Preserving the Past…Preparing for the Future

Khalsa School Calgary Educational Foundation

Annual Education Results Report 2023-2024
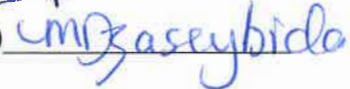
Accountability Statement

The Annual Education Results Report for Khalsa School Calgary for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 28, 2024
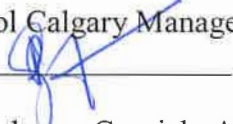
Signature of Khalsa School Calgary Board Chair (Mr. Gurjit Sidhu)

Signature of Khalsa School Calgary Acting Principal (Mrs. M. Zaseybida)

Signature of Khalsa School Calgary Manager, Business & Finance (Mrs. R. Boparai)

Dated at Khalsa School Calgary, Conrich, Alberta, on __November 28__, 2024.

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 2023-2024 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 ninety-eight students in grades K–9, thirty-two certified teachers, and seventeen 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 (June 2023), 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 (Dashmesh Cultural Center), 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 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 or View 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 Joe Clark, Alberta Education, Field Services Consultant
Reviewed with parents during the Annual General Meeting (AGM) in December 2024
Parents will be notified in the January 2025 newsletter that the report will be available at the office and on the website

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)

Assurance Domain	Measure	Khalsa School Calgary (EAL)			Alberta (EAL)			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	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	91.7	*	n/a	64.6	65.4	65.4	Very High	n/a	n/a
	PAT6: Excellence	33.3	*	n/a	16.5	15.7	15.7	Very High	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	52.7	55.3	55.3	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	10.1	11.0	11.0	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).

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

5. Participation in the PATs and Diploma Exams was impacted by 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.

6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8. 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.

9. 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

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)

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	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Citizenship	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
	3-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	5-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	PAT6: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT6: Excellence	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT9: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	PAT9: Excellence	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	Diploma: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
	Diploma: Excellence	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
Teaching & Leading	Education Quality	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Access to Supports and Services	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
Governance	Parental Involvement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)

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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)

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

Student Growth and Achievement

A.6 Citizenship - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

| | Khalsa School Calgary | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	283	89.6	257	83.1	311	77.5	300	82.5	336	79.4	High	Maintained	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	29	86.7	26	87.3	21	79.0	20	84.7	22	84.3	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	230	84.5	207	71.2	272	64.7	251	67.1	284	60.6	Low	Declined	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	24	97.5	24	90.8	18	88.6	29	95.8	30	93.3	High	Maintained	Good	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8
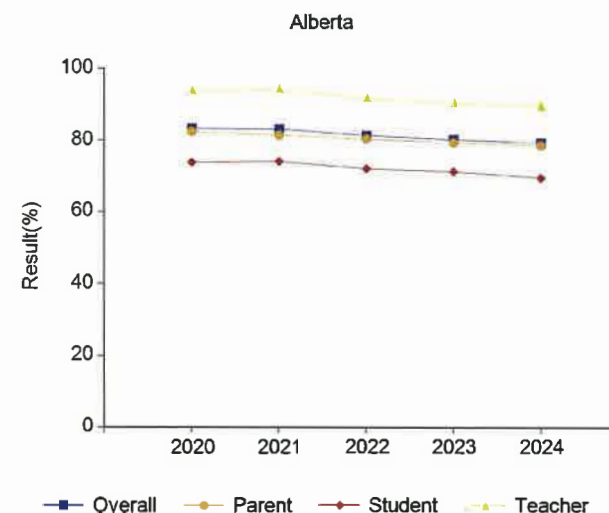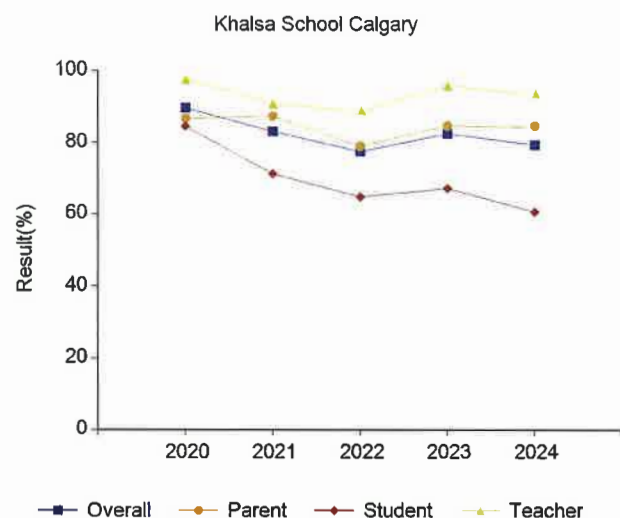
Khalsa School Calgary

Alberta

Legend: Overall, Parent, Student, Teacher

Notes:

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

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

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.
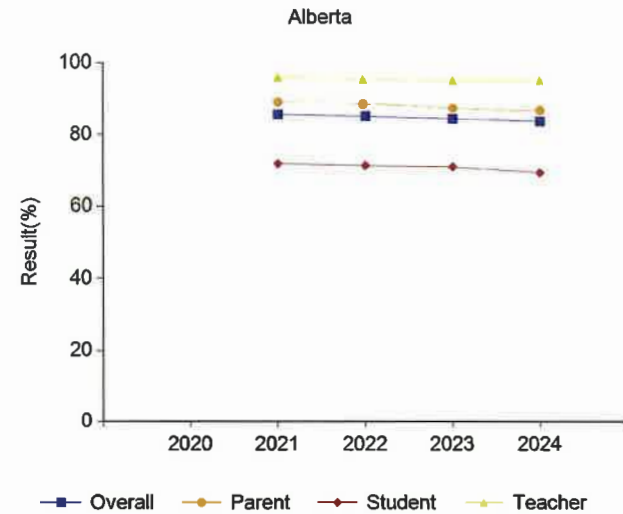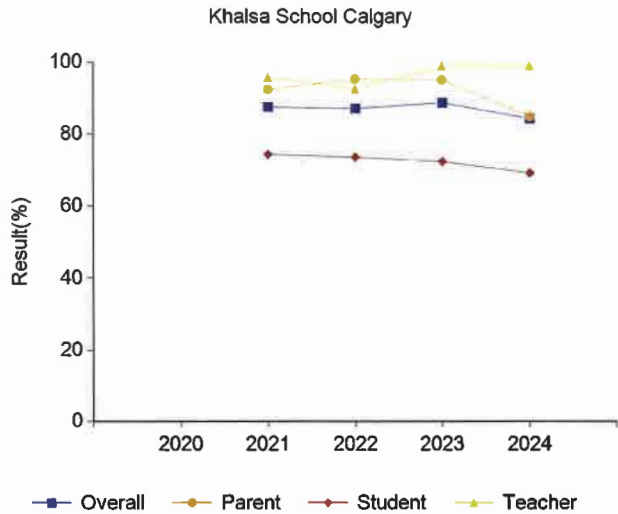
Student Growth and Achievement

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	257	87.5	311	87.1	300	88.7	335	84.3	n/a	Declined	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	26	92.3	21	95.2	20	95.0	22	84.8	n/a	Declined	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	207	74.3	272	73.5	251	72.3	283	69.1	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	24	95.8	18	92.5	29	98.9	30	98.9	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

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.
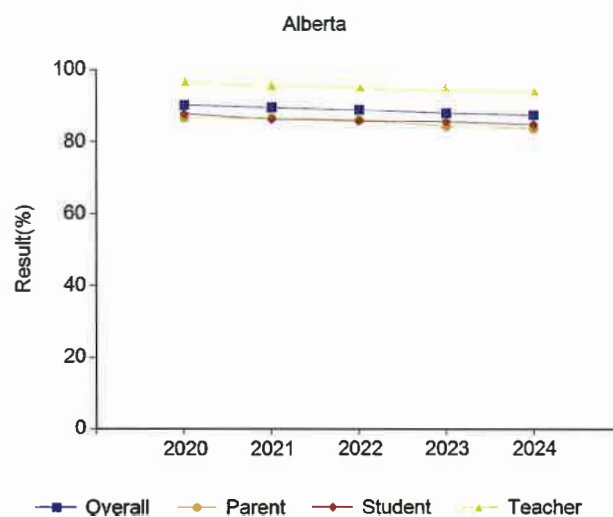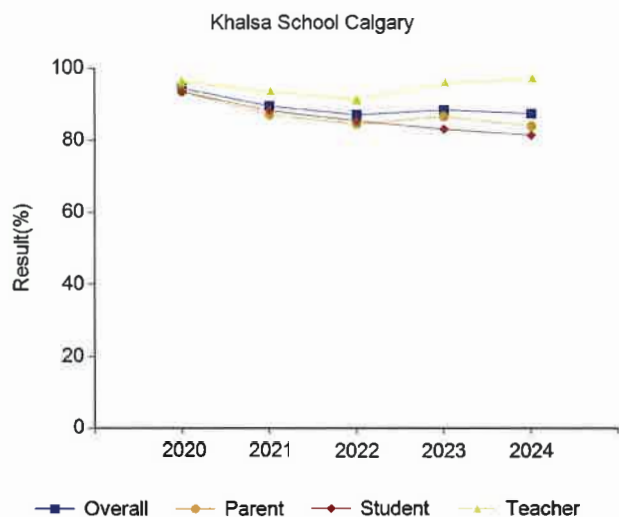
Teaching & Leading

A.4 Education Quality - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

Alberta
Government

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	283	94.6	255	89.7	312	87.2	300	88.6	337	87.6	High	Maintained	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	29	93.7	26	87.2	21	84.6	20	86.7	22	84.1	High	Maintained	Good	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	230	93.6	205	88.4	273	85.5	251	83.2	285	81.5	Low	Maintained	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	24	96.5	24	93.6	18	91.5	29	96.0	30	97.2	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

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

Alberta Government

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History
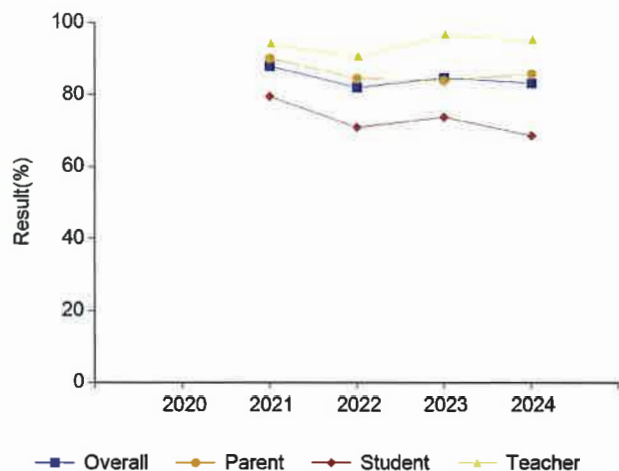
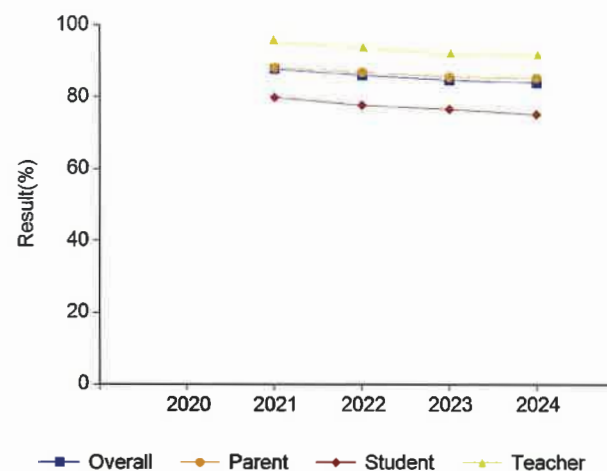### Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	257	87.9	312	82.0	300	84.7	337	83.2	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	26	90.1	21	84.5	20	83.9	22	85.8	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	207	79.5	273	70.9	251	73.8	285	68.6	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	24	94.0	18	90.5	29	96.5	30	95.1	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Khalsa School Calgary — Result(%) vs year (2020–2024). Legend: Overall, Parent, Student, Teacher

Alberta — Result(%) vs year (2020–2024). Legend: Overall, Parent, Student, Teacher

Notes:

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

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

Learning Supports

H.1 Access to Supports and Services - Measure History

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

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

| | Khalsa School Calgary | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	257	82.8	311	83.9	300	80.5	335	83.0	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	26	89.9	21	89.5	20	75.8	22	83.8	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	207	79.5	272	75.5	251	70.5	283	71.3	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	24	78.8	18	86.7	29	95.1	30	93.8	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Khalsa School Calgary — Result(%) vs year (2020–2024): Overall, Parent, Student, Teacher
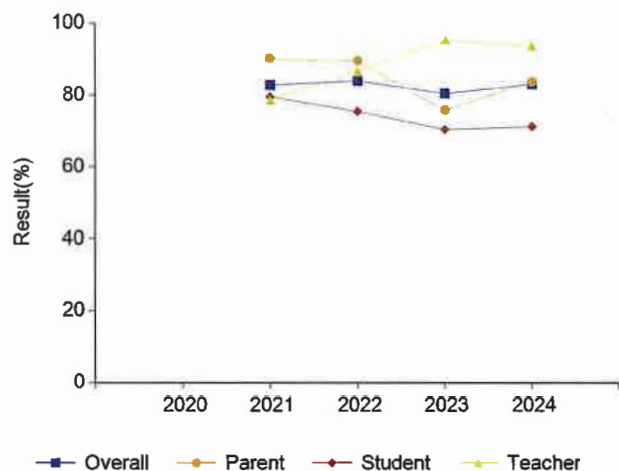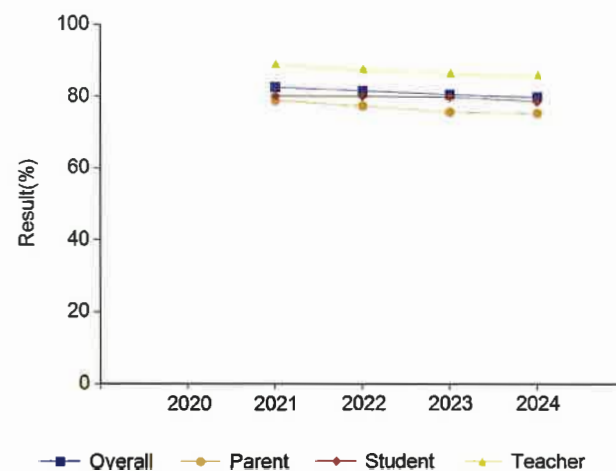
Alberta — Result(%) vs year (2020–2024): Overall, Parent, Student, Teacher

Notes:

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

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

Governance

C.1 Parental Involvement - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	52	97.0	50	90.3	39	88.7	49	85.9	52	91.7	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	28	94.0	26	91.3	21	87.5	20	75.3	22	86.7	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	24	100.0	24	89.2	18	89.9	29	96.5	30	96.6	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

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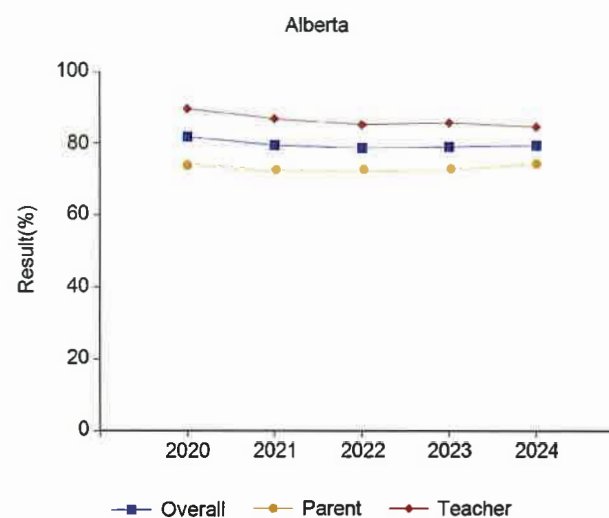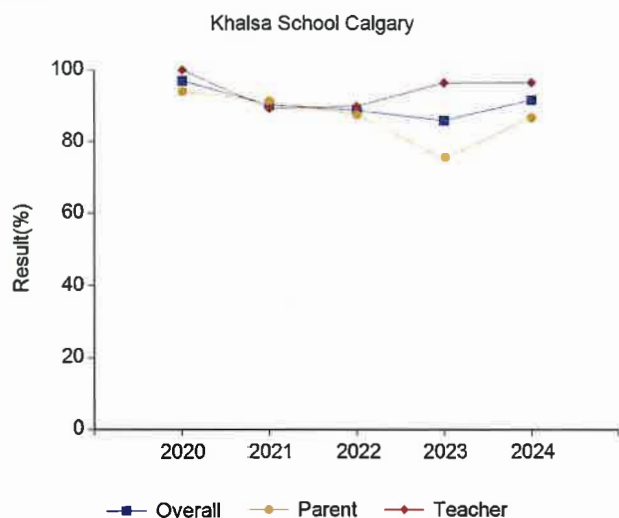
Provincial Outcomes, Performance Measures, Targets and Strategies
Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2020	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2025	2026	2027
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	N/A	N/A	*	95.2	93.2	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).	N/A	N/A	*	43.5	51.4	32	Very High	Declined	Good	35	35	35

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

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 the subject areas of social and science in grade 6, as per the PAT results. Compared to our school's results, we maintained an overall of Excellent in the number of students achieving the Acceptable Standard on the Social and Science PAT. However, we declined to an overall of Good in the number of students achieving the Standard of Excellence on the Social and Science PAT.

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 maintained an overall of Excellent in all subject areas in the number of students achieving the Acceptable Standard and the Standard of Excellence. We saw an improvement in the number of students achieving the Standard of Excellence in Math, as we Improved to an overall rating of Excellent.

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 ELL 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 strength   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 ELL, supporting struggling learners, vocabulary, and technology.
- During study hall, an EA is assigned to focus on at-risk students
- With an increased use of technology, accessing tools to check for plagiarism and AI generated work
- Improving digital literacy and incorporating digital skills
- Consistent communication between grade level/subject levels to ensure students achieve the grade level outcomes
- Developing new resources to align with new curriculum
- PD opportunities to enhance teaching strategies

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	2024	2025	2026
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	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	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.7	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	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	N/A			

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

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		
	2020	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2025	2026	2027
Citizenship- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.6	83.1	77.5	82.5	79.4	90	High	Maintained	Good	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 Growth Mindset activities for each classroom would provide structure and consistency to the program. The Big Life Journal is a great resource to develop this focus. 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-

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
- Access to a catchup on incomplete class or homework space
- Continue implementation of the Growth Mind Set Program
- Provide equal and diverse opportunities to students for performances, assemblies, and receive awards
- (honour roll should be included at the end of the year)
- Continue to provide opportunities for student service, leadership development and civic responsibility in the school and in the larger community
- Continue to require every student to be involved in a volunteer service (Seva) project
- Provide opportunities for our students to explore other cultures, schools, and community groups- video conferences, field trips, guest speakers, pen pals, etc.
- Continue Friday assemblies that include recognition and celebration of student leadership and efforts, as well as Sikh and Canadian holidays and days of significance
- Continue to hold Education Week, Science Fair, Sikhi Fair, and Speech Competition
- 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
- Enhance learning through coding PD sessions for staff
- Provide students with the opportunity to take part in more clubs (chess, coding, environment club) 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 such as Seva
- Model community activism to inspire students to get involved through Seva at the Gurudwara (Sikh temple) where teachers model the same as well

Student Recommendations:
- Provide more opportunities for the students to do Seva (charity) 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 volunteer centers and the Gurdwara (Sikh temple) 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 run by the student leadership group
- Student council elections to be held annually

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

Comments on Results:

At present, Khalsa School Calgary does not have any self-identified First Nations, Métis, or Inuit students; nonetheless, we are continually and actively working to develop foundational knowledge about First Nations, Métis, and Inuit peoples for the benefit of all students. Our goal is to ensure that students, teachers, and school leaders learn about Indigenous perspectives, experiences, treaties, as well as the history and legacy of residential schools. Teachers are encouraged to integrate Indigenous knowledge into their classroom planning, in alignment with the new curriculum. Our School Authority does address 'supporting the implementation of Truth and Reconciliation Commission recommendations' through the following strategies.

Strategies:

➢ Land Acknowledgement will be incorporated into our daily routine when able. Homeroom teachers are encouraged to share the significance of this practice with their students.

➢ The Khalsa School Calgary staff FNMI Committee will include representatives from all divisions to support and guide teachers in integrating Indigenous Knowledge Systems into daily teaching practices.

➢ We are developing monthly themes based on the Seven Sacred Teachings for Division 1 and 2. These themes will enhance students' awareness of First Nations culture and history. Monthly themes and key dates, along with resources and activities, will be shared across all divisions.

➢ We will gather literature and resources for all grade levels to enrich the school library. Resources will be updated regularly based on our needs.

➢ Knowledge and insights gained through professional development related to Indigenous learnings will be shared with all staff.

➢ We plan to invite Elders to visit the school to share their knowledge and culture with students. Elder visits will continue to be a key feature during Education Week.

➢ Teachers across all divisions will be provided with resources, websites, and lesson plans related to Indigenous education.

➢ We will share important dates and events related to the First Nations, Métis, and Inuit peoples with the school community.

Achievements:

➢ Khalsa School Calgary won first place in the Orange Shirt Day Infographic Poster Competition for the entire province of Alberta (2021-2022). The Calgary Regional Consortium was contacted by the organizers to present the award to our school. Student posters can be viewed at:

• Orange Shirt Day Resources

• https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/

➢ In the 2022-2023 school year, our students had the unique opportunity to meet with Elders and ask questions about their experiences in Residential Schools. The responses from Elder Betty Letendre were shared during this event.
Interviews with Elders, including Betty Letendre's October 2022 session (for Orange Shirt Day), are available as a resource to all Alberta schools through the following link:

• Teaching Tools - Empowering the Spirit

YouTube Link:

- Betty Letendre Interview

**Please note: this video is most appropriate for a Grade 7-12 audience, as it contains mature content about the mistreatment of children. Teachers in Division III are advised to preview the video and facilitate a discussion using the Talking Circle or Closing Circle learning guides.

➢ As a Legacy School participant in the Gord Downie & Chanie Wenjack Fund, Khalsa School Calgary is featured in their 2023-2024 annual calendar.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2020	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2025	2026	2027
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.	88.2	81.5	75.7	79.6	80.4	85	High	Maintained	Good	85	85	85

Comments:

Results this year show that we have maintained our level of performance. Increase in programming in the areas of fine arts, career technology and health and physical education could be better addressed with additional training or professional development in these areas for teachers to be better equipped to deliver this specialized programming. Additionally, students would have greater opportunities for these options classes and extra-curricular classes once they have access to the outdoor field. Opportunities for sports teams would require two qualified physical education teachers. In addition to student services, additional access to a qualified counsellor would be beneficial.

This year most students got their preferred first and or second options either in term one or term two. 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.

- Easy access to the field.
- 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. Recommendations 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.
- Parent parking lot is not safe to play – moving recess to the field as soon as possible.
- Updates to playground are needed. Including removing rocks.
- Updating technology for the school – including AI plagiarism checkers.
- Adding a common space for division 3 students to learn and socialize.
- Parent volunteers perhaps to help with options classes, as well as supervision duty.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2020	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2025	2026	2027
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.	95.9	90.7	86.2	86.8	86.2	95	High	Maintained	Good	95	95	95
Education Quality-Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6	89.7	87.2	88.6	87.6	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.	87.5	89.6	87.0	93.8	88.3	95	Very High	Maintained	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.)	80.8	91.2	86.1	85.8	91.6	90	Very High	Maintained	Excellent	90	90	90
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	82.8	83.9	80.5	83.0	85	N/A	Maintained	N/A	85	85	85

Governance-Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.0	90.3	88.7	85.9	91.7	85	Very High	Maintained	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.	94.4	80.0	72.3	74.0	80.4	85	Very High	Improved Significantly	Excellent	85	85	85

Comment on Results:

We are happy to see that the level of satisfaction has been maintained in most 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 a high level of satisfaction from all stakeholders.

Strategies- Safe and Caring:

• Continue to review, edit, and communicate the school emergency plans, to ensure that all information is relevant and a wide variety of scenarios are considered

• Continue to work with both students and parents to ensure that students are aware of the necessity of using appropriate language

• Regularly recognize and celebrate students who demonstrate positive behavior, kindness, and good citizenship through classroom shout-outs, monthly awards, and features in school newsletters or bulletin boards, reinforcing these actions as valued contributions to the school community

• 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

• Provide students and parents with information about the resources available both within the school, such as social skills groups, the Reflection/Meditation Room, and mental health support, as well as community resources like local support centers, Gurdwara services, guidance counseling and youth programs. Share these resources through the monthly newsletter, PAC meetings, and informational workshops to ensure families are aware of the support systems in place

• Promote open dialogue on mental health and bullying through regular classroom discussions, workshops, and activities that encourage empathy and understanding. At the same time, continue to strengthen positive student-teacher relationships to create a safe and caring environment where students and their families feel comfortable discussing challenges and asking questions.

• 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 and each other

• Offer parents the opportunity to provide their suggestions on how to improve safety within the school via the Suggestion Box at 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, kindness and leadership

• Establish a teacher-led support committee aimed at enhancing student well-being.

• Setting clear boundaries and behavioral expectations with consequences.

• Provide targeted training for educational assistants on how to support behavioral students.

• Expand on the school's use of visual cues and signage in hallways and common areas to remind students of expected behavior, reinforcing the school's core values of respect, kindness, and responsibility.

• Collaborate with local law enforcement and community safety organizations to offer interactive safety presentations and workshops, such as stranger danger awareness, internet safety, and emergency preparedness.

Student Recommendations – Safe and Caring:

- Provide more opportunities for the students to do Seva (acts of charity) 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 (Sikh temple) so students can be more aware of what is happening in society
- Invite guest speakers to present on bullying and showing kindness
- 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

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
- Increase social media platforms to highlight student learning, education and successes (i.e, Instagram)
- Develop a public relations strategy that highlights Khalsa School Calgary success and accomplishments.
- Increase teacher involvement at PAC meetings.
- Curriculum night for parents; where parents come in and teachers present on certain parts of the curriculum (i.e, science of reading strategies, robotics, coding, tips/strategies on studying etc).
- 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 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 PDs in order to share a wider vision of
- education for all students
- During division lead meetings, have teachers share ideas about curriculum (i.e, what's working well, creative ideas, hands on learning opportunities, moments of inspiration)
- 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 discipline (i.e. lunch recess detention time)
- Provide teachers with time to discuss assessment exemplars in order to create a more cohesive assessment protocol
- Provide opportunities for outdoor learning (i.e, gardening, sharing circles with FNMI traditions, exploring and creating outdoor habitats, nature art)
- Create an outdoor space where students can complete classroom work, but include elements of nature (ie. desks made from tree trunks)
- Incorporate more visual, tactile manipulatives into daily learning outcomes.
- Provide more student leadership opportunities
- Showcase students projects/learning in a common area (ie., Learning Commons)

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 during school; study hall blocks

Strategies: Work Preparation

Strategies- Work Preparation:
- 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. Examples include the following:
- students volunteers,
- reading buddies,
- group projects,
- Principal for a day,
- Teacher for a period,
- Homework Helpers/Tutors,
- Peer Leadership Roles,
- Classroom Assistants,
- Social Buddies/Playground Pals,
- Tech Tutors,
- STEM Mentorship,
- Buddy Lunches
- Buddy bench to be a friend with someone

Conflict Resolution Training:

- Through Growth Mindset read alouds and activities
- Calm Corner or Peace Table to solve conflicts
- Feelings Chart to express how they're feeling
- "Talk It Out" Cards Provide students cards such as "Stop and calm down," "Listen to each other," and "Find a fair solution."
- The "Problem-Solving Wheel" Create a problem-solving wheel with different conflict resolution strategies (e.g., "Take turns," "Ask a teacher for help," "Say sorry," "Take a break").
- Role-Playing Conflict Scenarios Use role-play activities to solve conflicts
- Introduce the concept of "bucket filling"
- "I Feel, I Need" Sentences: Teach students to express their emotions using "I feel... when..." and "I need..." sentences.
- Compliment Circle: students take turns giving each other positive comments.
- Visual Timers For younger students, visual timers to help them take turns fairly while sharing a toy.
-

Time Management:

- **Explicit Instructions**
  Providing explicit expectations for task and time management, and fostering a sense of accountability (on agendas or digital tools).
- **Goal-Setting Sessions**
  Encourage students to set short-term and long-term goals for their tasks. Provide regular check-ins where they reflect on their progress, managing their time, identify challenges, and strategize for improvement.
- **Peer Accountability Partners**
  Pair students with a classmate to act as "accountability partners" who check in with each other about their progress on tasks, helping to keep one another on track.

- **Celebrate Small Wins**
  Set up a system where students can track their progress and celebrate small wins, such as completing tasks on time or staying organized for a whole week. Positive reinforcement encourages them to stay on track.

Organization:

- **Use planner:** Encouraging the use of planners or digital tools to help students organize their assignments, deadlines, and extracurricular activities.
- **Priority:** 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.
- **Create Daily To-Do Lists:** Encourage students to write daily to-do lists, helping them break down tasks into manageable steps and stay focused.
- **Use Color-Coding Systems:** Teach students to use color-coding systems in their planners or digital tools to differentiate between types of tasks (e.g., homework, projects, extracurricular activities).
- **Set Reminders for Deadlines:** Encourage students to set reminders or alarms on their devices to ensure they don't forget important deadlines or upcoming events.

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;
    - presentations in class and during assembly,
    - parliamentary debates in Div. 2 and 3,
    - speech competition,
    - MCs during assemblies etc.

Health and Wellness Programs:

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

- **Mindfulness and Relaxation Activities**
Incorporate mindfulness exercises, such as breathing techniques for emotional regulation.
- **Body Breaks**
Introduce short, active breaks between lessons, like stretching or quick exercises.

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 such as providing ways to encourage student feedback such as surveys or interviews

- 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

- Consider holding holding a "Student Convention" for juior high stuents during Education Week, offering a wide variety of sessions for students to learn about various careers.

- 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 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.

- Introduce new ways for older grades to share their learning experiences with younger grades.

- 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 for example introducing students to coding workshops such as Scratch Coding.

- 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, such as executive functioning, social thinking sessions in the classroom with an OT, etc.

- Hold workshops focusing on building interpersonal skills and effective communication that can be carried forward into high school and future careers.

- Cultivating a Growth Mindset by promoting a culture that values effort, resilience, and learning from experiences.

- Create a system for regular feedback amongst students, teachers, and parents that fosters an environment for continuous improvement.

- Offering options classes that focus on practical life skills like managing finances, time management, and strong work ethics.

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 Governance - Enhancing Parental Involvement:

Promote Authentic Input:

Foster ongoing opportunities for genuine input from staff, parents, and students. Encourage parents to share their suggestions, 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.

Parent volunteers in Division 1

Encourage parents to join Div. 1 classrooms and visit often and help children in reading sight words or the leveled books.

Parent engagement to increase academic achievement

Providing parents with actionable items/ information that they can take home and use to help students improve reading and math skills. This can be games, flash cards, activities, websites (IXL, Prodigy, Epic Books), etc. that parents can do with their child in their free time.

Good News Postcards/ Celebration of student success

Ensuring that at least one piece of "Good News" per student is shared with parents per school term. "Good News" can be student improvement in a certain subject area or if the teacher notices outstanding behaviour demonstrated by a student. For example, this student has shown improvement in their writing/printing or this student showed kindness by helping another student when they fell. This ensures that good news also makes it home and teachers are not just contacting parents with "bad news". Encourage parents to share "Good News" or success of students outside of school with the teacher and the class. This can be dance competitions, gymnastics, swimming or soccer games. "Good News" comments can be one student comment home per week or however often the teacher decides.

Building Relationships

Encourage teachers to share information about themselves with parents and students. This can be through school website, Google Classroom, Class Dojo or any other parental communication platform. Encourage parents to share information about themselves. Invite parents to present to the class about their profession and what they do to help the community. Encourage students to share about themselves and their family. This can help to establish trust and foster relationships for all educational stakeholders.

Parents as Keepers of Traditional Knowledge

Invite parents to share their cultural knowledge by giving presentations or speeches during special occasions such as Bandi Chor Divas and Vaisakhi. They can prepare presentations that explain the significance of these events, share personal experiences, or discuss their connections to the culture and traditions being celebrated.

Workshops for Parents

Offer workshops that teach parents about internet safety and how they can help their children use technology responsibly. These sessions can also include guidance on using platforms like Google Classroom to support their child's learning. This can be very beneficial for the large population of immigrant parents who may need assistance or instruction on how to navigate through technology.

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.

- Turn the mezzanine area into a place for older students to eat lunch in, utilize during recess or breaks

- Create more options activities for all divisions, such as recess clubs
- Tap community resources as guest speakers (classroom or general events)

- Create more leadership opportunities for older students

- Introduce more mindfulness or wellness programs for students

- 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 and Numeracy Assessment Results 2023-2024

Alberta Education Approved Screening Assessments Used:		
Grade 1	**Grade 2**	**Grade 3**
-Castles and Coltheart 3 (CC3) English -Letter Name-Sound (LeNS) English -Numeracy Screening	-Castles and Coltheart 3 (CC3) English -Letter Name-Sound (LeNS) English -Numeracy Screening	-Castles and Coltheart 3 (CC3) English -Numeracy Screening
The total number of students assessed at the beginning of the school year at each grade level		
Grade 1 January 2024	**Grade 2 September 2023**	**Grade 3 September 2023**
CC3: 66 Numeracy: 66 LeNS: 67	CC3: 66 Numeracy: 67 LeNS: 66	CC3: 41 Numeracy: 41
The total number of students identified as being at risk at the beginning of the school year at each grade level		
Grade 1 January 2024	**Grade 2 September 2023**	**Grade 3 September 2023**
CC3: 4 Numeracy: 2 LeNS: 6	CC3: 3 Numeracy: 4 LeNS: 5	CC3: 4 Numeracy: 0
The total number of students identified as being at risk at the end of the school year at each grade level		
Grade 1 June 2024	**Grade 2 June 2024**	**Grade 3 June 2024**
CC3: 3 Numeracy: 2 LeNS: 4	CC3: 3 Numeracy: 4 LeNS: 5	CC3: 4 Numeracy: 0
The average number of <u>months behind</u> grade level after the administration of the initial assessments for at risk students:		
Grade 1 January 2024	**Grade 2 September 2023**	**Grade 3 September 2023**
Literacy: 5.0 months Numeracy: 4.2 months	Literacy: 6.9 months Numeracy: 10.6 months	Literacy: 14.3 months Numeracy: N/A as no students at-risk

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

Grade 1 June 2024	Grade 2 June 2024	Grade 3 June 2024
Literacy: 3.9 months Numeracy: 0.1 months	Literacy: -3.1 months Numeracy: 1.7 months	Literacy: -5.7 months Numeracy: N/A as no students at-risk

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

Grade One	Grade Two	Grade Three

-Increased Educational Assistant one-on-one or small group pull out support for literacy and numeracy as prepared and directed by the homeroom teacher

- Reading Recovery small-group instructions and support provided by Resource Teacher for 40 minute blocks, 3 to 4 times per week

- Implementation of Heggerty (grade 1) and UFLI (grade 2) literacy program and resources

- Increased manipulatives for individual and small group work for both literacy word work and various numeracy units, such as Elkonin boxes, letter tiles, white boards, graphic organizers, math counters, etc.

- Use of online platforms to practice both literacy and numeracy

- Fountas and Pinnell leveled guided reading and assessments

- Access to leveled books for in class use and home reading

- Anchor charts and SmartBoard technology

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

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	84.3	88.7	87.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	79.4	82.5	80.0	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	98.3	100.0	100.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	65.0	81.3	81.3	19.8	18.0	18.0	Very High	Declined	Good
	PAT9: Acceptable	88.1	87.2	87.2	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	37.7	26.3	26.3	15.4	15.5	15.5	Very High	Improved	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.6	88.6	87.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	84.7	83.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.0	80.5	82.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.7	85.9	87.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

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

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).

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

5. Participation in the PATs and Diploma Exams was impacted by 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.

6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8. 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.

9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2024

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	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Citizenship	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
	3-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	5-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	PAT6: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT6: Excellence	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT9: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	PAT9: Excellence	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	Diploma: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
	Diploma: Excellence	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
Teaching & Leading	Education Quality	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Access to Supports and Services	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
Governance	Parental Involvement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Alberta Government

Fall 2024

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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

Authority: 0207 Khalsa School Calgary Educational Foundation

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Course	Measure	Khalsa School Calgary (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	Very High	n/a	n/a	12	91.7	n/a	n/a	10,323	63.8	9,728	64.7
	Standard of Excellence	Very High	n/a	n/a	12	58.3	n/a	n/a	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	12	91.7	n/a	n/a	11,278	64.6	10,098	65.4
	Standard of Excellence	Very High	n/a	n/a	12	33.3	n/a	n/a	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,249	56.9	6,969	62.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,249	5.4	6,969	6.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,201	46.7	6,930	50.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,236	57.7	6,975	59.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,249	49.4	6,983	50.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5

Notes:

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3. Participation in the Provincial Achievement Tests was impacted by 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

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

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation

Course	Measure	Khalsa School Calgary							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Very High	Maintained	Excellent	60	98.3	48	97.9	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Declined	Good	60	58.3	48	72.9	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	60	98.3	48	100.0	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Declined	Good	60	65.0	48	81.3	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	61	95.1	39	92.3	59,096	69.5	56,255	71.4
	Standard of Excellence	Very High	Maintained	Excellent	61	21.3	39	17.9	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	61	86.9	39	79.5	58,577	52.7	55,447	54.4
	Standard of Excellence	Very High	Improved	Excellent	61	37.7	39	25.6	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	61	86.9	39	92.3	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Maintained	Excellent	61	52.5	39	46.2	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	61	83.6	39	84.6	59,125	60.5	56,309	58.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	61	39.3	39	15.4	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

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4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Student Growth and Achievement (Grades K-9)

Alberta Government

PAT Results Course Summary - By Number Writing

Province: Alberta (EAL)

		Khalsa School Calgary (EAL)		Alberta (EAL)	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	96	176
	Acceptable Standard %	n/a	n/a	85.4	80.7
	Standard of Excellence %	n/a	n/a	14.6	14.8
Français 6 année	Number Writing	n/a	n/a	66	66
	Acceptable Standard %	n/a	n/a	87.9	78.8
	Standard of Excellence %	n/a	n/a	13.6	12.1
Science 6	Number Writing	12	n/a	8,963	8,640
	Acceptable Standard %	91.7	n/a	73.4	72.9
	Standard of Excellence %	58.3	n/a	21.2	19.4
Social Studies 6	Number Writing	12	n/a	9,950	8,955
	Acceptable Standard %	91.7	n/a	73.3	73.8
	Standard of Excellence %	33.3	n/a	18.7	17.7
English Language Arts 9	Number Writing	1	n/a	5,951	5,908
	Acceptable Standard %	*	n/a	69.3	73.4
	Standard of Excellence %	*	n/a	6.5	7.8
K&E English Language Arts 9	Number Writing	n/a	n/a	119	100
	Acceptable Standard %	n/a	n/a	58.8	52.0
	Standard of Excellence %	n/a	n/a	5.0	2.0
French Language Arts 9 année	Number Writing	n/a	n/a	161	187
	Acceptable Standard %	n/a	n/a	73.3	73.8
	Standard of Excellence %	n/a	n/a	9.9	11.8
Français 9 année	Number Writing	n/a	n/a	69	77
	Acceptable Standard %	n/a	n/a	69.6	70.1
	Standard of Excellence %	n/a	n/a	8.7	13.0
Mathematics 9	Number Writing	1	n/a	6,132	5,968
	Acceptable Standard %	*	n/a	54.9	58.1
	Standard of Excellence %	*	n/a	13.5	13.9
K&E Mathematics 9	Number Writing	n/a	n/a	176	143
	Acceptable Standard %	n/a	n/a	55.7	49.0
	Standard of Excellence %	n/a	n/a	13.6	7.0
Science 9	Number Writing	1	n/a	6,147	5,971
	Acceptable Standard %	*	n/a	67.9	69.4
	Standard of Excellence %	*	n/a	16.7	17.5

Notes:
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Student Growth and Achievement (Grades K-9)

Alberta ∎
Government

PAT Results Course Summary - By Number Writing

Province: Alberta (EAL)

		Khalsa School Calgary (EAL)		Alberta (EAL)	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
K&E Science 9	Number Writing	n/a	n/a	123	111
	Acceptable Standard %	n/a	n/a	48.8	45.0
	Standard of Excellence %	n/a	n/a	6.5	4.5
Social Studies 9	Number Writing	1	n/a	6,136	5,990
	Acceptable Standard %	*	n/a	58.3	58.7
	Standard of Excellence %	*	n/a	11.3	12.8
K&E Social Studies 9	Number Writing	n/a	n/a	113	108
	Acceptable Standard %	n/a	n/a	53.1	50.0
	Standard of Excellence %	n/a	n/a	8.8	1.9

Notes:
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Student Growth and Achievement (Grades K-9)

Alberta
Government

PAT Results Course Summary - By Number Writing

Province: Alberta

		Khalsa School Calgary		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	1,638	2,923
	Acceptable Standard %	n/a	n/a	79.8	83.1
	Standard of Excellence %	n/a	n/a	10.6	13.3
Français 6 année	Number Writing	n/a	n/a	439	507
	Acceptable Standard %	n/a	n/a	92.3	89.9
	Standard of Excellence %	n/a	n/a	21.2	22.1
Science 6	Number Writing	60	48	45,578	46,184
	Acceptable Standard %	98.3	97.9	81.2	79.3
	Standard of Excellence %	58.3	72.9	29.3	25.9
Social Studies 6	Number Writing	60	48	52,610	48,742
	Acceptable Standard %	98.3	100.0	79.2	78.3
	Standard of Excellence %	65.0	81.3	22.8	21.3
English Language Arts 9	Number Writing	61	39	48,994	47,191
	Acceptable Standard %	95.1	92.3	83.8	85.1
	Standard of Excellence %	21.3	17.9	14.2	15.9
K&E English Language Arts 9	Number Writing	n/a	n/a	1,052	883
	Acceptable Standard %	n/a	n/a	69.0	71.2
	Standard of Excellence %	n/a	n/a	7.8	8.0
French Language Arts 9 année	Number Writing	n/a	n/a	3,110	3,027
	Acceptable Standard %	n/a	n/a	81.5	80.8
	Standard of Excellence %	n/a	n/a	11.3	11.5
Français 9 année	Number Writing	n/a	n/a	579	541
	Acceptable Standard %	n/a	n/a	88.3	86.7
	Standard of Excellence %	n/a	n/a	20.9	23.7
Mathematics 9	Number Writing	61	39	49,797	46,587
	Acceptable Standard %	86.9	79.5	62.0	64.7
	Standard of Excellence %	37.7	25.6	16.5	16.0
K&E Mathematics 9	Number Writing	n/a	n/a	1,584	1,480
	Acceptable Standard %	n/a	n/a	64.8	64.7
	Standard of Excellence %	n/a	n/a	12.3	13.9
Science 9	Number Writing	61	39	50,395	47,397
	Acceptable Standard %	86.9	92.3	79.2	78.8
	Standard of Excellence %	52.5	46.2	24.4	23.9

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Student Growth and Achievement (Grades K-9)

Alberta
Government

PAT Results Course Summary - By Number Writing

Province: Alberta

		Khalsa School Calgary		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
K&E Science 9	Number Writing	n/a	n/a	1,123	936
	Acceptable Standard %	n/a	n/a	65.7	67.6
	Standard of Excellence %	n/a	n/a	11.1	13.9
Social Studies 9	Number Writing	61	39	50,440	47,410
	Acceptable Standard %	83.6	84.6	70.9	69.3
	Standard of Excellence %	39.3	15.4	18.5	18.9
K&E Social Studies 9	Number Writing	n/a	n/a	1,081	915
	Acceptable Standard %	n/a	n/a	63.0	61.9
	Standard of Excellence %	n/a	n/a	14.1	13.2

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Student Growth and Achievement (Grades K-9)

Measure Evaluation Reference - Achievement Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)

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
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
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

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)

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

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 2023-2024 school year, our grade 6 students maintained very high scores in subject areas tested which were science and social studies. (PATs in English language arts and mathematics were canceled). It is noteworthy that we have exceeded the provincial results, in these 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 for the PATs for the 2023-204 school year. 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 English Language Arts, mathematics, science and social studies, we achieved very high in both acceptable standard and standard of excellence.

Financial and Capital Highlights

Summary of Financial Results

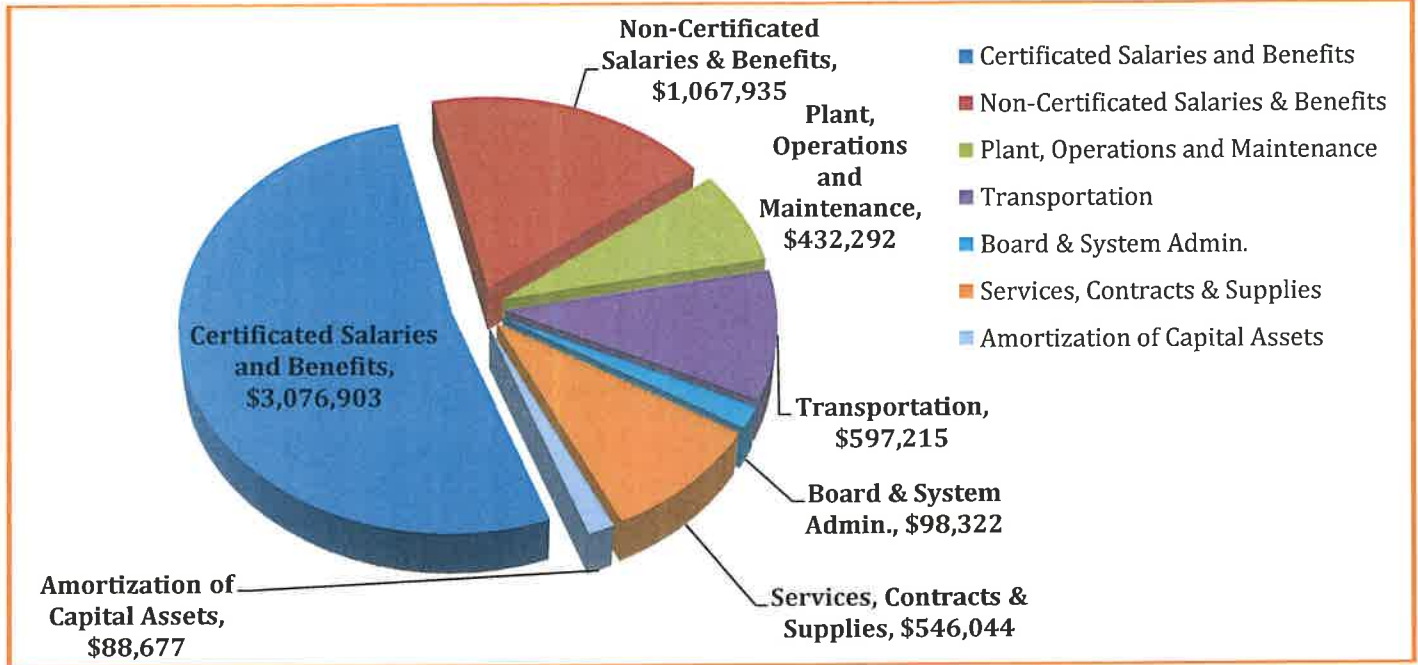### 2023 – 2024 Summary of Audited Financial Results

REVENUE
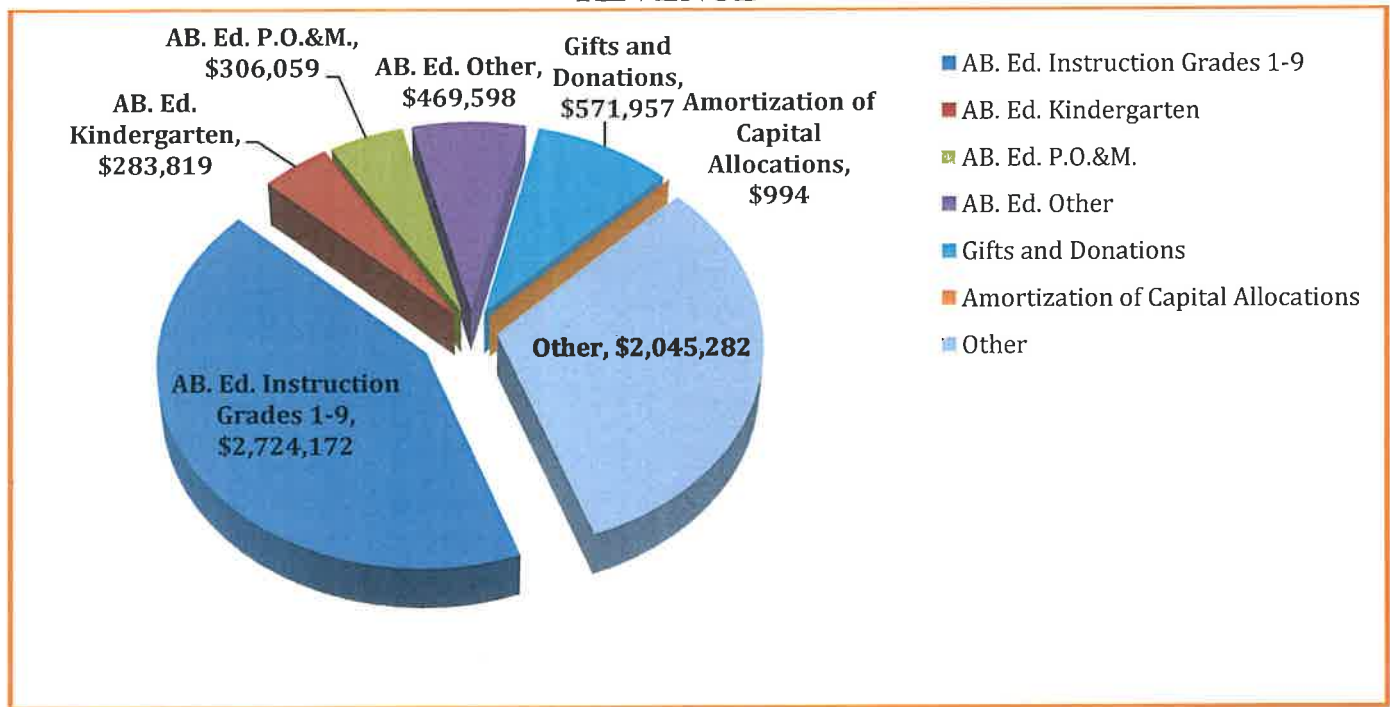
2023/24 Revenue Summary

	2023/2024	Percent of Total	2022/2023	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	$2,724,172	42.55%	$2,187,169	43.16%	537,003	24.55%
AB. Ed. Kindergarten	$283,819	4.43%	$217,494	4.29%	66,325	30.50%
AB. Ed. P.O.&M.	$306,059	4.78%	$264,424	5.22%	41,635	15.75%
AB. Ed. Other	$469,598	7.34%	$130,979	2.58%	338,619	258.53%
Gifts and Donations	$571,957	8.93%	$331,567	6.54%	240,390	72.50%
Amortization of Capital Allocations	$994	0.02%	$994	0.02%	0	0.00%
Other	$2,045,282	31.95%	$1,935,283	38.19%	109,999	5.68%
	$6,401,881	100.00%	$5,067,910	100.00%	$1,333,971	26.32%

EXPENSES

Non-Certificated Salaries & Benefits, $1,067,935

Plant, Operations and Maintenance, $432,292

Certificated Salaries and Benefits, $3,076,903

Transportation, $597,215

Board & System Admin., $98,322

Amortization of Capital Assets, $88,677

Services, Contracts & Supplies, $546,044

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

2023/24 Expense Summary

	Program Centre	2023/24	Percent of Total	2022/23	Percent of Total	Dollar Change	% Change
Certificated Salaries and Benefits	Instruction	$3,076,903	52.09%	$2,500,237	57.18%	576,666	23.06%
Non-Certificated Salaries & Benefits	Instruction	$1,067,935	18.08%	$858,794	19.64%	209,141	24.35%
Plant, Operations and Maintenance	P.O.&M.	$432,292	7.32%	$273,650	6.26%	158,642	57.97%
Transportation	Transportation	$597,215	7.32%	$203,269	4.65%	393,946	193.81%
Board & System Admin.	Administration	$98,322	1.66%	$94,261	2.16%	4,061	4.31%
Services, Contracts & Supplies	Instruction	$546,044	9.24%	$375,907	8.60%	170,137	45.26%
Amortization of Capital Assets	All Programs	$88,677	1.50%	$66,832	1.53%	21,845	32.69%
		$5,907,388	97.21%	$4,372,949	100.00%	$1,534,439	35.09%

Financial Summary: 2023 - 2024 School Year

	2023/24	2022/23	2021/22
Total Funded Student Population	578	513	496
Instruction Staffing – FTE	33.03	28.8	29.1
Student Teacher/Instructor ratio	17	18	17

The categories defining the distribution of the Board's $5,907,388 of expenses from 2023-24 are:

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

School Year	Total Spending	# of Students	Per Student Expenditures
2023-24	$3,710,244	508	$7,304
2022-23	$2,930,530	453	$6,469

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
2023-24	$464,541	70	$6,636
2022-23	$386,181	60	$6,436

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
2023-24	$547,314	578	$947
2022-23	$273,650	513	$533

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
2023-24	$597,215	270	$2,212
2022-23	$227,004	242	$938

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
2023-24	$88,677	578	$121
2022-23	$66,832	513	$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, 2024

	2023-2024	2022-2023
Revenue	$6,401,881	$5,067,910
Expenses	$5,907,388	$4,372,949
Surplus (Deficit)	$494,493	$694,961

## Accumulated Operating Reserves and Capital Assets as at August 31, 2024

	2023-2024	2022-2023	2021-2022
Unrestricted Net Assets	$2,574,316	$2,999,099	$3,006,162
Investment in Capital Assets	$2,034,786	$1,115,509	$413,484
Total Net Assets	$4,609,102	$4,114,608	$3,419,646

The Unrestricted Net Assets can also be summarized :

	2023-2024	2022-2023	2021-2022
Current Earnings	$494,493	$694,961	$320,469
Prior period deficts/income	$4,114,609	$3,419,648	$3,099,179
Total Unrestricted Net Assets	$4,609,102	$4,114,609	$3,419,648

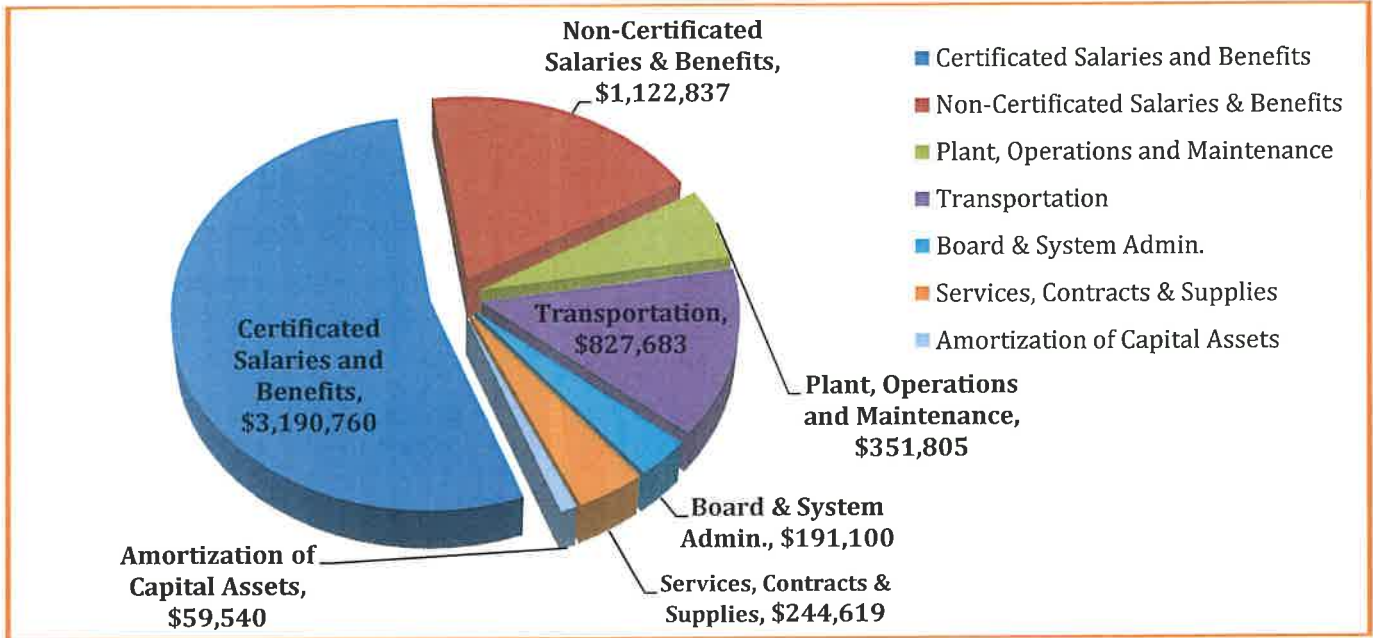## 2024 - 2025 BUDGET Summary as submitted to Alberta Education May 23, 2024

BUDGETED REVENUE
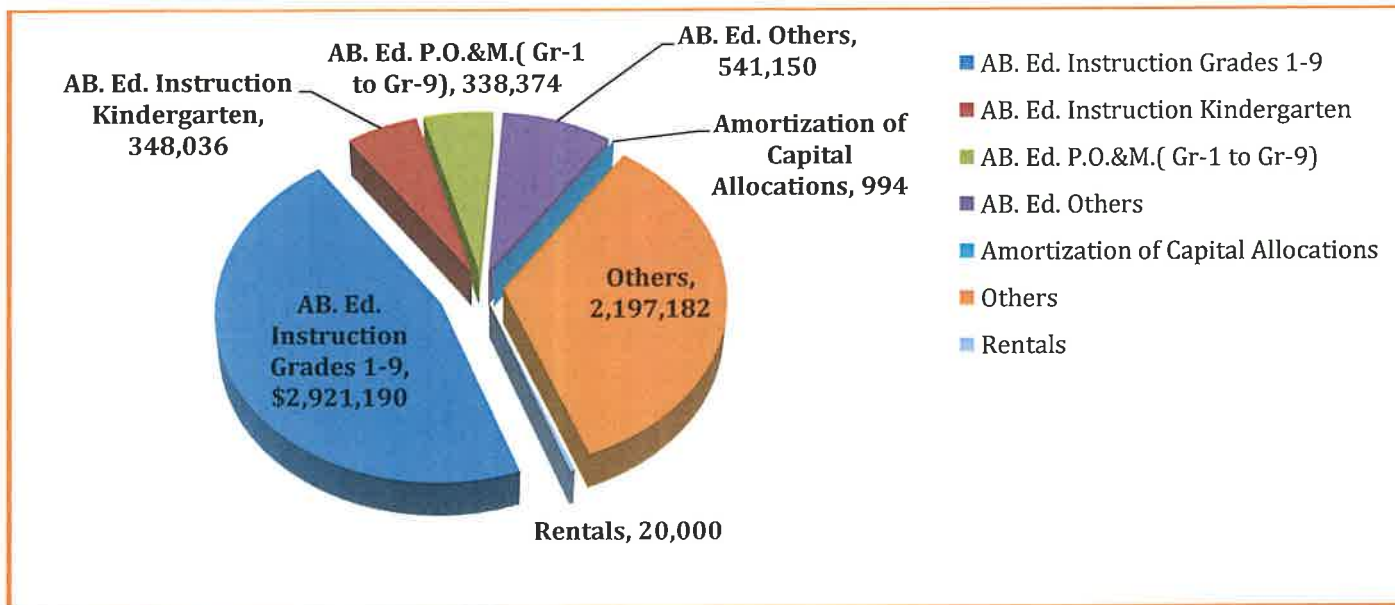
2024/25 BUDGET Revenue Summary as submitted to AB. Ed. May 23, 2023

	2024/25 BUDGET	Percent of Total	2023/24 BUDGET	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	$2,921,190	45.88%	$2,385,402	46.12%	535,788	22.46%
AB. Ed. Instruction Kindergarten	348,036	5.47%	251,341	4.86%	96,695	38.47%
AB. Ed. P.O.&M.(Gr-1 to Gr-9)	338,374	5.31%	287,514	5.56%	50,860	17.69%
AB. Ed. Others	541,150	8.50%	346,564	6.70%	194,586	56.15%
Amortization of Capital Allocations	994	0.02%	994	0.02%	0	0.00%
Others	2,197,182	34.51%	1,885,600	36.45%	311,582	16.52%
Rentals	20,000	0.31%	15,000	0.29%	5,000	33.33%
	$6,366,926	100.00%	$5,172,415	100.00%	$1,194,511	23.09%

BUDGETED EXPENSES

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

	Program Centre	2024/25 BUDGET	Percent of Total	2023/24 BUDGET	Percent of Total	Dollar Change	% Change
Certificated Salaries and Benefits	Instruction	$3,190,760	53.28%	$2,930,665	58.45%	260,095	8.87%
Non-Certificated Salaries & Benefits	Instruction	$1,122,837	18.75%	$939,322	18.73%	183,515	19.54%
Plant, Operations and Maintenance	P.O.&M.	$351,805	5.87%	$206,959	4.13%	144,846	69.99%
Transportation	Transportation	$827,683	13.82%	$271,011	5.40%	556,672	205.41%
Board & System Admin.	Administration	$191,100	3.19%	$310,540	6.19%	-119,440	-38.46%
Services, Contracts & Supplies	Instruction	$244,619	4.08%	$296,258	5.91%	-51,640	-17.43%
Amortization of Capital Assets	All Programs	$59,540	0.99%	$59,540	1.19%	0	0.00%
		$5,988,344	100.00%	$5,014,295	100.00%	$974,049	19.43%

The Budget comments below are based on the Budget sent to Alberta Education on May 23, 2024 showing a revenue of $378k based on an enrolment of 611 students.

Budget 2024-2025 highlights are:

o Funding from Alberta Education for the 2024-25 school year is budgeted at $4.14 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. 2024-25 funding from parents is budgeted at $2.17 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 opened up another 8 new classroom in September of 2023.

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.