

Delta West Academy

EDUCATION PLAN

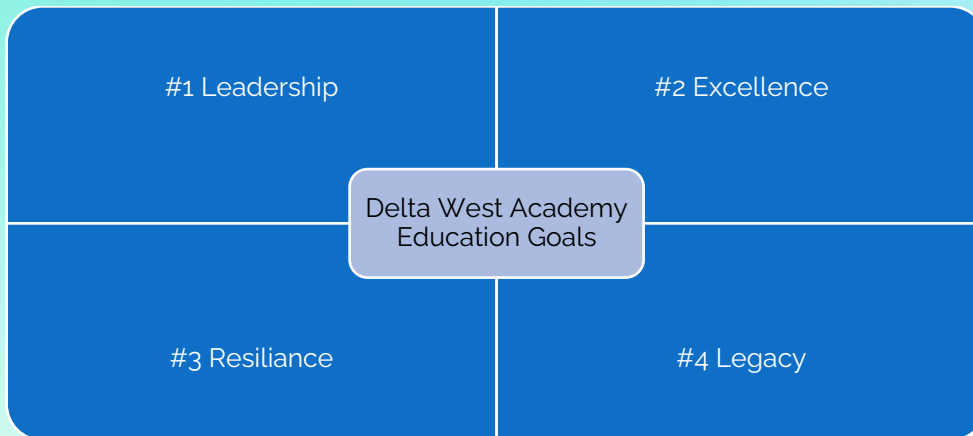
2024-2027 Year Three



Delta West Academy

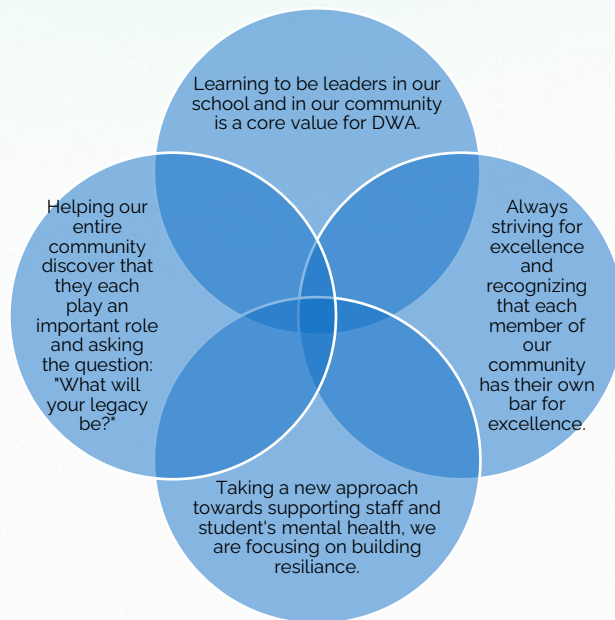
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Executive Summary



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

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.

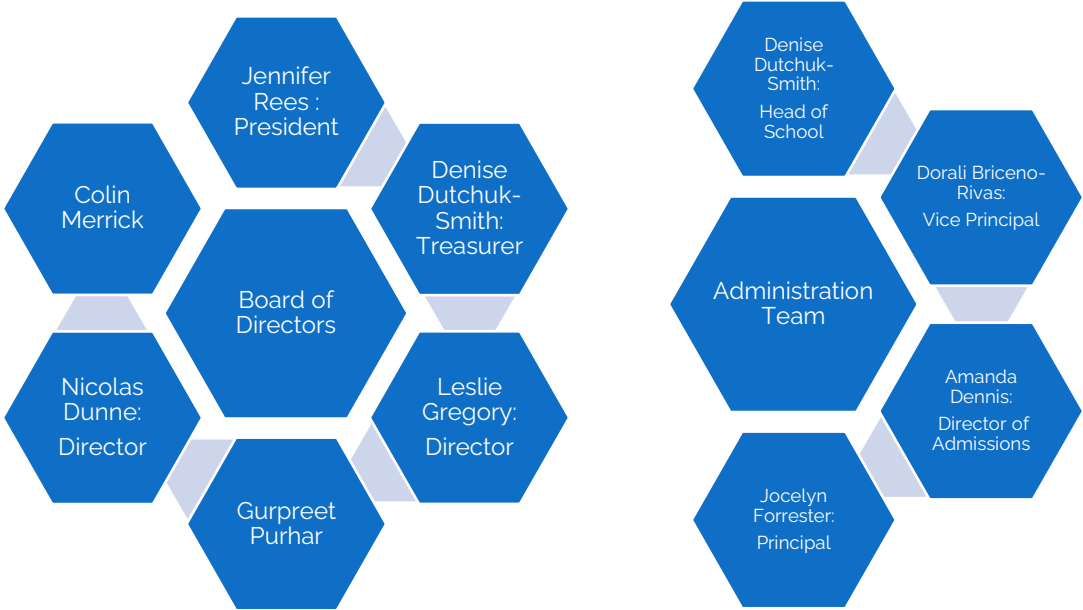
Technology has increasingly become a mainstay of both teaching and learning, and DWA prides itself on the quality and range of technology available to our school community to support student success, including 1:1 device access. This ranges from digital white boards and BenQ interactive boards in every 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.



Delta West Academy Board of Directors



Accountability Statement for the Education Plan

The Education Plan for Delta West Academy commencing May 31, 2026 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Independent 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 reviewed and approved the 2024/2027 Education Plan on (May 31, 2025). (Annually after Year 1).

Original Signed.

Snapshot of the 2025-2026 School Year

Student Engagement

Off-Campus Activities

- Golf Fanatics Grade 6-12: Physical Education
- Full School Annual Hike at Edworthy Park: Team Building
- Grades K-4 Sam Center: Social Studies
- Grade 7-9 students Camp Kindle 2 night trip: Team Building and Outdoor Education
- Sailing lessons for Grade 6-12 student: Physical Education
- Grades 7-9: Calgary Confluence: Social Studies and Truth and Reconciliation
- ECS-Grade 2: Little Red Reading House: Literacy
- Grade 11-12 Chemistry Labs at Mount Royal University: Science and career counselling
- ECS-Grade 6 Week of Swimming Lessons: Physical Education
- Grades 5-7 Flight Museum: Science
- Grades 5-12 Field of Crosses Guided Tour and Artifact Handling: Social Studies
- CPO Grades 4-6: Music
- Grades 7-9 Vertigo Theatre "Peril in the Alps": Language Arts and Performing Arts
- Grades 2-5 "Wizard of Oz" at Alberta Theatre Projects: Language Arts and Performing Arts
- Grades 7-8 Sledding: Outdoor Education
- Full School trip to Studio Bell for Rehearsals and evening performance of play: "Finding Christmas".
- ECS-Grade 6 Studio Bell: Music
- Grade 8 trip to Sushi Panda: Social Studies
- Grade 3 Okotoks Big Rock: Social Studies
- Grades 4-6 Sleepover Telus Spark: Science and Team Building
- Grades 6-12 Rock Climbing: Physical Education
- Grades 6-12 Foothills Athletic Park: Physical Education
- Grades 6 Bulk Barn: Math
- Grade 6 COOP Grocery Store: Math
- Grade 7 Fish Creek Park: Science
- ECS-Grade 1 Telus Spark: Science
- Grade 10 Little Chief Restaurant: High School Foods

- Grade 9-12 WordFest Youth
- Grade 11 trip to Unimarket Latin Store: Spanish
- Grade 7-8 Taqueria El Charrito: Spanish
- Grades 10-12 Holocaust Symposium
- Grades 7-9 Jumpingpound Demonstration Forest
- ECS-Grade 3 Calgary Philharmonic Orchestra: Music
- Grades 10-12 Calaway Park: Physics
- Grade 6-7 Head Smashed In Buffalo Jump: Social Studies

Guest Speakers

- Lacrosse for Grades 4-6: Physical Education and Truth and Reconciliation
- Art Studio for Grades K-3 + 10-12: Art and Truth and Reconciliation
- Grade 3 Virtual Frank Slide Learning Session: Social Studies
- Jacob Durand Sports Medicine Presentations with Grades 7-12: Physical Education and Career Counselling
- Grade 10-12 Acadia University Presentation: Career Counselling
- Alberta Health CALM Presentation: Health and Wellness
- Grade 9-10 and Grade 11-12 Murder Mystery: Performing Arts
- CPL Online Session Heritage Park: Social Studies
- Alana Saxe, Director, Education & Special Projects of the Canadian Society for Yad Vashem, and Lisa Biton from Jerusalem's Yad Vashem to speak on 'The Jewish Family During the Holocaust': Social Studies
- CPL Online Session with Royal Tyrrell Museum gr 5/6 LA
- K-12 Hip Hop Residency with Joey Braunwarth: Physical Education and Performing Arts
- ECS-Grade 3 Author Visit with Katharine Legacy: Language Arts
- Week long Cricket Residency for K-12 students with Future Cricket Stars Academy

Dragon's Compete

- Largest Cross Country Team, consisting of (8 students)
- ISAA Grade 10 Girls Volleyball Team
- ISAA Senior High Mixed Volleyball Team
- ISAA Senior Boys Basketball Team
- Badminton Team: 13 Junior High competitors representing 68% of our junior population, and 15 Senior High Competitors representing 56% of our senior population.

- All Junior and Senior High students competed in at least 2 events at the ISAA Track and Field Meet
- Delta West Academy Science Fair
- Calgary Youth Science Fair with 1 High School project, 3 Junior High projects, and 2 Elementary projects including a Gold Medal Winner
- Division 1, and 2 Teams at the APEGA Science Olympics
- Delta West Academy Spelling Bee
- Webber Academy Spelling Bee competition
- ISAA Junior High Golf Tournament: 4th and 5th place
- Walrus' 2026 Youth Short Story contest
- John Locke essay contest

Dragon's Give Back

- Terry Fox Run and Fun Lunch (prepared by High School Cooking Class)
- Field of Crosses Flower Installation
- Field of Crosses Sunrise Ceremony Choir
- Grades 6-8 Brown Bagging for Kids
- Pink Shirt Day for awareness of anti-bullying
- Orange Shirt Day promoting awareness of First Nations Residential Schools
- Donations to several student chosen charities
- DWA teachers participated as mentors for University of Calgary student teachers for Field I and II practicums

Technology

- Four new OneScreen SmartBoards in Room 10, 1, 3, and 4.
- BenQ Smartboard installed in the Gym
- New student Ipads for K-3 students
- Class set of Finch Robot 2.0 robots
- 3-D Printing Class for Grade 4 students
- Upgraded microphone headsets for use in Performing Arts
- New speaker for the gym
- Updated laptops for administration team

Teacher Growth and Development

- Bullying webinar with Barbara Coloroso on February 5th multiple staff in attendance
- Burnout Prevention & Stress Management webinar with Jonathan Wilson on April 30th
- Pushing Back Against Anxiety webinar with Dr. Karen MacMillan on May 5th
- Poetry in the Classroom book
- The CIAAA conference with the LTP AD certification courses
- Dr. Soroush Sabbaghan from the U of C on AI in Education
- Cyber Security with Shahrukh Vohra
- "Finding the Words" with Doctor Hayley Watson.
- Invitations extended for 2 teachers to attend the 2027 Canadian Educators Seminar at Yad Vashem in Jerusalem to learn about teaching the Holocaust.
- Summer intensive professional development opportunity where Ms. Gaspar was accepted to attend the Royal Academy of Dramatic Arts in London England for a Shakespeare summer school program which benefits actors, and teachers of English and Performing Arts in July-August for 5 weeks.
- "Insights into the Social Studies 30-1 Diploma Examination: Facilitating a Better Understanding for Students - by the Consortium
- AISCA Spring Leadership conference with keynote speakers Dr. Robyne Hanley-Dafoe on "The Hope Forward Advantage: A Framework for stability, agility, and possibility", and Melissa L. Eldridge on "Practical Legal Insights"
- 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.
- EDER 68g Aspects of School Curriculum Learning Mathematics from U of C
- Pushing Back Against Anxiety, and Motivating the Unmotivated-Key Strategies for Middle and High School Students
- Mental Health & Tech Virtual PD Session
- Science through project-based learning Virtual PD Session
- Inspiring critical thinking Virtual PD Session

Communication with our Community

- Continuation of the Dragon Sparks Classroom Blog using Microsoft Sways from August-April.
- Development of a new app for the Dragon Sparks Classroom Blog that also incorporates the classroom calendar for easier access to important dates and upcoming events.
- 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

- Parent BBQ
- Bring Your Parent to School Day
- Halloween Family Dance and Junior High Scary Movie Night
- COP Tubing Park
- The inaugural DWA Marathon inspired by a student initiative
- Spirit Week including Twin Day, Western Day, Beach Day, Decades Day, and Pajama Day
- Coffee with Admin opportunities to catch up with our Admin Team
- Full school Christmas Play co-written by a Grade 10 student
- DWA's Got Talent: Full School Talent Show
- 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



Planning for the Future

Delta West Academy is presenting year Three of our 2024-2027 Education plan.

In the 2023-2024 school 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 and globally.

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 was developed after consultation through various parent and student surveys, the May 2025 AEAM results, along with discussions with staff, students, parents, our Parent Advisory Council, and board members.

This report also aligns with the [Alberta Education Business Plan](#).

Outcome #1: Alberta's students are successful

Our 2024-2027 Education plan establishes 4 main pillars for ensuring that students are successful academically, socially, and mentally. It is designed to create an environment that encourages continuous student growth and improvement while a student at our school and beyond.

Outcome #2: First Nations, Métis and Inuit students in Alberta are successful

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.

Each year we look to incorporate meaningful connections to Truth and Reconciliation for our students by providing experiences for them to learn about Indigenous culture to develop a deeper commitment to reconciliation. This year, our Kindergarten to Grade 3 and Grade 10 to 12 students participated in a workshop with Moonstone Creations to learn about the importance of moccasins and beading in the Indigenous culture. Our Grades 4-6 students took part in a lacrosse workshop to learn about the sport and how it historically relates to Indigenous culture. Our Grades 7-9 students visited The Confluence for a program on Truth and Reconciliation and to learn more about the historical context of the treaties and our path forward.

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.

Outcome #3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

DWA is continuously looking to create learning opportunities to ensure that our students are graduating with a skill set that allows them to successfully transition into the post-secondary schools of their choice and into society. This begins within our elementary program introducing coding, 3D printing, and computer skills including responsible use of AI. Within our Junior and Senior High programs we continue to build on those skills, and introduce more opportunities to learn about offering at different post-secondary institutions, and from experts within their fields. This year, we also connected with Christy Filgate, the School Engagement Coordinator with Careers, with a presentation about different trades opportunities and student internships.

Outcome #4: Alberta's K-12 education system and workforce are well-managed

DWA has had another successful year regarding our teacher retention, which we feel is due to the changes that we have implemented for mentorship. Each staff has a mentor administrator who makes regular check-ins throughout the year. We have spent more time on teacher team-building with a committee of teachers responsible for finding different ways and times to get together to build trust and communication. Leading the way forward together has created a strong team environment which has made meaningful changes in the participation in events and the distribution of extra commitments. We continue to value providing regular feedback both informally and formally with our staff. Teacher professional growth plans are reviewed twice annually, and must include at least one item of specific professional development which can include workshops or resources.

Strong teacher retention, and a strengthened Leadership Team have created an opportunity for DWA to continue to build on our goals of Excellence, Resilience, Legacy, and leadership. We continue to recognize that our goals must incorporate both academic goals and social, emotional wellness targets for our staff and students.



AERR Results:



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	91.5	90.4	89.2	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	90.9	90.2	87.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	93.6	100.0	100.0	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	95.0	78.6	86.8	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	40.0	7.1	27.3	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	81.5	81.3	72.4	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Diploma: Excellence	37.0	8.3	9.9	23.0	22.6	21.9	Very High	Improved	Excellent
	Education Quality	94.2	93.7	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	90.9	87.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	92.1	90.4	87.2	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	94.1	93.8	87.0	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

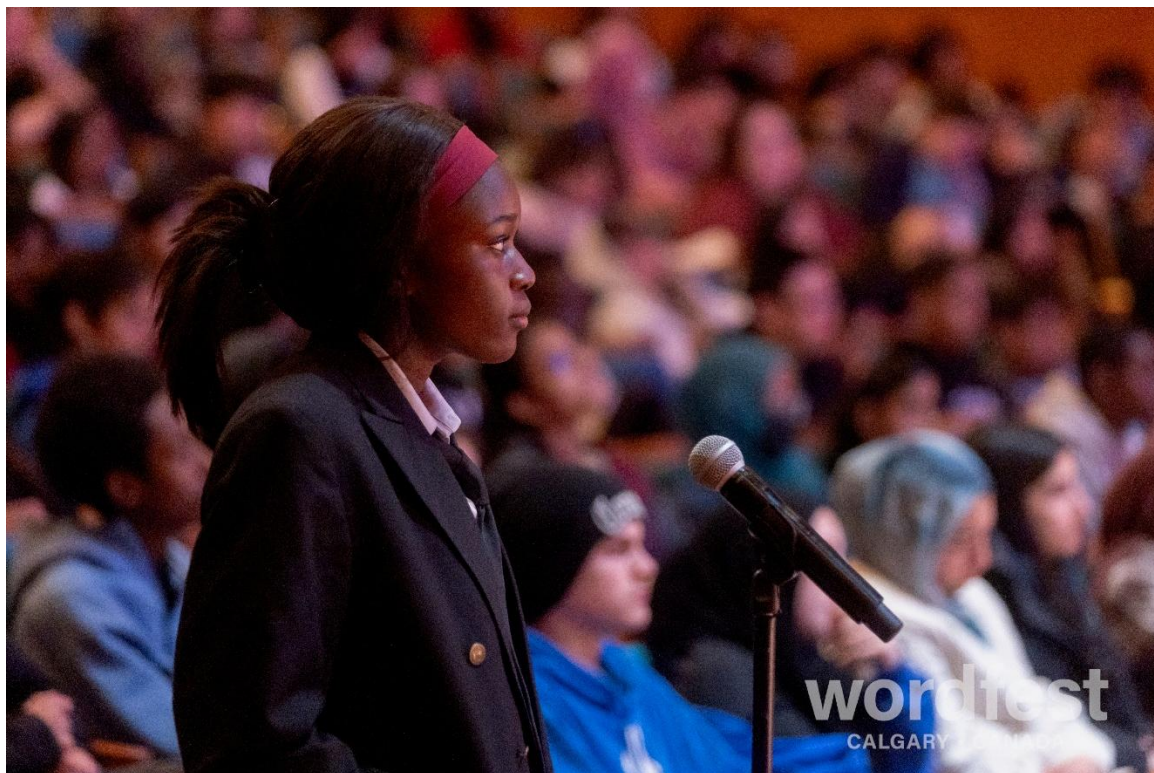
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Commentary:

The AERR data collected represented our Grade 4-12 students, full staff, and 18 parents. The 18 parents represented 25% of our parent community (94 students, 72 families). The data collected from the APORI survey is used in addition to local surveys, and discussions with all stakeholders to inform our Education Plan.

We were very pleased to see that the measures of focus from the 2023-2024 school year demonstrated improvement in the 2025 data. This helps us to recognize that the measures being implemented have been successful. Our PAT and Diploma acceptable and excellence results were an area of focus, and we hope that the continued work on these results will show further progress in the next school year. Although the cancellation of January 2026 Diploma exams will result in minimal data.

Our overall measures demonstrating excellence in nearly every category reflect our high standards of achievement in both academics and helping to create a safe and welcoming community that fosters positive relationships between students and builds confident and capable students.



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

Leadership

<p>Rationale</p>	<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.</p> <p>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>
<p>Domains of Focus</p>	<p>Student Growth and Achievement:</p> <ul style="list-style-type: none"> • Students apply knowledge, understanding and skills in real life contexts and situation. • Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Metis, and Inuit experiences <p>Teaching and Leading:</p> <ul style="list-style-type: none"> • All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. <p>Learning Supports:</p> <ul style="list-style-type: none"> • Learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.

	<p>Governance:</p> <ul style="list-style-type: none"> • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
<p>What is currently implemented to support this goal?</p>	<ul style="list-style-type: none"> • DWA teachers are leaders in their field for piloting the Math, Science, and Language Arts curriculum from the beginning. For the 2024-2025 and 2025-2026 school years, teachers piloted 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. • In 2025-2026 DWA Field Tested curriculum outcomes for the Grade 7-9 Draft Math curriculum, and Grade 7-8 Social Studies Curriculum, as well as an outcome for the newly proposed Career Education and Financial Literacy curriculum. • 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. • Set leadership roles for different grade divisions including, Grade 11 Lunchroom supervision, Grade 12 Leadership organizers • 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. • 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. • 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. • In 2024-2025 DWA re-established PAC resulting in it's first successful initiative of hosting Owl's Next Book Fair.

	<ul style="list-style-type: none"> • In 2025-2026, DWA continued to work to grow PAC's influence and membership and continued with the delivery of a successful book fair with Owl's Nest. • 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 good classmates and anti-bullying.
Strategies for Improvement	<ul style="list-style-type: none"> • 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. • 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. ACHIEVED • 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. IN PROGRESS WITH MAJOR IMPROVEMENT IN 2025-2026 • Encourage staff to lead weekly curriculum meetings with a rotation schedule. • Create an annual schedule that divided the major events and activities for each staff member to be in charge of. ACHIEVED (Staff retention allowed us to focus on planning for the future instead of understanding school culture) • Provide more advanced notice of "Coffee with Admin" dates at a regular interval throughout the year. Perhaps offer rotating times of before and after school to accommodate different schedules to allow for more parent perspectives to be shared. AREA OF FOCUS FOR 2026-2027. Still looking to build more parent involvement. We added specific questions around community engagement in our May 2026 survey to generate ideas to foster higher turn-out for future years.
Measuring Performance	<ul style="list-style-type: none"> • Field Testing in each subject area without a PAT, and additional testing in Jr. and Sr. High for at least one subject. Although we did not meet this performance measure, we did spend more time familiarizing our teachers with the VRETTA platform through practice tests to support student success.

	<ul style="list-style-type: none"> • Piloting of any new curriculum, including updates to elementary Social Studies, and the introduction of any Junior High courses. IN PROGRESS • Staff professional development goal of each staff member attending at least one session outside of the ASICA conference annually. CONTINUOUS, BUT SHOWED SIGNIFICANT IMPROVEMENT • Each grade of students having ownership over one activity within our school community. High staff retention will allow us to more seamlessly create a calendar of major events as a staff, and in the 2026-2027 school year ensure that ideas and implementation are directed by specific student groups. • Increased attendance to Coffee with Admin by 5% annually over the next three years Developing • Over the next three years, developing internal PD resulting in one of our teachers or administrators presenting at an AISCA conference. Developing • Increase parent involvement on PAC and Foundation to include at least 2 new members annually. In Progress. DWA Foundation successfully recruited 3 new members to replace non-returning members. Both PAC and Foundation will look to continue to grow with enrollment.
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Excellence

Rationale	<p>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. 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.</p>
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<p>Domains of Focus</p>	<p>Student Growth and Achievement:</p> <ul style="list-style-type: none"> • Students use ongoing assessment and feedback to reflect continuously on their progress, identify strengths and areas of need to set new learning goals. • Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. <p>Teaching and Leading:</p> <ul style="list-style-type: none"> • All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning. <p>Learning Supports:</p> <ul style="list-style-type: none"> • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. <p>Governance:</p> <ul style="list-style-type: none"> • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • 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.
<p>What is currently implemented to support this goal?</p>	<ul style="list-style-type: none"> • Providing students with a well-rounded program that includes focuses on STEM, Languages, and Fine Arts. • Specialist teachers beginning in Grade 1 to ensure that teachers who are passionate and knowledgeable about their subjects are delivering the material to students. • High School students take all three Sciences and Math 31, along with graduating with a Second Language. <i>Parent surveys continually demonstrated strong parent support for our honours academic program. In the 2026 survey (at the time this report was completed), 67% of respondents agreed our strong academic program played a major role in deciding to choose DWA for their child.</i>

	<ul style="list-style-type: none"> • All students write PAT and Diploma courses for classes they are enrolled in. <i>January 2026 Diploma exams were cancelled, however DWA still required students to write teacher-created exams to ensure they would be adequately prepared for post-secondary.</i> • 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. • ECS-Grade 9 reading assessments and Math assessments, along with Literacy and Numeracy assessments for K-Grade 3 from Alberta Education. • Learning support teacher rotating through classrooms to work with specific students and teachers to increase supports and identify gaps early. • 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. • Attending AISCA's Teacher and Leader Conferences for continued professional growth.
Strategies for Improvement	<ul style="list-style-type: none"> • Full Year English and Math courses in High School to provide additional time to fill learning gaps and improve skills that will prove important for all subjects such as reading, decoding, comprehension, and scaffolding Math concepts. <i>In 2025-2026 Grade 10 students all took Math 15 as a bridge to Math 10C. We have seen a significant improvement in the students' math skills, and will look to continue to offer this pathway to build student success and confidence in mathematics.</i> • Summer school courses offered or encouraged for students not achieving at least 65% on PAT courses. <i>Continuing.</i> • Sending teachers to mark for Alberta Education to learn more about the marking process and how to grow and develop our students as writers. <i>Continuing.</i> • 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. <i>In Progress/Developing</i>

	<ul style="list-style-type: none"> • Communicate directly with parents about final exam preparation, particularly for Diploma exams to ensure students have enough opportunity to prepare. Continuing. • Continue to have staff work in mentorship groups with more regular meetings for continued growth as educators.
Measuring Performance	<ul style="list-style-type: none"> • PAT and Diploma acceptable and excellence measures on par or better than Alberta averages in all courses. In progress. 2024-2025 Results shows improvement with some work to do. • At least 80% acceptable on all PAT and Diploma Exams, with PAT acceptable to reach 100% within the next 3 years • All non-coded Grade 12 students to complete a minimum of 5 Diploma exams annually. January 2026 Diploma exam cancellations will impact our ability to achieve this goal. However our 2026 Graduates will still have written 3 Diploma exams. • Minimum 80% of students not required to complete follow-up assessment in K-Grade 3 Alberta Education assessments. In progress • Maintain the percentage of students taking all three Sciences, Math 31, and graduating with a Second Language. CONTINUOUS • In 2 years, expand annual reading and numeracy assessments to include High School students. Research and demonstrations have begun with several assessment companies that can accommodate high school assessments. DWA will look to commit to an assessment for the 2026-2027 school year. • Within 3 years, work towards having at least one student graduate with an AP exam. In progress.

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. 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.</p>
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	<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 (WEF_Future_of_Jobs_Report_2025.pdf) named "Resilience, flexibility and agility" as the second most important skill employers are looking for.</p>
<p>Domains of Focus</p>	<p>Student Growth and Achievement:</p> <ul style="list-style-type: none"> • Students use ongoing assessment and feedback to reflect continuously on their progress, identify strengths and areas of need to set new learning goals. • Students are active, healthy, and well. <p>Teaching and Leading:</p> <ul style="list-style-type: none"> • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. <p>Learning Supports:</p> <ul style="list-style-type: none"> • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learning environments are welcoming, caring, respectful and safe. <p>Governance:</p> <ul style="list-style-type: none"> • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • 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. <p>Local and Societal Context:</p> <ul style="list-style-type: none"> • Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.
<p>What is currently implemented to support this goal?</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Dr. Soroush Sabbaghan from the U of C presented a workshop on AI in Education to help our staff learn about how AI can be used to support teacher's in developing lessons while upholding high education standards and offering students opportunities to seek deeper understanding of the material. • Resilience workshops for students with Renfrew services to specifically support students. • Head to Head Olympian program with visits from Olympians to discuss their experiences with overcoming different obstacles for success. Completed. • Policies surrounding assessment that allow for students to correct mistakes including opportunities for re-assessment. • Staff team building opportunities. • Student participation in programs including Camp Kindle which provide students with opportunities to connect with each other and their teachers in a different environment. • 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.
Strategies for Improvement	<ul style="list-style-type: none"> • More work with staff to help create a culture of resiliency and self-reflection while recognizing the cycles of the educational calendar. Our August teacher workshop included discussions around this. Our PD days were specifically designed to support teacher preparation for heavy workload times such as report cards. We also utilized substitute teachers to support teachers during busier seasons of the school year. • More regular meetings of mentorship groups to support each other and open communication. Progress/Continuing to Develop. • Find more programs for students to take part in that will allow them to build their resilience and learn to overcome hard things. Progress with Renfrew, could build by utilizing other organizations. • 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. Developing. • Use of additional wellness supports which could include outside resources like Art therapy, support animals, etc.

	<p>Developing. DWA introduced a school pet hamster, Fernando, which is helping students to learn about empathy, taking care of another living thing, and working together.</p>
Measuring Performance	<ul style="list-style-type: none"> • Number of students who utilize re-assessment and the measures of improvement. Continuing to collect data, however DWA is still working to create a policy that best supports students who truly need access to a re-assessment due to an "off day" or being sick, while not creating an opportunity for students to miss due to a lack of preparation or because of holidays. • Student attendance, particularly on test days. Developing • 80% Staff retention annually. ACHIEVED • At least 1 workshop for each grade relating to resilience annually ACHIEVED • Maintained or improved results on AERR data reflecting upon access to support. ACHIEVED on the 2025 AEAM Survey

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>Student Growth and Achievement:</p> <ul style="list-style-type: none"> • Students demonstrate understanding and respect for the uniqueness of all learners. <p>Teaching and Leading:</p> <ul style="list-style-type: none"> • Collaboration amongst teachers, leaders, students, and their families, and other professionals enables optimum learning.

	<p>Learning Supports:</p> <ul style="list-style-type: none"> • Education partners fulfil their respective roles with a shared understanding of an inclusive education system. • Learning environments are welcoming, caring, respectful and safe. <p>Governance:</p> <ul style="list-style-type: none"> • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
<p>What is currently implemented to support this goal?</p>	<ul style="list-style-type: none"> • 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. <i>Work Experience was not offered in the 2025-2026 School Year due to a lack of interest at the beginning of the school year. DWA will look to re-offer this program again for the 2026-2027 school year with student interest.</i> • Providing students opportunities to represent themselves and DWA through sports, extracurriculars, Science Fairs, Slam Poetry, and performances. • 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. • Providing opportunities for students and Alumni to share their experiences at the school with prospective families at Open Houses and for In-School Tours. • Utilizing the "Be Our Guest" program for teachers to encourage reminders about what we offer as a school. • <i>In 2025-2026, Delta West Academy hosted 8 Field I Practicum students from U of C, and 4 Field II Practicum students from U of C. This created an opportunity to build community with the next generation of educators and for our teachers to become mentors, leaving a lasting impression on shaping new teachers.</i>
<p>Strategies for Improvement</p>	<ul style="list-style-type: none"> • 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. <i>Achieved.</i> • 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

	<p>additional competitions that connect with student's interests. <i>Continuous.</i></p> <ul style="list-style-type: none"> • Create more school initiatives that students have ownership over including fundraising opportunities. At the end of the 2024-2025 school year, the high school student body proposed that instead of participating in the Calgary Marathon, that we should host our own DWA Marathon. May 30, 2026 will be our inaugural DWA Marathon. We look forward to the opportunity to implement a student initiative that helps us build community and foster Dragon Spirit! We are excited to have student, parent, family, and alumni registrations participating.
Measuring Performance	<ul style="list-style-type: none"> • Student retention. In progress. For the 2026-2027 school year, DWA has decreased its student attrition to the lowest rate in multiple years. • Staff retention. DWA will enter the 2026-2027 school year with a high rate of returning staff for the second year in a row. It shows that the work we have been doing to improve our hiring practices to ensure a best fit, and the mentorship we have been doing to support teacher growth and development have been successful. • 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 35th Anniversary Alumni Event. We have a current alumni that assists with our After Care Program, and Social Media. We have also had multiple alumni attend our open house panels this year. We will still look towards building communication to create an alumni specific event.



Planning for the Future

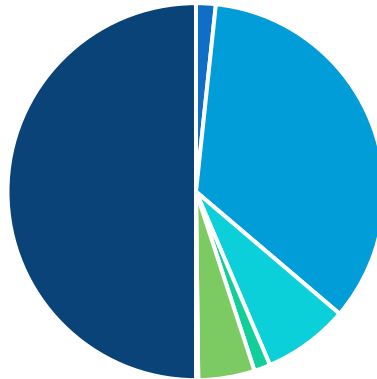
DWA takes a very conservative approach to its budgeting. It is based on the enrolment figures in May of 2026 when the budget is due to Alberta Education. An updated in-school budget is created in September to better reflect the enrollment at the start of the actual school year. Also, school generated 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.

The 2025-2026 school year brought many challenges for independent schools with the ATA teacher’s strike resulting in the creation of a petition to de-fund independent schools. Although the petition was not successful, Delta West Academy remains mindful that we must continue to contribute to the work of AISCA and Grow the Choice to market our school as a positive choice for parents with students who deserve funding, and not as a detriment to students in the public system.

2026-2027 Budget Summary:

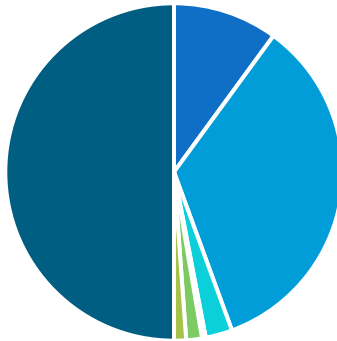
Revenue Summary	
Alberta Education Grants	\$566,512
Instruction Fees/Tuition Fees	\$1,939,320
Non-Instructions Fees	\$145,000
Interest on investments	\$20,000
Other Sales and Services	\$85,000
Gifts and Donations	\$65,000
Amortization of Capital Allocations	\$23,000
Total Revenue	\$2,843,832
Expenditure Summary	
Instruction - ECS	\$95,000
Instruction - Grades 1-12	\$1,941,000
Operations and Maintenance	\$466,500
Transportation	\$78,800
Board and System Administration	\$250,100
External Services	\$10,800
Total Expenditures	\$2,817,700
Surplus	\$1,632

2026-2027 Budget Expenses Projected



- Instruction - ECS
- Instruction – Grades 1-12
- Operations and Maintenance
- Transportation
- Board and System Administration
- External Services
- Total Expenditures

2026-2027 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
- Total Revenue