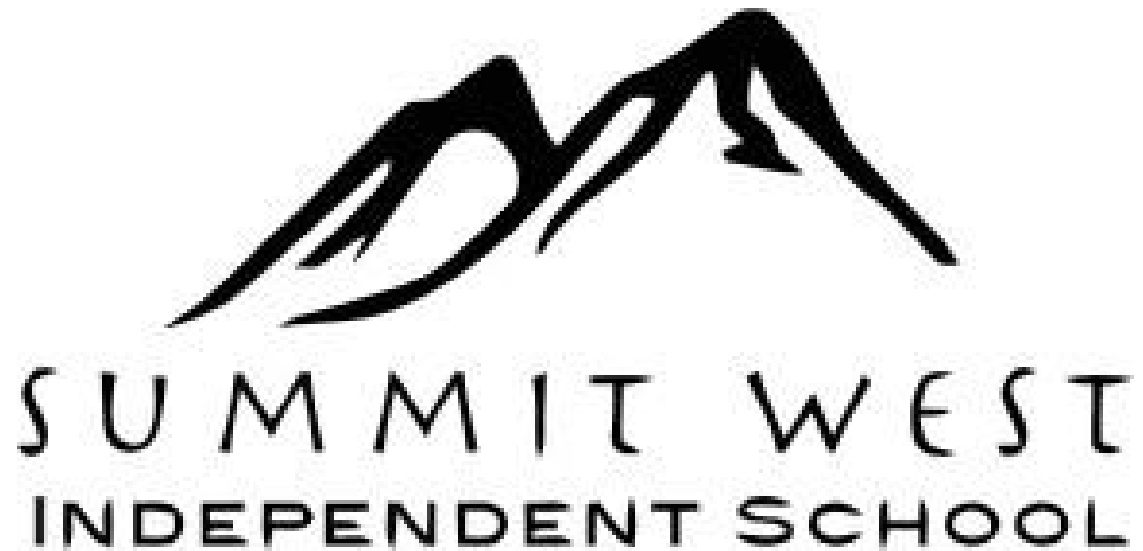


S_{uccess}

W_{ithin}

I_{ndividual}

S_{tudents}



Annual Education Results Report for the 2024-25 School Year

Independent School Authority



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Head of School's Message

Summit West Independent School (SWIS) is pleased to share our 2024-25 Annual Education Results Report (AERR) reflecting our second 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 unique 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 trickledown 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 haven, and minimize, reduce, or in many cases, completely alleviate the stress and anxiety 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 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 2024-2025 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 2024-2025 was approved by the Board on December 13th, 2025.

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 students 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* places the focus on working with the individual to strengthen the community. 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

- 875+ Home Education students with ByDesign
- 100+ SWIS students
- 30 wonderful staff members
- 2 amazing schools!

The Options

While we do offer students Art, Drama, Music, 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 do 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, growing confidence and learning to make the best choices for themselves. We also hold several partnerships with post-secondary institutions in order to offer Dual Credit as an option to our High School students.

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 families goals.

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 by teaching them HOW to think, and not WHAT to think. 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 think, not WHAT to think”

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 or ashamed of. The aforementioned "unwritten" curriculum, modelled by staff on a daily basis includes aspects of mutual respect, unconditional positive regard, time management, problem solving and resiliency, trust, 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, reflect 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. To achieve success, students need to feel those successes **Within**. An emphasis on a growth mindset guides their daily actions and interactions 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, becoming another innate quality over time. 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. Too often students are unaware of the difference between their FAVOURITE way to learn vs. the BEST way they learn, which is unique to every individual.

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

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. The "unwritten" curriculum acts as a vehicle to enhance each child's ability to become the best version of themselves.

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 and behaviour modelling 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 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?". Not often 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.

Activating a **Student's** 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 child. 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, along with collective goals based on SWIS values.

The Community (Beyond the Walls)

With the practice of fostering mutual respect and using a collaborative approach, our school community grows stronger each year. Relationships are at the heart of education at Summit West. The behaviours modeled and exemplified by our staff trickle down to the students, and in turn, are then regularly 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 do the individuals.

Programs and Highlights



Remembrance Day

Every year we are reminded of the sacrifice and service of the Canadian military that were made, for us 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, creating Pathway initiatives for High School students.



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 slopes 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 can come and relax or shred all day long!



School Performances

At Summit West, we pride ourselves on how we engage the imagination and the passion areas of our students. What if you 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 take 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 are where the process begins, engaging students in the conversation surrounding what they want life to look like after grade school, this includes collaborating with outside resources, for example, Careers coming in and speaking to the students about pathways available to them. These conversations help to guide them in the courses they need to take, and often, 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 | Independent School Authority | | | 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 | PAT9: Acceptable | 47.4 | * | n/a | 62.5 | 62.5 | 62.6 | Very Low | n/a | n/a |
| | PAT9: Excellence | 1.3 | * | n/a | 15.6 | 15.4 | 15.5 | Very Low | n/a | n/a |
| | Diploma: Acceptable | 53.8 | 58.5 | 60.8 | 82.0 | 81.5 | 80.9 | Very Low | Maintained | Concern |
| | Diploma: Excellence | 7.7 | 15.9 | 15.8 | 23.0 | 22.6 | 21.9 | Very Low | Maintained | Concern |

Comment on results

With no students writing PAT's the prior year due to our participation in the draft curriculum. Low participation rates also skew the results (see the following section for a more detailed breakdown). Of the grade 6 and 9 students, having only 13 and 19 writers respectively to gather data from, a couple of poor performing students does have a significant impact on the overall ratings. With limited data from prior years, trends are not identified, however, Summit West will continue to pursue strategies to promote stronger academic performance in these particular exams such as direct PAT practice and preparation.

With regards to diploma exams, both standards were maintained year over year, albeit a slight decrease in performance in the 2024-25 school year when compared to the previous school year. This decline is attributed to several students who we had involved in our new basketball program. While they are amazing athletes, academically, they struggled. New to our school last year, these individuals not only underperformed academically, but were also faced with the challenge of learning Summit West's independent learning program, which is a far cry from the public schools they had attended prior to joining our basketball program. This is one factor that weighed in on our decision to cancel the basketball program outright. Moving forward, I expect to see a better set of results across the board that is reflective of our students who have been integrated into our program for more than one year.



| Student Growth and Achievement | | | | | | |
|--|--|--|--|--|--|--|
| PAT Results Course by Course Summary by Enrolled with Measure Evaluation | | | | | | |
| School: 1984 Summit West Independent School | | | | | | |

| | | | Summit West | | Alberta | |
|-------------------------------|----------------------------------|-----------------------------|-------------|-----------------|---------|-----------------|
| | | | 2025 | 2023 - 2025 Avg | 2025 | 2023 - 2025 Avg |
| English Language Arts & Lit 6 | Participation | Students Enrolled | 13 | 13 | 61,670 | 61,670 |
| | | Students Writing | 8 | 8 | 53,045 | 53,045 |
| | | Students Writing % | 61.5 | 61.5 | 86.0 | 86.0 |
| | Results Based on Number Enrolled | Acceptable Standard % | 38.5 | 38.5 | 69.1 | 69.1 |
| | | Standard of Excellence % | 0.0 | 0.0 | 12.7 | 12.7 |
| | | Below Acceptable Standard % | 23.1 | 23.1 | 16.9 | 16.9 |
| | Results based on Number Writing | Acceptable Standard % | 62.5 | 62.5 | 80.3 | 80.3 |
| | | Standard of Excellence % | 0.0 | 0.0 | 14.7 | 14.7 |
| | | Below Acceptable Standard % | 37.5 | 37.5 | 19.7 | 19.7 |
| Mathematics 6 | Participation | Students Enrolled | 13 | 13 | 61,656 | 61,656 |
| | | Students Writing | 7 | 7 | 53,321 | 53,321 |
| | | Students Writing % | 53.8 | 53.8 | 86.5 | 86.5 |
| | Results Based on Number Enrolled | Acceptable Standard % | 15.4 | 15.4 | 53.1 | 53.1 |
| | | Standard of Excellence % | 0.0 | 0.0 | 15.1 | 15.1 |
| | | Below Acceptable Standard % | 38.5 | 38.5 | 33.3 | 33.3 |
| | Results based on Number Writing | Acceptable Standard % | 28.6 | 28.6 | 61.4 | 61.4 |
| | | Standard of Excellence % | 0.0 | 0.0 | 17.5 | 17.5 |
| | | Below Acceptable Standard % | 71.4 | 71.4 | 38.6 | 38.6 |

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| | | | | | | |
|-------------------------|----------------------------------|-----------------------------|------|------|--------|--------|
| Social Studies 6 | Participation | Students Enrolled | 13 | 13 | 50,053 | 56,171 |
| | | Students Writing | 7 | 7 | 42,116 | 47,823 |
| | | Students Writing % | 53.8 | 53.8 | 84.1 | 85.1 |
| | Results Based on Number Enrolled | Acceptable Standard % | 23.1 | 23.1 | 64.1 | 66.3 |
| | | Standard of Excellence % | 0.0 | 0.0 | 18.5 | 18.8 |
| | | Below Acceptable Standard % | 30.8 | 30.8 | 20.1 | 18.8 |
| | Results based on Number Writing | Acceptable Standard % | 42.9 | 42.9 | 76.1 | 77.9 |
| | | Standard of Excellence % | 0.0 | 0.0 | 22.0 | 22.1 |
| | | Below Acceptable Standard % | 57.1 | 57.1 | 23.9 | 22.1 |
| English Language Arts 9 | Participation | Students Enrolled | 19 | 19 | 59,391 | 58,247 |
| | | Students Writing | 15 | 15 | 50,327 | 48,837 |
| | | Students Writing % | 78.9 | 78.9 | 84.7 | 83.8 |
| | Results Based on Number Enrolled | Acceptable Standard % | 73.7 | 73.7 | 69.8 | 70.2 |
| | | Standard of Excellence % | 0.0 | 0.0 | 11.1 | 12.1 |
| | | Below Acceptable Standard % | 5.3 | 5.3 | 15.0 | 13.6 |
| | Results based on Number Writing | Acceptable Standard % | 93.3 | 93.3 | 82.4 | 83.8 |
| | | Standard of Excellence % | 0.0 | 0.0 | 13.1 | 14.4 |
| | | Below Acceptable Standard % | 6.7 | 6.7 | 17.6 | 16.2 |
| Mathematics 9 | Participation | Students Enrolled | 19 | 19 | 58,911 | 57,645 |
| | | Students Writing | 15 | 15 | 50,311 | 48,898 |
| | | Students Writing % | 78.9 | 78.9 | 85.4 | 84.8 |
| | Results Based on Number Enrolled | Acceptable Standard % | 21.1 | 21.1 | 51.7 | 52.9 |
| | | Standard of Excellence % | 0.0 | 0.0 | 14.0 | 13.8 |
| | | Below Acceptable Standard % | 57.9 | 57.9 | 33.7 | 31.9 |
| | Results based on Number Writing | Acceptable Standard % | 26.7 | 26.7 | 60.6 | 62.4 |
| | | Standard of Excellence % | 0.0 | 0.0 | 16.4 | 16.3 |
| | | Below Acceptable Standard % | 73.3 | 73.3 | 39.4 | 37.6 |

Continued on the next page



| | | | | | | |
|------------------|----------------------------------|-----------------------------|------|------|--------|--------|
| Science 9 | Participation | Students Enrolled | 19 | 19 | 59,453 | 58,279 |
| | | Students Writing | 15 | 15 | 50,678 | 49,490 |
| | | Students Writing % | 78.9 | 78.9 | 85.2 | 84.9 |
| | Results Based on Number Enrolled | Acceptable Standard % | 52.6 | 52.6 | 68.6 | 67.5 |
| | | Standard of Excellence % | 0.0 | 0.0 | 21.1 | 20.7 |
| | | Below Acceptable Standard % | 26.3 | 26.3 | 16.7 | 17.4 |
| | Results based on Number Writing | Acceptable Standard % | 66.7 | 66.7 | 80.4 | 79.5 |
| | | Standard of Excellence % | 0.0 | 0.0 | 24.8 | 24.4 |
| | | Below Acceptable Standard % | 33.3 | 33.3 | 19.6 | 20.5 |
| Social Studies 9 | Participation | Students Enrolled | 19 | 19 | 59,472 | 58,302 |
| | | Students Writing | 15 | 15 | 50,686 | 49,512 |
| | | Students Writing % | 78.9 | 78.9 | 85.2 | 84.9 |
| | Results Based on Number Enrolled | Acceptable Standard % | 42.1 | 42.1 | 60.5 | 59.8 |
| | | Standard of Excellence % | 5.3 | 5.3 | 17.1 | 16.3 |
| | | Below Acceptable Standard % | 36.8 | 36.8 | 24.7 | 25.1 |
| | Results based on Number Writing | Acceptable Standard % | 53.3 | 53.3 | 71.0 | 70.4 |
| | | Standard of Excellence % | 6.7 | 6.7 | 20.1 | 19.2 |
| | | Below Acceptable Standard % | 46.7 | 46.7 | 29.0 | 29.6 |

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) is statistically insignificant, and this has been the case for a number of years leading up to our current results. We note that the "2023-25 average" column has the same value as the 2025 results, meaning that the prior two years there was no data to derive any trends from. With only a small cohort of writers, a poor performance by 2 or 3 students can skew the overall results dramatically. This years results reflect 9 years of operation, often with few students writing and no data reported by the Alberta Educations metric reports. Finally, it is important to remember that individual student improvement is not indicated by this measure. We were successful in reaching our goal of an average of almost 50% (across all subjects) 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 support.



| Student Growth and Achievement | | | | | |
|--|--|--|--|--|--|
| Diploma Exam Results Course By Course Summary With Measure Evaluation | | | | | |
| School: 1984 Summit West Independent School | | | | | |

| | | Summit West Independent School | | Alberta | |
|----------------------------|--|---------------------------------------|------------------------|----------------|------------------------|
| | | 2025 | 2023 - 2025 Avg | 2025 | 2023 - 2025 Avg |
| English Language Arts 30-1 | Students Writing | 19 | 14 | 35,845 | 33,446 |
| | Diploma Examination Acceptable Standard | 63.2 | 66.4 | 85.3 | 84.4 |
| | Diploma Examination Standard of Excellence | 0.0 | 12.6 | 10.9 | 10.5 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 98.8 | 98.6 |
| | School Awarded Standard of Excellence | 68.4 | 64.3 | 42.4 | 42.3 |
| English Language Arts 30-2 | Students Writing | 7 | 8 | 21,398 | 19,243 |
| | Diploma Examination Acceptable Standard | 71.4 | 74.6 | 85.6 | 85.8 |
| | Diploma Examination Standard of Excellence | 28.6 | 19.8 | 11.3 | 12.3 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 97.3 | 96.9 |
| | School Awarded Standard of Excellence | 42.9 | 38.1 | 20.1 | 19.3 |
| Mathematics 30-1 | Students Writing | 19 | 13 | 22,680 | 21,159 |
| | Diploma Examination Acceptable Standard | 21.1 | 35.5 | 77.8 | 74.7 |
| | Diploma Examination Standard of Excellence | 10.5 | 13.6 | 37.1 | 33.7 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 96.9 | 96.5 |
| | School Awarded Standard of Excellence | 84.2 | 83.8 | 56.5 | 55.1 |
| Mathematics 30-2 | Students Writing | 6 | 6 | 17,430 | 15,841 |
| | Diploma Examination Acceptable Standard | 33.3 | 16.7 | 73.6 | 71.8 |
| | Diploma Examination Standard of Excellence | 16.7 | 8.3 | 17.3 | 16.0 |
| | School Awarded Acceptable Standard | 83.3 | 91.7 | 95.5 | 94.7 |
| | School Awarded Standard of Excellence | 33.3 | 25.0 | 32.9 | 31.0 |

Continued on the next page



| | | | | | |
|---------------------|--|-------|-------|--------|--------|
| Social Studies 30-1 | Students Writing | 16 | 12 | 26,238 | 25,143 |
| | Diploma Examination Acceptable Standard | 56.3 | 62.4 | 84.6 | 84.4 |
| | Diploma Examination Standard of Excellence | 0.0 | 9.5 | 16.8 | 17.1 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 99.5 | 99.4 |
| | School Awarded Standard of Excellence | 68.8 | 77.7 | 51.3 | 50.4 |
| Social Studies 30-2 | Students Writing | 8 | 9 | 27,021 | 24,017 |
| | Diploma Examination Acceptable Standard | 100.0 | 94.4 | 77.5 | 77.7 |
| | Diploma Examination Standard of Excellence | 0.0 | 0.0 | 12.3 | 12.4 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 97.3 | 97.1 |
| | School Awarded Standard of Excellence | 62.5 | 59.0 | 25.4 | 24.0 |
| Biology 30 | Students Writing | 13 | 10 | 25,916 | 24,533 |
| | Diploma Examination Acceptable Standard | 69.2 | 60.3 | 82.7 | 82.8 |
| | Diploma Examination Standard of Excellence | 0.0 | 4.8 | 34.8 | 33.8 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 97.6 | 97.3 |
| | School Awarded Standard of Excellence | 84.6 | 84.0 | 54.6 | 52.5 |
| Chemistry 30 | Students Writing | 9 | 9 | 21,438 | 19,919 |
| | Diploma Examination Acceptable Standard | 33.3 | 33.3 | 83.8 | 82.4 |
| | Diploma Examination Standard of Excellence | 0.0 | 0.0 | 40.6 | 38.5 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 97.8 | 97.5 |
| | School Awarded Standard of Excellence | 55.6 | 55.6 | 57.8 | 57.2 |
| Physics 30 | Students Writing | 6 | 6 | 11,366 | 10,187 |
| | Diploma Examination Acceptable Standard | 66.7 | 66.7 | 85.6 | 84.4 |
| | Diploma Examination Standard of Excellence | 50.0 | 50.0 | 43.6 | 42.2 |
| | School Awarded Acceptable Standard | 100.0 | 100.0 | 98.0 | 98.0 |
| | School Awarded Standard of Excellence | 100.0 | 100.0 | 61.6 | 61.2 |

Continued on the next page



| | | | | | |
|------------|--|---|-----|-------|-------|
| Science 30 | Students Writing | 1 | n/a | 9,027 | 8,491 |
| | Diploma Examination Acceptable Standard | * | n/a | 79.6 | 80.1 |
| | Diploma Examination Standard of Excellence | * | n/a | 26.2 | 24.6 |
| | School Awarded Acceptable Standard | * | n/a | 97.6 | 96.8 |
| | School Awarded Standard of Excellence | * | n/a | 39.4 | 37.0 |

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) is statistically insignificant (as seen in the Science 30 metrics), and this has been the case for a number of years leading up to our current results. This years results reflect 9 years of operation where we were successful in exceeding our goal of an average of 50% (across all subjects) of students writing the Diplomas and scoring 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 2024-25 school year we had a larger group and while there were some minor declines, overall, the scores stayed relatively steady, however, and noted in the summary table comments, there was one main factor that we attributed this trend to. 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)

| | Independent School Authority | | | | | | | | | | | | |
|-------------------|------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Year Completion | 10 | 66.5 | 12 | 17.6 | 12 | 44.1 | 12 | 76.0 | 32 | 43.0 | Very Low | Maintained | Concern |
| 4 Year Completion | 6 | 82.2 | 10 | 86.0 | 12 | 36.0 | 12 | 43.3 | 11 | 79.0 | Intermediate | Improved | Good |
| 5 Year Completion | 3 | * | 6 | 81.0 | 10 | 83.3 | 12 | 37.9 | 12 | 69.4 | Very Low | Maintained | Concern |

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 all while gaining some important personal qualities such as discipline, hard work, and being reflective in their practice.

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

| | Independent School Authority | | | | | | | | | | | | |
|---------|------------------------------|------|------|-------|------|------|------|------|------|------|--------------------|-------------|-----------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 53 | 82.8 | 42 | 86.1 | 64 | 87.8 | 92 | 81.0 | 125 | 85.9 | Very High | Maintained | Excellent |
| Parent | 7 | 85.3 | 7 | 100.0 | 14 | 98.6 | 17 | 85.7 | 22 | 91.7 | Very High | Maintained | Excellent |
| Student | 40 | 66.5 | 24 | 64.1 | 39 | 72.1 | 69 | 74.0 | 87 | 72.2 | Very High | Maintained | Excellent |
| Teacher | 6 | 96.6 | 11 | 94.2 | 11 | 92.6 | 6 | 83.3 | 16 | 93.8 | High | Maintained | Good |

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. It is a metric that anecdotally, we already were aware of. Parents new to the school very often report their child's behaviour as improving significantly at home, and while on field trips, vendors and other leaders often make remarks about how our group is or is at least one of the best school groups they have ever hosted.



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

| | Independent School Authority | | | | | | | | | | | | |
|---------|------------------------------|-------|------|-------|------|------|------|-------|------|------|--------------------|-------------|------------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 53 | 90.5 | 42 | 93.4 | 64 | 86.8 | 92 | 82.1 | 125 | 87.5 | Very High | Maintained | Excellent |
| Parent | 7 | 100.0 | 7 | 100.0 | 14 | 97.6 | 17 | 82.4 | 22 | 95.4 | Very High | Maintained | Excellent |
| Student | 40 | 71.6 | 24 | 83.2 | 39 | 71.9 | 69 | 63.8 | 87 | 69.1 | Intermediate | Maintained | Acceptable |
| Teacher | 6 | 100.0 | 11 | 97.0 | 11 | 90.9 | 6 | 100.0 | 16 | 97.9 | Very High | Maintained | Excellent |

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 and overall engagement was lost somewhat in previous years with a move to a new building and community location (2022-23 school year), 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. Similarly, to attend to the student population growth, we hired new staff members. It is not lost on us that they too need to understand that our focus lies on the child, in a student directed model, and that being the ultimate “authority” on how and what they learn is not the approach we take. Regular staff professional development based on the core facets of the program at Summit West helped to ensure that the overall delivery of the program wasn’t lost entirely during this influx of students and staff. While we still saw a decline in the teacher scale, we are now seeing that our interventions show us rebounding in this category for both staff and students. 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 - 2024-25 School Year | | | | | | | | |
|---|---------------------|--------------------------------|---|--|-----------------------------------|---|--|--|
| Grade Level Assessed | Assessment Category | AB Ed Approved Assessment | # of Students Assessed - September 2024 | # of Students at Risk - September 2024 | # of Students at Risk - June 2025 | AVG # of Months Behind Grade Level - September 2024 | AVG # of Months Behind Grade Level - June 2025 | 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 | 1 | 0 0 | 0 0 | 0 0 | 0 0 | 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 | 1 | 0 | 0 | 0 | 0 | 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 | 8 | 1 | 1 | 6 | 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 | 8 | 1 | 1 | 6 | 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 Dynamic Indicators of Basis Early Literacy Skills (DIBELS) assessment to measure reading skills like word fluency and comprehension. This program provided educators with reliable data to make informed decisions about reading instruction, ensuring students build foundational literacy skills for reading success.

Our spelling, vocabulary, and reading program are based on where the student's abilities currently are, rather than grade level. Spelling is explored through the understanding of number of syllables in a word, then identifying the sounds (paying close attention to those irregular spelling of sounds) and then identifying the letters connected to those sounds. Several games (online and paper) are played until the students feel ready to complete an assessment. Vocabulary words are explored through group participation. Students work together to look for the meaning of a word (either online dictionaries or paper dictionary) and come up with their own understanding of that word. This makes it more meaningful to the students. Teachers will work either one-on-one with a student or a small group, to work on reading skills (such as decoding) or comprehension strategies based on student reading abilities.



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

| | Independent School Authority | | | | | | | | | | | | |
|---------|------------------------------|-------|------|------|------|------|------|-------|------|------|--------------------|-------------|------------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 53 | 93.4 | 41 | 94.0 | 64 | 87.4 | 92 | 91.1 | 125 | 92.3 | Very High | Maintained | Excellent |
| Parent | 7 | 100.0 | 7 | 95.2 | 14 | 86.9 | 17 | 86.3 | 22 | 94.7 | Very High | Maintained | Excellent |
| Student | 40 | 91.2 | 23 | 92.9 | 39 | 85.8 | 69 | 87.0 | 87 | 84.3 | Intermediate | Maintained | Acceptable |
| Teacher | 6 | 88.9 | 11 | 93.8 | 11 | 89.4 | 6 | 100.0 | 16 | 97.9 | Very High | Maintained | Excellent |

Comment on Results

As was reported in previous years, 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 (and the year prior) saw a marked improvement as we moved beyond the “settling in” phase and getting back to “normal” after the transition, setting us up for a return to our historically high levels of education quality. The values have risen over the past two years, as expected, and with new staff and students continually joining us, they are being integrated into the Summit West program successfully and are now a part of the fewer “new to us” versus the inundation we had at the onset of moving to Okotoks, going from 65 three years ago to 105 this year. These new students (this year and last) are now young veterans of the program and help to transition new students into the ways of the Summit West program, showing them 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 coming year, as these new students (and staff for that matter) will have further exposure to the SWIS program and will begin 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 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 continue our work with a small group of area experts who specialize in the field of artificial intelligence, and our staff are excited to continue our adventure into this realm. Our recent 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 to provide the most relevant professional learning as deemed relevant by administration at Summit West Independent School. Currently, with several 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

| | Independent School Authority | | | | | | | | | | | | |
|---------|------------------------------|-------|------|-------|------|-------|------|------|------|-------|--------------------|-------------|-----------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 53 | 91.8 | 42 | 91.3 | 64 | 91.1 | 92 | 89.3 | 125 | 92.7 | Very High | Maintained | Excellent |
| Parent | 7 | 94.4 | 7 | 100.0 | 14 | 100.0 | 17 | 89.7 | 22 | 100.0 | n/a | Maintained | n/a |
| Student | 40 | 81.0 | 24 | 75.2 | 39 | 77.3 | 69 | 82.9 | 87 | 79.0 | High | Maintained | Good |
| Teacher | 6 | 100.0 | 11 | 98.6 | 11 | 96.1 | 6 | 95.2 | 16 | 99.1 | Very High | Maintained | Excellent |

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 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 life. 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 there was a moderate decline in the parent reporting last year, the metrics still stand atop the rankings when compared to other jurisdictions and that metric in particular has rebounded to its historical level. Some of the students who have left our school that participated in our basketball program were not particularly fond of our model of education, and they tended to report with lower scores regarding their overall satisfaction with the education offered and their sense of having a safe and caring environment.



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

| | Independent School Authority | | | | | | | | | | | | |
|---------|------------------------------|------|------|-------|------|------|------|-------|------|------|--------------------|-------------|-----------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 53 | 90.0 | 42 | 96.6 | 64 | 87.8 | 92 | 90.3 | 125 | 88.1 | High | Maintained | Good |
| Parent | 7 | 88.6 | 7 | 100.0 | 14 | 87.1 | 17 | 83.1 | 22 | 92.5 | Very High | Maintained | Excellent |
| Student | 40 | 84.8 | 24 | 91.7 | 39 | 83.7 | 69 | 87.7 | 87 | 76.9 | Low | Declined | Issue |
| Teacher | 6 | 96.7 | 11 | 98.1 | 11 | 92.5 | 6 | 100.0 | 16 | 95.0 | Very High | Maintained | Excellent |

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 2025-25 school year and had been implemented in a previous 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 2024-25 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. Again, we attribute the decline in the student metrics due to the number of students that were very unsatisfied with our model of education. While these students did find success in our athletic program, academically, this program was not the best approach for them.



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, it was internally 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 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 of engaging 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 people to support teachers in training around how to implement the PATHS curriculum. The Director is fully trained in PATHS programming, 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 Plan) process as well. With a large range of student needs across all grades, we work specifically and diligently with students, caregivers and staff to confirm that all 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 appointed a staff liaison to begin spearheading more FNMI practices within the school. In addition to this, they are also working at connecting with a community elder to begin fostering relationships between our school community and First Nations. We have a handful of students who have also brought awareness to the FNMI community. One grade 12 student volunteered to write specific land acknowledgements to perform during specific events, such as Remembrance Day. We incorporated these in lieu of generalized land acknowledgements, and this had a positive impact on students. Additionally, Metis clothing and beading have supplemented our school uniforms on occasion.

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 (SWIS)
- Summary of Financial Results (SWIS)
- Audited Financial Statements web link (SWIS)
- Financial Information Contact (SWIS)
- Stakeholder Engagement (SWIS)
- Annual Report of Disclosures (ABEd)



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

| | Independent School Authority | | | | | | | | | | | | |
|---------|------------------------------|------|------|------|------|------|------|-------|------|------|--------------------|-------------|-----------|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 13 | 95.3 | 18 | 89.3 | 25 | 82.4 | 23 | 93.9 | 38 | 86.0 | Very High | Maintained | Excellent |
| Parent | 7 | 93.9 | 7 | 87.9 | 14 | 88.4 | 17 | 87.8 | 22 | 88.7 | Very High | Maintained | Excellent |
| Teacher | 6 | 96.7 | 11 | 90.7 | 11 | 76.4 | 6 | 100.0 | 16 | 83.3 | Low | Maintained | Issue |

Comment on Results

Summit West historically has high levels of satisfaction in terms of parental involvement in decisions about their child's education. The move four years ago to a new building in a new community had a trickle effect over the following 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 108 in September 2025. 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. Another contributing factor to the lower (but rebounding) scores was the number of new staff and students. This required administration to refocus on professional learning days to focus on the core aspects of the self-directed program at Summit West. To bring back the core facets of the program and teach the students how to best work within the boundaries of what is expected in a self-directed program.



Summary of Financial Results

As a small independent school, SWIS relies on the community for several 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. There is a city owned greenbelt across the street with disc golf, a river, and an interconnected set of paths that we utilize for several PE activities as well as recess time and other activities such as the Terry Fox Run. 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 for our PE units during 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 with Attack Hockey Development, we have implemented a hockey academy program. This relationship has proven advantageous as it is yet another option for our students to participate in a unique and interest-based option. We work closely with other small businesses to not only help them, but to further expand our community network footprint. One notable connection is with the Mission Thrift Store and It Takes a Village, where our volunteer group goes twice a week to assist with whatever is needed for each particular store.

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 immersing our students with as many unique PE activities as possible 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 for our students.

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, 2025.

Audited Financial Statements web link

Our audited financial statements for the year ended 2025 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

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Director

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Stakeholder Engagement

Student Engagement:

Students are our primary and ultimate stakeholder. Developing relationships is at the core of what we do with every student, ensuring that they feel that they 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 several 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 considered 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 act 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 2024-2025 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 year, every year.



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0316 Independent School Authority Ltd.

| Assurance Domain | Measure | Independent School Authority | | | 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 | 87.5 | 82.1 | 87.4 | 83.9 | 83.7 | 84.4 | Very High | Maintained | Excellent |
| | Citizenship | 85.9 | 81.0 | 85.0 | 79.8 | 79.4 | 80.4 | Very High | Maintained | Excellent |
| | 3-year High School Completion | 43.0 | 76.0 | 45.9 | 81.4 | 80.4 | 81.4 | Very Low | Maintained | Concern |
| | 5-year High School Completion | 69.4 | 37.9 | 67.4 | 87.1 | 88.1 | 87.9 | Very Low | Maintained | Concern |
| | PAT9: Acceptable | 47.4 | * | n/a | 62.5 | 62.5 | 62.6 | Very Low | n/a | n/a |
| | PAT9: Excellence | 1.3 | * | n/a | 15.6 | 15.4 | 15.5 | Very Low | n/a | n/a |
| | Diploma: Acceptable | 53.8 | 58.5 | 60.8 | 82.0 | 81.5 | 80.9 | Very Low | Maintained | Concern |
| | Diploma: Excellence | 7.7 | 15.9 | 15.8 | 23.0 | 22.6 | 21.9 | Very Low | Maintained | Concern |
| Teaching & Leading | Education Quality | 92.3 | 91.1 | 90.8 | 87.7 | 87.6 | 88.2 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 92.7 | 89.3 | 90.6 | 84.4 | 84.0 | 84.9 | Very High | Maintained | Excellent |
| | Access to Supports and Services | 88.1 | 90.3 | 91.5 | 80.1 | 79.9 | 80.7 | High | Maintained | Good |
| Governance | Parental Involvement | 86.0 | 93.9 | 88.5 | 80.0 | 79.5 | 79.1 | Very High | Maintained | Excellent |



Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0316 Independent School Authority Ltd.

| 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 |
| Diploma Exam Participation Rate (4+ Exams) | 16.5 | 19.0 | 19.0 | 54.5 | 52.7 | 52.7 | Very Low | Maintained | Concern |
| Drop Out Rate | 3.5 | 7.8 | 4.9 | 2.4 | 2.5 | 2.4 | High | Maintained | Good |
| In-Service Jurisdiction Needs | 91.1 | n/a | 80.5 | 81.7 | 81.1 | 82.3 | High | Maintained | Good |
| Lifelong Learning | 81.5 | 82.1 | 85.9 | 80.8 | 79.9 | 80.4 | High | Maintained | Good |
| Program of Studies | 77.8 | 75.5 | 78.2 | 83.0 | 82.8 | 82.9 | Intermediate | Maintained | Acceptable |
| Program of Studies - At Risk Students | 88.5 | 90.6 | 92.1 | 80.5 | 80.6 | 81.2 | High | Maintained | Good |
| Rutherford Scholarship Eligibility Rate | 72.5 | 59.3 | 66.6 | 69.4 | 70.7 | 70.9 | High | Maintained | Good |
| Safe and Caring | 94.5 | 92.6 | 93.5 | 87.3 | 87.1 | 87.8 | Very High | Maintained | Excellent |
| Satisfaction with Program Access | 77.0 | 75.6 | 76.8 | 72.1 | 71.9 | 72.5 | Intermediate | Maintained | Acceptable |
| School Improvement | 83.8 | 89.0 | 91.3 | 76.6 | 75.8 | 75.1 | Very High | Declined | Good |
| Transition Rate (6 yr) | 30.5 | 44.7 | 45.3 | 59.9 | 60.1 | 60.0 | Very Low | Maintained | Concern |
| Work Preparation | 82.5 | 85.4 | 86.6 | 83.7 | 82.8 | 83.6 | High | Maintained | Good |