

Success Within Individual Students

2023-24 Education Plan



Teaching HOW to think
not WHAT to think



Year 3 of our 3 Year Education 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 2020-2023 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 Education Plan for Independent School Authority commencing May 31st was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial governments business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the updated Three Year Education Plan on May 23rd, 2023.

Crystal Samela - Board Chair

boardchair@summitwestschool.ca



Brad Masterson - Principal

bmasterson@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.

The Numbers

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



The Options

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

What else we offer

Full Day Kindergarten through 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.

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.



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. Every Student deserves 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 makes all of the difference.



Individual empowerment

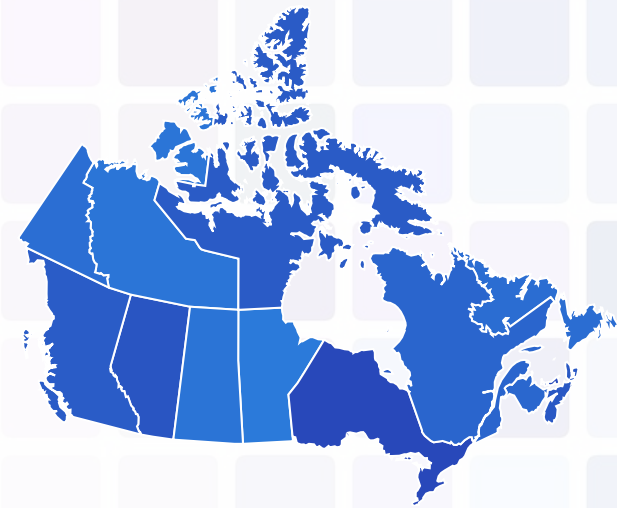
In an ever-changing society, curriculum included, students need to understand what works best for them, and not always what they like the best. "Is this the best way for you to learn, or is it your favourite way to learn?". Rarely do these two ideas of how a child learns coincide. They can, but by providing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



Student passion for lifelong learning

When a child knows themselves intimately, understand 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, SWI Swill 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 and into the students homes and the greater 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)

Strategies

- Continue to enhance our staffing with areas of specialization in the core courses, as well as in areas of interest that can lend to other courses in the CTS and options courses areas.
- Implement our Mental Health in Schools initiative to best support student mental health, academic pursuits, sense of community, and sense of self.
- Actively promote our new Dual Credit Program with partnerships already established with SAIT, Bow Valley College and Lethbridge College.
- Staff professional learning initiatives that promote safe and caring values to best support student growth and ethical citizenship.



SWIS Goal One

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Empower students to engage in their passion areas

How we measure success

- a) Percentage of students who achieve the acceptable or standard of excellence on PAT's and Diploma Exams (AB Ed)
 - It is important to remember that individual student improvement/achievement is not indicated by this measure. We were successful in reaching our goal of 50% of students writing PAT's and diploma exams at an acceptable level, and the work done continues to prove that our approach has some merit, and is providing the expected results. We will continue to aim higher every year!
- b) Percentage of grade 12 students eligible for the Rutherford Scholarship (AB Ed)
 - With an eligibility rate of over 90% for the Rutherford scholarship in the previous reporting cycle, it is clear that our outcomes are being met, and we will continue to monitor this metric for the last year of our 3 year reporting cycle to ensure the efficacy of our approach.
- c) Percentage of students who feel their teacher(s) provides choice and flexibility in how they complete their work (SWIS)
 - How students 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". With the vast majority of students reporting that their teacher provides sufficient choice and flexibility in how they complete their work only helps to further student engagement and learning.
- d) Percentage of students who are absent less than 10 percent of the school year without extenuating circumstances (SWIS)
 - 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



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e) 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)

- Our PE, fine arts, options programming is unique in the sense that we utilize the communities amenities such as ropes courses, billiards halls, rec centers, other small businesses such as salons, 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. We have also recently undertaken partnerships with post secondary institutions (Lethbridge College, Bow Valley College, SAIT) in forming our first Dual Credit Program, where students in high school can engage in potential career paths while still in high school, providing further choice in their education.

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

- 94% of students report that they either somewhat understand or regularly understand how they learn best. This isn't something students often come across naturally, and is something staff model and discuss with students on a very regular basis. A students knowledge of themselves and what works best for them ultimately lends itself to more engaged learning and yields better results for each student individually.

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

- Between 83 and 96% of students ranging from grades 4-12 feel that their teachers respect their opinions and decisions for their own learning. Mutual respect, choice, ownership and accountability, and more are modelled by staff in order for students to be a part of the conversation, and not simply told what to do or how to do their work. The respect and culture of trust, coupled with problem solving and discussion leads to higher student engagement, simply because students know they have a voice and a choice in their education.



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Connect to the individual - Student Growth and Achievement

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How we measure success

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

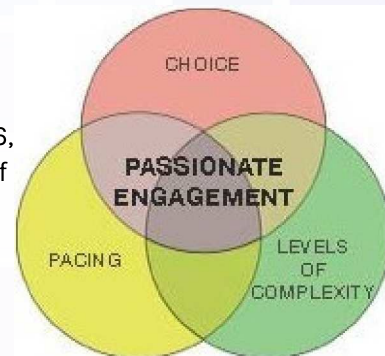
- As to be expected based on the previous metric, students at Summit West have a high level of trust in and from their teachers. Natural consequences come from mistakes made and when trust is broken, yet, students always have the chance to rebuild trust and regain their choices and privileges by correcting their behaviour and having ownership over their choices, whether good or bad.

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

- With a statistically insignificant number of students (<6) in this measure, Alberta Education suppresses the data. As our high school population grows, we look forward to seeing data emerge. Our program works with the goals of the student and many choose to return for upgrading and overall high school completion within the 3-5 year range.

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

- 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 to the right of this paragraph. When all three are in balance based on the individual student, passionate engagement occurs and drives the student to learn more deeply. Ownership and passionate engagement are reportedly high among the vast majority of students from grades 4-6, indicating that student felt they have ownership over their learning, and/or are learning how to take ownership of their education.



| 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)
- 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)

Strategies

- Adding additional supports and services through our Mental Health in School initiative while attending to our home education division using Open Parachute services.
- Ongoing professional development based on jurisdictional needs, local needs, and individual needs.
- Continuing to encourage and model a healthy lifestyle and work/life balance.
- Seeking more community partnerships to actively engage with to enhance active and ethical citizenship in the community.
- Increase the number of school events, open to the families of Summit West students, to encourage further the sense of our SWIS community.



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

- a) Percentage of students who report that they feel safe and cared for (AB Ed)
 - 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.
- b) Percentage of teachers who feel they receive sufficient guidance and mentorship from the school leaders (SWIS)
 - 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. Recent approval for the Mental Health in School grant will allow us to attend to student and staff needs at a much deeper level. More information on this is available near the end of this document.
- c) Percentage of students who believe they can overcome life's obstacles (SWIS)
 - 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.



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How we measure success

- d) Percentage of students who engage in the registered apprenticeship program (RAP) and work experience programs (SWIS)
- We have recently moved to a new location. This slowed our uptake of students into these programs, however, during this transition, Summit West has also added the Dual Credit program to this category, partnering with SAIT, Lethbridge College, and Bow Valley College, and is set to launch in September of 2023. Interest is growing and we already have a number of high school students actively seeking registration in this program.
- e) Percentage of students who report that they live a healthy lifestyle (SWIS)
- 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.
- f) Percentage of teachers, parents, and students who are satisfied that students model the characteristics of a community of learners (SWIS)
- 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.



SWIS Goal Two

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Outcome

Students are proactive, resilient, and active in their community

How we measure success

- g) Percentage of teachers, parents, and student who are satisfied that students model the characteristics of active citizenship (AB Ed)
- 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. 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.
- h) Percentage of students who feel that mutual respect is abundant in school (SWIS)
- 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.
- i) Percentage of teachers, parents, and students that feel there is frequent and transparent communication between the students, parents, and the school (SWIS)
- 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.
- j) Percentage of students who feel their teacher(s) are consistent and fair when providing feedback and/or praise (SWIS)
- 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.



Mental Health in School Initiative

Outcome

To enhance the overall mental health of our students.

How we measure success and strategies to implement our mental health programming.

According to our current school survey outcomes; 44.4% of our student population reported a neutral response they live a healthy lifestyle overall (physically, psychologically, socially). Students also reported a 45.4% neutral response, 18.2% disagree, when asked the question, “you believe that you can overcome life's obstacles, both in school and outside of school”. As a collective, we have assessed that this is an area of importance for our school community. After careful consideration and assessment, we determined that our Mental Health and Well being practice and policies required a review and enhancement in order to stay current and engaged in up-to-date evidence-based practices. The beginning steps that we are taking, will be 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. With this being a pre and post survey roll out, to focus first on the areas of improvement that are highlighted by our community.

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 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 program. With the goal to train and then implement the PATHS program across K-6 teachers. PATHS will be taught sequentially with the goal to engage the students in learning self-regulation and increase their emotional vocabulary. This will also create a foundation of mental health literacy for our students in continued growth across transitions. With PATHS being already clearly laid out, our Director of Student Success & will be the point person to support teachers in training around how to implement the PATHS curriculum. She is fully trained in PATHS programming. With the goal to hire and train a 0.5 PTE that will be able to assist with the Universal roll out of the program, in order to confirm that we will be able to add it into our daily practice, so that we confirm longevity of the program.





Stakeholder Engagement

The engagement process to create the School Education Plan is taking into consideration five main stakeholder groups; Students, Parents, Staff, Parent Council (PIT Crew), and the Community. As outlined under Section 12 of the School Councils Regulation, School Council, parents and guardians are invited to provide input and feedback into Summit West's 3 Year Education Plan. Beyond the formal survey's and meetings, there are multiple informal opportunities for engagement and gathering of feedback where information gained is used in future planning.

This includes the following:

Student Engagement:

- Twice a year, a small random sample of students are asked a set of questions and conversation is had surrounding their experience at Summit West. We highly value feedback and the best feedback we can get is that of the most important stakeholder, the student.
- The student data from the Alberta Education Assurance Survey helps to inform the Education Plan.
- Students participate in a school based survey to provide further feedback and input for the Education Plan as well as current and future practices.
- Student feedback is regularly shared, discussed, and revisited with staff and the board as needed.
- Information garnered from the engagement process with students will help inform teacher and administration best practices as well as assist in the organic evolution of the program to keep with current trends in education specific to our students.

Staff Engagement:

- Regular (weekly) staff meetings preceded a group staff session where themes from individual conversations and student and parent feedback were shared. Additional staff sessions were hosted to share new or updated feedback from students, parents to attend to the additional input and response for the School Education Plan.
- Professional growth (TPGP) conversations with staff are held twice yearly, focused on setting personal and professional goals that are aligned with school priorities, mission, and vision. Goals set by staff were also used to form best practice policies and procedures for both the short and the long term.
- The leadership team periodically reviews the education plan to ensure new practices and/or procedures are in line with our goals.
- Staff also participate in a school based survey to provide further feedback and input for the Education Plan as well as current and future practices.
- The staff data from the Alberta Education Assurance Survey helps to inform the Education Plan.



Stakeholder Engagement

Parent Engagement:

- The Parent Involvement Team (PIT Crew) provided time during a PIT meeting for attendees to participate in an engagement session for school education plan input. Following that, a feedback form was sent to all parents/guardians in the community for input into the plan.
- Feedback gained 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.
- 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.
- The parent/guardian data from the Alberta Education Assurance Survey helps to inform the Education Plan.

Community Engagement:

- Summit West is proud to have moved to a facility that is literally in the middle of the community of Okotoks, surrounded by many businesses and community operations such as Okotoks Recreation and the Western Wheel newspaper. Facilitated by administration, community partners and parents participated in a session to provide feedback on what they see from their professional and unique perspectives, what Summit West can do to best utilize the community partners available to us. Themes were noted and have been taken into account in the development of the education plan.



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ENROLLMENT Projected 23-24

Kindergarten/ ECS	0
Grade 1-9	72
High School	25
Total Student Count	97

Homeschool Kindergarten	20
Homeschool Grade 1-12	777
Total Home Education Student Count	797

BUDGET SUMMARY Projected 23-24

REVENUES

Alberta Education	2,491,849
Tuition	617,410
Non-Instructional Fees	42,500
Other Revenue	134,590
Total Revenues	3,286,349

EXPENSES

Salaries and Benefits	1,866,929
Home Education Payments	699,300
Operational	652,773
Total Expenses	3,219,002

Surplus / Deficit	67,347
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Contact Us

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



Summit West Independent School c/o
Independent School Authority
1 McRae Street
Okotoks, Alberta
T1S 1J5



Email: info@summitwestschool.ca
Website: www.summitwestschool.ca
Phone: 587.885.2343



You can find a digital version of our annual report at:
<https://summitwestschool.ca/aerr-and-3-year-plan>

