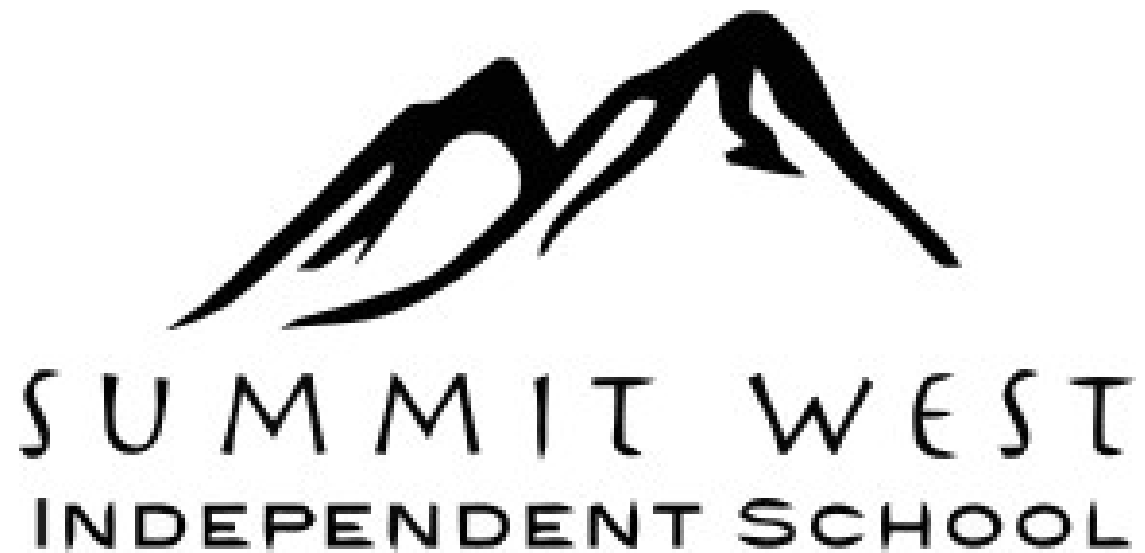


S_{uccess}

W_{ithin}

I_{ndividual}

S_{tudents}



Annual Education Results Report 2024-25

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Principal's Message

Summit West Independent School (SWIS) is pleased to share our 2023-24 Annual Education Results Report (AERR) reflecting our first year of SWIS' 2023-2026 Three-Year Education Plan. The AERR highlights accomplishments and initiatives designed to help staff and students elevate their passion for learning, make connections both academically and socially, and above all, to reach their highest potential. All of this begins with the individualized approach to their learning at Summit West.

SWIS is proud of the progress made in improving the overall delivery of our program through staff professional development, student awareness campaigns, and consistent socio-emotional modeling by administration and staff, creating a trickle down effect. Our focus is, and continues to be, on the enhancement of the practice of literacy and numeracy in our school across all grades by utilizing department heads in grades 7 through 12. Primary grades have benefitted from targeted programming and delivery by teachers and aides. Our numeracy and literacy focus is central to student growth and development, with the goal of enhancing students' ability and desire to be lifelong-learners through our leveled approach to both numeracy and literacy.

Further improvements were made to our school culture, providing a safe and caring environment under the guidance of our Director of Student Success and Wellbeing. The culture and climate of the school provides for a sense of safety and comfort, mutual respect and honest dialogue, allowing students and staff alike to find safe haven, and minimize, reduce, or in many cases, completely alleviate the stress in their lives that occurs outside of the school walls. Mental health has always been paramount at SWIS, and continues to be highlighted with our new Mental Health Initiatives made possible with the Mental Health Grant awarded to us by Alberta Education. A strong focus on the psychological and physical health of groups and individual students has helped to enhance our sense of community and our sense of family.

Support has reached further than just our students and staff, with clothing and food drives for our families in need, adopting families in need, and more. This helped us to take our community to a new level. Internal and external support systems have been formalized, utilized, and have shown great success in the management of our community's mental health.

This report, as in previous AERR's, provides an overview of SWIS' achievements and areas of growth and how they help us to evolve our strategic implementation in order to further enhance our program at Summit West Independent School, along with our audited financials and capital plan.

We truly look forward to another solid year of learning and growing at Summit West Independent School.

Sincerely,

Brad Masterson – Head of Schools - Summit West Independent School

Accountability Statement

The Annual Education Results Report for Independent School Authority for the 2023 - 2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. 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 25, 2024.

Crystal Samela - Board Chair

boardchair@summitwestschool.ca



Brad Masterson – Head of Schools

bmasterson@summitwestschool.ca



Our Commitment

The program at Summit West Independent School is designed to approach student learning at an individual level. The aim of our model of curriculum delivery is individualized to meet the student where they are at, not where everyone else is, and not where they are "supposed to be" according to age or other criterion. Independent School Authority's 2023-2026 Three Year Education Plan, *Success Within Individual Students* place's the focus on working with the individual in order to strengthen the community as a whole. This is reflective of not only our belief that the onus is on the individual to manage their skillset and promote themselves from within to better their community, but also that strengthening the individual also strengthens the SWIS community as a whole.



About Summit West

Vision

Personal excellence through student success.

Mission

An independent school that offers an individualized, self-directed learning approach for tomorrow's leaders that nurtures lifelong learning, engaged thinkers, and ethical citizens within a spirit of entrepreneurialism.

The Numbers

- 1200+ Home Education students with ByDesign
- 112 SWIS students
- 30 wonderful staff members
- 1 amazing school!

The Options

While we do offer students Art, Drama, Music, Cosmetology, Philosophy, Sports Performance, Physical Education, Foods, Outdoor Education, Ski and Snowboard Club, Field Trips, and more, the real limit is that of the imagination.

What else we offer

Full Day Kindergarten through grade 12. The child moves from exploration of childhood concepts and interests, begins to take on more responsibility and learns to be accountable, all while gaining independence and learning to make the best choice for themselves.

By Design Home Education

With our experienced and caring group of home education facilitators, we guide families and help them to stay focused on supporting their child's passions and pursuits, all while obtaining the education that best suits the child and the family

The SWIS Difference

The students are guided towards what they are expected to know, but the students get to choose how they find the knowledge. They choose how they learn best and how they show their work. The teacher becomes a resource rather than a manager, and holds them accountable for those choices. The choice is never not to work; the choice is how the student wants to work.



SWIS Believes

“Teaching HOW to Learn, not WHAT to learn”

All children are capable of independence. Guiding children through the "unwritten curriculum" which includes matters of real life importance, they learn to navigate the world around them in a way that suits their needs best, and speaks to their strengths. The choices they make, the direction they are headed, and their life goals are all interrelated. Many children just don't know this yet.

With curiosity comes questions. Children learn to advocate for themselves as teachers and peers model appropriate interpersonal skills, ask real questions, helping them to better understand that it is okay to ask for help and that there is nothing to be afraid of. The aforementioned "unwritten" curriculum includes mutual respect, time management, problem solving and resiliency, making good choices and holding themselves accountable for the choices made. All of these, and much more, are a part of the "unwritten" curriculum, and are all life skills that allow one to grow and learn, and ultimately, find personal excellence through student success.

Success Within Individual Students is a multifaceted approach with several things taken into consideration. **Success** is the ultimate goal. In order to achieve success, students need to feel those successes **Within**. An emphasis on a growth mindset guides their daily actions and interactions in order to produce an intrinsic sense of self worth which then improves motivation and confidence. Teaching the **Individual** how to work with their strengths is not only a valuable lesson to learn, it will also serve them throughout their lives. All **Students** deserve the individualized attention and the intimate knowledge they gain of themselves. Teaching children not only how they learn best, but how to adapt to an ever changing world will encourage and empower them to pursue life-long learning while attending to their needs, individually, and collectively.

Independence often requires a level of dependence before one is able to move forward, and our ultimate intention is to provide that guidance, structure and support as they mature, in order for them to gain the confidence to move forward independently, and to find their own personal success.

Summit West's individualized approach is critical in teaching students "HOW to think, not WHAT to think".



SWIS Students Will...

At Summit West Independent School (SWIS), our students design their own learning so they can find...

Success in academics, society, and life.

SWIS students are taught "How to learn, not WHAT to learn". The unwritten curriculum aims to develop the child from the heart outward, giving them the tools to be a successful and ethical citizen. The written curriculum is the foundation of the school system, and our method of curriculum delivery enables students to explore interests, be unique, and find success beyond the provincially mandated curriculum using our Objectives. It also allows SWIS teachers to individualize the program and curriculum delivery for each and every student to suit their strengths and needs, their curiosity, and their goals.

Within each of them

Intrinsic motivation is undoubtedly one of the best gifts one can have. Being motivated from within produces a sense of empowerment followed by a sense of ownership and accomplishment. SWIS staff and teachers use specific questioning techniques in conjunction with a growth mindset to empower and engage students in all of life's challenges. Have you ever thought about how different it sounds when you say to a child, "I am proud of you!" compared to "You should be proud of yourself!"? These small changes in our approach to each child makes all of the difference.

Individual empowerment

In an ever changing society, curriculum included, students need to understand what works best for them, and not always what they like the best. "Is this the best way for you to learn, or is it your favourite way to learn?". Rarely do these two ideas of how a child learns coincide. They can, but by providing the mentorship that allows students to differentiate between the two not only empowers them, it enriches them in a multitude of ways. Knowing yourself is often a major factor in becoming your best self.

Students passion for lifelong learning

When a child knows themselves intimately, understands their strengths, can motivate themselves intrinsically, and is given the environment and the structure to self-promote, the sky's the limit! Navigating the world successfully is important, as we all know, and SWIS students always aim high!

Our Roadmap

To reach our goals, SWIS focuses on the following:

Individuals (Students, Staff, and Leaders)

Student engagement is critical in the growth and achievement of each and every student. With engaged teachers and school leadership comes engaged and active learners. Formal and informal assessments coupled with metrics designed to identify areas of growth and achievement will help to highlight individual needs in response to the individual's growth and achievement. School staff, teachers and the leadership team continue to engage in meaningful professional development based on individual staff needs, wants, and their own professional goals.

The Community (Beyond the Walls)

With mutual respect and a collaborative approach, our school community grows stronger each and every year. Relationships are at the heart of education. The behaviours modeled and exemplified by our staff trickle down to the students, and in turn, are then readily observed and practiced in our school community. This has an even greater impact when the students leave the building, moving beyond the walls of the school, into the students homes and the broader community. SWIS students are proud to represent our school, even when they are away from it.

When the needs of the individual are attended to, the community benefits. When the community thrives, so does the individual.

Programs and Highlights



Remembrance Day

Every year we are reminded of the sacrifice and service of the Canadian military that were made in order to have the freedoms we enjoy today. A series of guest speakers, cross curricular activities, and a short walk to the Okotoks Cenotaph to have a moment of silence out of respect for our veterans are only a few examples of how SWIS commemorates this national day of respect for the men and women of the Canadian military.



University Campus Tours

High school students attend a multitude of campus tours based on the direction they are headed when it comes to post secondary education and the next steps in life. This is in line with Summit West's Dual Credit offerings, in partnership with Bow Valley College, Lethbridge College, Olds College and the Southern Alberta Institute of Technology (SAIT), where students can take post secondary courses while still in high school, earning both high school and post secondary credits.



Cosmetology

Our cosmetology program is multifaceted, engaging, and welcoming! Parents often come in for a free hairdo or to get their nails done. This program also does not discriminate based on age. If you are in grade 4 and have a keen interest, come on in! Students of all ages are welcome to participate based on passion and interest, and of course, high school students also receive credits.



Outdoor Ed

Led by our passionate teachers with a plethora of training in expeditions, high ropes, and more, SWIS students are given the opportunity to explore nature, learn life skills, build comradery and leadership skills, and more! Two trips per year (at least) take the students out beyond the confines of the town of Okotoks and allows them the opportunity to apply and refine their outdoor skills all while enjoying nature and all that it has to offer.



Ski and Snowboard Program

Every year we hit the hills for 6 full days of skiing and snowboarding. We are excited to partner with Nakiska Ski Resort for another amazing ski and snowboard program. Everyone is welcome, feel free to come along and have fun with your family and friends! This is an interest based club and again, age is not a barrier! Students, parents and teachers have the opportunity to come and relax, or shred all day long!



School Performances

At Summit West we pride ourselves in how we engage the imagination and the passion areas of our students. Don't like performing in front of people? That's okay! Do you like learning the lighting and sound aspect of performances? We have a spot for you! Staff and students frequently perform together, activating their love of performance and deepening their bond beyond just teacher and student, and come together as peers to put on some original performances, often adopted from a motion picture or other play, but never duplicated! Students rewrite the script, alter the storyline, and truly make it their own!



International Travel

Summit West is more about real life lessons and experiential learning. This is taken far beyond the realm of field trips as we take our students around the globe. Two trips, one to Europe and another to Japan, truly opened the eyes of the students who were able to participate. To see and learn, and begin to understand at a new level the worldviews of different cultures is a life-long memory, inspiring, and a real opportunity to compare it to life at home. Our next trip is coming soon! Where will Summit West travel to next?



Summit West Grade 12 Graduates

Our Summit West Graduates are a proud bunch. We always say, “Our goal is the student's goal”. Going to university? Great! We will get you there. Trades perhaps? Or do you want to start your own business? We have the tools and expertise to make it all happen. Frequent conversations beginning in junior high starts the process, engaging students as to what they want life to look like after grade school. These conversations help to guide them in the courses they need to take, and oftentimes, and more importantly, the courses they want to take. No matter the direction they go after high school, we are truly proud of every single graduate of Summit West Independent School.

Domain: Student Growth and Achievement

Goal: Connect to the Individual - Student growth and achievement

How we measure success:

- Percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma Exams (AB Ed)
- High school completion rate of students within three and five years of entering grade 10 (AB Ed)
- Teacher, parent and student agreement that students model the characteristics of active citizenship (AB Ed)
- Teacher, parent and student agreement that students are engaged in their learning at school (AB Ed)
- Summary of our literacy and numeracy results for students in grades one to three (SWIS)

Overall percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma Exams (AB Ed)

Assurance Domain	Measure	Summit West Independent School			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	PAT6: Acceptable	33.3	*	n/a	68.5	66.2	66.2	Very Low	n/a	n/a
	PAT6: Excellence	0.0	*	n/a	19.8	18.0	18.0	Very Low	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	58.5	63.2	63.2	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	15.9	15.8	15.8	22.6	21.2	21.2	Intermediate	Maintained	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. 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.
3. 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).
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

Comment on results

With no students writing PAT's last year due to our participation in the draft curriculum, the above results are based solely on the few students in our home education program and are not reflective of the teaching and learning at Summit West Independent School in particular. Low participation rates also skew the results, with having only three writers to gather data from, one poor performing student does have a significant impact on the overall ratings. With regards to diploma exams, both standards were maintained year over year.

Student Growth and Achievement

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1984 Summit West Independent School

			Independent School Authority Ltd		Alberta	
			2024	2022 - 2024 Avg	2024	2022 - 2024 Avg
Science 6	Participation	Students Enrolled	n/a	n/a	53,806	54,333
		Students Writing	n/a	n/a	45,578	45,881
		Students Writing %	n/a	n/a	84.7	84.4
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	68.8	67.8
		Standard of Excellence %	n/a	n/a	24.8	23.3
		Below Acceptable Standard %	n/a	n/a	15.9	16.7
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	81.2	80.3
		Standard of Excellence %	n/a	n/a	29.3	27.6
		Below Acceptable Standard %	n/a	n/a	18.8	19.7
Social Studies 6	Participation	Students Enrolled	6	n/a	60,804	59,230
		Students Writing	3	n/a	52,610	50,676
		Students Writing %	*	n/a	86.5	85.5
	Results Based on Number Enrolled	Acceptable Standard %	*	n/a	68.5	67.4
		Standard of Excellence %	*	n/a	19.8	18.9
		Below Acceptable Standard %	*	n/a	18.0	18.2
	Results based on Number Writing	Acceptable Standard %	*	n/a	79.2	78.8
		Standard of Excellence %	*	n/a	22.8	22.1
		Below Acceptable Standard %	*	n/a	20.8	21.2

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English Language Arts 9	Participation	Students Enrolled	3	n/a	59,096	57,676
		Students Writing	3	n/a	48,994	48,093
		Students Writing %	*	n/a	82.9	83.4
	Results Based on Number Enrolled	Acceptable Standard %	*	n/a	69.5	70.4
		Standard of Excellence %	*	n/a	11.8	12.6
		Below Acceptable Standard %	*	n/a	13.4	13.0
	Results based on Number Writing	Acceptable Standard %	*	n/a	83.8	84.5
		Standard of Excellence %	*	n/a	14.2	15.1
		Below Acceptable Standard %	*	n/a	16.2	15.5
Mathematics 9	Participation	Students Enrolled	3	n/a	58,577	57,012
		Students Writing	2	n/a	49,797	48,192
		Students Writing %	*	n/a	85.0	84.5
	Results Based on Number Enrolled	Acceptable Standard %	*	n/a	52.7	53.5
		Standard of Excellence %	*	n/a	14.0	13.7
		Below Acceptable Standard %	*	n/a	32.3	31.0
	Results based on Number Writing	Acceptable Standard %	*	n/a	62.0	63.3
		Standard of Excellence %	*	n/a	16.5	16.2
		Below Acceptable Standard %	*	n/a	38.0	36.7
Science 9	Participation	Students Enrolled	3	n/a	59,072	57,692
		Students Writing	2	n/a	50,395	48,896
		Students Writing %	*	n/a	85.3	84.7
	Results Based on Number Enrolled	Acceptable Standard %	*	n/a	67.6	66.9
		Standard of Excellence %	*	n/a	20.8	20.5
		Below Acceptable Standard %	*	n/a	17.7	17.8
	Results based on Number Writing	Acceptable Standard %	*	n/a	79.2	79.0
		Standard of Excellence %	*	n/a	24.4	24.2
		Below Acceptable Standard %	*	n/a	20.8	21.0

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Social Studies 9	Participation	Students Enrolled	3	n/a	59,125	57,717
		Students Writing	2	n/a	50,440	48,925
		Students Writing %	*	n/a	85.3	84.8
	Results Based on Number Enrolled	Acceptable Standard %	*	n/a	60.5	59.4
		Standard of Excellence %	*	n/a	15.8	15.8
		Below Acceptable Standard %	*	n/a	24.8	25.3
	Results based on Number Writing	Acceptable Standard %	*	n/a	70.9	70.1
		Standard of Excellence %	*	n/a	18.5	18.7
		Below Acceptable Standard %	*	n/a	29.1	29.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Provincial Achievement Tests 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.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.
5. 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.

Comment on results

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students (<6) can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect 8 years of operation, often with few students writing. Finally, it is important to remember that individual student improvement is not indicated by this measure. We were successful in reaching our goal of 50% of students writing PAT's at an acceptable level, and the work done continues to prove that our approach has some merit, and is providing the expected results. We will continue to aim higher every year!

Note:

Summit West is also asked to report on PAT results for FNMI students and students who require and receive English language supports. Summit West has no data to provide as the numbers have been suppressed due to a low number of self-identified FNMI students and no students receiving English language supports.

Student Growth and Achievement

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1984 Summit West Independent School

		Independent School Authority Ltd				Alberta			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	17	64.7	7	71.4	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	17	23.5	7	14.3	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	9	77.8	n/a	n/a	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	9	11.1	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Mathematics 30-1	Diploma Examination Acceptable Standard	6	50.0	n/a	n/a	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	6	16.7	n/a	n/a	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	6	0.0	n/a	n/a	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	6	0.0	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	14	64.3	6	66.7	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	14	28.6	6	0.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	9	88.9	n/a	n/a	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	9	0.0	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	11	54.5	7	57.1	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	11	0.0	7	14.3	24,414	33.7	23,270	32.8

Chemistry 30	Diploma Examination Acceptable Standard	5	*	n/a	n/a	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	5	*	n/a	n/a	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	4	*	n/a	n/a	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	4	*	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	8,439	24.6	8,007	23.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on results

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students (<6) can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect 8 years of operation, often with few students writing. Finally, it is important to remember that individual student improvement is not indicated by this measure. We were successful in reaching our goal of 50% of students writing Diploma Exams at an acceptable level, and the work done continues to prove that our approach has some merit, and is providing the expected results. We will continue to aim higher every year!

It is difficult to identify trends year over year when we have such a limited cohort of grade 12 students, however, in the 2023-24 school year we had a larger group and while there were some minor declines, overall, the scores stayed steady. We continue to look at ways to improve our strategies with regards to diploma exam preparation and execution.

Note: Summit West is also asked to report on diploma exam results for FNMI students and students who require and receive English language supports. Summit West has no data to provide as the numbers have been suppressed due to a low number of self-identified FNMI students and no students receiving English language supports.

High school completion rate of students within three and five years of entering grade 10 (AB Ed)

High School Completion Rate - Data Summary

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

	Independent School Authority L												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	6	50.0	10	66.5	12	17.6	12	44.1	12	76.0	Intermediate	Improved	Good
4 Year Completion	3	*	6	82.2	10	86.0	12	36.0	12	43.3	Very Low	Declined	Concern
5 Year Completion	1	*	3	*	6	81.0	10	83.3	12	37.9	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Comment on results

At Summit West Independent School, “our goal is the students goal”. While this measure looks to be of concern, we feel that it exemplifies our mission, that we are here to serve the students goals. These goals often include taking a step back, learning material with more depth, then moving forward. While some students may choose to take an extra year or two to graduate with the marks and knowledge that they were aiming for, they are achieving at a high level, regardless of the time it took to do so.

Note: Summit West is also asked to report on high school completion for FNMI students and students who require and receive English language supports. Summit West has no data to provide as the numbers have been suppressed due to a low number of self-identified FNMI students and no students receiving English language supports.

Teacher, parent and student agreement that students model the characteristics of active citizenship (AB Ed)

Citizenship - Data Summary

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

	Independent School Authority L										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	54	82.6	53	82.8	42	86.1	64	87.8	92	81.0	High	Maintained	Good
Parent	8	72.5	7	85.3	7	100.0	14	98.6	17	85.7	Very High	Declined	Good
Student	38	80.3	40	66.5	24	64.1	39	72.1	69	74.0	Very High	Maintained	Excellent
Teacher	8	95.0	6	96.6	11	94.2	11	92.6	6	83.3	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comment on Results

With a major emphasis on SWIS' "unwritten curriculum" (mutual respect, ownership and accountability, resiliency, and more), it is not surprising that our results continue to trend very high. A culture and climate has developed through modeling techniques and honest conversation, that helps students understand the importance of being an ethical citizen, in and out of the classroom, beyond the school and into their homes and communities.

Teacher, parent and student agreement that students are engaged in their learning at school (AB Ed)

Student Learning Engagement - Data Summary

Authority: 0316 Independent School Authority Ltd.

	Independent School Authority L												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	53	90.5	42	93.4	64	86.8	92	82.1	n/a	Declined	n/a
Parent	n/a	n/a	7	100.0	7	100.0	14	97.6	17	82.4	n/a	Declined	n/a
Student	n/a	n/a	40	71.6	24	83.2	39	71.9	69	63.8	n/a	Declined	n/a
Teacher	n/a	n/a	6	100.0	11	97.0	11	90.9	6	100.0	n/a	Maintained	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results

Summit West prides itself on how our students have a choice and a voice on how they want to learn. We felt that this concept of choice was lost somewhat in the previous two years with a move to a new building and community, as well as unexpected growth. This population growth directly impacted student learning in the sense that many new students to “the program” meant a lot of students weren’t fully aware of what SWIS has to offer, and this downward trend isn’t unexpected and we hope to see the trend reverse in the coming year as many of these new students will now have a year or two under their belt. Feedback from both parents and students, as well as the impact this situation had on teachers led us to understand the importance of ensuring readily accessible resources, SWIS student and teacher training on the program, and to work further on modifying our program to enable both teachers and learners to work efficiently, and actively, no matter what the environment or population demographic.

Summary of our literacy and numeracy results for students in grades one to three (SWIS)

Summary of Literacy and Numeracy Results for Students in Grades 1-3 - 2022-23 School Year								
Grade Level Assessed	Assessment Category	AB Ed Approved Assessment	# of Students Assessed - September 2022	# of Students at Risk - September 2022	# of Students at Risk - June 2023	AVG # of Months Behind Grade Level - September 2022	AVG # of Months Behind Grade Level - June 2023	Summary of Support Strategies Used for Students at Risk
Grade 1	Literacy	CC3 LeNS	0	0	0	0	0	N/A – No grade 1 students this year to report on
	Numeracy	Numeracy Screening Assessments	0	0	0	0	0	N/A – No grade 1 students this year to report on
Grade 2	Literacy	CC3 LeNS	7	1	1	4	6	Smaller group sizes 1-8 Reading 1-on-1 with a teacher 3-4 time a week Providing workload that meet their needs at the time
	Numeracy	Numeracy Screening Assessments	7	1	1	4	6	Placing students in a group with similar math skill levels and working in smaller group sizes. Daily Mad Math Minute practice. Emails home regarding concepts students learned during the week with suggestions/ games/ worksheets on how to help at home.
Grade 3	Literacy	CC3	3	1	2	4	6	Smaller group sizes 1-8 Reading 1-on-1 with a teacher 3-4 time a week Providing workload that meet their needs at the time Emails home regarding student's level of reading and suggestions to do at home
	Numeracy	Numeracy Screening Assessments	2	1	0	4	6	Placing students in a group with similar math skill levels and working in smaller group sizes. Daily Mad Math Minute practice. Emails home regarding concepts students learned during the week with suggestions/ games/ worksheets on how to help at home.

Letter Name-Sound Assessments - LeNS

Castles and Colheart 3 Test - CC3

Continues on the next page

Comment on Results

Strategies to help our identified “at risk” students in Reading and Numeracy involved providing a smaller group size. This allowed the teacher to work more closely with the students, especially on their phonic and phonemic awareness. Regularly reading with the teacher also improved their decoding and fluency skills. Direct and early intervention have always proven to be effective, and the measures summarized in the above table and low student teacher ratios offer students the attention they need, on a regular basis, and provides a lot of opportunity for the teachers to implement student specific strategies and interventions. Summit West will continue to maintain low student-teacher ratios, as it is a core facet of the program at SWIS, all while continuing to provide an independent, self-directed approach to each child's learning and growth. This year we incorporated the Assessment of Foundational Skills to assess and interpret students' word recognition skills and provide effective literacy instruction to students in our class. This program provided teachers with evidence-based information about teaching foundational literacy skills, effective instructional strategies, and activities to implement with the students.

Domain: Teaching and Leading

Connect to the Individual - Excellent Students, Staff and Leaders

- Teacher, parent and student satisfaction with the overall quality of basic education (AB Ed)
- School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes (SWIS)

Teacher, parent and student satisfaction with the overall quality of basic education (AB Ed)

Education Quality - Data Summary

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

	Independent School Authority L										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	54	95.6	53	93.4	41	94.0	64	87.4	92	91.1	Very High	Maintained	Excellent
Parent	8	95.6	7	100.0	7	95.2	14	86.9	17	86.3	Very High	Maintained	Excellent
Student	38	93.3	40	91.2	23	92.9	39	85.8	69	87.0	High	Maintained	Good
Teacher	8	97.9	6	88.9	11	93.8	11	89.4	6	100.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

As it was reported on last year, a decline in the perceived quality of education due to a move from one school building and community to another caused a disruption in the overall delivery of our school model and the inherent learning that took place. As expected, last year saw a marked improvement as we were settled in and getting back to “normal” after the transition. While the values aren’t as high as they were in 2022, we do anticipate them to return to those levels in the coming year. Another obstacle to these values was a student population growth of unanticipated numbers. Going from 65 two years ago to 112 this year, many new students came on board. That being said, these students (this year and last) are only beginning to learn how the SWIS program functions and on how to take advantage of the choices provided within the program. As mentioned earlier, we expect this to improve again this year, as these new students (and staff for that matter) will have some exposure to the SWIS program and will finally start reaping the benefits that our delivery model provides.



School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes (SWIS)

Administration strives to provide the most relevant and up to date professional development based on trends, teacher and student feedback, and the needs of the program at SWIS. Furthermore, administration's open door policy and regular staff check ins provide the opportunity to provide the individual and group guidance and support necessary for the smooth functioning of the school as a whole, as well as the professional growth necessary to stay at the forefront of modern education. Annual staff evaluations for each staff member help guide us in determining PD that is relevant and forward looking, and is based solely on our staff needs as determined by the administrator's evaluations of each staff member, as well as the TPGP follow up meetings (2/year minimum) to further discuss trends and areas of interest of the individual and collective staff group. As artificial intelligence creeps into our daily life, staff have been increasingly worried about its potential impacts on teaching and learning, academic integrity, and its overall role in the school. We have been fortunate enough to be given an opportunity to continue our work with a small group of area experts who specialize in the field of artificial intelligence, and our staff are excited to venture into this realm. Our recently board reviewed TGSE policy passed unanimously and we continue to implement the policy on an annual basis. Staff and administration work in a coordinated fashion in order to provide the most relevant professional learning as deemed relevant by administration at Summit West Independent School. Currently, with a number of new staff members, our primary focus last year and moving forward is that of program delivery, offering choice and flexibility in a student directed program.

Domain: Learning Supports

Connect to the Community

- Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe (AB Ed)
- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (AB Ed)
- School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education (SWIS)
- First Nations, Metis and Inuit Student Success (SWIS)

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe (AB Ed)

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

	Independent School Authority Ltd												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	53	91.8	42	91.3	64	91.1	92	89.3	n/a	Maintained	n/a
Parent	n/a	n/a	7	94.4	7	100.0	14	100.0	17	89.7	n/a	Declined	n/a
Student	n/a	n/a	40	81.0	24	75.2	39	77.3	69	82.9	n/a	Maintained	n/a
Teacher	n/a	n/a	6	100.0	11	98.6	11	96.1	6	95.2	n/a	Maintained	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

In taking into account the culture and climate of Summit West, it is clear that parents, students and teachers feel safe and cared for. Our focus on the “unwritten curriculum” (mutual respect, ownership and accountability, resiliency, problem solving, and more) and the modeling of such behaviours by our SWIS staff only helps to enhance the students’ understanding of what this all actually means, and what it actually looks like, and more so, how it is applied in everyday situations. Staff at SWIS work with the students, helping them to understand that all stakeholders in their education, including the students themselves, have jobs to do, and that these jobs are interrelated. Involving students in this discussion along with other discussions, gives the students the knowledge that they have a voice and a choice in their education, and that they are truly cared for and respected. Although a moderate decline in the parent reporting, the metrics still stand atop the rankings when compared to other jurisdictions.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (AB Ed)

Access to Supports and Services - Data Summary

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

	Independent School Authority L												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	53	90.0	42	96.6	64	87.8	92	90.3	n/a	Maintained	n/a
Parent	n/a	n/a	7	88.6	7	100.0	14	87.1	17	83.1	n/a	Maintained	n/a
Student	n/a	n/a	40	84.8	24	91.7	39	83.7	69	87.7	n/a	Maintained	n/a
Teacher	n/a	n/a	6	96.7	11	98.1	11	92.5	6	100.0	n/a	Maintained	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

From the data above it is clear that we continue to have a solid support system in place with an ever growing range of supports and services. From the hiring of a school counselor as well as our existing position of “Director of Student Success and Wellbeing”, we have responded to the needs of our school community based on observations by staff and administration, as well as feedback from parents and students.

The mental health grant funding had been extended into the 2023-24 school year and had been implemented last school year (2023-24). This helps us to further expand our ability to service the needs of our student body, and in doing so, I expect the above values to continue their upward trend. Some of the interventions implemented at the start of the 2023-24 school year are yoga for all ages, the onboarding of our new counselor, the continuance of the position of Director of Student Success and Wellbeing, and enhanced early intervention strategies for each of the domains of social, psychological and academic/developmental growth will also attend to the needs of SWIS students.



School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education (SWIS)

As a collective, during the 2022-2023 school year, it was assessed that it would benefit our current demographic to enhance our service connections available to the student population. In order to better create pathways to a continuum of services, Summit West applied for and was awarded a Mental Health Grant in order to implement programs and access to services in the areas of importance for our school community. In follow up observations and in taking into account feedback from stakeholders, we saw that the continuum of services put in place the year prior were well targeted and appropriate to our demographics needs.

After further consideration and assessment, we determined that our Mental Health and Well-Being practice and policies required a review and some enhancement in order to stay current and engaged in up-to-date evidence-based practices. This was further to the updates and enhancements implemented during the previous school year when this whole initiative took flight. The beginning steps that we took started with us purchasing the OURschool outcomes measurement tool, to enhance our mental health and well-being questionnaires that will be sent to our students, families, and staff members. This is a pre and post survey roll out, to focus first on the areas of improvement that are highlighted by the stakeholder feedback and we have all intention of rolling this out again in the 2024-25 school year. We have partnered with Liminal Psychology to perform a full policy review to assess that all our active policies are up to date with an evidence based Mental Health lens; with the creation of policies where the need for enhancement is identified.

This has also created a pathway to the connection of our school community and more individualized mental health support as identified. We are utilizing a tiered approach; at the universal level we are introducing a systematic roll out of the PATHS Social Emotional Learning Curriculum. PATHS will be taught sequentially with the goal to engage the students in learning self-regulation and to increase their emotional vocabulary. This will also create a foundation of mental health literacy for our students with continued growth across transitions. With PATHS being clearly laid out, our Director of Student Success & Wellbeing as well as our newly appointed registered school counselor, will be the point persons to support teachers in training around how to implement the PATHS curriculum. The Director is fully trained in PATHS programming, in order to implement it into our daily practice, not only teaching the children, but modelling behaviours and interventions

Our Director of Student Success & Wellbeing will be taking on the implementation and support throughout the SSP (Student Success Plans – done for every student, regardless) process as well. With a large variance of student need across all grades, we work specifically and diligently with students, caregivers and staff to confirm that all of our students are supported appropriately and inclusively and with approved accommodations.

First Nations, Metis and Inuit Student Success (SWIS)

This includes ensuring all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

While the curriculum does a good job in covering many of the aspects noted above, the teachers and students at Summit West also engage in frequent discussions, linking concepts and ideas to those aspects of indigenous culture and experiences. As you had seen in previous pages, students and staff at Summit West have a very open, inclusive and caring culture. This culture of safe and caring attitudes and beliefs allows for respectful dialogue between students, staff and the presenters or volunteers that come into the school, as well as when we are out attending one of our many field trips surrounding FNMI history and culture.

Summit West has very few FNMI students who have self-identified, therefore we feel that it is of utmost importance to maintain the dialogue, visitors, and field trips in and around the community. Our students in grades K-6 are also involved in a new program based on parent feedback. This program has been dubbed “Cultural Studies” and encompasses not only FNMI culture, but cultures from around the world. Students and teachers together engage in activities that are unique to the culture they are studying. Activities include, but are not limited to cultural dances, ceremonies, art and music, and food. Bannock was made earlier in the school year when they were investigating foods from multiple FNMI groups, and just recently in May of 2023, they made dumplings and rice during their investigation into Chinese New Year.

These are only a couple of small examples of what staff and students at Summit West are experiencing on a regular basis as we strive to educate our students, and ourselves, about the First Nations, Metis and Inuit cultures, as well as the many cultures that exist across our community and all around the world.

Domain: Governance

Connect to the Community

- Teacher and parent satisfaction with parental involvement in decisions about their child's education (AB Ed)
- Budget Actual Comparison
- Summary of Financial Results
- Audited Financial Statements web link
- Financial Information Contact
- Stakeholder Engagement
- Annual Report of Disclosures

Teacher and parent satisfaction with parental involvement in decisions about their child's education (AB Ed)

Parental Involvement - Data Summary

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

	Independent School Authority L												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	16	92.1	13	95.3	18	89.3	25	82.4	23	93.9	Very High	Maintained	Excellent
Parent	8	100.0	7	93.9	7	87.9	14	88.4	17	87.8	Very High	Maintained	Excellent
Teacher	8	84.2	6	96.7	11	90.7	11	76.4	6	100.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

Summit West has historically had high levels of satisfaction in terms of parental involvement in decisions about their child's education. The move two years ago had a trickle effect over the following two years, however, as expected, the results in the teacher reporting category have rebounded markedly. The growth in our current facility was also unanticipated, noting a jump from about 65 students to 112 in September 2024. Based on informal feedback, parents shared that they were impressed with the leadership and direction that the school took in managing the transition and the student body population growth, and that ultimately, their level of satisfaction rose based on their confidence in administration and the teaching staff to follow through with the feedback received in terms of not only student education, but student needs in terms of providing services and a continuum of supports.

Summary of Financial Results

As a small independent school, SWIS relies on the community for a number of reasons, primarily, that of our physical education program. Our building does not have a gymnasium or the like, where we could offer any form of PE within the facility itself. That being said, there is a city owned greenbelt across the street with disc golf, a river, and an interconnected set of paths that we utilize for a number of PE activities as well as recess time. A short walk beyond that space is Lyons Campground, where they have allowed us to use their playground for recess and other activities. We are a small business, and we support small businesses. Keeping that in mind, we aim to utilize many of the small businesses in keeping to our PE units for the school year. For example, we have a relationship with a dance studio just up the street that is utilized for not only the dance unit, but yoga as well. Making connections in the community is critical in not only creating opportunities for students, but expanding our network as a school and as a business.

Beyond other small and medium businesses, we have developed a great relationship with the town of Okotoks recreation department, frequently renting out spaces in their recreation center, the pool, ice rinks, and more. In cooperation Attack Hockey Development, we have implemented a hockey academy program. This relationship has just sprung up and there will be more to follow as we expect to see growth in this program.

A check and balance system at the administrative level allows us to manage the cost of these frequent off-site activities, all while adhering to the curricular outcomes of our PE program and enlightening students with the many unique PE activities such as billiards and rock climbing. Our parent council generously donates funds that assists with the funding of the physical education program, technology, transportation, field trips and more, allowing us to also offset many of those costs.

Staff salaries and benefits take the lion's share of our budget at approximately 2/3's of our income, while the rest is put towards supplies and general operations.

A partnership with Liminal Psychology has also been an effective intervention

See below for the web link to the Audited Financial Statement for the 2023-24 school year, approved by the board of directors on November 25, 2024.

Audited Financial Statements web link

Our audited financial statements for the year ended 2024 can be found here: <https://summitwestschool.ca/ed-plan%2C-aerr-and-afs>

You can find the provincial roll up of AFS information [here](#).

Financial Information Contact

Brandi James - Executive Director
bjames@summitwestschool.ca
587-885-2343

Stakeholder Engagement

Student Engagement:

Students are our primary and ultimate stakeholder. Developing relationships is at the core of what we do with each and every student, ensuring that they feel that they actually do have a say in the day to day workings of their learning and the teaching that they receive. Students are also far more likely to participate in feedback conversations and surveys, with positive outlooks, when they are empowered to have a say and furthermore, that they know that they will be heard and their feedback attended to, especially considering that their input into the development of the education plan is critical in addressing their needs at a student level. Results of their input are seen firsthand by the students in the changes brought about by their feedback and input based on the surveys and the discussions they were involved in, which ultimately led to things like the onboarding of a new school counselor.

Parent Engagement:

The Parent Involvement Team (PIT Crew) provided time during a number of PIT meetings for attendees to participate in an engagement session for school education plan input. This informal, discussion based approach allowed us to produce an extensive list of priorities, and following that, a feedback form was sent to all parents/guardians in the community for input into the plan based on said priorities. Feedback gleaned from the formal and informal sessions with all stakeholders was then taken to the board to align said feedback with future planning to be included in the Education Plan and to be reported on in the AERR. Parents were also invited to complete school based surveys to provide feedback regarding our program and its efficacy. An open invitation to parents was extended to participate in a community engagement session hosted by the PIT Crew as well as using the parent/guardian data from the Alberta Education Assurance Survey. This significantly helps to inform the Education Plan and to align the direction we intended on taking with the feedback provided by the parents and the AERR is posted online for their perusal.

Community Engagement:

Summit West is proud to have moved to a facility that is literally in the middle of the town of Okotoks, surrounded by many businesses and community operations such as Okotoks Recreation and the Western Wheel newspaper. Facilitated by administration, community partners and parents participated in a session to provide feedback on what they see from their professional and unique perspectives, what Summit West can do to best utilize the community partners available to us. Themes were noted and have been taken into account in the development of the education plan. The Okotoks Chamber of Commerce has recently invited us to join their organization and we look forward to making further inroads with local businesses and other potential stakeholders.



Annual Report of Disclosures

The Board of Directors maintains a positive working environment for all Summit West Independent School employees within a culture characterized by integrity, mutual respect, trust and care. The expectation is that all staff demonstrate high ethical standards in their work. SWIS will take action in an objective manner to address reports of wrongdoing within SWIS without retribution to its employees who report wrongdoing in good faith.

Summit West has in place a written procedure for Public Interest Disclosure, Whistleblower Protection. During the 2023-2024 school year, the Designated Officer received no disclosures of wrongdoing and therefore no investigations were warranted.

Domain: Local and Societal Context

Connecting Individuals and the Community

Contextual Information

Summit West Independent School is proud of our K-12 model of education. Students ranging in all school ages interact on a very regular basis, providing leadership and mentorship opportunities for many, promoting a sense of community that is almost “family” like. It teaches students the value of being a good person and community member, and very frequently trickles back into the students homes. Many emails have been received over the years with parents stating that their “kid has changed” and that they “get along with their sister way more often and help out around the house without complaining”, for example. The pride we take in teaching all students (regardless of age/grade) the “unwritten curriculum” is beyond reproach, modeling behaviours and setting high expectations of every staff member and student as to how to be the best person they can be. This results in clear and well understood expectations for how students are to behave when around peers of the same age, younger peers, and older peers. Age/grade is not a stigmatizing factor when it comes to students finding “their people”, as it is common to see younger and older students spending time together, in and out of class.

Socioeconomically, our school serves a broad spectrum of families, primarily from south Calgary and the whole of Okotoks and area. It is a common mantra that we have, that “our goal is their (the students) goal”, and this is regardless of academic ability or financial status. If the child is a positive contributor to our climate and culture, that this is put at the forefront of our minds when accepting new families into ours. Keeping this in mind with regards to putting together our 3 year plan and the subsequent reporting in the AERR, as well as the data collected in many of the areas pertinent to Alberta Education and our program at Summit West, we formulate our ideas based not on standards of others, but on the standards set for ourselves in how we do and what we do, keeping in mind that we are “teaching HOW to think, not WHAT to think.

High end athletes, military bound students, our future workforce, entrepreneurs, tradespeople, world travelers, and university bound students are a part of the demographic that makes up our Summit West student body, or as we like to refer to them, family. As mentioned earlier, “our goal is their goal”, meaning that no matter what their dreams are after grade school, we are here to get them there, together, and we continue to find **Success Within Individual Students**, each and every year.

Required Alberta Education Assurance Measures - Overall Summary

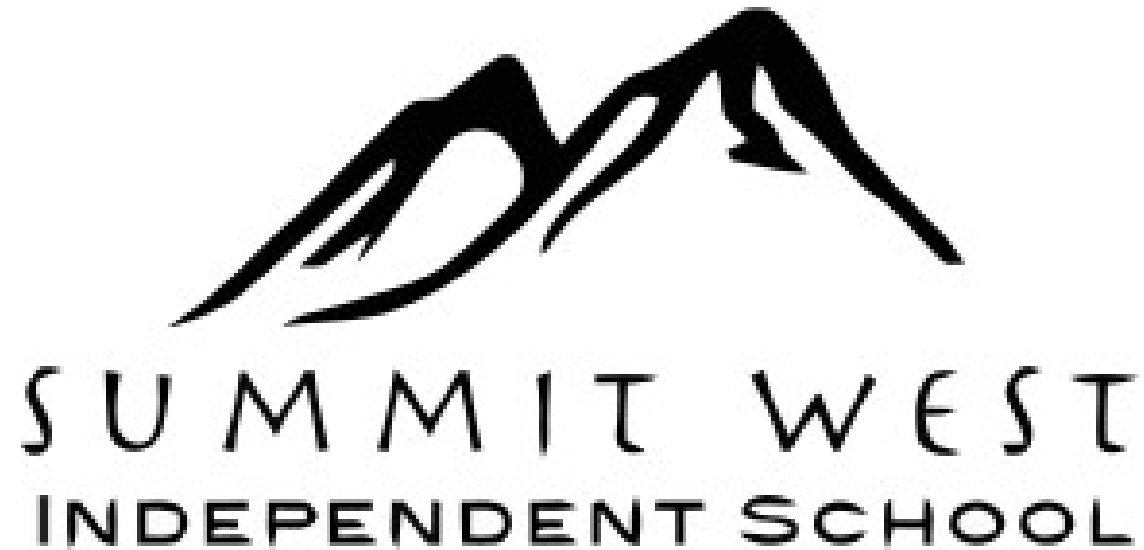
Fall 2024

Authority: 0316 Independent School Authority Ltd.

Assurance Domain	Measure	Independent School Authority L			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	82.1	86.8	90.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	81.0	87.8	86.9	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	76.0	44.1	42.7	80.4	80.7	82.4	Intermediate	Improved	Good
	5-year High School Completion	37.9	83.3	82.1	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	33.3	*	n/a	68.5	66.2	66.2	Very Low	n/a	n/a
	PAT6: Excellence	0.0	*	n/a	19.8	18.0	18.0	Very Low	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	58.5	63.2	63.2	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	15.9	15.8	15.8	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	91.1	87.4	90.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	91.1	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.3	87.8	92.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	93.9	82.4	85.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Comment on Results

The overall data summary contains the metrics required by Alberta Education in this report. We have provided a number of breakout tables throughout the report offering additional, more focused information in order to enrich the content shared with you, our stakeholders. Areas of concern have been addressed and commented on earlier in this report, and we continue to address them at a local level year over year, with improvements beginning to show that our proactive approach is working, and we continue to strive for excellence in all areas, not just those of concern.



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