



ANNUAL EDUCATION RESULTS REPORT

2023-2024

Annual Education Results Report 2023/24

BACKGROUND

Westwind School Division (WWSD) is pleased to share its 2023/2024 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 thank our Division School Council, site-based leaders, educators, students, and parents for their invaluable contributions to shaping 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, Raymond, and Stirling, as well as the smaller communities of Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee, and Welling. It also includes our 19 colony schools.

During this term, our board undertook a thoughtful review of our Mission, Vision, and Values, culminating in introducing 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 Westwind School Division for the 2023/2024 school year 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. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 26, 2024.



Mr. Jim Ralph
Board Chair



Mr. Darren Mazutinec
Superintendent

PUBLIC DISCLOSURE DOCUMENT LINKS

- [Education Plan 2023-2024](#)
 - Education Plan this AERR is reporting to.
- [Current Education Plan 2024-2025](#)
- [Current Audited Financial Statement](#)
- [Current Capital Plan](#)
- [Current Divisional Budget](#)
- [Provincial Audited Financial Statement Roll Up](#)

Alberta Education Assurance Measure Results Overall Summary

Westwind School Division (WWSO)

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	Student Learning Engagement	82.4	83.6	84.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	78.7	79.1	80.5	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	85.7	83.6	84.2	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	88.3	89.0	87.9	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	70.6	69.4	69.4	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	16.7	12.5	12.5	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	73.9	70.0	70.0	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	17.7	16.1	16.1	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	85.0	83.8	83.8	81.5	80.3	80.3	High	Maintained	Good
	Diploma: Excellence	24.7	21.0	21.0	22.6	21.2	21.2	Very High	Improved	Excellent
Teaching & Leading	Education Quality	88.1	87.5	88.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	85.4	86.5	87.1	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	79.0	79.5	80.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.8	75.2	77.4	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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
Diploma Exam Participation Rate (4+ Exams)	59.7	3.8	n/a	52.7	3.5	n/a	High	n/a	n/a
Drop Out Rate	2.7	2.3	3.0	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	83.0	79.5	83.0	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	75.9	76.4	77.8	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	79.4	80.9	81.2	82.8	82.9	82.9	High	Declined	Acceptable
Program of Studies - At Risk Students	79.9	79.3	80.5	80.6	81.2	81.5	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	83.8	82.3	84.8	70.7	71.9	70.0	Very High	Maintained	Excellent
Safe and Caring	89.2	89.9	90.2	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	70.9	74.0	74.2	71.9	72.9	72.7	Low	Declined Significantly	Concern
School Improvement	77.6	77.5	74.7	75.8	75.2	74.7	High	Improved	Good
Transition Rate (6 yr)	44.1	42.9	45.7	60.1	59.7	60.0	Low	Maintained	Issue
Work Preparation	80.2	80.9	81.4	82.8	83.1	84.0	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

WWSD First Nations, Metis and Inuit (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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	72.5	74.6	62.4	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	58.1	62.3	71.0	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	48.9	47.8	47.8	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	4.4	4.3	4.3	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	52.4	44.1	44.1	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	8.2	8.8	8.8	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	75.0	75.0	75.0	76.9	74.8	74.8	Low	Maintained	Issue
	Diploma: Excellence	10.7	13.5	13.5	11.8	11.3	11.3	Low	Maintained	Issue
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

WWSD English as an Additional Language (EAL)

Assurance Domain	Measure	Westwind School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	€	n/a	72.0	72.8	76.7	€	n/a	n/a
	5-year High School Completion	*	€	n/a	88.1	88.7	87.2	€	n/a	n/a
	PAT6: Acceptable	40.0	71.0	71.0	64.6	65.4	65.4	Very Low	Declined Significantly	Concern
	PAT6: Excellence	2.9	22.6	22.6	16.5	15.7	15.7	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	28.6	45.5	45.5	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Westwind has included our EAL overall report card, but it is important to remember that for Westwind EAL students are primarily Hutterite Colony students, 347 students, and only 19 students in non-colony schools. The Grade 6 PAT results in this report only take into account Social Studies for grade 6, since the other subjects have schools in the province implementing or piloting new curriculum. For grade 6 Science we had 74.3% reach the acceptable standard. With grade 9 PATs, it is a much smaller cohort as most colony students will have turned 15 by the time of the PATs and would no longer be in school and those that remain are counting down the days until they are finished.

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 priority outcomes for this term, along with the strategies and measures related to them.

Priority 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 are pleased to see the declining trend in our performance indicators starting to correct. As reflected in the provincial AEAMR report, we did not have any measures with an Overall score of Issue or Concern in our required measures. Our report card's multiple orange indicators for Improvement, indicating a decline, are concerning. In response, we are engaging in detailed discussions with our administrators and the Board to understand these outcomes thoroughly and devise strategies for future improvements.

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

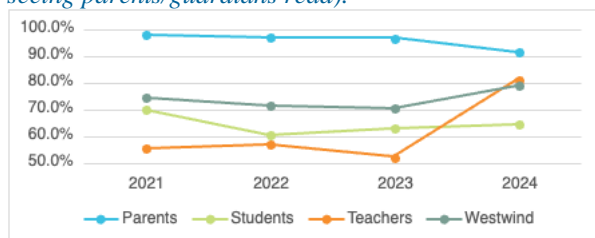
Last year, our division strengthened our literacy and numeracy programs, building on the previous year's insights and delving deeper to enhance student support. We continued to rely on the 3-T Screens (TOSWE, TOSREC, TOSREF), initiated by Dr. Georgio, for assessing literacy in grades 1-9, along with 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 we move forward.

Below are some key initiatives from the 2023-2024 school year that have brought us closer to achieving our goal of having all students at grade level in literacy and numeracy.

- We continued to share results with Dr. Georgio, and he would provide us with suggestions for improvements.
- We invested in a half-time learning coach to assist our teachers. The coach integrates various resources for more effective usage and provides tailored and individualized classroom support.
- The division supported teachers' training in the UFLI program and purchased educational materials and resources.
- Partnered 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 to assist students needing 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 implementing the curriculum.
- Our December PD Day focused on this area, Kelly Gallagher presented to teachers in grades 7-12 on reading across subject levels, and Adrienne Gear presented on writing in grades K-6.

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).

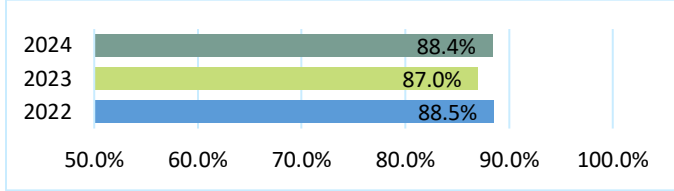


This divisional measure saw a significant increase, 7.5%. The increase in teachers' beliefs primarily drove this. Students saw a slight increase while parents slowly slid in their feelings.

It is concerning that we see this value decreasing among parents. As we work to improve literacy skills in Westwind, our parents are critical partners.

Parent's Belief of Student Reading Level: (WWS)

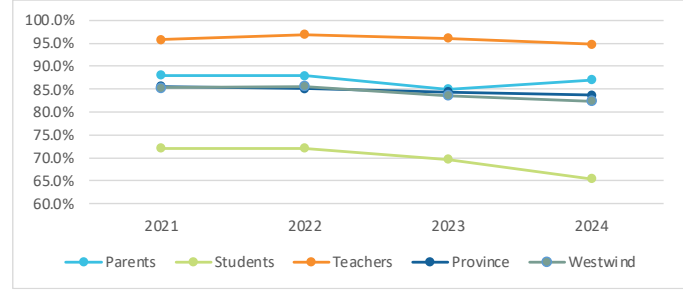
Percentage of parents that feel their child is reading at grade level.



We surveyed parents to gauge their perception of their child's reading abilities and compare it to our assessment data. The trend shows relatively stable confidence in their children's grade-level reading, which aligns with our findings. However, it's important to note that parent estimates remain significantly higher than 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 student engagement which includes feelings towards literacy, numeracy and other core classes, Alberta Education posed questions about the usefulness and student interest of subjects. Notably, Westwind experienced a 1.4% decrease in positive responses overall, influenced primarily by students' feedback mainly at the elementary and high school levels.

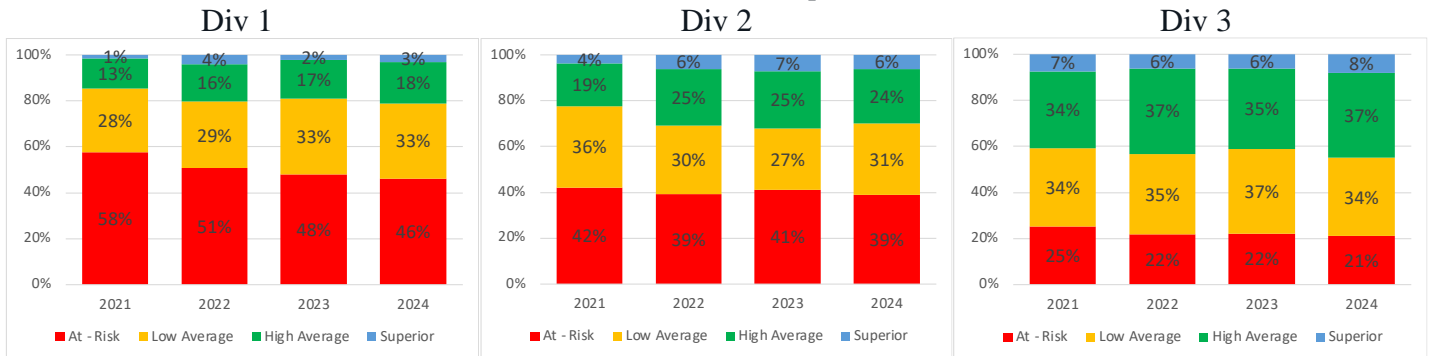
For Grade 4 students, the sentiment "Do you like learning language arts?" saw the most significant drop of 14%. Students' feelings about learning language arts drop significantly below their feelings about learning math.

It is concerning that fewer high school students find language arts and math classes interesting.

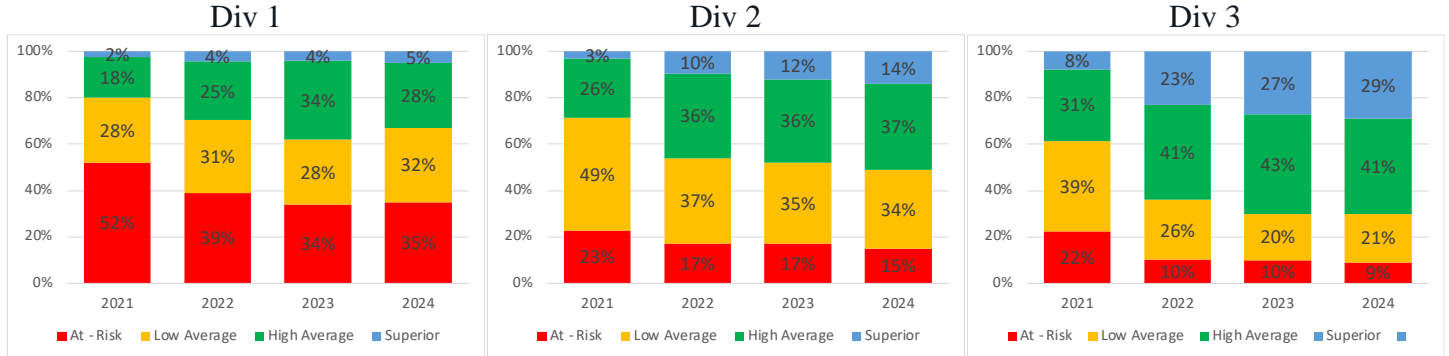
It was positive to see increased views from parents in this area. The most significant increase was in the statement, "Your child is learning what they need to know." The increases were significant for the elementary and high school parents.

Literacy and Numeracy Screens

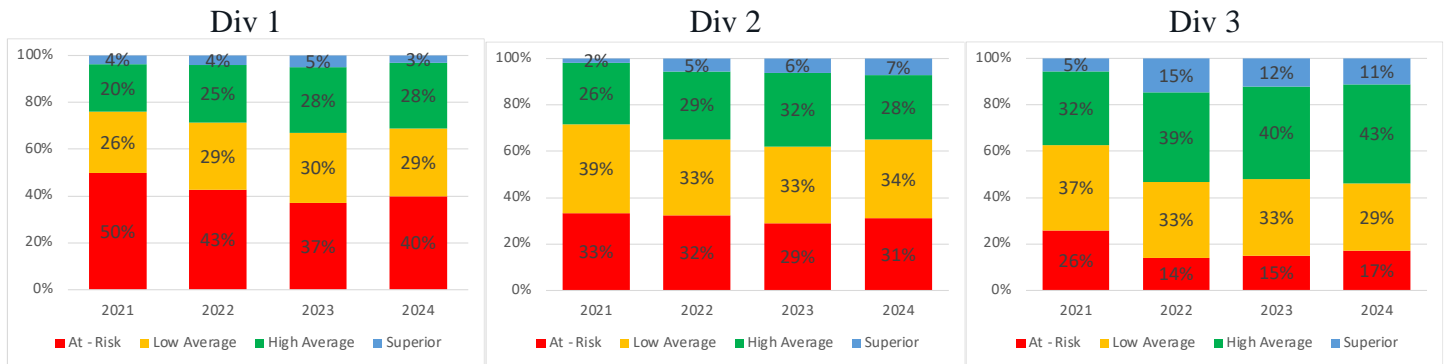
TOSREC - The TOSREC screen focuses on the skill of reading comprehension.



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



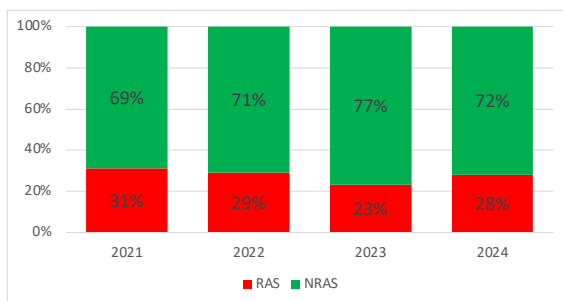
Our analysis of last year's performance reveals that we continue to have gains, but the gains have started to slow in rate. As can be seen in the chart below on early years data, we continue to have tremendous growth through a school year, but when you compare year over year, we often end up starting closer to where we began before than where the growth says we were at the end of the school year.

Dr. George Georgio says a 7.5 standard point score increase equals about a year's growth. So, with a standard score increase of 7.5 points from September to June, the students

grew what was expected for that year and gained an additional year of growth.

Comparing our First set of data, September 2021, to our most recent set of data, September 2024, we have seen the following increases in standard score. For Grades 1-3, the increase averaged over the three screens was 7.5 points; Grades 4-6, the increase was 11.9 points; and for 7-9, the increase was 8.8. This means that, on average, our students in 2024 are starting about 1 year's worth of growth ahead of where our students were in 2021.

Provincial Numeracy Screens (Grades 1-4)



The province has updated the labels for student screenings this year to "Requiring Additional Support" (RAS) and "Not Requiring Additional Support" (NRAS). Starting in January 2024, the province required screening of Grade 1 students. Therefore, the data for the years 2021-2023 does not include these Grade 1 students. As a result, although it may appear that more students require support, the data is skewed by the inclusion of Grade 1 students. If we exclude the Grade 1 students, the percentage of students requiring support would be 25%, not 28%.

2023/2024 Start of Year to End of Year Comparison

Literacy

For early years Literacy assessment we used the TOSREC and the TOWRE screens.

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	291	207	154	10	8
2	340	167	108	10+	10
3	359	168	130	10+	8
4	361	192	128	10+	10

Numeracy

For early years Numeracy assessment we used the provincially provided screen.

Grade	Total Number of Students Assessed at beginning of school year/end of 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	304/307	69	78	8.8	2.3
2	264/298	70	49	9.8	-0.8
3	316/349	61	68	10+	Unknow because still 10+ months behind
4	311/344	61	66	Not on Chart	Not on Chart

Although there were some variations between our different schools regarding how to support students identified as struggling, we generally implemented the following strategies.

For literacy, we focused on building skills identified as lacking based on screenings and additional testing. Typically, we worked with students for about 10 to 15 minutes per day over a 12-week cycle, depending on the support available through funding. Each session often began with phonemic and phonological awareness activities, including segmenting and blending sounds and phonemes. Visual and auditory drills followed this. Next, students engaged in word work, which included high-frequency words, and concluded with reading in context.

For math, we started with additional testing to understand better where students were struggling so we could address their lagging skills. Our focus was on building a solid foundation in the basic number sense. To support this work, we used flashcards, manipulatives, and a variety of fun and encouraging games

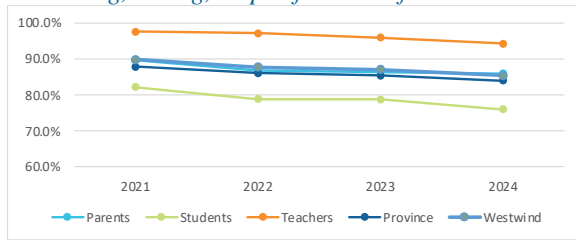
Outcome 2: All students will reach the acceptable standard on Provincial Achievement Tests

The strategies our division implemented to achieve Outcome 1 have effectively transitioned to support the attainment of Outcome 2. There is a clear correlation between schools with lower Provincial Achievement Test (PAT) results and corresponding literacy results. Initially, training focused on grades 1-4 is now being adapted to assist students in grades 5-9 as well. Schools are also personalizing their professional development (PD) initiatives to enhance specific areas such as writing and address other student learning needs.

Several programs and initiatives have significantly contributed to our progress toward this outcome:

- The Jordan's Principle grant has allowed schools to provide targeted support to First Nations, Métis, and Inuit (FNMI) students facing learning challenges, thereby promoting their academic success.
- We have intentionally structured collaborative efforts among teachers and principals to facilitate the sharing of best practices and strengthen the academic foundation for all students. In addition to regular collaboration, we allocated funds from the new curriculum implementation to create opportunities for grade-level teams to work together on strategies.
- The Mental Health Pilot, along with the support of our Family School Liaison Counselor (FSLC) team, continues to be crucial in helping students manage anxiety and related challenges.
- Every school is required to have a PD plan that includes school-based PD days as well as a 40-hour plan aimed at supporting student learning and enhancing staff capacity.

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.*



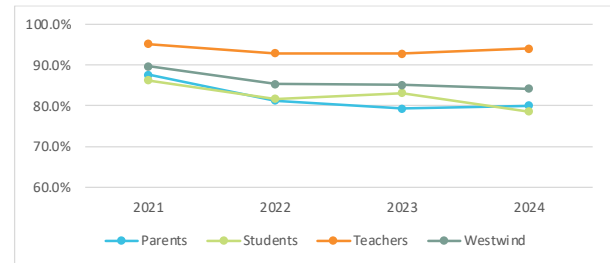
Achievement	Improvement	Overall
n/a	Declined	n/a

Westwind continues to perform above the provincial average in this area; however, similar to the province, Westwind has experienced a decline over the past four years. Our percentage has decreased from a high of 89.8% to 85.4%. While all three groups have shown varying levels of decline, our students have faced the most significant drop, falling from 82.2% to 76.0%.

Among students, elementary and junior high levels have seen the largest declines. For elementary students, the most notable decrease occurred in the following areas: “Are you treated fairly by the adults at your school?”, “At school, do most students care about each other?”, and “Do other students treat you well?”. In junior high, the most substantial decline was in the statement, “I feel welcome at my school.”

Safe and Accepted: (WWSA)

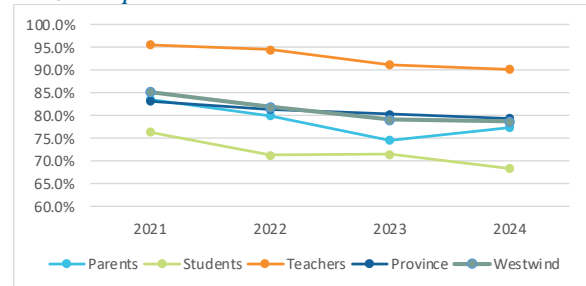
Percent of parents, students and teachers that feel students feel included, safe, and accepted in their school.



Like the provincial measure, Westwind’s measures also saw a small decrease of 0.9%. The decrease was with students, 4.5%. Parents and teachers had a slight increase.

Citizenship (ABED G1)

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



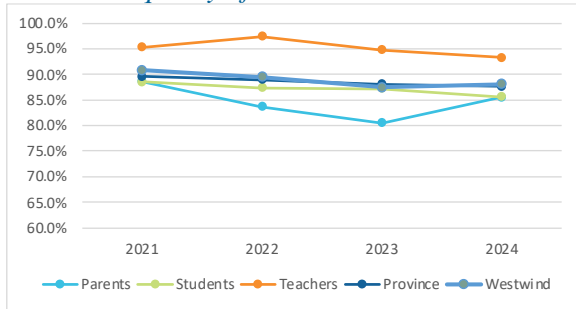
Achievement	Improvement	Overall
High	Declined	Acceptable

Our overall decline in this area was only 0.4%. The main factor contributing to this decline was students, who experienced a decrease of 3.1%.

All three student groups saw declines. In elementary schools, the largest drop was in students' adherence to rules, which declined by 8%. For junior high schools, the most significant declines occurred in students' involvement in community help and mutual respect, each declining by 5%. In high schools, there were declines in following rules, helping each other, and showing respect, all by 5%.

Education Quality: (ABED G2)

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



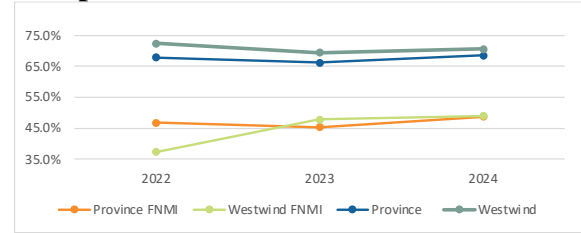
Achievement	Improvement	Overall
High	Maintained	Good

Westwind continues to achieve positive results with this measure, particularly among our parents, who rate us as excellent. Notably, we saw the largest improvement with our high school parents. There was progress in all areas, but specifically for the statement, “Your child clearly understands what they are expected to learn at school,” we observed a 22% increase. While our overall improvement has been consistent, we did notice a slight decline in the perceptions of our students and teachers. Students, in general, showed a slight decrease in their responses, but the most significant decline occurred among high school teachers. For high school teachers, there was approximately a 10% drop in agreement with the following statements: “Students at your school are learning what they need to know,” “Students at your school clearly understand what they are expected to learn at school,” and “How satisfied or dissatisfied are you with the quality of teaching at your school?”

Grade 6 PAT Acceptable & Excellence: (ABED G1)

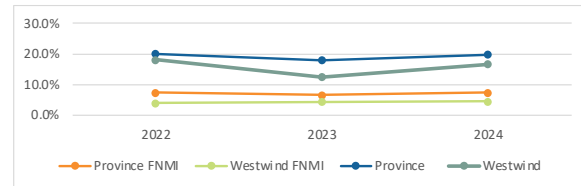
The percentage of students who achieved the Acceptable Standard & Standard of Excellence based on PAT.

Acceptable



Achievement	Improvement	Overall
Intermediate	Maintained	Acceptable

Excellence

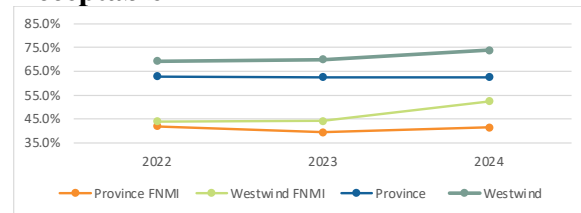


Achievement	Improvement	Overall
Intermediate	Improved	Good

Grade 9 PAT Acceptable & Excellence: (ABED G1)

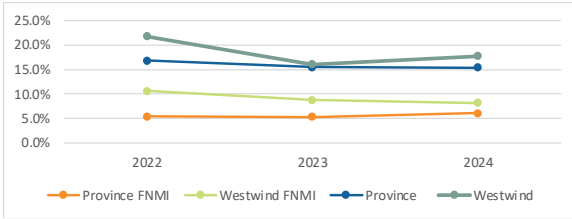
The percentage of students who achieved the Acceptable Standard & Standard of Excellence based on PAT.

Acceptable



Achievement	Improvement	Overall
Intermediate	Improved	Good

Excellence



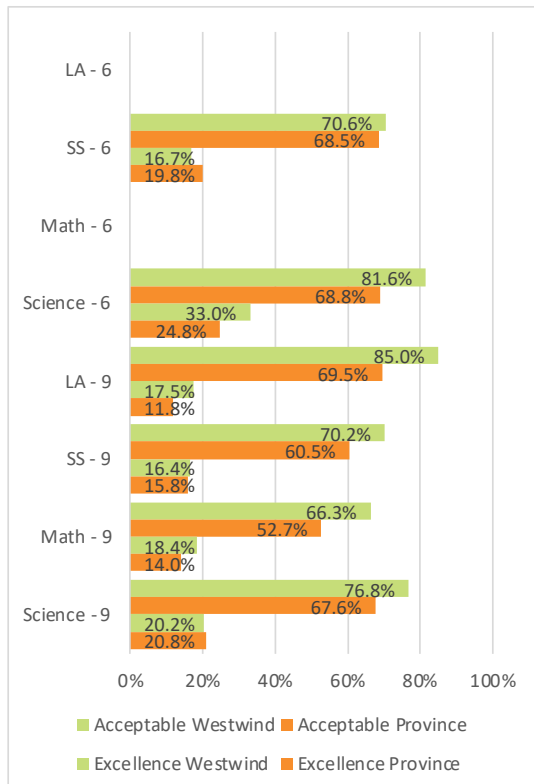
Achievement	Improvement	Overall
Intermediate	Maintained	Acceptable

It is important to note that the ratings for Grade 6 are based solely on the Social Studies Provincial Achievement Test (PAT). No students in the province participated in the Grade 6 English Language Arts or Math PAT, as these subjects are part of the new curriculum. Additionally, Grade 6 Science was being piloted across the province, so only schools not involved in the pilot participated in the PAT, and therefore, those results are not included.

Westwind is pleased with the overall results of our Grade 9 PATs, especially since we are above the provincial average in all areas for this grade level.

PATs By Subject: (ABED G1)

All Students

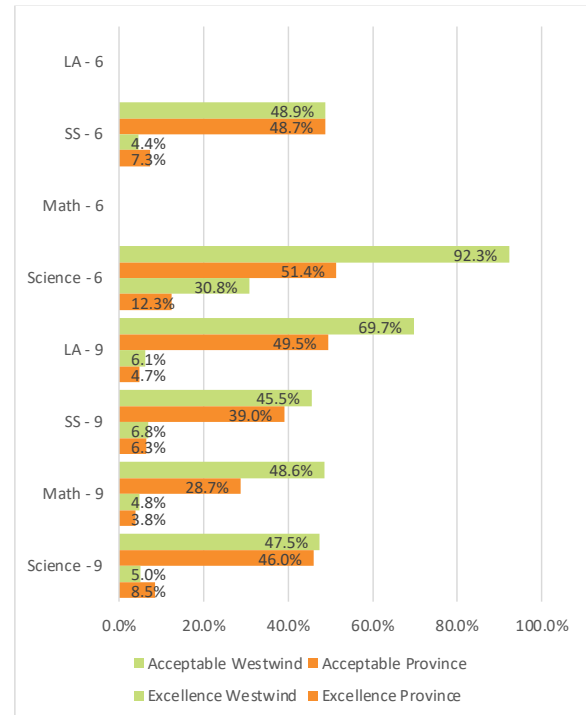


Westwind's performance in Science 6 was above the provincial average across all measures, except for the Standard of Excellence in Social 6 for Grade 6. Approximately half of Westwind's Grade 6 students did not complete the Science PAT due to piloting the new curriculum.

In Science 9, Westwind also performed above the provincial average in all measures, except for the Standard of Excellence in Grade 9 PATs. The only area where we saw a decline was in the Acceptable level for Math 9. However, Westwind remains about 14% higher than the provincial average for the Acceptable standard, though this is a decrease from our previous 16% advantage. If this trend continues, it may become a concern.

Overall, Westwind is pleased with the PAT data. We are also encouraged to see a decrease in the number of students needing to write the K&E exams from Westwind.

FNMI Students

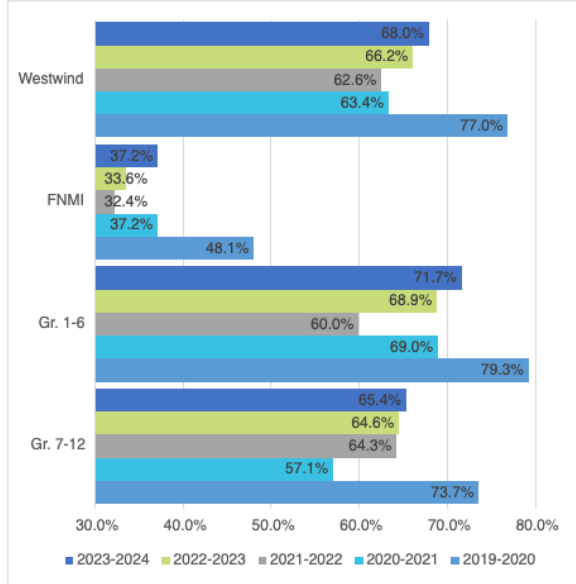


When we compare our FNMI (First Nations, Métis, and Inuit) students to other FNMI students, our students perform above the provincial average in all areas except for the Standard of Excellence in Social Studies 6 and Science 9. We are committed to supporting our FNMI students in achieving success. Westwind is particularly concerned about the high FNMI population among students who take the K&E

PAT (Knowledge and Employability Provincial Achievement Test).

Attendance: (WWSD)

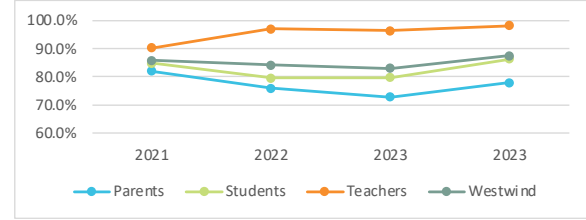
Percentage of students with greater than 90% attendance



We are pleased to report that our attendance continues to improve. All groups recorded higher attendance than the previous year, with Westwind showing an increase of 3.6%. The Grades 1-6 group experienced a more significant attendance increase than the Grades 7-12 group. Despite last year's growth, we still need to catch up to the 2018-2019 school year attendance levels. We remain committed to fostering a culture where attending school becomes a regular habit.

Demonstrate their Learning: (WWSD)

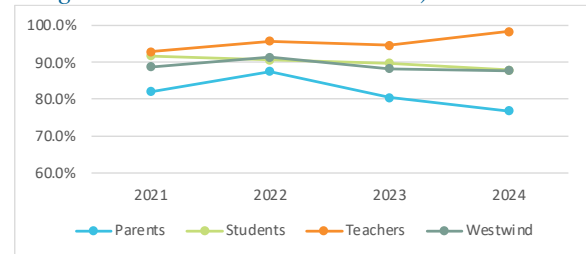
Percent of parents, students and teachers that feel the school provides a variety of ways for students to demonstrate their learning.



We achieved our highest result in the measure, with over a 5% increase among our parents and students. It is encouraging to see our teachers providing these varied opportunities for our students.

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 experienced a slight overall decrease of 0.6%. Our parent results have shown a significant decline over the past two years, while our students' decline has been smaller. Our teachers believe they provide valuable opportunities but may need to improve their communication with their students.

Outcome 3: All Students will Graduate from High School

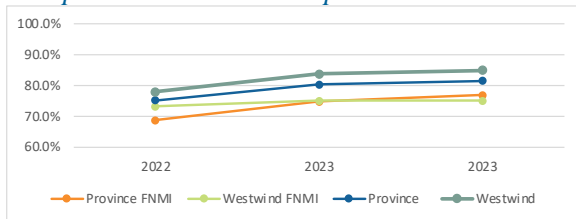
The previous two outcomes are essential building blocks leading to our goal of ensuring that every student graduates. All the efforts outlined in these outcomes feed into our high schools, providing a supportive network for students as they work toward meeting key milestones and acquiring the foundational skills they have acquired along the way.

We have also implemented several additional initiatives to support high school student success:

- We offer after-school tutorials, targeting our most at-risk students, giving them the extra help they might need.
- The Mental Health Pilot, along with the work of our Family School Liaison Counselor (FSLC), provides a broad array of support services to address diverse student needs.
- We continue to expand dual credit opportunities for our students, adding second-level trades courses at the collegiate level and opening students' eyes to future possibilities.
- Summer school options have been expanded to provide flexible program planning and support for students, not only for course recovery.
- Adding an Off-Campus Coordinator has significantly increased the number of courses completed during Summer School.
- Academic Advisors, school administrators, and the Central Office actively monitor the progress of Grade 12 students and guide them toward successful graduation.
- The Superintendent and his team have initiated meetings with all graduating Grade 12 students over breakfast to gather insights from those who have navigated our educational system.
- Our Student Engagement Committee has created opportunities for the Central Office to interact with over 100 high school students, allowing us to understand their needs directly.
- We hold quarterly meetings at all schools to discuss support for First Nations, Métis, and Inuit (FNMI) students as we track their progress.
- We are collaborating with Iniskim Indigenous Relations at the University of Lethbridge, which provides coaching for FNMI students to help them attend post-secondary institutions.
- We continue to build the capacity of our Academic Advisors so they can better support students

Diploma Courses: (ABED G1) Acceptable Standard

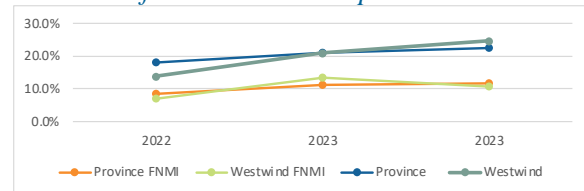
The percentage of students who achieved the Acceptable Standard on Diploma Exams.



Achievement	Improvement	Overall
High	Maintained	Good

Diploma Courses: (ABED G1) Standard of Excellence

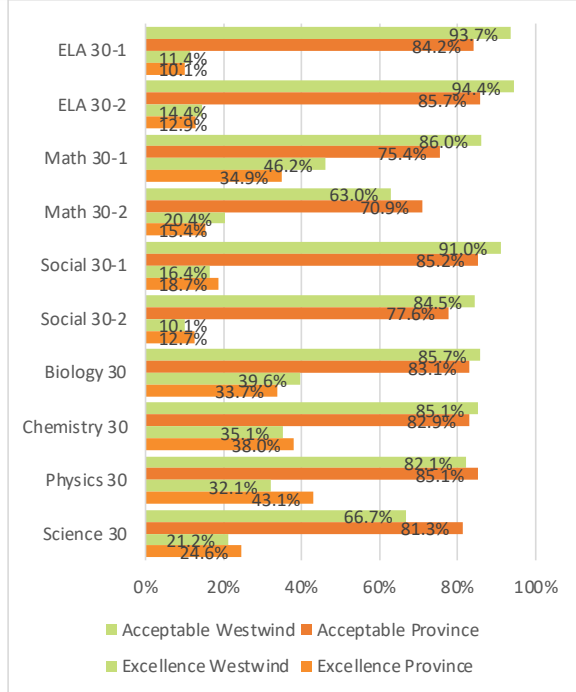
The percentage of students who achieved the Standard of Excellence on Diploma Exams.



Achievement	Improvement	Overall
Very High	Improved	Excellent

disappointed to not have any FNMI students reach the standard of excellence in ELA or Social Studies.

Diploma Courses: (ABED G1) All Students

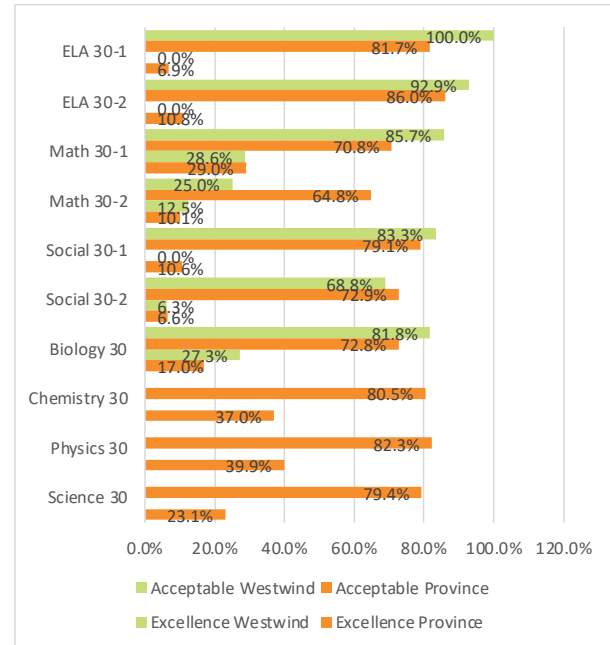


Westwind is thrilled to witness the ongoing improvement in our student's performance on diploma exams following the COVID-19 pandemic. Since the resumption of diploma exams, we have observed a 7% increase in students achieving the acceptable standard and an 11% increase in those reaching the standard of excellence. In comparison, the provincial growth rates are 6% for the acceptable standard and 4% for the standard of excellence.

Westwind is thrilled to see so many students enrolled in Biology, Chemistry, and Physics compared to the provincial averages. Additionally, our Biology results, which reflect high participation, are still above the provincial average, which is exciting. It's also encouraging to note that our ELA results exceed provincial averages across all measures.

While our overall rating is "Excellent" for our standard of Excellence, we still aspire to improve our results in specific courses where we are currently below the provincial average.

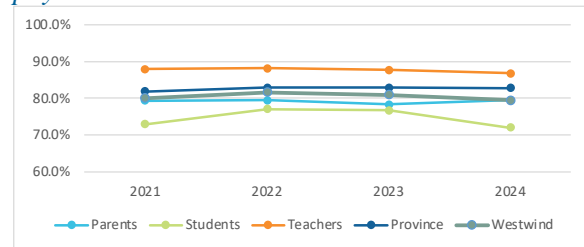
FNMI Students



We still have work to do with our First Nations, Métis, and Inuit (FNMI) students, whose overall performance measures are slightly below the provincial averages. Additionally, we were disappointed that none of the FNMI students achieved the standard of excellence in English Language Arts (ELA) or Social Studies.

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.



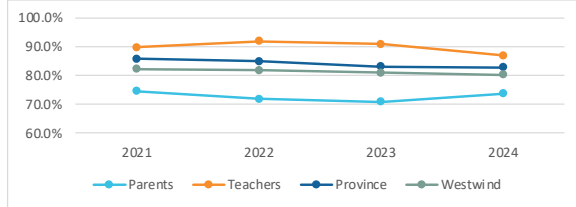
Achievement	Improvement	Overall
High	Declined	Acceptable

Westwind is pleased with our overall rating; however, we are concerned about declining student responses. The most significant drop in feedback comes from our junior high students, particularly regarding opportunities to learn about art and health.

Additionally, opportunities to learn another language continue to receive the lowest scores. For high school students, the most significant declines were noted in music and learning another language, although all subjects experienced a decrease.

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.

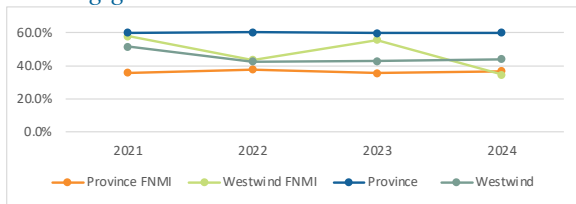


Achievement	Improvement	Overall
High	Maintained	Good

Westwind experienced a small decline in this measure, despite it registering as maintained for the improvement. The reason for the decline was because of our teachers' decline. Notably, high school teachers reported a 10% drop in their belief that students are being taught the attitudes and behaviours necessary for success in the workplace after leaving school.

Transition Rate: (ABED S)

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



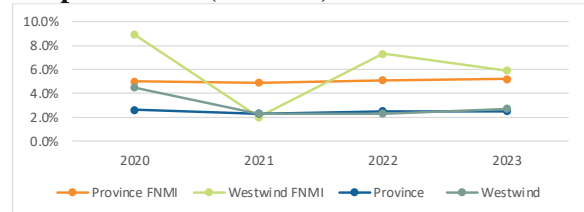
Achievement	Improvement	Overall
Low	Maintained	Issue

Our transition rate has increased by 1.2%. This rate is influenced by unique geographic and community factors, such as our proximity to the U.S. border and many students choosing to pursue education outside of Alberta. The province estimates that more than 9.6 students attend post-secondary institutions outside of Alberta based on applications for Alberta Financial Aid. For the 6-year rate, we estimate that

approximately 44 students participate in post-secondary education outside of Alberta, which adjusts our percentage to about 56.6%. This reflects a 3.2% increase from last year's rate based on our projected figures. However, we are still 3.5% below the provincial average. If our rate of 56.6% is confirmed, it would improve Westwind's achievement indicator from Low to Intermediate.

Additionally, many of our students serve a two-year religious service mission after high school, which impacts our transition rate. We continue to monitor this metric and are working with our high schools to strengthen connections with local post-secondary programs.

Drop Out Rate (ABED S)



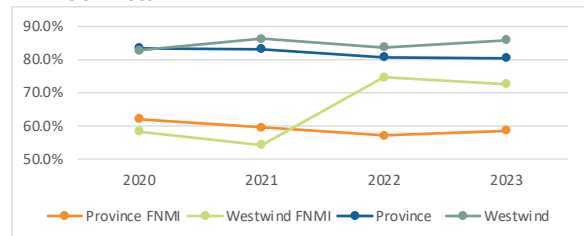
Achievement	Improvement	Overall
Very High	Maintained	Excellent

Westwind has maintained a low dropout rate, which has stabilized after a minor increase during the COVID-19 pandemic.

Westwind is dedicated to supporting our FNMI students as well. With the help of a Jordan's Principle grant, we have established programs to provide tutoring and assistance for these students.

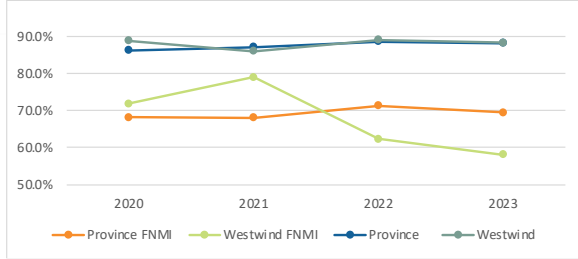
High School Completion: (ABED G1) High School completion rate of students within three and five years of entering grade 10.

Three Year



Achievement	Improvement	Overall
High	Maintained	Good

Five Year

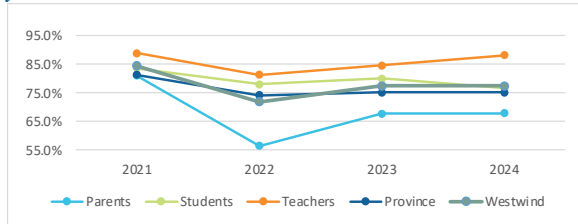


Achievement	Improvement	Overall
Intermediate	Maintained	Acceptable

Westwind's performance is slightly above the provincial average for the five-year metrics, but we exceed it by nearly 5% for the three-year metrics. Improving these results is a significant focus for Westwind, and we are collaborating closely with our high school to implement necessary improvements.

The five-year results for First Nations, Métis, and Inuit (FNMI) students account for the impact of COVID-19, which had a significant and traumatic effect on our on-reserve First Nation students. This resulted in a 10% to 20% drop in graduation rates.

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.*

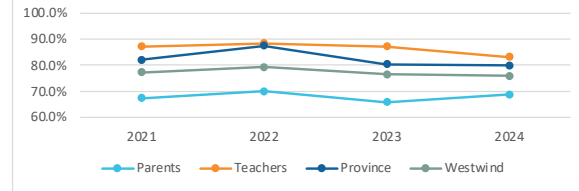


Achievement	Improvement	Overall
High	Improved	Good

Westwind is excited to see improvements in this measure. Both our parents and teachers are showing positive changes in their responses. Our teachers rated this an overall rating of "Excellent." Among our parents, there was notable growth in feedback from our elementary and high school families, though we observed a decline from our junior high parents. With our teachers, both the elementary and high schools indicated growth.

However, there was a decline from our student responses across all three grade levels.

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

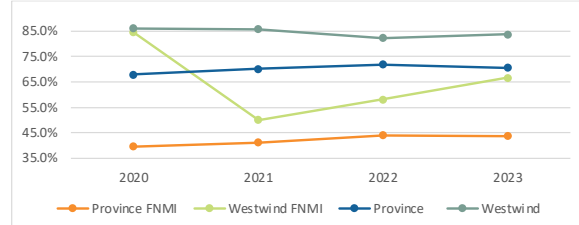


Achievement	Improvement	Overall
High	Maintained	Good

Westwind maintained a good overall rating despite a decline in teachers' feelings.

There was a significant increase in the views of elementary teachers but a more substantial decrease in the perspectives of junior high teachers. The decline among junior high teachers was notable in response to the statement, "High school students demonstrate the knowledge, skills, and attitudes necessary for learning throughout their lifetime." High school teachers also experienced a slight decline in their views.

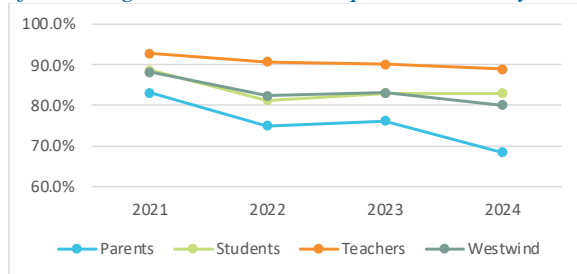
Rutherford Scholarship Eligibility Rate (ABED S)



Achievement	Improvement	Overall
Very High	Maintained	Excellent

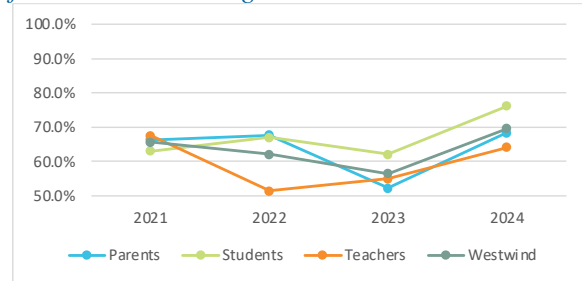
Westwind maintains a very high eligibility rate, and it is encouraging to see our FNMI rate approaching the overall provincial average.

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



This measure is becoming more of a concern as there seem to be a consistent decline taking place in Westwind. We are hopeful with implementation of more career education it will help this improve.

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



This past year, our high schools focused on making Flex Time more effective. We hope this improvement continues. Both parents and students provided our highest-ever positive response.

Professional Learning, Supervision and Evaluation

Westwind School Division is deeply committed to supporting the growth and development of all our teachers. In our 2023/2024 calendar, we allocated five divisional professional development (PD) days, five school-based PD days for high schools and nine for elementary and junior high schools. On two of our divisional PD days, we had the privilege of hosting excellent presenters:

- Dylan Wiliam focused on assessment.
- Kelly Gallagher covered reading across subject areas for grades 7-12.
- Adrienne Gear addressed writing for grades K-6.

Teachers could select the PD sessions that interested them on the remaining three divisional days. Some available topics included number talks, computer science coding, artificial intelligence (AI), social-emotional learning, reading support, wellness, STEM, CPR and AED training, literacy, financial literacy, and strategies for supporting students with behavioural challenges. Schools also offered a variety of additional learning opportunities during their school-based PD days.

Additionally, Westwind engaged in two larger professional learning projects. First, we partnered with Horizon School Division, Peace Wapiti School Division, and the University of Lethbridge on an Alberta Research Network project investigating Number Talks' impact on students' math abilities and confidence. This initiative provided around 15 teachers with further professional development and support. Secondly, we established an AI steering committee of about 30 teachers, led by our superintendent, to explore effective AI implementation and create guidelines to support its use.

At Westwind, we continue to believe in collaboration as a critical method for learning. All principal meetings include dedicated collaboration time, allowing principals to learn from each other. During three divisional days, we also incorporated time for divisional collaboration alongside structured opportunities for small-group collaboration. This was particularly evident in our ongoing support for implementing the new curriculum, where we held multiple small group meetings to share learning and resources back to schools and divisional grade-level groups.

All teachers must complete a growth plan aligned with school and divisional goals. These plans are submitted to the principal for review and feedback. Similarly, principals create plans that are reviewed and reported to the superintendent.

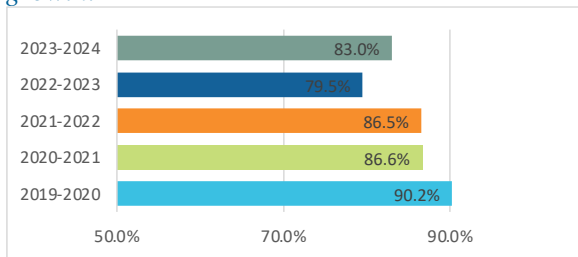
Westwind works closely with our administrators to ensure all teachers receive the necessary supervision. We employ a generative dialogue approach involving a pre-visit meeting, an observation of the classroom, and a post-visit discussion with the teacher. During the post-visit discussion, the teacher shares what they believe the

administrator should focus on, as discussed in the pre-visit. School-based administrators are expected to conduct this process at least twice a year for each teacher, with additional visits based on walkthrough observations.

Westwind employed 17 probationary and 18 temporary (annual) contract teachers this past year. With the support of Assistant Superintendent Todd Heggie, each school administrator was required to conduct two written evaluations for each of these teachers. In addition to these evaluations, Todd regularly visited schools to supervise the new teachers at Westwind. This comprehensive approach helps us support our new teachers and retain our best talent.

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.

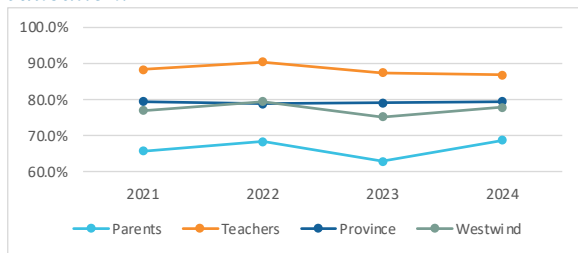


Achievement	Improvement	Overall
Intermediate	Maintained	Acceptable

Westwind is pleased with the recent results, especially after experiencing a significant decline in the previous year. We achieved a 3.5% increase compared to last year; however, more work is still needed to return to our previous levels before the decline. The most notable growth was among our high school teachers, who faced the most significant drop last year. This improvement has brought us back above the provincial average.

Other Measures

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



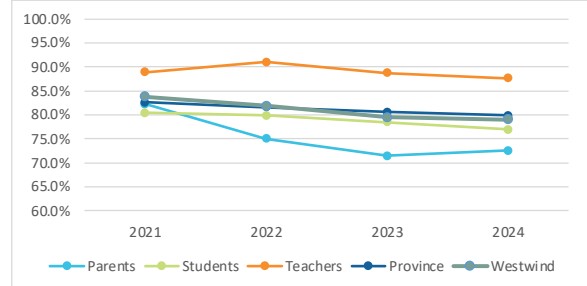
Achievement	Improvement	Overall
Intermediate	Maintained	Acceptable

It was encouraging to see that we maintained an overall score of "Acceptable." However, the most notable improvement was the substantial increase in our high school parents' feelings of involvement in their children's education. We observed over a 10% rise in how engaged these parents feel regarding their child's school decisions.

Westwind continues to enjoy high parental participation in various school events, including

assemblies, sporting events, fine arts performances, and numerous fundraisers and volunteer opportunities. We greatly appreciate our parents' support, as we could not accomplish everything without them.

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.



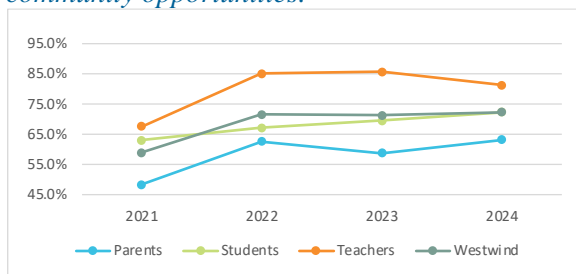
Achievement	Improvement	Overall
n/a	Declined	n/a

This is still a new measure, so we do not have ratings for achievement and overall performance. Westwind experienced a slight decline of 0.5%, which puts us 0.9% below the provincial average.

The decline in Westwind's performance can be primarily attributed to student results in both elementary and high schools. For these levels, there was a decrease in agreement with the statement, "It is easy to get help with schoolwork at my school if I need it." In high school, there was also a decline in response to the statement, "When I need it, teachers at my school are available to help me."

Volunteerism: (WWSD)

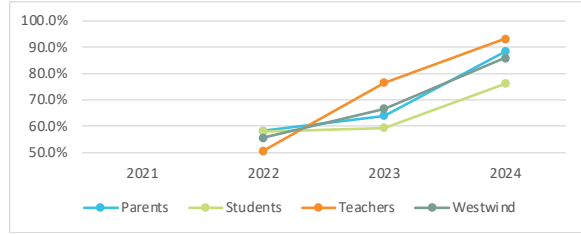
Percent of parents, students and teachers that feel students have opportunities to participate in volunteerism in the school or through other community opportunities.



In the area of Volunteerism, there was a slight overall increase of 1.0%. While both parents and students showed improvements, teachers experienced a decline of 4.4%. Volunteerism continues to be a key focus for Westwind, highlighting the importance of instilling its value in students. We have already witnessed some impressive projects taking place this year in Westwind.

Mental Wellness (WWSD)

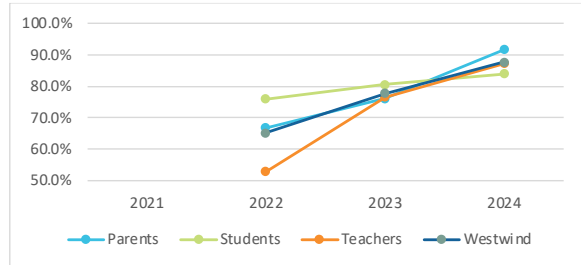
Percent of parents, students, and teachers that feel student mental wellness has improved over the last 12 months.



Regarding mental wellness, we observed an encouraging overall increase of 20%. It was uplifting to see significant improvements across all groups. We are grateful for the efforts being made through the Mental Health Pilot.

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 an overall improvement of 10%. The largest increase was in parents' feelings, but there was also a good increase in all groups .

Financial Information

Budget Summary

The Westwind School Division's budgeting process is driven by a consistent commitment to improving student achievement. We determine budgeted revenues and expenses based on known data, historical trends, and input from various stakeholders in the Division and our communities. Our programs are regularly evaluated, and feedback indicates that our educational programs and resource allocation effectively meet divisional and provincial goals to enhance student success.

The 2024-25 Budget has been developed to minimize expenditure reductions that affect classrooms and students. We will adhere to the allocation criteria outlined in the funding manual.

Summary of Financial Information

<i>Summary of Financial Results</i>				
	2023/24	2023/24	2024/25	
	<i>Budget</i>	<i>Actual</i>	<i>Budget</i>	<i>%</i>
REVENUES				
<i>Instruction ECS-Gr 12</i>	45,997,168	48,412,750	47,444,447	76.1%
<i>Operations & Maintenance</i>	8,934,980	8,384,869	9,359,575	15.0%
<i>Transportation</i>	2,924,651	2,912,170	2,939,942	4.7%
<i>System Administration</i>	2,406,348	2,635,845	2,493,289	4.0%
<i>External Services</i>	131,840	205,204	131,840	0.2%
TOTAL REVENUES	60,394,987	62,550,838	62,369,093	100%
EXPENSES				
<i>Instruction ECS-Gr 12</i>	46,216,565	48,586,304	47,205,761	76.1%
<i>Operations & Maintenance</i>	8,886,970	8,376,120	9,516,687	15.4%
<i>Transportation</i>	2,660,947	2,769,027	2,798,171	4.5%
<i>System Administration</i>	2,289,229	2,242,598	2,345,989	3.8%
<i>External Services</i>	131,840	179,481	131,840	0.2%
TOTAL EXPENSES [1]	60,185,551	62,153,530	61,998,448	100%
<i>Surplus (Deficit) of Revenues over Expenses</i>	209,436	397,308	370,645	

[1] The difference between budget and actual for the 2023/2024 school year is due to Westwind School Division receiving multiple grants that were outside the normal budgeting process. For example, Jordan's Principle, and Alberta Education grants (curriculum implementation, dual credit, etc.). The grant figures are not known or guaranteed during our budgeting process, and as such, were not included in revenues or expenditures. This contributes to the variance in comparing the budget to actual expenses. There were multiple other factors that contributed to a more favorable surplus versus what was budgeted.

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 2023-2024 School Year

Westwind did not have any Whistleblower complaints for the 2023-2024 school year.