



Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation

Combined Three Year Education Plan 2019 – 2022 and Annual Education Results Report 2018-2019



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Message from the Principal Cheryl Steadman

We are pleased to submit the combined Three Year Education Plan for 2019-2022 and the Annual Education Results Report for 2018-2019.

Khalsa School Calgary takes pride in its tradition of excellence and past accomplishments. We acknowledge and celebrate our accomplishments but perhaps, more importantly, we recognize and embrace the need to address in a focused, strategic and intentional manner the challenge of continuous quality improvement to shape our future.

We have experienced very high levels of satisfaction in most areas with regard to the Accountability Pillar Overall Summary. Such successes do not occur by chance. Khalsa School Calgary is fortunate to have the commitment and support of a diverse and talented staff and of an engaged community including our Board, parents, community members and the Gurdwara. We also contribute our success to the stability and low staff turnover we have had in the past few years. Khalsa School Calgary has been able to build a strong team with a common goal of supporting the students in whatever way we can.

Khalsa School Calgary is committed to building and sustaining a “Culture of Excellence” that encompasses and advances our mission and our core values, prepares students to successfully meet the challenges of a changing world [locally and globally] and enables students to preserve their culture and faith. We will continue to focus on teaching the students the knowledge, skills, and attitudes necessary for lifelong learning. In addition, we will continue to seek input from all stakeholders and synergize to ensure that Khalsa School Calgary is developing the heart mind and soul of children for years to come.

I am looking forward to working with each and every one of you, to make Khalsa School Calgary a renowned educational institution in our community and beyond.

Sincerely,

Mrs. Cheryl Steadman



Chapter One

Introduction to Khalsa School Calgary



Our Board of Directors

Khalsa School Calgary Educational Foundation is supported and governed by a seven member volunteer Board of Directors. Two members of the Board are elected by members of the Foundation, two members are appointed by the Dashmesh Culture Centre, and three members are Khalsa School Calgary parents. Board members serve a two-year term.

The Board serves as champions of Mission, Vision and Values of Khalsa School Calgary. They are passionate about providing exceptional leadership as we *“preserve the past and prepare for the future”*. They also play a pivotal and crucial role in enhancing communication and building bridges between the school and the home, the community and the Gurdwara.

Through governance, leadership and service, the Board ensures the continued improvement, success, and prosperity of Khalsa School Calgary.

The board members are as follows:

- Mr. Harjit Singh Saroya, Board Chairman
- Mr. Ranbir Singh Parmar, Vice Chairman
- Mr. Harpal Singh, Treasurer
- Mr. Ranbir Singh Khabra, Secretary
- Mrs. Tanveer Kaur Grewal, Parent Member
- Mr. Sukhvinder Singh Malhotra, Parent Member- Term Ending December 31, 2019
- Mr. Sandeep Singh Chauhan, Parent Member- Term Ending December 31, 2019
- Mrs. Rupinder Brar, Parent Member- Term Starting January 1, 2020
- Mrs. Ravdeep Kaur Saroya, Parent Member- Term Starting January 1, 2020



Our Staff

K-A	Ms. Jeshpreenia Kaur -Light House Team Leader
1-A	Ms. Poonam Raeewal
1-B	Mrs. Baninoor Kaur
1-C	Ms. Jennifer Chidley
2-A	Mrs. Navinder Kaur
2-B	Gagandeep Bassi/ Melissa Zaseybida- Learning Leader Div. 1
3-A	Mrs. Happy Kaur Gill
3-B	Mrs. Mandeep Kaur Parhar
4-A	Mrs. Harjit Kaur Dhanjal
4-B	Mrs. Suneet Sandhu
5-A	Mr. Daniel Van Drunen
5-B	Mr. Nicholas Berry
5-C	Mr. Kimble Christie
6-A	Ms. Melanie Richards Learning Leader Div. 2
6-B	Mrs. Jyoti Kahlon
7A/LA/Social	Ms. Hannah Slomp Learning Leader Div. 3
7B/Sci/Math/Social/PE	Mrs. Rajvinder Bedi
8A/Science	Mrs. Prabhjeet Kaur Aulakh
8B/LA/Social	Mrs. Nar Raeewal/ Mrs. Neshali Weera
9/ Math	Mrs. Kiranjit Kaur Brar
Athletic Director	Mr. John Hasegawa
Media Resource Coordinator	Mrs. Rekha Choudhary
Keertan Instructor	Dr. Pavneet Kaur
Tabla Instructor	Mr. Harpreet Singh
Punjabi Instructor	Mrs. Parminder Kaur Khara
Punjabi Instructor	Mrs. Sarbjit Kaur Jawandha
Punjabi	Mrs. Satinder Kaur- Learning Leader Punjabi
Punjabi Instructor/EA	Ms. Parampreet Kaur Gill
Student Services Coordinator	Mrs. Melissa Zaseybida/Ms. Carlin deJonge
Resource Room Teacher	Mrs. Poonam Ghanghas
Educational Assistant	Mrs. Jaspreet Kaur Gill
Educational Assistant	Ms. Chandpreet Kaur Gill
Facility Manager	Mr. Kulwant Singh
Admin. Assistant	Mrs. Dawindar Kaur Randev
Admin. Assistant	Mrs. Kulvinder Kaur
Finance/Gym Rentals	Mr. Mathew Alias
Business Manager	Mrs. Ravinder Kaur Boparai
Assistant Principal	Dr. Jaspreet Kaur
Principal	Mrs. Cheryl Steadman



Accountability Statement

The Annual Education Results Report for the **2018-2019** school year and the Three-Year Education Plan commencing September 1, **2019** for **Khalsa School Calgary Educational Foundation** were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019 –2022 on Tuesday, December 3, 2019.

Board Chairman, Harjit Singh Saroya

This document can be found at the following web link:

<http://www.khalsaschoolcalgary.ca/site/wp-content/uploads/2019/12/KSC-AERR-and-3-Year-Plan-2019-2022.pdf>

Whistleblower Protection Act

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, there were no disclosures received for Khalsa School Calgary during the 2018-2019 school year.



Khalsa School Profile

Khalsa School Calgary was founded in 2007 by the Dashmesh Culture Centre to provide excellence in education while providing an environment rich in Sikh culture, values, beliefs, traditions and principles. The school opened on September 4, 2007 with fifty-seven students in grades K-4, five certificated teachers and three support staff.

Today the school boasts a student population of 415 students in grades K-9, 26 certificated teachers and 13 support staff members. The original facility has undergone many upgrades since the school's inception with the most recent being the addition of 14 classrooms (September 2012), a new gymnasium (May 2014), and a new Learning Commons (May 2019).

Khalsa School Calgary is a Sikh faith based school that is directly supported by the Gurdwara, and by our community. In all matters of faith, we take our direction from our Board and the Gurdwara. As a Sikh School we respect the beliefs, values and practices of all other religions, and we welcome all students and families who wish to join us. We have a number of unique attributes of which the staff, students and community are very proud. The three fundamental pillars of academic excellence, personal and character development and a "Khalsa" attitude" underpin our teaching and learning community.

Our teaching and learning environment supports academic and spiritual growth while enhancing the personal and social development of our students. Our deliberate focus on "preserving the past...preparing for the future" underpins our students' success and achievement. Every day we encourage our students to strive for excellence, embrace their full potential, and demonstrate pride in their culture, traditions and faith.

Unique attributes include:

- Enhanced curriculum to reflect the school's core values, principles and goals.
- Compulsory courses in Punjabi, Gurmat & Keertan
- Celebration of Canadian and Sikh holidays and traditions
- Recognized as a "Leader in Me" School
- Promotion of Sikh values and principles
- Regular performances at the Gurdwara
- Student led weekly assemblies
- Numerous leadership opportunities for students
- Yearly Seva projects in each grade level



Foundation Statements

OUR MISSION

Khalsa School Calgary is an educational institution that aspires for academic excellence by maintaining a spiritual environment, which instills the highest standard of moral and humanitarian values.

OUR CORE VALUES

MEDITATE (NAAM JAPO)

Achieving and sustaining a positive outlook of the creator through a balance between the mind, body and soul.

HONEST LIVING (KIRT KARO)

Earning your livelihood through honest means and hard work.

SHARING (VANDD SHAKO)

Volunteering your time, knowledge and earnings with those in need.

OUR GOALS

During our review of the Accountability Pillar Results and reflection upon our accomplishments and areas in need of growth and improvement, we have identified the following goals to guide our educational journey in 2019/20 and beyond. We are confident that these goals are embedded within the goals of the province of Alberta and we are accountable to them as an accredited funded private school offering the Alberta Program of Studies.

- Inspire students to follow the Guru's teachings and to stay connected to their Sikh heritage.
- Continue to develop our Literacy Program with an emphasis on vocabulary development in all grade levels.
- Provide students with the knowledge, skills, attributes and confidence they need to be good citizens, with an increased opportunities for student leadership as well as awareness of healthy living, mental well-being, and environmental stewardship to succeed in this ever-changing world (Resources: Sikh Teachings and 7 Habits of Highly Effective People).
- Continue the transition towards a more digitally accessible school through the use of classroom websites, email, online resources, online grade-book access etc.
- Continue to work on ensuring the Learning Commons is used to its full potential.



Chapter Two

Highlights and Accomplishments

2018-2019

We acknowledge that our quest for excellence and continuous improvement is an on-going part of who we are and what we do. However, along this path we must take time to reflect and applaud our accomplishments so that they may be used as catalysts for continued success and prosperity.

The continued success and achievement experienced by Khalsa School Calgary since its inception in 2007 does not occur by chance but rather, by deliberate focus and purposeful intent. It is through the commitment, determination and sense of teamwork shared by staff, parents and the community that Khalsa School Calgary continues to thrive and succeed.

Khalsa School Calgary has much to be proud of! We have continued to maintain our high level of achievement in many areas on the Accountability Pillar Survey. Throughout the 2018-2019 school year there were many successes, accomplishments and cause for celebration.

Highlights include:

Academic Success and Achievement

Khalsa School Calgary continues to provide an exceptional teaching and learning environment. Our students are provided many opportunities to thrive and succeed as well as connect with their Sikh faith, values and principles and live a “Khalsa Attitude”. The 2019 PAT results are once again a reflection of the hard work from both the students and staff. In grade 6, our students earned an overall average of 98.6% of the students achieving the acceptable standard, which was maintained from the previous year. As well, an average of 36.4% of the students achieved the standard of excellence. Khalsa School was well above the provincial average of 77.4% and 21.5% respectively. The multiple teacher changes throughout the school year impacted the math results, as the percentage of students achieving excellence was 11.4%, which was down from our three-year average of 30.2%.

The Khalsa School Calgary grade 9 class earned an overall average of 96.3% of the students achieving the acceptable standard and 31.5% achieving the standard of excellence. This was up from last year’s average in both areas. Khalsa School was well above the provincial average of 69.9% and 20.2% respectively. Well-done KSC!

With no concerns regarding our reporting process, we followed the same reporting schedule as in 2017-2018. Our scheduled communication was as follows:

- August- Meet the Teacher
- September- Goal Setting Conferences
- October- Progress Reports
- December- Parent-Teacher Conferences
- January- First Term Report Card
- March- Parent-Teacher Conferences
- April- Progress Reports
- June- Second Term/Final Report Card



21st Century Learning: Engaging Students Beyond the Core Curriculum

Khalsa School Calgary has identified the need to engage students socially and academically in an educational enterprise which goes beyond the core curricular outcomes to become a transformational undertaking which leads to an internalized sense of personal responsibility toward spiritual, social, cultural, global and environmental issues. This initiative clearly aligns with our need to increase the level of commitment to Sikh based practices, values and principles and character development. Khalsa School Calgary will look to the past to impact the future as we continue the delivery of the Seven Habits of Highly Effective People. In conjunction with enhanced character development, we will endeavor to enhance the sense of resiliency for students as well as clearly living our core value of **SHARING (VANDD SHAKO) - Volunteering your time, knowledge and earnings with those in need**. Consequently, we anticipate continued work with community agencies such as the Mustard Seed, Food Banks, Homeless Shelters etc.

Our success contributes to our confidence and optimism as we address, in a meaningful way, the areas that warrant further attention for improvement. We are confident that our continued focus and the incorporation of strategies that address 21st Century Learning Beyond the Core Curriculum will have a significant positive impact on our accountability pillar summary results.

Parental Involvement and Community

Khalsa School Calgary is fortunate to have the support of parents, the community and the Gurdwara. The degree of volunteerism and support for special events and major school initiatives is exceptional. The extraordinary level of support has contributed to the success, prosperity and growth of the school since its inception. In essence, the school is an essential element within the Sikh community. There is willingness as well as a sense of responsibility and service to support and encourage our students in every aspect of their education as well as demonstrating their Sikh values. We were very thankful for the increase in regular in-class support from our parent community. We would like to continue to build upon our relationship with the parents, through regular Parent Advisory meetings, and encouraging regular volunteerism in our classrooms on a daily basis. In addition, we will be holding a variety of parent workshops throughout the coming school year.

In December 2018, with the incredible support of our staff, parents, and the community, we held our first Fundraising Dinner. This dinner was held in order to raise funds for our Learning Commons. The event was a huge success, raising approximately \$35,000.00. We would like to express our sincere thanks to all who attended and/or donated to this event.

Learning Commons

Over the past couple of years, the need for a Learning Commons became clear. Our library space was quite small and wasn't ideal for the learning activities that we were wanting to offer to our students. The decision was made to transform our old and mostly unused gymnasium into a Learning Commons space that could be used for a wide-variety of activities in the years to come.

After a lot of hard work, we were very excited to open our Learning Commons space in May 2019. This space includes room for additional library books and a large storage room for resources. As well, a projector, screen and speakers were installed for a permanent presentation area. A flexible workspace is also available with flip-top whiteboard tables that can be used for a wide-variety of activities. Two small meeting rooms are also included in the space, which were of high need given that we are already using all space available in our building and meeting spaces are hard to come by.

With the opening of the Learning Commons, we were also able to open two additional classrooms where our library and computer lab were formally housed. These rooms are already in use for the 2019-2020 school year.





Punjabi Language, Gurmat Studies and Kirtan

The Punjabi, Gurmat and Kirtan programs continue to improve and flourish. The heightened success of these programs may be attributed, in part, to a dedicated and stable team, as well as separating students into different learning levels to ensure that all students are learning at a level that is appropriate for them.

Our daily Ardaas and Shabad, our Sikh celebrations, and Gurdwara performances are well received and supported by staff, parents and the community. We welcome and appreciate the positive feedback that we have received from students, parents and the community. We also encourage parents to provide their input on how we can further increase our focus on Sikhism throughout the school year.



Chapter Three

Issues, Trends and Future Challenges



Champions of the Mission, Values and Principles

The greatest ongoing challenge facing Khalsa School Calgary is to ensure that the mission, vision and values of our school are evident in our daily school life and are, fundamentally, a part of who we are and how we do things. We must not only emulate our mission and philosophy in all things but also work towards its enhancement. This can occur only through deliberate and conscious choice and effort to go beyond the ordinary and embrace a culture of excellence. Our journey along this path is on-going and impacts every aspect of our school including our success and accomplishments and our challenges and opportunities for growth. We celebrate our success in creating and sustaining a culture of excellence with the recognition that our efforts are on-going....it is a journey, not a destination!

Excellence in Sikhism and Excellence in Education

Khalsa School Calgary was founded on the premise of providing academic excellence while maintaining a spiritual environment. We must strive for excellence in all aspects of our school and build an understanding and expectation amongst all students and staff that our journey to academic excellence occurs in concert with and is defined in terms of excellence in Sikh values and beliefs.

We must ensure that there is continuous quality sustainment of our educational services while embracing the exceptional focus and effort necessary to fulfill and enhance our mission to “Preserve the Past and Prepare for the Future”. The challenge to advance the concept of a Sikh faith school that provides excellence in education without losing sight and focus of its core community and faith values will be on-going. We need to continue to provide opportunities for our staff and students to excel educationally and spiritually.

Assimilation and Assuming Leadership

There is a tendency for Sikh children born and raised in Canada to lose touch with their language, culture and, most importantly, their faith. Khalsa School Calgary was established, in cooperation with the Gurdwara and the Sikh community, to provide for a spiritual environment while providing excellence in education as a means to mitigate the degeneration of language, culture and faith, as families face the issues and challenges of educating their children as a religious and cultural minority within a larger community.

With the trend towards assimilation and degeneration of language, faith and culture comes the challenge of ensuring that Sikhs of all ages become a vibrant part of the greater society, while maintaining the distinctive richness of Sikh faith, culture and creed. It is essential that an understanding of these challenges be instilled in our youth so that they embrace and advance their Sikh heritage. The school must continue to provide opportunities for leadership development so that students have the knowledge, skills, attributes and confidence to be positive role models in their community and beyond.



Technology

Since inception, Khalsa School has prided itself on having technology available for all students and staff to use. Every classroom is equipped with a Smart Board, which is regularly used by both staff and students. In addition, all teachers are provided with a laptop.

We have recently closed our computer lab and all technology is on carts. This allowed us to open an additional classroom. As well, teachers and students appreciate the flexibility of the carts. During the 2019-2020 school year and beyond, we will continue to research and purchase technology that can be used to enhance student learning for years to come. We are looking into purchasing robots and other items that will enable students to practice their coding skills. As well, we have purchased a green screen and are researching ways to effectively use this to enhance student learning and school activities.

Professional Development

We have continued to hold whole school PD sessions on topics that apply to all. In addition, we have been finding great success in allowing teachers to attend PD sessions that are of interest to them and, when possible, having them then share this knowledge with their colleagues.

We will continue to allow teachers to choose professional development opportunities that will enable them to be successful in achieving the goals included in their Professional Growth Plan. This will include giving teachers the option of attending the Calgary Teachers' Convention. The convention is known for its high caliber speakers and diversity of seminars and workshops covering all grade levels and subject areas.

During the 2019-2020 school year, we will be taking part in sessions on The 7 Habits of Highly Effective People and First Nations, Metis and Inuit education. In addition, we will look into holding sessions on differentiation and mental health.

Our combined Annual Education Results Report and Three Year Education Plan shall be:

Posted on the Khalsa School Calgary Website

<http://www.khalsaschoolcalgary.ca/site/wp-content/uploads/2019/12/KSC-AERR-and-3-Year-Plan-2019-2022.pdf>

Reviewed with and available to all staff

Reviewed with and distributed to Board Members

Reviewed with the Parent Advisory Committee

Available in "print copy" for parents and the public through the school office

Sent in "electronic copy" to Shelagh Pedersen, Alberta Education, Field Services Consultant

Parents will be notified in the January 2019 Newsletter that the report will be available at the office and on the website



Chapter Four

Accountability Pillar Overall Summary



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Khalsa School Calgary Education			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.5	94.5	93.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.1	85.5	87.4	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	92.8	93.0	93.0	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	97.6	93.7	94.8	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	34.3	37.7	31.8	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	59.0	58.7	58.7	*	*	*
	Work Preparation	96.0	95.8	94.7	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	88.8	88.3	86.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	94.0	91.0	91.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.0	77.3	84.9	81.0	80.3	81.0	Very High	Improved Significantly	Excellent



Provincial Outcomes, Performance Measures, Targets and Strategies

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.5	92.9	97.8	93.7	97.6	95	Very High	Maintained	Excellent	95	95	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	23.5	27.0	30.6	37.7	34.3	25	Very High	Maintained	Excellent	32	32	32

Comment on Results

We continue to be very proud of our students' success and achievement in these areas and must celebrate such accomplishments. When comparing to the previous school year, our grade 6 students maintained their high scores in most areas, with the exception of math where the scores dropped slightly. Our grade 9 students scored higher than last year in regards to the acceptable standard and in those who achieved the standard of excellence. It is noteworthy that we have exceeded the provincial results, in the majority of subject areas in both grade 6 and grade 9. Our overall continued success could be due to school-wide staff stability, consistent instructional strategies, common division goals, as well as the support time that is provided to students in all divisions.

With our high percentage of ESL learners, as well as a number of students with exceptional needs, we will continue to research ways in which we can better meet the needs of all learners. We must recognize the strengths reflected in these results while we also strive for excellence and commit to continuous and sustained improvement.

Strategies

- Maintain the Reading Resource Program, providing direct reading support for students in grades 1 to 4. We will also continue the implementation of the S.P.I.R.E. Program to further develop basic reading skills
- Continue the regular E.A. support for students in grades 4-9 with additional small group support using the S.P.I.R.E. Program.
- Hold a small group language arts class for grade 8 students who require a modified program.
- Increase regular use of technology to enhance student learning.
- Hold Div. 3 student support sessions during select recess breaks.
- Provide teachers with multiple opportunities to further their learning in the areas of ESL, supporting struggling learners, vocabulary, and technology.

Outcome One: Alberta's students are successful (continued)



Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Strategies

This continues to be an area for which we have no concerns. Our students and families are very committed to continuing their education.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.1	84.5	88.0	88.3	88.8	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

Khalsa School Calgary prides itself on the pillars of Sikh faith and close bonds between the school, the family and the community. It is our philosophy of Care, Love, Humility and Respect that must guide our daily practice; we must “walk our talk”!

In acknowledging these results, we believe that there were a number of contributing factors and we must look to the future with a purposeful plan for improvement. We will continue to develop character education and work to have daily implementation of The Leader in Me program, in addition to providing numerous leadership opportunities for our students. Our Friday leadership assemblies and learning family time will continue as a way to come together as a school and provide opportunities to celebrate student leadership, effort and success. As well, we will continue to refine and implement consistent discipline practices and focus on developing professional student/teacher/parent relationships. In addition, we will also provide regular opportunities for leadership development for both students and staff.

Strategies

- Continue implementation of the 7 Habits/Leader in Me Program
- Continue to provide opportunities for student service, leadership development and civic responsibility in the school and in the larger community (local, national and global)
- Continue to require every student to be involved in a volunteer service (Seva) project
- Continue the school commitment to social justice (i.e. Me to We)
- Provide opportunities for our students to explore other cultures, schools, and community groups- videoconferences, field trips, guest speakers, pen pals etc.
- Continue Friday assemblies that include recognition and celebration of student leadership and efforts, as well as Sikh and Canadian holidays and days of significance



- Continue multi-grade Leadership and Learning Family time for divisions 1 and 2, as well as Family Challenges in division 3
- Continue to hold Education Week, including the 4th Annual Student Convention for students in grades 5 to 9
- Encourage parent involvement in school activities and educate the parents on how they can help their child at home (consistent moral education, encourage independence etc.) Hold parent information sessions on various topics that may be of interest and provide support with general parenting skills
- Direct instruction and discussions with students regarding cyber bullying, conflict resolution and respecting boundaries
- Provide students with the opportunity to take part in more clubs, intramurals, and extracurricular activities
- Make students aware of the needs of the community and involve students in community activities on a more regular basis- hold seva field trips
- Invite more inspirational and diverse speakers/role models as guests
- Educate students on the importance of giving back
- Model community activism to inspire students to get involved

Student Recommendations:

- Provide more opportunities for the students to do seva in the school and community and ensure that students have input in which seva projects they take part in
- Reward students for good behavior/citizenship hard work, and for helping others
- Have class field trips to volunteers centers and the Gurdwara so students can be more aware of what is happening in society
- Invite guest speakers to present on bullying and showing kindness
- Create a school newspaper
- Give marks/credit for volunteer work
- Make a win-win/conflict corner in each classroom
- Have a “report your problems” box to submit anonymous concerns

Outcome Two: First Nations, Metis, and Inuit students in Alberta are successful

Comment on Results

We currently do not have any self identified First Nations, Metis or Inuit students registered in Khalsa School Calgary. However, we are currently working on developing our foundational knowledge about First Nations, Metis and Inuit peoples for the benefit of all students. We are working to ensure that all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Strategies

- Continue to use provide professional development opportunities for all staff
- Create a school FNMI committee with representations from all divisions, in order to provide support to teachers and guide future work in this area
- Purchase literature and resources for all grade levels

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)	Target	Evaluation	Targets
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**Combined Three Year Education Plan 2019– 2022
and Annual Education Results Report 2018 - 2019**

	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	74.4	88.3	88.3	85.5	89.1	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

We have maintained high satisfaction in this area. An additional focus on offering a wide variety of programs for students has led to maintaining our strong results. The continuation of the Student Convention for grades 6 to 9, with the addition of grade 5 students, was a success. Staff members also felt that the Chromebooks and career focused option classes have led to greater success in this area. This year also saw continued improvement in both our physical education and athletics programs, with a renewed focus on physical literacy and encouraging all students to be active, regardless of their abilities. We were incredibly impressed with the turn out for all school sports teams. We also had increased student involvement in our intramurals program for all grade levels.

We will continue to face the challenge of balancing a broad educational program with the requirement of religious studies, religious music and Punjabi. Facility/space challenges continue to impact our ability to offer fine and performing arts and CTS options to any great degree.

Strategies

- Look into the possibility of once again bringing in a residency program and guest presenters to provide additional opportunities for our students to participate in drama, art and extra curricular activities
- Research and purchase additional technology
- Offer more outdoor activities for students
- Incorporate more technology and project based learning in all classes
- Continue and expand on the student-led clubs for all divisions
- Offer additional activities for students to take part in during recess breaks. Suggestions include: chess, board games, a club to share thoughts ideas and problems, air hockey, Lego, rotating art activities, peer tutoring, puzzles/brain teasers, Gurbani listening center, building things contest

Student Recommendations:

- Offer food studies to grade 4-6 students
- Allow students to retake options classes for multiple years
- Offer the following clubs/options: singing, book club, creative writing club, gym club, extra help club, other instruments (guitar/recorder), graphic designing, technology club, painting club, archery, poetry, video games

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are	89.5	92.3	93.4	94.5	93.5		Very High	Maintained	Excellent			



safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.						95				94	94	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	92.7	93.5	93.0	92.8	93	Very High	Maintained	Excellent	93	93	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.1	100.0	88.2	95.8	96.0	95	Very High	Maintained	Excellent	95	95	95
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	68.8	70.6	77.7	83.2	90.8	80	n/a	n/a	n/a	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.0	90.1	92.0	91.0	94.0	92	Very High	Maintained	Excellent	93	93	94
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.6	86.2	91.1	77.3	91.0	85	Very High	Improved Significantly	Excellent	90	90	90

Comment on Results

We are happy to see that the level of satisfaction has been maintained or increased in all areas. As all of the above areas are crucial to our success, we will implement the following strategies in each area, in order to maintain this high level of satisfaction from all stakeholders.

Strategies- Safe and Caring

- Continue to review, edit, and communicate the school emergency plans, to ensure that all information is relevant and a wide variety of scenarios are considered
- Continue implementation of the Leader In Me program for personal and social development of students
- Train all new staff in the 7 Habits of Highly Effective People
- Implement additional student leadership roles focused on safety and caring on busses and playgrounds
- Continue to work with both students and parents to ensure that students are aware of the necessity of using appropriate language
- Highlight students who display positive behaviour on a regular basis
- Continue to provide support to students who are struggling with social skills or mental health challenges. Educate student and parents on the resources that are available both within the school and in the community
- Continue focus on building relationships with students in order to provide a safe and caring environment where students feel comfortable discussing their challenges and are open to asking questions
- Provide instruction and encourage ongoing conversations regarding inclusion to ensure that all learners and their families feel that they belong, are supported, and are encouraged to do their best
- Hold parent and student workshops on safety, self-regulation, and mental health
- Explicitly teach manners and respectful behavior
- Ensure that love, humility and respect is modeled by all adults who interact with our students



- Implement a peer mentorship program for at-risk students

Strategies – Quality of Education

- Encourage students to advocate for themselves and ask for support when needed
- Continue policy review and ensure that policies are regularly enforced
- Create opportunities for parents and community members to experience and observe our teaching and learning environment by holding special invitation days
- Continue to engage, educate and increase involvement of our parents and community in the school
- Develop a public relations strategy that highlights Khalsa School Calgary success and accomplishments
- Continue the thorough review of PAT and SLA results to help guide all teachers in planning for instruction

Strategies- Lifelong Learning

- Continue to provide opportunities for authentic input into decisions for staff, parents and students
- Integrate instruction on life skills into regular programming
- Invite more guest speakers to meet with our students
- Provide more “real world” opportunities and learning examples for our students
- Find additional ways to encourage students to provide their input on both optional programming and resources
- Incorporate more games and hands on activities into the lessons to allow for greater enjoyment of learning.
- Continue to develop our Learning Commons space and the resources available to both students and staff
- Hold additional sessions for students to support them in their transition into high school
- Continue to hold the Student Convention offering a wide variety of sessions

Strategies-Parental Involvement

- Continue to provide opportunities for authentic input into decisions for staff, parents and students
- Increase engagement, education and involvement of our parents and community in the school, including a more active and engaged PAC
- Replace the school website with one that is more user friendly and easy to use on any device
- Ensure the Khalsa School Calgary facebook page is updated regularly
- Continue to send out monthly division newsletters and bi-monthly office newsletters
- Continue to invite and encourage parents and community members to attend school events and celebrations
- Encourage parents of students in grades 4-9 to regularly access the online parent portal that includes marks and attendance records
- Hold a variety of parent workshops that will be of interest and benefit to parents

Strategies – Continued Improvement

- Maintain the low staff turnover rate
- Provide opportunities for authentic reflection and feedback to teachers, parents and students (i.e. KSC survey, suggestion box)
- Continue to provide opportunities for authentic input from staff, students and parents into decisions that impact the quality of education and school operations (i.e. Budget, AERR/Three Year Education Plan, Procedures, Professional Development, Committees, and Programming Options etc.)



- Regularly recognize staff for their effort
- Follow through on all plans and strategies that are included in this document

Student Recommendations – Safe and Caring

- Provide more opportunities for the students to do seva in the school and community and ensure that students have input in which seva projects they take part in
- Reward students for good behavior/citizenship hard work, and for helping others
- Have class field trips to volunteers centers and the Gurdwara so students can be more aware of what is happening in society
- Invite guest speakers to present on bullying and showing kindness
- Make a win-win/conflict corner in each classroom
- Have a “report your problems” box to submit anonymous concerns
- Offer self-help groups
- Ensure students are treated equally and fairly by all
- Install additional cameras
- Provide a wider variety of reflection activities for students to complete when serving a detention
- Involve the RCMP in our lockdown practices
- Mandate criminal record checks for all volunteers

Student Recommendations – Quality of Education

- Reduce amount of homework and give more time for assignments
- Use the Classcraft program
- Purchase additional document cameras
- Use technology in class more often
- Plan more hands on activities that appeal to the interests of the students

Provincial Achievement Test Results – Measure Details

	Results (in percentages)				
	2015	2016	2017	2018	2019



		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	83.3	6.7	96.2	11.5	97.1	26.5	94.9	25.6	100.0	22.9
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
Mathematics 6	Authority	93.3	23.3	92.3	23.1	97.1	26.5	100.0	41.0	94.3	11.4
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0
Science 6	Authority	76.7	10.0	100.0	34.6	97.1	52.9	100.0	59.0	100.0	37.1
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6
Social Studies 6	Authority	66.7	10.0	100.0	34.6	97.1	41.2	100.0	53.8	100.0	74.3
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4
English Language Arts 9	Authority	100.0	10.0	95.7	13.0	95.8	8.3	91.7	12.5	100.0	18.5
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7
Mathematics 9	Authority	95.0	50.0	87.0	34.8	100.0	29.2	75.0	20.8	92.6	29.6
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0
Science 9	Authority	100.0	45.0	91.3	43.5	100.0	33.3	91.7	45.8	96.3	44.4
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4
Social Studies 9	Authority	100.0	55.0	78.3	21.7	100.0	16.7	83.3	25.0	96.3	33.3
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Khalsa School Calgary Educatio							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	35	100.0	33	96.0	54,820	83.2	49,573	82.9
	Standard of Excellence	Very High	Maintained	Excellent	35	22.9	33	21.2	54,820	17.8	49,573	19.1
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	35	94.3	33	96.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Declined	Issue	35	11.4	33	30.2	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very High	Maintained	Excellent	35	100.0	33	99.0	54,879	77.6	49,520	77.9
	Standard of Excellence	Very High	Maintained	Excellent	35	37.1	33	48.8	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	35	100.0	33	99.0	54,802	76.2	49,511	73.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	35	74.3	33	43.2	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	27	100.0	24	94.4	47,465	75.1	45,363	76.6
	Standard of Excellence	High	Maintained	Good	27	18.5	24	11.3	47,465	14.7	45,363	14.9
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	27	92.6	24	87.3	46,764	60.0	44,959	64.7
	Standard of Excellence	Very High	Maintained	Excellent	27	29.6	24	28.3	46,764	19.0	44,959	17.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	27	96.3	24	94.3	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	27	44.4	24	40.9	47,489	26.4	45,363	22.7
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	27	96.3	24	87.2	47,496	68.7	45,366	66.1
	Standard of Excellence	Very High	Maintained	Excellent	27	33.3	24	21.1	47,496	20.6	45,366	19.9

PAT RESULTS ANALYSIS SUMMARY

The trend data is an important tool for educators as the data trend and pattern analysis, in whole and by subject and grade, inform teacher practice as well as provide information about areas of strength and areas in need of improvement for individual students. The PAT data along with other measures of assessment, growth and achievement will enable us to continue to provide excellence in education and enable our students to grow and thrive in their educational journey.

GRADE 6 TRENDS

In Grade 6 our students achieved above the provincial average when looking at the acceptable standard in all subject areas. As well, our students scored above the provincial average in regards to those achieving the standard of excellence in language arts, science and social studies. It is important to highlight that 74.3% of our students achieved the standard of excellence in social studies. Our math scores were lower than our 3-year average and this can be attributed to the multiple changes in teachers during the school year.

GRADE 9 TRENDS

In Grade 9 there was improvement over the previous 3-year average in students achieving the acceptable standard and the standard of excellence in all subject areas. We contribute this improvement to having a stable teaching staff and additional education assistant support. It is important to also note that Khalsa School students achieved well above the provincial standard in all grade 9 subjects.



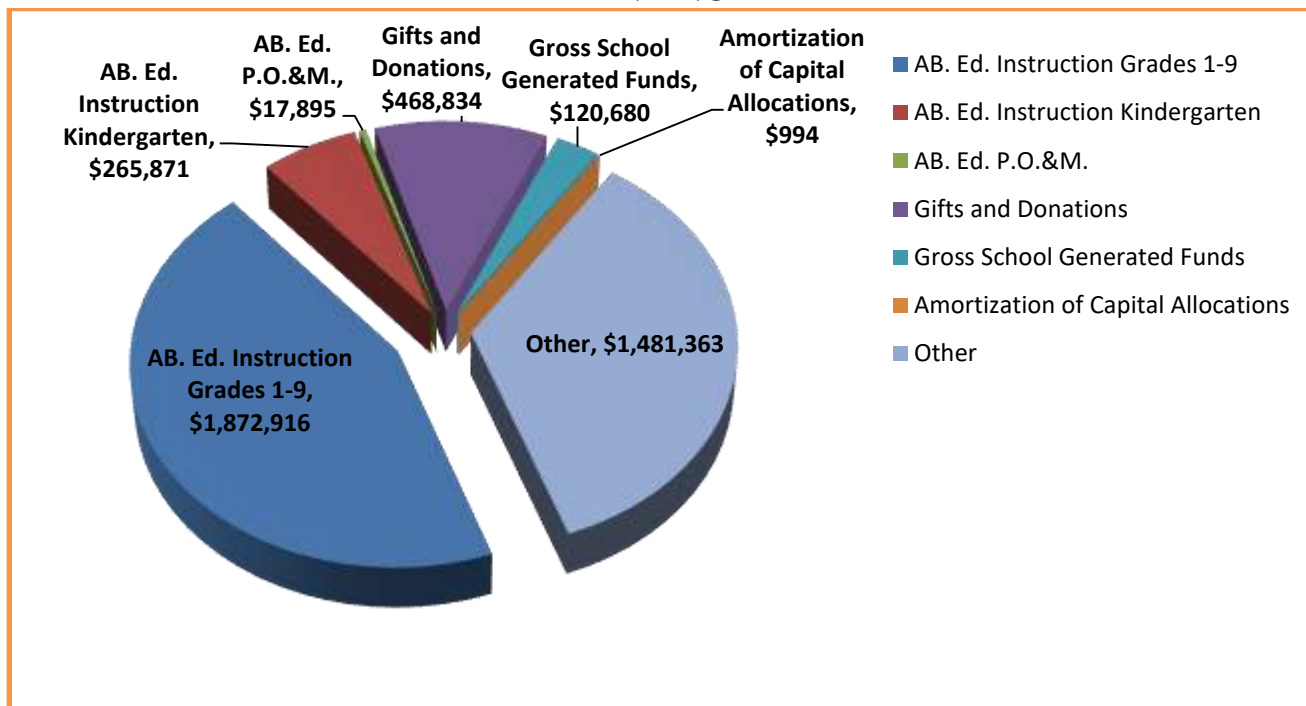
Chapter Six

Financial and Capital Highlights and Summary of Financial Results

2018 – 2019 Summary of Audited Financial Results

The Audited Financial Statement can be acquired in full from the Khalsa School Calgary business office. Please call the school at 403-293-7712 to book an appointment.

REVENUE



2018/19 Revenue Summary						
	2018/19	Percent of Total	2017/18	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	\$1,872,916	44.29%	\$1,872,838	45.58%	78	0.00%
AB. Ed. Instruction Kindergarten	\$265,871	6.29%	\$223,099	5.43%	42,772	19.17%
AB. Ed. P.O.&M.	\$17,895	0.42%	\$15,906	0.39%	1,988	12.50%
Gifts and Donations	\$468,834	11.09%	\$497,326	12.10%	-28,492	-5.73%
Gross School Generated Funds	\$120,680	2.85%	\$72,784	1.77%	47,896	65.81%
Amortization of Capital Allocations	\$994	0.02%	\$994	0.02%	-0	-0.01%
Other	\$1,481,363	35.03%	\$1,426,256	34.71%	55,108	3.86%
	\$4,228,554	100.00%	\$4,109,204	100.00%	\$119,350	2.90%



	2018/19	2017/18	Population Change	Change %
Total <u>Funded</u> Student Population	401	395	6	1.52%
Full Time Equivalent (FTE)	401	395	6	1.52%
Instruction Staffing – FTE	24.6	25	-0.4	-1.60%
Student Teacher/Instructor ratio	16	16	1	-3.07%

The categories defining the distribution of the Board's \$3,643,514 of expenses from 2018-19 are:

- Instruction Grades 1 – 9 (Students as per AB. Ed. definition)

School Year	Total Spending	# of Students	Per Student Expenditures
2018-19	\$2,388,943	358	\$6,673
2017-18	\$2,348,528	357	\$6,579

Includes: Salaries and benefits for certificated and un-certificated staff, supplies, field trips and minor equipment necessary to provide instruction that meets learner expectations in core and Gurmat programs.

- **Instruction Kindergarten (Children as per AB. Ed. definition)**

School Year	Total Spending	# of Children	Per Child Expenditures
2018-19	\$319,635	43	\$7,433
2017-18	\$292,937	38	\$7,709

Includes: Salaries and benefits for certificated and un-certificated staff, supplies, field trips and minor equipment necessary to provide instruction that meets learner expectations in core and Gurmat programs.

Operating Summary as at August 31, 2019

	2018-2019	2017-2018
Revenue	\$4,228,554	\$4,109,204
Expenses	\$3,643,514	\$3,566,920
Surplus (Deficit)	\$585,040	\$542,284

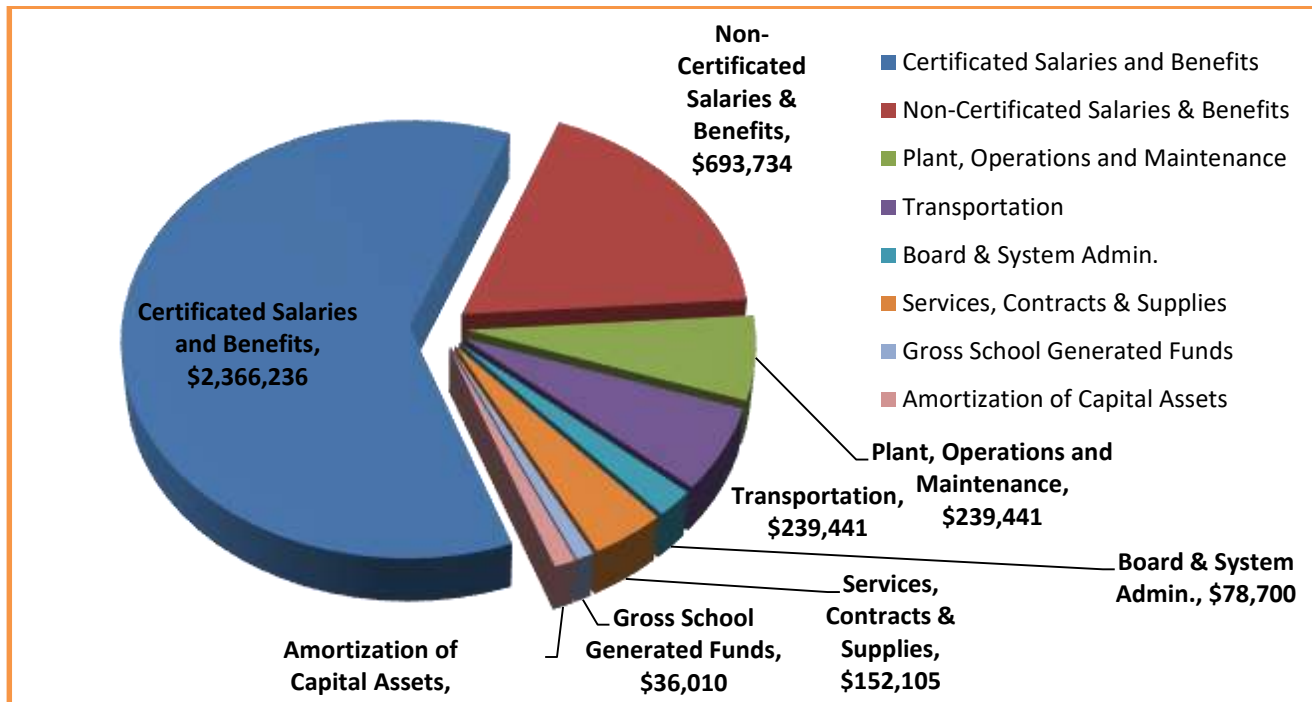


Accumulated Operating Reserves and Capital Assets as at August 31, 2019

	2018-2019	2017-2018	
Unrestricted Net Assets	\$2,025,267	\$1,534,242	
Investment in Capital Assets	\$344,828	\$250,812	
Total Net Assets	\$2,370,095	\$1,785,054	
The Unrestricted Net Assets can also be summarized :			
Investment in Capital Assets	-\$344,828	-\$250,812	
Paid Liability for legal settlement	-\$130,000	-\$130,000	
Write down in 12/13 of parent donations used for paying construction costs	-\$294,000	-\$294,000	
Prior period deficits/income	\$2,794,091	\$2,209,051	
Total Unrestricted Net Assets	\$2,025,263	\$1,534,239	



EXPENSES



2019/20 BUDGET Expense Summary as submitted to AB. Ed. June 28, 2019						
	<u>Program Centre</u>	<u>2019/20 BUDGET</u>	<u>Percent of Total</u>	<u>2018/19 Budget</u>	<u>Percent of Total</u>	<u>Dollar Change</u>
Certificated Salaries and Benefits	Instruction	\$2,366,236	61.46%	\$2,218,571	61.78%	147,665
Non-Certificated Salaries & Benefits	Instruction	\$693,734	18.02%	\$592,581	16.50%	101,153
Plant, Operations and Maintenance	P.O.&M.	\$239,441	6.22%	\$245,409	6.83%	-5,968
Transportation	Transportation	\$239,441	6.22%	\$248,578	6.92%	-9,137
Board & System Admin.	Administration	\$78,700	2.04%	\$80,400	2.24%	-1,700
Services, Contracts & Supplies	Instruction	\$152,105	3.95%	\$139,095	3.87%	13,011
Gross School Generated Funds	Instruction	\$36,010	0.94%	\$27,010	0.75%	9,000
Amortization of Capital Assets	All Programs	\$44,402	1.15%	\$39,483	1.10%	4,919
		\$3,850,070	100.00%	\$3,591,127	100.00%	\$258,942

Additional information on Khalsa School Calgary financial statements and related schedules can be made available by contacting the Manager, Business and Finance or Principal through the school office at (403) 293-7712.



Summary of Facility and Capital Plans

Facility:

The building is owned by the Dashmesh Cultural Centre (DCC) and as such, any new major development like additional classrooms would be coordinated and funded by DCC. The School looks after minor repairs and maintenance.

Neither the DCC nor the School receives any capital funding from Alberta Education for building development or upgrades as the School is a private school.

The small gymnasium was renovated in 2019 and is now the Learning Commons.

Capital Plans:

Currently the School is developing long term plans for the implementation and renewal of items like Technology, Furniture and Equipment.

The School is making sure that amortization costs are accurately reflected in the annual budgets to ensure the recapture of the original cash outlay so that funds are available again for the next purchase cycle and to reduce the need to call upon new funding for capital assets.



