



**Westwind**  
SCHOOL DIVISION  
STUDENTS FIRST | INSPIRING EXCELLENCE

# Education Plan

2024-2025

## Overview

This 2024 plan, the third year of Westwind School Division's 4-year term plan, (May 2022 to May 2026), we continue our commitment to excellence in education. Aligned with the school board election cycle, this term plan ensures a synchronized approach to our division's goals and initiatives. Each school within our division undertakes a similar process of data analysis and goal-setting to determine its unique direction based on comprehensive information. Principals collaborate closely with their respective school councils in this process, fostering a shared vision and collective decision-making.

Westwind School Division serves a diverse and predominantly rural population comprising approximately 4,600 students across 14 community schools. Our educational network spans the towns of Cardston, Magrath, and Raymond, as well as the villages/hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee, and Welling. In addition, we proudly serve the Blood Reserve and operate 19 Hutterite colony schools.

One key initiative the new School Board undertook was a thorough evaluation of the division's vision, mission, and values. With the support of the Administration, engagement with students, staff, and parents took place, and the board identified four core values to guide their efforts moving forward. These are outlined 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.

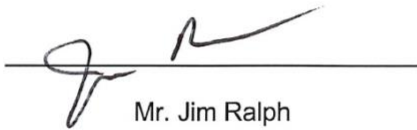
**Empathy:** We teach and model empathy in our schools and continuously strive to build safe, caring, and inclusive learning environments that foster kindness and compassion.

## Accountability Statement

The Education Plan for Westwind School Division commencing May 30, 2024 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2022/2023 Education Plan on May 30, 2022 (Year 1).

The Board reviewed and approved the 2024/2025 Education Plan on May 30, 2024. (Annually after Year 1)



Mr. Jim Ralph

Board Chair



Mr. Darren Mazutinec

Superintendent

## Community Engagement

Westwind School Division (WSD) holds a steadfast belief in the paramount importance of regular community engagement to foster a culture that consistently promotes the success of all students. We recognize that actively involving our stakeholders is a vital means to establish accurate goals and priorities for our division. Our commitment extends to inclusive decision-making processes that directly impact our communities, providing meaningful avenues for all stakeholders to express their perspectives.

WSD remains dedicated to creating ongoing opportunities for valuable feedback from our esteemed staff, parents, students, and community members on a wide range of pertinent issues. We have persistently sought ways to maintain these vital connections. As we eagerly anticipate the upcoming school year, we are resolute in our determination to implement more face-to-face engagement opportunities, allowing for deeper connections and meaningful dialogue with our school communities.

By prioritizing community engagement, Westwind School Division remains resolute in our commitment to collaborative decision-making, ensuring the voices of all stakeholders are heard and valued. Together, we will continue to build a thriving educational environment that nurtures the success and well-being of every student.

**During the 2023/2024 school year, Westwind School Division (WSD) actively sought input through a range of channels to ensure robust community engagement. These included:**

1. **School Councils:** Each school within our division maintains a dedicated school council, fostering meaningful dialogue between parents, community members, and school administration. School principals consistently relay valuable insights from these councils, providing us with a comprehensive understanding of school operations, goals, and plans.
2. **Divisional School Council Meeting:** WSD annually organizes divisional school council meetings, enabling council chairs from each school to connect, exchange information, voice opinions on matters affecting student learning, and receive valuable training relevant to their roles.
3. **High School Grade 12 Visits:** Division Administration conducted interactive technology-based engagement sessions with graduating classes, providing an opportunity for future graduates to share their positive experiences in Westwind and offer suggestions for improvement. The feedback received from students is shared with school administration and the school board.
4. **Student Engagement:** Division Administration engaged with students from grades 9-12 through three dedicated sessions throughout the year, ensuring their perspectives and voices were heard and considered.
5. **Colony School Engagement:** Annual meetings, including the First Minister meeting, were conducted at each colony school, fostering direct communication and collaboration.
6. **Alberta Education Assurance Survey:** WSD utilizes the feedback received from parents through the Assurance Survey to identify areas for improvement and inform the development of education plans.
7. **Westwind Assurance Survey:** In addition to the Alberta Education survey, Westwind conducted its own survey to gain further insights and better understand areas that require attention.
8. **Various Division Feedback Surveys:** Throughout the school year, WSD proactively engages stakeholders through surveys, targeted engagement sessions, and meetings to address specific issues. Notably, collaborative sessions were held to gather input on the development and implementation of division core values.
9. **Board Meetings:** WSD Board of Trustees encourages all stakeholders to share input, provide feedback, and express concerns during scheduled board meetings. Public engagement opportunities are incorporated into the agenda.
10. **Board Strategic Planning Session:** Annually, the WSD Board of Trustees conducts a strategic planning session to establish the division's direction, identify priorities, and set goals and strategies for the upcoming year. This session ensures a comprehensive and forward-thinking approach to education within the division.

## Results Analysis

### Overall Division Summary (October 2023)



#### Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 0056 The Westwind School Division

| Assurance Domain               | 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 | <a href="#">Student Learning Engagement</a>   | 83.6                     | 85.6             | 85.6                | 84.4           | 85.1             | 85.1                | n/a                | Declined               | n/a        |
|                                | <a href="#">Citizenship</a>   | 79.1                     | 81.9             | 82.2                | 80.3           | 81.4             | 82.3                | High               | Declined Significantly | Issue      |
|                                | <a href="#">3-year High School Completion</a>   | 83.6                     | 86.1             | 83.3                | 80.7           | 83.2             | 82.3                | Intermediate       | Maintained             | Acceptable |
|                                | <a href="#">5-year High School Completion</a>   | 89.0                     | 86.0             | 86.4                | 88.6           | 87.1             | 86.2                | Intermediate       | Maintained             | Acceptable |
|                                | <a href="#">PAT: Acceptable</a>   | 69.8                     | 69.9             | n/a                 | 63.3           | 64.3             | n/a                 | Intermediate       | n/a                    | n/a        |
|                                | <a href="#">PAT: Excellence</a>   | 15.4                     | 21.0             | n/a                 | 16.0           | 17.7             | n/a                 | Intermediate       | n/a                    | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>   | 83.8                     | 78.0             | n/a                 | 80.3           | 75.2             | n/a                 | Intermediate       | n/a                    | n/a        |
| Teaching & Leading             | <a href="#">Diploma: Excellence</a>   | 21.0                     | 13.9             | n/a                 | 21.2           | 18.2             | n/a                 | High               | n/a                    | n/a        |
|                                | <a href="#">Education Quality</a>   | 87.5                     | 89.5             | 90.3                | 88.1           | 89.0             | 89.7                | High               | Declined Significantly | Issue      |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 86.5                     | 87.7             | 87.7                | 84.7           | 86.1             | 86.1                | n/a                | Maintained             | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 79.5                     | 81.9             | 81.9                | 80.6           | 81.6             | 81.6                | n/a                | Declined               | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>  | 75.2                     | 79.5             | 79.9                | 79.1           | 78.8             | 80.3                | Intermediate       | Declined               | Issue      |

### First Nations, Metis, and Inuit (October 2023)



#### Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 0056 The Westwind School Division (FNMI)

| Assurance Domain               | Measure   | Westwind School Division (FNMI) |                  |                     | Alberta (FNMI) |                  |                     | Measure Evaluation |             |         |
|--------------------------------|---|---------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
|                                |   | Current Result                  | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>   | n/a                             | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>   | n/a                             | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>   | 74.6                            | 54.2             | 61.2                | 57.0           | 59.5             | 59.1                | Intermediate       | Improved    | Good    |
|                                | <a href="#">5-year High School Completion</a>   | 62.3                            | 78.9             | 72.4                | 71.3           | 68.0             | 67.0                | Very Low           | Maintained  | Concern |
|                                | <a href="#">PAT: Acceptable</a>   | 44.7                            | 42.4             | n/a                 | 40.5           | 43.3             | n/a                 | Very Low           | n/a         | n/a     |
|                                | <a href="#">PAT: Excellence</a>   | 8.1                             | 9.1              | n/a                 | 5.5            | 5.9              | n/a                 | Very Low           | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | 75.0                            | 73.2             | n/a                 | 74.8           | 68.7             | n/a                 | Low                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Diploma: Excellence</a>   | 13.5                            | 7.1              | n/a                 | 11.3           | 8.5              | n/a                 | Intermediate       | n/a         | n/a     |
|                                | <a href="#">Education Quality</a>   | n/a                             | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                             | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                             | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>  | n/a                             | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |

## Westwind Assurance Survey Results (2023-2024)

|                                  | Parents                           |      | Staff                             |      | Grade 4-6                         |      | Grade 7-9                         |      | Grade 10-12                       |      | Overall                           |      |
|----------------------------------|-----------------------------------|------|-----------------------------------|------|-----------------------------------|------|-----------------------------------|------|-----------------------------------|------|-----------------------------------|------|
|                                  | Average<br>3<br>previous<br>years | 2024 | Average<br>3<br>previous<br>years | 2024 | Average<br>3<br>previous<br>years | 2024 | Average<br>3<br>previous<br>years | 2024 | Average<br>3<br>previous<br>years | 2024 | Average<br>3<br>previous<br>years | 2024 |
|                                  | Mental Wellness                   | 61%  | 88%                               | 64%  | 93%                               | 80%  | 76%                               | 50%  | 79%                               | 46%  | 74%                               | 61%  |
| Physical Wellness                | 71%                               | 92%  | 65%                               | 87%  | 85%                               | 81%  | 77%                               | 90%  | 72%                               | 80%  | 71%                               | 88%  |
| Preparation for next phase       | 78%                               | 68%  | 92%                               | 89%  | 86%                               | 88%  | 82%                               | 82%  | 85%                               | 79%  | 85%                               | 80%  |
| Demonstrate their Learning       | 77%                               | 78%  | 96%                               | 98%  | 88%                               | 86%  | 82%                               | 89%  | 74%                               | 84%  | 85%                               | 88%  |
| Volunteerism                     | 73%                               | 63%  | 76%                               | 81%  | 71%                               | 78%  | 71%                               | 70%  | 65%                               | 69%  | 73%                               | 72%  |
| Safe and Accepted                | 83%                               | 80%  | 94%                               | 94%  | 95%                               | 79%  | 78%                               | 80%  | 78%                               | 77%  | 87%                               | 84%  |
| Show Learning over Time          | 84%                               | 77%  | 95%                               | 98%  | 93%                               | 89%  | 86%                               | 88%  | 90%                               | 86%  | 90%                               | 88%  |
| Exposure to Literacy in the Home | 97%                               | 92%  | 56%                               | 81%  | 50%                               | 80%  | 71%                               | 65%  | 73%                               | 49%  | 73%                               | 79%  |
| Belief of Reading Level          | 88%                               | 88%  |                                   |      |                                   |      |                                   |      |                                   |      | 88%                               | 88%  |
| Effective use of Flex            | 62%                               | 68%  | 60%                               | 64%  |                                   |      | 63%                               | 71%  | 66%                               | 81%  | 62%                               | 70%  |
| Trusted Adult                    |                                   |      |                                   | 93%  |                                   | 89%  |                                   | 79%  |                                   | 80%  |                                   | 88%  |

Click [Here](#) to view the 2022/2023 Westwind School Division Annual Educational Report, prepared in November or 2023, that has a more detailed breakdown of our District Data.

## Priorities

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

#### Strategies:

- Have hired our first full-time learning coach to support teachers and students
- Allocated funds to support a refresh of classroom libraries
- Collaborate with Dr. George Georgiou, an expert in educational literacy, to implement reading screens and PD on the five pillars of reading for grades 1-9.
- Implement training from Dr. Rauno Parrila and Dr. Saskia Kohonen to enhance reading instruction and support for students with dyslexia.
- Continue supporting secondary teachers in implementation of learning from professional development with Kelly Gallagher
- Organize divisional PD days focused on promoting literacy and numeracy.
- Support schools with their PD days and provide 40 hours of PD in literacy and numeracy.
- Improve staff literacy and numeracy pages on the division's staff website.
- Plan CRM Meetings focused on reading screens and developing plans to improve Tier 1 & 2 supports.
- Continue to develop Tier 3 reading strategies.
- Continuing enhancement of division Literacy Committees.
- Ensure Westwind Numeracy Screens are administered to all students.
- Support the division Numeracy committee in developing Tier 1 & 2 teacher supports.
- Ensure teachers use enrichment, flex and tutorial time to work with struggling students to help them attain grade-level literacy and numeracy.
- Ensure effective use of Learning Disruption Funding to support our most vulnerable students. Provided necessary training to the teachers providing the support so they can better support students
- Allocate funds for teacher education and master's work in reading. Teacher is then required to provide PD based on that work
- Continue to enhance the Division website with additional resources to support literacy and numeracy.
- Collaborate with Dr. LeBlanc and Stirling School to explore narratological structures in fictional texts.
- Will be starting our "Raise a Reader" programs to support literacy in the home

#### Measures:

- (WWSD/ ABed) End of year literacy screen percentage of students reading scores.
- (WWSD) Divisional survey results about the percentage of students exposed to literacy in the home.
- (WWSD) Division survey results about whether parents believe their child is reading at grade level.
- (ABed) Division results from numeracy screen.
- (ABed) Percentage of teachers, parents, and students who agree that students are engaged in their learning at school

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

### Strategies:

- We have a purposeful plan to address effective teaching strategies and assessment with our administrators and teachers. We will advocate for high-yield teaching strategies, including project-based learning, and expand assessment methods to enable students to demonstrate their learning in various ways.
- Focus on understanding the Vretta testing platform so teachers can be ready to use it with PATs and make them more comfortable participating in field testing.
- Westwind continues to involve many teachers in piloting so they can better understand learning outcomes and the future direction of the curriculum.
- Place significant importance on individual FNMI student meetings, demonstrating our commitment to their success. These monthly meetings with administrators and counsellors will focus on student achievement, attendance, and setting future goals.
- Westwind will be hosting Todd Whitaker to focus on things that matter most in teaching and also Cadmus Delorme to help our staff with Truth and Reconciliation
- Establish and implement a collaborative plan within the division to enhance teacher development and facilitate effective curriculum implementation.
- Emphasize mastery learning by promoting tutorials, retakes/rewrites, and personalized learning approaches to support students in achieving mastery of key concepts.
- Provide robust support to teachers in their collaboration with experts such as Dr. Georgiou, Dr. Parrila, and Dr. Saskia to improve students' reading abilities.
- Sustain the integration of authentic approaches that ensure all students can connect with and find relevance in the curriculum they are taught.
- Provide continuous support to divisional Numeracy and Literacy Committees, fostering their essential role in driving excellence in numeracy and literacy instruction.
- Encourage teachers to utilize enrichment, flex, and tutorial time effectively to provide targeted support for struggling students, assisting them in reaching grade-level proficiency in literacy and numeracy.
- Maintain the commitment of individual schools and the entire division to foster stronger relationships with our First Nation communities, promoting meaningful collaboration and mutual understanding. Have applied for a division Jordan Principal grant to support FNMI learners.
- Provide effective PD to support sound assessment practices to improve learning
- Support effective collaboration for teacher growth – vertically, course or grade level

### Measures:

- (ABed) Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship
- (ABed) Percentage of teachers, parents, and students agreement that their learning environments are welcoming, caring, respectful and safe
- (ABed) Percentage of teachers, parents, and students satisfaction with the overall quality of basic education.
- (ABed) The overall percentage of students/First Nations, Metis and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests
- (ABed) Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- (WWSD) Survey of students, parents, teachers on learning over time, students being safe and accepted, demonstration of learning
- (WWSD) Student attendance



### Outcome 3: All Students will graduate from High School

#### Strategies:

- Westwind has hired its first off-campus coordinator for 2024/25. This Coordinator will facilitate access to off-campus learning opportunities such as Work Experience, registered apprenticeship program (RAP), Dual Credit, and Career Transitions, enabling students to explore diverse career pathways.
- We are working with the UofL to expand dual credit opportunities for students.
- Work with LC to develop a plan to support colony students in furthering their education, possibly to a journey person's certificate.
- Foster collaborative partnerships to enhance student opportunities: expand dual credit programs, facilitate campus visits to post-secondary institutions, expand colligate offerings and forge stronger connections to the trades, health care and Ag (LC project).
- Enhance transitional support to ensure seamless student integration when transitioning between schools, fostering a sense of belonging and connection to their new educational environment.
- Boost student engagement and foster positive connections by expanding participation in diverse co-curricular and extracurricular activities, volunteerism, and leadership opportunities such as student council and Hope Squad.
- Create enriched educational options by developing a summer school program, online learning platform, and flexible learning environments to provide students with greater choice and personalized educational experiences.
- Collaborate closely with high school Academic Advisors to proactively track student progress and facilitate early enrollment opportunities at post-secondary institutions.
- Strengthen support for our FNMI students by providing crucial academic advising, tutoring, and counseling assistance to help them overcome past trauma, foster resiliency, and achieve academic success.
- Ensure that all Westwind students have the invaluable opportunity to experience a post-secondary campus, broadening their horizons and inspiring their educational aspirations.
- Establish communication with former students who did not graduate, seeking insights into their experiences and utilizing this knowledge to enhance support mechanisms and improve graduation rates.
- Provide essential Mental Health support to students through dedicated Family School Liaison Counsellors (FSLCs), ensuring their well-being and emotional resilience.
- Strengthen collaboration between Westwind and post-secondary institutions, with particular focus on enhancing educational opportunities for our First Nation students.
- Through the Wellness Grant initiative, Westwind has employed a First Nation student engagement worker who will play a pivotal role in facilitating student progress and ensuring successful graduation outcomes.

#### Measures:

- (ABed) The overall percentage of students/First Nations, Metis and Inuit students who achieved the acceptable standard and standard of excellence on Diploma Exams
- (ABed) Percentage of teachers, parents and students satisfied with the opportunity of students to receive a broad program of studies including fine arts, career, technology, and health and physical education
- (ABed) Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (ABed) High school to postsecondary transition rate of students/First Nation, Metis and Inuit students within six years of entering Gr. 10
- (ABed) High school completion rate of students/First Nation, Metis and Inuit students within in three years of entering Gr. 10.
- (ABed) The annual drop-out rate of students/First Nation, Metis, and Inuit students within three years of entering Gr. 10.
- (ABed) Percentage of students/First Nations, Metis and Inuit students writing four or more diploma exams within three years of entering Gr. 10.
- (Abed) Percentage of students/First Nation, Metis and Inuit students eligible for a Rutherford Scholarship.
- (Abed) Percentage of teachers, parents and students who indicated that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- (WWSD) Survey – School is preparing students for next school/work/postsecondary
- (WWSD) Survey – Students effectively use their flex/tutorial/learning time

## Facility, Capital Plan & Budget Summary

The Board of Trustees approved the 2024-2027 Three Year Capital Plan and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

1. **Modernization of Cardston Junior High School**
  - The school is nearing 40 years old
  - The fact the school was original designed as an elementary school it lacks the needed gathering spaces for students
2. **Reconfiguration of Cardston High School**
  - It will be our oldest high school and does not have all off the features of our recent modernizations and new builds

The 2024-2025 Westwind School Division Capital Plan can be found on our Division website or by clicking [Here](#).

The Board of Trustees approved the 2024/2025 Budget at their meeting held on May 30, 2024.

|                                      | Budget 2024 -2025   |
|--------------------------------------|---------------------|
| <b>Revenues</b>                      |                     |
| Government of Alberta                | \$57,121,900        |
| Federal Government and First Nations | \$2,778,637         |
| Fees                                 | \$628,936           |
| Sales of Services and Products       | \$458,945           |
| Investment Income                    | \$62,942            |
| Donations & Other Contributions      | \$1,047,019         |
| Other Revenue                        | \$270,714           |
| <b>Total Revenue</b>                 | <b>\$62,369,093</b> |
| <b>Expenses</b>                      |                     |
| Instruction – ECS                    | \$2,744,521         |
| Instruction – Grade 1 to 12          | \$44,461,240        |
| Operations & Maintenance             | \$9,516,687         |
| Transportation                       | \$2,798,171         |
| System Administration                | \$2,345,989         |
| External Services                    | \$131,840           |
| <b>Total Expenses</b>                | <b>\$61,998,448</b> |
| <b>Annual Surplus (Deficit)</b>      | <b>\$370,645</b>    |

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