

# **Success Within Individual Students**

## **2021-24 Annual Education Results Report**



Teaching HOW to think  
not WHAT to think

# Annual Education Results Report 2022-23

Summit West Independent School (SWIS) is pleased to share our 2022-23 Annual Education Results Report (AERR) reflecting our second year of SWIS' 2021-2024 Three-Year 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, 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 strong modelling 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.

Further improvements were made to our school culture, providing a safe and caring environment. The culture and climate of the school provides for a sense of safety and comfort, allowing students and staff alike to find safe haven, and minimize, reduce, or in many cases, completely alleviate stress in their lives that occurs outside of the school walls. Mental health has become paramount during these times. A strong focus on the psychological and physical health of groups and individual students has helped to enhance our sense of community, our sense of family. Supports have reached further than students and staff, with clothing and food drives for our families in need, taking 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.



# Our Commitment

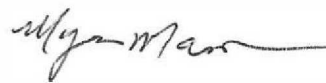
The program at Summit West Independent School is designed to approach student learning at an individual level. The aim of our model of curriculum delivery is individualized to meet the student where they are at, not where everyone else is, and not where they are "supposed to be" according to age or other criterion. Independent School Authority's 2021-2024 Three Year Education Plan, *Success Within Individual Students* place's the focus 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.

## Accountability Statement

The Annual Education Results Report for Independent School Authority for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 29th, 2022.

Myron Masterson - Board Chair  
boardchair@summitwestschool.ca



# 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.

## What else we offer

Full Day Kindergarten through to 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.

## The Numbers

- 800+ Home Education students with ByDesign
- 75 SWIS students
- 19 wonderful staff members
- 1 amazing school!

## ByDesign 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 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.



## 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, making good choices and holding themselves accountable for those 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 produce an intrinsic sense of self worth and 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 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 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. It also allows SWIS teachers to individualize the program and curriculum delivery for each and every student to suit their strengths and needs.



## **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 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 make 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.

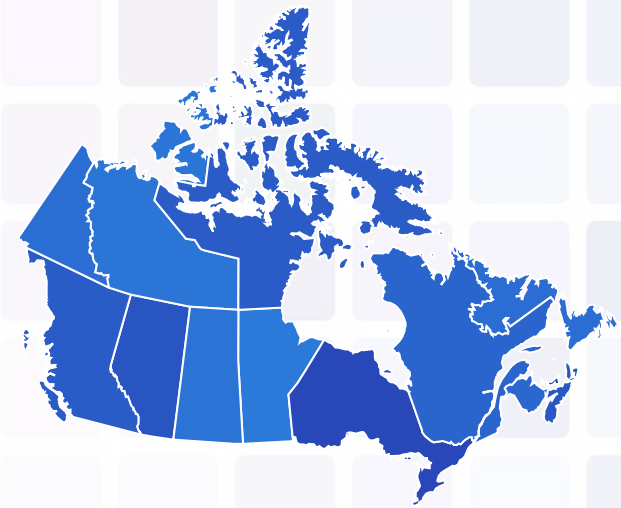


## **Student** passion for lifelong learning

When a child knows themselves intimately, understands their strengths, can motivate themselves intrinsically, and are given the environment and the structure to self-promote, the sky is 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 will focus on:



## Individual's (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 teachers and leadership continue to engage in meaningful professional development based on individual staff needs, wants, and their own professional goals.

## The Community

Learning supports are delivered by our staff at Summit West and are tailored to each individual child. With mutual respect and a collaborative approach, our school community will grow stronger each and every year. Relationships are at the heart of education. The behaviours modelled and exemplified by our staff trickle down to the students, and in turn, are then presented in our school community and 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.**



# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

## How we measure success

- Percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma Exams (AB Ed)
- Percentage of grade 12 students eligible for the Rutherford Scholarship (AB Ed)
- Percentage of students who feel their teacher(s) provides choice and flexibility in how they complete their work (SWIS)
- Percentage of students who are absent less than 10 percent of the school year without extenuating circumstances (SWIS)
- Overall teachers, parents and students satisfied with the opportunities for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education (AB Ed)
- Percentage of students who understand how they learn best (SWIS)
- Percentage of students who feel their teachers respect their opinions and decisions for their learning (SWIS)
- Percentage of students who feel they have trust in and from their teacher(s) (SWIS)
- Percentage of First Nations, Metis, and Inuit students who graduate high school within three years of entering grade 10 (AB Ed)
- Percentage of students who feel they have ownership over their learning (SWIS)





# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma exams (ABEd)



Measure	Current Result	Prev Year Result	SWIS Previous 3 Year Average	Province Previous 3 Year Average
PAT Acceptable	71.7	N/A	46.4	73.8
PAT Excellence	10.0	N/A	7.1	20.6
Dip Acceptable	60.0	N/A	26.3	83.6
Dip Excellence	0.0	N/A	0.0	24.0

## 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) can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect seven 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!

Similar to the PAT limits on our data, our Diploma exam scores have improved markedly. It is difficult to identify trends year over year when we have such a limited data set due to COVID exemptions and low numbers of students, however, in the upcoming year we will have more accurate data to report with a larger cohort of grade 12 writers, and we look forward to their efforts and the resultant data to help us improve our strategies with regards to diploma exam preparation and execution.



# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of FNMI students who achieve the acceptable or standard of excellence on PAT's and Diploma exams (ABEd)



Measure	Current Result	Prev Year Result	SWIS Previous 3 Year Average	Province Previous 3 Year Average
PAT Acceptable	N/A	N/A	N/A	54.0
PAT Excellence	N/A	N/A	N/A	7.4
Dip Acceptable	N/A	N/A	N/A	77.2
Dip Excellence	N/A	N/A	N/A	11.4

## 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 seven years of operation, often with few students writing. Finally, it is important to remember that individual student improvement is not indicated by this measure.



# SWIS Goal One - Specific PAT Course Results

Course	Measure	Achievement	Improvement	Overall	2022 N.	2022 %	Previous 3 yr avg N.	Previous 3 yr avg %
English Language Arts 6	Acceptable Standard	N/A	N/A	N/A	8	100.0	8	62.5
	Standard of Excellence	N/A	N/A	N/A	8	25.0	8	12.5
Mathematics 6	Acceptable Standard	N/A	N/A	N/A	8	87.5	8	37.5
	Standard of Excellence	N/A	N/A	N/A	8	25.0	8	0.0
Science 6	Acceptable Standard	N/A	N/A	N/A	8	75.0	8	75.0
	Standard of Excellence	N/A	N/A	N/A	8	12.5	8	12.5
Social Studies 6	Acceptable Standard	N/A	N/A	N/A	8	62.5	8	62.5
	Standard of Excellence	N/A	N/A	N/A	8	12.5	8	0.0
English Language Arts 9	Acceptable Standard	N/A	N/A	N/A	7	85.7	n/a	n/a
	Standard of Excellence	N/A	N/A	N/A	7	0.0	n/a	n/a
Mathematics 9	Acceptable Standard	N/A	N/A	N/A	7	28.6	n/a	n/a
	Standard of Excellence	N/A	N/A	N/A	7	0.0	n/a	n/a
Science 9	Acceptable Standard	N/A	N/A	N/A	7	85.7	n/a	n/a
	Standard of Excellence	N/A	N/A	N/A	7	0.0	n/a	n/a
Social Studies 9	Acceptable Standard	N/A	N/A	N/A	7	42.9	n/a	n/a
	Standard of Excellence	N/A	N/A	N/A	7	0.0	n/a	n/a

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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.

# SWIS Goal One - Specific Diploma Exam Results

Course	Measure	Achievement	Improvement	Overall	2022 N.	2022 %	Previous 3 yr avg N.	Previous 3 yr avg %
ELA 30-1	Acceptable/Excellence	N/A	N/A	N/A	3	*	N/A	N/A
ELA 30-2	Acceptable/Excellence	N/A	N/A	N/A	1	*	N/A	N/A
Mathematics 30-1	Acceptable/Excellence	N/A	N/A	N/A	2	*	N/A	N/A
Mathematics 30-2	Acceptable/Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies 30-1	Acceptable/Excellence	N/A	N/A	N/A	4	*	N/A	N/A
Social Studies 30-2	Acceptable/Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Biology 30	Acceptable/Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chemistry 30	Acceptable/Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physics 30	Acceptable Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science 30	Standard of Excellence	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.



# | SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of grade 12 students eligible for the Rutherford Scholarship (AB Ed)



Measure	SWIS	Province	SWIS FNMI	Province FNMI
Rutherford Scholarship Eligibility	92.3	68.0	n/a	39.5



## Comment on results

Student choice on how to learn lends itself to the engagement of the whole mind. Students reach further, dig deeper, and excel when they are afforded the ability to learn in a way that works best for them. This is evident not only in the above data, but in the high level of day to day engagement and the students excitement for learning.



# SWIS Goal One

Connect to the individual - Student Growth and Achievement

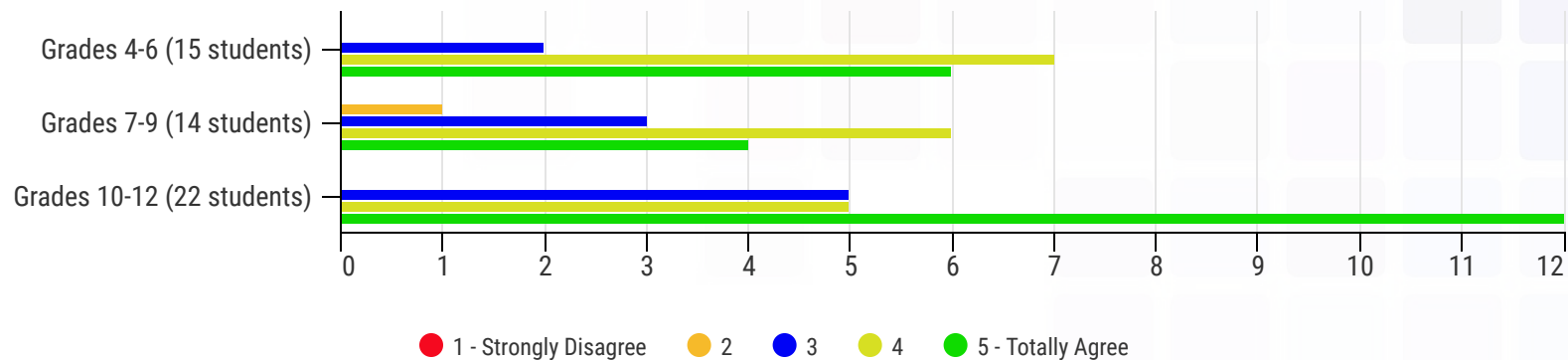
## Outcome

Empower students to engage in their passion areas

Percentage of students who feel their teacher(s) provides choice and flexibility in how they complete their work (SWIS)



Survey Question: The teacher's objectives provide students with choice and flexibility in how they complete assignments rather than tell students the type of assignment they need to complete



## Comment on results

A central tenet to the program at Summit West is Choice. As we all know, every child is different in many ways, and learning is one of them. How they learn best is often mistakenly associated with their favourite way to learn. Guiding students in the differentiation of these two concepts is critical in their growth, and it is based ultimately on teaching them "How to learn, and not What to learn".



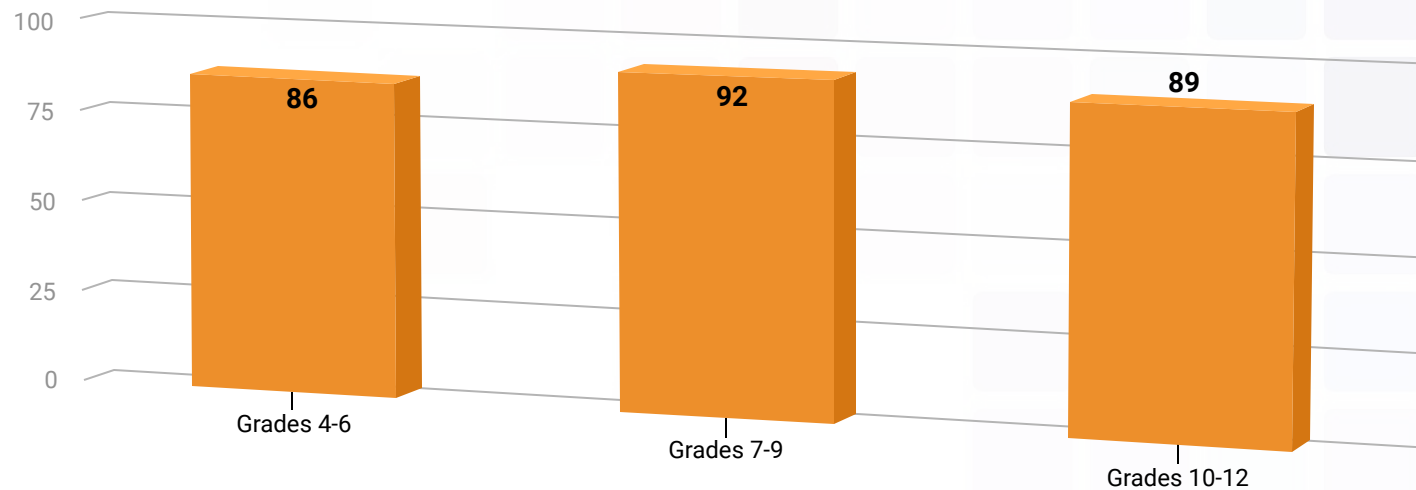
# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of students who are absent less than 10 percent of the school year without extenuating circumstances (SWIS)



## Comment on results

SWIS believes that regular attendance at school has a positive impact on success. We aim to increase student attendance through data tracking, building awareness in school communities and timely interventions. Frequent communication between the school, student, and home only amplifies the positive impacts of regular attendance.



# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

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

	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	N	%	N	%	N	%	N	%	N	%
Overall	41	94.3	58	94.0	54	95.6	53	93.4	41	94.0
Parent	14	96.4	15	97.8	8	95.6	7	100.0	7	95.2
Student	27	92.2	34	89.9	38	93.3	40	91.2	23	92.9
Teacher	4	*	9	94.4	8	97.9	6	88.9	11	93.8



## Comment on results

Every year, Summit West staff and administration take feedback, both formally and informally, about our course offerings. After COVID-19 put a hard stop on multiple course offerings such as drama and music, we found that students were eager to return to these activities and many more. Some of our new course offerings such as sociology, psychology, and philosophy were implemented based on student interest and feedback. We have also enhanced our cosmetology program and opened it up to include students in upper elementary (grades 4-6). Our PE program is unique in the sense that we utilize the communities amenities such as ropes courses, billiards halls, rec centers, and more. We find that this not only provides a robust and unique set of activities for our students, but also integrates other school wide goals such as citizenship, respect, and accountability for ones choices, while out in public spaces. Students have the opportunity to interact with one another, with other people using various facilities, and this helps to foster a sense of pride in the school as well as represent the school in the public realm. Regular feedback from parents and students will continue to help us grow and adapt our programming to our students needs and interests.





# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Overall teachers, parents and students satisfied with the opportunities for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education (AB Ed)

Measure	SWIS	Province
Overall	76.8	72.6
Parent	83.3	67.4
Student	70.0	73.5
Teacher	76.9	77.0



## Comment on results

Every year, Summit West staff and administration take feedback, both formally and informally, about our course offerings. After COVID-19 put a hard stop on multiple course offerings such as drama and music, we found that students were eager to return to these activities and many more. Some of our new course offerings such as sociology, psychology, and philosophy were implemented based on student interest and feedback. We have also enhanced our cosmetology program and opened it up to include students in upper elementary (grades 4-6). Our PE program is unique in the sense that we utilize the communities amenities such as ropes courses, billiards halls, rec centers, and more. We find that this not only provides a robust and unique set of activities for our students, but also integrates other school wide goals such as citizenship, respect, and accountability for ones choices, while out in public spaces. Students have the opportunity to interact with one another, with other people using various facilities, and this helps to foster a sense of pride in the school as well as represent the school in the public realm. Regular feedback from parents and students will continue to help us grow and adapt our programming to our students needs and interests.



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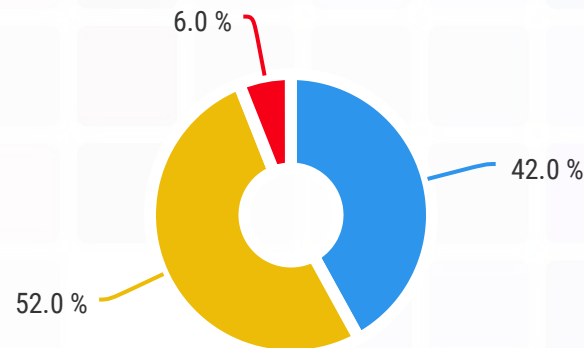
## Outcome

Empower students to engage in their passion areas

Percentage of students who understand how they learn best (SWIS)

Survey Question: Student understands and utilizes their learning style

- Regularly (80% or more of the time)
- Somewhat (~50% of the time)
- Not at all



## Comment on results

Every year, SWIS asks students to identify their learning and teaching styles based on their knowledge of themselves, their successes, and then identify their favourite way to learn compared to the best way for them to learn. This is an informal process that includes conversation and not just a simple survey. While the question does arise on a survey, that survey is not administered until after these conversations take place. As students age through the program, we begin to see more and more students able to identify how they learn best, which is to be expected. We have seen a slight shift year over year, toward more students regularly understanding and using their favourite learning and teaching styles. Once a student differentiates between what their favourite way to learn compared to the best way they learn) often these two don't align), learning becomes easier, students make better choices, and academic success improves markedly.



# SWIS Goal One

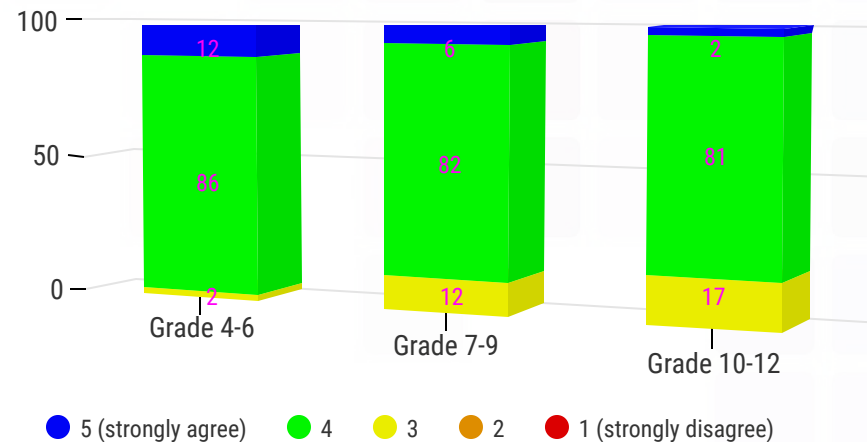
Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of students who feel their teachers respect their opinions and decisions for their learning (SWIS)

Survey Question: The teacher listens to the students' point of view; he/she may not agree, but students feel understood



## Comment on results

As a part of our delivery of the “unwritten” curriculum, staff model for student’s forms of mutual respect. This has been highly successful in terms of the students reciprocating this behaviour, not only to their teachers, but to peers and even family members in the home as reported by some parents. When the teacher respects ones opinion, whether they agree with it or not, it gives the student a sense of mutual respect, and that they have a voice in the relationship between the teacher and the student. This ultimately leads to healthy discourse, especially when differing opinions are being voiced. We see that the vast majority (80% and above) feel their perspectives and opinions do matter and that they are being heard by their teacher(s), and this is encouraging.



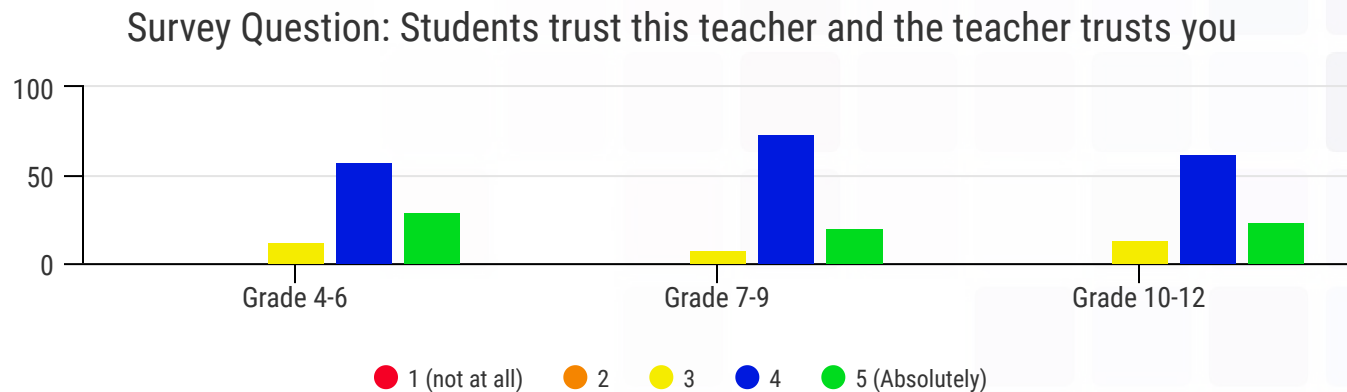
# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of students who feel they have trust in and from their teacher(s) (SWIS)



## Comment on results

Trust is a major factor in many aspects of life. This holds true when you have a mentor/mentee relationship. Students observe and model after staff in terms of how to build trust, and how not to compromise trust. When trust is broken, students are taken through conversations and are showed how to repair the damage done. Reciprocating behaviours of mutual respect, among other things, helps to build trust, or repair it if necessary. As this too, is part of SWIS' "unwritten" curriculum, a large emphasis is placed on these types of behaviours and the results add to, and emphasize the safe and caring aspect of the school culture. It is clear that across the grades surveyed, that the vast majority of students feel that they have in and from their teacher(s). Year over year, there has been a mild shift from a rating of 4 to a rating of 5, which is encouraging.





# SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of SWIS students who graduate high school within three years of entering grade 10 (AB Ed)



	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021
	N	%	N	%	N	%	N	%	N	%
3 yr completion	1	*	3	*	6	50.0	10	66.5	12	17.6
4 yr completion	2	*	1	*	3	*	6	82.2	10	86.0
5 yr completion	n/a	n/a	2	*	1	*	3	*	6	81.0

## Comment on results

With a statistically insignificant number of students (<6) in the first two year of our data, Alberta Education suppresses the data. As our high school population grew, we began to see data emerge. Our program works with the goals of the student and many chose to return for upgrading and overall high school completion within the 3-5 year range.



# | SWIS Goal One

Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

Percentage of First Nations, Metis, and Inuit students who graduate high school within three years of entering grade 10 (AB Ed)

Measure	SWIS	Province
3 Year Completion	N/A	59.5
5 Year Completion	N/A	68.0



## Comment on results

With a statistically insignificant number of students (<6) self-reporting that they are FNMI last year, Alberta Education suppresses the data, however, the teaching of indigenous ways of life, relationship to the world, and their knowledge and education are always a priority at SWIS. Indigenous education and experiences are always sought after, and our students are happy to enjoy the many field trips, guest speakers, and more with local elders, organizations, and services becoming more readily available and accessible.



# SWIS Goal One

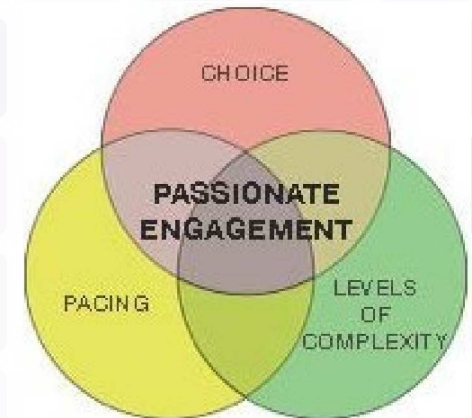
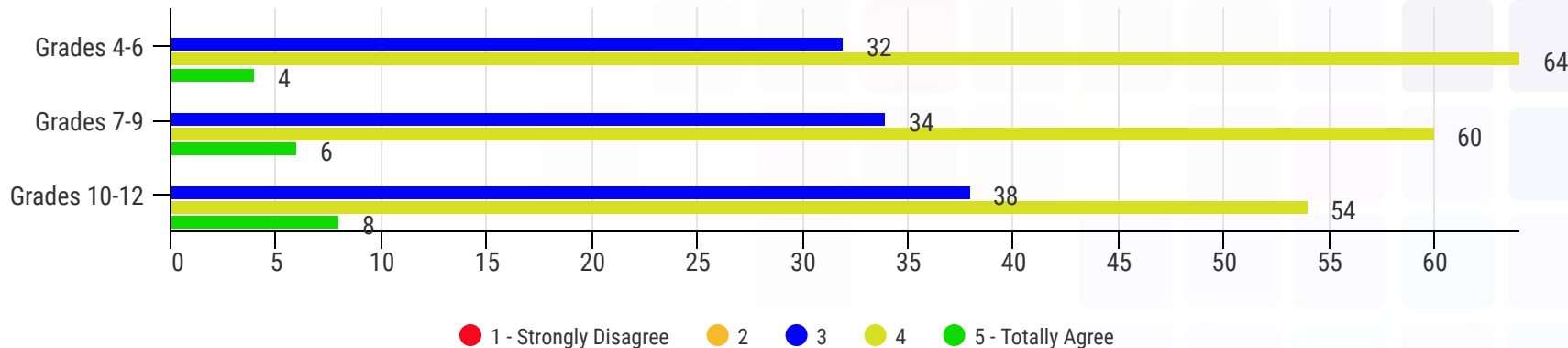
Connect to the individual - Student Growth and Achievement

## Outcome

Empower students to engage in their passion areas

### Percentage of students who feel they have ownership over their learning (SWIS)

Survey Question: You feel that you have the freedom to choose HOW you learn best and the teacher does not dictate your learning style



## Comment on results

Choice is one of three central tenets of the SWIS program, along with Pacing and Levels of Complexity. These three factors are interrelated, as seen in the diagram in the top right of this page. When all three are in balance based on the individual student, passionate engagement occurs and drives the student to learn more deeply. Trends show that moderate (3) ratings increase with grade groupings, as do high levels (5). This trend indicates that as students age, their level of independence, and therefore, the choices they make about how to learn increase, offering them the sense of ownership and choice in their learning, however, as the level of complexity increases with grade level, the overall data suggests that more students defer to the teacher for guidance, based on the downward trend in the (4) ratings.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

## How we measure success

- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (AB Ed)
- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- Percentage of teachers who feel they receive sufficient guidance and mentorship from the school leaders (SWIS)
- Percentage of students who believe they can overcome life's obstacles (SWIS)
- Percentage of students who engage in the registered apprenticeship program (RAP) and work experience programs (SWIS)
- Percentage of students who report that they live a healthy lifestyle (SWIS)
- Percentage of teachers, parents, and students who are satisfied that students model the characteristics of a community of learners (SWIS)
- Percentage of teachers, parents, and student who are satisfied that students model the characteristics of active citizenship (AB Ed)
- Percentage of students who feel that mutual respect is abundant in school (SWIS)
- Percentage of teachers, parents, and students that feel there is frequent and transparent communication between the students, parents, and the school (SWIS)
- Percentage of students who feel their teacher(s) are consistent and fair when providing feedback and/or praise (SWIS)
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (AB Ed)





# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (AB Ed) WCRSLE

	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	53	91.8	42	91.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	7	94.4	7	100.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	40	81.0	24	75.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	11	98.6

## Comment on results

It has never been a question as to whether students are safe and cared for at Summit West. The culture that has been cultivated over the past number of years of operation puts a major emphasis on mutual respect, ownership and accountability for ones self, trust, and making good choices. It is evident that the approach we have taken and continue to use is having a major impact on students sense of safety at our school, and that they have a voice and a choice when it comes to matters of physical and psychological safety. In speaking to a year over year analysis, we have seen an increase in all categories of respondents, except staff, whose rating dropped by 1.9% year over year. This has been attended to in several areas including, but not limited to staff support and relationship building.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

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

	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	53	90.0	42	96.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	7	88.6	7	100.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	40	84.8	24	91.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	96.7	11	98.1



## Comment on results

While there are three years of suppressed data, you can see from the trend from the previous two years that the overall sense that parents, students and teachers have access to the appropriate supports and services at school is high, and trending upwards. With the recent addition of a school counsellor, or what we like to call our Director of Student Success and Wellbeing, we only speculate that this outcome will continue to trend upwards with the supplemental resources and support that this new position brings to our school community.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of teachers who feel they receive sufficient guidance and mentorship from the school leaders (SWIS)

No, I need more: 10.0 %



Yes, definitely: 90.0 %

## Comment on results

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 and staff at SWIS, specifically in the realm of self-directed learning. Furthermore, administrations open door policy and regular staff check ins and staff retreats offer the opportunity to provide the individual and group guidance and support necessary for the smooth functioning of the school as a whole. How does this relate to the outcome of goal 2, that "students are proactive, resilient, and active in their community?" Simply, when staff are supported, they feel they have the tools to navigate any given situation, in school or in the community. When staff are armed with this confidence, they consciously and subconsciously model behaviors to the students that promote the above mentioned qualities. Students then emulate these qualities in their own interactions and experiences in school, and in the community, with confidence and pride.



# SWIS Goal Two

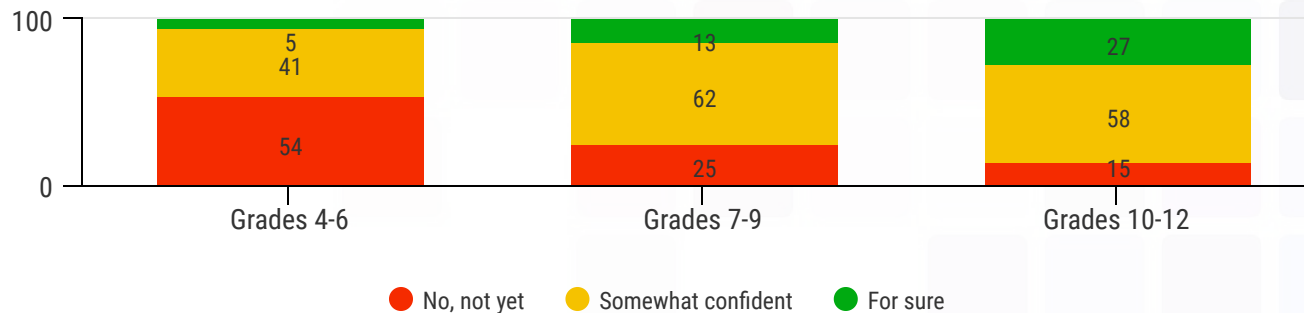
Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

### Percentage of students who believe they can overcome life's obstacles (SWIS)

Survey Question: How confident are you that SWIS is preparing you for life outside of school and that you will be able to overcome life's obstacles?



## Comment on results

While the metrics did not change much at all year over year, we find again that the most notable trend in this data is the grade/age of the students. As we can see above, students become more confident in their ability to overcome life's obstacles (ie: getting a job, taking transit, having enough money for food and personal use, taking care of themselves when sick, maintaining relationships, etc). In conversations with a sample group, the overarching theme is the student's awareness of what life requires of them and what life can or will throw at them once they are done grade school and enter post secondary or the workforce. As they age up, their knowledge of the world around them increases, making them more aware of what is needed in terms of skill sets, confidence, and motivation. Students beginning in grade 7 begin having conversations that are centered around real world scenarios, and coupled with what is happening in their lives already, learn strategies to help them cope with and manage these situations. The recent addition of our "Success Coach/School Councilor" will only contribute to the toolkits of our students to help them to better monitor and manage their lives.



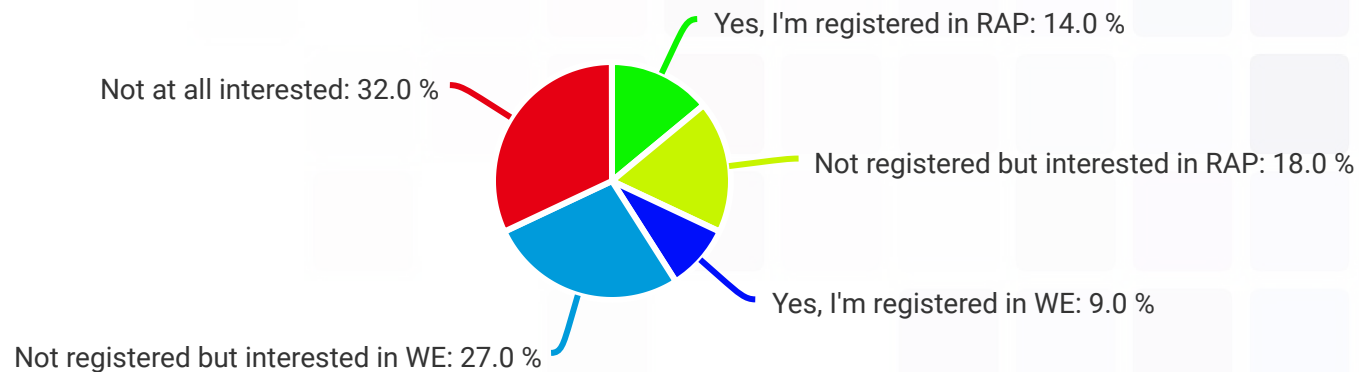
# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of students who engage in the registered apprenticeship program (RAP) and work experience programs (SWIS)



## Comment on results

While SWIS is relatively new to the world of work experience (WE) and the registered apprenticeship program (RAP), the word is spreading quickly. We have now had a number of students involved in either the WE or RAP program over the past few years, and the interest continues to grow. Our new location in Okotoks lends itself to more opportunity, being in a more urban setting when compared to our rural setting at our previous location. Students are experiencing more in their community, and the intrigue is pulling them in. If they want to go out for lunch, they need money. To get money, they need to work. Simple. Might as well get a few credits while they are at it!





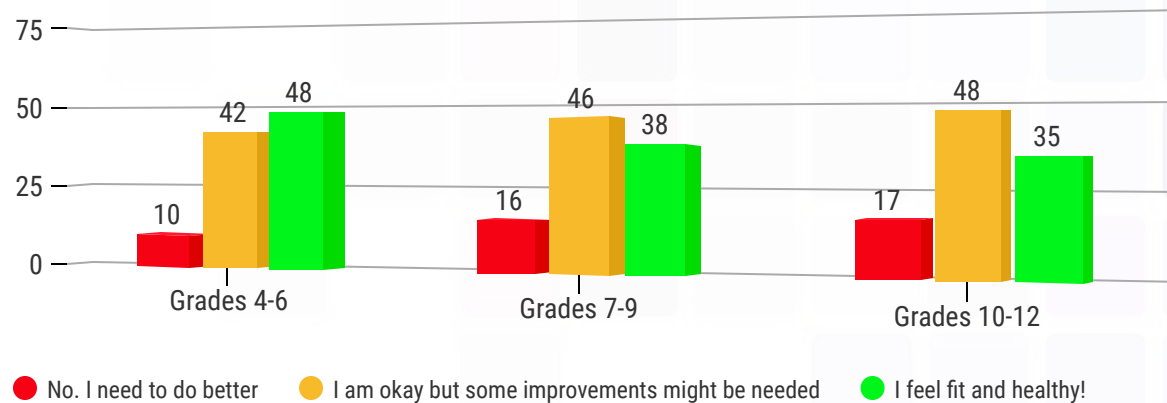
# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of students who report that they live a healthy lifestyle (SWIS)



## Comment on results

Staff and students at SWIS engage in a number of activities outside of regular physical education, taking advantage of the nearby foothills and other natural amenities in Okotoks. Students also realize and are taught that a healthy lifestyle is comprised of multiple areas for growth and nourishment, such as diet and exercise, physical activity, mental health and relationships, screen time and the outdoors, and more. Regular group and individual conversations help to facilitate their understanding of the aforementioned, and are fortified with alternative activities. We are seeing a year over year trend to healthier lifestyles, both physically and psychologically, particularly keeping in mind the after effects of COVID and the stress and anxiety that it caused in staff and students. It is also worth mentioning the correlation between these metrics and that of the safe and caring data, which tell us that SWIS is a positive, healthy and supportive community for our students.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Teacher, parent and student agreement that students are engaged in their learning at school

	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	53	90.5	42	93.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	7	100.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	40	71.6	24	83.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	11	97.0



## Comment on results

Only since 2021 has there been sufficient respondent numbers to support a data set. Regardless of that fact, our data suggests that student learning engagement is high. This is likely due to our individualized approach to student learning and the application of their knowledge in a way that they prefer, allowing them to immerse themselves in any given activity or when learning any given concept using a learning style that best suits their interests and strengths.



# SWIS Goal Two

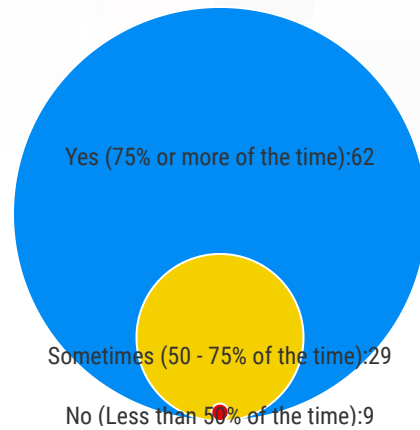
Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of a community of learners (SWIS)

Survey question: You promote and model the characteristics of a community of learners: Don't disturb others learning, respect, helping peers, etc



## Comment on results

The culture at Summit West is one of mutual respect combined with ownership and accountability for ones choices. Students are pressed to make choices that not only help themselves, but enhance the community as well. Our community of learners establishes relationships, encourages collaboration, and thrives when students make good choices. In connection with our safe and caring environment, being a part of a community of learners requires responsible and ethical participation, not only within the school, but beyond the walls of the school, into the community. It is clear that students feel that the vast majority of the time, they are contributing to our community of learners, and feel proud in doing so.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of teachers, parents, and student who are satisfied that students model the characteristics of active citizenship (AB Ed)

SWIS	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022	AB
Measure	N	%	N	%	N	%	N	%	N	%	%
Overall	41	84.2	58	90.0	54	82.6	53	82.8	42	86.1	81.4
Parent	14	94.2	15	97.2	8	72.5	7	85.3	7	100.0	80.4
Student	27	74.2	34	72.7	38	80.3	40	66.5	24	64.1	72.1
Teacher	4	*	9	100.0	8	95.0	6	96.6	11	94.2	91.7

## Comment on results

At SWIS, our community of learners have modelled and regularly engage in the “unwritten” curriculum that includes trust and mutual respect, and ethical citizenship (among other things). Students are not only encouraged, but expected to support one another in school, but also to reach out to the community when there is a need. Students in the past year implemented a few initiatives, two of which included food drives for veterans, and another group gathered donations for less privileged families, among other initiatives. Their feelings of altruism were discussed and on display when they came back to school to share their experiences. Overall, our rating increased by 4 percentage points, year over year, noting that our community has also grown but is still maintaining or improving our sense of active citizenry, both in school, and in the community.



# SWIS Goal Two

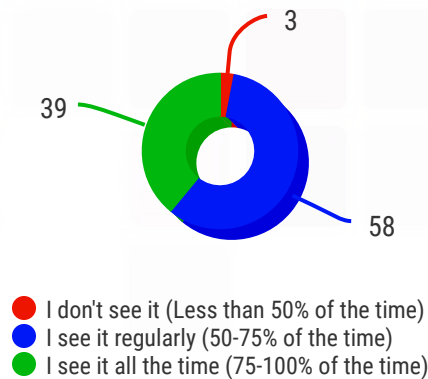
Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

### Percentage of students who feel that mutual respect is abundant in school (SWIS)

Survey Question: Mutual respect is clearly visible in my interactions and observations around school



## Comment on results

It is clear from the data, that mutual respect is abundant, as it is a major focus at SWIS. Our three school rules include “hands off” (don’t touch other people’s things or person without permission), “don’t disrupt others learning” and “respect”. The core at all three of the school rules is mutual respect. Trust and mutual respect go hand-in-hand, and while staff models these behaviours, the real test is how students feel and whether they follow up with producing these behaviours, not only at school, but out in the community as well. Year over year metrics see very little change, and this is a good thing as the vast majority of students see mutual respect regularly or all of the time.





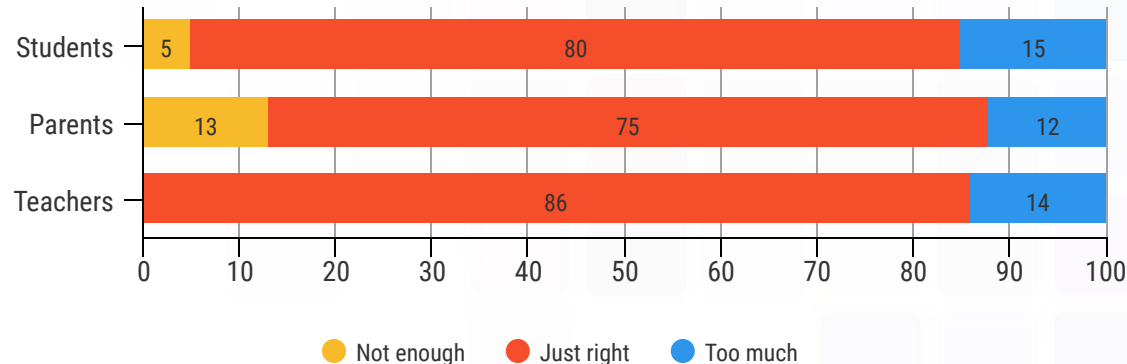
# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of teachers, parents, and students that feel there is frequent and transparent communication between the students, parents, and the school (SWIS)



## Comment on results

While it is often difficult to please all stakeholders in any given situation or scenario, we have found that frequent discussion in person, email, and phone conversations coupled with student-led interviews and a strong volunteer participation rate goes to show that our communication methods, frequency of communication, and the honest and transparent nature of these conversations lead to a stronger, healthier environment where the voices of all are heard and acted upon. We feel it is critical for all stakeholders to understand that we are all in this together and on the same page as we move forward in each and every adventure. Recently, SWIS has implemented a "digital agenda" where students in grades 4-12 email their parents and cc their teachers with their homework and other activities happening in our community. This helps with communication between students and their parents while increasing student accountability and ownership over their learning and their day to day work. Teachers and parents alike are able to review these emails for accuracy, and the students understand that they must be honest. If they aren't, the teacher will remind them by replying to the email with the corrections, just in case they "forgot" about that ELA homework.



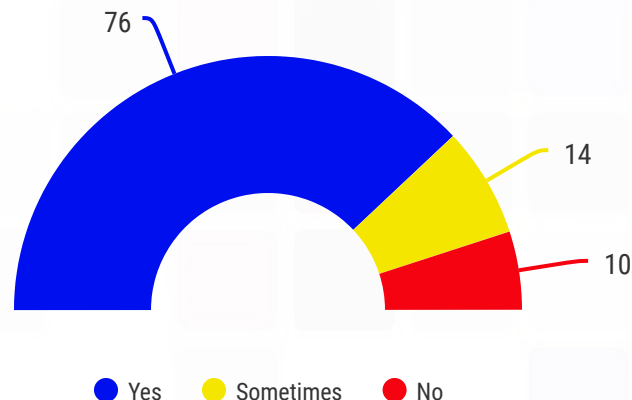
# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Percentage of students who feel their teacher(s) are consistent and fair when providing feedback and/or praise (SWIS)



## Comment on results

Based on our survey data, the vast majority of students (90%) feel that they do receive consistent and fair feedback and/or praise. This includes feedback on academic work, personal and social situations, and any other endeavour important to a child or group of students. While there is room for improvement, we feel that this is an area of strength at SWIS. Our mode of discipline too, is an approach that is individualized. If a student needs to be talked to, the teacher approaches that student on a one-to-one basis. The conversation is direct, and private. We find that calling out a student across the room not only embarrasses the student, but disturbs other students learning, causing a disruption to those who are working and are focused.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

Teacher and parent satisfaction with parental involvement in decisions about their child's education



	2018	2018	2019	2019	2020	2020	2021	2021	2022	2022
	N	%	N	%	N	%	N	%	N	%
Overall	14	91.3	24	94.4	16	92.1	13	95.3	18	89.3
Parent	14	91.3	15	100.0	8	100.0	7	93.9	7	87.9
Teacher	4	*	9	88.9	8	84.2	6	96.7	11	90.7

## Comment on results

In looking at the data set, it should be noted that the actions taken by the school due to COVID protocols being enforced, did have an overall negative effect on the last couple of years trends. We have since moved to a new location and are holding regular parent and student meetings where feedback and discussions surrounding the families involvement are had and how we can improve moving forward. These conversations are ongoing and critical to how the parent feels that the school is responding to their child(ren)'s needs in an educational context.



# SWIS Goal Two

Connect to the Community - Excellent teachers and school leaders

## Outcome

Students are proactive, resilient, and active in their community

**School authorities are responsible for improving First Nations, Metis and Inuit student success.**

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 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 slides, students and staff at Summit West have a very open, caring caring culture. This culture of safe and caring attitudes and beliefs allows for respectful dialogue between students, staff and many of the presenters that come into the school, as well as when we are out attending one of our many field trips surrounding FNMI history and their experiences.

Summit West has no FNMI students who have self identified, therefore we feel that it is of utmost importance to continue with 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 off of 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 January, 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 all over the world.



# Stakeholder Engagement

## Connect to the Community - Excellent teachers and school leaders

Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to share progress and results.

Summit West Independent School's Board of Directors consists of five board members. Crystal Samela has been the Chairperson of the board since the start of the 2022-23 school year succeeding the 5 year tenure of Myron Masterson. It is exciting to see the number of students increase each year. In 2015, our first year, there were 26 students enrolled in Summit West, and to see the school grow to 70 students is very exciting. We were limited in growth opportunities at our previous location, and with a recent move to our own building in Okotoks, we anticipate doubling our student body within a few short years. Similarly, our home education program, By Design, has flourished and we are happy to say that we now have over 800 home education students and 7 home education teacher facilitators.

The future plan is to continue to grow the school and include a high school elite basketball program in a partnership with Prolific Sports Academy out of Calgary. The Summit West board of directors meet on a monthly basis for a total of 10 times a year to discuss financials, school policies, operations, facility growth and planning for the future.

Parent involvement plays a significant role at Summit West. Last year we were not able to run our parent forums but this school year we have held one in person/hybrid forums and have another scheduled for the end of February. The forums would focus on "Parent Involvement" and strategies we use at Summit West to build on student success academically, emotionally and socially through community, family support and active citizenship.

Parents are informed weekly on what occurs in the classrooms. Homeroom teachers create weekly e-mails outlining the academic concepts covered, important dates and upcoming events. Our Summit West Facebook page also showcases various activities that occur during the school year, both in house, and across the province with our home education families.

We are very honoured to have committed parent volunteers at Summit West. Our parents have organized special lunches for our staff and students, helped with supervision on our school field trips, worked countless bingos and are preparing for our third casino. We truly appreciate the support and time they put forth in creating a welcoming school community.

We would also like to recognize Summit Wests' Parent Involvement Team (PIT Crew). The PIT Crew consists of ten parents and a school administrator. The board meets on a monthly basis to focus on key areas such as fundraising, and purchasing items to support student learning. This team has shown phenomenal support in working collaboratively to reach specific goals. School laptops, iPads, sporting equipment and STEM equipment have been purchased from the fundraising events that the PIT Crew has organized. Again, we are very fortunate to have parents who have donated countless hours in support of Summit West Independent School, and the community.





# | Operating Budget 2022-23

## Revenue

ABE Funding Gr. 1-12	572,802
ABE Funding Home Ed.	680,000
Other Funding & Grants	50,000
Instructional Fees	410,886
Other Sales & Services	45,250
Donations & Fundraising	60,000

**Total Revenue 1,818,938**

## Expenses

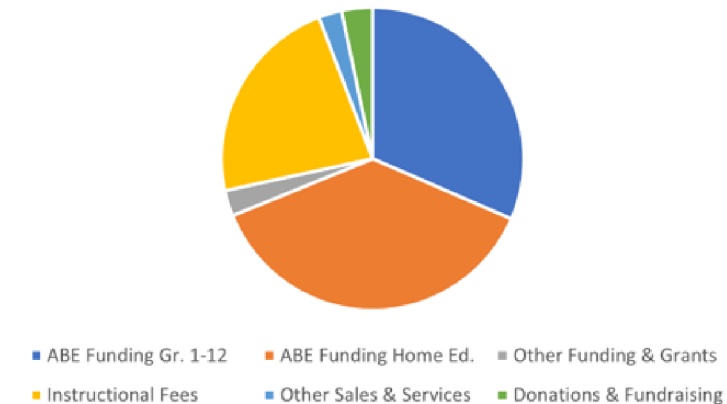
Salaries (excluding Home Ed.)	836,527
Salaries Home Ed.	548,074
Transportation	72,000
Lease Expense	210,000
Bursary	50,000
Other Operational Expenses	100,825

**Total Expenses 1,817,426**

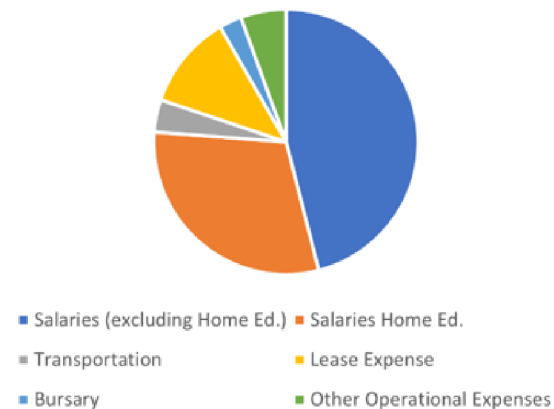
**Surplus (Deficit) 1,512**

For more financial information, please contact Brandi James by email or phone.  
E: [payments@summitwestschool.ca](mailto:payments@summitwestschool.ca)  
O: 587.885.2343

2022-2023 Projected Revenue 1,818,938



2022-2023 Projected Expenses 1,817,426



# Whistleblower Statement

June 17, 2022

Integrity and transparency are important values inside and outside and classroom.

We have our own whistleblower policy. The purpose of the whistleblower procedures is to allow teachers and other employees to report any wrongdoing to the Principal so that the matter may be addressed in keeping with the principles of due process and of fundamental justice.

Should the individual witnessing or alleging wrongdoing report the matter to the Public Interest Commissioner, as named under Alberta's Public Interest Disclosure Act, the Principal will make every effort to assist the Commissioner and his office in dealing with said report of wrongdoing and to bring the matter to a reasonable and just conclusion while protecting the confidentiality of the whistleblower.

There are no instances of disclosure to report.

# Contact Us

“ Teaching How to think, not WHAT to think ”

If you have questions about this annual results report, please contact:



**Independent School Authority**  
1 McRae Street, Okotoks, AB, T1S 1J5



**Email:** [info@summitwestschool.ca](mailto:info@summitwestschool.ca)  
**Website:** [www.summitwestschool.ca](http://www.summitwestschool.ca)  
**Phone:** 587.885.2343



You can find a digital version of  
our annual report at: [summitwestschool.ca/aerr-and-3-year-plan](http://summitwestschool.ca/aerr-and-3-year-plan)



Teaching HOW to think  
not WHAT to think

