Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation
Education Plan 2023-2026

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Accountability Statement

The Education Plan for Khalsa School Calgary Educational Foundation commencing August 16, 2022 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation.*

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

The Khalsa School Calgary Board reviewed and approved the Education Plan for the academic year 2023-2024.

Signature of Khalsa School Calgary Board Chair (Mr. Gurjit Singh Sidhu)_____

Signature of Khalsa School Calgary Principal (Ms. Herpinder Gill)_____

Signature of Khalsa School Calgary Financial Controller (Mrs.R.Boparai)_____

Dated at Khalsa School Calgary, Conrich, Alberta, on _May 23 2023_____,2023.

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.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, there were no disclosures received for Khalsa School Calgary during the 2022-2023 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.

Currently, the school has five hundred fourteen students in grades K-9, twenty-nine certified teachers, and fourteen support staff members. Since the school's founding, the original building has undergone numerous improvements. The most recent additions to the building is a new wing with eight new classrooms (still under construction in 2022), fourteen additional classrooms that were added in 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 Growth Mindset Implementation
- Promotion of Sikh values and principles
- Regular monthly performances at the Gurdwara
  Student led weekly assemblies
- Numerous leadership opportunities for students
- Yearly Seva projects in each grade level
- Implementation of STEM program

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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.

OURGOALS

During our review of the Accountability Pillar Results and refection upon our accomplishments and areas in need of growth and improvement, we have identified the following goals to guide our educational journey in 2021-2022 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 Ji's teachings and to stay connected to their Sikh heritage.
- Provide students with the knowledge, skills, attributes and confidence they need to be good citizens and succeed in this ever-changing world (Resources - Sikh Teachings and Application of Growth Mindset)
- Strengthen the links between the family, education and communities.
- Capacity Building related to implementation of Growth Mindset.
- Promote leadership skills- by mastering great communication skills, which enable them to express their vision, inspire others to join them and put in the necessary effort to accomplish their goals, become good listeners, and become willing to accept criticism from others and own up to their mistakes. Their productivity is fueled by a passion to learn and a dedication to constant development.

Land Acknowledgement

Khalsa School Calgary is situated on the Ancestral Lands of the Treaty 7 First Nations. In the spirit of reconciliation, respect, reciprocity and truth, we honour and acknowledge the territory and oral practices. We also acknowledge all Nations – Indigenous and Non Indigenous that live, work and play on this land, and who honour and celebrate this territory.

First Nations, Metis, and Inuit Student Success at Khalsa School Calgary

1. Khalsa School Calgary recognizes the importance of incorporating First Nations, Metis, and Inuit (FNMI) student success within its educational framework. By integrating Indigenous perspectives, knowledge, and cultural awareness into the curriculum, the school aims to foster an inclusive learning environment that respects and values the diversity of its students. This write-up explores how Khalsa School Calgary is actively working to align its educational practices with the Alberta curriculum, while engaging stakeholders and building partnerships with the FNMI community.

2. Integration of FNMI Perspectives and Knowledge: Khalsa School Calgary acknowledges the richness and significance of FNMI perspectives and knowledge within the educational experience. The school ensures that these perspectives are integrated across different subject areas and grade levels. Teachers incorporate FNMI content, such as history, culture, and contributions, into lesson plans, assignments, and discussions. This approach helps students develop a well-rounded understanding of Canada's diverse heritage and fosters cross-cultural appreciation.

3. Alignment with Alberta Curriculum: Khalsa School Calgary strives to align its educational practices with the Alberta curriculum, incorporating FNMI content as outlined in the "Guidelines for FNMI Education." By adhering to these guidelines, the school ensures that FNMI perspectives and knowledge are integrated appropriately throughout all grade levels and subject areas.

4. Engagement of Stakeholders: 6 Engaging stakeholders is a crucial aspect of incorporating FNMI student success at Khalsa School Calgary. The school actively involves various individuals and groups to create a collaborative and inclusive approach. Here are some examples:

a) Elders and Knowledge Keepers: By inviting FNMI elders like Elder Randy Alexander to the school during Education Week, Khalsa School Calgary provides students with the opportunity to learn from their wisdom and traditional knowledge. Elders play an essential role in sharing cultural teachings and

enhancing students' understanding of FNMI histories and traditions.

b) First Nations School Committee: Khalsa School Calgary has established a First Nations School Committee comprising staff members who have expertise in FNMI education. This committee works collaboratively to gather and share resources, best practices, and cultural teachings with other staff members. It acts as a support system to ensure that FNMI perspectives are embedded effectively within the school's curriculum and activities.

c) Parent and Community Engagement: Khalsa School Calgary actively involves parents and community members in promoting FNMI student success. Regular communication and dialogue are maintained through newsletters, parent-teacher meetings, and community events.

Khalsa School Calgary is committed to incorporating FNMI student success by integrating Indigenous perspectives, knowledge, and cultural awareness within the school's curriculum. Through aligning with the Alberta curriculum, engaging with stakeholders, and building partnerships with the FNMI community, the school strives to provide an inclusive learning environment that fosters cross-cultural understanding, respect, and appreciation.

Our Shared Goals for Continuous Improvement at Khalsa School Calgary

Goal 1: To implement high-impact teaching strategies that improve student achievement and academic excellence, as measured by Provincial Achievement Tests (PAT) results.

Outcome: The implementation of high-impact teaching strategies can have several positive outcomes, including improved student engagement, motivation, and academic performance, leading to higher scores on Provincial Achievement Tests (PATs) and increased academic excellence.

Measurement:

- Standardized Test Scores: measuring academic success through standardized test scores such as the Provincial Achievement Tests (PATs). Analyzing the results of Provincial Achievement Tests (PATs) and tracking changes in student performance over time
- Post-Secondary Enrollment: Tracking the number of students who go on to post-secondary education to measure their preparedness for future education and careers.
- Employment and Career Success: Tracking the career success of alumni.
- Surveys and Feedback: Surveys of students, parents, and alumni provides the valuable feedback on the school's effectiveness in preparing students for their future education and careers. This feedback can be used to make improvements to the curriculum and teaching methods.

Strategies:

- Implement evidence-based teaching practices: The school will regularly review the latest research on effective teaching practices, and incorporate them into the classroom. This includes strategies such as differentiated instruction, personalized learning, and project-based learning.
- Differentiated instruction: Teachers will use differentiated instruction to tailor their teaching to meet the needs of individual students, providing additional support or challenge where needed.
- Formative assessment: Teachers will use formative assessment to regularly monitor student progress, providing feedback and support for improvement throughout the learning process.
- Inquiry-based learning: Teachers will use inquiry-based learning to encourage student curiosity and exploration, promoting critical thinking and problem-solving skills.
- Collaborative learning: Teachers will use collaborative learning to promote teamwork and

communication skills, encouraging students to work together to achieve common goals.
- Technology integration: Teachers will integrate technology into their teaching, using digital resources and tools to enhance learning and engage students.
- Active learning: Teachers will use active learning strategies, such as project-based learning, to provide hands-on, experiential learning opportunities that promote student engagement and critical thinking skills.
- Professional development: Teachers will participate in ongoing professional development opportunities to enhance their skills and knowledge of high-impact teaching strategies.
- Offering study groups: The school will offer study groups for students who are struggling academically. This will provide them with additional support and help them catch up to their peers.
- Encourage parental involvement: The school will encourage parental involvement in their child's education by hosting regular parent-teacher conferences, sending out progress reports, and communicating regularly with parents about their child's academic progress. This will help parents stay informed and involved in their child's education.

Khalsa School Calgary continues to provide an exceptional learning environment where students thrive academically and connect with their Sikh faith, values, and principles, cultivating a "Khalsa Attitude." The 2022 Provincial Achievement Test (PAT) results are a reflection of the hard work and dedication of both students and staff.

In Mathematics, 42.9% of Grade 6 students achieved the Standard of Excellence, compared to 12.4% in the province, while 100% of Khalsa School students achieved the Acceptable Standard, compared to 63.0% in the province. No KSC students were below the acceptable standard, compared to 21.6% in the province. In Grade 9 Mathematics, 18.9% of KSC students achieved the Standard of Excellence, compared to 16.1% in the province, while 75.7% achieved the Acceptable Standard, compared to 51.6% in the province. Only 21.6% of KSC students were below the acceptable standard, compared to 30.6% in the province.

In Science, 69.6% of Grade 6 students achieved the Standard of Excellence, compared to 24.3% in the province, and 100% of KSC students achieved the Acceptable Standard, compared to 71.4% in the province. No KSC students were below the acceptable standard, compared to 13.6% in the province. In Grade 9 Science, 97.3% of KSC students achieved the Acceptable Standard, compared to 67.2% in the province, and 48.6% achieved the Standard of Excellence, compared to 22.7% in the province.

In Language Arts, 48.2% of Grade 6 students achieved the Standard of Excellence, compared to 18.9% in the province, and 94.6% of KSC students achieved the Acceptable Standard, compared to 76.1% in the province. No KSC students were below the acceptable standard, compared to 8.7% in the province. In Grade 9 Language Arts, 10.8% of KSC students achieved the Standard of Excellence, compared to 12.9% in the province, and 97.3% achieved the Acceptable Standard, compared to 81.5% in the province. One KSC student received a perfect score of 100% on the written component.

In Social Studies, 64.3% of Grade 6 students achieved the Standard of Excellence, compared to 20.8% in the province, while 98.2% of KSC students achieved the Acceptable Standard, compared to 67.9% in the province. Only 1.8% of KSC students were Below Acceptable Standard, compared to 16.8% in the province. In Grade 9 Social Studies, 18% of KSC students achieved the Standard of Excellence, compared to 17% in the province, while 91% achieved the Acceptable Standard, compared to 60% in the province.

The PAT results demonstrate the effectiveness of Khalsa School Calgary's exceptional teaching methods and

their commitment to providing a well-rounded education that includes a strong connection to Sikh culture and spirituality.

Goal 2: To develop students' leadership skills and character, fostering a culture of respect, empathy, and responsibility at Khalsa School Calgary.

Outcome: Students demonstrate leadership skills and character traits, including respect, empathy, and responsibility, in their academic and personal lives. They are able to apply these skills and traits to positively impact their community and promote positive change.

Measurement:

- Self-Assessments: Students will be encouraged to self-assess their leadership skills and character development using a reflective journal or other self-assessment tool. This will give students an opportunity to think critically about their own behavior and progress, and to identify areas where they need to improve.
- Leadership Opportunities: The number of leadership opportunities offered to students will also be measured. This will include the number of students who take on leadership roles in school events, the number of students who participate in leadership workshops and training sessions, and the number of students who volunteer for community service projects.

Strategies:

- Character Education Program: A school-wide character education program will be developed that will include regular assemblies, classroom discussions, and community service projects. This program will focus on developing positive character traits such as respect, empathy, and responsibility.
- Leadership Roles: Students will be encouraged to take on leadership roles in school events such as organizing assemblies, leading clubs, and planning fundraisers. This will give students the opportunity to practice their leadership skills in a supportive environment.
- Leadership Workshops: Workshops and training sessions will be offered to students to help them develop specific leadership skills such as public speaking, conflict resolution, and teamwork. These workshops will be led by experienced leaders in the community.
- Mentorship Program: A student-led mentorship program will be created, pairing older students with younger students to provide support and guidance. This will give older students an opportunity to practice their leadership skills while providing younger students with positive role models.
- Reflection Exercises: Students will be encouraged to reflect on their personal values and goals through regular journaling and self-assessment exercises. This will help students develop a deeper understanding of themselves and their own leadership style.

- Positive Reinforcement: Positive behavior will be promoted through rewards and recognition, and negative behavior will be addressed through restorative justice practices. This will help create a culture of respect, empathy, and responsibility in the school.
- Parent and Community Involvement: Parents and community members will be involved in school events and programs to create a sense of shared responsibility for student character development and leadership. This will also give students the opportunity to practice their leadership skills in a wider community context.

Goal 3: Foster a culture of inclusivity and respect for diversity, with a focus on Sikh culture and spirituality.

Outcome: Students demonstrate an understanding and appreciation of Sikh culture and spirituality, and are able to apply this knowledge to promote inclusivity and respect for diversity in their community.

Measurement:

- Student engagement: Measure student engagement in activities related to Sikh culture and spirituality, such as participation in cultural events, projects, and presentations. This will be measured through attendance records, project completion, and student feedback.
- Assessment: Assess student knowledge and understanding of Sikh culture and spirituality through formative and summative assessments. This will be done through quizzes, tests, essays, or other assessment methods.
- Feedback: Gather feedback from students and Punjabi teachers on the effectiveness of the strategies used to accomplish the goal. This will be done through surveys, focus groups, or other feedback methods.

Strategies:

- Integration of Sikh culture and spirituality in the curriculum across subject areas: This strategy can include the integration of Sikh culture and spirituality in various subjects such as Punjabi/Gurmat, Social Studies, Language Arts, and Keertan. This can help students to understand the significance of Sikh culture and spirituality in various areas of life.
- Use of multicultural resources: The use of multicultural resources such as books, videos, and guest speakers can help promote an understanding of Sikh culture and spirituality. This strategy can help students to appreciate and respect different cultures and traditions.
- Cultural events: Organizing cultural events such as Bandi Chhor Divas/Diwali, Guru Nanak Dev Ji celebration, Vaisakhi celebration and Sikhi Fair can help to expose students to Sikh cultural practices and traditions. This strategy can also help students to connect with their peers and community members.
- Community service and volunteer opportunities: Encouraging student participation in community service and volunteer opportunities related to Sikh culture and spirituality can help students to apply their knowledge and understanding to promote inclusivity and respect for diversity in their community.
- Open discussions and dialogue: Promoting open discussions and dialogue around diversity and inclusivity, and the role of Sikh culture and spirituality in promoting these values can help students to understand the importance of inclusivity and respect for diversity in their community.

Goal 4: Embedding Growth Mindset into our approach to Teaching and Learning

Outcome: Embedding a growth mindset into teaching and learning means adopting an approach that focuses on effort, persistence, and the belief that skills and abilities will be developed through dedication and hard work. This approach can have several positive outcomes for students, such as increased motivation, academic performance, and resilience in the face of challenges.

Measurement:
- Increased engagement and participation in class
- More positive attitudes towards learning and challenges
- Improved academic performance, particularly in areas that were previously challenging
- Increased resilience and persistence in the face of setbacks

Strategies:
- Model a growth mindset: Teachers will model a growth mindset by openly discussing their own challenges and failures, emphasizing the importance of effort and perseverance, and celebrating successes and progress.
- Encourage a focus on effort: Teachers will emphasize the importance of effort and hard work over innate ability by praising students' efforts and strategies rather than their intelligence or talent.
- Teach growth mindset skills explicitly: Teachers will explicitly teach growth mindset skills, such as setting goals, developing a growth mindset vocabulary, and using positive self-talk.
- Provide opportunities for reflection: Teachers will encourage students to reflect on their learning, focusing on the progress they have made and the strategies that have been successful for them.
- Create a supportive learning environment: Teachers will create a supportive learning environment by providing opportunities for collaboration and peer feedback, acknowledging and celebrating diversity, and promoting a culture of learning and growth.
- Praise students' effort and improvement, especially when they undertake difficult tasks, rather than praising students' intelligence - "you're smart" - or a particular grade.
- Emphasize that fast learning is not always the deepest and best learning, but rather learning often takes time and great effort.
- Build ways for students to learn from and correct mistakes into the classroom and recognize students' perseverance and improvement.
- Demonstrate the extent to which students' skills and knowledge have increased over time placing emphasis on students' abilities to develop and improve as they learn.

Goal 5: Improvements in infra-structure including installation of fibre optics (completed in July/ August 2021) to ensure robust and reliable digital environment along with expansion of physical structure to better accommodate all 570 students to be enrolled at Khalsa School Calgary.

Outcome:
- Improved digital learning environment: With the installation of fiber optics, the school's digital environment can become more robust and reliable, ensuring that students have access to high-speed internet and digital resources necessary for effective learning.
- Increased enrollment capacity: By expanding the physical structure, the school can better accommodate its current and future enrollment, ensuring that all students have the space and resources necessary for effective learning.

- Enhanced student experience: With a more robust digital environment and expanded physical structure, students can have a more comfortable and engaging experience, with access to a wider range of resources and facilities.

Measurements:
- Increased enrollment: An increase in enrollment following the infrastructure improvements can be a clear indicator of the success of the project.
- Improved student retention: The retention of existing students following the infrastructure improvements can also be a positive indicator of success.
- Improved digital performance: The school can measure improvements in digital performance, such as increased download speeds, reduced latency, and fewer connection disruptions.

Qualitative measures may include:

- Student satisfaction surveys: Students can provide feedback on their experience, including their satisfaction with the digital environment and physical facilities.
- Teacher feedback: Teachers can provide feedback on the impact of the infrastructure improvements on their ability to deliver effective instruction and support student learning.

Strategies:
- Conducting a needs assessment: Conducting a needs assessment can help the school identify the specific infrastructure needs of its students and teachers.
- Collaborating with technology providers: Collaborating with technology providers can help the school identify and implement the best digital solutions for its needs.
- Developing a comprehensive plan: Developing a comprehensive plan that includes timelines, budgets, and benchmarks can help ensure the successful completion of the project.
- Ensuring stakeholder buy-in: Ensuring stakeholder buy-in, including students, teachers, and parents, can help build support for the project and increase the chances of success.
- Monitoring and evaluating progress: Regular monitoring and evaluation of the project can help identify areas for improvement and ensure that the project stays on track and within budget.

Stakeholder Engagement in Khalsa School Calgary: Fostering Collaboration and Inclusion

Stakeholder engagement plays a vital role in promoting a collaborative and inclusive environment at Khalsa School Calgary. By involving stakeholders, including parents, students, staff, and the wider community, the school can gather valuable insights, build relationships, and make informed decisions. This write-up explores strategies for stakeholder involvement at Khalsa School Calgary, highlighting the importance of communication, collaboration, and shared decision-making.

Parent Engagement:

a. Open Communication Channels: Khalsa School Calgary maintains open and effective communication channels with parents. Regular newsletters, email updates, and online platforms are utilized to share important information about school activities, curriculum, and student progress. Clear and accessible communication ensures that parents are well-informed and actively engaged in their child's education.

b. Parent-Teacher Meetings: Conducting regular parent-teacher meetings provides an opportunity for parents to discuss their child's academic progress, address concerns, and receive feedback. These meetings facilitate two-way communication, allowing parents to share insights about their child's strengths, challenges, and learning preferences. Collaborative goal-setting between teachers and parents supports student success and enhances the home-school partnership.

c. Parent Volunteer Opportunities: Encouraging parents to volunteer in various school activities and events promotes their active involvement. Parents can contribute to field trips, extracurricular programs, fundraising initiatives, and cultural celebrations. These opportunities foster a sense of ownership and community engagement, while also strengthening relationships between parents, staff, and students.

Student Engagement:

a. Student Councils and Leadership Opportunities: Establishing student councils and leadership programs provides students with a platform to voice their opinions, ideas, and concerns. These initiatives empower students to actively contribute to decision-making processes and school initiatives. Students can organize events, lead clubs, and represent their peers in discussions with school administration.

b. Surveys and Feedback Mechanisms: Regularly seeking student feedback through surveys and other feedback mechanisms allows the school to understand student perspectives, preferences, and concerns. Students can provide insights on curriculum, extracurricular activities, and school climate. Their input helps shape the learning environment and ensures their needs are considered.

Staff Engagement:

a. Staff Meetings and Professional Development: Regular staff meetings provide a platform for open dialogue, collaboration, and sharing of best practices. These meetings foster a sense of belonging and ensure that staff members are well-informed about school policies, initiatives, and goals. Additionally, providing professional development opportunities enables staff to enhance their skills, stay updated with educational practices, and contribute to ongoing school improvement.

b. Committees and Working Groups: Establishing committees and working groups focused on specific areas, such as curriculum development, student support, or cultural diversity, encourages staff engagement. These groups allow staff members to share their expertise, collaborate on projects, and provide valuable input into decision-making processes.

Community Engagement:

a. Community Events and Celebrations: Organizing community events, cultural celebrations, and open houses encourages community members to participate actively. These events provide opportunities for dialogue, cultural exchange, and relationship-building. They also showcase student achievements and foster a sense of pride within the community.

b. Partnerships and Collaborations: Khalsa School Calgary can establish partnerships with local organizations, businesses, and community groups. Collaborating on initiatives such as

mentorship programs, internships, or guest speakers enhances the learning experience and connects students with real-world opportunities.

Parent Advisory Council (PAC):

The Parent Advisory Council serves as a formalized body that represents the collective voice of parents within the school community. The PAC plays a crucial role in engaging parents and gathering their input on important matters related to the school's policies, programs, and initiatives. Through regular meetings and consultations, the PAC collaborates with school administrators, providing valuable feedback, suggestions, and perspectives on matters that impact the overall educational experience. The PAC also facilitates communication between parents and the school administration, ensuring that parents' concerns and ideas are effectively addressed.

School Expansion:

In the context of school expansion initiatives, Khalsa School Calgary recognizes the importance of involving stakeholders in the planning and decision-making processes. This includes engaging parents, students, staff, and the wider community to gather their input and address their concerns. Open forums, PAC meetings, and surveys can be conducted to seek feedback on matters related to school expansion, such as infrastructure development, facility enhancements, and resource allocation. Engaging stakeholders in these discussions ensures that their needs and perspectives are considered when making decisions that impact the future growth and development of the school.

Community Partnerships and Collaboration:

Khalsa School Calgary actively seeks partnerships and collaborations with community organizations, businesses, and groups to enrich the educational experience and engage stakeholders beyond the immediate school community. These partnerships can involve cultural organizations, local businesses, educational institutions, and non-profit organizations that align with the school's values and goals. By establishing collaborative relationships, the school will provide students with unique learning opportunities, access to resources, mentorship programs, and community-based projects. Engaging community stakeholders in these partnerships strengthens the school's ties with the broader community and fosters a sense of shared responsibility for student success.

Alumni Engagement: Engaging alumni as stakeholders is another important aspect of stakeholder engagement at Khalsa School Calgary. Alumni can contribute valuable insights, experiences, and expertise to enhance the school's programs and support current students. Establishing an alumni network or association allows former students to stay connected with the school, participate in mentorship programs, and provide guidance to current students. Engaging alumni as stakeholders helps build a strong sense of community and allows for the exchange of knowledge and experiences that can positively impact students' educational Journeys.

Stakeholder engagement at Khalsa School Calgary is crucial for building a collaborative, inclusive, and supportive educational environment. By involving parents, students, staff, and the wider community through open communication, shared decision-making, and meaningful involvement, the school can create a sense of ownership, foster relationships, and ensure that diverse perspectives are considered.

Results Analysis

Required Alberta Education Assurance Measures - Overall Summary
Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Assurance Domain	Measure	Khalsa School Calgary (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	98.5	n/a	100.0	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	52.9	n/a	11.1	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

6. 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.

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Alberta Government

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Student Growth and Achievement	Student Learning Engagement	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Citizenship	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
	3-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	5-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	PAT: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	PAT: Excellence	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	Diploma: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
	Diploma: Excellence	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
Teaching & Leading	Education Quality	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Access to Supports and Services	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
Governance	Parental Involvement	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Achievement Evaluation

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

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

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

Notes:

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

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Student Growth and Achievement

A.6 Citizenship - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	193	88.3	253	88.8	283	89.6	257	83.1	311	77.5	Intermediate	Declined Significantly	Issue	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	15	90.7	27	89.6	29	86.7	26	87.3	21	79.0	High	Maintained	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	154	75.8	203	77.8	230	84.5	207	71.2	272	64.7	Intermediate	Declined Significantly	Issue	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	24	98.3	23	99.1	24	97.5	24	90.8	18	88.6	Intermediate	Declined	Issue	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Khalsa School Calgary / Alberta line charts — Result(%) by year (2018–2022) for Overall, Parent, Student, Teacher.

Notes:

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

Student Growth and Achievement
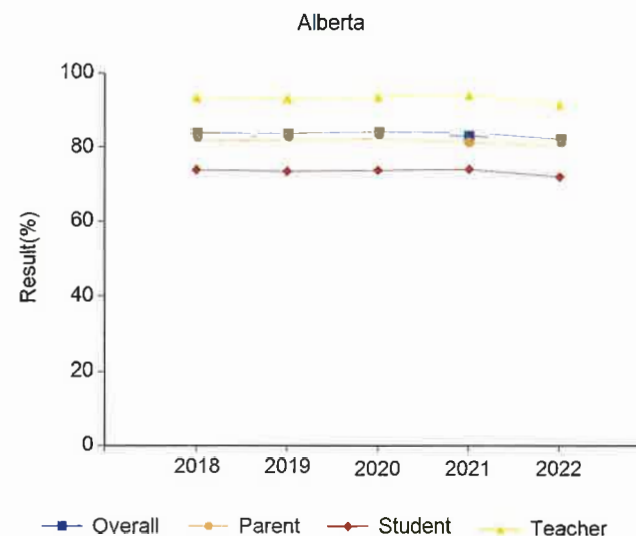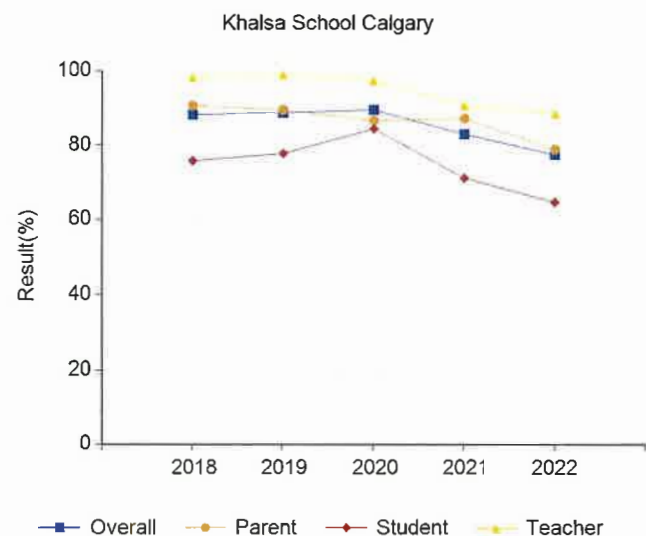
S.1 Student Learning Engagement - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	257	87.5	311	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	92.3	21	95.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	207	74.3	272	73.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	95.8	18	92.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Khalsa School Calgary — Alberta

Legend: Overall, Parent, Student, Teacher

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

A.4 Education Quality - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary													Alberta									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	193	93.0	253	92.8	283	94.6	255	89.7	312	87.2	Intermediate	Declined Significantly	Issue	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	15	92.1	27	90.0	29	93.7	26	87.2	21	84.6	High	Maintained	Good	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	154	90.2	203	89.8	230	93.6	205	88.4	273	85.5	Intermediate	Declined Significantly	Issue	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	24	96.5	23	98.6	24	96.5	24	93.6	18	91.5	Low	Maintained	Issue	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Khalsa School Calgary

Alberta

Legend: Overall, Parent, Student, Teacher

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Learning Supports
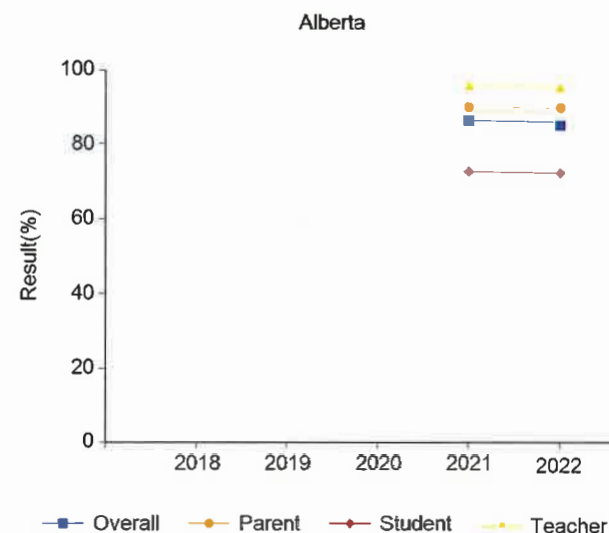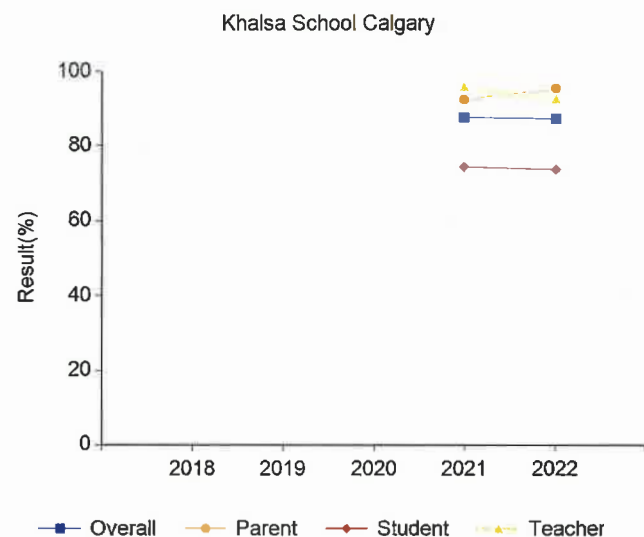
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	257	87.9	312	82.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	90.1	21	84.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	207	79.5	273	70.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	94.0	18	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Khalsa School Calgary

Alberta

Legend: Overall, Parent, Student, Teacher

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Learning Supports
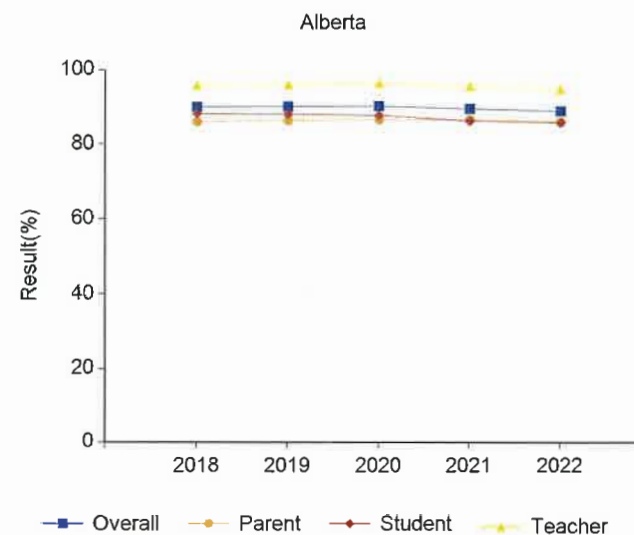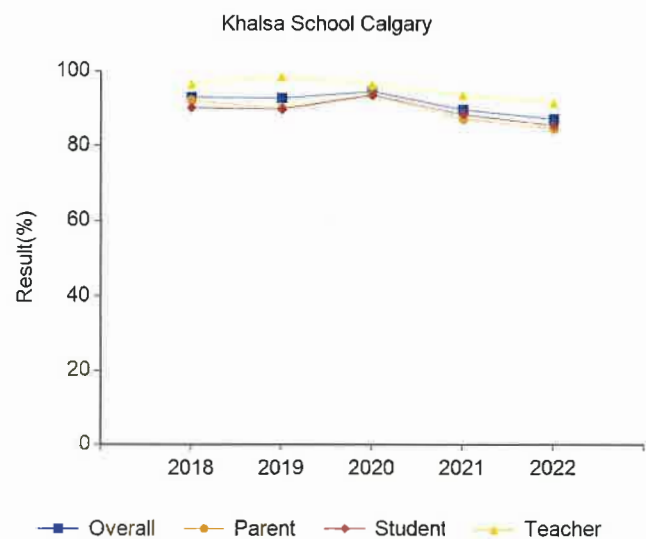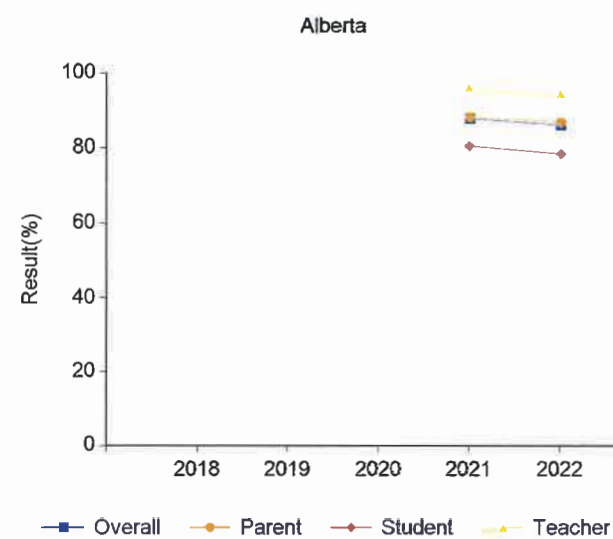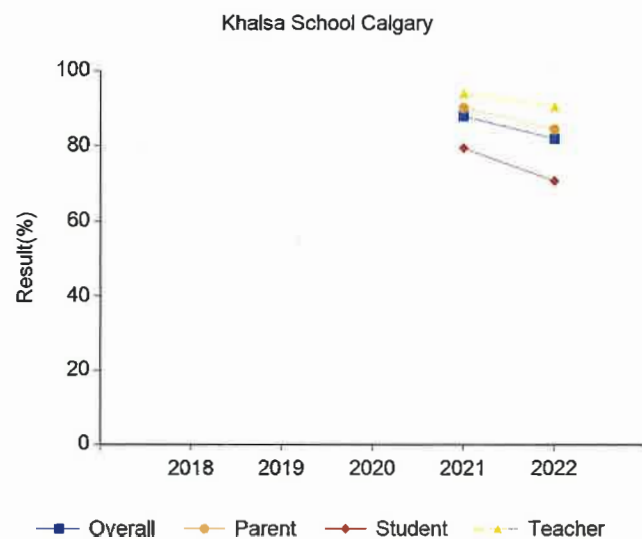
H.1 Access to Supports and Services - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

Alberta Government

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

	Khalsa School Calgary										Measure Evaluation			Alberta										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	257	82.8	311	83.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	89.9	21	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	207	79.5	272	75.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	78.8	18	86.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3
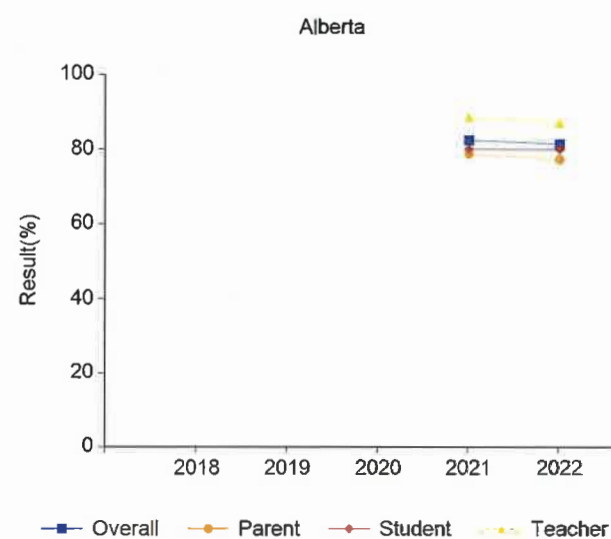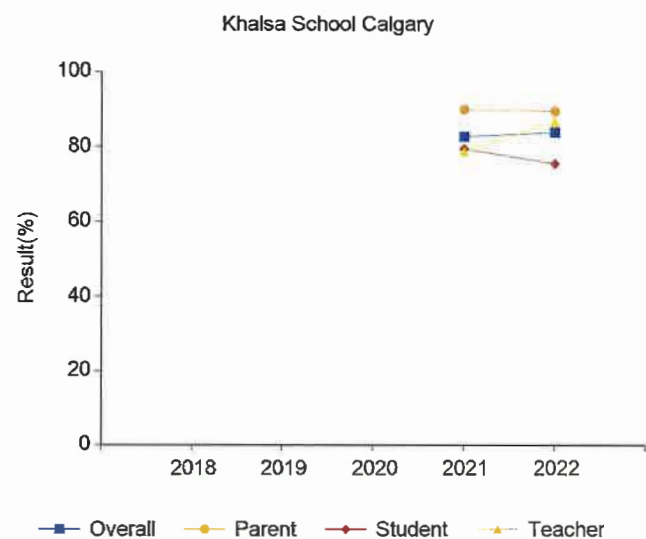
Khalsa School Calgary

Alberta

Legend: Overall, Parent, Student, Teacher

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Governance

C.1 Parental Involvement - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta								
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	91.0	49	94.0	52	97.0	50	90.3	39	88.7	Very High	Declined	Good	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	13	84.6	26	88.1	28	94.0	26	91.3	21	87.5	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	24	97.4	23	100.0	24	100.0	24	89.2	18	89.9	High	Declined	Acceptable	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Khalsa School Calgary

Alberta

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

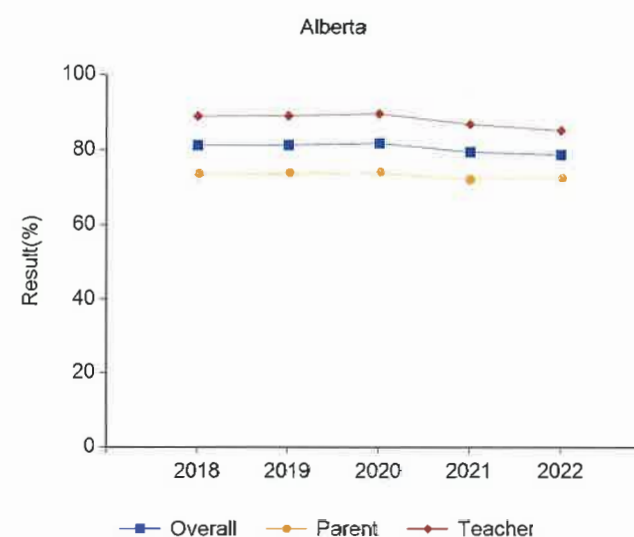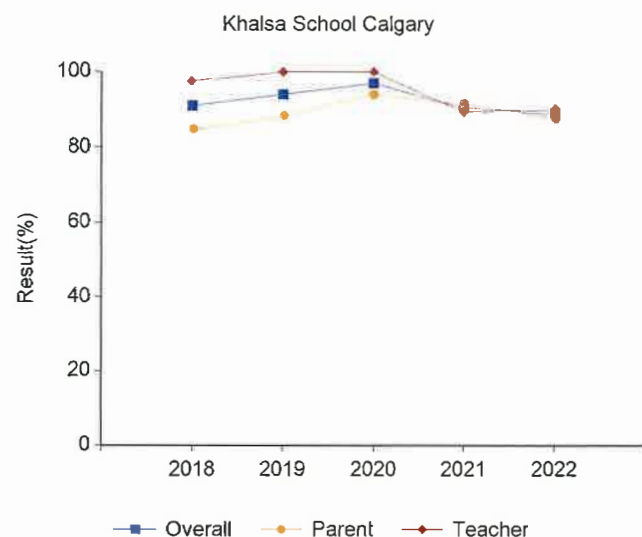## Provincial Outcomes, Performance Measures, Targets and Strategies
Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.7	97.6	N/A	N/A	*	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).	37.7	34.3	N/A	N/A	*	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. In Language Arts and Science, the percentage of students that received the standard of excellence nearly doubled. In math and Social, the number of students that achieved the acceptable standard and the standard of excellence remained consistent. It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 6.

It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 9. Our grade 9 students scored higher compared to the provincial results regarding both the acceptable standard and in those who achieved the standard of excellence. Compared to our school's results, we did see a significant drop in Social 9 and Math 9 in the percentage of students achieving standard of excellence. In English Language Arts, there was a marginal decrease in the percentage of students achieving both the acceptable standard and the standard of excellence. The percentage of students that received the acceptable standard in Math 9 dropped significantly as well. In Science, there was a marginal increase in the percentage of students achieving both the acceptable standard and the standard of excellence.

Our overall continued success could be due to 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. We must also take into account the disruptions in learning due to COVID.

Strategies

- Maintain the Reading Resource Program, providing direct reading support for students in grades 1 to 4.
- Hold small group sessions with an EA during class time
- Increase the use of websites/resources to aid student understanding
- Increase regular use of technology to enhance student learning.
- Provide teachers with multiple opportunities to further their learning in the areas of ESL, supporting struggling learners, vocabulary, and technology.
- Provide supervision coverage so that Div.2 students can receive additional supports at morning recess
- During study hall, a homeroom Teacher/EA can be assigned to focus on at-risk students

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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	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	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	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	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	88.8	89.6	83.1	77.5	90	Intermediate	Declined Significantly	Issue	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 Growth Mind set program being developed by the staff. In addition, numerous leadership opportunities are provided for our students in the form Student Council, student led announcements, and assemblies. Our Friday leadership assemblies 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:
- Consistency in long term absence policy
- Consistency in testing in learning instead of memorizing. Increase academic, higher level questioning, Tier 2 vocabulary, and expectations.

- Consistency in tracking and handling discipline issues
- Continue implementation of the Growth Mind Set 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
- Provide opportunities for our students to explore other cultures, schools, and community groups- video conferences, 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 to hold Education Week, including the 5th 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 and extracurricular activities
- Invite more inspirational and diverse speaker's/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, regular attendance, 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. The teachers are encouraged to weave indigenous ways of knowing into new curriculum classroom planning.

Strategies:

- Land Acknowledgement is a part of our daily routine. All staff is encouraged to update their website and include Land Acknowledgement

- We have FNMI committee with representations from all divisions, they provide support and guidance to teachers to Weave Indigenous Knowledge Systems in their everyday practice.
- We are currently working on having monthly theme from the Seven Sacred Teachings for Division 1 & 2.
- This year our Division 2 goal is to Integrate First Nation's culture and history into the classroom by exposing the students to the history of Indigenous people.
- We have literature and resources for all grade levels at our school library and we will keep it up to date as per our requirement.
- We will continue to provide professional development opportunities for all staff.
- Teachers from all three divisions are provided with the resources, websites and lesson plans based on Indigenous learnings.

*Last year Khalsa School Calgary won the First Infographic Poster Competition in entire Alberta. Student's posters can be viewed in https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/

** Elder Randy and Donna Ross spent a whole day at our school, presenting artefacts to the students and answering their questions.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
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.	85.5	89.1	88.2	81.5	75.7	90	Intermediate	Declined Significantly	Issue	90	90	90

Comments:

Results have shown significant decline in this area. This might be due to the limited number of option classes and skilled staff available during this time. Having more fine arts, career technology, and physical education exposure in diversified topics may help to engage learners. This decreased interest may be due to unavailability of choosing the option that they are most interested in, rather than being assigned by the teacher. Balancing options while still continuing to provide quality religious studies for Punjabi continues to be a challenge. Facility and space also continues to be a challenge due to ongoing construction in order to provide a wide variety of options.

Recommendations:

- Having more subject specific teachers to run the option classes in future and giving a flexibility to run it on various days
- Additional staff in PE and Option classes
- Having parent volunteers to aid in running some versatile option classes
- Allowing more student choice in what they would like learn
- Access to a green space, or taking weekly trips to Prairie Winds Park as an outdoor Ed option

- 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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.5	93.5	95.9	90.7	86.2	95	High	Declined Significantly	Issue	94	94	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.0	92.8	94.6	89.7	87.2	93	Intermediate	Declined Significantly	Issue	93	93	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	95.8	96.0	87.5	89.6	87.0	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. *(This measure is required for charter and private school authorities that do not have grades 10-12.)*	83.2	90.8	80.8	91.2	86.1	80	Very High	Maintained	Excellent	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.0	94.0	97.0	90.3	88.7	80	Very High	Declined	Good	85	85	85
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.	77.3	91.0	94.4	80.0	72.3	80	Intermediate	Declined Significantly	Issue	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

- 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 behavior and good citizenship and on a regular basis.

- Highlight Growth Mindset leaders in monthly newsletter and on bulletin boards around the school as well as promote the importance of maintaining a Growth Mindset in everyday interactions

- Educate students and parents on the resources that are available both within the school and in the community. Incorporate these resources in the monthly newsletter and PAC meetings.

- Continue to focus on building positive student-teacher relationships to enhance 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 and consistently model manners and respectful behavior

- Ensure that love, humility and respect is modeled by all adults who interact with our students

- Ensure that teachers are demonstrating consistent respect and manners when engaging with another teacher

- Offer parents the opportunity to provide their suggestions on how to improve safety within the school

- Implement grade-level "buddy programs" where positive peer role models and mentorship is highlighted

- Continue to improve the "Reflection/Meditation Room" and provide students a variety of different tasks to complete that encourage responsibility and kindness

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 (increased admin check ins)

- Create opportunities for parents and community members to experience and observe our teaching and learning environment by holding special invitation days. Encouraging parent volunteers to join in the classrooms.

- 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

- Invest into teacher professional development and education, allowing teachers more PD days and time to learn about the new curriculum and helpful resources

- Gurudwara visits and increase community connections to learn more about faith-based Sikh traditions

- Increase the number of field trips and immersive learning experiences on and off KSC campus

- Increase mental health resources as well as spaces for students to have calm down time. Have relevant role models come to speak with students often.

Strategies: Students are taught attitudes and behavior that will make them successful at work (Performance Measure 3)

- Incentives and rewards for students to promote excellence

- Teach social/ emotional skills school wide, in classrooms and in small groups (through Social Skills intervention provided by Student Services Coordinator)

- Inculcating positive attitudes and values in students through growth mindset training.

- Providing leadership opportunities to students (student councils etc.)

Strategies- Lifelong Learning:

- Integrate instruction on life skills into regular programming
- Invite more guest speakers to meet with our students; motivational speakers; speakers who can speak to their life journey
- Provide more "real world" opportunities and learning examples for our students; example: Open Minds/Calgary Campus; school extended trips or exchange programs; pen pal opportunities

- 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; inquiry-based learning opportunities
- Continue to develop our Learning Commons space and the resources available to both students and staff; Maker Space, plant center (UV light stand/microgreens); bulletin board for displaying student art and various projects
- Hold additional sessions for students to support them in their transition into high school; invite other schools in addition to Nelson Mandela to speak to the grade 9s about high school choices/options
- Continue to hold the Student Convention offering a wide variety of sessions
- Continue to maintain a high standard/expectations for work and study habits
- Create more opportunities for students to showcase their learning efforts to staff and students

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 meetings; additional communication by teachers to parents when PAC meetings are to be held

- Ensure the Khalsa School Calgary Facebook page is updated regularly

- Continue to send out monthly school newsletters and bi-monthly office newsletters

- Continue and increase Teacher/Parent communication via email/Google Classroom/Class DoJo, etc. to regularly inform parents of student learning and school events.

- 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; example internet safety, social media, bullying, mental health, extra-curricular activity opportunities

- Provide opportunities for parent feedback such as surveys or suggestion box

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

- Reduce the number of tests and quizzes

- Eliminate final exams for Div. 2

- Project based and inquiry based learning

- More outdoor activities

- Use the Class Craft program

- Purchase additional document cameras

- Use technology in class more often.

- Plan more hands on activities that appeal to the interests of the students - "Inquiry Based Learning Opportunities"

- Opportunities for homework help after school

Required Alberta Education Assurance Measures - Overall Summary
Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Assurance Domain	Measure	Khalsa School Calgary			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	87.1	87.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.5	83.1	89.2	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	95.2	n/a	97.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	43.5	n/a	34.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.2	89.7	93.7	89.0	89.6	90.3	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.9	82.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.7	90.3	95.5	78.8	79.5	81.5	Very High	Declined	Good

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 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

6. 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.

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Student Growth and Achievement	Student Learning Engagement	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Citizenship	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
	3-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	5-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	PAT: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	PAT: Excellence	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	Diploma: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
	Diploma: Excellence	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
Teaching & Leading	Education Quality	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Access to Supports and Services	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
Governance	Parental Involvement	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Achievement Evaluation

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

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

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

Notes:

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

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Alberta
Government

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

| Course | Measure | Khalsa School Calgary (ESL) | | | | | | | Alberta (ESL) | | | |
| | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	14	100.0	6	100.0	9,336	76.8	9,804	81.3
	Standard of Excellence	n/a	n/a	n/a	14	50.0	6	0.0	9,336	16.0	9,804	13.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	74.0	228	89.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	11.6	228	21.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	78.1	121	89.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	18.8	121	15.7
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	14	100.0	6	100.0	9,289	65.3	9,792	72.7
	Standard of Excellence	n/a	n/a	n/a	14	50.0	6	0.0	9,289	13.1	9,792	14.5
Science 6	Acceptable Standard	n/a	n/a	n/a	14	100.0	6	100.0	9,369	72.0	9,819	76.4
	Standard of Excellence	n/a	n/a	n/a	14	64.3	6	16.7	9,369	21.0	9,819	23.5
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	14	92.9	6	100.0	9,379	68.4	9,817	74.8
	Standard of Excellence	n/a	n/a	n/a	14	64.3	6	50.0	9,379	17.9	9,817	20.5
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	4,153	61.9	6,143	63.4
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	4,153	7.0	6,143	6.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	45.7	191	49.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	2.4	191	2.1
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	64.0	158	79.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	10.1	158	13.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	72.5	42	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	17.5	42	9.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	4,157	47.0	6,102	53.3
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	4,157	12.9	6,102	16.3
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	54.5	213	54.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	9.8	213	15.0
Science 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	3,141	55.8	6,163	66.0
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	3,141	13.7	6,163	18.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	52.3	167	61.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	2.8	167	6.0
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	4,434	54.5	6,151	59.6
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	4,434	12.6	6,151	14.1
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	64.1	163	57.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	11.7	163	12.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)

PAT Results Course Summary - By Number Writing

Province: Alberta (ESL)

		Khalsa School Calgary (ESL)		Alberta (ESL)	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
English Language Arts 6	Number Writing	14	6	8,310	8,931
	Acceptable Standard %	100.0	100.0	86.3	89.3
	Standard of Excellence %	50.0	0.0	17.9	15.1
French Language Arts 6 année	Number Writing	n/a	n/a	202	226
	Acceptable Standard %	n/a	n/a	78.7	90.3
	Standard of Excellence %	n/a	n/a	12.4	21.7
Français 6 année	Number Writing	n/a	n/a	121	119
	Acceptable Standard %	n/a	n/a	82.6	90.8
	Standard of Excellence %	n/a	n/a	19.8	16.0
Mathematics 6	Number Writing	14	6	8,321	8,986
	Acceptable Standard %	100.0	100.0	72.9	79.2
	Standard of Excellence %	50.0	0.0	14.6	15.8
Science 6	Number Writing	14	6	8,461	9,012
	Acceptable Standard %	100.0	100.0	79.8	83.2
	Standard of Excellence %	64.3	16.7	23.2	25.6
Social Studies 6	Number Writing	14	6	8,436	8,982
	Acceptable Standard %	92.9	100.0	76.1	81.8
	Standard of Excellence %	64.3	50.0	19.9	22.5
English Language Arts 9	Number Writing	3	n/a	3,319	5,268
	Acceptable Standard %	*	n/a	77.4	73.9
	Standard of Excellence %	*	n/a	8.7	8.0
K&E English Language Arts 9	Number Writing	n/a	n/a	106	154
	Acceptable Standard %	n/a	n/a	54.7	61.7
	Standard of Excellence %	n/a	n/a	2.8	2.6
French Language Arts 9 année	Number Writing	n/a	n/a	173	152
	Acceptable Standard %	n/a	n/a	69.9	82.2
	Standard of Excellence %	n/a	n/a	11.0	14.5
Français 9 année	Number Writing	n/a	n/a	38	40
	Acceptable Standard %	n/a	n/a	76.3	85.0
	Standard of Excellence %	n/a	n/a	18.4	10.0
Mathematics 9	Number Writing	3	n/a	3,449	5,367
	Acceptable Standard %	*	n/a	56.7	60.6
	Standard of Excellence %	*	n/a	15.6	18.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

Student Growth and Achievement (Grades K-9)

Alberta Government

PAT Results Course Summary - By Number Writing

Province: Alberta (ESL)

		Khalsa School Calgary (ESL)		Alberta (ESL)	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
K&E Mathematics 9	Number Writing	n/a	n/a	126	189
	Acceptable Standard %	n/a	n/a	61.9	60.8
	Standard of Excellence %	n/a	n/a	11.1	16.9
Science 9	Number Writing	3	n/a	2,375	5,389
	Acceptable Standard %	*	n/a	73.8	75.5
	Standard of Excellence %	*	n/a	18.1	20.7
K&E Science 9	Number Writing	n/a	n/a	89	148
	Acceptable Standard %	n/a	n/a	64.0	68.9
	Standard of Excellence %	n/a	n/a	3.4	6.8
Social Studies 9	Number Writing	3	n/a	3,730	5,363
	Acceptable Standard %	*	n/a	64.7	68.3
	Standard of Excellence %	*	n/a	15.0	16.2
K&E Social Studies 9	Number Writing	n/a	n/a	90	150
	Acceptable Standard %	n/a	n/a	73.3	62.7
	Standard of Excellence %	n/a	n/a	13.3	13.3

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

Student Growth and Achievement (Grades K-9)

Measure Evaluation Reference - Achievement Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Student Growth and Achievement (Grades K-9)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

Alberta Government

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	94.9	25.6	100.0	22.9	n/a	n/a	n/a	n/a	94.6	48.2		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	Authority	100.0	41.0	94.3	11.4	n/a	n/a	n/a	n/a	100.0	42.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	Authority	100.0	59.0	100.0	37.1	n/a	n/a	n/a	n/a	100.0	69.6		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	Authority	100.0	53.8	100.0	74.3	n/a	n/a	n/a	n/a	98.2	64.3		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	Authority	91.7	12.5	100.0	18.5	n/a	n/a	n/a	n/a	97.3	10.8		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	Authority	75.0	20.8	92.6	29.6	n/a	n/a	n/a	n/a	75.7	18.9		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	Authority	91.7	45.8	96.3	44.4	n/a	n/a	n/a	n/a	97.3	48.6		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	Authority	83.3	25.0	96.3	33.3	n/a	n/a	n/a	n/a	91.9	18.9		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
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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
When comparing to the previous school year, our grade 6 students maintained their high scores in most areas. In Language Arts and Science, the percentage of students that received the standard of excellence nearly doubled. In math and Social, the number of students that achieved the acceptable standard and the standard of excellence remained consistent. It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 6.

GRADE 9 TRENDS
It is noteworthy that we have exceeded the provincial results, in all of the subject areas in grade 9. Our grade 9 students scored higher compared to the provincial results in regards to both the acceptable standard and in those who achieved the standard of excellence. Compared to our school's results, we did see a significant drop in Social 9 and Math 9 in the percentage of students achieving standard of excellence. In English Language Arts, there was a marginal decrease in the percentage of students achieving both the acceptable standard and the standard of excellence. The percentage of students that received the acceptable standard in Math 9 dropped significantly as well. In Science, there was a marginal increase in the percentage of students achieving both the acceptable standard and the standard of excellence.

Plan for Implementation and Budget

Khalsa School Calgary has developed an ambitious and meticulously crafted plan for growth and expansion, aimed at meeting the diverse needs of stakeholders and providing unwavering support to its students. The plan emphasizes careful forethought, considering timelines, and creating opportunities for ongoing dialogue and feedback. Recognizing the power of community engagement, the school actively involves the community in informing and driving the implementation of the plan. As the school expands, it envisions growth in both size and impact, diligently working to transform its priorities into tangible reality. Additionally, the school remains committed to a continuous improvement process, leveraging the valuable insights from its annual education results report in the fall to shape the planning cycle in the spring.

In light of the new piloting of the Alberta curriculum, Khalsa School Calgary has devised a detailed plan for implementation. The school recognizes the importance of preparing teachers and ensuring their comfort with the new curriculum. To achieve this, the school will offer comprehensive teacher professional development opportunities. These opportunities will focus on equipping teachers with the necessary knowledge, skills, and resources to effectively implement the Alberta curriculum. The funding received as mentioned in the Khalsa School budget will be utilized to support these professional development initiatives.

The plan allocates specific resources from the budget to fund and implement the new curriculum. This includes procuring the required teaching materials, resources, and technology infrastructure necessary for successful curriculum delivery. The school will carefully consider the allocation of funds to ensure they are utilized effectively and efficiently.
To support the implementation process, Khalsa School Calgary will leverage technology integration. Teachers will be provided with access to online platforms, digital resources, and instructional technology tools that align with the Alberta curriculum. The school will prioritize training and support to ensure teachers can effectively integrate technology into their teaching practices.

Ongoing feedback and support will play a crucial role in the implementation plan. The school will establish a system for continuous dialogue and feedback among teachers, administrators, and stakeholders. Regular meetings, forums, and surveys will be conducted to gather input, address concerns, and provide support throughout the implementation process. This collaborative and supportive environment will encourage the sharing of best practices and lessons learned among the teaching community.

Khalsa School Calgary's commitment to continuous improvement will guide the implementation process. Regular monitoring and evaluation of the outcomes and impact of the new curriculum will take place. Feedback, data, and emerging needs will inform adjustments and refinements to the implementation strategy.

Khalsa School Calgary's plan of implementation encompasses comprehensive teacher professional development, effective resource allocation, technology integration, ongoing feedback and support, and a commitment to continuous improvement. Through the dedicated implementation of this plan, the school aims to successfully implement the new Alberta curriculum, ensuring that teachers are well-prepared and supported in providing an exceptional educational experience to its students.

Our Education Plan shall be:

Posted on the Khalsa School Calgary Website
Reviewed with and available to all staff
Reviewed with and distributed to Board
Members Reviewed with the Parent Advisory
Council
Available in "print copy" for parents and the public through the school office
Sent in "electronic copy" to Roberta Slobodian, Alberta Education, Field Services Consultant
Parents will be notified in the June 2023 newsletter that the report will be available at the office and on the website.

Private School Authority Code:	0207
School Code:	1383

BUDGET REPORT
for Accredited Funded Private Schools

FOR THE YEAR ENDING AUGUST 31, 2024

[Education Act, Section 29; Private Schools Regulation 127/2022]

Khalsa School Calgary Educational Foundation

Name of Private School and Legal Name of Organization Operating the Private School

Phone Number 403 293 7712 Fax Number 403 293 2245

Telephone and Fax Numbers

BOARD CHAIRPERSON / PRESIDENT

Gurjit Singh Sidhu

Name	Signature

HEAD OF SCHOOL / PRINCIPAL

Herpinder Gill

Name	Signature

SECRETARY-TREASURER OR TREASURER

Jatinder Singh

Name	Signature

Certified an accurate summary of the year's budget approved by the Board of Directors at its meeting held
May 23 2023

ALBERTA EDUCATION, Financial Reporting and Accountability
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: Anca.Oana@gov.ab.ca
PHONE: (780) 422-0312

Alberta Government

Private School Authority Code:	207
School Code:	1383

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Color coded cells:

	blue cells: require the input of data, if applicable to your operation
	dark grey cells: input not possible or applicable - protected
	clear cells: subtotals & totals - protected
	yellow cells: referenced - protected

In the following text box, please provide several very brief comments which will help the Financial Reporting and Accountability Branch to better understand your budget and to identify significant business and financial risks facing your school. Note that these brief comments should be consistent with your three year Education Plan submission and focus on anticipated material changes from the current year enrolment, staff, contracts, programs, projects, business and financial risks.

Budget Highlights and Assumptions:

This Budget is based on 546 students including 60 Kindergaren with 47.5 FTE staff of which 32 are certificated, 10 Non-Certifcated working with students and 5.5 for Office and System Admin; with a budgeted surplus of $158K.

All Contracts and service amounts are historical plus a rate of Inflation with a slight buffer built some of the categories for emergent or unexpected costs. Fees are also a major portion of funding for the school and it is provided by our parents.

Significant Business and Financial Risks:

The School is considering addition of eight classrooms (built from combining portables and plan is going to be opened in Sep 2023) is being funded entirely by Dashmesh Culture Centre (DCC). We are very thankful for the entire porject being funded by DCC through creation of mortgages in DCC's name. At present there is no pressure on the school to pay for the mortgage, until school brings its operotions into line, to create surpluses to be used by students for edcuation while the DCC will look after the mortgage.

Respectively Submitted by Ravinder Kaur Boparal, CPA CGA
Controller

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BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31
(in dollars)

	Budget 2023/2024	Projected 2022/2023	ACTUAL 2021/2022 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	$3,270,821	$2,751,983	$2,534,243
Alberta Education - Home Education	$0	$0	$0
Total Alberta Education Revenues	**$3,270,821**	**$2,751,983**	**$2,534,243**
Other Government of Alberta	$0	$0	$0
Federal Government and/or First Nations	$0	$0	$0
Other Alberta school authorities	$0	$0	$0
Instruction fees / Tuition fees	$54,000	$1,617,820	$1,242,570
Non-instructional fees (O&M, Transportation, Admin fees)	$1,780,150	$221,100	$188,283
Other sales and services	$0	$0	$18,539
Interest on Investments	$0	$5,000	$29,387
Gifts and donations	$0	$0	$437,660
Gross school generated funds	$51,450	$35,680	$36,147
Amortization of capital allocations (where applicable)	$994	$994	$994
Other (specify): Rentals	$15,000	$15,000	$60,683
TOTAL REVENUES $5,172,415	**$5,172,415**	**$4,647,577**	**$4,548,506**
EXPENSES			
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	$3,363,850	$3,229,551	$2,930,427
Certificated benefits and Non-certificated benefits (excluding Home Education)	$506,138	$451,432	$354,989
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	$1,021,167	$770,544	$835,373
Consulting / Management Fees	$0	$0	$0
Leases - Building	$0	$0	$0
Leases - Other	$12,150	$0	$10,983
Severe Disabilities / DSEPS	$0	$0	$0
Program Unit	$0	$0	$0
Home Education			
Certificated salaries	$0	$0	$0
Certificated benefits	$0	$0	$0
Non-certificated salaries and wages	$0	$0	$0
Non-certificated benefits	$0	$0	$0
Payment to parents of a home education student for the purchase of instructional materials	$0	$0	$0
Contracts	$0	$0	$0
Services and Supplies	$0	$0	$0
Gross school generated funds	$51,450	$35,680	$36,147
Capital and debt services			
Amortization of capital assets			
from restricted funds	$994	$994	$994
from unrestricted funds	$58,546	$50,462	$59,123
Total amortization of capital assets	**$59,540**	**$51,456**	**$60,117**
Interest on capital debt	$0	$0	$0
Other interest charges	$0	$0	$0
Losses (gains) on disposal of capital assets	$0	$0	$0
Other (specify):	$0	$0	$0
TOTAL EXPENSES $5,014,295	**$5,014,295**	**$4,538,663**	**$4,228,036**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**$158,120**	**$108,913**	**$320,470**
	$158,120		

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to *Section 29* of the *Education Act*; *Private Schools Regulation 127/2022, Section 20* or as restated.

BUDGETED STATEMENT OF OPERATIONS - Segment Disclosure for Alberta Education Grants
for the Year Ending August 31
(in dollars)

	Budget 2023/2024	Projected 2022/2023
REVENUES		
Alberta Education (excluding Home Education)	$3,270,821	$2,751,983
Alberta Education - Home Education	$0	$0
Total Alberta Education Revenues	**$3,270,821**	**$2,751,983**
Other (specify):		$0
TOTAL REVENUES	**$3,270,821**	**$2,751,983**
EXPENSES		
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	$3,004,982	$2,670,516
Certificated benefits and Non-certificated benefits (excluding Home Education)	$424,150	$379,440
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	$164,808	$191,784
Consulting / Management Fees	$0	$0
Leases - Building	$0	$0
Leases - Other	$12,150	$780
Severe Disabilities / DSEPS	$0	$0
Program Unit	$0	$0
Home Education		
Certificated salaries	$0	$0
Certificated benefits	$0	$0
Non-certificated salaries and wages	$0	$0
Non-certificated benefits	$0	$0
Payment to parents of a home education student for the purchase of instructional materials	$0	$0
Contracts	$0	$0
Services and Supplies	$0	$0
Other (specify):		
Other (specify):		
TOTAL EXPENSES	**$3,606,090**	**$3,242,519**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**($335,269)**	**($490,537)**

BUDGETED STATEMENT OF CHANGES IN NET ASSETS
for the Year Ending August 31, 2024
(in dollars)

	(1) TOTAL NET ASSETS (Columns 2+3+4)	(2) INVESTMENT IN CAPITAL ASSETS	(3) UNRESTRICTED NET ASSETS (+, -)	(4) TOTAL RESTRICTED NET ASSETS (Columns 5 to 6)	(5) RESTRICTED OPERATING RESERVES Grades ECS to 12	(5) RESTRICTED OPERATING RESERVES External Services	(6) RESTRICTED CAPITAL RESERVES Grades ECS to 12	(6) RESTRICTED CAPITAL RESERVES External Services
Balances per AFS at August 31, 2022	$3,419,647	$413,485	$3,006,162	$0	$0	$0	$0	$0
2022 / 2023 Estimated adjustments to:								
Projected surplus(deficit)	$108,913		$108,913					
Est. Capital asset acquisitions (less financed and/or capital contributions amount)		$0	$0	$0	$0	$0	$0	$0
Est. Donations of non-amortizable assets	$0	$0						
Est. Amortization of capital assets (expense) *		($51,456)	$51,456					
Est. Amortization of capital allocations (revenue) ** (where applicable)		$994	($994)					
Est. net book value of the disposal of capital assets		$0	$0	$0	$0	$0	$0	$0
Est. Debt principal payments ***		$0	$0					
Est. Reserve transfers	$0	$0	$0	$0	$0	$0	$0	$0
Other Est. transfers (specify):	$0	$0	$0	$0	$0	$0	$0	$0
Estimated Balances at August 31, 2023	$3,528,561	$363,023	$3,165,538	$0	$0	$0	$0	$0
2023 / 2024 Estimates for:								
Budgeted Surplus(deficit) of revenues over expenses	$158,120		$158,120					
Est. Capital asset acquisitions (less financed and/or capital contributions amount)		$10,000	($10,000)	$0	$0	$0	$0	$0
Est. Donations of non-amortizable assets	$0	$0						
Est. Amortization of capital assets (expense) *		($59,540)	$59,540					
Est. Amortization of capital allocations (revenue) ** (where applicable)		$994	($994)					
Est. net book value of the disposal of capital assets		$0	$0	$0	$0	$0	$0	$0
Est. Debt principal payments ***		$0	$0					
Est. Reserve transfers	$0	$0	$0	$0	$0	$0	$0	$0
Other Est. transfers (specify):	$0	$0	$0	$0	$0	$0	$0	$0
Estimated Balances for August 31, 2024	$3,686,681	$314,477	$3,372,204	$0	$0	$0	$0	$0
	$3,686,681							

Notes:

* Amortization of Capital Assets expense decreases the Investment in Capital Assets and increases Unrestricted Net Assets.

** Amortization of Capital Allocations revenue increases the Investment in Capital Assets and decreases Unrestricted Net Assets.

*** Principal payments increase Investment in Capital Assets and decrease Unrestricted Net Assets as the outstanding capital debt is paid down.

Private School Authority Code: **0207**
School Code: **1083**

REVENUES	TOTAL	Home Education and Shared Responsibility	ECS - Early Childhood Services (Excluding PUF Moderate Language Grant Code 48)	PUF Moderate Language Grant Code 48 only	Instruction (Grades 1 to 12)	Operations and Maintenance of Schools	Transportation (Grades 1 to 12)	System Administration	External Services
Alberta Education allocations									
(1) ECS Base Instruction	$196,062		$196,062						
(2) Grades 1 to 9 Base Instruction	$2,061,835				$2,061,835				
(3) Grades 10 to 12 Base Instruction	$0				$0				
Distance Education:									
(4) Grades 1 to 9 Full Program (Primary Registration)	$0				$0				
(5) Grades 10 to 12 Full-Time (Primary Registration)	$0				$0				
(6) Grades 10 to 12 Part-Time (Primary Registration)	$0				$0				
(7) Grades 1 to 12 Part-Time (Non-Primary Registration)	$0				$0				
(8) Home Education Kindergarten	$0	$0			$0				
(9) Home Education and Shared Responsibility	$0	$0			$0				
(10) Distance /Online Education (Home Education)	$0	$0			$0				
(11) Education Program in an Institution	$0				$0				
(12) ECS Program Unit (PUF) (Code 41 to 46, Code 47)	$55,279		$55,279						
(13) ECS Program Unit (PUF) (Code 48 only)	$44,836			$44,836					
(14) Operations and Maintenance Grant	$287,514		$0		$0	$287,514			
(15) Transportation Funding	$0		$0				$0		
(16) System Administration	$0		$0		$0			$0	
(17) Other - Alberta Education	$625,295	$0	$0		$323,567	$0	$160,982	$140,746	
(18) **TOTAL Alberta Education Allocations**	$3,270,821	$0	$251,341	$44,836	$2,385,402	$287,514	$160,982	$140,746	
(19) Other Government of Alberta	$0	$0	$0		$0	$0	$0	$0	$0
(20) Federal Government and /or First Nations	$0	$0	$0		$0	$0	$0	$0	$0
(21) Other Alberta school authorities	$0	$0	$0		$0	$0	$0	$0	$0
(22) Instruction fees / tuition fees	$54,000	$0	$5,100		$48,900				$0
(23) Non - Instructional fees (O&M, Transportation, Admin)	$1,780,150	$0	$175,250		$1,604,900	$0	$0	$0	$0
(24) Other sales and services	$0	$0	$0		$0	$0	$0	$0	$0
(25) Interest on investments	$0	$0	$0		$0	$0	$0	$0	$0
(26) Gifts and donations	$0	$0	$0		$0	$0	$0	$0	$0
(27) Gross school generated funds	$51,450	$0	$6,400		$45,050	$0	$0	$0	$0
(28) Amortization of capital allocations (where applicable)	$994	$0	$0		$0	$994	$0	$0	$0
(29) Other (specify): Rentals	$15,000	$0	$0		$0	$0	$0	$15,000	$0
TOTAL REVENUES $5,172,415	$5,172,415	$0	$438,091	$44,836	$4,084,252	$288,508	$160,982	$155,746	$0

EXPENSES	TOTAL								
(30) Certificated salaries	$2,566,541	$0	$188,157	$0	$2,183,017			$195,367	$0
(31) Certificated benefits	$364,125	$0	$31,692	$0	$308,843			$23,590	$0
(32) Non-certificated salaries and wages	$797,309	$0	$0	$0	$602,116	$45,219	$0	$149,974	$0
(33) Non-certificated benefits	$142,013	$0	$0	$0	$115,307	$8,805	$0	$17,901	$0
(34) **SUB - TOTAL** $3,869,987	$3,869,987	$0	$219,849	$0	$3,209,283	$54,024	$0	$386,832	$0
(35) Services, Contracts & Supplies - other than Consulting / Management Fees, and Leases	$1,021,167	$0	$50,000	$0	$194,808	$194,808	$271,011	$310,540	$0
(36) Consulting / Management Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0
(37) Leases - Building	$0	$0	$0	$0	$0	$0	$0	$0	$0
(38) Leases - Other	$12,150	$0	$0	$0	$0	$12,150	$0	$0	$0
(39) Severe Disabilities / DSEPS	$0				$0				
(40) ECS (PUF) Program Unit (Code 41 to 46, Code 47)	$0		$0						
(41) ECS (PUF) Program Unit (Code 48 only)	$0			$0					
(42) Gross school generated funds	$51,450	$0	$6,400		$45,050	$0	$0	$0	$0
Capital and debt services									
(43) Amortization of capital assets from restricted funds	$994	$0	$0		$0	$994	$0	$0	$0
(44) Amortization of capital assets from unrestricted funds	$58,546	$0	$4,640	$0	$38,666	$12,147	$0	$3,093	$0
(45) Interest on capital debt	$0	$0	$0	$0	$0	$0	$0	$0	$0
(46) Other interest charges	$0	$0	$0	$0	$0	$0	$0	$0	$0
(47) Losses (gains) on disposal of capital assets	$0	$0	$0	$0	$0	$0	$0	$0	$0
(48) Other (specify):	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENSES $5,014,295	$5,014,295	$0	$280,889	$0	$3,487,807	$274,124	$271,011	$700,464	$0
Surplus(deficit) of revenues over expenses	$158,120	$0	$157,202	$44,836	$596,445	$14,384	($110,029)	($544,718)	$0

$158,120

Classification: Protected A

SCHEDULE B to the BR
STUDENT STATISTICS (Head Count)

	Budgeted Enrolment 2023/2024	Projected Enrolment 2022/2023	Actual Enrolment 2021/2022
Eligible Funded Grades 1 to 12 Students:			
Grades 1 to 9	486.00	437.00	434.00
Grades 10 to 12	-	-	-
Total Eligible funded Grades 1 to 12 Students	486.00	437.00	434.00
Heritage Language School	-	-	-
Home Education Kindergarten	-		
Home Education and Shared Responsibility	-	-	-
Distance /Online Education (Home Education)	-	-	-
Ineligible (non-funded) Students:			
First Nations	-	-	-
Other	-	-	-
Total (non-funded) Students	-	-	-
OF THE TOTAL ELIGIBLE FUNDED GRADES 1 TO 12 STUDENTS:			
Distance Education (Primary Registration):			
Grades 1 to 9 (Full Program)	-	-	-
Grades 10 to 12	-	-	-
Distance Education Non-Primary Registration	-	-	-
Summer School	-	-	-
Severe Disabilities	2.00	-	-
DSEPS	-	-	-
First Nations, Metis, and Inuit	-	-	-
English as an Additional Language	212.00	190.00	257.00
Transportation	200.00		
ECS			
Total Eligible Funded ECS Children (Base Instruction)	60.00	42.00	62.00
Enter Regular ECS Program Hours only	1,000.00	1,000.00	1,000.00
Total Ineligible (non-funded) ECS Children	-	-	-
OF THE TOTAL ELIGIBLE FUNDED ECS CHILDREN:			
Program Unit (PU):			
Code (41 to 46)			
Half Day (Minimum of 300 hours, 400 hours, 475 hours)	-	-	-
Full Day (Minimum of 800 Hours)	1.00	2.00	3.00
Code 47			
Half Day (Minimum of 300 hours, 400 hours, 475 hours)	-	-	-
Full Day (Minimum of 800 Hours)	-	-	-
PU Moderate Language Delay:			
Code 48 (Minimum of 300 hours, 400 hours, 475 hours)	-	-	-
Mild/Moderate Disabilities/Delays, Gifted and Talented	25.00	5.00	16.00
English as an Additional Language (EAL)	59.00	42.00	58.00
Transportation	60.00	42.00	62.00

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SCHEDULE C to the BR
STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL

	Budgeted 2023/2024	Projected 2022/2023	Actual 2021/2022	
CERTIFICATED STAFF				
School based	32.00	29.00	29.06	Teacher certification required for performing functions at the school level.
Non-School based	0.00	0.00	0.00	Teacher certification required for performing functions at the system/central office level.
Home education program	0.00	0.00	0.00	Teacher certification required to conduct at least 2 evaluations of the progress of the home education student.
Total Certificated Staff FTE	**32.00**	**29.00**	**29.06**	**FTE for personnel possessing a valid Alberta teaching certificate or equivalency.**
NON-CERTIFICATED STAFF				
Instructional (excluding Educational Assistants	6.00	9.00	5.81	Personnel providing instruction support for schools under "Instruction" program areas other than Educational Assistants.
Instructional Educational Assistants	4.00	5.00	1.73	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction.
Non-instructional	5.50	0.00	5.00	Personnel in Transportation, Board & System Admin., O&M areas.
Home education program	0.00	0.00	0.00	Personnel performing functions for home education program.
Total Non-Certificated Staff FTE	**15.50**	**14.00**	**12.55**	**FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.**
CONTRACTS				
School based (certificated teachers)	0.00	0.00	0.00	Teacher certification required for performing functions at the school level.
Non-School based (certificated)	0.00	0.00	0.00	Teacher certification required for performing functions at the system/central office level.
Home education (certificated teachers)	0.00	0.00	0.00	Teacher certification required to conduct at least 2 evaluations of the progress of the home education student.
Non-certificated Staff	0.00	0.00	0.00	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Educational Assistants	0.00	0.00	0.00	
Total Contracted FTE	**0.00**	**0.00**	**0.00**	