



Westwind
SCHOOL DIVISION

**ANNUAL EDUCATION
RESULTS REPORT**

2019/20

Annual Education Results Report 2019/20

Westwind School Division (WSD) is pleased to share with the public its 2019/2020 Annual Education Results Report (AERR). This report's information was gathered from student, parent, and staff surveys and student achievement data. This report's development and the creation of the division goals and strategies were done in consultation with our Divisional School Council, site-based administrators, teachers, and students. We value and appreciate the data and input shared by our stakeholders that facilitated this report's creation.

This report serves as a transition report for Westwind School Division as we work to transition from the Province of Alberta's previous Accountability Model to its new Assurance Framework. Throughout this report's creation, we have made every effort to adhere to the Assurance Framework requirements as outlined. Due to time restraints and other factors, we were unable to gather as many local measures as we would have liked, and we are committed to increasing our number of local measures moving forward.

Westwind serves a diverse and largely rural population of just under 4,600 students in 14 community schools located in the towns of Cardston, Magrath, and Raymond and the villages/hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee and Welling as well as 19 colony schools. Westwind School Division No. 74 believes in principles for a quality learning system that is accessible, learner-centred, collaborative, accountable, responsive, innovative, fair and equitable.

Our Vision

Westwind School Division will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential.

Our Mission

The mission of Westwind School Division is to foster engaging and student-centred learning environments that will inspire each student to strive for personal excellence and allow all learners to thrive.

Our Values

Our values guide our behaviour, structure our operations and shape our Division strategies. For every decision we make, we will hold ourselves accountable to these values, and ask:

- Is this what's best for our students?
- Will this help us build trust and improve relationships?
- How will this decision further education, inform practice and enhance learning?

Westwind School Division values **students** by:

- Ensuring students are always our top priority. We are committed to making decisions in the best interest of our students and seeing every learner as unique and worthwhile while supporting them in their learning journey
- Supporting inclusive, safe and caring learning communities that respect diversity and foster a sense of empathy and belonging
- Establishing and communicating high expectations for students when it comes to academics, attendance, achievement, behavior, citizenship and extracurriculars

Westwind School Division values **education and learning** by:

- Providing high quality learning opportunities for all
- Engaging our students and staff to pursue their passions and empower all to realize their potential and achieve personal excellence
- Supporting teacher and staff development to best meet the needs of a diverse and vibrant student population, preparing them for an ever-changing modern society
- Promoting wellness and balance and supporting the mental and emotional health of all staff and students
- Providing students with access to a rich variety of learning opportunities and ways they can demonstrate their learning

Westwind School division values **trust and relationships** by:

- Recognizing that learning is a collaborative effort that requires the engagement of students, staff, parents/guardians, and communities
- Striving to ensure all stakeholders feel connected, valued, respected and have a voice
- Recognizing that we are accountable to students, parents/guardians and all stakeholders
- Earning and maintaining the confidence of the communities we serve through transparency and integrity in our decision-making processes
- Understanding that the parent-division partnership is essential in a student's development and fostering a relationship of reciprocal trust

COVID-19

The 2019/20 school year and the COVID-19 pandemic has impacted our ability to collect a full and complete portfolio of data for this report. In March of 2020, Westwind students joined students across the province in transitioning from regular classroom learning to an at-home/online learning delivery model. During this time, Westwind's teachers and staff adapted quickly. They worked hard to provide students with the best learning opportunities possible using online learning platforms such as Google Classroom.

From March through June 2020, our division communication with parents increased significantly as we made efforts to work collaboratively with division parents to deliver effective learning to students. Using online surveys targeted at both parents and students, we gathered important feedback about the challenges and opportunities presented through online education and how we could offer support. As we prepared to resume regular classes under Scenario 1 in September, we surveyed Westwind families to learn more about their thoughts and feelings about returning to school. We had a 49% response rate to this survey and gathered valuable data, including:

- **A substantial majority of our parents are not concerned with social distancing at school or on buses and are against PPE for students and staff.**
- **Overall, most parents and students struggle with at-home/online learning and are opposed to a blended model that will be difficult to manage with multiple children and work schedules.**
- **Westwind parents want a typical school opening in September, with proper sanitizing and hygiene protocols in place.**

Based on data from all of our surveys, we were able to advocate for a Scenario 1 (normal) re-entry plan for September 2020 and better understand our Westwind community's needs during COVID-19.



Accountability Statement

The Annual Education Results Report for the 2019/2020 school year commencing September 1, 2019, for Westwind School Division No. 74 was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document we developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for the 2019/2022 on January 9, 2020.



Mr. Jim Ralph

Board Chair



Mr. Darren Mazutinec

Superintendent

Public Disclosure Document Links

- [Current Education Plan](#)
- [Current Annual Education Results Report \(AERR\)](#)
- [Current Audited Financial Statement](#)
- [Current Capital and Facilities Plan](#)
- [Current Divisional Budget](#)
- [Provincial Audited Financial Statement Roll Up](#)

Alberta Education Accountability Pillar Overall Summary

Westwind School Division (WSD)

Measure Category	Measure	Westwind School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.5	91.2	90.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	78.3	79.7	78.5	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	91.1	91.2	91.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.3	2.4	2.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.0	83.1	80.1	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.3	76.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	19.4	20.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	84.5	82.9	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	20.6	19.2	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	56.5	60.3	56.6	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	77.0	77.4	75.5	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.2	49.7	48.2	60.1	59.0	58.5	Low	Maintained	Issue
	Work Preparation	82.6	84.6	83.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	82.5	84.3	83.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.3	82.3	82.1	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.0	83.5	84.6	81.5	81.0	80.9	Very High	Declined Significantly	Acceptable

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 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 Examination 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; and Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Alberta Education Accountability Pillar Overall Summary

WSD First Nations, Metis and Inuit (FNMI)

Measure Category	Measure	Westwind School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.2	6.4	6.0	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	71.1	66.3	58.8	55.8	56.6	54.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	51.2	46.1	48.4	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	3.0	6.2	4.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.8	63.4	63.3	77.2	77.1	76.7	Low	Improved	Acceptable
	Diploma: Excellence	6.56	1.2	3.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	19.4	21.2	20.5	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	44.1	40.5	35.8	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.5	54.0	46.4	35.0	34.2	33.0	Intermediate	Maintained	Acceptable
	Work Preparation	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
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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Goal 1: Facilitating Effective and Engaging Learning

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

Outcomes

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

Supporting Effective Learning

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

- Westwind teachers attended several concept-based instruction workshops led by leading concept-based learning experts Julie Stearn and Ron Richeart.
- Individual schools used their professional development funds to send teachers to concept-based learning sessions hosted by the Southern Alberta Professional Development Consortium (SAPDC).
- The division provided each teacher with resources on a concept-based curriculum that principals will use in their school-based professional development.
- Teachers have collaborated on a common timeline for all courses across the division to assist with potential learning disruptions caused by COVID-19 and support effective delivery of instruction in any scenario.

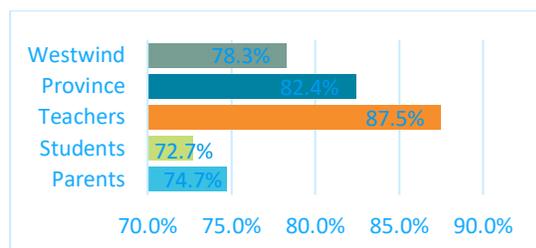
Supporting Engaging Learning

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

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

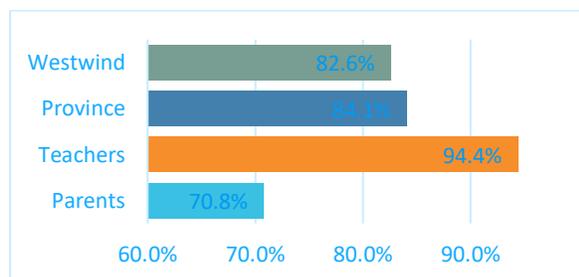
Outcome: Students will participate in various hands-on learning opportunities and a variety of real-world applications for their learning.

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



This has typically been a challenging area for Westwind school as our schools are relatively small, limiting programs of study opportunities. In examining the options currently available at schools and the feedback from parents, teachers, and students, it appears that computer and drama areas are specific areas for opportunity.

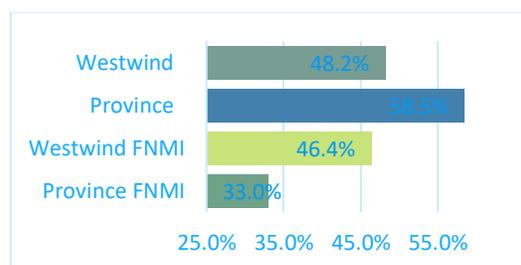
Work Preparation: Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.



Westwind saw a drop of about 2% overall in this area. It appears the main reason for this

decrease is specifically in the area of parents; 4% fewer parents feel students are receiving the preparation required to be successful at work after school. This decrease may be an area for further exploration, and we will need to talk to parents to understand better what their students are missing.

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



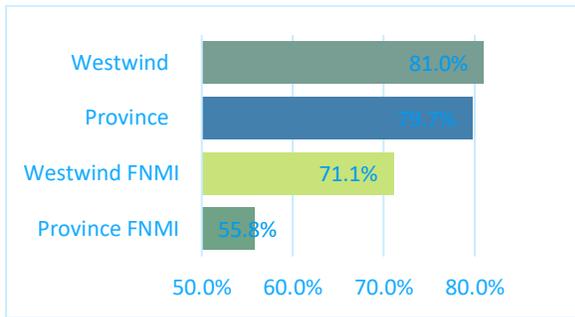
This is a measure of the percentage of Westwind students that enter postsecondary schooling in Alberta within six years of starting grade 10. With Westwind's proximity to the US border, many Westwind students attend post secondary schooling in the US. Our division also sees a large number of students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

Cardston High School has the largest FNMI student population in our division. We have dedicated FNMI Academic Advisors who work with students and connect them with local post secondary opportunities. It is exciting to see that 13% more of our FNMI students are transitioning to post-secondary school compared to the rest of the province.

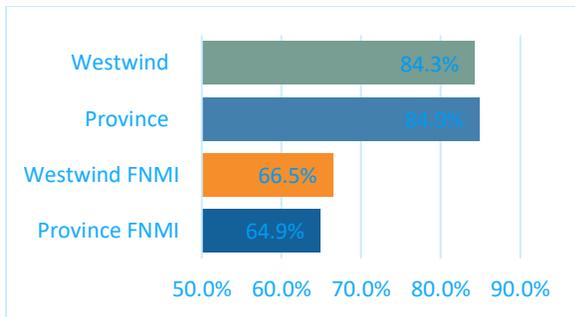
Outcome: Students take ownership of their learning

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

Completion Rate (3yr)

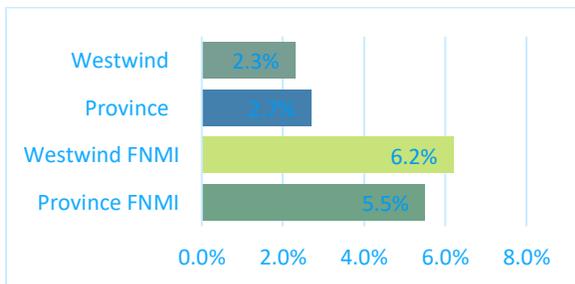


Completion (5yr)



Westwind saw a 2% decrease in the number of students that completed high school in three years, but we are still above the provincial average. On a very positive note, Westwind was able to have 16% more FNMI students complete high school in three years than the provincial average.

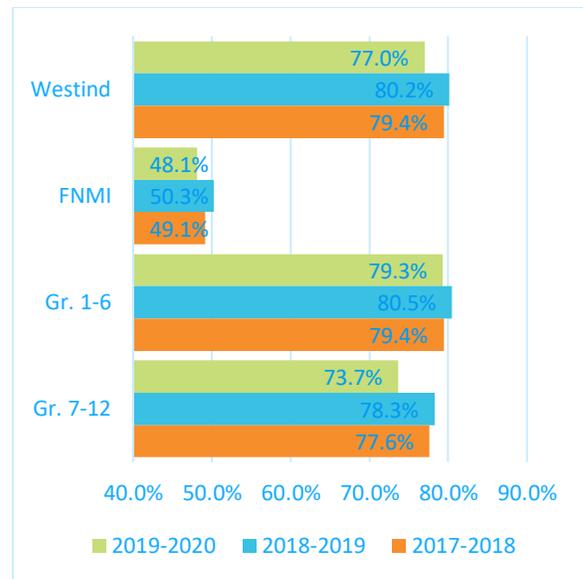
Drop Out Rate



Westwind continues to have a very low drop out rate compared to the provincial average. We do still have some work to do to ensure our

FNMI students complete high school.

Attendance: Percentage of students with greater than 90% attendance



We are using student attendance as a measure of students engaging and wanting to be at school. The 2019-2020 school year's attendance values are only up to March 13, when school closures necessitated at home/online learning. With not having the full data from last year, it is difficult to determine if attendance has improved. Typically, attendance after March 13 is often better, as most student illness-related absences occur in the winter months.

Goal 2 : Developing ethical and engaged citizens

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

Outcomes

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

Over the past year we have focused on the leadership Model Leader in Me. Staff from all our Elementary schools have had school personal training in the 7 habits of Highly effective People. We also have seven staff members who have had the train the trainer in the 7 habits. School have worked to focus on a verity of charter education programs. Such as Dare to Care. In number of our schools we have also focused on the deeper understanding of culture. Schools use the circle of Courage to drive the work to increase global citizenship.

As a division we have been concerned about students, misuse of social media. Presentations for the parent community as well as to all our high school students. The focus of the presenter Collin Kartchner was to draw awareness to students of the dangers of social media, bullying and caring for others. The team of a central office also has been involved in training related to creating social media put on by Safer School together.

Supporting ethical and engaged citizens

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

As a division, we have been concerned about students' responsible use of social media. We have facilitated various presentations for the parent community and our high school students,

including Collin Kartchner, who highlighted social media dangers. Our Central Office team also has been involved in social-media related training put on by Safer School together. Schools have also had a focus on suicide prevention and awareness. Many of our schools have the support of HOPE Squads. These are peer to peer suicide awareness/prevention programs.

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

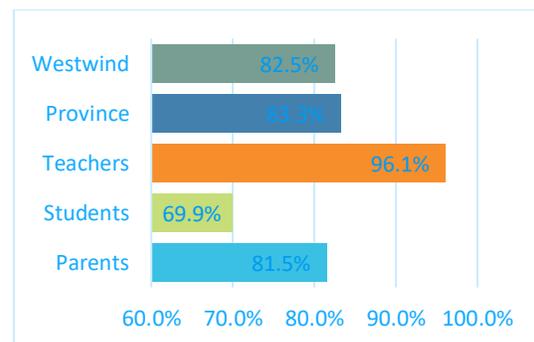
Our central office administration prioritizes maintaining connections with students, which has been a critical part of the work we do. Each year we have worked with students in our Student Engagement Committee to foster a community of collaboration between administration, board members and students.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

A primary focus in Westwind has been developing foundational knowledge and understanding of First Nation Inuit and Metis culture. Staff have had the opportunity to participate in the Weaving Ways series of presentations to further develop understanding. Our division has purchased the Buffalo Kit and made it available to all staff, and we are making preparations to deliver professional development to staff on its use. As part of our ongoing work, we have had PD sessions with Mr. Martin Broken Leg, his work and development around the Circle of Courage and become foundational to work happening in schools.

To better support students in class who struggle with regulation and other behavioral concerns, we have developed with the support of school psychologist and behavioral specialist the River of Regulation. The Rive of Regulation is a systematic, team approach to relating student and focuses of students safely being in the classroom.

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

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



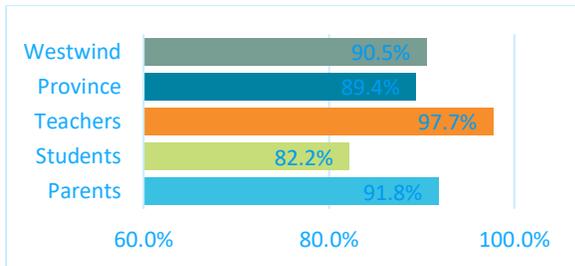
In Westwind, we are very close to being at the provincial average in this category. Our parents and teachers are very close or above the provincial average; however, our students reported feeling 4% below the provincial average. Survey results indicate that students

feel that other students do not follow the rules, make efforts to help each other, and don't respect each other at the same levels they used to. This is likely contributing to these statistics being we are slightly below the provincial average.

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

Safe and Caring: Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school

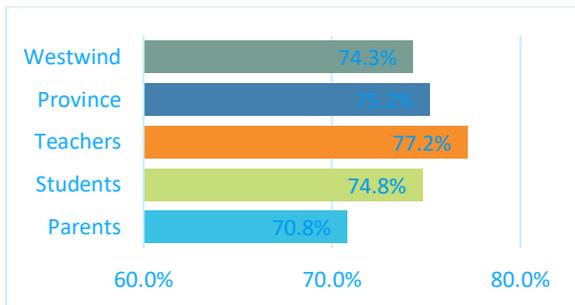
Westwind is slightly above the provincial average in the measure. Our parent and teacher results are above the provincial average, but our students rated just slightly below the provincial average. The lowest rated area for students in the measure would be around the statement, "Other students treat me well".



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

Programs and Services: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community

When looking at Westwind's results compared to the province we are below the provincial average for students and teachers but above for parents. One concerning trend is that over the last five years, the percentage of elementary and junior high students that feel like they can get help with reading and writing has been declining. There also seems to be a desire from parents and students in elementary and junior high for there to be more career and academic counselling available.



Goal 3 : Creating an Ideal Learning Environment

Westwind's Goal Three – Create an ideal learning environment for all students - Over the past three years, Westwind School Division has focused our effort on meeting students' needs by creating an Ideal Learning Environment (ILE) model. The ILE has 11 key focus areas: Curriculum, Assessment, Instruction, Inclusion, Literacy & Numeracy, Collaboration, Resources, Competency Focused, Student Well-being, Engagement, and Relationships with Students center. We believe that the items that make up the Westwind Ideal Learning Environment, when done well, are required in every classroom for the best learning to take place.

Outcomes

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

Supporting the creation of an Ideal Learning Environment

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

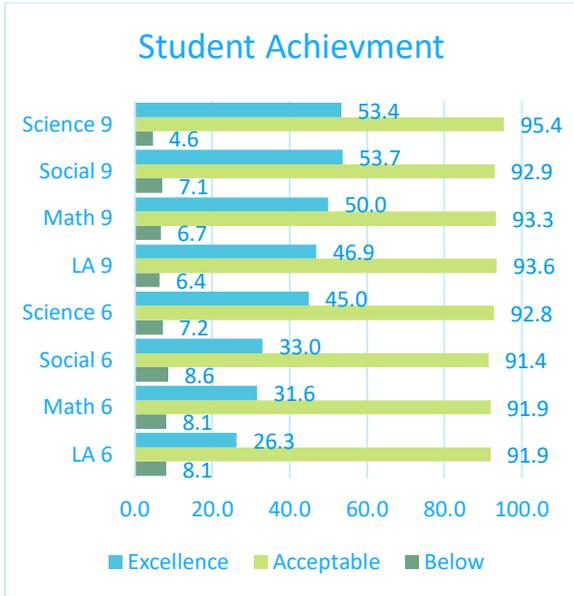
With the work developed by our divisional literacy committee, our division-wide literacy committee hosted a professional development day in 2020, during which 17 of our literacy experts presented to staff across Westwind on a variety of topics related to literacy and improving student success and achievement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

With the development of a new curriculum and the potential for changes, Westwind has focused our learning and professional development on deepening our understanding of concept-based curriculum and have had multiple teachers attend Julie Stern's presentations to set the foundation for the new curriculum. We have also helped our elementary schools prepare to implement standard reporting using outcome-based reporting with the new curriculum.

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

Outcome: Numeracy, Literacy and Core Competencies

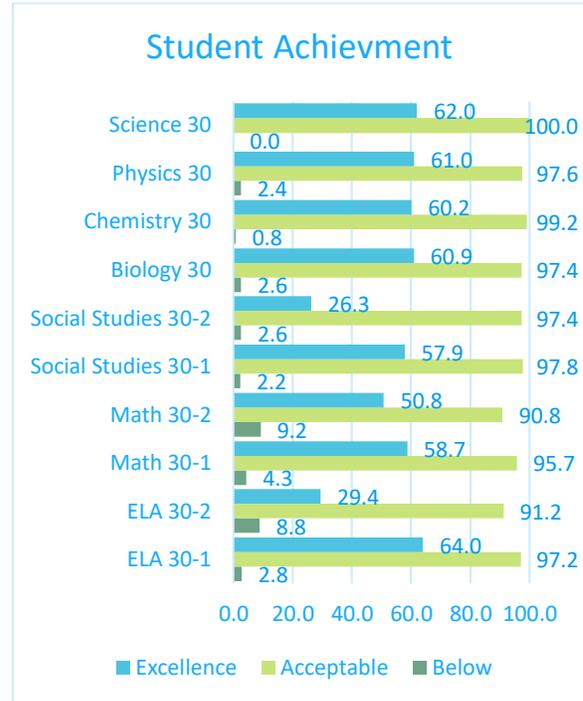
Grade 6 & 9 Acceptable/Excellence: The percentage of students who achieved the Acceptable Standard and the Standard of Excellence based on teachers grades from the 2019/2020 school year.



These results were calculated based on the work students completed throughout the school year. Following COVID-19 related school closures and the transition to online/at home learning in March 2020, it was announced that student grades would not be negatively impacted based on the pandemic and resulting situation. As a result, grades are not fully indicative of a full student school year and knowledge base.

Grade 12 Diploma Courses

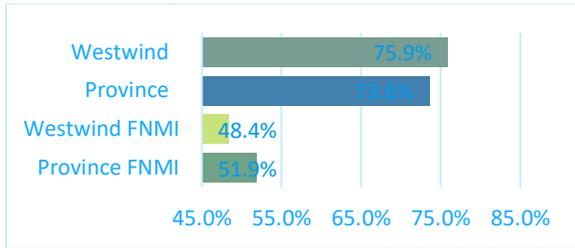
Acceptable/Excellence: The percentage of students who achieved the Acceptable Standard and the Standard of Excellence based on the teachers grade for the 2019/2020 school year.



These results were calculated based on the work students completed throughout the school year. Following COVID-19 related school closures and the transition to online/at home learning in March 2020, it was announced that student grades would not be negatively impacted based on the pandemic and resulting situation. As a result, grades are not fully indicative of a full student school year and knowledge base and do not include a diploma score.

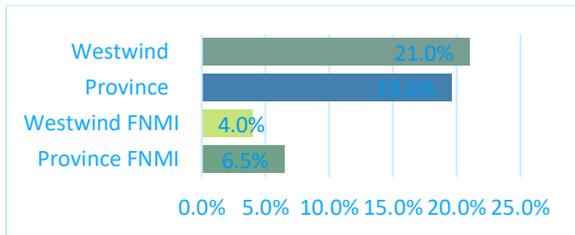
PAT Acceptable/Excellence: The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests

PAT Acceptable



Students did not write PAT exams in June of the 2019-2020 due to COVID-19 and the shift to online/at-home learning. The results presented in this graph are the previous three-year overall average. When looking at the past three-year average, a more significant percentage of Westwind students have reached the acceptable standard when compared with the province in 7 of 8 grade 6 & 9 exams. Our FNMI students still have a sizeable gap that needs to be closed compared with the provincial FNMI population and compared to all students.

PAT Excellence

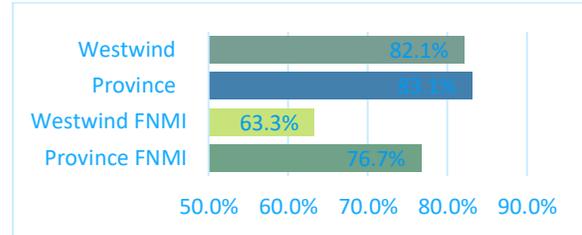


The results presented in this graph would be the previous three-year overall average. When looking at the past three years, a more significant percentage of Westwind students have reached the Standard of Excellence than the province in 7 of 8 grade 6 & 9 exams. Our FNMI students still have a sizeable gap that needs to be closed compared with the provincial FNMI population and compared to all students.

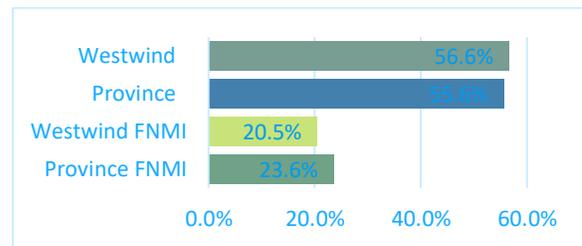
Diploma Exam Acceptable/Excellence: Overall percentage of students who achieved the Acceptable Standard and the percentage of

students who achieve the standard of Excellence of Diploma Examinations.

Diploma Exam Acceptable

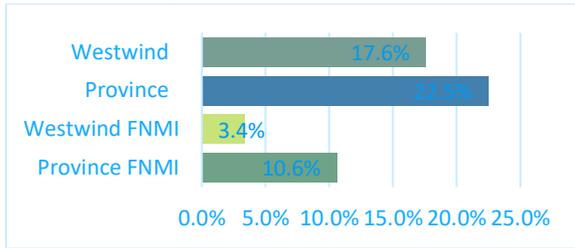


Diploma Exam Participation Rate 4+ Exams



Students did not write PAT exams in June of the 2019-2020 due to COVID-19 and the shift to online/at-home learning. As a result, there are no annual results for the 2019-2020 school year; the results presented in this graph would be the previous three-year overall average. Since there are no results provided for last year, we do not have course-specific results. When looking at the past three-year average, more Westwind students reach the acceptable standard than the province in ELA and Math courses, but fewer do in Social Studies and Sciences. It is important to remember that we regularly have a higher percentage of students attempting science courses. Our FNMI students still have a sizeable gap that needs to be closed compared with the provincial FNMI population and compared to all students.

Diploma Exam Excellence

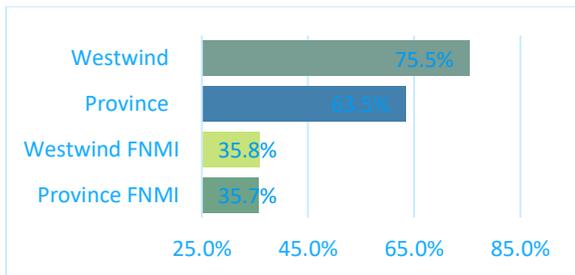


Students did not write PAT exams in June of the 2019-2020 due to COVID-19 and the shift to online/at-home learning. As a result, there are no annual results for the 2019-2020 school year; the results presented in this graph would

be the previous three-year overall average. Since there are no results provided for last year, we do not have course-specific results. When looking at the past three-year average, more Westwind students reached the acceptable standard than the provincial average in ELA and Math 30-2 courses, but fewer did in Social Studies, Math 30-1 and Sciences. It is important to remember that we regularly have a higher percentage of students attempting science courses. Our FNMI students still have a sizeable gap that needs to be closed compared with the provincial FNMI population and compared to all students.

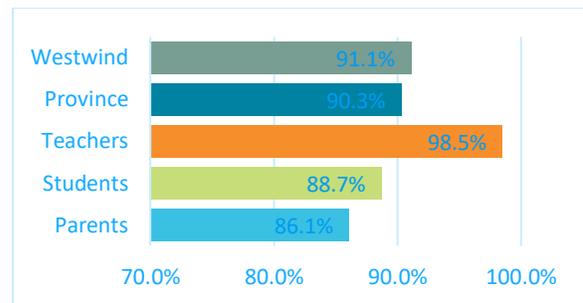
Outcome: Staff to learn about and implement better assessment, grading, and reporting

Rutherford Scholarship Eligibility Rate



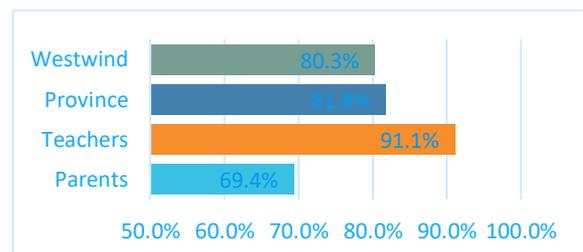
Westwind continues to have a very high percentage of our students that qualify for the Rutherford Scholarship. It is exciting that we have a higher percentage of our FNMI students who qualify as well than the province.

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



Westwind has always worked hard to ensure that it provides quality education for its students. In all demographic groups, Westwind is currently above the provincial average. Over the last three years, this value for education quality has remained stable at this level.

Parental Involvement: Teachers and parent satisfaction with parental involvement in decisions about their child’s education.

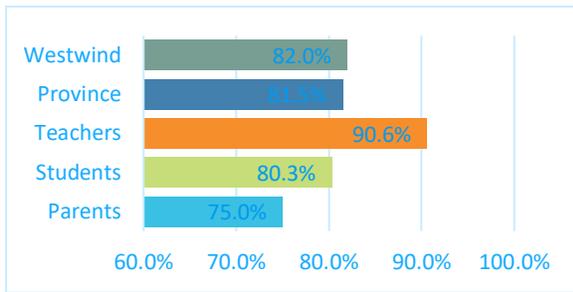


We saw a 2% decline in the area of parental involvement compared to last year. This still put Westwind’s overall rating for parental involvement as Good. Last year our teachers felt that our parental involvement had improved, but our parents felt less involved.

This survey was conducted prior to COVID moving students to online/at-home learning, where the need for cooperation would have required great parental involvement than in the past.

Outcome: Relationships and High Expectations

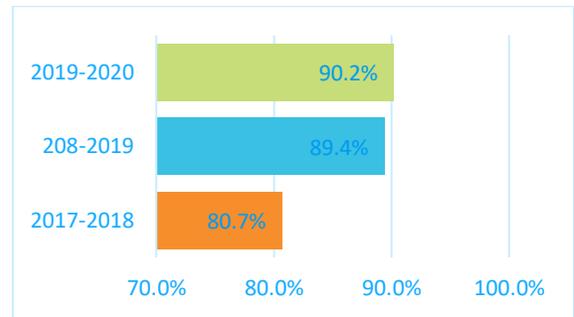
School Improvement: Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.



Westwind had a 1.5% decrease compared to last year, which is still above the provincial average and rated overall as Acceptable by the province. Teachers in Westwind felt like the division has improved the last two years, but parents and students feel like there has not been growth in this area.

Professional Development: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing

received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.



Westwind teachers feel like the PD they have received has been effective in all three areas. Currently, Westwind is 5% higher in this measure than the province. There have been significant efforts made to listen to the teachers' needs and provide PD that will be valuable.

Financial Information

Budget Summary

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

Alberta Education released a new funding model that comes into effect starting with the 2020-21 school year. The 2020-21 Budget has been created with the guiding principle of making expenditure reductions, as far removed from the classroom and student, as possible, while following all newly implemented allocation criteria as set out in the funding manual.

Summary of Financial Information

The following is a breakdown showing how the Westwind School Division Board allocated resources—with data for past years (2018-19 & 2019-20) and current (2020-21) school year.

Summary of Financial Results				
	2018/19	2019/20	2020/21 (New funding Model)	
	Actual	Actual	Budget	%
REVENUES				
Instruction ECS-Gr 12	44,237,260	43,425,934	44,055,878	75.8%
Plant Oper. & Maint.	7,285,298	7,291,054	9,129,029	15.7%
Transportation	2,470,950	1,782,086	2,421,612	4.2%
Board & Admin	2,611,764	2,608,318	2,310,657	4.0%
External Services	231,832	190,546	205,013	0.4%
TOTAL REVENUES	56,837,104	55,297,938	58,122,189	100%
EXPENSES				
Instruction ECS-Gr 12	44,972,255	43,372,358	44,053,054	76.0%
Plant Oper. & Maint.	7,351,147	7,392,956	9,211,782	15.9%
Transportation	2,349,623	1,964,058	2,307,296	4.0%
Board & Admin	2,418,902	2,042,535	2,192,733	3.8%
External Services	203,112	153,666	205,013	0.4%
TOTAL EXPENSES	57,298,039	54,925,573	57,969,878	100%
Surplus (Deficit) of Revenues over Expenses	(457,935)	372,365	152,311	

For more detailed information about the Westwind School Division Budget, please contact Mr. Brett Beazer, Accountant, 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 2019-2020 School Year

One Whistleblower complaint/disclosure was received during the 2016-17 school year, however, there has been no conclusion as of November 30, 2020, as the investigation is still ongoing.