



Annual Education Results Report 2021-2022

Delta West Academy

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ANNUAL EDUCATION RESULTS REPORT 2021-2022

Delta West Academy's AERR presents the results of local and APORI data relating to the 2021-2022 school year. This report will reflect on the assurance indicators of Student Learning, Teaching and Leading, Learning Supports, Governance, and Local Measures. These domains are key components to AB Education's continuous cycle of improvement and these results will also be reflected in future Education Plans for DWA.

Message from the Board of Directors:

For thirty years Delta West Academy has been producing confident, well-adjusted and academically excellent students that are able to take on the world and soar.

There are many factors that make Delta West Academy a unique school in a class all by itself. The small class sizes, a maximum of 12 per grade, allow the students to receive a level of attention and instruction from the teachers that is impossible in a school with large classes. The small numbers also foster and allow the creation of a unique community from Pre-ECS all the way up to Grade 12. The students look out for each other and this creates a safe and caring environment where every student is able to reach their potential and find their passion.

Delta West Academy was able to rise to the challenges posed by Covid and continue their standard of excellence. Looking back over the last thirty years, the parents and the Board can only admire and feel indebted to Delta West Academy for withstanding the test of time, overcoming trials and tribulations and helping all students develop into extraordinary people.



Jennifer Rees, President

Delta West Academy Society

December 2022

Board Members:

Jenny Rees: President

Denise Dutchuk-Smith: Treasurer

Tara Peters: Director

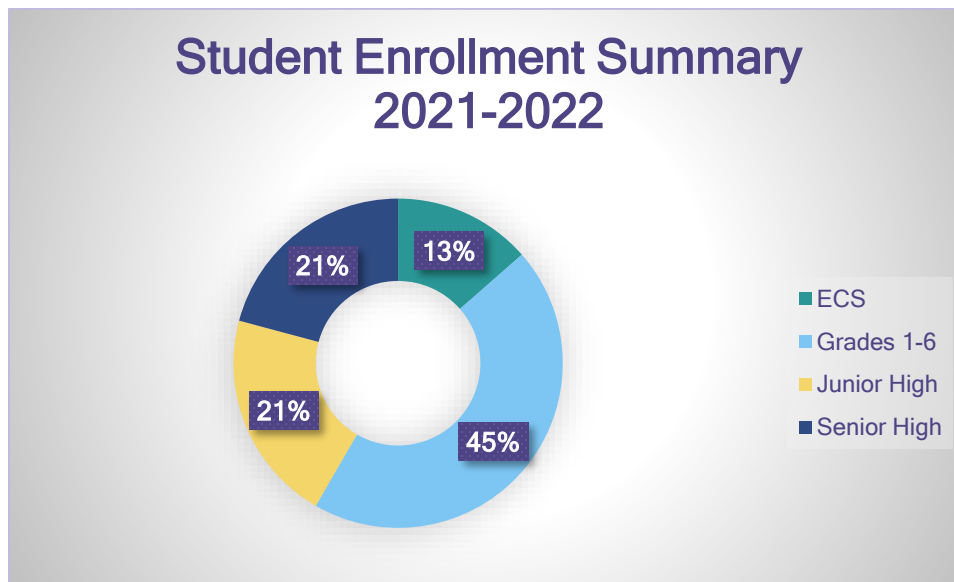
Nicolas Dunne: Director

Accountability Statement:

The Annual Education Results Report for Delta West Academy for the 2021/2022 school year 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. 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 2021/2022 was approved by the Board on December 8, 2022.

WHO WE ARE:

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 profound experiences both in and out of the classroom. We embrace our multi-culturalism in both our student body and staff. Students come from all quadrants of Calgary as well as from surrounding communities which further adds to our diversity.



For over 25 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, share their thoughts, mentally manipulate the information they are learning, listen to the ideas of others, and, most importantly, to question what they see, read, and hear in order to become critical, independent thinkers.

While the emphasis is on academic excellence, the school's 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 the developing minds and personalities of the DWA students. A large variety of school community activities, from fundraisers to fun days, keep everyone involved and active in growing DWA to its full potential (Dragon Values).

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.

DWA Mission Statement:

We create confident and engaged learners by providing the most excellent, student-centred learning environment.

DWA Motto: **For Myself, My Future, Our 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.

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.

Our Leadership Team

Denise Dutchuk-Smith: Head of School

Jocelyn Forrester: Principal

Aileen Forsch: Vice Principal

Amanda Dennis: Director of Admissions



“Rooted in Community, Strengthened in Diversity, Inspired by Excellence!”

ACCOUNTABILITY PILLAR OVERALL SUMMARY (MAY 2022)

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 9972 Delta West Academy

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	Student Learning Engagement	85.7	88.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.2	91.1	92.4	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1	*	n/a	n/a
	5-year High School Completion	n/a	*	93.4	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	95.1	n/a	100.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	43.9	n/a	54.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	92.9	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	14.3	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	87.4	89.6	92.5	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	92.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.8	89.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.5	89.4	96.1	78.8	79.5	81.5	Intermediate	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

*** The tables included in this report are summaries of overall responses by teachers, students, and parents. Each category included multiple questions. Anyone who would like to view the full APORI results is encouraged to contact the DWA Administration.

Additional Considerations:

1. The government survey is conducted in January when half of the school year is yet to come but parents, students and teachers are expected to comment on the whole school year. Courses that are offered second semester cannot be commented on, nor can any initiatives, events, improvements, or progress that happen in the second half of the school year.
2. The teacher and student surveys are conducted online and done at school ensuring a very high percentage of participation; DWA has less control over the completion of the survey by our parent population. For this year's results only 14 parent survey responses were recorded which represented only 18% of the school community.
3. The Alberta Education survey is a generic one sent to families all over Alberta. The questions, by their nature, are not always applicable to niche schools such as Delta West Academy. Many of the questions have no relevance to our school at all and cause confusion in our community of respondents (parents, teachers, and students alike). This in turn presents some unusual results.
4. Lastly, the surveys are only sent to families of students from Grade 4 to Grade 12. The Kindergarten to Grade 3 families have no voice in these surveys. Thus, nearly 40% of our school community is not represented in the results.

Therefore, with the exception of the teacher and student results, we cannot consider this year's survey results to be an accurate reflection of the thoughts and opinions of our entire school community. It is important to keep this in mind when reading the percentages for each section.

To get a better measure of parent feedback for the continued growth and development of our programs, DWA conducted an online survey in June where 24% of our families participated. Typically, we see improved parent response rates on our independent survey. However, there was still a lack of overall participation despite sending the link several times at the end of this year. Although we had lower than usual participation, this survey was still valuable as it allowed for feedback from families from all divisions, and these results, in combination with the APORI data, will help to drive our future planning.

Public Interest Disclosure Act (Whistleblower Protection)

It is a requirement to report on the *Public Interest Disclosure*. Pursuant to section 32 of the *Public Interest Disclosure (Whistleblower Protection) Act*, no disclosures were received by Delta West Academy for the 2021-2022 school year.

Student Growth and Achievement

Engagement:

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Delta West Academy										Measure Evaluation			Alberta										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	82	88.4	79	85.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	22	90.9	14	78.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	51	74.4	53	78.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	12	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comment on Results:

The overall results of engagement in learning at school for DWA suggest a positive outlook. Although our results showed a slight decline, our parent, student, and teacher evaluations are all higher than the provincial averages. There were two substantial differences in our engagement results from the 2020-2021 survey and the 2021-2022 survey. The first was in our parent ratings which showed a decline of 12.3%. This result is challenging to interpret as only 14 parents completed the surveys, and results were only categorized for parents in the Grade 7-9 divisions, as only 4 parents from Grades 4-6, and 3 parents from Grade 10-12 responded. Based on the Grade 7-9 results (85.7% satisfaction), it can be inferred that there was lower parent satisfaction in our Grade 4-6 and Grade 10-12 divisions. Our Grade 4-6 division participated in curriculum piloting this year for Mathematics, Language Arts, and Science classes. Frequent communication with parents indicated that they felt there was a significant jump in difficulty especially in the Math curriculum. This is a challenge that is often presented when adapting to new curriculum, and it is our hope that by piloting the initial drafts, we were able to provide valuable feedback to make necessary adjustments to soften the transition for students in the 2022-2023 school year. For our Grade 10-12 students, their ability to participate in field trips, which is a tool DWA uses to make learning relevant and interesting, were still substantially limited due to Covid-19 and the implementation of vaccination passports at many facilities. DWA valued student and parent choices regarding vaccination, and we wanted to ensure that no child was unable to take part in valuable learning. As such we did not attend venues requesting vaccination passports. The second significant finding was the increase of 20.8% for students in Grade 10-12. Returning to semester-courses was well-received by the students after quarter-courses were used in the 2020-2021 school year. This allowed the students to receive the instruction at a slower pace, and to have more time to process and understand the material. The Grade 4-6 students' results aligned with parent comments about the difficulty of the Math curriculum, as the question "Do you like learning math" dropped from 83% to 71%.

Key Strategies:

In the second half of the school year, which is not represented in this survey, the students were able to attend more off-campus learning opportunities. The removal of additional restrictions for the 2022-2023 school year will allow DWA to begin the school year returning to frequent outings without disadvantaging any students. Teacher at DWA will continue to

be actively involved in the development of the new curriculum by piloting the elementary Science courses. We will also continue to teach the new curriculum in Math and Language Arts for all grades, and not just the required K-3 courses. Bringing a voice to curriculum development is an important tool for our teachers to obtain a deep understanding of the outcomes and collaborate with fellow educators in the creation of new resources for engaging learning experiences. DWA will continue to support its teachers in pursuing professional development opportunities to better their craft.

Citizenship:

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Delta West Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	53	95.0	59	95.6	66	89.2	82	91.1	79	82.2	Very High	Declined	Good	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	8	92.5	13	92.3	9	80.0	22	92.7	14	69.6	Intermediate	Maintained	Acceptable	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	32	93.9	34	94.4	48	87.7	51	80.7	53	78.8	Very High	Declined	Good	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	13	98.5	12	100.0	9	100.0	9	100.0	12	98.3	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comment on Results:

DWA strongly believes in developing citizenship in all of our students. We incorporate the concept of "Dragon Values" into our school culture. Seeing a decline in our citizenship measures, especially in our parent and student groups, is concerning for us. Although, given the climate at the time of the survey this was not entirely unexpected.

Due to Covid-19, students have been given access to online platforms to ensure access to education for students who are sick or quarantining. Teams accounts were set up for all students to be able to communicate and collaborate with other students and teachers. Although technology contracts are signed by students and parents at the beginning of the school year and reviewed by teachers prior to device access being provided, there were multiple instances of inappropriate use of technology. The impacts of Covid-19 on learning are multi-faceted. Students have been granted more license to use technology. However, interruptions to learning and socialization have impacted their level of maturity. We believe that online interactions between students have directly impacted the citizenship results, particularly in our Grade 4-6 and 7-9 survey groups. The 2021-2022 school year saw multiple instances of disciplinary actions required for students in these age groups due to online interactions. Although measures were taken to reduce impacts, including restricting the chat function, bringing in guest speakers to inform students about the possible ramifications of inappropriate online contact, and speakers to address mental health of students, many relationships were temporarily strained due to these prior interactions.

Parent results are difficult to interpret, as only the Grade 7-9 values are unrestricted. Parents in this age range express their concerns regarding students helping each other, respecting each other, and being involved in the community. The most surprising result was in opportunities to be involved in the community, as DWA engaged in many community initiatives during the 2021-2022 school year including the Terry Fox Run, Field of Crosses, Women's Shelter Toy Drive, and numerous charities through fun lunches and free days.

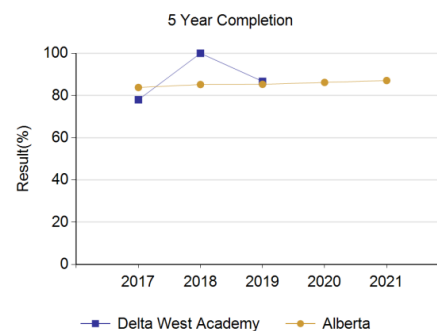
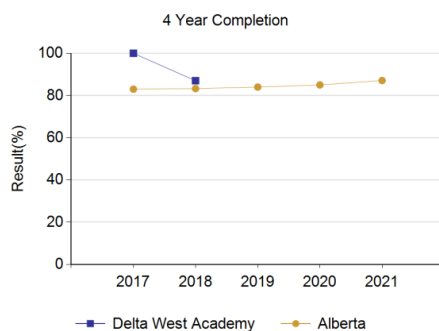
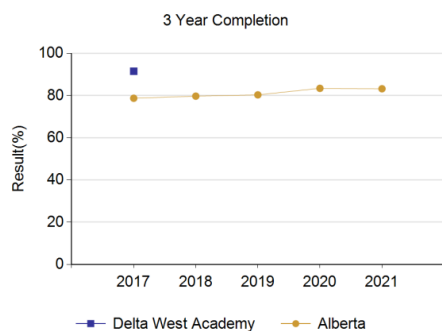
Student results showed a decline in Grades 4-6 (6.5%) and 7-9 (15.2%), while our 10-12 showed an increase of 16%. The biggest areas for improvement across Grades 4-9 align with the parent responses about student respect and following rules, while these indicators showed improvement within our Grade 10-12 group. All Student divisions showed improvements in the question "At school, I am encouraged to try my best". This is an important result for DWA, as we strive to work with each child to reach their own academic and personal goals. Individualized attention and working with students to build their self-efficacy skills are foundational to our program.

Key Strategies:

While DWA recognizes there were declines in citizenship, and any decline in this area is significant for our school culture, we recognize that there are many external and unavoidable factors that have contributed to these results. Our students have experienced a major disruption to their ability to socialize, and this has most heavily impacted our upper elementary and junior high groups. Much focus was initially placed on the impact of learning loss for K-3 students. However, over the next number of years, DWA will be working to support the mental health and socialization skills for its students as well. The 2020-2021 school year brought some staffing disruptions which resulted in a discontinuous student council. These results have shown that students want to have more voice in the school. As such we will bring back an active and vibrant student council. This way we can help to better communicate our community initiatives. We have also added a section to our website for parents and students to track the organizations for which we are raising funds. The past number of years have also caused disruptions to suppliers for uniforms. DWA believes that being in proper uniform is a show of respect to the school, and our Admin team worked very hard over the summer to ensure items would be available for the beginning of the school year. As such, returning to a strict uniform policy is just one way to demonstrate the importance of respect to our students. Our technology contract was also revised and updated for students who continue to sign. The chat function has continued to be disabled for younger students to ensure that they are using Teams as a tool for their classes and not to engage in unsupervised conversations.

High School Completion Rates:

	Delta West Academy											Alberta											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	91.5	5	*	n/a	n/a	1	*	4	*	*	*	*	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	7	100.0	6	87.0	5	*	n/a	n/a	1	*	*	*	*	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	8	78.0	7	100.0	6	86.7	5	*	n/a	n/a	n/a	n/a	n/a	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.

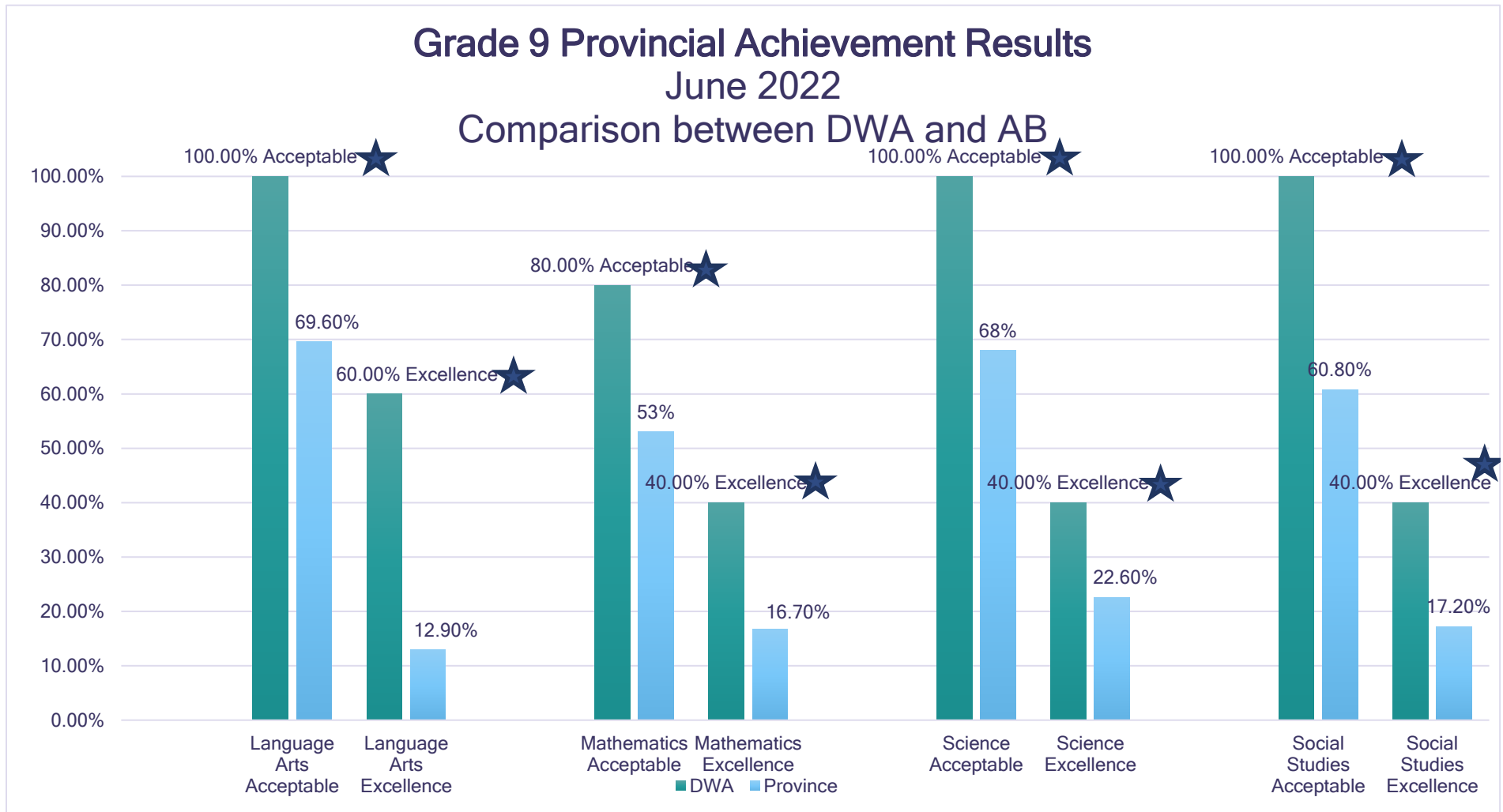
Comment on Results:

Students who start at DWA in Grade 10 and remain for Grade 12 write up to six Diploma Exams and generally all in the higher-level academic stream. Our rigorous High School program prepares students to succeed not only at DWA, but also in university and colleges they will be attending in the future. While data results have been suppressed for the 2021 school year due to less than 6 graduates, we are pleased with continuing DWA's high standards for academic achievement in our High School program.

Key Strategies:

DWA strives to support all students in their academic success through many initiatives. These initiatives include ATI (access to instruction), re-assessment, and offering multiple ways for students to demonstrate their understanding through differentiated assessment. We will continue to offer small class sizes for individualized attention, leadership opportunities, participation in Performing Arts and Physical Education classes, access to career counselling, and individualized assistance with university applications.

PAT Results:

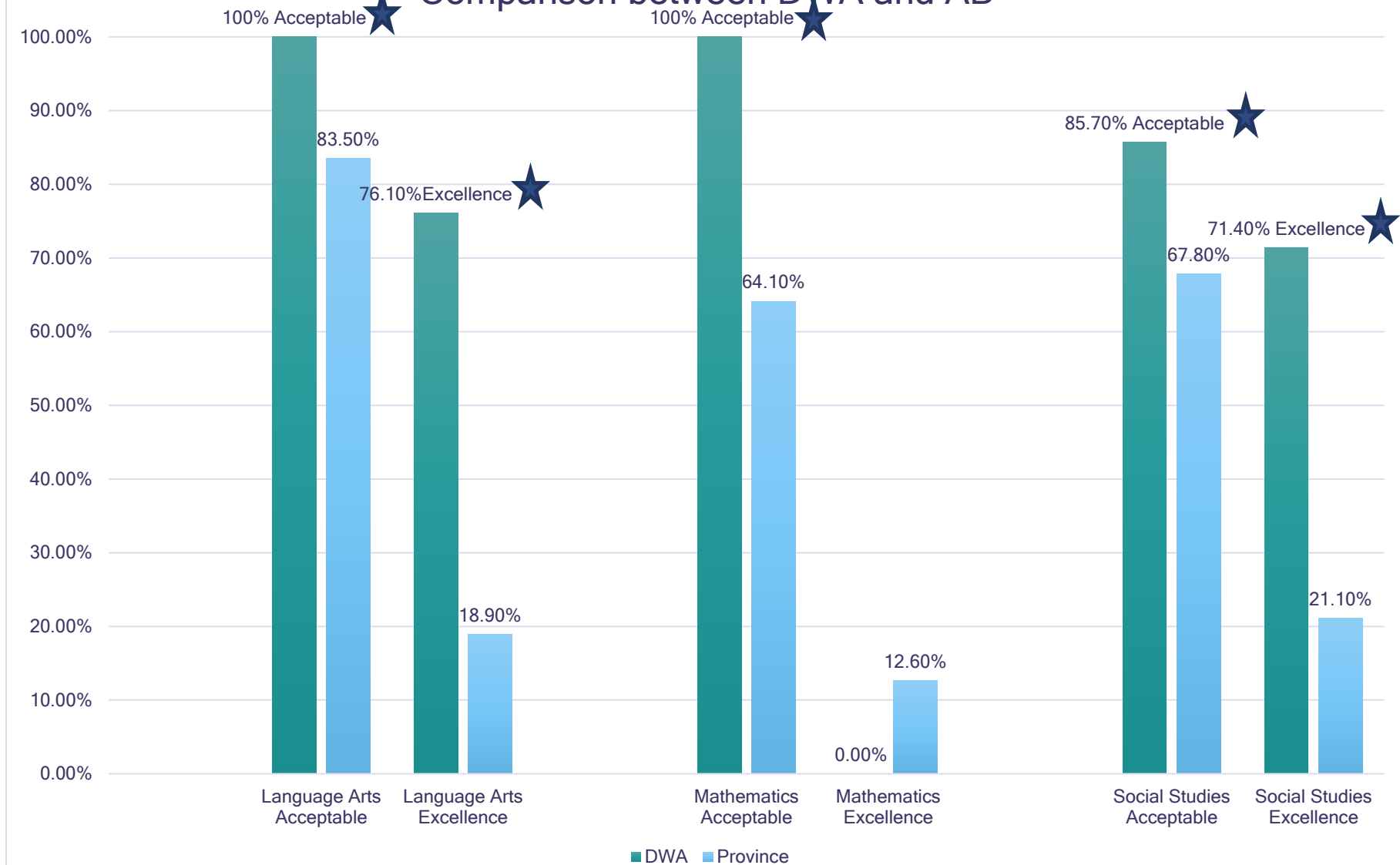


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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. 4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18. 5 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results

Grade 6 Provincial Achievement Results June 2022

Comparison between DWA and AB



Comment on Results:

For the 2021-2022 year, our Grade 6 students wrote Language Arts, Social Studies, and Math PATs. Our Grade 6 students also participated in piloting the Language Arts, Math, and Science curriculums for this school year. Although we piloted the curriculum, we still felt it would be valid for our students to write the Language Arts and Math PATs to gauge how they were impacted by the new curriculum. Our students did not write the Science PAT as the new curriculum content varied too much from the existing curriculum. Instead, they wrote an in-school final exam to track their final progress in the course. We were extremely pleased with our student's performance on the Language Arts PAT, achieving 100% acceptable, and 76% excellence, far surpassing the Provincial averages on both. The new Math curriculum was substantially different from that on the Gr. 6 PAT, however our students still scored 100% acceptable standard. They also showed a strong performance on Part A of the Math exam, which is the non-calculator portion. Although we did not have any standards of excellence, we feel this is not an area of concern, as there were significant differences in curriculum for the school year.

For the 2021-2022 year, our Grade 9 students wrote Language Arts, Social Studies, Math, and Science PATs. We were very pleased with our results in all four subjects with DWA students again far surpassing the provincial averages in both acceptable and excellence standards across all courses.

Key Strategies:

DWA strives to ensure that our students gain exposure to tests throughout their schooling to ensure that PAT and Diploma exams are not new experiences. Students regularly write quizzes and unit tests to practice study and test strategies that work for the individual students to make them as successful as they can be. We often have the conversation with students that tests are just one singular form of assessment that our educators use when gathering information to reflect on student understanding and progress.

Another key strategy for our continued success on PAT exams will be to continue to have specialist teachers. Having educators with specific backgrounds for the courses ensures that the students are receiving instruction from professionals in each subject area. Many of our teachers cross divisions and have experience from grades above or below to ensure that curriculum is covered in depth and with an understanding of the necessary progression of learning.

Diploma Results:

	Delta West Academy					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	4	1	n/a	n/a	12	65,736	65,117	n/a	n/a	58,444
Acceptable Standard %	*	*	n/a	n/a	92.9	83.7	83.6	n/a	n/a	75.2
Standard of Excellence %	*	*	n/a	n/a	14.3	24.2	24.0	n/a	n/a	18.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Examination 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.
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. Caution should be used when interpreting trends over time.

English Lang Arts 30-1

	Delta West Academy					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	4	n/a	n/a	n/a	9	30,393	29,832	n/a	n/a	17,372
Diploma Examination Acceptable Standard (%)	*	n/a	n/a	n/a	100.0	87.5	86.8	n/a	n/a	78.8
Diploma Examination Standard of Excellence (%)	*	n/a	n/a	n/a	11.1	13.2	12.3	n/a	n/a	9.4
School Awarded Acceptable Standard (%)	*	n/a	n/a	n/a	100.0	97.9	98.0	n/a	n/a	98.2
School Awarded Standard of Excellence (%)	*	n/a	n/a	n/a	22.2	34.5	35.1	n/a	n/a	44.6

Comment on Results:

June 2022 was the first set of Diploma exams for DWA students since the beginning of the Covid-19 pandemic. DWA students participated in English 30-1, English 30-2, Social 30-1, and Physics 30-1 Diploma exams. The January Exams for 2022 were made optional due to a rise in cases. Although our students did not write diploma exams in January, they did complete a DWA final exam for each of their 30-level courses. As a result of Diploma exams being 10%, we opted to have our Grade 11 students complete their English classes in June. June 2022 Diplomas were the first government issued exams many of these students have experienced, and as such we were very pleased with a result of 92.9% acceptable standard, and 100% acceptable standards on our English 30-1/30-2 and Social 30-1 exams.

Key Strategies:

As Diploma exams have been re-instated, preparing students for success on these exams, and success in their courses in general, will continue to be a priority for DWA. Ensuring that our teachers are prepared for the content in these courses through access to Professional Development opportunities, weekly divisional meetings, and check-ins with our admin team will be a key strategy. ATI (access to instruction) for students after school to help them with test and study strategies and to review course material they need extra help with will also be continued to support student learning.

Teaching and Leading

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Delta West Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	53	92.3	59	95.4	66	89.5	82	89.6	79	87.4	High	Maintained	Good	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	8	85.4	13	92.3	9	78.8	22	89.4	14	75.0	Low	Maintained	Issue	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	32	92.8	34	95.4	48	89.8	51	83.1	53	87.3	High	Maintained	Good	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	13	98.7	12	98.6	9	100.0	9	96.3	12	100.0	Very High	Maintained	Excellent	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comment on Results:

The results for the quality of education were generally maintained for the 2021-2022 school year, although there are some major discrepancies between student and teacher results and parent results. Having only 14 parent responses, and of those only 7 which are not suppressed make for a difficult interpretation. Parent responses showed a decline of 14.4%, but students showed an increase of 4.2%. For the questions, "How satisfied or dissatisfied are you with the quality of education your child is receiving?" and "How satisfied or dissatisfied are you with the quality of teaching at your child's school?", 71% of parents chose very satisfied or satisfied. For the same versions of questions for the students in 7-12, 100% chose very satisfied or satisfied, and Grades 4-6 resulted in a 94% rating. 100% of students in Grades 7-12 also rated their overall quality of education as Very Good or Good. DWA is pleased to see these student results, as this represents a more significant portion of our school population. Our staff results also showed an overall increase of 3.7% in this field.

Key Strategies:

For the 2022-2023 school year, DWA will work towards increasing communication with parents surrounding what their children are engaged in. This will include continuing our weekly Dragon Sparks Classroom Blogs, mandatory Parent-Teacher Interviews with each progress report, Bring Your Parent to School Day, Friday Newsletters, and increased Social Media posts.

Quality education comes from teachers who are supported in their Professional Development and growth as educators. DWA values instructors who are life-long learners and those who seek to continuously grow their craft. DWA will continue to send new teachers to AISCA's New Teacher workshop, as well as all staff members to AISCA's Teacher's Convention. Enabling teachers to participate in meaningful PD will continue to ensure quality teaching and education in our school.

Learning Supports

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Delta West Academy											Alberta											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	82	92.2	79	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	22	92.0	14	70.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	51	84.7	53	76.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	12	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

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

	Delta West Academy											Alberta											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	82	89.9	79	80.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	22	89.1	14	68.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	51	80.5	53	82.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	12	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Notes:

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

Comment on Results:

Results for our school being “welcoming, caring, respectful, and safe”, and having “appropriate supports and services” have shown an overall decline, most significantly within the parent stakeholder group. The APORI results portray a significantly different picture of the parent viewpoint from the results gathered from a survey given to parents in June 2022. In the APORI survey, “Teachers care about your child” was rated at 79%, yet 94% of parents on our June survey indicated they feel their child connects with at least one teacher in our school.

3. My child(ren) has a least one teacher in the school community they feel connected to.

[More Details](#)

[Insights](#)

- Strongly Agree 11
- Agree 6
- Neutral 1
- Disagree 0
- Strongly disagree 0



The rankings for the Grade 4-9 students also included a significant number of “Don't Know” responses, which negatively impacted our ratings. This indicates that additional explanation may be needed for the students prior to them completing the online surveys. This also indicates that DWA needs to work on communicating our programs and supports to both parents and students.

A significant improvement shown in the data was within our Grade 10-12 student group which presented a rating of 100% for the questions, "I feel welcome at my school" and "My teachers care about me". Maintaining a safe and caring environment is a major component of Delta West Academy. Our small class sizes allow teachers to recognize issues in peer interactions and work with students to develop more productive communication strategies. This includes having the confidence to ask each other if they meant to be hurtful. We strive for acceptance amongst all the students, and for them to model behaviors that will allow them to interact with all personalities. Our Grade 6-8 group typically attends a Leadership sleepover camp in the Fall to help students build relationships. However, due to a rise in COVID-19 cases, this trip was postponed. We believe this had a substantial impact on the course of the school year the student interactions.

The results on supports and services at school from the APORI survey also contractict the results from our independent survey in June. 68.6% of parent responses were favourable in this category. On our survey, 72% felt there were adequate supports. Of significance is that 89% of parents would feel comfortable asking DWA about supports. Communicating our access to resources will be important in improving this measure in future school years.

4. There are adequate supports in place to help my child when they need it.

[More Details](#)

● Strongly Agree	9
● Agree	4
● Neutral	2
● Disagree	3
● Strongly Disagree	0



5. I would feel comfortable reaching out to the school for suggestions for support for my child(ren).

[More Details](#)

● Strongly Agree	11
● Agree	5
● Neutral	1
● Disagree	0
● Strongly disagree	1



6. Do you feel that DWA has enough supports in place to help students who are struggling with mental health concerns?

[More Details](#)

● Yes	7
● No	4
● Maybe	7



Student results on supports and services showed an overall improvement, but a significant increase in our High School group.

Key Strategies:

DWA is committed to working with our students to teach them how to build relationships and communicate effectively with each other. For the 2022-2023 school year, students will be taking part in leadership or group activities right at the beginning of the school year, including a trip to Drumheller for Grades 4-6, and Camp Chief Hector for Grades 7-9. This year, with a return to travel possible, we are also planning to take our Grade 10-12 students to Los Angeles to visit the Museum of Tolerance, which has long been an important part of our High School Program. To ensure a welcoming and safe environment, DWA will only offer continued enrollment to students and families whose values align with DWA and where a productive parent-school relationship is established.

A major strategy for students this year will be to implement re-assessment. This will allow students to recognize any gaps in their learning and have a chance to improve their understanding by revisiting the material with their teachers. ATI (Access to Instruction) will continue to be readily available for High School students, and by appointment for Elementary and Junior High students.

DWA will continue to incorporate programs to support students in the classroom through Renfrew Educational Services and other organizations such as Art Therapy. Peer interactions will be supported through the Bucket Filler program, Zones of Regulation, and a return to our Buddy Programs to foster younger and older student interactions. Our staff will continue to host weekly Divisional meetings to discuss student achievement and peer interactions to identify necessary supports and services. Our leadership team will revisit IPPs frequently with staff to ensure that strategies are being implemented in the classrooms and they are effective for the student. Dragon Learning Plans will also continue for students who need extra supports but have not yet been assessed.

DWA will work with parents to communicate supports for students that can be accessed through the school, as our results indicate not enough of our parent community are aware of them. We will also work towards developing better instructions to send out to parents and students prior to the administration of the APORI survey to ensure that the data we receive is more valuable.

As there are no self-identified FNMI students currently enrolled at DWA, there are no measures or results to report on. Nonetheless, 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 also invested in First Nations specific literature to compliment classroom and teacher resources. Our ability to include students in off campus opportunities such as attending the Glenbow Museum, Head-Smashed-in-Buffalo Jump, Fort Calgary, 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 build strong relationships with First Nation elders, bridging the gap between our small community and those that lie 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.

Governance

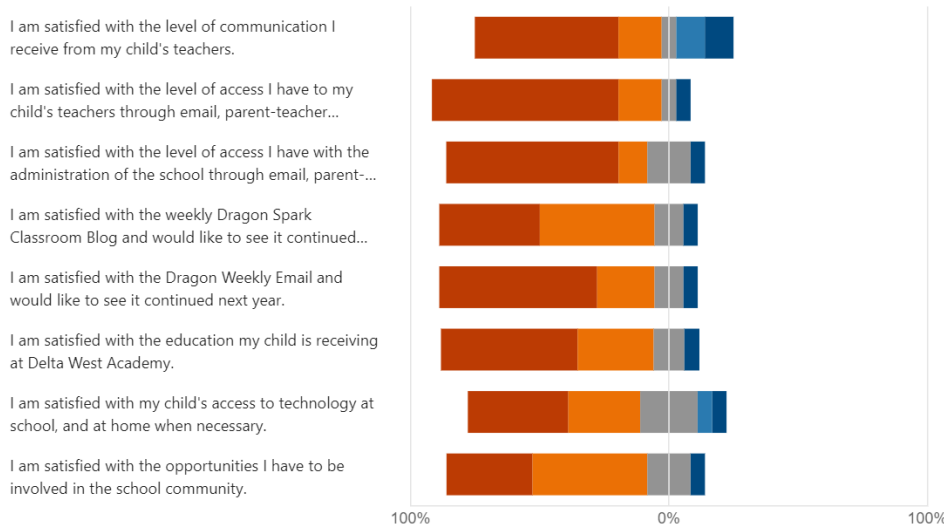
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Delta West Academy										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	79.4	25	100.0	17	92.2	31	89.4	26	75.5	Intermediate	Declined	Issue	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	8	66.7	13	100.0	9	84.4	22	81.3	14	61.5	Low	Declined	Issue	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	13	92.2	12	100.0	8	100.0	9	97.6	12	89.5	Intermediate	Declined	Issue	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comment on Results:

Delta West Academy recognizes the importance of parent involvement in education. We highly value our relationship with parents as an important component to each student's successful education. At the time of this survey, Covid-19 was still causing restrictions, and, as such, we had to limit full scale parental involvement. Despite this, we did have a mandatory orientation day for parents to get information about the year, along with hosting a modified version of our Bring Your Parent to School Day. The APORI results on Governance do not demonstrate the same implications as the June 2022 parent survey. High values were given when asked to rate communication and access to teachers and administration, along with opportunities to be involved in the school community. 78% of parents also indicated they were pleased with the number of community building events for the 2021-2022 school year.

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



Below are the questions in full:

I am satisfied with the level of access I have to my child's teachers through email, parent-teacher interviews, online platforms, etc.

I am satisfied with the level of access I have with the administration of the school through email, parent-teacher interviews, online platforms, etc.

I am satisfied with the weekly Dragon Spark Classroom Blog and would like to see it continued next year.

11. I was pleased with the variety of events that enabled community building this year including Christmas Tea, DWA's Got Talent, Parent Gala, and Graduation.

[More Details](#)

● Strongly Agree	6
● Agree	8
● Neutral	2
● Disagree	1
● Strongly disagree	1



Key Strategies:

Although our overall and teacher results scored higher than the provincial measures, DWA is committed to facilitating positive relationships with our parent body. We will continue to conduct additional surveys to allow parents opportunities to provide us with valuable feedback. We will continue to host Bring Your Parent to School Day, and Orientation Days to give parents access to their child's teachers and leadership team. Adding more functionality to our SIS, School Cloud, will also help to keep parents informed. The creation of a new website, with simpler Parent Portal access will also ensure that parents have easy access to DWA Policies and Procedures. Maintaining Parent-Teacher Interviews with report cards, 3 reporting periods for ECS-Grade 9, and 2 Semesters for Grades 10-12 will be important to providing parents access to their child's education.

DWA also looks to incorporate more members on the Delta West Academy Society Board, along with opportunities for "Coffee with Admin,".

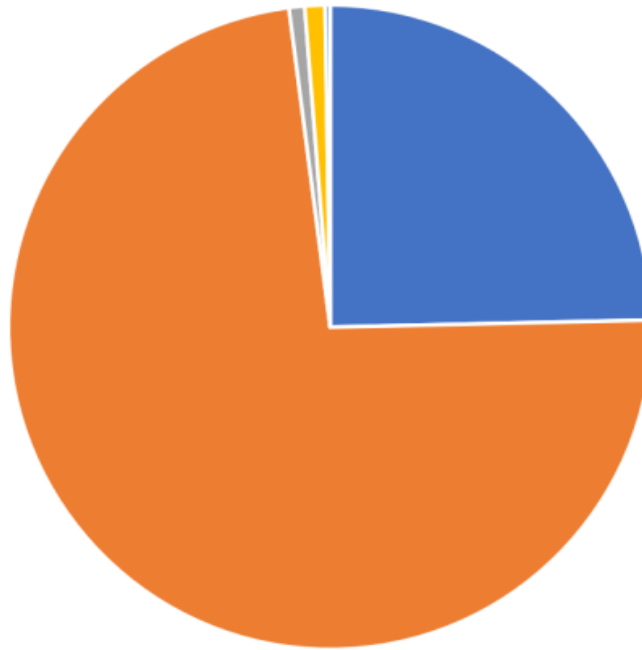
Budget

Below is a summary of the projected budget for the 2021-2022 School Year as prepared in May 2021. The budget was prepared with early enrollment projections, and in an abundance of caution about the impact of Covid-19 on the 2021-2022 school year.

2021-2022 Budget Summary:

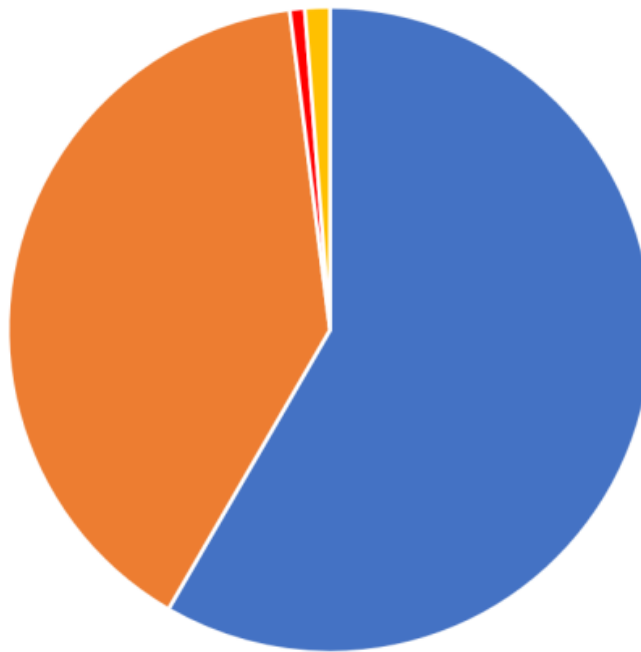
Revenue Summary (Figures in dollars)	
Alberta Education Grants	484 171
Tuition and Fees	1 439 906
School Generated Funds	15 340
Other Receipts	20 000
Amortization	5 000
Total Revenue	1 964 417
Expenditure Summary (Figures in dollars)	
Salaries and Benefits	1 140 400
Services and Supplies	774 350
School Generated Funds	14 690
Amortization	24 500
Total Expenditures	1 953 940
Surplus	10 477

2021-2022 Budget Revenues



■ Alberta Education Grants ■ Tuition and Fees ■ School Generated Funds ■ Other receipts ■ Amortization

2021-2022 Budget Expenditures



■ Salaries and Benefits ■ Services and Supplies ■ School Generated Funds ■ Amortization

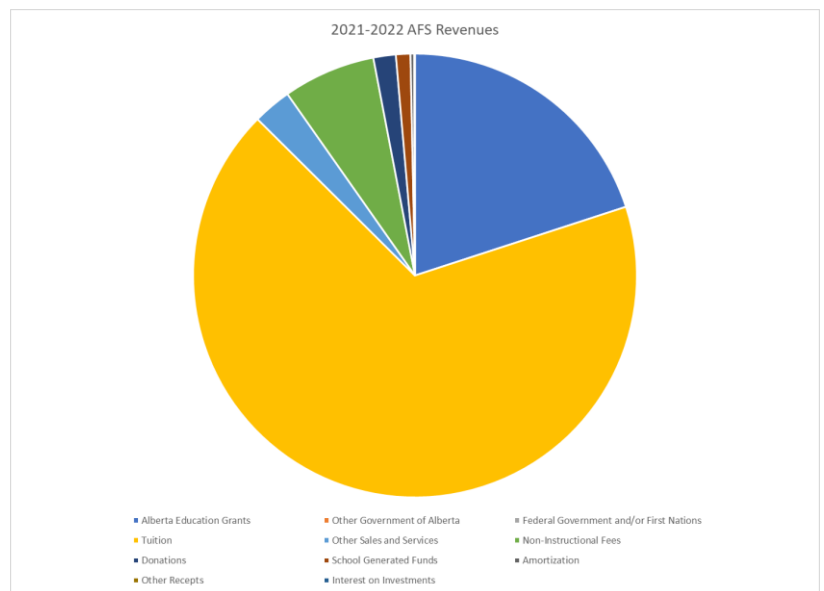
Delta West Academy Society Audited Financial Summary 2021-2022

This is a summary of the highlights of the Audited Financial Statement for the year ending August 2022. As per Alberta Education requirements for independent schools, an external audit is performed every year.

Audited Financial Statement Summary for the Year Ending August 2022.

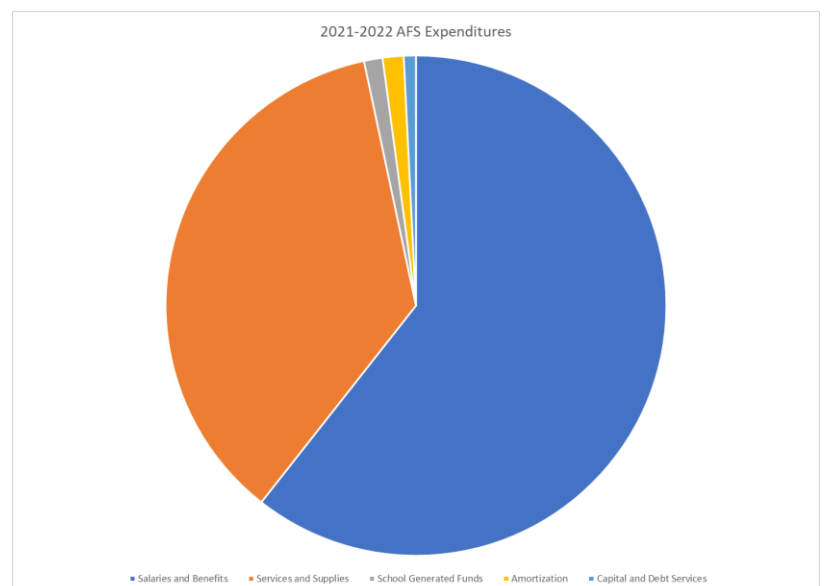
Revenue Summary (figures in dollars)

Alberta Education Grants	\$482,480
Other Government of Alberta	\$0
Federal Government and/or First Nations	\$0
Tuition	\$1,628,051
Non-Instructional Fees	\$162,623
Other Sales and Services	\$67,759
Donations	\$39,438
School Generated Funds	\$25,442
Amortization	\$6,676
Other Receipts	\$4
Interest on Investments	\$1,167
Total Revenue	\$2,413,640



Expenditures Summary (figures in dollars)

Salaries and Benefits	\$1,287,541
Services and Supplies	\$766,277
School Generated Funds	\$25,442
Capital and Debt Services	\$16,570
Amortization	\$28,814
Total Expenditures	\$1,124,644
Surplus	\$288,996



Anyone wishing to review the audited financial statements is asked to request from administration.