



ANNUAL EDUCATION RESULTS REPORT

2021-2022

Annual Education Results Report 2021/22

BACKGROUND

Westwind School Division (WWSD) is pleased to share its 2021/2022 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, there are some results we cannot provide, such as the number of students completing four diploma exams. The diploma exam data is only for the June writing, as students were exempt from the January writing due to COVID-19.

Westwind serves a diverse and largely rural population of just under 4,700 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.

Through the 2021/2022 school year, our school board worked at re-evaluating our Mission, Vision, and Values. The decision was to leave the Mission and Vision the same but update the core values after consultation with several key stakeholders. The new core values have been updated on our website and in our board policies and are available below.

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

- **Continual Learning:** We provide high-quality learning opportunities for all and will continuously collaborate to empower, challenge, and inspire every student and employee to be a successful and continual learner.
- **Excellence:** We desire and constantly pursue excellence and hold high expectations for students, staff, and ourselves. We establish and communicate high student expectations regarding academics, attendance, achievement, behaviour, citizenship, and extracurriculars.
- **Relationships:** We prioritize and foster strong, respectful relationships in the communities we serve and continually seek to strengthen those relationships by demonstrating integrity, respect, trustworthiness, collaboration, and transparency in everything we do.
- **Empathy:** We teach and model empathy in our schools and continuously strive to build safe, caring, and inclusive learning environments that foster kindness and compassion.

COVID-19

During the 2021/2022 school year, COVID-19 continued to have an impact on student learning. Westwind was grateful to Alberta Education, which supported the disruption in learning by providing resources to our grade 1 to 3 students. Westwind used those resources to hire 3.5 FTE Teachers, 1.5 FTE EAs, sub days to support our Colony and Alternate schools, and lots of PD and resources. Out of an abundance of caution, our First Nation partners decided to suspend bussing on occasions, which resulted in high absenteeism for our First Nation students. Additionally, there was an extended winter break from the province to deal with the high case numbers. Throughout the pandemic challenges, Westwind always tried to do what was best for students and their learning and provide our students with as normal of a school year as possible.

It's worth noting and considering what, if any, impact COVID-19 and the trucker protests/Coutts blockade impacted the results of our surveys, as parents/students completed them while these events were in progress.

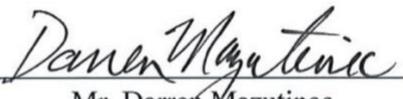
ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2021/2022 school year commencing August 23, 2021, 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 2021/2022 school year on January 19, 2023.



Mr. Jim Ralph
Board Chair



Mr. Darren Mazutinec
Superintendent

PUBLIC DISCLOSURE DOCUMENT LINKS

- [Education Plan 2021-2022](#)
 - Education Plan this AERR is reporting to.
- [Current Education Plan 2022-2023](#)
- [Current Audited Financial Statement](#)
- [Current Capital and Facilities Plan](#)
- [Current Divisional Budget](#)
- [Provincial Audited Financial Statement Roll Up](#)

DIVISION GOALS

Westwind School Division Board of Trustees and Central Office Administrators spent two days together in a strategic planning process this year. The Superintendent led the Board through an approach designed to clarify the division's goals, priorities, outcomes and strategies. The Board felt it prudent to stay with the goals previously developed for the Education Plan but gained additional clarity and understanding surrounding our division's outcomes and the strategies utilized to achieve those outcomes.

Goals

1. Facilitating Effective and Engaging Learning
2. Developing Ethical and Engaged Citizens
3. Create an Ideal Learning Environment for all Students

Priorities

1. Human Resources and our Westwind Budget
2. Community Partnerships
3. Create high-quality learning opportunities and inclusive environments

As Westwind School Division works to achieve these goals, we are currently focused on three key outcomes for this Education Plan. As we reach these outcomes it will push us towards reaching our goals.

Outcome 1: All Students will be at grade level in Literacy and Numeracy

Arguably, our most important responsibility in a school system is to help all our students become literate in Literacy and Numeracy. For this reason, having all students at grade level in Literacy and Numeracy is the first outcome we focussed on in Westwind. This outcome, along with the province's new ELAL K-6 curriculum, the Learning Disruption grants, new requirements for grade 1-3 screening, and the work that our division did last year with Dr. Gerogiou, Dr. Parrila, Dr. Kohnen, and Dr. Kierstead all worked towards making gains in this area. Before this year, different schools in Westwind used different literacy and numeracy screens, and we believed there needed to be a centralized analysis and work with the data. Therefore, starting in the 2021-2022 school year, Westwind began to require all grades 1-9 students to be screened three times a year (September, January, June) with the 3-T screens (TOSWE, TOSREC, TOSREF) and, for grades 1-3 students, three times a year using the Provincial Numeracy screens.

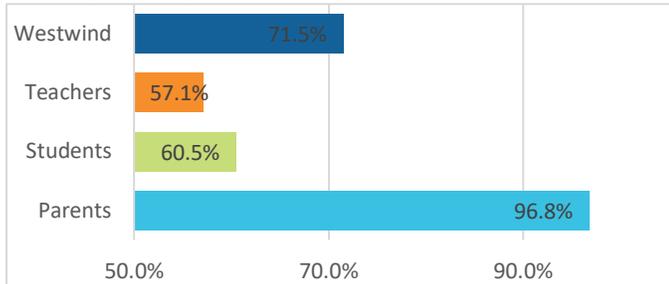
Along with the screens, Dr. Georgiou provided four Zoom training to our teachers on how to use the screens, the fundamental pillars of reading, and how to systematically implement them in classrooms. In addition, Dr. Georgiou spent two days in Westwind, supporting administrators and teachers on their data and how to use it. Dr. Kierstead, a principal in Alberta, came and taught our principal how to use the data from the reading screens and how to develop a literacy plan in their schools.

Dr. Parrila and Dr. Kohnen provide an eight-session series of PD training for our staff on Dyslexia, which ultimately helped attendees learn how to teach reading to all students more effectively. We recorded this training and made it available on our internal staff website so staff could continue referring to it as a resource. The training also taught staff how to create an effective scope and sequence for literacy instruction and structure an effective literacy block.

At the beginning of the school year, and based on the data provided below, the division administration felt we were further along in numeracy and decided to focus more heavily on literacy while also continuing to enhance the resources available on our divisional numeracy website. The website had to transition as we prepared teachers to move to the new

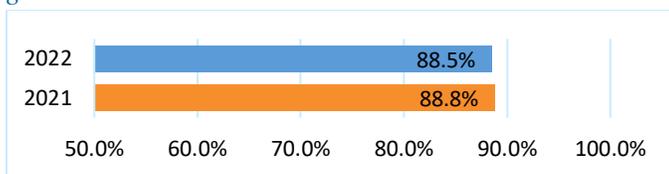
K-6 math curriculum. Our Learning Coach worked with schools on effective numeracy instruction and effective scopes and sequences of numeracy instruction.

Exposure to 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).*



The measure was a 3% overall decline compared to last year, which appears to be mainly due to a 10% decrease by students. This is a concern because, coming out of COVID, we need to work with our parents to provide a literacy-rich environment to our students. Teachers may need to work with parents to ensure students see the opportunities before them.

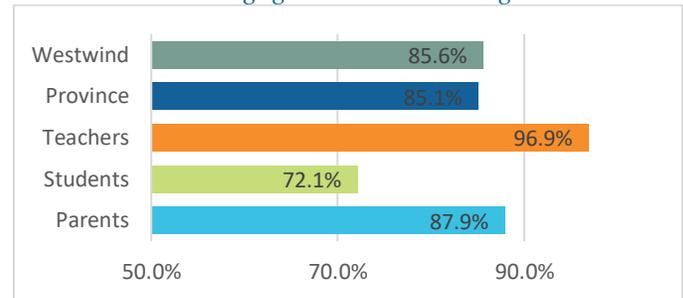
Parent's Belief of Student Reading Level: (WWSD) *Percentage of parents that feel their child is reading at grade level.*



The purpose of asking the question to parents was to see how their beliefs matched the screening we completed. 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 their students actually are.

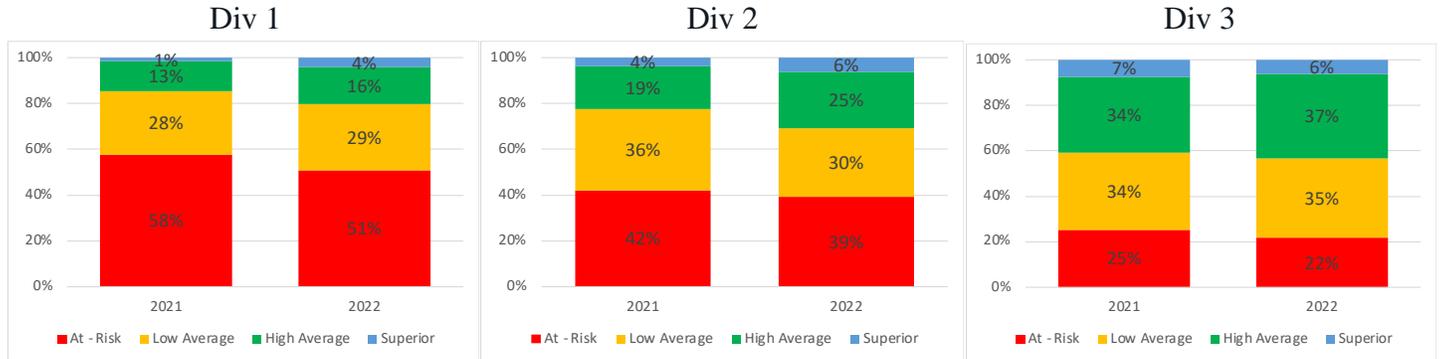
Student Learning Engagement: (ABED G1) *The percentage of teachers, parents, and students who agree that students are engaged in their learning at school*



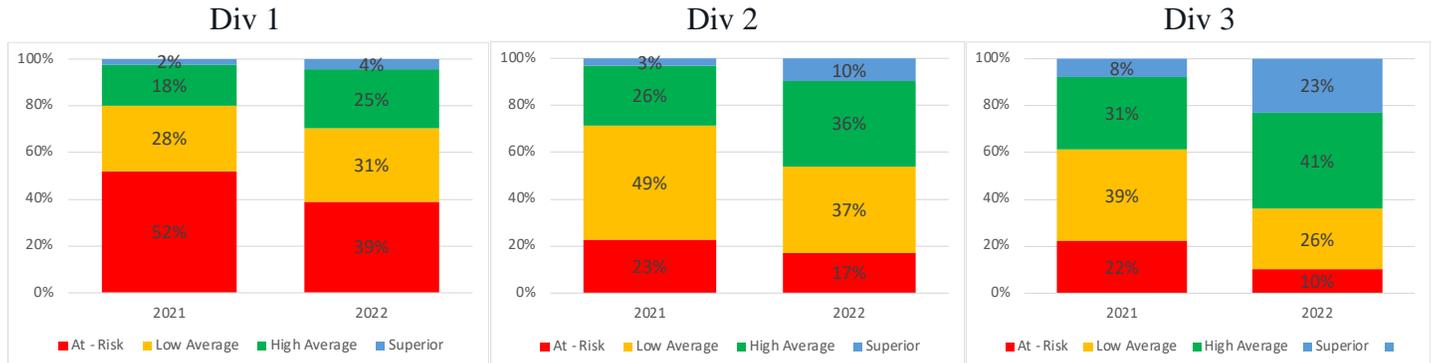
For the teachers and parents, the questions relate primarily to literacy and numeracy if students are learning useful skills. For junior and senior high students, we asked how useful and interesting they found each core subject. Westwind had a minimal increase in this area, 0.3%, and we are only very slightly above the provincial average. 79.25% of our students say the material is useful and only 69.5% say the material is interesting. High school students say social studies is the least useful and the least interesting. In both junior and senior high school, students say math and LA are the least interesting. In terms of usefulness, junior high students say LA and social studies are the least useful, while high school students say math and social studies.

Literacy and Numeracy Screens

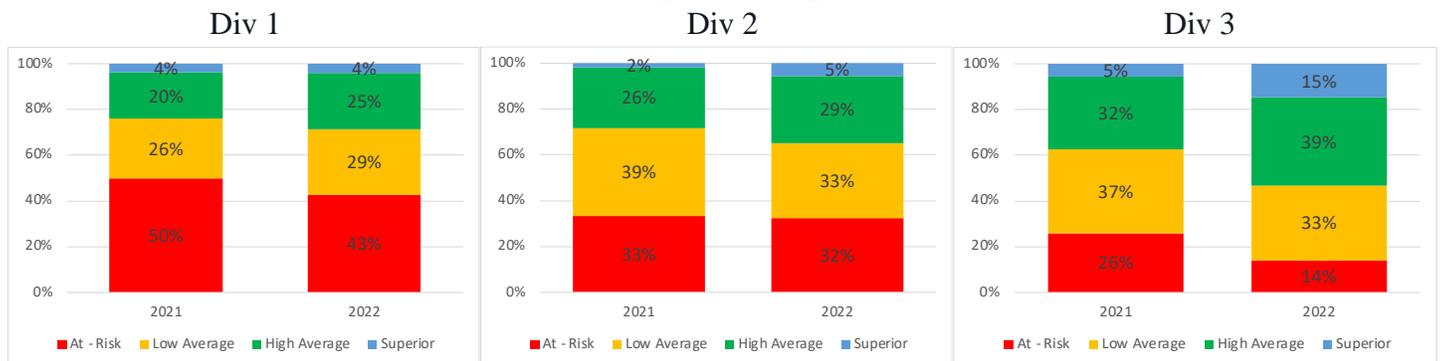
TOSREC - The TOSREC screen focuses on the skill of reading comprehension.



TOSWRF - The TOSWRF screen focuses on the skill of reading fluency.



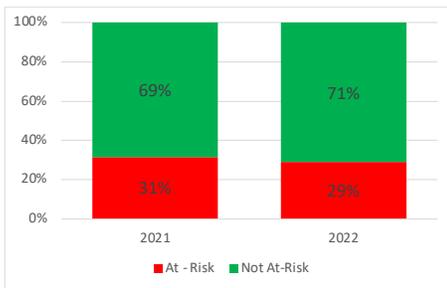
TOWRE - The TOWRE screen focuses on the skills of phonics and phonemic awareness for real and nonreal words



Comparing our September to September data, Div 1 (Grade 1-3) students from last year had an average increase in standard score of about 3.47 points, for Div 2 (Grade 4-6) an average increase of 6.26 points, and for Div 3 (Grade 7-9) an increase of 7.9 points. Based on what we've learned from the experts we have worked with, an increase of about 7.5 points would be about a grade level increase. So for our Div 2 and 3 students, on average, in addition to the years' growth that students would typically gain (staying at the same standard

score), our students increase by about one additional year. The gain for our Div 1 students was about half an additional year. In the 2021-2022 school year, the province also provided additional funding to students that were identified as at risk based on the screens that we did in September. Within that group of students, our grade 1 students that had additional support for half the year had an increase of 3.07 standard points and our grade 2-3 students had an increase of 7.27 points.

Provincial Numeracy Screens



The norming of the numeracy screen was done differently than standard score norming, where the average score is set to 100. For the numeracy screens, the score required not to be considered as at risk kept going up. From the first to the last screen, our students' averages increased by more points than the cut score kept increasing. For example, grade 1 went up 1 point more than the provincial increase, grade 2 went up by 6 points, and grade three went up by 4 points. Our divisional average score was in the "above average" range at all grade levels, and we continue to support our at-risk students.

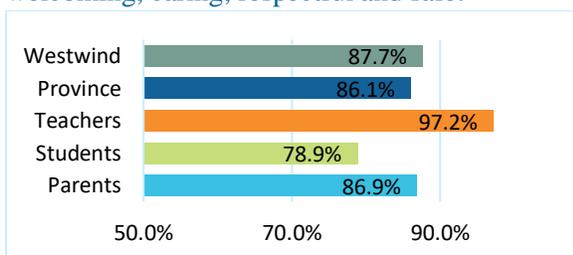
Outcome 2: All students will reach the acceptable standard on Provincial Achievement Tests

The work we did for Outcome 1 will flow right into helping our schools reach Outcome 2. Schools that struggled the most with PAT results also had literacy results that matched. Our schools have taken the training mainly directed toward grades 1-4 and are applying it with the students in need in grades 5-9. In addition, schools have taken this work and moved in other directions as needed with their school-based PD to advance student learning, for example, in areas like writing.

There have been many other programs and activities that have helped to move us towards this outcome as well:

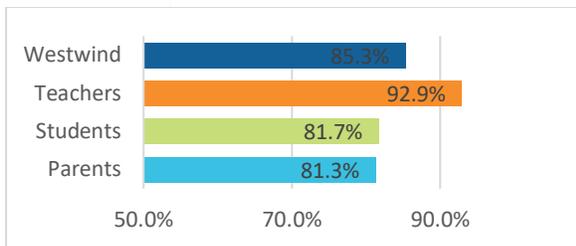
- Continual changes to intervention blocks to support student learning. Flex time, Literacy Intervention, Behavioural Intervention.
- A renewed focus on teacher collaboration to support student learning and increase teacher efficacy.
- Assessment for Learning Coaching support with Linda Inglis
- CJHS Hockey Academy to try and increase attendance with our FNMI students
- Work with Jordan's Principle to get additional supports in our schools for our FNMI students that are struggling.
- FNMI opening day to support teachers in bringing FNMI perspectives into the classroom
- Work of our FSLC team in supporting students with anxiety and other issues
- Focussing on a system of growth: allowing students to relearn material and retake assessments

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.



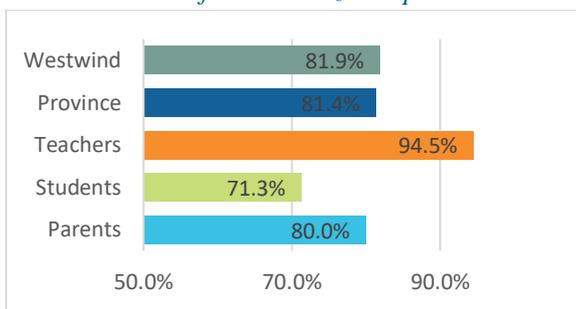
Overall, we dropped 2.1% in this area but are still above the provincial average. The most significant drop was among students, mainly in elementary and junior high. The largest declines are around students feeling like others students care and respect each other.

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



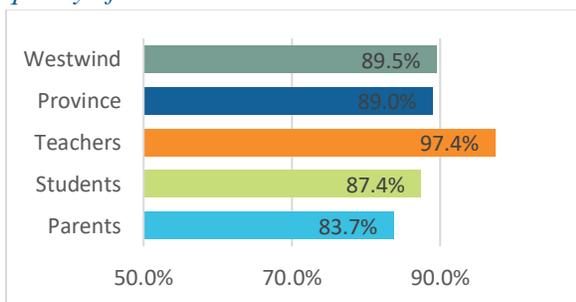
Similar to the provincial measure, Westwind’s measures also saw a decrease. The decrease was 4.4%. The most significant decrease was within our junior high student population.

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



We had an overall decrease of 3.3% in this area, but we still have an achievement level of "Very High" and an overall rating of "Good." The most significant drop was among students, mainly in elementary and junior high. Are lowest areas also revolve around students respecting each other and following school rules.

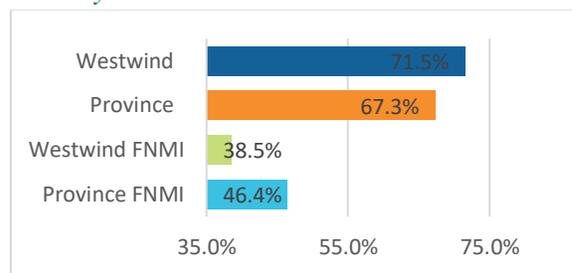
Education Quality: (ABED G2) *Teacher, parents and student satisfaction with the overall quality of basic education.*



We did show a decline in this area of 1.3%, with an achievement level of "high" and an overall rating of "acceptable." Despite the report

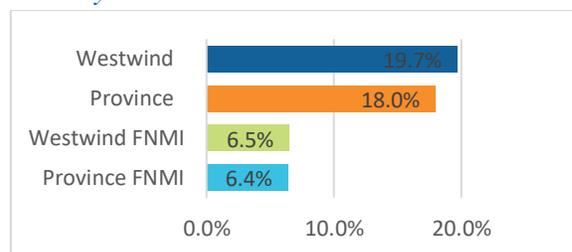
indicating our students declined, they only went down by 1.1%; however, our parents decreased by 4.9%. The two areas that we had the most significant decreases were in the area of parents feeling like students find the school work interesting, quality of teaching and parents' satisfaction with the overall quality of education. Parents had a 12% drop in their belief in the overall quality of education, with the largest drops in elementary and junior highs.

PAT Acceptable: (ABED G1) *The percentage of students who achieved the Acceptable Standard based on PAT from the 2021/2022 school year.*



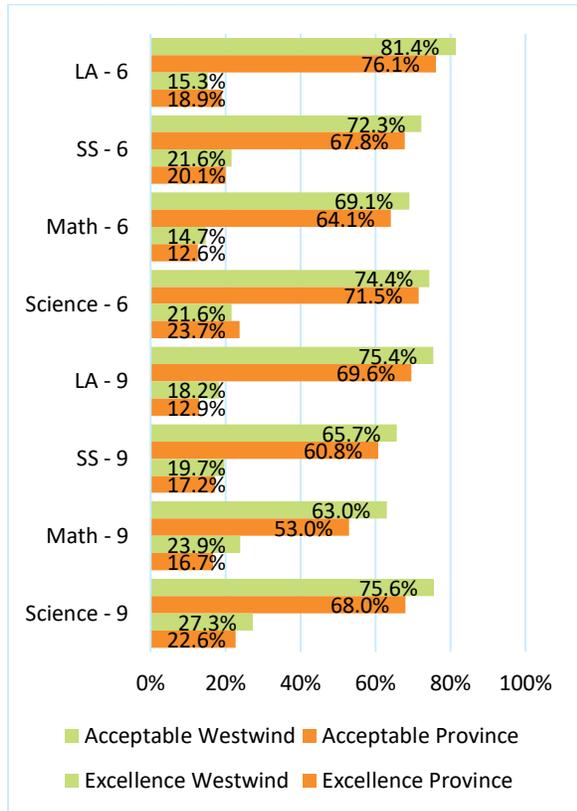
Overall, Westwind had 4.8% fewer students reach the acceptable standard, whereas the province had a decrease of 6.5%. These decreases are likely due to the learning gaps created by COVID. Westwind continues to try and support our FNMI students, but COVID hit those students harder than other students in our area; we had a 12.7% decrease with our FNMI students.

PAT Excellence: (ABED G1) *The percentage of students who achieved the Standard of Excellence based on PAT from the 2021/2022 school year.*



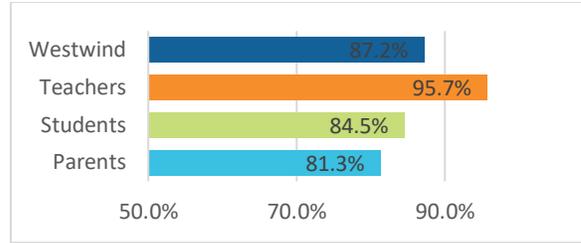
Overall, Westwind had 0.3% more students reach a standard of excellence than the last time students wrote PAT's, whereas the province had a 2.6% decrease. With FNMI students, we actually had 3.5% more of our students reach the "excellence" level.

PATs By Subject: (ABED G1)



We were above the provincial average in all measures except for LA 6 and Science 6 Standard of Excellence.

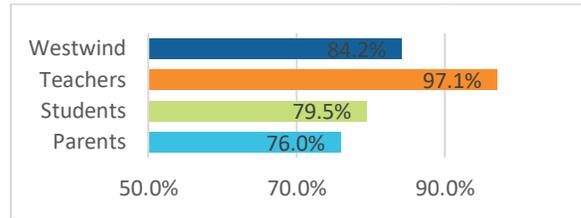
Ownership of Learning: (WWSD) *Percent of parents, students and teachers feel that the school promotes responsible and independent learning and develops students to take ownership of their learning.*



This measure's overall increase was 1.4% compared to last year. Teachers and parents both felt like this had increased, where the students had a 5% decrease.

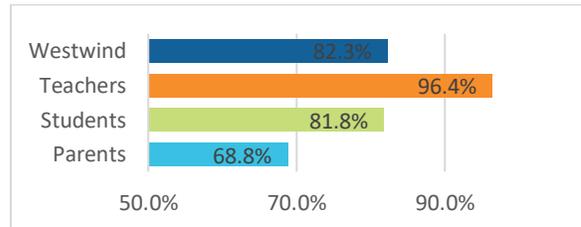
Demonstrate their Learning: (WWSD)

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



We had an overall decrease in this measure of 1.6%. Fewer parents and students felt like they had a variety of ways to demonstrate learning.

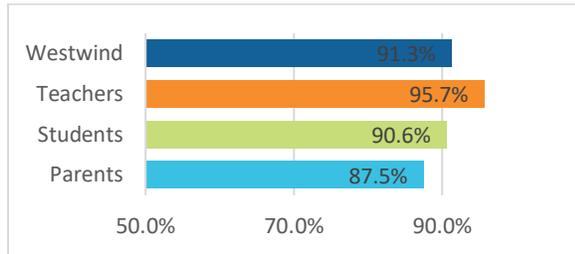
Teach in a Variety of Ways: (WWSD) *Percent of parents, students and teachers that feel teachers present content in a variety of ways and bring real-world learning into the classroom.*



We had an overall decrease of 1.7% in this measure. Again the decrease was due to a decrease in parents' and students' feelings.

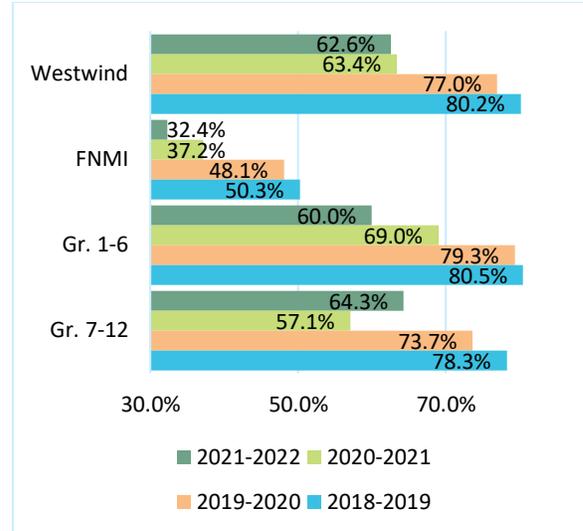
Learning Over Time: (WWSD) *Percent of parents, students and teachers that feel students are given opportunities to show learning over time at school (for example; being allowed to*

make corrections, resubmit assignments or retake assessments).



This measure had an overall increase of 2.5%, even though the students slightly decreased by 1.1%. It was nice to see that the parents are more aware of the opportunities for their students in this area; they increased by 5.5%. It has been a focus for the divisions to provide these opportunities to students.

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



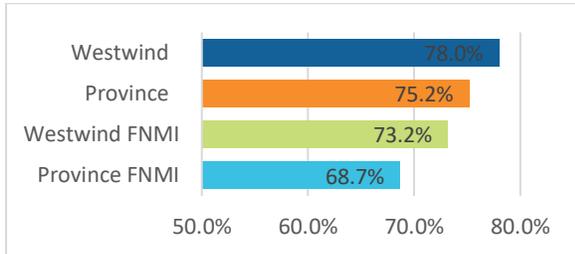
After two years of steady decline due to COVID, our attendance levelled off last year. There was an increase in Jr/Sr. High School and a decrease in Elementary School. Hopefully, we will start increasing next year, but with COVID, RSV, and Influenza, it may be difficult to see an increase. Transportation from the Blood Bus Coop seemed to stabilize after a tough few years with COVID.

Outcome 3: All Students will graduate from High School

The work in the previous two outcomes feeds into the last outcome of trying to get every student to graduate. All of that work feeds into our high schools, and they support the students that have not met the previous two outcomes using the skills learned. There continues to be a significant focus on the principles of High School Redesign with an emphasis on providing opportunities for students to relearn and retake assessments. In addition, several other initiatives are in place to support our high school students.

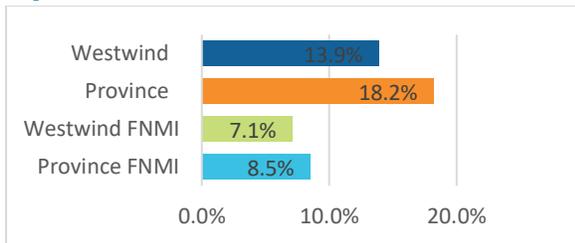
- After-school tutorials are available for some of our most vulnerable students.
- FSLC team members support students with a wide variety of supports
- Connections with Lethbridge College to enhance dual credit offerings. There has been initial planning for starting an Intro to Trades dual credit class.
- Schools continue to change the times and requirements of Flex periods to make them more effective.
- Westwind expanded its Summer School offerings to better support students.
- The division surveyed parents and students to learn how our Academic Advisors could offer better support.
- Increased parent communication to enhance the partnership in supporting students
- Increase correlation between our alternate schools and other high schools to support students
- A focus on trauma-informed practice to support our students
- Development of grade level collaboration for K-12 teachers
- Assessment for Learning Coaching support with Linda Inglis

Diploma Courses: (ABED G1) Acceptable Standard *The percentage of students who achieved the Acceptable Standard on June Diploma Exams.*



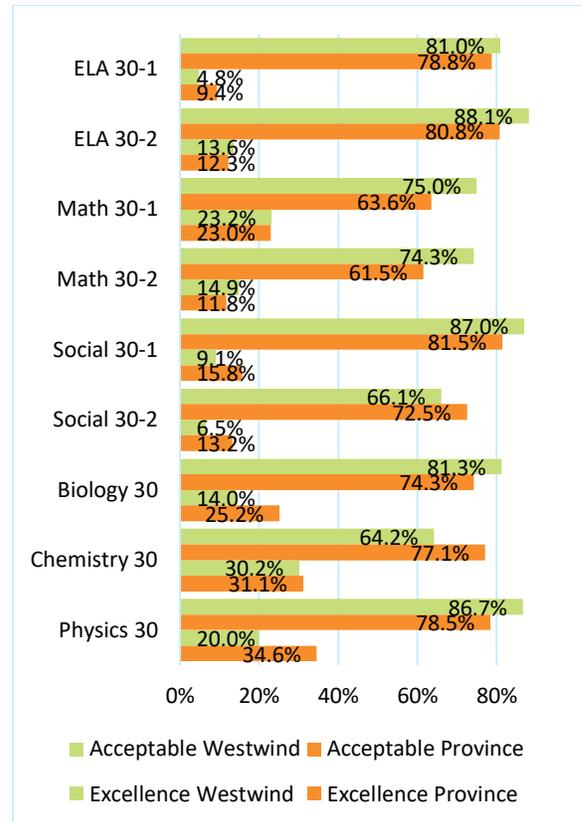
There was a sizeable decrease in the percentage of students reaching the acceptable standard. Westwind's decrease was 6.5%, and the provincial decrease was 8.4%.

Diploma Courses: (ABED G1) Standard of Excellence *The percentage of students who achieved the Acceptable Standard on June Diploma Exams.*



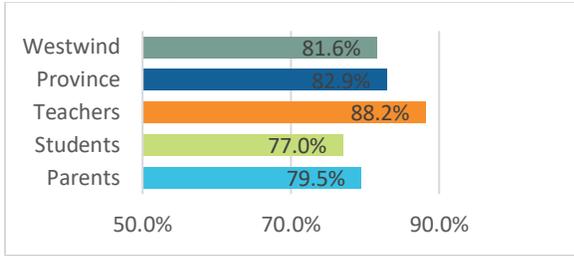
There was a sizeable decrease in the percentage of students reaching the standard of excellence. Westwind's decrease was 6.7%, and the provincial decrease was 5.8%.

Diploma Courses: (ABED G1)



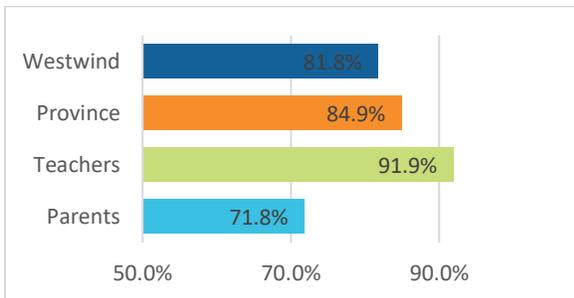
Westwind is looking forward to having a year where we have all diploma exams written. Only having a June writing of diplomas with our smaller high schools can skew the data. For instance, only one of our four primary high schools offers Physics in the second semester. It was good for the province to assign a weighting of 10% to the diplomas; however, we also think this likely impacted the results provincially and within Westwind. We are concerned that the decrease in the percentage of students reaching the standard of excellence was greater in Westwind. For the Humanities, we are worried about how well our students are writing post-COVID.

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.*



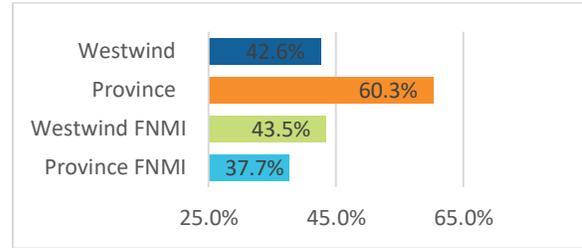
Overall, Westwind had a 1.6% increase in this measure with an achievement level of "high" and an overall rating of "good." There was an improvement by all groups, with the most significant improvement by students, specifically at the high school level. These increases were mainly in art, drama, and band. Drama is still lower than most other areas. There was a decline in students' opportunities to learn about technology.

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.*



We did have a slight decrease in this measure of 0.4%, but we still have an achievement level of "high" and an overall rating of "good." Our teacher responses on this measure have declined to the point where we have flagged it as an issue. The decline is primarily with our elementary and junior high teachers. The high school teachers actually see this improving. This could be related to all the discussions about the new curriculum and teachers not feeling like it is meeting students' needs.

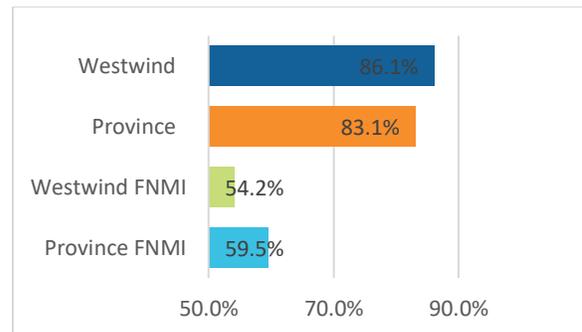
Transition Rate: (ABED S) *Percentage of students that transition from high school to post-secondary within 6 years of entering grade 10.*



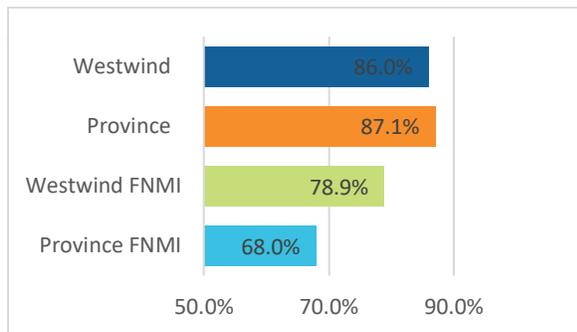
This measure has always been an issue for Westwind; we did decline 8.9% from the previous year. Westwind has a low achievement level and is rated overall as an issue. With our proximity to the US border and our community connection to the US, we have more than the estimated 10.4 students attending Post-Secondary outside of Alberta calculated by the Province based on students applying for Alberta Financial Aid. For the 6-year rate, we believe that we likely had about 33 students attending post-secondary outside Alberta, which would change our percentage to about **50.4%**. This number is also impacted by the number of our students that serve a 2-year religious service mission after high school, but it is still a possible concern. We are working with our high schools to better connect them to some of the programs our local post-secondary offers.

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

Three Year

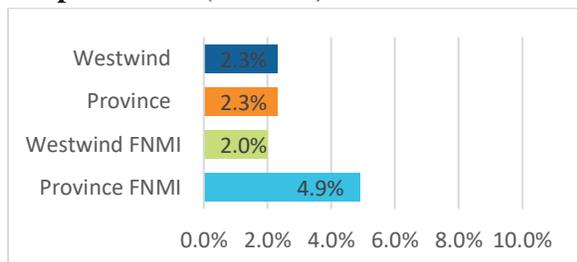


Five Year



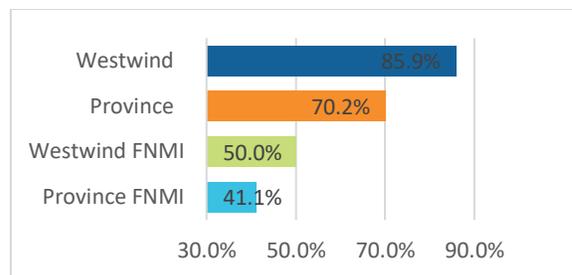
From 2018 through 2021, Westwind's data is interesting in that we are above the provincial average for the 3-year completion but slightly below the average for the 5-year completion. For the three year, Westwind has a "high" rating for achievement and a "good" rating overall. For the five year we have an "intermediate" and "acceptable." Our FNMI students' graduation rate has dropped in the last couple of years, directly related to COVID. We hope to see that rate increase back up now that students can attend school on a more regular basis.

Drop Out Rate (ABED S)



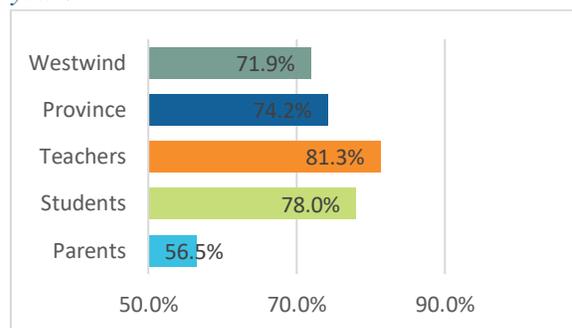
Westwind is rated "Very High" for achievement and "Excellent" overall. Westwind did have a 2.2% decrease in dropout rate compared to the previous year. The 2.3% rate is similar to our past five years, not counting last year's blip. Our FNMI rate dropped substantially from 8.9% down to 2.0% and was rated as "Excellent."

Rutherford Scholarship Eligibility Rate (ABED S)



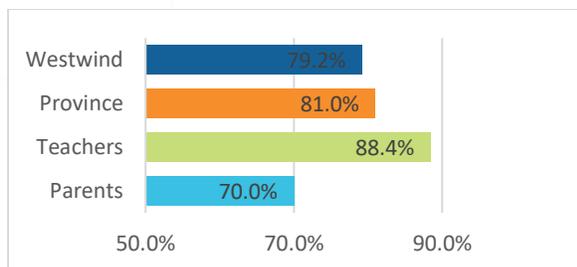
Westwind has an extremely high percentage of eligible students to get a Rutherford Scholarship. We had a slight decrease of 0.3% from the previous year but are still much increased than the provincial average for all students and FNMI students. Therefore, Westwind is rated as Excellent from this measure.

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.*



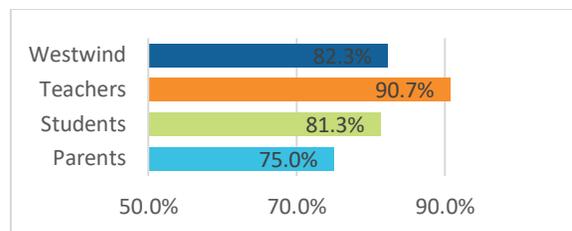
This measure significantly declined, especially with parents and teachers, causing it to have an overall rating as an "issue" for Westwind despite an "Intermediate" rating. With our parents, 25% less of our parents felt that we had improved. The timing of the survey may have impacted results as many members of our communities were involved in COVID/trucker protests. For our teachers, the decrease was more significant with elementary and junior high teachers.

Lifelong Learning: (ABED S) *Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.*



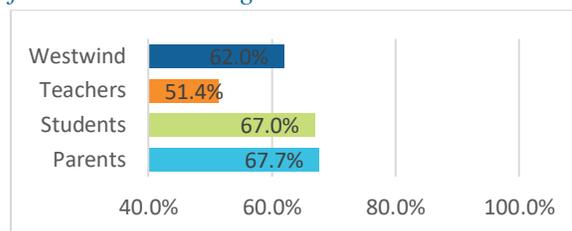
Westwind had an overall rating of "Good" in this area, with significant improvement according to teachers, with still some improvement from parents. This improvement is mainly due to fewer teachers in elementary and junior high changing from "don't know" to "satisfied" concerning the question "High school students demonstrate the knowledge, skills, and attitudes necessary for learning throughout their lifetime."

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 result is very similar to the data we see from the provincial measure on work preparation. Similar to some of our other data, there was an 8% decrease in parental feelings.

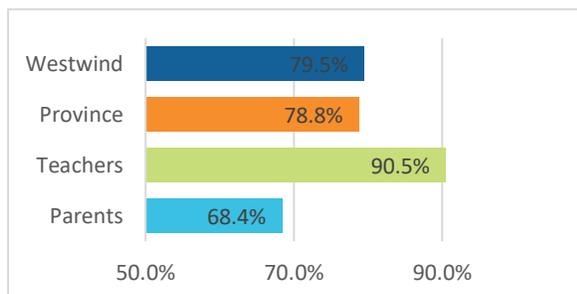
Flex: (WWSD) *Percent of parents, students and teachers that feel students effectively uses their flex/tutorial/learning time.*



We had a significant decrease in teachers' perceptions of the effectiveness of flex, 16%. However, parents and students did feel like it was better this year than last year.

Other Measure

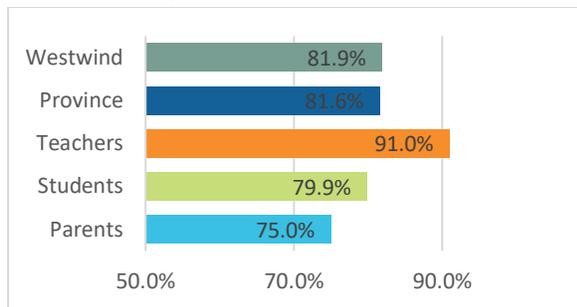
Parental Involvement: (ABED G4) *Teachers and parent satisfaction with parental involvement in decisions about their child's education.*



For Westwind, our Achievement level is rated as "High," and overall, we are rated as "Good."

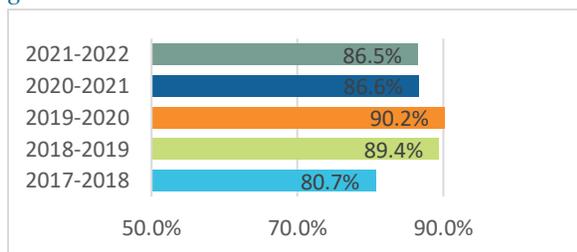
This measure was about a 2.5% increase, putting us slightly above the provincial level. It was good to see that both teachers and parents thought we had approved in this area.

Access to Supports and Services: (ABED G3) *The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.*



As this is a new measure, the province needs more data to provide a rating. Westwind's overall decrease was 1.9%, with that decline coming from general parent views. The decline was mainly at the junior high and high school parent levels. One concern is that parents feel like students do not have access to teachers when their students need help, which was a drop of about 10%. Another concern is that 26% of our parents do not know if students can get help with problems not related to school work. We need to better inform parents about what is available to their students.

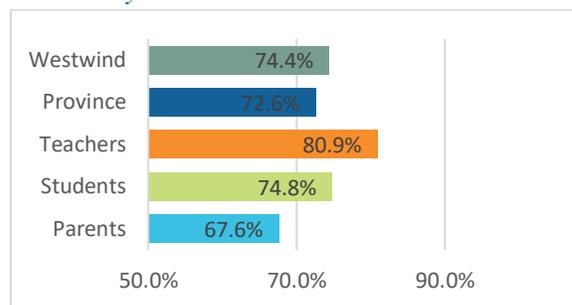
In-Service Jurisdiction Needs: (ABED S) *The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*



Westwind's Achievement indicator is "Intermediate," but because of our decline recently, it has an overall rating of "Issue." Westwind is still above the provincial average for this measure by 2.8%. Our junior high and high school teacher groups felt like we had improved this past year. Our elementary schools have a decline, but they still have a higher

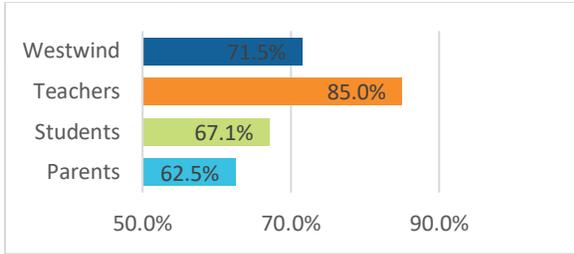
percentage than the junior and senior high teachers. Divisionally, our PD for elementary schools has been very systematic, with a heavy focus on reading. However, some teachers are struggling with the focus that we have put on the science of reading.

Program Access: (ABED S) *Percentage of teacher, parent and student satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community.*



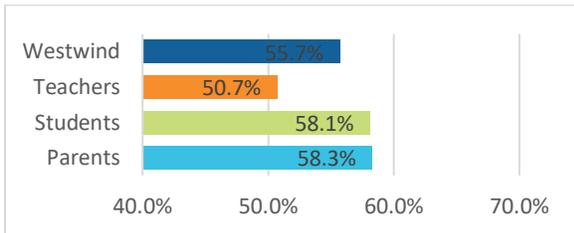
Westwind had an overall rating of "acceptable" even though our students have a rating of "issue." Elementary and junior high students scored us lower than our high school students. For junior high, we have a lower score in the area of students getting help with deciding courses to take and planning for a career, but we have high percentages of students that need to know if they have access to this. For elementary school, the low area is with help when using the library, but it seems odd that 23% of students do not know if they can get help.

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



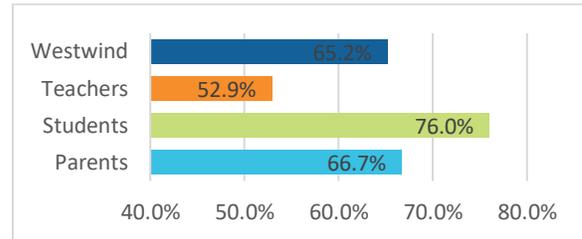
With these measures, we had an overall increase of 12.7% with an increase in all three groups. Unfortunately, our high school students rated this the lowest. As we are looking at helping students develop into well-rounded students, we may need to help students find ways to increase volunteerism. We also need to help students see how some of what they are doing is volunteering.

Mental Wellness (WWSD) *Percent of parents, students, and teachers that feel student mental wellness has improved over the last 12 months.*



As this is a new measure for this year, we were very interested to see where students were post-COVID. Our elementary students answered this more positively, 82% (with a slightly different stem) compared to 45% of our junior high and high school students.

Physical Wellness (WWSD) *Percent of parents, students, and teachers that feel student physical wellness has improved over the last 12 months*



This is a new measure for this year, and we were very interested to see where students were post-COVID. Our elementary students answered this more positively 85% (with a slightly different stem) compared to 71% of our junior high and high school students. It would be nice if this was higher, but it is substantially better than mental wellness

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

RESULTS REPORT

<i>Summary of Financial Results</i>				
	2020/21	2021/22	2022/23	
	<i>Actual</i>	<i>Actual</i>	<i>Budget</i>	<i>%</i>
REVENUES				
<i>Instruction ECS-Gr 12</i>	43,621,844	46,561,374	43,884,598	76.2%
<i>Operations & Maintenance</i>	8,617,459	7,808,947	8,746,626	15.2%
<i>Transportation</i>	2,593,759	2,417,155	2,526,796	4.4%
<i>System Administration</i>	2,314,207	2,320,328	2,310,657	4.0%
<i>External Services</i>	131,840	131,840	131,840	0.2%
TOTAL REVENUES	57,279,109	59,239,644	57,600,517	100%
EXPENSES				
<i>Instruction ECS-Gr 12</i>	44,386,308	45,280,756	44,056,748	76.5%
<i>Operations & Maintenance</i>	8,515,069	8,581,975	8,831,068	15.4%
<i>Transportation</i>	2,245,763	2,596,693	2,375,255	4.1%
<i>System Administration</i>	1,929,588	2,210,674	2,205,606	3.8%
<i>External Services</i>	125,962	128,285	131,840	0.2%
TOTAL EXPENSES	57,202,690	58,798,383	57,600,517	100%
Surplus (Deficit) of Revenues over Expenses	76,419	441,261	0	

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 2021-2022 School Year

Westwind did not have any Whistleblower complaints for the 2021-2022 school year.