



ANNUAL EDUCATION RESULTS REPORT

2022-2023

Annual Education Results Report 2022/23

BACKGROUND

Westwind School Division (WWSD) is pleased to share its 2022/2023 Annual Education Results Report (AERR) with the public. The information outlined in this report stems from feedback gathered through surveys of students, parents, and staff, alongside student achievement data. Forming this report, including establishing our divisional objectives and action plans, has been a collaborative effort. We are grateful to our Division School Council, site-based leaders, educators, students, and parents for their invaluable contributions that have shaped this document. Our commitment to the Assurance Framework's standards has been a guiding principle throughout this process, and we have made every effort to adhere to all requirements.

Westwind serves a diverse and largely rural population of just over 4,600 students across 14 community schools situated in the towns of Cardston, Magrath, and Raymond, as well as the smaller communities of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee, and Welling, and also includes our 19 colony schools.

During the 2021/2022 and 2022/2023 school years, our board undertook a thoughtful review of our Mission, Vision, and Values, culminating in the introduction of a new division tagline. This exercise, grounded in extensive consultations with a broad range of key stakeholders, led us to reaffirm our Mission and Vision while refreshing our core values. The newly articulated values and tagline are detailed below and have been updated on our website and incorporated into our board policies.

Our Tag Line

Students First / Inspiring Excellence

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.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2022/2023 school year commencing August 23, 2022, 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 2022/2023 school year on November 30, 2023.


Mr. Jim Ralph
Board Chair


Mr. Darren Mazutinec
Superintendent

PUBLIC DISCLOSURE DOCUMENT LINKS

- [Education Plan 2022-2023](#)
 - Education Plan this AERR is reporting to.
- [Current Education Plan 2023-2024](#)
- [Current Audited Financial Statement](#)
- [Current Capital and Facilities Plan](#)
- [Current Divisional Budget](#)
- [Provincial Audited Financial Statement Roll Up](#)

DIVISION GOALS

This year, the Westwind School Division Board of Trustees and Central Office Administrators dedicated two days to strategic planning. Under the Superintendent's guidance, the Board refined the division's objectives, priorities, desired outcomes, and methods. It was agreed to continue with the goals set in the Education Plan while gaining a deeper insight into our desired outcomes and the strategies for achieving them.

Priorities

1. Opportunities to Learn and Inclusion for All
2. Community Partnerships and Communication
3. Human Resources and Westwind's Budget

In pursuit of these priorities, Westwind School Division has identified three critical outcomes for this Education Plan. Achieving these outcomes is a step forward in realizing our priorities.

Outcomes

1. All students will be at grade level in literacy and numeracy
2. All students will reach the acceptable standard on Provincial Achievement Tests (PATs)
3. All students will graduate from high school

We have noted with concern a declining trend in our performance indicators, as reflected in the provincial AEAMR report, which is unusual for our division. Multiple orange and red indicators on our report card are being taken very seriously. In response, we are engaging in detailed discussions with our administrators and the Board to understand these outcomes thoroughly and to devise strategies for future improvements.

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

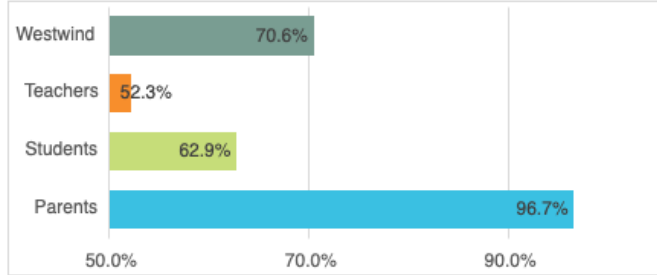
Last year, our division continued efforts to strengthen our literacy and numeracy programs, building on the previous year's insights and delving deeper to enhance student support. We continued to rely on the 3-T Screens (TOSWE, TOSREC, TOSREF), initiated by Dr. Georgio, for assessing literacy in grades 1-9, along with the Provincial Numeracy Screens for grades 1-4. These assessment tools have supplied us with reliable and consistent data to guide our teachers, schools, and the division as a whole as we move forward.

Below are some of the key initiatives from 2022-2023 school year that have brought us closer to achieving our outcome of all students being at grade level in literacy and numeracy.

- We extended our collaboration with Dr. Georgio, who not only delivered four sessions on comprehension to our teachers but also guided our administrators in advancing these educational strategies.
- We invested in a half-time learning coach to assist our teachers, integrating various resources for more effective usage and providing tailored and individualized support in classrooms.
- A select group of grade 2 teachers, drawing from the work of Dr. Parrila and Dr. Kohnen, developed a unified phonics curriculum, which is now used by all grade 2 educators within our division.
- The division supported teachers training in the UFLI program, and purchased educational materials and resources.
- Partnering with Horizon and Peace Wapiti School Divisions, we participated in a Research Partnership Program project focused on Number Talks for middle years.
- Divisional experts, currently pursuing their Master's degrees in literacy, shared their knowledge with school staff members.
- Collaboration was structured to provide and bolster support for new ELAL and Math implementation.
- Learning disruption funds were allocated to hire additional staff dedicated to assisting students most in need of literacy and numeracy support.
- Principals utilized collaboration time to exchange best practices for student support.
- New curriculum funds were invested in resources to aid our teachers with the implementation of the curriculum.

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).

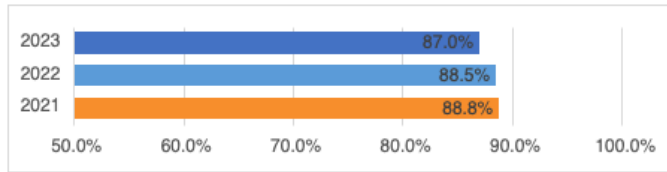


The division’s overall measure was a 1% decline compared to last year, which appears to be mainly due to a 5% decrease by teachers.

This is a concern because in the post-COVID period, it’s increasingly important to collaborate with parents to provide a literacy-rich setting for our students. Teachers may need to work closely with parents to ensure students are aware of and can take advantage of the opportunities ahead of them.

Parent’s Belief of Student Reading Level: (WWSD)

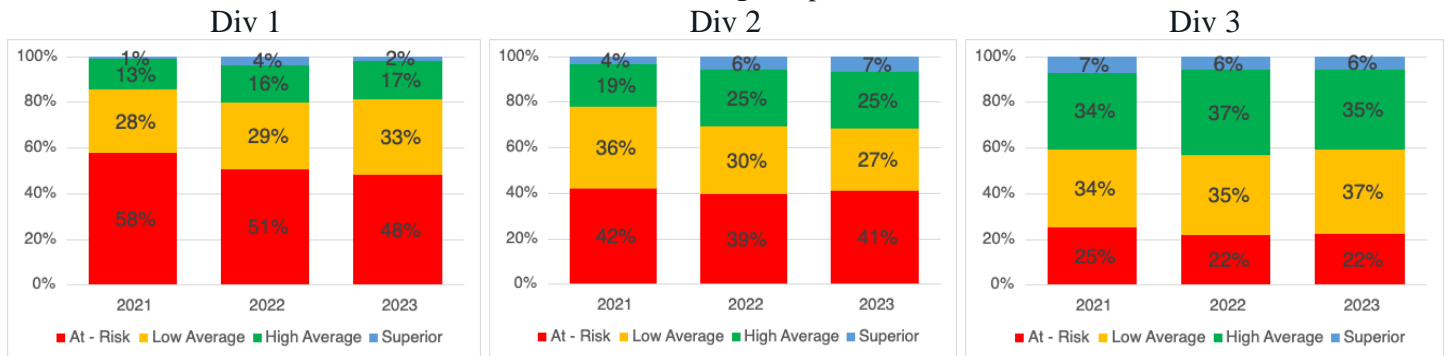
Percentage of parents that feel their child is reading at grade level.



We surveyed parents to gauge their perception of their child’s reading abilities and compare it to our assessment data. The trend shows an increasing parent confidence in their children’s reading at grade level, which is in line with our own findings.

Literacy and Numeracy Screens

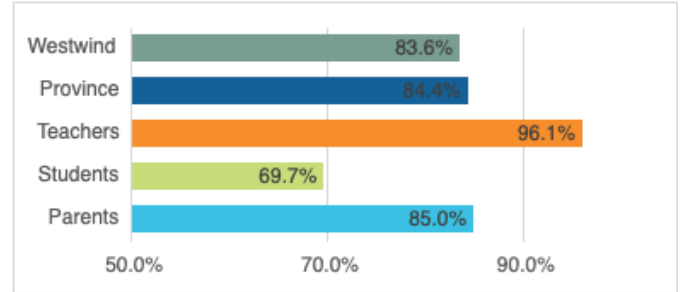
TOSREC - The TOSREC screen focuses on the skill of reading comprehension.



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

However, it’s important to note that parent estimates remain significantly higher than what our data suggests.

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

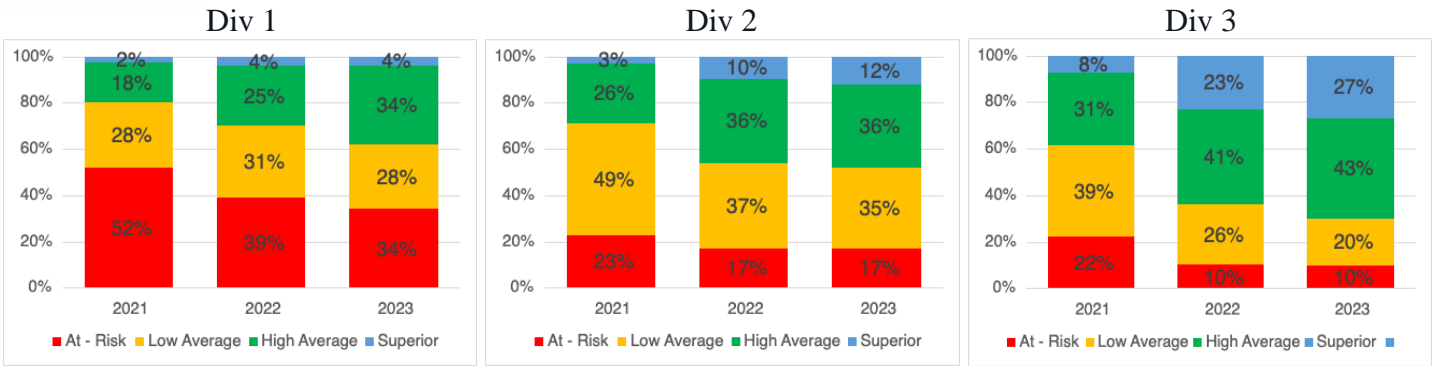


Achievement	Improvement	Overall
n/a	Declined	n/a

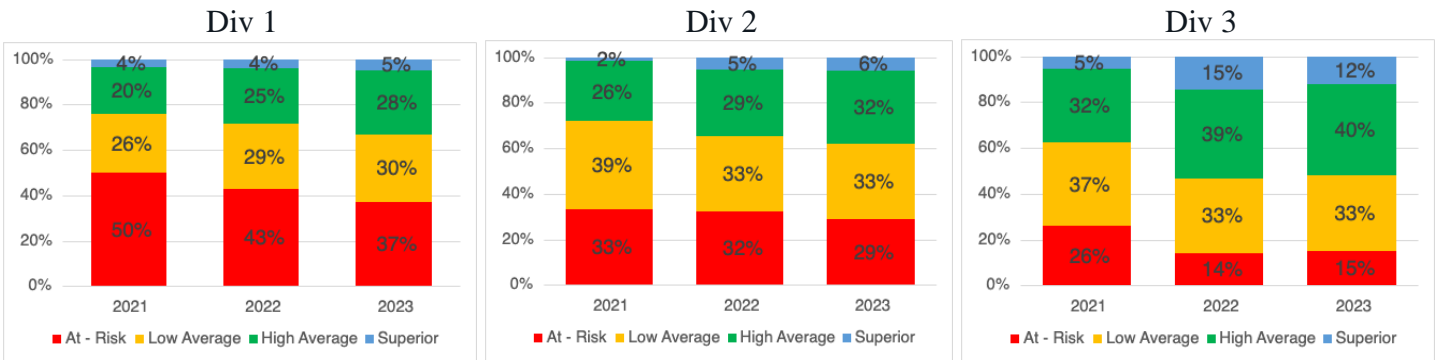
To better understand perceptions of student engagement which includes feelings towards literacy and numeracy, Alberta Education posed specific questions to teachers, parents and students about the usefulness of the skills students are acquiring. At the junior and senior high levels, students rated how interesting and valuable they found each core subject. Notably, Westwind experienced a 2% decrease in positive responses overall, influenced by student and parent feedback.

For Grade 4 students, the sentiment "Do you like learning math?" saw the most significant drop of 5%. In Grade 7, interest in the relevance of mathematics fell by 11%. High school students reported a decline in their interest in Language Arts and Social Studies by 11% and 14%, respectively.

Among parents, the most considerable decrease was observed in Grade 4, with the most notable decline surrounding the question, “your child is learning what they need to know.”



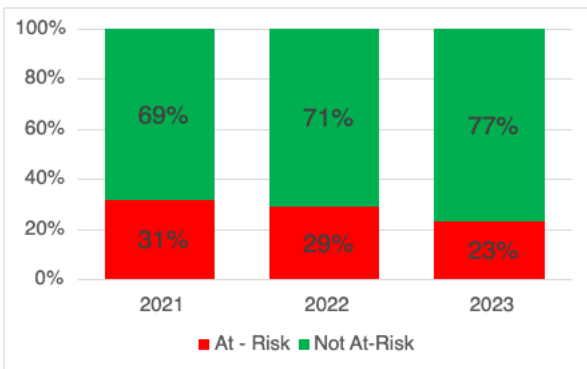
TOWRE - The TOWRE screen focuses on the skills of phonics and phonemic awareness for real and nonreal words



Our analysis of the last two years' performance reveals consistent academic growth. The progress during the 2022-2023 school year, detailed below, is particularly remarkable. From September 2021 to September 2023, Division 1 (Grades 1-3) students achieved an average rise of approximately 4.97 points in standard scores. Division 2 (Grades 4-6) saw an average increase of 7.06 points, while Division 3 (Grades 7-9) experienced a boost of 7.9 points.

Based on what we've learned from experts, an increase of about 7.5 points typically signifies a full grade level's advancement. Based on this, our Division 2 and 3 students, on average, have not only progressed over the expected two years but have also gained an additional year's growth. Division 1 students have advanced by the equivalent of half a year beyond their anticipated growth.

Provincial Numeracy Screens (Grades 1-4)



We are seeing a continued decline in the number of students flagged as at-risk in numeracy according to the provincial screening tool. This tool has evolved over time, improving its effectiveness and enabling our teachers to make better use of the data.

2022/2023 Start of Year to End of Year Comparison

Grade	Total Number of Students Assessed at beginning of school year	Total Number of students identified as being at risk in literacy on initial assessment	Total Number of students identified as being at risk in literacy on final assessment	Average number of months behind grade level at risk students were at in literacy at time of initial assessment	Average number of months gained at grade level by at-risk students in literacy at time of final assessment
1	280	201	109	10	10
2	337	223	126	10+	10
3	338	158	110	10+	8
4	335	196	123	10+	9

Grade	Total Number of Students Assessed at beginning of school year	Total Number of students identified as being at risk in numeracy on initial assessment	Total Number of students identified as being at risk in numeracy on final assessment	Average number of months behind grade level at risk students were at in numeracy at time of initial assessment	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment
1	280	66	60	7.5	2.6
2	337	98	89	9.4	3.9
3	338	73	61	10+	10
4	335	91	85	10+	10+

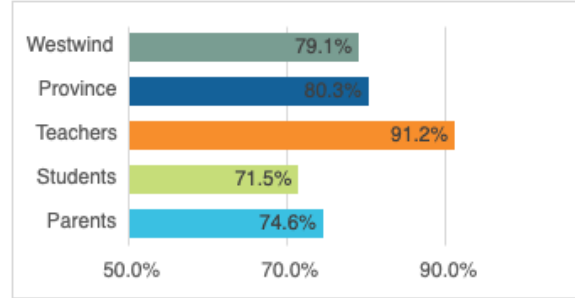
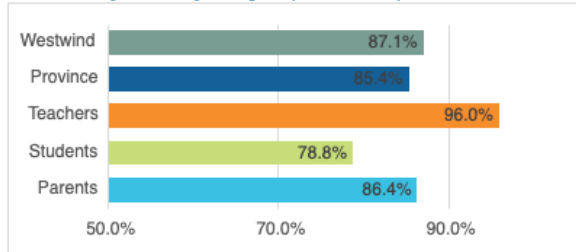
Outcome 2: All students will reach the acceptable standard on Provincial Achievement Tests

The strategies our division implemented to achieve Outcome 1 have seamlessly transitioned to support attaining Outcome 2. There is a clear correlation between schools with lower Provincial Achievement Test (PAT) results and corresponding literacy results. Training initially aimed at grades 1-4 is now being adapted for students requiring assistance in grades 5-9. Schools are also customizing their professional development (PD) initiatives to enhance areas like writing and other specific student learning needs.

Additionally, several programs and initiatives have been instrumental in helping us progress toward this outcome:

- At the beginning of the school year, all teachers participated in First Nations, Métis, and Inuit (FNMI) PD sessions to improve support for our FNMI students.
- The Jordan's Principle grant has enabled schools to offer targeted aid to FNMI students facing learning obstacles, paving the way for their academic success.
- We have intentionally structured collaborative efforts among teachers and principals to facilitate the exchange of best practices and bolster academic foundations for all students. In addition to this regular collaboration, we used funds provided to implement the new curriculum to create opportunities for grade-level teams to collaborate on implementation strategies.
- Recognizing the shift away from traditional assessment methods during COVID-19, we planned structured PD to realign efforts with best assessment practices.
- The Family School Liaison Counselor (FSLC) team continues to be pivotal in assisting students with anxiety and related challenges.

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.*



Achievement	Improvement	Overall
n/a	Maintained	n/a

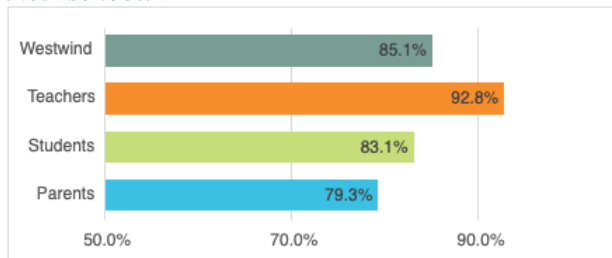
Achievement	Improvement	Overall
High	Declined Significantly	Issue

Overall, we dropped 0.6% in this area but are still above the provincial average. The largest decline was with our high school teachers. The questions that lead to this decline was “Students at your school respect each other” and “Students at your school care about each other.”

We had an overall decrease of 2.8% in this area, but we still have an achievement level of "High." Parents and teachers were both identified by the Province as having declined. For parents, the most significant declines were in the areas of "Students at your child's school follow the rules" and "Students at your child's schools respect each other," down 7% and 9%, respectively. For teachers, the largest decline was "Students at your school follow the rules," down 6%, "Students at your school help each other when they can," down 5%, and "Students at your school respect each other," down 6%.

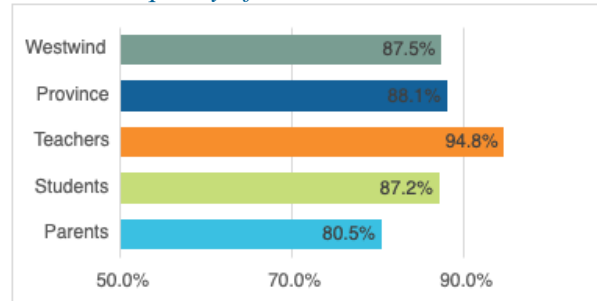
Safe and Accepted: (WWSD)

Percent of parents, students and teachers that feel students feel included, safe, and accepted in their school.



Education Quality: (ABED G2)

Teacher, parents and student satisfaction with the overall quality of basic education.



Similar to the provincial measure, Westwind’s measures also saw a very small decrease of 0.2%. The most significant decrease was parents, 2%.

Achievement	Improvement	Overall
High	Declined Significantly	Issue

Citizenship (ABED G1)

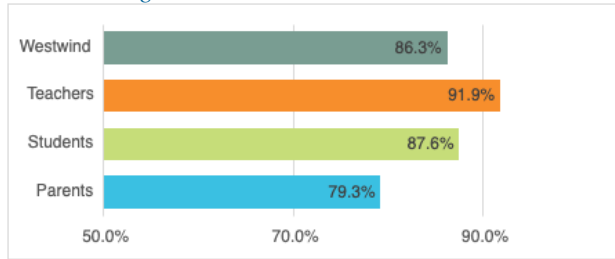
Teachers, parent and student agreement that students model the characteristics of active citizenship.

Westwind experienced a 2% overall decline in key performance areas. A notable decrease was observed among high school teachers, particularly with a 7% drop in responses to statements “Students at your school find school challenging” and “Students at your school find school work interesting”. High school parents also reported declines exceeding 6% in areas “Your child clearly understands what they are

expected to learn at school”, “Your child finds school work challenging”, “Your child finds school work interesting”, “Your child is learning what they need to know”. Interestingly, despite these trends, parents reported a 3% increase in satisfaction with the quality of education.

Ownership of Learning: (WWSD)

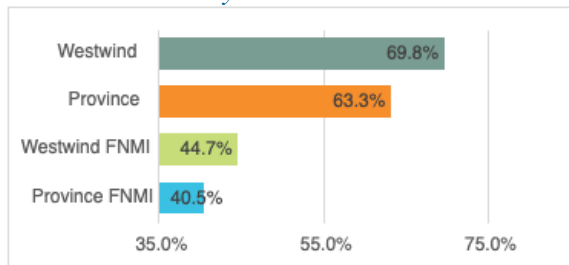
Percent of parents, students and teachers feel that the school promotes responsible and independent learning and develops students to take ownership of their learning.



This measure saw a slight dip of 0.9% overall since last year. It appears that both parents and teachers felt a bit less strongly that the school is nurturing independent learners, though the students themselves are actually feeling more ownership of their learning journey, which is encouraging.

PAT Acceptable: (ABED G1)

The percentage of students who achieved the Acceptable Standard based on PAT from the 2021/2022 school year.



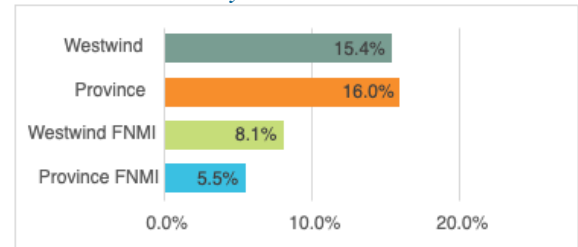
Achievement	Improvement	Overall
Intermediate	n/a	n/a

Westwind’s performance remained consistent with the previous year, still reflecting a 4.9% reduction from pre-COVID levels. The province saw a decline, with a 1% decrease from last year and a 7.8% drop from pre-COVID numbers. Our efforts to support FNMI students continue, despite their results being categorized as "Very Low"; however, we did observe a modest 2.3% improvement. A significant factor to consider is the substantial number of students who

did not participate in the ELAL 6, Math 6, and Science 6 Provincial Achievement Tests (PATs) due to the adoption of the new curriculum, which may affect the accuracy of our data.

PAT Excellence: (ABED G1)

The percentage of students who achieved the Standard of Excellence based on PAT from the 2021/2022 school year.



Achievement	Improvement	Overall
Intermediate	n/a	n/a

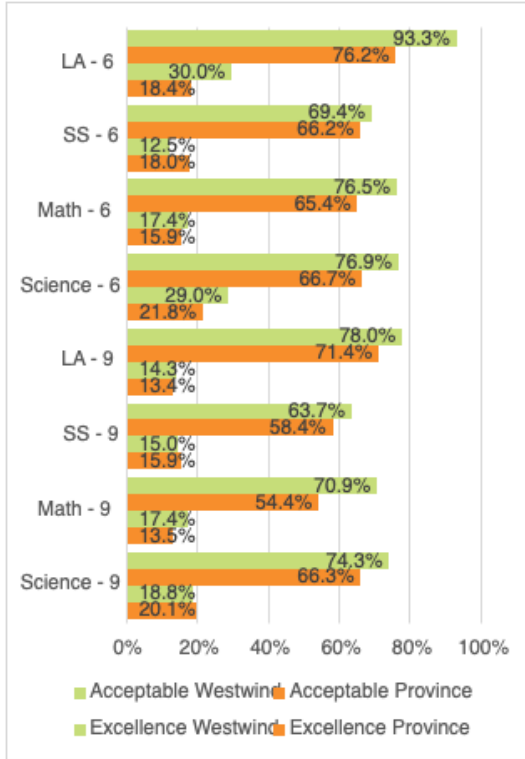
Overall, there was a 5.6% reduction in the number of Westwind students achieving a standard of excellence compared to the previous year. This may be attributed to the students who did not write the Provincial Achievement Tests (PATs) due to the new curriculum implementation. Among FNMI students, the decrease in those attaining excellence was narrower, at 1%.

PATs By Subject: (ABED G1)

When reviewing the Grade 6 PAT results, it's important to note that the data may not paint a complete picture. This is because not all classes took part in these tests — only a select number of our Colony schools completed the Language Arts 6 PAT. The Math 6 PAT was not taken by students at MES, and the Science 6 PAT was not administered at CJHS, SGJH, and WAS due to the implementation or piloting of the new curriculum.

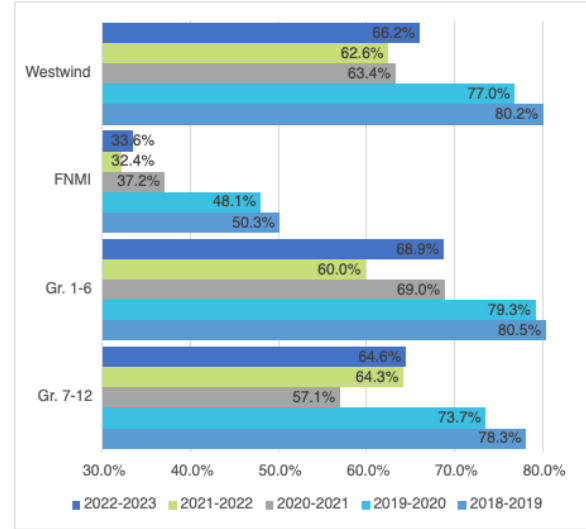
It should still be noted that Westwind's performance stood above the provincial average in terms of the percentage of students achieving the acceptable standard on all Provincial Achievement Tests (PATs). In addition, our students exceeded the standard of excellence in all tests, with the only exceptions being Social Studies 6, Social Studies 9, and Science 9.

All Students



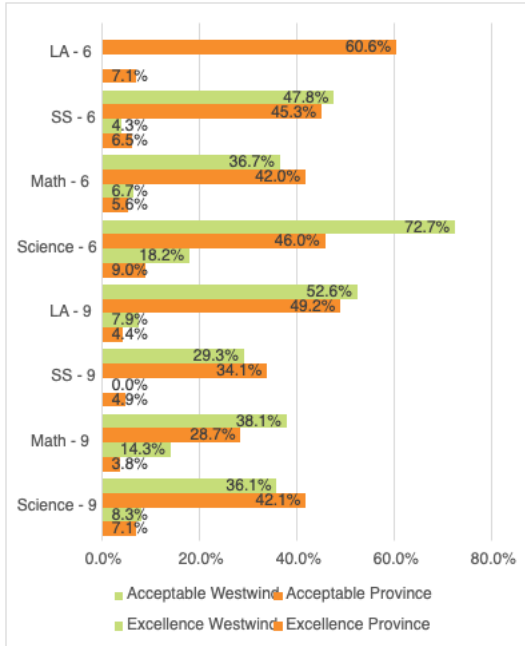
Attendance: (WWSD)

Percentage of students with greater than 90% attendance



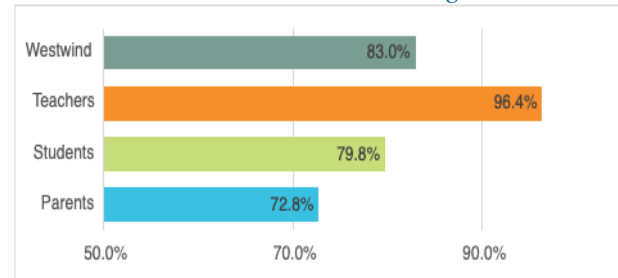
We are beginning to see a turnaround in this area from last year, with a notable uptick in attendance in grades 1-6, however, have yet to achieve pre-COVID attendance rates. We believe this is due to hesitation from students and parents, particularly when it comes to sending kids to school amid illnesses, which has led to a higher rate of absences.

FNMI Students



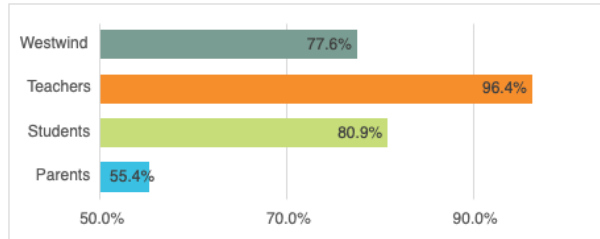
Demonstrate their Learning: (WWSD)

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



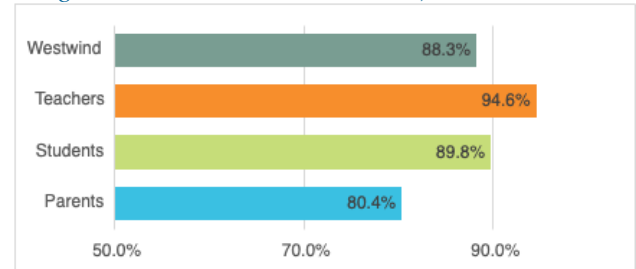
This measure had a small decrease of 1.2% overall, with both parents and teachers indicating they feel the school could provide more diverse ways for students to show what they've learned.

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.*



This measure had a more noticeable decline of 4.7%, with the biggest change coming from the parents, whose confidence decreased by 13.4%, indicating they feel there could be more variety in teaching methods and real-world application in our classrooms.

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 saw a 3.0% decrease overall. Parents have shown in this area, and there has been a slight drop in student confidence as well. We will continue to monitor this metric, as this is the second consecutive year we have seen the student numbers go down.

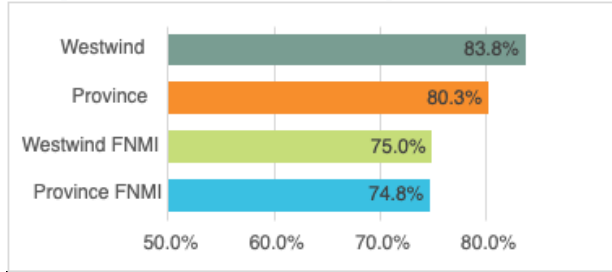
Outcome 3: All Students will Graduate from High School

The previous two outcomes are essential building blocks leading to our ultimate goal: seeing every student graduate. All of our efforts outlined in the first two outcomes feed into our high schools, providing a supportive net for students working towards meeting key milestones, with the added benefit of the foundational skills they've acquired along the way. We also have implemented several other initiatives to support high school student success:

- We offer after-school tutorials, targeting our most at-risk students to give them the extra help they might need.
- Our Family School Liaison Counselor (FSLC) team is ready with a broad array of support services to address diverse student needs.
- We continue to broaden our Dual Credit opportunities, focusing particularly on trades. This includes a collaborative venture with Lethbridge College and other local divisions to establish a collegiate program.
- Summer school options have been expanded, not only for course recovery but also to provide more flexible program planning and support for students.
- Academic Advisors, school Administrators, and the Central Office are actively monitoring Grade 12 students' progress, guiding them toward successful graduation.
- The Superintendent and his team have taken the initiative to meet with all graduating Grade 12 students over breakfast, gleaning insights from those who've navigated our educational system.
- On a professional development day, we brought all high school teachers to Lethbridge College for training, exposing them to various post-secondary programs that our students might pursue.
- Our Student Engagement Committee has opened doors for the Central Office to interact with over 100 high school students, directly understanding their needs from the source.

Diploma Courses: (ABED G1) Acceptable Standard

The percentage of students who achieved the Acceptable Standard on June Diploma Exams.

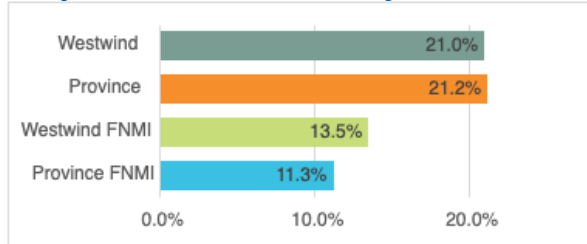


Achievement	Improvement	Overall
Intermediate	n/a	n/a

Westwind experienced a 5.8% increase in students achieving the Acceptable Standard on June Diploma Exams, though we're still 0.7% below our pre-COVID performance. Comparatively, the province remains 3.3% under pre-COVID rates. It's important to note that these exams were only administered in June last year.

Diploma Courses: (ABED G1) Standard of Excellence

The percentage of students who achieved the Acceptable Standard on June Diploma Exams.



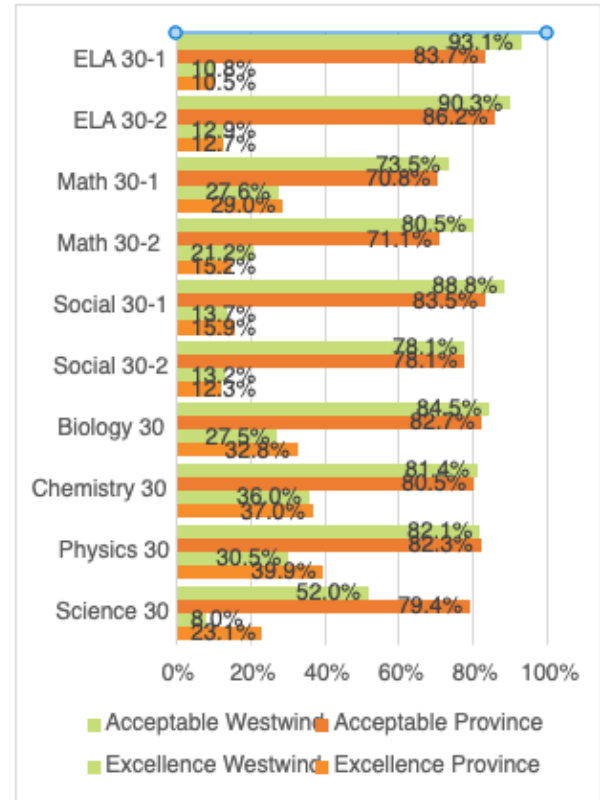
Achievement	Improvement	Overall
High	n/a	n/a

We saw a dramatic increase of 7.1% in this area and we are 0.4% above where we were at pre-COVID. It is important to remember that diploma exams were only written in June the previous year.

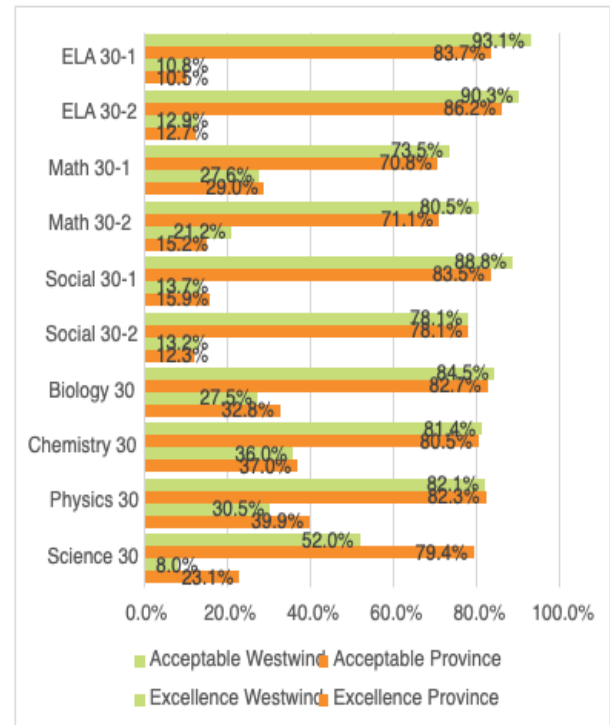
Diploma Courses: (ABED G1)

While Westwind's diploma exam results are generally strong, with most subjects rated Intermediate or better, Science 30 and Social 30-2 only meet the acceptable standard. The lower participation in Science 30 exams may make these results less reliable

All Students

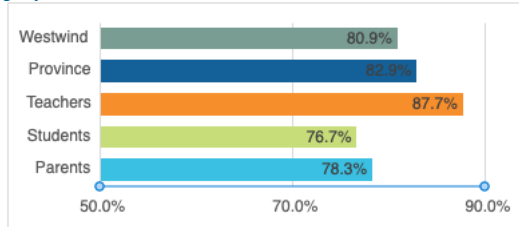


FNMI Students



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.

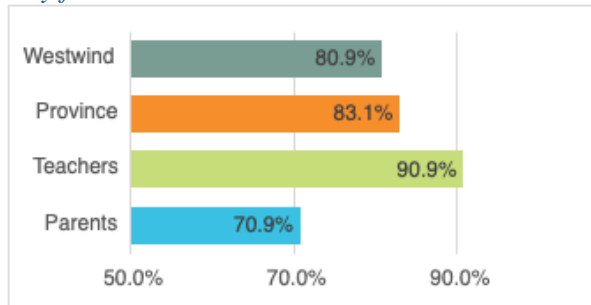


Achievement	Improvement	Overall
High	Maintained	Good

Overall, there was a 0.7% decline in satisfaction with the breadth of educational programs, including fine arts, career, technology, and health/physical education. This decrease was evenly distributed across all measured groups, each maintaining their previous results.

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.

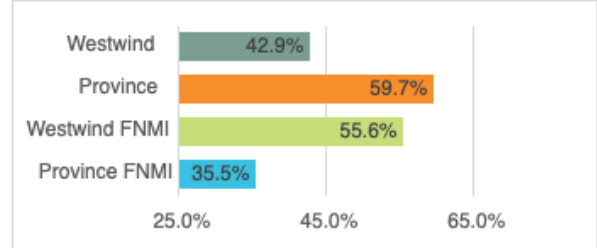


Achievement	Improvement	Overall
High	Maintained	Good

Although there was a slight 0.9% decrease in satisfaction with work preparation, Westwind is actively exploring ways to enhance our students' readiness for the workforce, in alignment with this year's ministerial guidance.

Transition Rate: (ABED S)

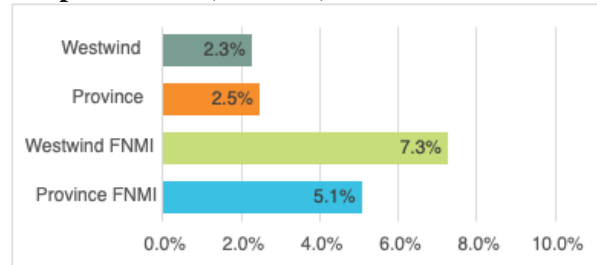
Percentage of students that transition from high school to post-secondary within 6 years of entering grade 10.



Achievement	Improvement	Overall
Low	Maintained	Issue

Our transition rate showed a minor increase of 0.3%. Our unique geographic and community factors influence this rate, such as proximity to the US border and a higher number of students pursuing education outside Alberta, with more than the estimated 9.4 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 38 students attending post-secondary outside Alberta, which would change our percentage to about 53.4%. Many of our students serving a 2-year religious service mission after high school also impacts our transition rate. We continue to monitor this metric and are working with our high schools to better connect them to some of the programs our local post-secondary offers.

Drop Out Rate (ABED S)

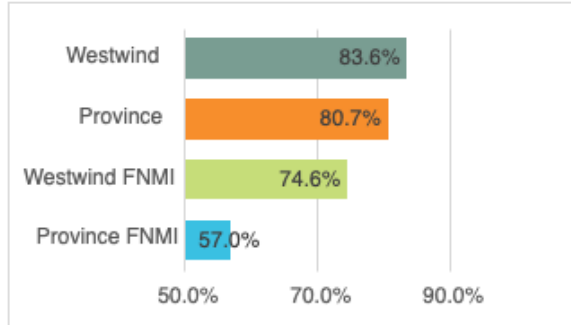


Achievement	Improvement	Overall
Very High	Improved	Excellent

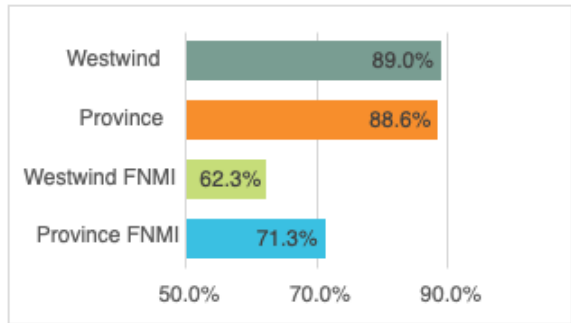
Westwind maintained its strong dropout rate at 2.3%, consistent with last year's performance.

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

Three Year



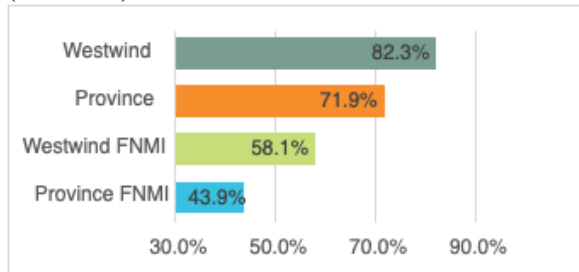
Five Year



Achievement	Improvement	Overall
Intermediate	Maintained	Acceptable

Westwind saw a 2.5% decline from last year, yet it remains our second-highest rate in five years. Encouragingly, our five-year rate has risen to 89.0%. Notably, there's been a substantial 20.4% increase in our FNMI completion rate, the highest in five years.

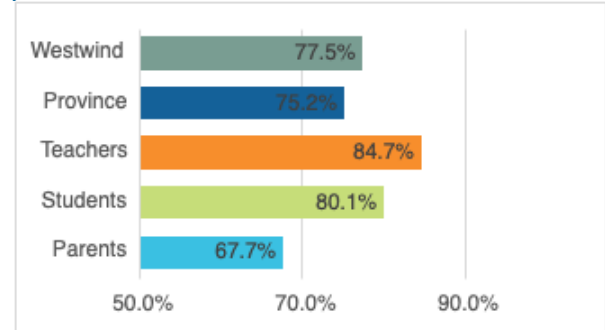
Rutherford Scholarship Eligibility Rate (ABED S)



Achievement	Improvement	Overall
Very High	Maintained	Excellent

Despite a 3.6% drop from the previous year, Westwind's Rutherford Scholarship eligibility rate remains significantly above the provincial average for all students, including FNMI students.

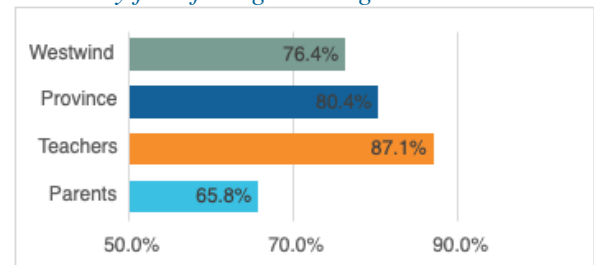
School Improvement: (ABED S) Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.



Achievement	Improvement	Overall
High	Maintained	Good

Satisfaction with school improvement, as perceived by teachers, parents, and students, increased by 5.6%, with all groups showing progress. The most significant growth was among parents, with an 11.2% increase, though it's still the second-lowest parent percentage in five years. We're committed to continuing our engagement with parents to showcase our positive developments.

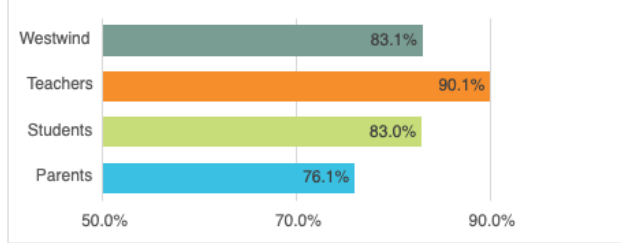
Lifelong Learning: (ABED S) Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.



Achievement	Improvement	Overall
High	Maintained	Good

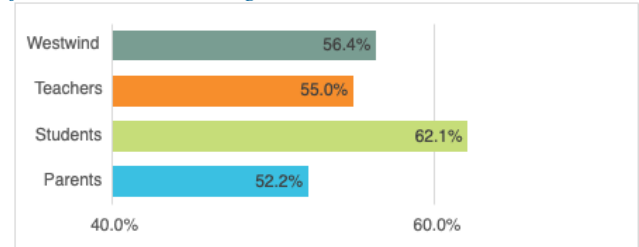
While maintaining a 'Good' overall rating in lifelong learning, there's a notable 5% dip in parent satisfaction, particularly among elementary and junior high parents. This calls for a reflective evaluation of our strategies in nurturing lifelong learning skills.

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.*



In preparation for the next phase, parent feedback is slightly more positive compared to similar provincial metrics, indicating a degree of satisfaction with how schools prepare students for future educational and career stages.

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

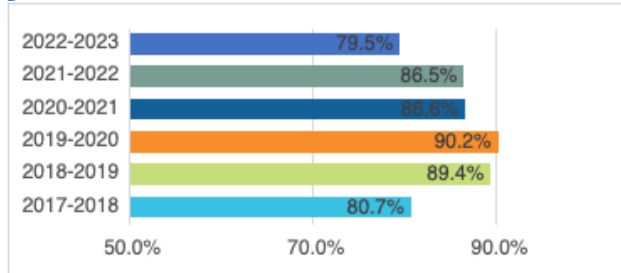


There has been a significant 15.5% decline in parents' perception of the effectiveness of flex time. However, teachers report a slight improvement in this area compared to last year.

Other Measures

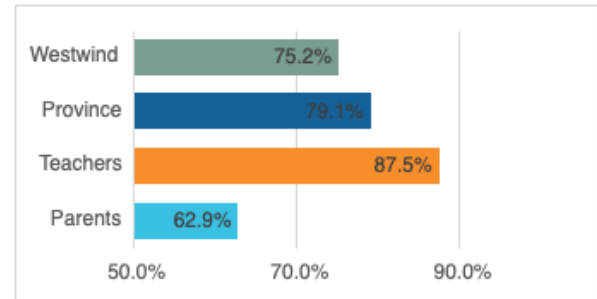
In-Service Jurisdiction Needs: (ABED S)

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.



suggests a need for more focused PD for these groups.

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



Achievement	Improvement	Overall
Low	Declined Significantly	Concern

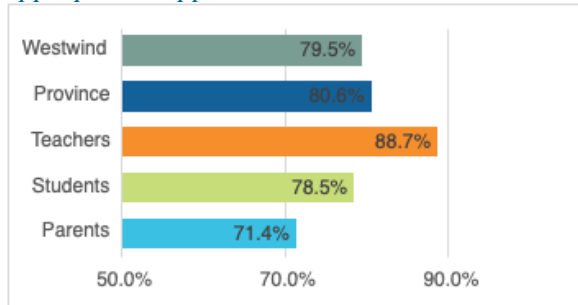
There was a notable 7% decline in this area, which was unexpected given our recent focus on literacy PD. A closer look reveals elementary teachers felt it remained steady, but there were significant drops in satisfaction among Jr. High and High School teachers, with an 11% decline for the latter. This

Achievement	Improvement	Overall
Intermediate	Declined	Issue

Westwind faced a 4.2% drop in this area, marking our lowest point in five years. This decline is notable compared to the provincial average, with our parents rating us 7 to 14% lower across different grade levels. High school parents' perception dropped significantly by 12.5% from last year, and even our teachers reported a 3% decrease.

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.



Achievement	Improvement	Overall
n/a	Declined	n/a

For the new Access to Supports and Services measure, the province is still gathering data to establish a baseline rating. In the meantime, Westwind has observed a 2.4% overall decrease in this area. This decline was consistent across different groups, with a general decrease of 3 to 4% among students, parents, and teachers. Notably, high school parents reported a 10% drop. The most significant decline, 22%, was observed in the response to "Your child can get help at school with problems that are not related to school," with a notable shift in answers to "Don't know."

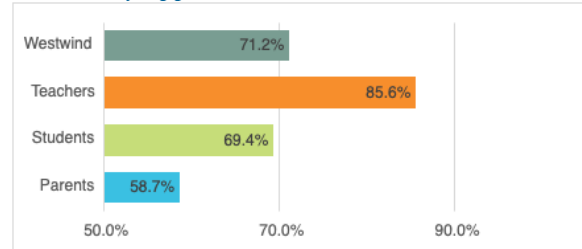
Breaking it down further, elementary and high school students both showed declines. Elementary students reported a 6% decrease in "getting help with problems not about school work." Similarly, high school students indicated a 6% decrease in the ease of getting help with schoolwork at their school. For teachers, the most significant drop was seen in elementary schools. Three key areas each saw about a 5% decline:

- "Students can easily access programs and services at your school to get help with school work."
- "Students can get help at your school with problems that are not related to school work."
- "Supports and services that help students be successful in their learning are available in a timely manner."

This data suggests a need for enhanced support and service accessibility in these areas.

Volunteerism: (WWSD)

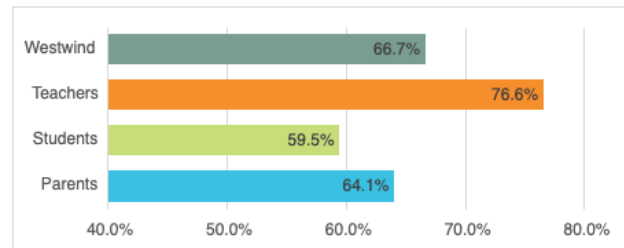
Percent of parents, students and teachers that feel students have opportunities to participate in volunteerism in the school or through other community opportunities.



For Volunteerism, there was a slight overall decrease of 0.3%. While teachers and students showed small improvements, there was a 3.8% decline from parents. Volunteerism remains a key focus area for Westwind, emphasizing the importance of teaching students about its value.

Mental Wellness (WWSD)

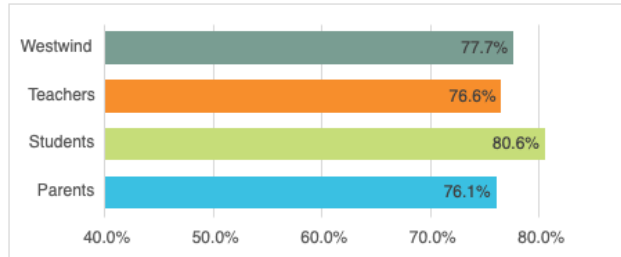
Percent of parents, students, and teachers that feel student mental wellness has improved over the last 12 months.



Concerning Mental Wellness, we saw an encouraging 11% increase overall. However, this improvement was mainly from parents and teachers, with students showing a minimal 1.4% increase. This highlights the need for ongoing support, especially considering less than 60% of students feel their mental wellness has improved.

Physical Wellness (WWSD)

Percent of parents, students, and teachers that feel student physical wellness has improved over the last 12 months



In Physical Wellness, there was a 12.5% overall improvement. Similar to mental wellness, the most substantial increases were from parents and teachers, while students showed a more modest 4.6% rise. This suggests a slightly better physical wellness trend than mental wellness among students.

Financial Information

Budget Summary

Westwind School Division's budgeting process is guided by a consistent, ongoing desire to enhance student achievement. When planning our budget, we incorporate current data, historical trends, and insights from diverse stakeholders across the Division and local communities. This helps us ensure that our educational programs and resource distribution effectively align with divisional and provincial goals for student achievement.

For the 2022-23 fiscal year, our primary focus in budgeting has been to minimize the impact of expenditure cuts on classrooms and students. This approach is in line with the criteria outlined in the funding manual.

Summary of Financial Information

<i>Summary of Financial Results</i>				
	2022/23	2022/23	2023/24	
	Budget	Actual	Budget	%
REVENUES				
<i>Instruction ECS-Gr 12</i>	43,884,598	47,784,062	45,997,168	76.2%
<i>Operations & Maintenance</i>	8,746,626	8,063,039	8,934,980	14.8%
<i>Transportation</i>	2,526,796	2,596,782	2,924,651	4.8%
<i>System Administration</i>	2,310,657	2,359,829	2,406,348	4.0%
<i>External Services</i>	131,840	166,565	131,840	0.2%
TOTAL REVENUES	57,600,517	60,970,277	60,394,987	100%
EXPENSES				
<i>Instruction ECS-Gr 12</i>	44,056,748	47,647,295	46,216,565	76.8%
<i>Operations & Maintenance</i>	8,831,068	8,471,109	8,886,970	14.8%
<i>Transportation</i>	2,375,255	2,605,882	2,660,947	4.4%
<i>System Administration</i>	2,205,606	2,198,172	2,289,229	3.8%
<i>External Services</i>	131,840	162,499	131,840	0.2%
TOTAL EXPENSES [1]	57,600,517	61,084,957	60,185,551	100%
<i>Surplus (Deficit) of Revenues over Expenses</i>	0	(114,680)	209,436	

The discrepancy between the budgeted and actual amounts for 2022/2023 mainly stems from two factors. Firstly, our budgeting strategy prioritizes certainty, accounting only for known items. During the year, our division received several grants that weren't anticipated in our initial budget, such as Jordan's Principle and various Alberta Education grants (curriculum implementation, dual credit programs, etc.). These grants, not factored into our original budget, significantly contributed to the difference in projected and actual spending. Secondly, there was an unexpected increase in activity at the school level, including a substantial rise in fundraising efforts, contributing to this variance.

For more detailed information about the Westwind School Division Budget, please contact Mr. Peter Wright, Secretary Treasurer, at the Westwind School Division Central 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 2022-2023 School Year

Westwind did not have any Whistleblower complaints for the 2022-2023 school year.