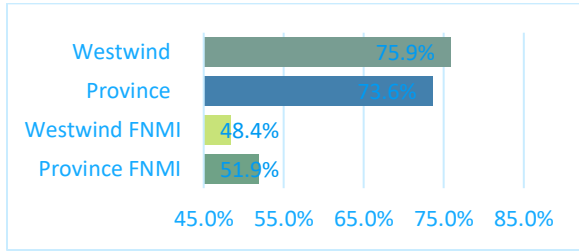


**PAT Acceptable/Excellence: (ABED G1)**

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on their teacher grade since there were no PAT exams in the 2020/2021 school year.

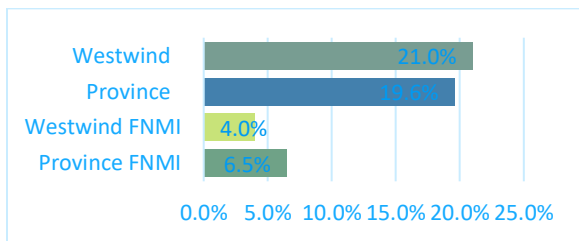


**PAT Acceptable**



Students did not write PAT exams in June of the 2019-2020 or 2020-2021 due to COVID-19. This data is from the 2018-2019 school year.

**PAT Excellence**

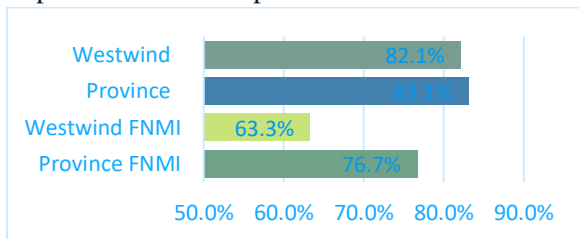


Students did not write PAT exams in June of the 2019-2020 or 2020-2021 due to COVID-19. This data is from the 2018-2019 school year.

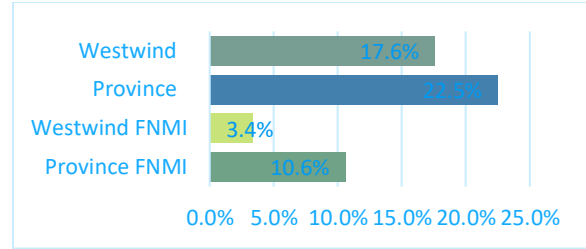
**Diploma Exam Acceptable/Excellence:**

**(ABED G1)** Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieve the standard of Excellence of Diploma Examinations.

**Diploma Exam Acceptable**

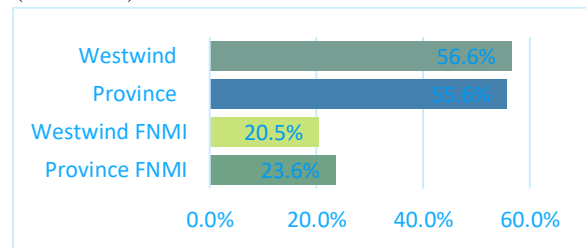


**Diploma Exam Excellence**

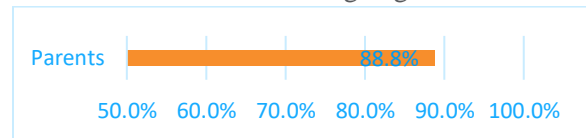


Students did not write Diploma exams in June of the 2019-2020 or 2020-2021 due to COVID-19. This data is from the 2018-2019 school year.

**Diploma Exam Participation Rate 4+ Exams (ABED S)**

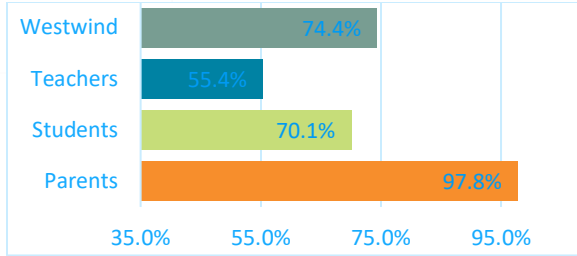


**Reading Level: (WWSD)** Percentage of parents that feel their child is reading at grade level.



The purpose in asking the question to parents was to see how their beliefs match the screening that we have done. It will be interesting to see if our screening later in the year after intervention gets us closer to that belief or if we need to do a better job helping parents understand where there students actually are.

**Literacy in the Home: (WWSD)** Percent of parents, students and teachers that feel their child is regularly exposed to literacy in the home (for example, reading to/with your child, reading as a family, children seeing parents/guardians read).



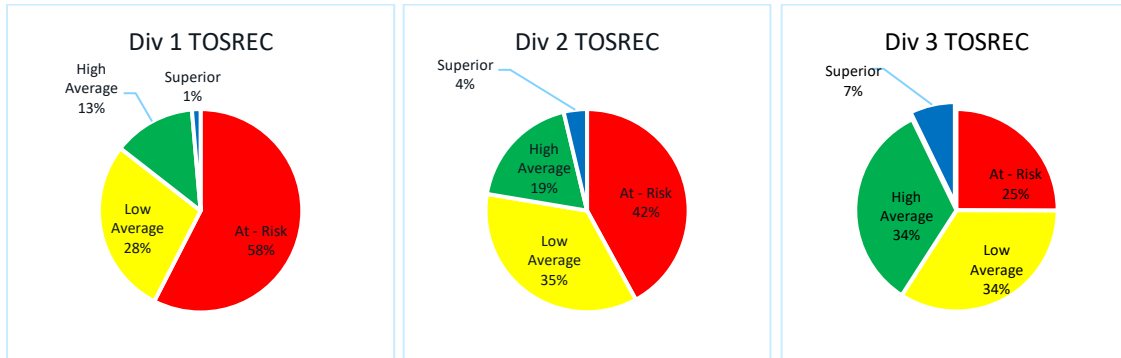
Elementary students rated this the lowest. It is very interesting that our elementary students rated this the lowest. This is a critical time for students to be exposed to reading as much as possible.

## Divisional Literacy Screens (WWSD)

These screens are all normed and recommended by a UofA professor. They were done in early September 2021 for the first time in Westwind.

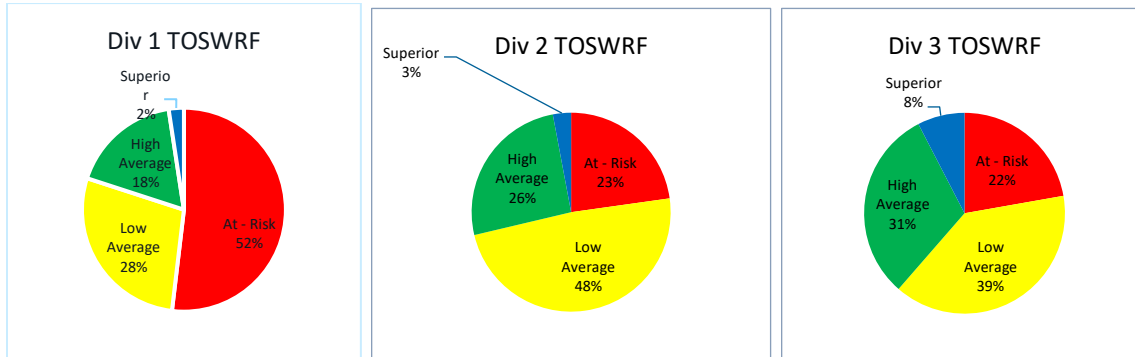
### TOSREC

The TOSREC screen focusses on the skill of reading comprehension.



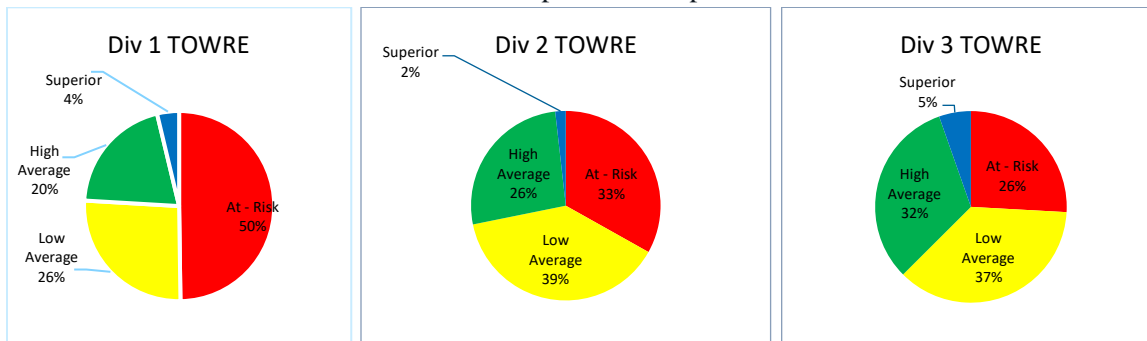
### TOSWRF

The TOSWRF screen focusses on the skill of reading fluency.

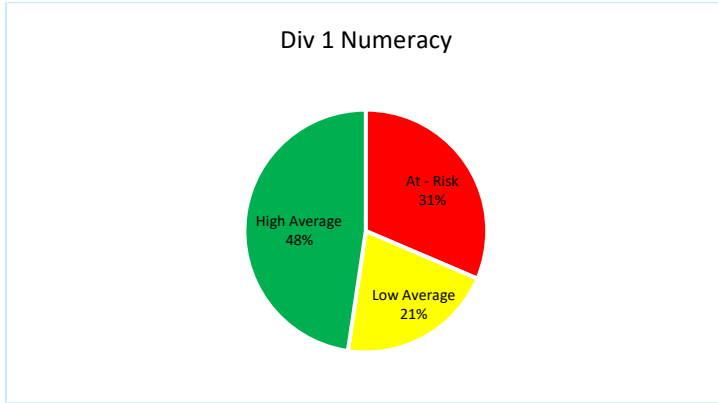


### TOWRE

The TOWRE screen focusses on the skills of phonics and phonemic awareness for real and nonreal words

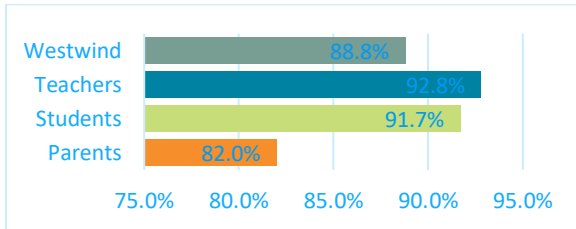


## Provincial Numeracy Screens Div 1



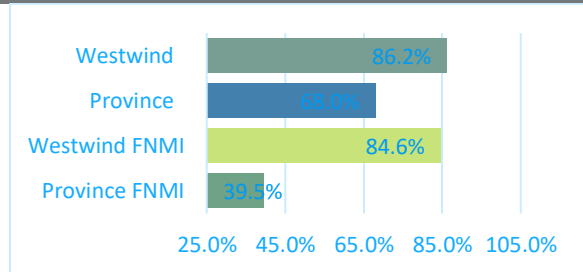
### Outcome: Staff to learn about and implement better assessment, grading, and reporting

**Learning Over Time: (WWSD)** Percent of parents, students and teachers that feel students are given opportunities to show learning over time at school (for example; being allowed to make corrections, resubmit assignments or retake assessments).



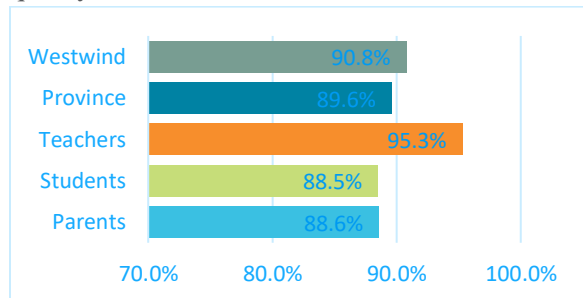
Parents rated this the lowest. It is interesting that students feel like they have these opportunities more than their parents believe that they do. It is likely something that teachers may need to communicate with parents more letting them know all the opportunities available to their students.

### Rutherford Scholarship Eligibility Rate (ABED S)



Westwind continues to have a very high percentage of our students that qualify for the Rutherford Scholarship. It is exciting that we had a 40% more of our FNMI students who qualified for the scholarship.

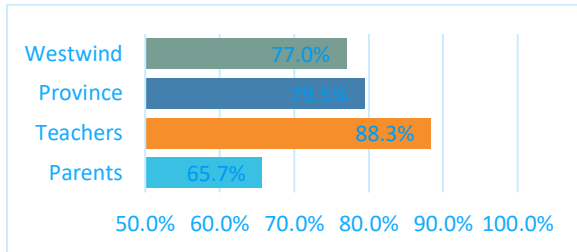
### Education Quality: (ABED G2) Teacher, parents and student satisfaction with the overall quality of basic education.



Westwind has always worked hard to ensure that it provides quality education for its students. Parents and students are above provincial

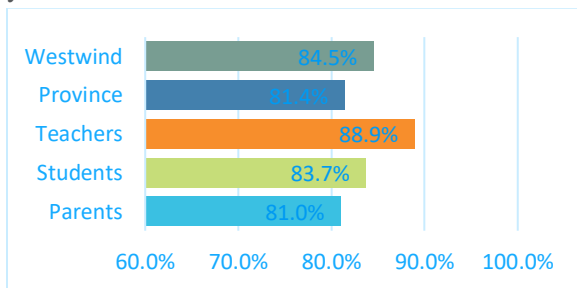
average and teachers are below by 0.4%. Over the last five years, this value for education quality has remained stable between 91.7% and 90.8%, the slight decrease this year was due to a 3% drop by our teachers with the largest decrease by our grades 10-12 teachers.

**Parental Involvement: (ABED G4)** Teachers and parent satisfaction with parental involvement in decisions about their child’s education.



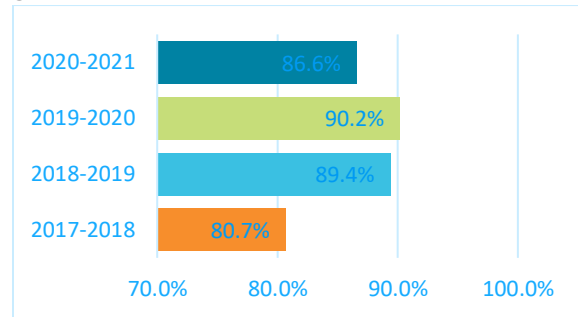
We saw a 3% decline in the area of parental involvement compared to last year. Both parents and teachers equally felt that involvement had decreased, this was likely due to COVID restrictions.

**School Improvement: (ABED S)** 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.



Westwind had a 2.5% increase compared to last year. Fewer teachers in Westwind felt like the division has had improved, but parents and students felt like there has been growth in this area. The Jr. High and Sr. High teachers are the one that felt like the division had not improved.

**Professional Development: (ABED S)** The percentage of teachers reporting that in the past 3-5 years the professional development and inservicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.



According to teachers there has been a decrease in this area. This makes sense as teachers have grown tired of the Zoom PD and with COVID it was not possible to meet in person. Westwind is 2% higher in this measure than the province. There have been significant efforts made to listen to the teachers' needs and provide PD that will be valuable.

## Financial Information

### Budget Summary

The Westwind School Division's budgeting process is guided by a consistent, ongoing desire to enhance student achievement. Budgeted revenues and expenses are determined using known information, historical averages, and input from various stakeholders throughout the Division and communities. Our programs are under continual review, and currently, the various stakeholders feel that our educational programs, and allocation of resources, are effective in meeting divisional and provincial goals for the enhancement of student achievement.

The 2021-22 Budget has been created with the guiding principle of making expenditure reductions, as far removed from the classroom and student, as possible, while following allocation criteria as set out in the funding manual.

### Summary of Financial Information

The following is a breakdown showing how the Westwind School Division Board allocated resources—with data for past years (2019-20 & 2020-21) and current (2021-22) school year.

<i>Summary of Financial Results</i>				
	2019/20	2020/21	2021/22	
	<i>Actual</i>	<i>Actual</i>	<i>Budget</i>	<i>%</i>
<b>REVENUES</b>				
<i>Instruction ECS-Gr 12</i>	43,425,934	43,621,844	43,760,143	76.5%
<i>Operations &amp; Maintenance</i>	7,291,054	8,617,459	8,489,543	14.9%
<i>Transportation</i>	1,782,086	2,593,759	2,421,612	4.2%
<i>System Administration</i>	2,608,318	2,314,207	2,310,657	4.1%
<i>External Services</i>	190,546	131,840	190,840	0.3%
<b>TOTAL REVENUES</b>	55,297,938	57,279,109	57,172,795	100%
<b>EXPENSES</b>				
<i>Instruction ECS-Gr 12</i>	43,372,358	44,386,308	43,408,621	76.2%
<i>Operations &amp; Maintenance</i>	7,392,956	8,515,069	8,839,782	15.5%
<i>Transportation</i>	1,964,058	2,245,763	2,340,407	4.1%
<i>System Administration</i>	2,042,535	1,929,588	2,193,290	3.9%
<i>External Services</i>	153,666	125,962	190,840	0.3%
<b>TOTAL EXPENSES</b>	54,925,573	57,202,690	56,972,940	100%
<b>Surplus (Deficit) of Revenues over Expenses</b>	372,365	76,419	199,855	

For more detailed information about the Westwind School Division Budget, please contact Mr. Peter Wright, Secretary Treasurer, at the Westwind School Division Divisional Office (445 Main Street, Cardston, 403-653-4991). A copy of the Audited Financial Statements (AFS) can be downloaded from the Westwind School Division Website [HERE](#).

The Provincial roll up of AFS information can be found [HERE](#).

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

### Report for 2020-2021 School Year

Westwind did not have any Whistleblower complaints for the 2020-2021 school year.