



EDUCATION PLAN

2021-2022

Overview

2021 is the final year Westwind School Division will use a three-year rolling Education Plan. Starting with the 2022-2023 school year, Westwind will be moving to a 4-year term Education Plan following a similar term as the school board election cycle.

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, the villages/hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee and Welling, and the Blood Reserve as well as 19 Hutterite colony schools. Westwind School Division believes in principles for a quality learning system that is accessible, learner-centered, 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 behavior, 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

Accountability Statement

The Annual Education Plan for the 2021/2022 school year commencing September 1, 2021, for Westwind School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was 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 Education Plan for the 2021/2022 school year on May 30, 2021.



Mr. Jim Ralph

Board Chair



Mr. Darren Mazutinec

Superintendent

Community Engagement

Westwind School Division (WSD) believes that regular community engagement is critical to catalyzing and sustaining a division culture that supports all student success. Engaging with our stakeholders is a crucial way to ensure that we set the correct goals and priorities for our school division, and we are committed to involving our communities in decisions that affect them and providing meaningful ways that all stakeholders can make their voices heard. WSD makes regular efforts to create opportunities for staff, parents, students, and community members to give feedback on various issues and topics. While challenges surrounding COVID-19 have prevented us from engaging with our school communities fully, we look forward to implementing more face-to-face engagement opportunities in the upcoming school year.

During the 2020/2021 school year, the division collected input in the following ways:

School Councils: Each of our schools supports a school council, which provides opportunities for parents and community members to dialogue with school administration about school operations, goals, and school plans.

Divisional School Council Meeting: Each school year, WSD hosts divisional school council meetings that allow the council chairs from each school council to connect, share information and opinions on issues that impact student learning in the division, and receive training in their roles. In addition to these regular meetings, this year Westwind started hosting an online engagement meeting with multiple representatives from each school council.

High School Student Council Visits: Division Administration meets annually with the school council from each high school in the division to discuss important issues and engage in an interactive technology-based engagement session.

Alberta Education Assurance Survey: Each year, WSD uses the feedback received from parents through the Assurance Survey to identify areas for improvement and help build their education plans.

Westwind Assurance Survey: This year Westwind added its own survey onto the Alberta Education survey. This data is helping us understand the work that we still need to do.

Various Division Feedback Surveys: The division seeks opportunities to engage with stakeholders regularly throughout the school year on various issues. During the 2020/2021 school year, we engaged with the public in the following ways:

1. A public consultation survey that gathered feedback about the proposed 2020/2021 School Calendar.
2. Parent and student support surveys that gathered input about how the division could improve the online learning experience after school closures.
3. School re-entry surveys that gathered input and information about concerns parents may have about students returning to the classroom.

Board Meetings: The WSD Board of Trustees invites all stakeholders to share input and feedback and bring forward concerns at each scheduled board meeting. Standing agenda items create public engagement opportunities at the beginning and end of each board meeting.

Board Strategic Planning Session: Annually, the WSD Board of Trustees meets to set a strategic direction for the division and identify priorities, goals and strategies for the upcoming year.

Results Analysis

Overall Division Summary (May 2020)

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 0056 The Westwind School Division



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
	Program of Studies	78.3	79.7	78.5	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
Student Learning Opportunities	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	76.3	76.9	75.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.4	20.8	21.0	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.5	84.9	82.1	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.6	20.2	17.6	24.0	24.2	22.5	High	Maintained	Good
	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)	48.2	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

First Nations, Metis, and Inuit (May 2020)

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 0056 The Westwind School Division (FNMI)



Measure Category	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
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	6.5	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

Westwind Assurance Survey Results

	All Parents		Parents (Non-Colony)		Staff		Grade 4-6		Grade 7-9		Grade 10-12		Overall
	N	%	N	%	N	%	N	%	N	%	N	%	%
Preparation for Next phase	260	91.9%	89	83.1%	83	92.8%	271	92.3%	240	87.5%	146	86.3%	88.2%
Demonstrate their Learning	260	93.1%	89	82.0%	83	90.4%	271	94.1%	240	84.6%	146	76.0%	85.8%
Teach in a Variety of Ways	260	86.9%	89	73.0%	83	94.0%	271	95.9%	240	87.1%	146	71.9%	84.0%
Student Ownership of Learning	260	91.5%	89	78.7%	83	89.2%	271	95.6%	240	86.7%	146	87.0%	85.8%
Effective use of Flex	260	84.2%	89	66.3%	83	67.5%			240	62.9%	146	63.0%	65.6%
Volunteerism	260	71.2%	89	48.3%	83	67.5%	271	87.1%	240	52.9%	146	41.8%	58.8%
Safe and Accepted	260	95.8%	89	87.6%	83	95.2%	271	98.2%	240	80.0%	146	80.8%	89.7%
Belief of Reading Level	260	90.4%	89	88.8%									88.8%
Exposure to Literacy in the Home	260	99.2%	89	97.8%	83	55.4%	271	53.5%	240	76.7%	146	80.1%	74.4%
Show Learning Overtime	260	90.8%	89	82.0%	83	92.8%	271	97.0%	240	91.7%	146	86.3%	88.8%

Click [Here](#) to view the 2019/2020 Westwind School Division Annual Educational Report that has a more detailed breakdown of our District Data.

Goals & Priorities

This year Westwind School Division Board of Trustees and Central Office Administrators spent two days together in a strategic planning process. The Superintendent lead the board through a process to help in clarifying the division's goals, priorities, outcomes and strategies. The Board felt that it was prudent to stay with the goals that were developed for the previous year's Education Plan, but clarity was found around our divisions outcomes and strategies to get to those outcomes.

Goals

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

Priorities

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

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

Outcome 1: All Students will be at grade level in Literacy and Numeracy	
<p>Strategies:</p> <ul style="list-style-type: none"> • Work with Dr. George Georgiou, educational literacy expert, to implement reading screens and reading PD on the five pillars of reading. • Organize divisional PD days focused on promoting literacy throughout the division • Plan CRM Meetings focused on reading screens and developing plans to improve Tier 1 & 2 supports. • Continue development of Tier 3 reading strategies. • Continue enhancement of division Literacy Committees. • Ensure Westwind Numeracy Screens are administered to all students. • Support the division Numeracy committee in their development of Tier 1 & 2 supports for teachers to use. • Ensure teachers use enrichment, flex and tutorial time to work with struggling students to help them attain grade-level literacy and numeracy. 	<p>Measures:</p> <ul style="list-style-type: none"> • (WWSD) End of year literacy screen percentage of students reading at correct level. • (WWSD) Divisional survey results about the percentage of students exposed to literacy in the home. • (WWSD) Division survey results about whether parents believe their child is reading at grade level. • (WWSD) Division results from numeracy screen.
Outcome 2: All Students will reach the acceptable standard on Provincial Achievement Tests	
<p>Strategies:</p> <ul style="list-style-type: none"> • Promotion of mastery learning, including tutorials, retakes/rewrites, • Creation of the Cardston Jr. High Hockey Academy – participation tied to school attendance. • Support teachers in their work with Dr. Georgiou to improve the reading ability of students. • Promotion of different teaching strategies, including project-based learning, and expansions of other assessment methods to allow students to demonstrate learning in different ways • Continued implementation of authentic ways of helping all students see themselves in the curriculum that is being taught • Continued support of divisional Numeracy and Literacy Committees. • Ensure teachers use enrichment, flex and tutorial time to work with struggling students to help them attain grade-level literacy and numeracy. • Continuation of work by individual schools and the division as a whole in forming stronger relationships with our First Nation communities. 	<p>Measures</p> <ul style="list-style-type: none"> • (ABed) Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship • (ABed) Percentage of teachers, parents, and students agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. • (ABed) The overall percentage of students/First Nations, Metis and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams • (ABed) Percentage of teachers, parents and students satisfied with the overall quality of basic education. • (WWSD) Survey of students, parents, teachers on learning over time, students being safe and included, ownership of learning, real-world learning, demonstration of learning • (WWSD) Student attendance

Outcome 3: All Students will graduate from High School

Strategies:

- Increase collaborative partnerships: expanding dual credit opportunities, getting students on post-secondary campuses, continued work with Sustainable Agriculture Education Partnership (SAEP), and establishing better connections to the trades (LC project).
- Improve transitions as students move from one school to the next to help students feel connected and a part of their new school
- Increase student engagement and positive connections by expanding student opportunities to participate in various co and extra-curricular activities, volunteerism and school leadership (student council, Hope Squad, etc.)
- Develop better opportunities for student's choice in education: development of a summer school, online school, flexible learning environments.
- Work with high school Academic Advisors to expand tracking of students' progress and help them take advantage of early enrollment opportunities at post-secondary.
- Increase support for our FNMI students by providing needed academic advising and counselling supports to help students overcome past trauma and develop resiliency.
- All Westwind students will have an opportunity to be on a post-secondary campus.
- Help students take advantage of off-campus learning opportunities: Work Experience, RAP, Dual Credit, Career Transitions, etc.
- Contact our former students that did not graduate and learn from them to see why they did not graduate and what we could have done to help them, and how we can help them.
- Provide needed Mental Health supports to students provided by our Family School Liaison Counsellors (FSLC's)

Measures:

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

Facility, Capital Plan & Budget Summary

The Board of Trustees approved the 2020-2023 Three Year Capital Plan and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

1. **New School for Raymond High School**
 - Because of current population growth in the town of Raymond the schools in Raymond are all approaching utilization rates of about 100%.
 - The Town of Raymond has provided a letter of support for this new school

2. **Additional instructional space Raymond Jr. High and Raymond High School** (with an identified need or an increase in space for the band program)
 - This need is largely contingent on the results of Capital Plan priority #1.
 - With the increased enrollment that Raymond Elementary saw, the Junior High and High School are now in need of more instructional space.

The 2021-2022 Westwind School Division Capital Plan can be found on our Division website or by clicking [Here](#). The 2021-2022 Westwind School Division Infrastructure Maintenance and Renewal Plan can be viewed by clicking [Here](#).

The Board of Trustees approved the 2021/2022 Budget at their meeting held on May 31, 2021.

	Budget 2021 -2022
Revenues	
Government of Alberta	\$52,247,723
Federal Government and First Nations	\$2,525,537
Fees	\$796,305
Sales of Services and Products	\$398,693
Investment Income	\$55,444
Gifts and Donations	\$103,520
Rental of Facilities	\$500
Fundraising	\$886,182
Other Revenue	\$158,891
Total Revenue	\$57,172,792
Expenses	
Instruction – PreK	\$1,254,953
Instruction – K to Grade 12	\$42,153,668
Operations & Maintenance	\$8,839,782
Transportation	\$2,340,407
System Administration	\$2,193,290
External Services	\$190,840
Total Expenses	\$56,972,940
Annual Surplus (Deficit)	\$199,855

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