

The background of the entire page is a photograph of a multi-story brick building with white window frames and decorative brick chimneys. A large, solid purple rectangle is overlaid on the left and center of the image, serving as a background for the text.

# EDUCATION PLAN 2025-2028

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## Three Year Plan

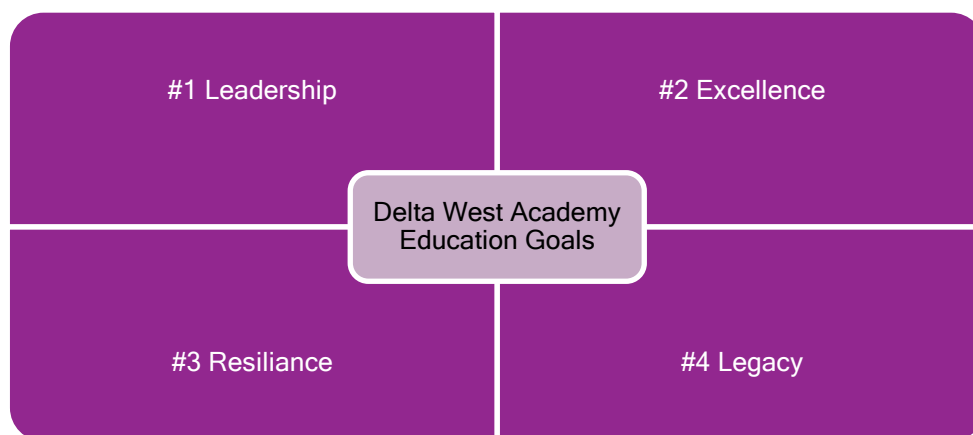
### Delta West Academy

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# Executive Summary



## Mission Statement

The goal of Delta West Academy is to realize learning with a strong emphasis on real life relationships. DWA creates an environment which fosters mutual respect and trust, allows the uniqueness of each student to shine, and challenges them to attain academic excellence and personal growth.



Delta West Academy is committed to revisiting and adjusting our goals to meet the needs of our students in ways that help them be the most successful versions of themselves.

Each of DWA's goals overlaps to create a comprehensive view for the success of the school, and more importantly, the success of each student academically, socially, and physically.

Parents or stakeholders with questions or suggestions are requested to contact us to provide additional feedback.

## Mission Statement

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## DWA Dragon Code of Values

We care:

~ About ourselves.

In our words and actions, we show respect for our appearance and our belongings, we strive to improve on our personal achievements, and take responsibility for our conduct without excuses.

~ About others.

In our words and actions, we show respect for our peers, our teachers, guests and adults in our school community, and our neighbours everywhere. We respect the differences that make us all unique and work together towards harmony and constructive relationships.

~ About our school.

In our words and actions, we show respect for our school campus by being stewards of our facilities. We promote a positive atmosphere by participating fully in programs and events to build a strong school culture.

## DWA Motto: For Myself, My Future, My World.

At Delta West Academy, students are encouraged to excel, and we create the safe, caring, and invigorating learning environment where they can do it.

Ultimately, we believe every child can be successful in whatever they choose to do:

- to be inspired as life-long achievers.
- to reach the goals they set for themselves.
- to live a life of strong purpose and fulfilment.
- and ultimately, to create a dynamic world they will live and succeed in.

## DWA Vision

The goal of Delta West Academy is ultimately to provide an excellent education, academically and socially, that will prepare students to be successful in post-secondary studies, their careers, and in their roles as active citizens. To that end, DWA maintains a low student to teacher ratio learning environment which means small classes in a small school within the context of a strong school community.

The staff is responsible for the creation of an interesting and interactive learning environment that is safe in all respects - intellectually, emotionally, socially, and physically. They generate active and enriched learning for students within a framework of high expectations and a well-balanced program of studies. Studies include matriculation-level core academic courses supplemented by second languages, fine and performing arts, music, physical education, and a range of complementary courses.

Students are responsible for ethical achievement, conscientiously developing their skills and talents, and respectful social interaction. Parents are responsible for supporting their children in all aspects of their learning endeavours and social growth, as well as collaborating constructively with the school staff and school community.

Everyone, including staff, students and parents, has a responsibility in maintaining a cohesive, safe, and vibrant school community through honest and timely communication, being committed to the vision of DWA and contributing to the progress and growth of the school community.

Our vision has always been centred on a safe, caring environment where all stakeholders, students, faculty, and parents, play a role in providing a setting that supports students in the achievement of exceptional academic and personal goals and experiences.

## DWA Profile and Principles

Delta West Academy is a co-educational, non-denominational day school which challenges average to above average and gifted students to achieve exceptional outcomes through exceptional experiences both in and out of the classroom.

For over 30 years, small class sizes have continued to be the cornerstone of DWA's program. A low student to teacher ratio allows the students to speak often, to share their thoughts, to mentally manipulate the information they are learning, to listen to the ideas of others and most importantly, to question what they see, read, and hear to become critical thinkers. The senior high program is especially challenging with its mandate of matriculation courses including three sciences, Math 31, possible AP courses and a second language as preparation for post-secondary studies.

For the teachers, small classes allow them to be more flexible in the delivery of instruction, being able to plan activities catering to the many learning styles of students and their cohorts and provides time for in-depth study and a wide range of enrichment over and above the regular Alberta Education curriculum. It also allows teachers to know and connect with students in a genuine and caring way that enhances the supportive and encouraging atmosphere in the classroom. Students are more likely to take risks in their learning when they know their teachers expect and support it.

Discipline is more easily maintained as all teachers know all students, and students know each other. Any issues that arise between students can be dealt with quickly, and with the support of parents, re-channel the relationships into healthier directions. This connectedness creates a secure and relaxed learning environment that encourages the risk-taking necessary for intellectual inquiry and exploration.

Technology has increasingly become a mainstay of both teaching and learning, and DWA prides itself on the quality and range of technology available to our school community to support student success, including 1:1 device access. This ranges from digital white boards and BenQ interactive boards in every classroom, to iPads for younger students and school-issued laptops in middle grades, to personal devices by high school. Coding opportunities begin right with our kindergarten classes and the use of Lego WeDo and Mindstorms programs starting in upper elementary. The use of the 3-D printer is incorporated into our Math and Science classes for design opportunities. DWA is also focusing on

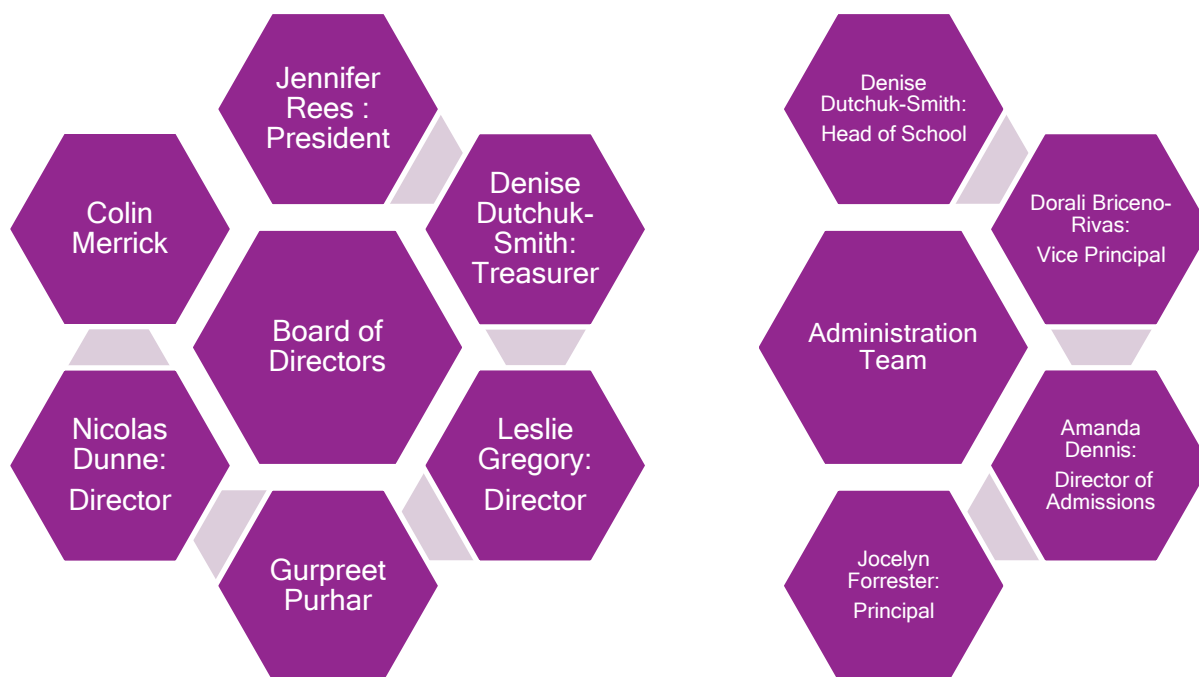


teaching our students fundamental skills including typing training in our Elementary classes.

The emphasis is on academic excellence, though the school program is well-balanced with fine arts, physical education, regular off-campus experiences both local and international, clubs, Dragons Athletics, school activities, community outreach, and special events to nurture children's developing minds and personalities. A large variety of school community activities, from fundraisers to fun days, keep everyone involved and active in growing DWA to its full potential. Above all, the students at Delta West Academy are treated as individuals. The teachers know them as individuals and the students know each other as individuals. They are not defined by labels, membership on teams or clubs, special interests, or clothing. They are wholly unique. This aspect of our mission and vision, more than anything else, allows the students to develop as individuals, to express their own thoughts, their own personalities and ultimately, achieve the capability to pursue their own inspired journey for the future in essence making them better Dragons. In the words of one of our alumni, T.M "Delta West Academy provided me with a strong academic foundation that made the transition to university smooth and manageable. Graduating with 148 credits, I felt fully prepared for the challenges of higher education. DWA's commitment to high standards and attention to detail aligned with my own drive for excellence, making the workload both achievable and fulfilling. Beyond academics, the friendships I made at DWA are still some of the most valuable relationships in my life. Delta West didn't just prepare me for university—it shaped how I approach teamwork, quality, and perseverance."



## Delta West Academy Board of Directors



## Accountability Statement for the Education Plan

The Education Plan for Delta West Academy commencing May 31, 2025 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body 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 operator and/or governing body approved the 2024/2027 Education Plan on May 31, 2024 (Year 1). The operator and/or governing body reviewed and approved the 2025/2026 Education Plan on May 29, 2025 (Annually after Year 1).

*Original Signed.*

<http://deltawestacademy.ca/news-and-policies>

“As a new family at DWA, we’ve had a fantastic experience so far! From day one, it’s evident how much the school cares about its students.

My daughter has settled in beautifully and made friends quickly. She loves the curriculum, enjoys her teachers, and surprisingly finds joy in her homework! We've seen a noticeable improvement in her maturity and sense of responsibility due to the school structure.

My son is thriving, making friends and really enjoying Spanish, which is impressive since he’s never studied a language before. He appreciates the small class sizes and often helps his sister with her homework, showing great responsibility.

The transition has been seamless, and both kids are genuinely excited about school. The thoughtfully organized curriculum prioritizes learning, development, and engagement, which we find exceptional. The dedicated teachers and outstanding communication from the school keep us well-informed about their progress and upcoming events.

We couldn’t be happier with our choice and highly recommend DWA!- Parent Google Review from the 2024-2025 school year.





# Snapshot of the 2024-2025 School Year

## Student Engagement

### Off-Campus Activities

- Full school Annual Hike at Sandy Cross Conservation Area: Team Building
- Grades 8-12 students Golf at YYC Future Golf: Physical Education
- Grade 6-8 students Camp Kindle 2 night trip: Team Building and Outdoor Education
- Grades 9-11 4 night trip to Los Angeles: Social Studies and Science and Team Building
- ECS- Grade 6, and 10 to Calgary Central Library (multiple trips): Literacy
- Grades 3-6 Studio Bell: Science Curriculum
- Grades 7-12 Calgary Zoo: Science Curriculum
- ECS to Grade 6 swimming lessons for 4 days at Renfrew Pool: Physical Education
- Grade 10-12 to Theatre Calgary for the Leaman Trilogy: English and Drama
- Grades 3 to Okotoks Big Rock: Social Studies Curriculum
- Grades 7-9 Sunrise Ceremony at the Field of Crosses: Community Building
- Grades 4-6 to Theatre Calgary for A Christmas Carol: Language Arts and Performing Arts
- Full school rehearsal and performance at Studio Bell: Language Arts and Performing Arts
- Grades 7-9 Vertigo Theatre performance of *Murder on the Links*: Language Arts and Performing Arts
- Grade 3 to Charlotte's Web performance at Alberta Theatre Projects: Language Arts and Performing Arts
- Grade 9 French Scavenger Hunt at Chinook Mall: French Curriculum
- Grade 10 Spanish scavenger hunt at Market Mall: Spanish Curriculum
- Grades 4-6 Royal Tyrell Museum field trip: Science and Social Studies Curriculum
- Grades 7-9 to Fish Creek Park for Outdoor Education field trip to learn fire building: Outdoor Education
- Grades 8-12 to Activate: Team Building and Physical Education
- Grades 1-12 Skiing and Snowboarding at Winsport for 2 full days: Physical Education
- Grades 4-5 field trip to virtual reality presentation Horizon of Khufu: Social Studies Curriculum
- Grade 8-12 trip to the Calgary Military Museum: Social Studies Curriculum
- Grade 7-9 Spanish trip to Chipotle: Spanish Curriculum
- Grades 1-3 Bow Habitat Station: Science Curriculum
- High School Art Field Trip to Nickie Art Gallery U of C: Fine Arts Curriculum
- Grade 8-12 students to Baker Park for Disc Golf: Physical Education
- Grades 1-2 students to Fort Calgary: Social Studies Curriculum
- ECS and Grade 6 Community Buddy Walks: Language Arts and Team Building
- Grade 8-12 students to Clear 1 Badminton center: Physical Education
- Grade 6-12 students to Foothills Athletic Park: Physical Education
- Grade 6-7 students to Fish Creek Park: Science Curriculum
- ECS to Grade 2 Calgary Zoo Trip: Science Curriculum
- Grade 10-12 Holocaust Symposium: Social Studies Curriculum
- Grade 6-12 Dragon Boat Lessons at Glenmore Reservoir: Physical Education
- ECS to Grade 3 students to CPO: Music Curriculum
- Grade 10-12 Sait Campus Tour: Education Planning
- ECS to Grade 2 Butterfield Acres: Science Curriculum + Engagement

## Guest Speakers

- Olympian Visits
- ECS to Grade 6: Magician Paul Alberstat for Halloween
- Grade 7-12 Murder Mystery performance with Smoking Gun Entertainment
- Whitney Huget-Penner with Grades 7-12 for multiple sessions to learn stage make-up techniques
- Grade 3 with Artist Andrea Lau for paper making Recess 3 x 3 Project
- Grade 11 and 12 students Career Counselling
- ECS to Grade 5 workshops with Leighton Art Center
- ECS to Grade 12 Drumming residency with Matt Groenheide
- ECS to Grade 12 Hula Dance residency with Taraya Middleton with Nalan Dance
- Grade 6 Cooking lesson with Bindhu Dhaliwal from Clay Oven
- Grade 6 LitCon Online Event through CPL
- Indigenous Performer Miranda Currie

## Dragon's Compete

- Delta West Academy Science Fair
- Calgary Youth Science Fair
- Division 1,2, and 3 Teams at the APEGA Science Olympics
- Delta West Academy Spelling Bee
- Webber Academy Spelling Bee competition
- ISAA Junior Girls Volleyball Team
- ISAA Senior Co-Ed Volleyball Team
- ISAA Junior and Senior High Badminton
- Grades 7-12 Slam Poetry Competition
- All Junior and Senior High students competed in at least 2 events at the ISAA Track and Field Meet

## Dragon's Give Back

- Dragons Give Back Week
- Brown Bagging for Calgary Kids with Grades
- Upcycled Book Sale
- Work Experience program for Grade 11 students at the George Boyak Senior Center
- Grades 7-9 students performing the National Anthems for the Sun Rise Ceremony for the Canadian Legion
- Field of Crosses: Placing flowers along the crosses on Memorial Drive
- Terry Fox Foundations
- Pink Shirt Day for awareness of anti-bullying
- Orange Shirt Day promoting awareness of First Nations Residential Schools
- Donations to several student chosen charities

## Technology

- New score board in gym
- Continued the use of Microsoft Teams platforms for Grade 4-12 students
- Grades 5-9 students use Microsoft Surface laptops for their school use, and Jr. High school students to use at school and home.
- Grades 3-4 students were all issued Microsoft Go computers for use at school.
- ECS-Grade 2 students have the use of new iPads
- Exam laptops for use throughout the year to ensure students are familiar for final exams.
- Smart projectors and BenQ interactive boards in all classrooms.

## Teacher Growth and Development

- Online workshop: Supporting anxious and worried students
- Staff First Aid Training
- CIAAA National Athletic Director Conference
- Two Administration members attended the Enrollment Management Association (EMA) Future Leaders seminar in Boston
- Our entire staff participated in the Annual AISCA “Better, Together: Building Relationships” Teachers Convention for Professional Development
- Continuation of teacher evaluations for Professional Certification
- Weekly divisional Meetings and Staff Meetings for the purpose of collective learning and discussion of student progress.
- Weekly curriculum meetings to identify common concerns and to identify scaffolding of instruction to develop consistent standards of practice and delivery.

## Communication with our Community

- Continuation of the Dragon Sparks Classroom Blog using Microsoft Sways.
- Dragon Weekly newsletter
- Continuation of 3 reporting periods for K-9 and 4 reporting periods for 10-12 with progress reports and comments in each semester along with PTI throughout the year following report cards.
- Continued use of School Cloud for posting marks for tests and quizzes for Grades 3 and up, along with assignments for all Jr. and Sr. High students.
- Use of Microsoft Teams platform for communication between students and teachers.
- Grade specific pages on our Parent Portal section of the website. Teachers post important dates to these calendars for parents to view all in one location.

## Building the Dragon Community: Uniquely DWA

- Bring Your Parent to School Day!
- Start of the year Parent BBQ
- Families place flowers on the Field of Crosses
- Full school Christmas Tea
- Family Christmas Breakfast with a special visit from The Grinch and Santa Claus
- Jr. and Sr. High Halloween Dance
- Family Spring Dance
- Multicultural Fair
- Spirit Week including Country vs. Country Club Day, Sports Day, Twin Day, Cultural Clothing Day, and Beach Day
- Coffee with Admin opportunities to catch up with our Admin Team

## Planning for the Future

Delta West Academy is presenting our 2025-2028 Three Year Education plan with a continuation of our goals from the 2024-2027 Education Plan presented last year.

We adopted another three-year cycle as we feel it allows us the opportunity to track our growth and improvement over a specific period, while also recognizing the need for this plan to develop and adjust as needed. We continue to face many challenges related to the learning disruptions caused by the Covid-19 pandemic, along with the accompanying stagnated social interactions, as well as economic uncertainty due to a changing political landscape in Canada.

Delta West Academy is committed to revisiting and adjusting our goals to meet the needs of our students in ways that help them be the most successful versions of themselves.

Delta West Academy's Education plan 2025-2028 was developed after consultation through various parent and student surveys, the May 2024 AERR results, along with discussions with staff, students, parents, our Parent Advisory Council, and board members. In 2023 adjustments were made to our Leadership Team to shift our focus to create a more collaborative and transparent environment for staff and parents. We worked together to carefully identify the foundational pillars of Delta West Academy to be able to clearly define our purpose as an Independent school and to build consistency in language with all stakeholders. Embracing our four pillars of Excellence, Resilience, Legacy, and Leadership has allowed us to align our actions within the school to our mission and vision for the students.

We continue to recognize that our goals must incorporate both academic goals and social, emotional wellness targets for our staff and students.



# 2024 AERR Results Summary

## Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 9353 Delta West Academy Society

Assurance Domain	Measure	Delta West Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	90.4	91.6	88.7	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	90.2	90.1	86.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	100.0	*	n/a	80.4	80.7	82.4	Very High	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	*	n/a	88.1	88.6	87.3	*	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	100.0	*	n/a	68.5	66.2	66.2	Very High	n/a	n/a
	<a href="#">PAT6: Excellence</a>	36.4	*	n/a	19.8	18.0	18.0	Very High	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	78.6	95.0	95.0	62.5	62.6	62.6	High	Declined	Acceptable
	<a href="#">PAT9: Excellence</a>	7.1	47.5	47.5	15.4	15.5	15.5	Very Low	Declined	Concern
	<a href="#">Diploma: Acceptable</a>	81.3	63.5	63.5	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Teaching & Leading	<a href="#">Diploma: Excellence</a>	8.3	11.5	11.5	22.6	21.2	21.2	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	93.7	96.0	91.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.9	90.7	86.3	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	90.4	90.5	85.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	93.8	91.8	83.7	79.5	79.1	78.9	Very High	Improved	Excellent

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

For this year's results only 9 parent survey responses were recorded which represented only 10.8% of the school community (83 families, 103 students). Again our interpretation of the results was limited to looking at the results as a whole, across students, parents, and teacher responses.

The above 2024 AERR summary provides a snapshot which was used to inform our Education plan.

The key results driving our 2025-2027 Education Plan include a continuing conversation around improving our PAT and Diploma results. Although there are factors that we cannot publish impacting these results, Delta West Academy acknowledges that this is an area of need to focus resources on. We will also continue building on the work that we have done which has lead to an improvement in our WCRSLE and Access to Supports and Services Results. The results also show that the work that we have been doing to communicate and provide input opportunities with our parents has been making a positive impact.

Our goals continue to focus on the 4 foundational pillars of Delta West Academy: Leadership, Excellence, Resilience, and Legacy.



## Leadership

Rationale	<p>Developing and improving leadership to provide students, teachers, and parents with the opportunity to become more actively engaged in our school community and to have more connection and accountability to their role in creating a safe, welcoming, and caring environment to learn in. We want to teach our students to become leaders beginning in kindergarten through opportunities to take on new roles and for teachers to model these actions. Parents can also be leaders in our community by actively engaging in school events, joining our organizations, and positively modeling activism for our students.</p>
Domains of Focus	<p><b>Student Growth and Achievement:</b></p> <ul style="list-style-type: none"> <li>• Students apply knowledge, understanding and skills in real life contexts and situation.</li> <li>• Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Metis, and Inuit experiences</li> </ul> <p><b>Teaching and Leading:</b></p> <ul style="list-style-type: none"> <li>• All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> <li>• Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</li> </ul> <p><b>Learning Supports:</b></p> <ul style="list-style-type: none"> <li>• Learning environments are welcoming, caring, respectful and safe.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> </ul> <p><b>Governance:</b></p> <ul style="list-style-type: none"> <li>• Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>
What is currently implemented	<ul style="list-style-type: none"> <li>• DWA teachers are leaders in their field for piloting the Math, Science, and Language Arts curriculum from the beginning. For the</li> </ul>

to support this goal?	<p>2024-2025 school year, teachers have also been piloting the new K-6 Social Studies curriculum. We have actively provided feedback and demonstrated to our students the ability to be life-long learners by recognizing that teaching and curriculum must continue to develop, evolve, and change with new developments, technology, and the world around us.</p> <ul style="list-style-type: none"> <li>• Student Council provides an opportunity for students to have a voice in the school and to create opportunities for new perspectives and ideas for school activities.</li> <li>• Set leadership roles for different grade divisions including Gr.6 Office Assistance, Grade 7/8 Bulletin Board Assistance, Grade 9/10 Lunchroom/Hallway monitoring, Grade 11 Lunchroom supervision, Grade 12 Leadership organizers</li> <li>• DWA students and staff are leaders in seeking to meaningfully engage in acts of reconciliation by participating in FNMI initiatives, learning from guest speakers, and recognizing land acknowledgements in their classrooms.</li> <li>• DWA students have opportunities to work with younger students on a regular basis through our buddy reading programs, and inter-grade collaborations. We also provide opportunities for the younger students to lead activities for older students.</li> <li>• DWA parents have the opportunity to be leaders in DWA by joining the DWA Foundation to help fundraise for additional opportunities for the students. They can also attend “Coffee with Admin” to provide their perspectives and feedback in a constructive and collaborative manner. This year, due to changes in our Board, we have also re-established PAC, which saw its first successful initiative in running the Owl’s Nest Book Fair.</li> <li>• DWA students show leadership by supporting each other and speaking out when a peer’s actions had negative consequences. We have hosted many workshops for students surrounding being a good classmate and anti-bullying.</li> </ul>
Strategies for Improvement	<ul style="list-style-type: none"> <li>• Continue to engage in Field Testing for new subjects, and for continuing subjects to provide feedback to Alberta Education and for our teachers and students to learn and grow from.</li> <li>• Create a more regular schedule of meetings for Student Council and begin the year with a more rigorous planning session to map out the yearly responsibilities.</li> <li>• Encourage increased professional development for staff through organizations such as AISCA PLC’s, and the Calgary Regional Consortium. These professional development opportunities were a requirement on the Teacher Professional Growth Plans.</li> <li>• Encourage staff to lead weekly curriculum meetings with a rotation schedule.</li> <li>• Create an annual schedule that divided the major events and activities for each staff member to be in charge of.</li> <li>• Provide more advanced notice of “Coffee with Admin” dates at a regular interval throughout the year. Perhaps offer rotating times of</li> </ul>

	before and after school to accommodate different schedules to allow for more parent perspectives to be shared.
Measuring Performance	<ul style="list-style-type: none"> <li>• Field Testing in each subject area without a PAT, and additional testing in Jr. and Sr. High for at least one subject.</li> <li>• Piloting of any new curriculum, including updates to elementary Social Studies, and the introduction of any Junior High courses.</li> <li>• Staff professional development goal of each staff member attending at least one session outside of the ASICA conference annually.</li> <li>• Each grade of students having ownership over one activity within our school community.</li> <li>• Increased attendance to Coffee with Admin by 5% annually over the next three years</li> <li>• Over the next three years, developing internal PD resulting in one of our teachers or administrators presenting at an AISCA conference.</li> <li>• Increase parent involvement on PAC and Foundation to include at least 2 new members annually.</li> </ul>

## Excellence

Rationale	Delta West Academy strives to have each student and teachers strive for excellence. Excellence requires us to continuously evaluate where we are and set goals to go farther. Striving for excellence does not stop once you reach one goal, it simply raises the bar for you to continue to grow, and develop, and achieve the next accomplishment. At DWA we recognize that everyone's excellence looks different. We are not all starting in the same place and are not all going to take the same path to achieve our excellence. <b>Our goal is to work with students to outline what achievement of excellence looks like for them and then work together to achieve it. As an administration team, we aim to do the same for our teachers to help them develop excellence as educators.</b>
Domains of Focus	<p><b>Student Growth and Achievement:</b></p> <ul style="list-style-type: none"> <li>• Students use ongoing assessment and feedback to reflect continuously on their progress, identify strengths and areas of need to set new learning goals.</li> <li>• Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> </ul> <p><b>Teaching and Leading:</b></p> <ul style="list-style-type: none"> <li>• All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> <li>• Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</li> </ul>



	<ul style="list-style-type: none"> <li>Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</li> </ul> <p><b>Learning Supports:</b></p> <ul style="list-style-type: none"> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> </ul> <p><b>Governance:</b></p> <ul style="list-style-type: none"> <li>Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> </ul>
What is currently implemented to support this goal?	<ul style="list-style-type: none"> <li>Providing students with a well-rounded program that includes focuses on STEM, Languages, and Fine Arts.</li> <li>Specialist teachers beginning in Grade 1 to ensure that teachers who are passionate and knowledgeable about their subjects are delivering the material to students.</li> <li>High School students take all three Sciences and Math 31, along with graduating with a Second Language. With 68.2% of parents surveyed agreeing they would like to see students continue to take all three Sciences, and 81.8% of parents surveyed wanting to see a second language continued in High School.</li> <li>All students write PAT and Diploma courses for classes they are enrolled in.</li> <li>All students, starting in Grade 1, write curriculum-based unit tests, and final exams for all core subjects to begin to practice the necessary skills to be successful on cumulative exams.</li> <li>ECS-Grade 9 reading assessments and Math assessments, along with Literacy and Numeracy assessments for K-Grade 3 from Alberta Education</li> <li>Learning support teacher rotating through classrooms to work with specific students and teachers to increase supports and identify gaps early.</li> <li>Use of Renfrew Services for sessions on various topics determined by staff to support student learning in the classroom. These sessions included social and emotional wellness which helps to establish a safe and caring classroom for students to learn best in, along with test anxiety sessions to allow students to better demonstrate their understanding on tests, particularly diploma and PAT exams.</li> <li>Attending AISCA's Teacher and Leader Conferences for continued professional growth.</li> </ul>
Strategies for Improvement	<ul style="list-style-type: none"> <li>Full Year English and Math courses in High School to provide additional time to fill learning gaps and improve skills that will prove</li> </ul>

	<p>important for all subjects such as reading, decoding, comprehension, and scaffolding Math concepts.</p> <ul style="list-style-type: none"> <li>• Summer school courses offered or encouraged for students not achieving at least 65% on PAT courses</li> <li>• Sending teachers to mark for Alberta Education to learn more about the marking process and how to grow and develop our students as writers.</li> <li>• Conduct literacy and numeracy assessments at the beginning of the year for all grades to establish their base level understanding for more data to inform teaching.</li> <li>• Communicate directly with parents about final exam preparation, particularly for Diploma exams to ensure students have enough opportunity to prepare.</li> <li>• Continue to have staff work in mentorship groups with more regular meetings for continued growth as educators.</li> </ul>
Measuring Performance	<ul style="list-style-type: none"> <li>• PAT and Diploma acceptable and excellence measures on par or better than Alberta averages in all courses</li> <li>• At least 80% acceptable on all PAT and Diploma Exams, with PAT acceptable to reach 100% within the next 3 years</li> <li>• All non-coded Grade 12 students to complete a minimum of 5 Diploma exams annually</li> <li>• Minimum 80% of students not required to complete follow-up assessment in K-Grade 3 Alberta Education assessments</li> <li>• Maintain the percentage of students taking all three Sciences, Math 31, and graduating with a Second Language.</li> <li>• In 2 years, expand annual reading and numeracy assessments to include High School students.</li> <li>• Within 3 years, work towards having at least one students graduate with an AP exam</li> </ul>

## Resilience

Rationale	<p>In the aftermath of the Covid-19 pandemic, Delta West Academy included a goal for supporting the mental health of its staff and students. <b>While we still recognize the on-going importance of mental health, we wanted to take a new approach that could help our staff and students build skills to overcome adversity and provide strategies to doing hard things.</b></p> <p>The Future of Education Report 2025/2026 published by Future Design School has indicated that “resilience” is going to be one of the top 10 skills that students are going to need to become successful. The Future of Jobs Report 2025 (<a href="#">WEF Future of Jobs Report 2025.pdf</a>) named “Resilience, flexibility and agility” as the second most important skill employers are looking for.</p>
Domains of Focus	<p><b>Student Growth and Achievement:</b></p>

	<ul style="list-style-type: none"> <li>Students use ongoing assessment and feedback to reflect continuously on their progress, identify strengths and areas of need to set new learning goals.</li> <li>Students are active, healthy, and well.</li> </ul> <p><b>Teaching and Leading:</b></p> <ul style="list-style-type: none"> <li>Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</li> </ul> <p><b>Learning Supports:</b></p> <ul style="list-style-type: none"> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>Learning environments are welcoming, caring, respectful and safe.</li> </ul> <p><b>Governance:</b></p> <ul style="list-style-type: none"> <li>Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> </ul> <p><b>Local and Societal Context:</b></p> <ul style="list-style-type: none"> <li>Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>
What is currently implemented to support this goal?	<ul style="list-style-type: none"> <li>Multiple Professional Development sessions with Denise Dutchuk-Smith (Head of School) for staff on the topic of resilience. These sessions have included reflection activities, providing strategies for daily connections to the idea of building resilience in ourselves as educators so that we can model this for our students.</li> <li>Resilience workshops for students with Renfrew services to specifically support students.</li> <li>Head to Head Olympian program with visits from Olympians to discuss their experiences with overcoming different obstacles for success.</li> <li>Policies surrounding assessment that allow for students to correct mistakes including opportunities for re-assessment.</li> <li>Staff team building opportunities.</li> <li>Student participation in programs including Camp Kindle which provide students with opportunities to connect with each other and their teachers in a different environment.</li> <li>Providing ATI (Access to Instruction) for students who find a concept challenging, or who need extra support in a specific subject area. ATI is also an opportunity to students to review tests, quizzes, or assignments to grow and improve from building their resiliency.</li> </ul>

Strategies for Improvement	<ul style="list-style-type: none"> <li>• More work with staff to help create a culture of resiliency and self-reflection while recognizing the cycles of the educational calendar.</li> <li>• More regular meetings of mentorship groups to support each other and open communication.</li> <li>• Find more programs for students to take part in that will allow them to build their resilience and learn to overcome hard things.</li> <li>• Work towards improving communication about resources available at DWA including counselling trained Administrators Ms. Dennis and Ms. Dutchuk-Smith. This could include adjusting teaching schedules to include set counselling times.</li> <li>• Use of additional wellness supports which could include outside resources like Art therapy, support animals, etc.</li> </ul>
Measuring Performance	<ul style="list-style-type: none"> <li>• Number of students who utilize re-assessment and the measures of improvement.</li> <li>• Student attendance, particularly on test days.</li> <li>• 80% Staff retention annually.</li> <li>• At least 1 workshop for each grade relating to resilience annually</li> <li>• Maintained or improved results on AERR data reflecting upon access to supports</li> </ul>

## Legacy

Rationale	<p>At Delta West Academy, we say “Once a Dragon, Always a Dragon”. DWA aims to help each student and teacher recognize the important role they play in being a part of our school. At the beginning of the year we proposed the question to our entire community: “What is your best Dragon Quality?” Our goal is to consistently have students reflecting on how their actions can have big outcomes. That they have a voice, and an opportunity to make a mark on the school, their peers, their teachers, and their community.</p>
Domains of Focus	<p><b>Student Growth and Achievement:</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate understanding and respect for the uniqueness of all learners.</li> </ul> <p><b>Teaching and Leading:</b></p> <ul style="list-style-type: none"> <li>• Collaboration amongst teachers, leaders, students, and their families, and other professionals enables optimum learning.</li> </ul> <p><b>Learning Supports:</b></p> <ul style="list-style-type: none"> <li>• Education partners fulfil their respective roles with a shared understanding of an inclusive education system.</li> <li>• Learning environments are welcoming, caring, respectful and safe.</li> </ul> <p><b>Governance:</b></p>



	<ul style="list-style-type: none"> <li>Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</li> </ul>
What is currently implemented to support this goal?	<ul style="list-style-type: none"> <li>Continuation of Work Experience in partnership with Care West this year allowed our students the opportunity to gain so many wonderful additional experiences and leave their mark as Dragons in the community.</li> <li>Providing students opportunities to represent themselves and DWA through sports, extra curriculars, Science Fairs, Slam Poetry, and performances.</li> <li>Allowing all Jr. and Sr. High to join the DWA Student Council which helps to determine the activities for the year and the charitable organizations.</li> <li>Providing opportunities for students and Alumni to share their experiences at the school with prospective families at Open Houses and for In-School Tours.</li> <li>Utilizing the “Be Our Guest” program for teachers to encourage reminders about what we offer as a school.</li> </ul>
Strategies for Improvement	<ul style="list-style-type: none"> <li>Follow up with new and returning staff on the Be Our Guest program to strengthen the language we use to communicate the benefits of our school to the students and prospective families.</li> <li>Continue with student surveys and providing opportunities for students to participate in activities that allow them to showcase their best skills and attributes. Find new opportunities for students to take part in including additional competitions that connect with student’s interests.</li> <li>Create more school initiatives that students have ownership over including fundraising opportunities.</li> </ul>
Measuring Performance	<ul style="list-style-type: none"> <li>Student retention</li> <li>Staff retention</li> <li>Connections with Alumni. Aim to have at least 1 alumni active in our community, either through Board contributions, or Open House panels. Begin to work with Alumni on a 35<sup>th</sup> Anniversary Alumni Event</li> </ul>

## First Nations, Metis, and Inuit Student Success

Although there are no self-identified FNMI students, currently enrolled at DWA, there is the understanding from Alberta Education that disadvantages faced by a particular group of students impacts everyone and the expectation exists that everyone assists in ameliorating that situation.

DWA has invested in First Nations specific literature to compliment classroom and teachers' resources. Our ability to include students in off-campus opportunities such as attending the Glenbow Museum, Head-Smashed-in-Buffalo Jump, Fort Calgary, story time with Elders at the Calgary Public Library, and other venues, allow us to bring our students into the Indigenous community to learn and hear first-hand knowledge of FNMI's history. Through past connections, Delta West Academy has built strong relationships with First Nation's elders, bridging the gap between our small community and those that live outside of our school. Hosting Land Acknowledgements with our school community is also an important way of respecting First Nations communities and helping our students identify their perspectives, experiences, and legacy.

Orange Shirt Day is more than just a clothing change for the day. We take the opportunity to teach our students about the meaning behind the day and the importance of reconciliation. Indigenous Day in June is not a day off for our students, even our High School students who are in the middle of exams. We work together as a staff to find different ways to celebrate Indigenous Culture with all our students and make the day a meaningful learning experience.

This year specifically, we welcomed Indigenous performer, Miranda Currie for a whole school presentation to raise awareness for Orange Shirt Day. We were also privileged to be the anthem singers for the Sunrise Ceremony which acknowledged First Nations contributions to our Canadian military. Our Multicultural Fair also included a Land Acknowledgement and a music video for Indigenous rights for embracing cultural diversity. For our tropical themed graduation this year, we have also had all our students participate in learning Hula and Polynesian dancing and through this they have been introduced to the Indigenous cultures of Hawaii. It has been an incredible experience for the students to learn about the importance of respecting and acknowledging Indigenous cultures both in Canada and around the globe.

DWA aims to support FNMI students when they are part of our student population and for our entire community to be an ally for FNMI students and people.

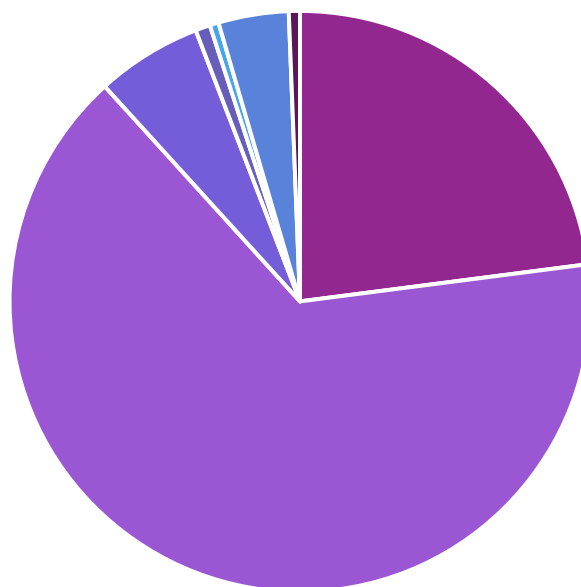
## Planning for the Future

DWA takes a very conservative approach to its budgeting. It is based on the enrolment figures in May of 2025 when the budget is due to Alberta Education. An updated in-school budget is created in September to better reflect the enrollment at the start of the actual school year. Also, school generated funds are estimated at a conservative level as they can be highly variable in nature. Unpredictable carbon pricing continues to impact our expenditures, as there is little to be done about improving the energy efficiency of our historic Bridgeland School home other than a total rebuild. As well, funding for assessment of learning loss has been implemented, and we wait to see whether this will be continued, and/or expanded to any additional grades beyond Gr. 3. We are also waiting to see whether AISCA will receive an extension on their ECLS grants that allow us access to Renfrew services to provide supports for our students. New funding updates for students and grants including transportation will need to also be factored into our planning for the future. We must also recognize that Canada's economic relationship with the U.S. is currently strained which may have impacts on goods and services that DWA would typically use to support our students.

### 2025-2026 Budget Summary:

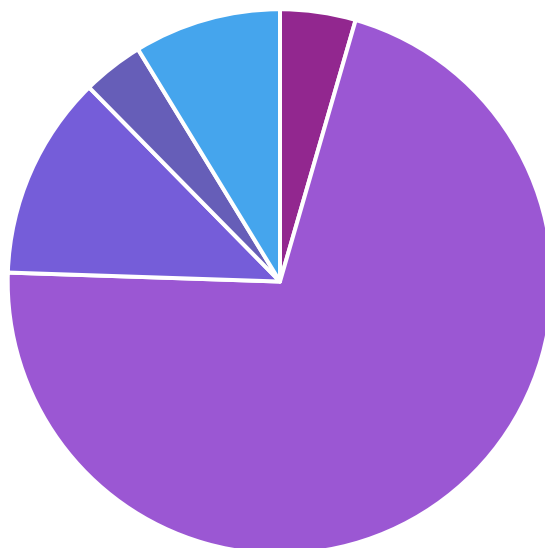
Revenue Summary	
Alberta Education Grants	\$557,664
Instruction Fees/Tuition Fees	\$1,586,500
Non-Instructions Fees	\$143,000
Interest on investments	\$20,000
Other Sales and Services	\$12,000
Gifts and Donations	\$95,000
Amortization of Capital Allocations	\$15,000
<b>Total Revenue</b>	<b>\$2,429,164</b>
Expenditure Summary	
Instruction - ECS	\$108,400
Instruction - Grades 1-12	\$1,718,400
Operations and Maintenance	\$292,800
Transportation	\$87,900
Board and System Administration	\$211,200
<b>Total Expenditures</b>	<b>\$2,418,700</b>
<b>Surplus</b>	<b>\$10,464</b>

### 2025-2026 Budget Revenues Projected



- Alberta Education Grants
- Instruction Fees/Tuition Fees
- Non-Instructions Fees
- Interest on investments
- Other Sales and Services
- Gifts and Donations
- Amortization of Capital Allocations

### 2025-2026 Budget Expenses Projected



- Instruction - ECS
- Instruction - Grades 1-12
- Operations and Maintenance
- Transportation
- Board and System Administration