Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation
Annual Education Results Report 2022-2023

Accountability Statement

The Annual Education Results Report for Khalsa School Calgary Educational Foundation commencing September 5, 2023 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 Annual Education Results Report for the academic year of 2022-2023.

Signature of Khalsa School Calgary Board Chair (Mr. Gurjit 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 November 20 , 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 seventy-eight students in grades K–9, thirty-three certified teachers, and nineteen 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 (September 2023), a new field (currently under construction), 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
- Partnership with NSTEP cultivating lifelong healthy habits.
- Partnership with Punjabi Community Health Services (PCHS)
- Implementation of STEM program

Foundation Statements

OUR MISSION

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

OUR CORE VALUES

MEDITATE(Naam Japo)
Achieving and sustaining a positive outlook of the creator through a balance between the mind, body and soul.

HONEST LIVING (KIRT KARO)
Earning your livelihood through honest means and hard work.

SHARING (VANDD SHAKO)
Volunteering your time, knowledge and earnings with those in need.

OUR GOALS

During our review of the Accountability Pillar Results and refection upon our accomplishments and areas in need of growth and improvement, we have identified the following goals to guide our educational journey in 2022-2023 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.

Issues, Trends and Noteworthy Events

Champions of the Mission, Values and Principles

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

Excellence in Sikhism and Excellence in Education

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

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

Assimilation and Assuming Leadership

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

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

Technology

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

Students use a variety of Chromebook carts, laptop carts, and tablet carts in the classroom and in the Learning Commons area. Students can utilize Osmos and robots in the Learning Commons during their allocated library and computer class time. Technology, in our opinion, can greatly improve education and enhance learning.

Professional Development

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

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

During the monthly meetings of the Parent Advisory Council, our staff also uses the knowledge acquired during professional development courses to instruct and inform our parents.

Our Annual Education Results Report 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
Reviewed with parents during the Annual General Meeting (AGM) in December 2023
Parents will be notified in the January 2024 newsletter that the report will be available at the office and on the website

Required Alberta Education Assurance Measures - Overall Summary
Spring 2023

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	72.8	78.5	77 1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86 1	86 0	n/a	n/a	n/a
	PAT Acceptable	n/a	98.5	n/a	n/a	65 8	n/a	n/a	n/a	n/a
	PAT Excellence	n/a	52.9	n/a	n/a	15 2	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	59 0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	10.8	n/a	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. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

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

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

Spring 2023

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2003/2004 to 2005/2006	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2015/2016 to 2017/2018	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2015/2016 to 2017/2018	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Oct 07, 2022
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Oct 07, 2022
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2013/2014 to 2015/2016	Aug 31, 2022
	Diploma: Excellence	2022/2023	2021/2022	n/a	2013/2014 to 2015/2016	Aug 31, 2022
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2003/2004 to 2005/2006	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2003/2004 to 2005/2006	Apr 24, 2023

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Alberta
Government

Spring 2023

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

Spring 2023

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
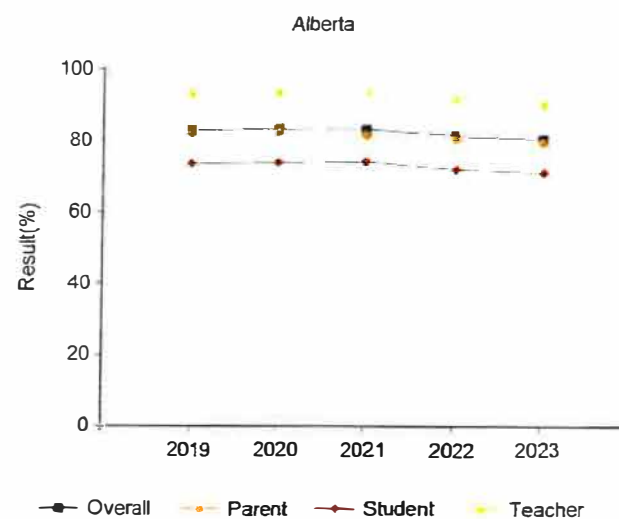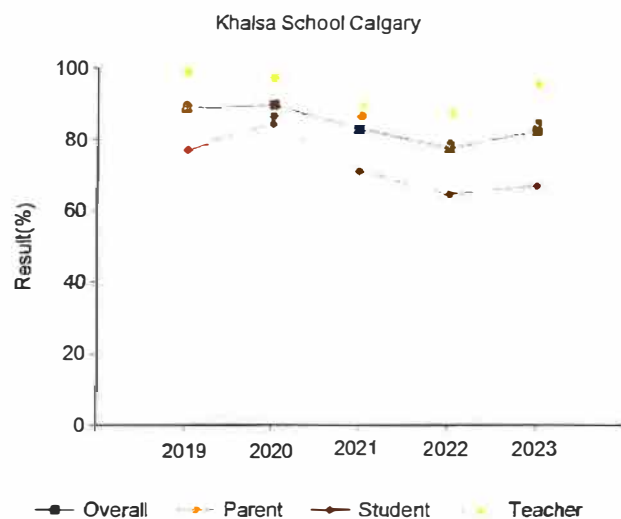
Alberta
Government

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	253	88.8	283	89.6	257	83.1	311	77.5	300	82.5	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	27	89.6	29	86.7	26	87.3	21	79.0	20	84.7	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	203	77.8	230	84.5	207	71.2	272	64.7	251	67.1	Intermediate	Declined	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	23	99.1	24	97.5	24	90.8	18	88.6	29	95.8	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Khalsa School Calgary

● Overall   ● Parent   ● Student   ● Teacher

Alberta

● 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.

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

Alberta
Government

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													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	257	87.5	311	87.1	300	88.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	26	92.3	21	95.2	20	95.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	207	74.3	272	73.5	251	72.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	24	95.8	18	92.5	29	98.9	n/a	Improved	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1
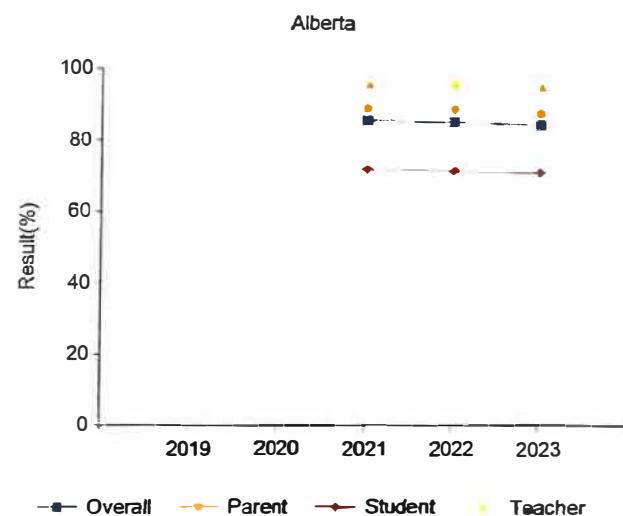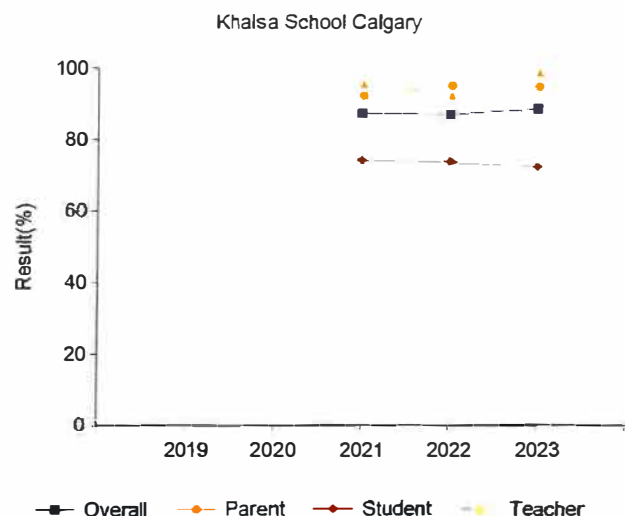
Khalsa School Calgary

Alberta

Notes:

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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.
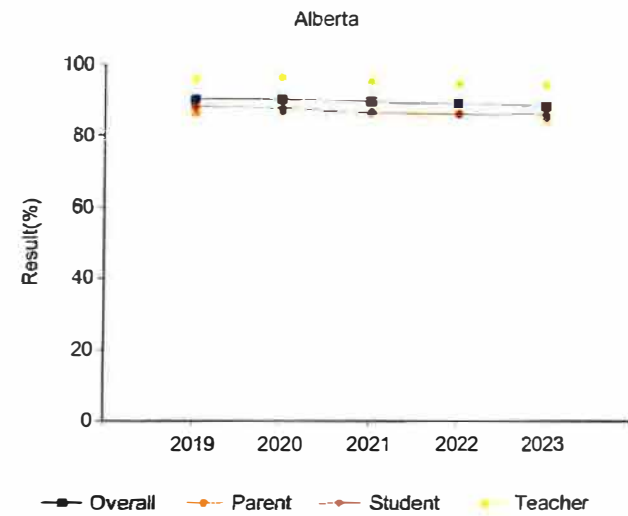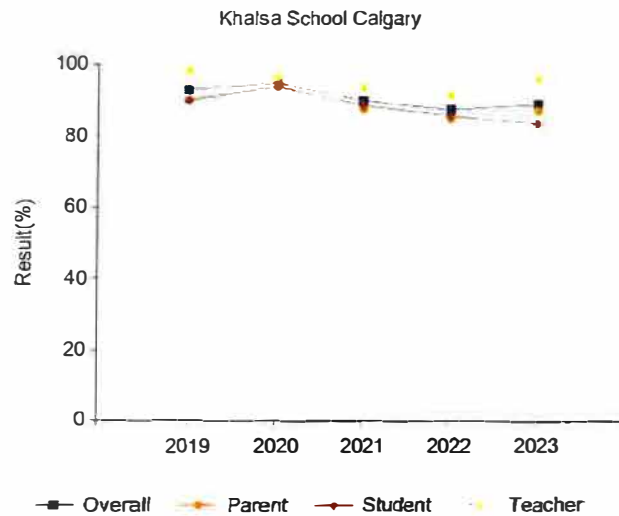
Teaching & Leading

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 | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	253	92.8	283	94.6	255	89.7	312	87.2	300	88.6	High	Maintained	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	27	90.0	29	93.7	26	87.2	21	84.6	20	86.7	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	203	89.8	230	93.6	205	88.4	273	85.5	251	83.2	Low	Declined Significantly	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	23	98.6	24	96.5	24	93.6	18	91.5	29	96.0	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Khalsa School Calgary

Alberta

Notes:

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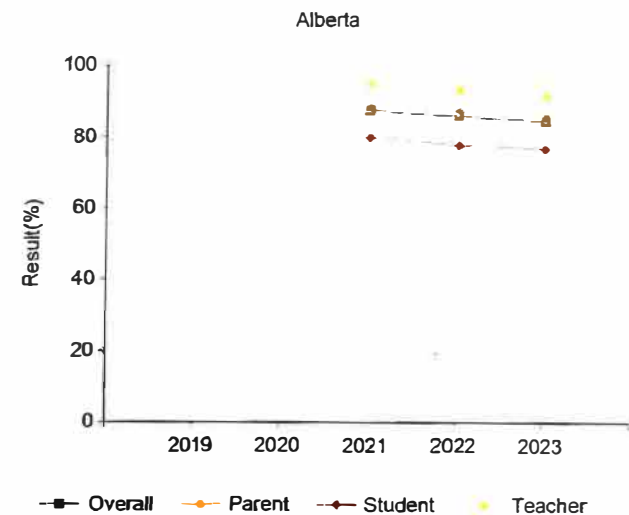
Learning Supports

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								
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	257	87.9	312	82.0	300	84.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86 1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	26	90.1	21	84.5	20	83.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88 2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	207	79.5	273	70.9	251	73 8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77 7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	24	94.0	18	90 5	29	96 5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95 3	30,968	93.6	32,350	92 0

Khalsa School Calgary

Overall · Parent · Student · Teacher

Alberta

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.
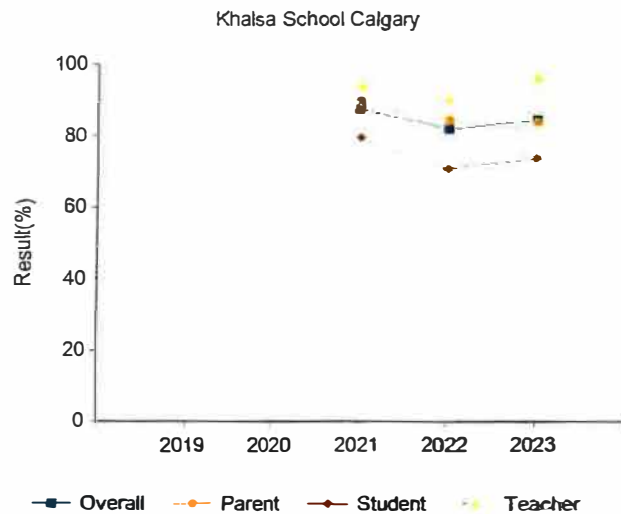
Learning Supports

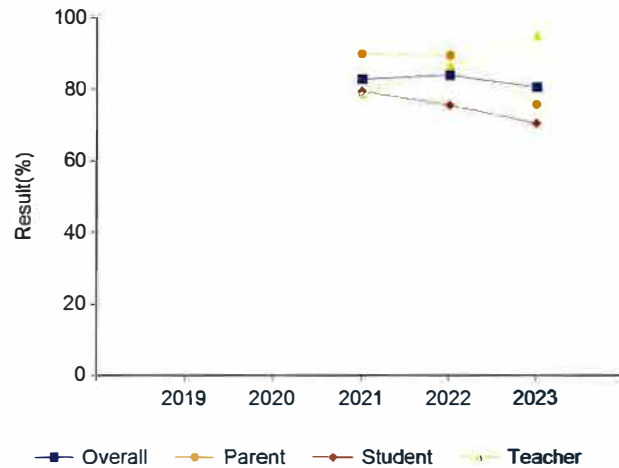## H.1 Access to Supports and Services - Measure History

### Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary															Alberta										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	257	82.8	311	83.9	300	80.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	26	89.9	21	89.5	20	75.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	207	79.5	272	75.5	251	70.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	24	78.8	18	86.7	29	95.1	n/a	Improved	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Khalsa School Calgary
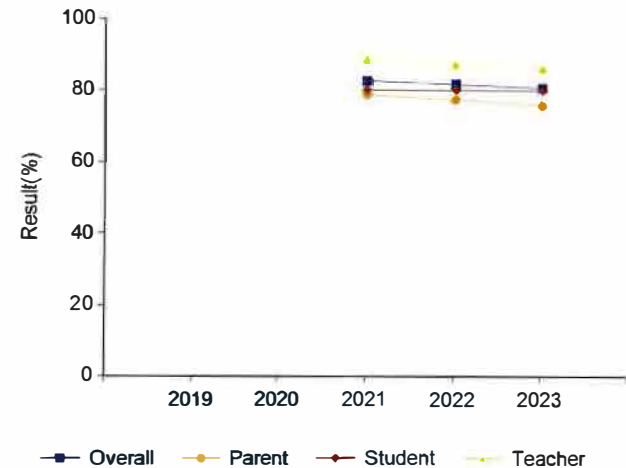
Alberta

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.

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	49	94.0	52	97.0	50	90.3	39	88.7	49	85.9	Very High	Declined	Good	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	26	88.1	28	94.0	26	91.3	21	87.5	20	75.3	Very High	Declined	Good	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	23	100.0	24	100.0	24	89.2	18	89.9	29	96.5	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7
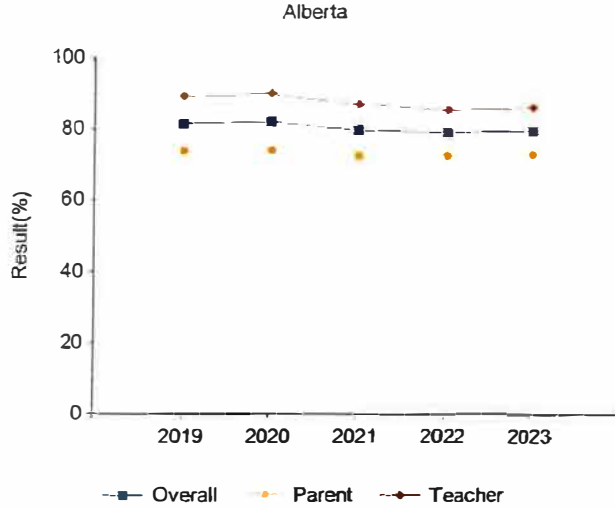
Khalsa School Calgary

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.

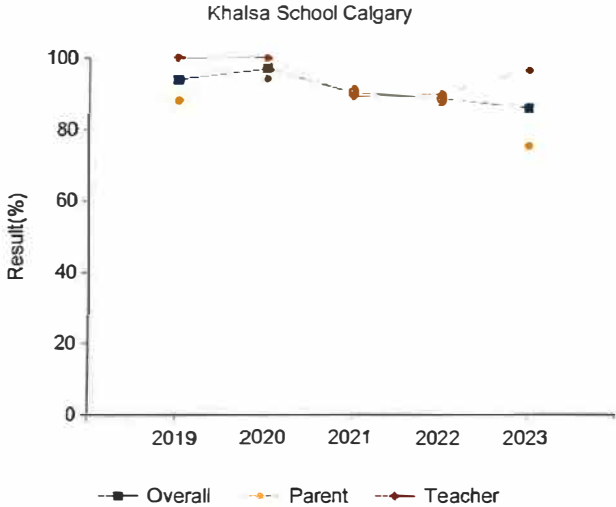# Provincial Outcomes, Performance Measures, Targets and Strategies
Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2019	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2024	2025	2026
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	97.6	N/A	N/A	*	95.2	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).	34.3	N/A	N/A	*	43.5	32	Very High	Maintained	Excellent	35	35	35

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. 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, earning an Intermediate. In Language Arts, we dropped slightly, achieving a High standard, and we maintained a Very High in Math and Science.

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.

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		
	2018	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2023	2024	2025
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		
	2019	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2023	2024	2025
Citizenship- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.8	89.6	83.1	77.5	82.5	90	Very High	Maintained	Excellent	90	90	90

Comment on Results:

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

In acknowledging these results, we believe that there were a number of contributing factors and we must look to the future with a purposeful plan for improvement. We will continue to develop character education and work to have a daily implementation of The Growth Mind set program being developed by the staff. Developing a binder of Growth Mindset activities for each classroom would provide structure and consistency to the program. In addition, numerous leadership opportunities are provided for our students in the form of Student Council, student-led announcements, running a student-led Environment Club, helping in the Learning Commons, participating in reading buddies, and assemblies. It would be beneficial to bring back the hobby clubs led by the students and supervised by the teachers. 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. We will continue the reflection room which emphasizes the importance of discipline and regulating choices by students instead of using it as a penalty for

non-completion of work. 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- Trickster Art residency, 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 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 through the PAC meetings held every month.
- Provide parents an opportunity to give constructive ideas and feedback to improve students' performance in the form of a suggestion box
- Direct instruction, inviting guest speakers, 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 to the society through meaningful activities
- Model community activism to inspire students to get involved through seva at the Gurudwara where teachers model the same as well

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 volunteer 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 and a webcast such as "Cecil News"
- Student council elections to be held annually
- 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

Comments 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 will be encouraged to update their website and include Land Acknowledgement
- We will have FNMI committee with representations from all divisions, they will provide support and guidance to teachers to Weave Indigenous Knowledge Systems in their everyday practice.
- We will be 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 creating awareness among the students towards the history of Indigenous people.
- We will work on gathering 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 will be provided with the resources, websites and lesson plans based on Indigenous learnings which is our little step towards the reconciliation.
- Inviting Elders at least twice in academic school year for their guidance and Teachings.
- Brainstorm and bring in potential residency programs related to FNMI education for the students.

Achievements:

1. Khalsa School Calgary won the First place in Orange Shirt Day Infographic Poster Competition in entire Alberta. (Calgary Regional Consortium was contacted by the organizers to award the prize to our school year 2021-2022)
   Student's posters can be viewed in **Empowering the spirit website** under the **TEACHING TOOLS FOR THE CLASSROOM:**
   https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/

2. Our students got an opportunity to meet the panel of elders and ask them questions about their experiences at the Residential School, and the students were fortunate to share in the legacy of residential schools (2022-2023). Responses were shared by Elder Betty Letendre.
   Interviews with Elders: Betty Letendre October 2022 (Orange Shirt Day) can be found at:
   Empowering the Spirit website under the **TEACHIMG TOOLS FOR THE CLASSROOM:**
   https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/

   YouTube Link for interviews:
   https://youtu.be/3ACry_uCOaw

- This video is best suited for a grade 7-12 audience. Some responses contain mature subject matter and reference mistreatment of children. Viewer discretion is advised.
- Teachers are advised to preview this video before classroom use and follow the viewing with a classroom discussion using the Talking Circle learning guide and/or Closing Circle learning guide for support.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2025	2026
Program of Studies-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.	89.1	88.2	81.5	75.7	79.6	85	High	Maintained	Good	85	85	85

Comments:

Results have shown that we have gone up by 4% in this area. Last year, the students got the opportunity to choose different options, however, not everyone got their first preference due to lack of enough staff to provide a diverse learning opportunity for options. This year most students got their preferred first and or second options either in term one or term 2. And we have increased the number of people giving more attractive options (people from div 2). Moreover, we have created a good list of options for each grade level this year. This year students are getting a highly demanded option for coding and STEM, and certainly that will increase the engagement level for students. Having more fine arts, career technology, and physical education exposure in diversified topics may help to engage learners. 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 would help to do better in this area.
- Having qualified parent volunteers to aid in running some versatile option classes
- Allowing more student choice in what they would like learn -we have done this year
- Access to a green space, or taking weekly trips to Prairie Winds Park as an outdoor Ed option - hoping for the green space to be completed by the end of this year for student access.
- 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 - for robotics, coding, and computer applications, data analysis.
- Incorporate more technology and project based learning in all classes
- Continue and expand on the student-led clubs for all divisions. Suggestions include:

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

- advertise part time coaching positions for sports to enhance the sports interest in students.

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

Performance Measure	Results (in percentages)					Target 2023	Evaluation			Targets		
	2019	2020	2021	2022	2023	2023	Achievement	Improvement	Overall	2024	2022	2026
Safe and Caring-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.	93.5	95.9	90.7	86.2	86.8	95	High	Declined	Acceptable	95	95	95
Education Quality-Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	94.6	89.7	87.2	88.6	93	High	Maintained	Good	93	93	93
Work Preparation-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.	96.0	87.5	89.6	87.0	93.8	95	Very High	Improved	Excellent	95	95	95
Lifelong Learning-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.)	90.8	80.8	91.2	86.1	85.8	80	Very High	Maintained	Excellent	85	85	85
Learning Supports-The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	N/A	N/A	82.8	83.9	80.5	85	N/A	Declined	N/A	85	85	85
Governance-Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.0	97.0	90.3	88.7	85.9	80	Very High	Declined	Good	85	85	85
School Improvement-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.	91.0	94.4	80.0	72.3	74.0	80	Intermediate	Declined Significantly	Issue	85	85	85

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

- Provide Social skills groups and 1-1 guidance counseling for students
- Review student discipline policy.
- Create a safe and caring environment committee for teachers to help provide support to students. (bring in guest speakers, bring support, provide PD sessions to staff)
- Speak more about mental health and bullying with the students to help break the stigma.
- Setting clear boundaries and behavioral expectations with consequences.
- Provide targeted training for educational assistants on how to support behavioral students.
- Provide Non-Violent Crisis Intervention training.
- Examine school culture and character building programs to ensure a positive impact on students and staff

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

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

- Develop a public relations strategy that highlights Khalsa School Calgary success and accomplishments.
- Increase teacher involvement at PAC meetings.
- Have a teacher representative from each division present at all board meetings to advocate for teachers at a more personal level
- 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
- Increase division wide teacher collaboration for PD's in order to share a wider vision of education for all students
- 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.
- Discuss and make changes to the current method of punishment (i.e. lunch recess detention time)

Student Recommendations – Quality of Education:

- Reduce amount of homework and give more time for assignments

- Teachers to increase communication of homework assignments and test dates that are being given, so as to have less overlap and more time to focus on each topic

- Reduce the number of tests and quizzes

- Teachers to use more projects as summative assessments for students

- Eliminate final exams for Div. 2

- More outdoor activities, use the Class Craft program

- Increase available space to incorporate more hands on learning. Make spaces available for teachers to sign up for their class and make time for small group work or collaborative project based learning

- Purchase additional document cameras

- Use technology in class more often.

- Purchase better technology for the classrooms, including Chromebook for each class, a small group set of tablets, better smart boards

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

- Opportunities for homework help after school

- hire an in house tutor to run a KSC specific afterschool program for extra help

Strategies:

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

Collaboration:

- Establishing mentorship programs where older students mentor younger students, providing guidance and support. (e.g. reading buddies, group projects, Principal for a day, Teacher for a period)

Conflict Resolution Training:

Providing students with tools and strategies for effective conflict resolution, promoting a positive and inclusive school culture. This can start from KG (e.g.: rock paper scissors to take turns, teach them about big problems, small problems)

Time Management:

Providing explicit expectations for task and time management, and fostering a sense of accountability (on agendas or digital tools). At the same time, implementing regular reflection sessions where students can assess how they are managing their time, identify challenges, and strategize for improvement.

Organization:

Encouraging the use of planners or digital tools to help students organize their assignments, deadlines, and extracurricular activities. Teach students about priorities by emphasizing the importance of time management, goal setting, and decision-making, guiding them to discern between urgent and important tasks to enhance overall productivity and success.

Cultivating a Positive Learning Environment Around Mistakes:

Encourage students in school by emphasizing that making mistakes is a natural part of learning and growth, fostering resilience, and providing opportunities for reflection and improvement (e.g. present or write how making a mistake taught them a life lesson).

Oral and written communication: Mastering the art of oral presentation from the very beginning (eg: starting Show and Tell in KG; later, presentations in class and during assembly, parliamentary debates etc.)

Health and Wellness Programs: Implementing comprehensive health and wellness programs that address physical, mental, and emotional well-being.

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

- Increase opportunities for students to showcase their learning through student-led conferences, whole school exhibitions with community members etc.

- Provide acceleration and/or enrichment strategies to challenge our brilliant students. Give them the opportunities to learn at a faster pace and have access to richer curricular contents and learning activities.

- Look into a scholarship program for outstanding students.

- Recognize outstanding past graduates through Wall of Fame to inspire current students to actively work towards achieving their aspirations and goals.

- Collaborate with high school's/ CTS facilities/ post-secondary institutes etc. to give students a glimpse into potential career fields and to develop knowledge, skills and attitude necessary for the workplace.

- Continue to provide career and academic counseling.

- Provide learning opportunities to develop career and technology-related skills.

- Improve communication regarding post-secondary opportunities to students and parents. Holding academic and career fairs at the Gurudwara/ school.

- Offer a broader range of choice for electives and offer career-focused/ interest based electives to middle school students.

- Provide opportunities/ programs to develop students' soft skills.

Learning Supports available to teachers, parents and students:

For Students:
- One-on-one support sessions provided by five Educational Assistants, occurring 3-4 times a week during various periods.
- Certified Reading Recovery Teacher catering to Grade 1-4 students, offering consistent reading support throughout the school week.
- Specialized support for Grade 1 students in literacy and numeracy by a certified teacher during the 2022-2023 academic year, aiming to elevate their academic performance to meet grade-level standards.

- Small support groups focusing on social-emotional skills led by the Student Service Coordinator, involving pull-out sessions.
- Collaborative efforts with Punjabi Community Health Services (PCHS) to extend mental health support to both students and parents.
- Sessions for students during school hours conducted by professionals to provide additional support in specific areas.

For Teachers:

- Opportunities for continuous professional development through engagements with professionals during Staff PD days.
- Encouragement for staff to enroll in external PD sessions to further enhance their skills and knowledge.
- Engagement with professionals during Parent Advisory Committee (PAC) meetings to support and guide parents.

For Parents:

- Collaborative sessions with professionals during Parent Advisory Committee (PAC) meetings, focusing on parental support and guidance.
- Engagement with Punjabi Community Health Services (PCHS) to provide mental health support specifically for parents.

Strategies for Enhancing Parental Involvement:

Promote Authentic Input:

Foster ongoing opportunities for genuine input from staff, parents, and students. Encourage parents to share their suggestions by utilizing suggestion boxes, emphasizing the importance of an "open door" policy for teacher-parent collaboration.

Boost Engagement and Education:

Enhance the engagement, education, and involvement of parents and the community within the school. This includes revitalizing PAC meetings to make them more active and participatory. Teachers should proactively communicate upcoming PAC meetings to parents. Have teachers consult with parents on specific school projects in relevance to Alberta Education.

Maintain Social Media Presence:

Ensure the regular updating of the Khalsa School Calgary Facebook page to keep parents informed and engaged with school activities and announcements.

Consistent Newsletters:

Sustain the distribution of monthly school newsletters to provide timely updates on school happenings and important information for parents.

Enhance Communication Channels:

Continue and expand teacher-parent communication through various channels such as email, Google Classroom, Class DoJo, etc. This ensures regular updates on student learning progress and upcoming school events. Teachers (Grades 4-9) should update Maplewood on a regular basis so that parents may check their kids' grades online and see how they are doing on assignments, quizzes, and tests.

Promote Event Participation:

Actively invite and motivate parents and community members to attend school events and celebrations, fostering a sense of community involvement and support.

Utilize Online Parent Portal:

Encourage parents of students in grades 4-9 to consistently utilize the online parent portal, which includes access to marks and attendance records for a comprehensive understanding of their child's academic performance.

Diverse Parent Workshops:

Organize a range of parent workshops covering topics of interest and benefit, such as internet safety, social media awareness, anti-bullying strategies, mental health, and opportunities for extracurricular activities. This provides valuable information and support for parents in navigating relevant challenges.

Goal- setting conferences:

Ask parents how they would like to contribute to their child's education. Encourage parents to have dedicated space for their children to complete their homework and to establish a regular routine for completing their homework.

Parent volunteers in Div. 1

Encourage parents to join Div. 1 classrooms and visit at least once a week and help children in reading sight words or the leveled books.

Strategies – Continued Improvement:

- Maintain the low staff turnover rate;

- Consider competitive salaries to neighboring school boards.

- Provide opportunities for authentic reflection and feedback to teachers, parents and students (i.e. KSC survey, suggestion box) and provide opportunities to share progress of the feedback given

- 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.)

- Consider a special event in spring that brings parents to the school to see a performance, etc. for K-3 prior to spring break to bring students, staff, teachers and parents together to celebrate.

- Regularly recognize staff for their effort; such years of service, small luncheons, Sunshine Committee efforts, tokens of appreciation from administration to staff and vice versa

- Continued improvements and resources for the Learning Commons; bring back the Makers Space, more technology for students to access;

- Technology Improvements and advancements in classrooms such as updated Smart Boards, classroom tablets/Chromebooks/laptops for students to access more easily to help align with curriculum outcomes related to Computer Sciences as well as literacy and numeracy apps, etc.

- Follow through on all plans and strategies that are included in this document.

Professional Learning, Supervision and Evaluation

- **Professional Development:** At Khalsa School Calgary we have numerous PD opportunities for our staff. This involves workshops, seminars, conferences, and specific training sessions aimed at enhancing teaching skills, leadership qualities, and pedagogical approaches.

- **Supervision and Evaluation Protocols:** The Principal and Assistant Principal conduct regular observations, feedback mechanisms, goal-setting sessions, and constructive evaluations to support professional growth.

- **Implementation of Local Policies:** Our policies are reviewed at the beginning of the school year with all staff and the policy file is then shared with all staff to review on their own. The policies outline the expectation and are followed to maintain teaching and leadership standards.

- **Impact Assessment:** This involves measurable outcomes, such as improved student achievement, enhanced teacher morale, increased parental satisfaction, and other relevant indicators of success.

Early Years Literacy & Numeracy Assessments

	Grade 1	Grade 2	Grade 3
The total number of students assessed at the beginning of the school year at each grade level	Literacy-60 Numeracy-60	0	0
The total number of students identified as being at risk at the beginning of the school year at each grade level	Literacy-17 Numeracy-13	0	0
The total number of students identified as being at risk at the end of the school year at each grade level	Literacy-12 Numeracy-7	0	0

Alberta Education Approved Screening Assessments Used:

- Grade 1: Castles and Coltheart 3 (CC3) English
- Letter Name-Sound (LeNS) English
- Numeracy Screening

The average number of months behind grade level after the administration of the initial assessments for at risk students:

We observed an average delay of at least 6 months behind grade level. This information was crucial for us to tailor our interventions and support strategies to ensure these students received the required help and support they needed to thrive academically.

The average number of months gained at grade level after the administration of the final assessments for at risk students:

An average progress of approximately 2-3 months gained from the initial assessment level.

A summary of support strategies used for students identified as being at risk at each grade level:

Khalsa School Calgary provided targeted support to at-risk grade 1 students in literacy and numeracy. After receiving funding, a certified teacher was hired to conducted pull-out sessions with these students. Students where pulled out for support every Tuesday and Thursday for 2-3 periods of 40 minute blocks. The aim was to deliver personalized and focused support to enhance literacy and numeracy skills, ultimately bringing the at-risk students up to grade level.

Required Alberta Education Assurance Measures - Overall Summary
Spring 2023

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	88.7	87.1	87.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.5	77.5	83.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	95.2	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	43.5	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.6	87.2	90.9	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	82.0	82.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.5	83.9	83.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	85.9	88.7	92.9	79.1	78.8	80.3	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. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

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

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

Spring 2023

Authority: 0207 Khalsa School Calgary Educational Foundation

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2003/2004 to 2005/2006	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2015/2016 to 2017/2018	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2015/2016 to 2017/2018	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Oct 07, 2022
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Oct 07, 2022
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2013/2014 to 2015/2016	Aug 31, 2022
	Diploma: Excellence	2022/2023	2021/2022	n/a	2013/2014 to 2015/2016	Aug 31, 2022
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2003/2004 to 2005/2006	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2003/2004 to 2005/2006	Apr 24, 2023

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Alberta
Government

Spring 2023

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

Spring 2023

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.

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

Student Growth and Achievement (Grades K-9)

Alberta
Government

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Course	Measure	Achievement	Improvement	Overall	Khalsa School Calgary (ESL) 2022 N	2022 %	Prev 3 Year Average N	Prev 3 Year Average %	Alberta (ESL) 2022 N	2022 %	Prev 3 Year Average N	Prev 3 Year Average %
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)

Alberta◼
Government

PAT Results Course Summary - By Number Writing

Authority: 0207 Khalsa School Calgary Educational Foundation (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

Authority: 0207 Khalsa School Calgary Educational Foundation (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.

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

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 (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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.

Classification: Protected A

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 examining the PAT results for the 2022-2023 school year, our grade 6 students maintained very high scores in all subject areas. It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 6. Our grade 6 students scored higher compared to the provincial results in regards to both the acceptable standard and in those who achieved the standard of excellence.
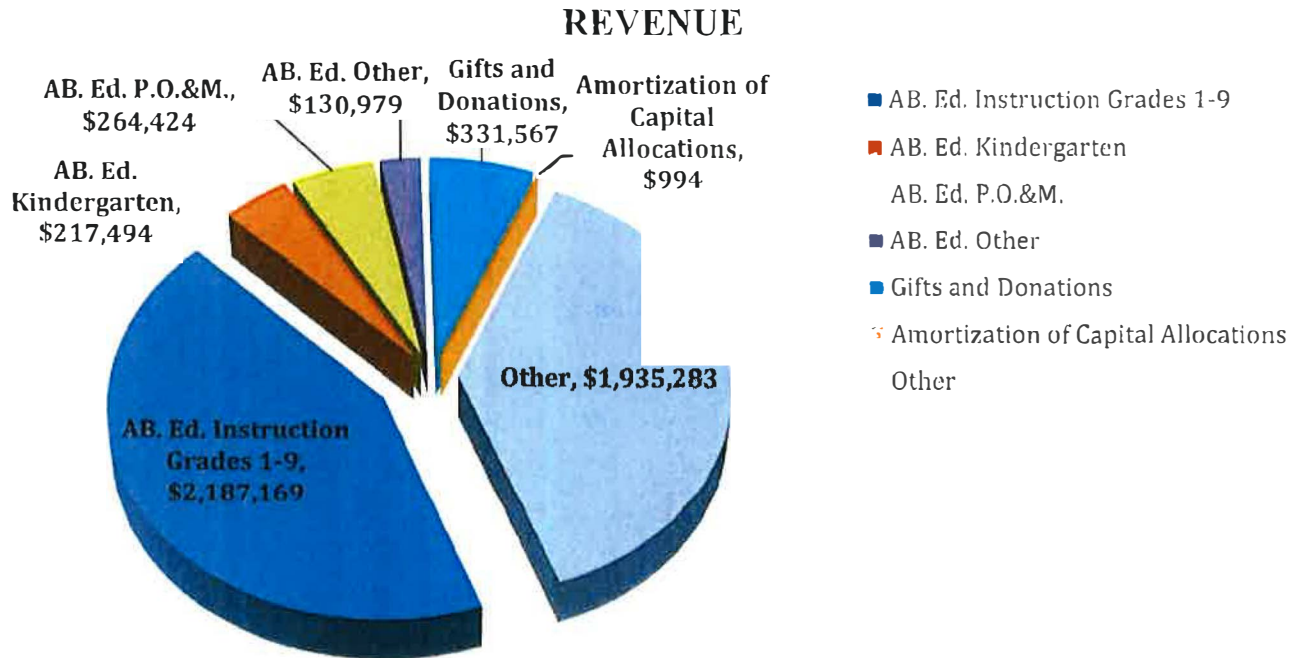
GRADE 9 TRENDS

It is noteworthy that we have exceeded the provincial results, in all of the subject areas in grade 9. Our grade 9 students scored very high standard 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, in Social Studies we achieved an intermediate standard of excellence, and in English Language Arts we achieved a high standard of excellence.

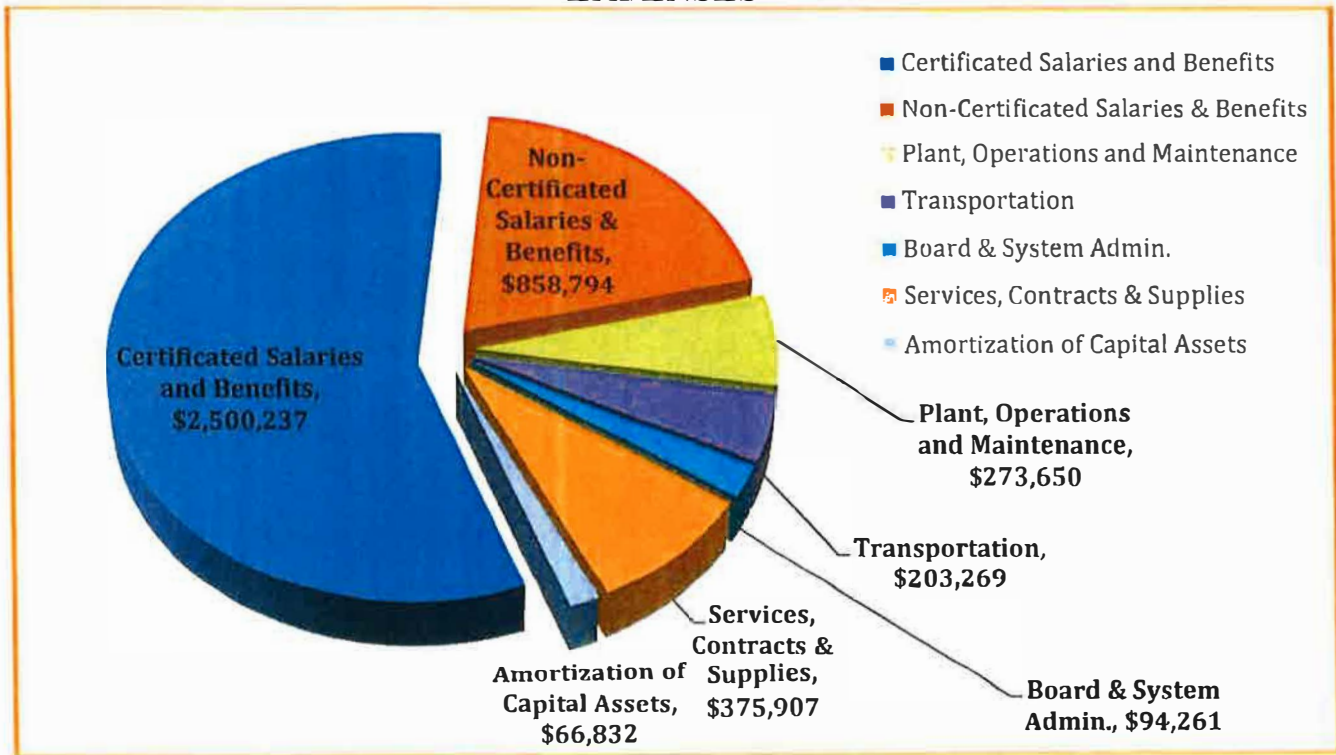# Financial and Capital Highlights

Summary of Financial Results

2022 – 2023 Summary of Audited Financial Results

REVENUE

- AB. Ed. Instruction Grades 1-9
- AB. Ed. Kindergarten
  AB. Ed. P.O.&M.
- AB. Ed. Other
- Gifts and Donations
- Amortization of Capital Allocations
  Other

2022/23 Revenue Summary

	2022/2023	Percent of Total	2021/2022	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	$2,187,169	43.16%	$2,027,417	44.57%	159,752	7.88%
AB. Ed. Kindergarten	$217,494	4.29%	$148,212	3.26%	69,282	46.75%
AB. Ed. P.O.&M.	$264,424	5.22%	$240,268	5.28%	24,156	10.05%
AB. Ed. Other	$130,979	2.58%	$118,345	2.60%	12,634	10.68%
Gifts and Donations	$331,567	6.54%	$437,661	9.62%	-106,093	-24.24%
Amortization of Capital Allocation:	$994	0.02%	$994	0.02%	0	0.00%
Other	$1,935,283	38.19%	$1,575,608	34.64%	359,675	22.83%
	$5,067,910	100.00%	$4,548,504	100.00%	$519,406	11.42%

EXPENSES

Legend:
- Certificated Salaries and Benefits
- Non-Certificated Salaries & Benefits
- Plant, Operations and Maintenance
- Transportation
- Board & System Admin.
- Services, Contracts & Supplies
- Amortization of Capital Assets

Pie chart labels:
- Non-Certificated Salaries & Benefits, $858,794
- Certificated Salaries and Benefits, $2,500,237
- Plant, Operations and Maintenance, $273,650
- Transportation, $203,269
- Services, Contracts & Supplies, $375,907
- Amortization of Capital Assets, $66,832
- Board & System Admin., $94,261

2022/23 Expense Summary

	Program Centre	2022/23	Percent of Total	2021/22	Percent of Total	Dollar Change	% Change
Certificated Salaries and Benefits	Instruction	$2,500,237	57.18%	$2,574,356	60.89%	-74,119	-2.88%
Non-Certificated Salaries & Benefits	Instruction	$858,794	19.64%	$715,974	16.93%	142,820	19.95%
Plant, Operations and Maintenance	P.O.&M.	$273,650	6.26%	$212,410	5.02%	61,240	28.83%
Transportation	Transportation	$203,269	6.26%	$221,341	5.24%	-18,073	-8.17%
Board & System Admin.	Administration	$94,261	2.16%	$94,669	2.24%	-409	-0.43%
Services, Contracts & Supplies	Instruction	$375,907	8.60%	$349,167	8.26%	26,740	7.66%
Amortization of Capital Assets	All Programs	$66,832	1.53%	$60,118	1.42%	6,714	11.17%
		$4,372,949	101.61%	$4,228,036	100.00%	$144,914	3.43%

Financial Summary: 2022 - 2023 School Year

	2022/23	2021/22	Population Change
Total Funded Student Population	513	496	17
Instruction Staffing – FTE	28.8	29.1	-0.3
Student Teacher/Instructor ratio	18	17	1

The categories defining the distribution of the Board's $4,372,949 of expenses from 2022-23 are:

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

School Year	Total Spending	# of Students	Per Student Expenditures
2022-23	$2,930,530	453	$6,469
2021-22	$2,677,220	434	$6,169

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

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

School Year	Total Spending	# of Children	Per Child Expenditures
2022-23	$386,181	60	$6,436
2021-22	$368,979	62	$5,951

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

- **Plant Operations and Maintenance**

School Year	Total Spending	# of Students & Children	Per Learner Expenditures
2022-23	$273,650	513	$533
2021-22	$271,864	496	$548

Includes: Operation and maintenance of school buildings, including: utilities, custodial contractor, maintenance and repairs.

- **Transportation - Busing (Including Kindergarten)**

School Year	Total Spending	# of Student & Children riders	Per Rider Expenditures
2022-23	$227,004	242	$938
2021-22	$252,761	254	$995

Includes: Organization and transportation of students to and from schools, excluding charters for field trips.

- **Amortization of Capital Assets**

School Year	Total Spending	# of Students & Children	Per Learner Expenditures
2022-23	$66,832	$513	$121
2021-22	$60,118	496	$121

Includes: Amortizing the costs of capital assets over their useful life such as technology and audio/visual purchases, furniture, vehicle, equipment and leasehold improvements.

Operating Summary as at August 31, 2023

	2022-2023	2021-2022
Revenue	$5,067,910	$4,548,504
Expenses	$4,372,949	$4,228,036
Surplus (Deficit)	$694,961	$320,468

**Accumulated Operating Reserves and Capital Assets as at August 31, 2023**

	2022-2023	2021-2022
Unrestricted Net Assets	$2,999,099	$3,006,16≀
Investment in Capital Assets	$1,115,509	$413,48≀
Total Net Assets	$4,114,608	$3,419,64€

The Unrestricted Net Assets can also be summarized :

	2022-2023	2021-2022
Current Earnings	$694,961	$320,46≀
Prior period deficts/income	$3,419,648	$3,099,17≀
Total Unrestricted Net Assets	$4,114,609	$3,419,64≀

2023 - 2024 BUDGET Summary as submitted to Alberta Education May 23, 2023

BUDGETED REVENUE
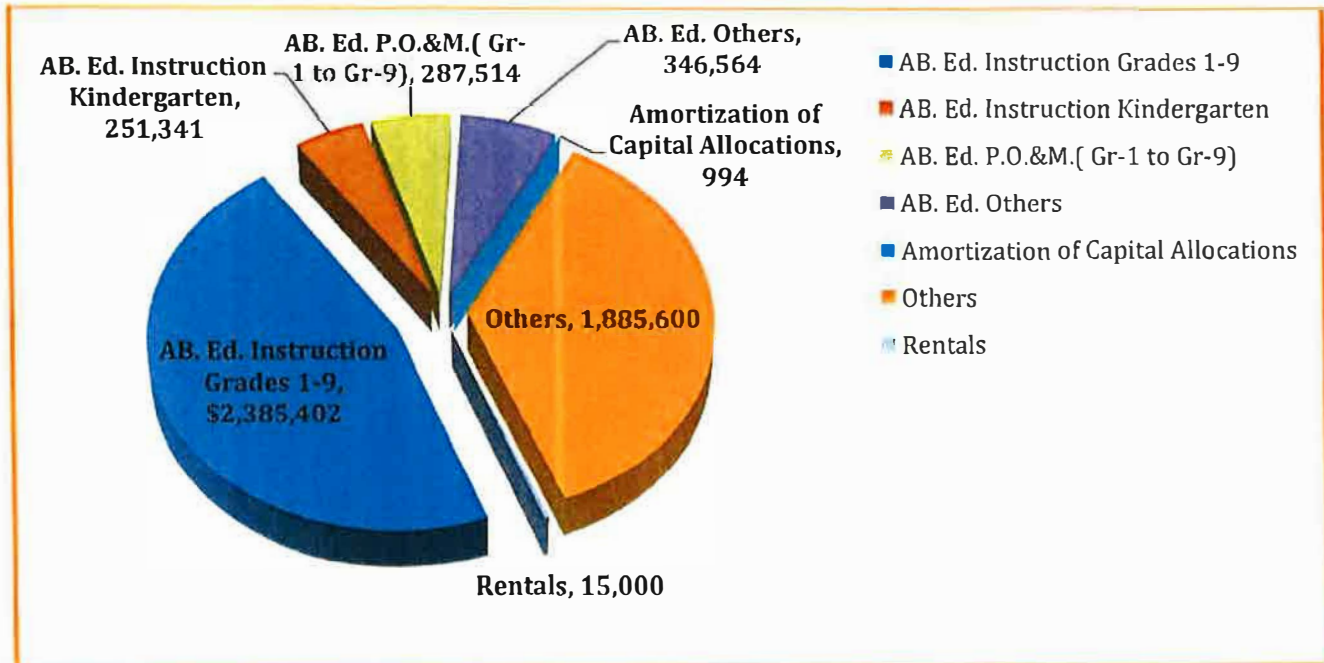
2023/24 BUDGET Revenue Summary as submitted to AB. Ed. May 23, 2023

	2023/24 BUDGET	Percent of Total	2022/23 BUDGET	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	$2,385,402	46.12%	$1,911,529	41.13%	473,873	24.79%
AB. Ed. Instruction Kindergarten	251,341	4.86%	391,173	8.42%	-139,832	-35.75%
AB. Ed. P.O.&M.(Gr-1 to Gr-9)	287,514	5.56%	259,384	5.58%	28,130	10.84%
AB. Ed. Others	346,564	6.70%	189,897	4.09%	156,668	82.50%
Amortization of Capital Allocation:	994	0.02%	994	0.02%	0	0.00%
Others	1,885,600	36.45%	1,879,600	40.44%	6,000	0.32%
Rentals	15,000	0.29%	15,000	0.32%	0	0.00%
	$5,172,415	100.00%	$4,647,577	100.00%	$524,838	11.29%

BUDGETED EXPENSES
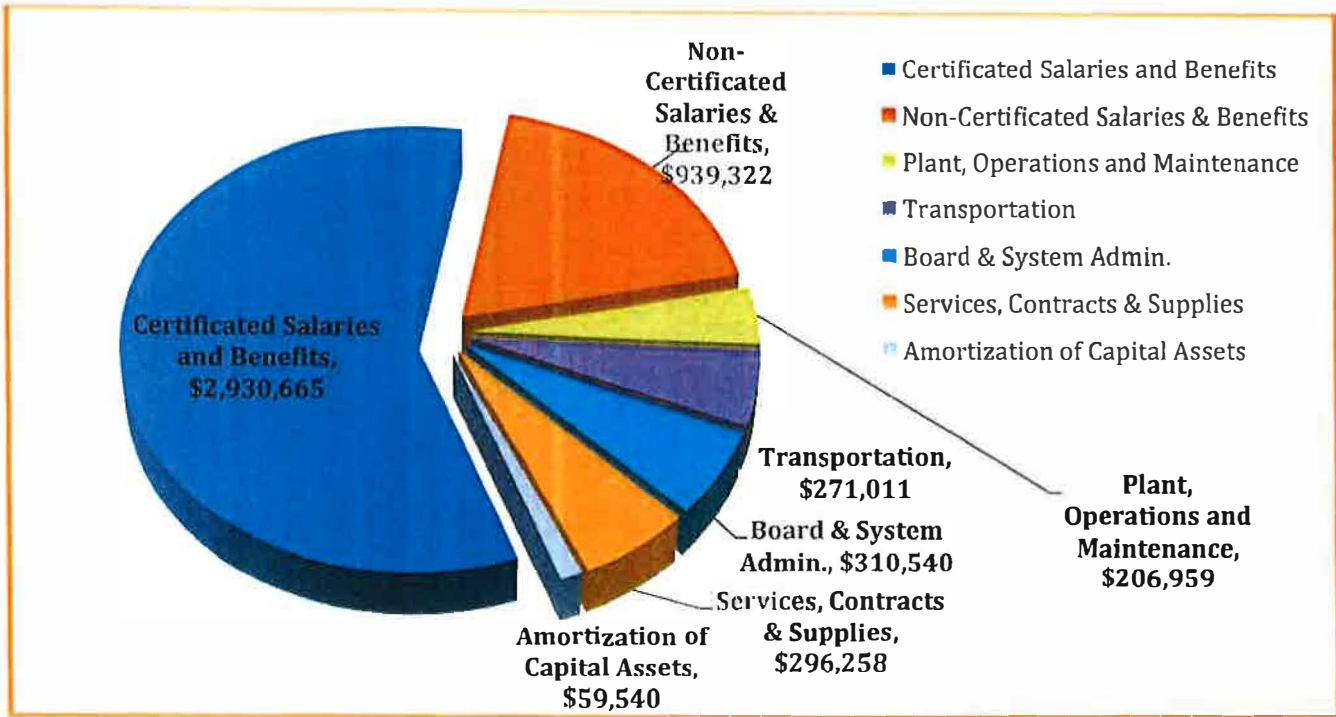
2023/24 BUDGET Expense Summary as submitted to AB. Ed. May 23, 2023

	Program Centre	2023/24 BUDGET	Percent of Total	2022/23 BUDGET	Percent of Total	Dollar Change
Certificated Salaries and Benefits	Instruction	$2,930,665	58.45%	$2,720,808	59.94%	209,857
Non-Certificated Salaries & Benefits	Instruction	$939,322	18.73%	$960,174	21.15%	-20,852
Plant, Operations and Maintenance	P.O.&M.	$206,959	4.13%	$251,825	5.55%	-44,866
Transportation	Transportation	$271,011	5.40%	$252,716	5.57%	18,294
Board & System Admin.	Administration	$310,540	6.19%	$75,000	1.65%	235,540
Services, Contracts & Supplies	Instruction	$296,258	5.91%	$227,464	5.01%	68,795
Amortization of Capital Assets	All Programs	$59,540	1.19%	$51,456	1.13%	8,084
		$5,014,295	100.00%	$4,539,443	100.00%	$474,852

The Budget comments below are based on the Budget sent to Alberta Education on May 23, 2023 showing a revenue of $158k based on an enrolment of 546 students.

Budget 2023-2024 highlights are:

o Funding from Alberta Education for the 2022-23 school year is budgeted at $3.27 million.

Khalsa School Calgary is a Level 2 Accredited Private School and receives 70% of the base per pupil allocation from Alberta Education based on weighted moving averages. This does not mean the School receives 70% of all the different funding areas AB. Ed. creates.

o The School relies heavily on parent donations to make up the difference between total program costs and AB. Ed. funding. 2023-24 funding from parents is budgeted at $1.83 million. This does not include additional parent contributions for School Generated Funds like field trips, athletics etc.

The school is building waiting lists by grade and only when a sufficient number of students are enrolled is when we warrant opening another class.

o Khalsa School Calgary will offer a K-9 educational program for the foreseeable future.

o Khalsa School Calgary is committed to living within its means and working within a well balanced budget. Efforts will include increasing enrolment in all grades while targeting the Alberta Education Guidelines of maximum class sizes in conjunction with Board policy and the balance needed for fiscal management.

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

Summary of Facility and Capital Plans

Facility:

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

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

The new gym was opened in May of 2014 and the School can look forward to seeing additional rental revenues from this amazing gym.

Capital Plans:

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

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