Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation

Education Plan 2023-2026
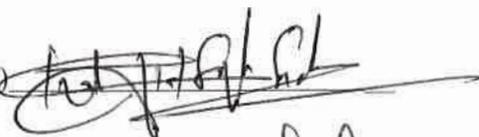
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Accountability Statement

The Education Plan for Khalsa School Calgary commencing August 25, 2025 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation.

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

The operator and/or governing body approved the 2022/2023 Education Plan on May 23, 2023. (Year 1)

The operator and/or governing body reviewed and approved the 2025/2026 Education Plan on May 26, 2025 (Annually after Year 1)

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

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

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

Dated at Khalsa School Calgary, Conrich, Alberta, _May 26th_ ,2025

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 2024-2025 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-four students in grades K-9, thirty-three certified teachers, and eighteen support staff members. Since the school's founding, the original building has undergone numerous improvements. The most recent additions to the school are a renovation of the front office, student and staff washrooms, front office and 6 classrooms (January 2025), a newly installed artificial turf soccer field (September 2023), a new wing of eight new classrooms (September 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, 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
- Promotion of Sikh values and principles
- Regular monthly performances at the Gurdwara
- Growth Mindset Implementation
- Student led weekly assemblies
- Numerous leadership opportunities for students
- Yearly Seva projects in each grade level
- 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 2024-2025 and beyond. We are confident that these goals are embedded within the goals of the province of Alberta and we are accountable to them as an accredited funded private school offering the Alberta Program of Studies.

- Inspire students to follow the Guru Ji's teachings and to stay connected to their Sikh heritage.
- Provide students with the knowledge, skills, attributes and confidence they need to be good citizens and succeed in this ever-changing world (Resources - Sikh Teachings and Application of Growth Mindset)
- Strengthen the links between the family, education and communities.
- Capacity Building related to implementation of Growth Mindset.
- Promote leadership skills- by mastering great communication skills, which enable them to express their vision, inspire others to join them and put in the necessary effort to accomplish their goals, become good listeners, and become willing to accept criticism from others and own up to their mistakes. Their productivity is fueled by a passion to learn and a dedication to constant development.

Land Acknowledgement

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

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

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

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

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

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

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

traditions.

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

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

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

Our Shared Goals for Continuous Improvement at Khalsa School Calgary

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

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

Measurement:

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

Strategies:

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

exploration, promoting critical thinking and problem-solving skills.

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

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

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

Measurement:

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

Strategies:

- Character Education Program: A school-wide character education program will be developed that will include regular assemblies, classroom discussions, and community service projects. This program will focus on developing positive character traits such as respect, empathy, and responsibility.
- Leadership Roles: Students will be encouraged to take on leadership roles in school events such as organizing assemblies, leading clubs, and planning fundraisers. This will give students the opportunity to practice their leadership skills in a supportive environment.
- Leadership Workshops: Workshops and training sessions will be offered to students to help them develop specific leadership skills such as public speaking, conflict resolution, and teamwork. These workshops will be led by experienced leaders in the community.

- Mentorship Program: A student-led mentorship program will be created, pairing older students with younger students to provide support and guidance. This will give older students an opportunity to practice their leadership skills while providing younger students with positive role models.
- Reflection Exercises: Students will be encouraged to reflect on their personal values and goals through regular journaling and self-assessment exercises. This will help students develop a deeper understanding of themselves and their own leadership style.

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

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

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

Measurement:

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

Strategies:

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

service and volunteer opportunities related to Sikh culture and spirituality can help students to apply their knowledge and understanding to promote inclusivity and respect for diversity in their community.

- Open discussions and dialogue: Promoting open discussions and dialogue around diversity and inclusivity, and the role of Sikh culture and spirituality in promoting these values can help students to understand the importance of inclusivity and respect for diversity in their community.

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

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

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

Strategies:
- Model a growth mindset: Teachers will model a growth mindset by openly discussing their own challenges and failures, emphasizing the importance of effort and perseverance, and celebrating successes and progress.

- Encourage a focus on effort: Teachers will emphasize the importance of effort and hard work over innate ability by praising students' efforts and strategies rather than their intelligence or talent.

- Teach growth mindset skills explicitly: Teachers will explicitly teach growth mindset skills, such as setting goals, developing a growth mindset vocabulary, and using positive self-talk.

- Provide opportunities for reflection: Teachers will encourage students to reflect on their learning, focusing on the progress they have made and the strategies that have been successful for them.

- Create a supportive learning environment: Teachers will create a supportive learning environment by providing opportunities for collaboration and peer feedback, acknowledging and celebrating diversity, and promoting a culture of learning and growth.

- Praise students' effort and improvement, especially when they undertake difficult tasks, rather than praising students' intelligence - "you're smart" - or a particular grade.

- Emphasize that fast learning is not always the deepest and best learning, but rather learning often takes time and great effort.

- Build ways for students to learn from and correct mistakes into the classroom and recognize students' perseverance and improvement.

- Demonstrate the extent to which students' skills and knowledge have increased over time placing emphasis on students' abilities to develop and improve as they learn.

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

Outcome:

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

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

Qualitative measures may include:

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

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

Stakeholder Engagement in Khalsa School Calgary: Fostering Collaboration and Inclusion

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

Parent Engagement:

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

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

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

Student Engagement:

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

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

Staff Engagement:

a. Staff Meetings and Professional Development: Regular staff meetings provide a platform for

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

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

Community Engagement:

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

b. Partnerships and Collaborations: Khalsa School Calgary can establish partnerships with local organizations, businesses, and community groups. Collaborating on initiatives such as mentorship programs, internships, or guest speakers enhances the learning experience and connects students with real-world opportunities.

Parent Advisory Council (PAC):

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

School Expansion:

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

Community Partnerships and Collaboration:

Khalsa School Calgary actively seeks partnerships and collaborations with community organizations, businesses, and groups to enrich the educational experience and engage stakeholders beyond the immediate school community. These partnerships can involve cultural organizations, local businesses, educational institutions, and non-profit organizations that align with the school's values and goals. By establishing

collaborative relationships, the school will provide students with unique learning opportunities, access to resources, mentorship programs, and community-based projects. Engaging community stakeholders in these partnerships strengthens the school's ties with the broader community and fosters a sense of shared responsibility for student success.

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

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

Results Analysis

Khalsa School Calgary continues to provide an exceptional learning environment where students thrive academically and connect with their Sikh faith, values, and principles, cultivating a "Khalsa Attitude." The 2024 Provincial Achievement Test (PAT) results are a reflection of the hard work and dedication of both students and staff. We received the wonderful news that we ranked among the top 17 out of 848 schools in Alberta due to the outstanding performance of our grade 6 and 9 students in the Provincial Achievement Test (PAT) for the 2023-2024 school year. We aim to continue achieving such excellence.

In Mathematics:

Grade 6
- No PATs were written 2024

Grade 9

- 37.7% achieved the Standard of Excellence as compared to 13.7% in the province;
- 86.9% of the students achieved the Acceptable Standard as compared to 51.4% in the province.
- 13.1% of KSC students were below the acceptable standard vs 32.8% in the province.

In Science:

Grade 6

- 58.3% achieved the Standard of Excellence as compared to 25.6% in the province;
- 98.3% of the students achieved the Acceptable Standard as compared to 68.8% in the province.
- 1.7% of KSC students were below the acceptable standard compared to 15.3% in the province.

Grade 9

- 52.5% achieved the Standard of Excellence as compared to 20.9% in the province.
- 86.9% of the students achieved the Acceptable Standard as compared to 66.8% in the province.
- 13.1% of KSC students were below the acceptable standard compared to 17.7% in the province.

<u>In Language Arts:</u>

Grade 6
- No PATs were written 2024

Grade 9

- 21.3% achieved the Standard of Excellence as compared to 11.8% in the province.
- 95.1% of the students achieved the Acceptable Standard as compared to 69.5% in the province.
- 4.9% of KSC students were below the acceptable standard compared to 13.4% in the province.

<u>In Social Studies:</u>

Grade 6
- 65.0% achieved the Standard of Excellence as compared to 20.4% in the province
- 98.3% of the students achieved the Acceptable Standard as compared to 68.7% in the province.
- 1.7% of the students Below Acceptable Standard compared to 17.1% in the province.

Grade 9
- 39.3% achieved the Standard of Excellence as compared to 15.9% in the province
- 83.6% of the students achieved the Acceptable Standard as compared to 60.0% in the province;
- 16.4% of the students Below Acceptable Standard compared to 24.5% in the province.

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.

The PAT results demonstrate the effectiveness of Khalsa School Calgary's exceptional teaching methods and their commitment to providing a well-rounded education that includes a strong connection to Sikh culture and spirituality.

Finance

Plan for Implementation and Budget 2025-2026

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

Impacts on the 2025-2026 budget include:

1. **Curriculum Implementation**

As additions and changes continue with the Alberta curriculum, Khalsa School Calgary has devised a detailed plan for implementation. The school recognizes the importance of preparing teachers and ensuring their comfort with the new curriculum. The plan allocates specific resources from the budget to fund and implement the new curriculum. This includes procuring the required teaching materials, resources, and technology infrastructure necessary for successful curriculum delivery. The school will carefully consider the allocation of funds to ensure they are utilized effectively and efficiently.

2. **Technology Integration**

To support the curriculum implementation process, Khalsa School Calgary will leverage technology integration. Teachers will be provided with access to online platforms, digital resources, and instructional technology tools that align with the Alberta curriculum. The school will prioritize training and support to ensure teachers can effectively integrate technology into their teaching practices.

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

3. **Professional Development**

To achieve this, the school will offer comprehensive teacher professional development opportunities. These opportunities will focus on equipping teachers with the necessary knowledge, skills, and resources to effectively implement the Alberta curriculum. The funding received as mentioned in the Khalsa School budget will be utilized to support these professional development initiatives.

4. **Staffing**

With the growth of our student body to address the community demand, Khalsa School Calgary will be required to hire additional staff to support student and school needs in ordere to continue providing an exceptional educational experience to its students.

Khalsa School Calgary's recommended budget for 2025-2026 can be accessed from the school website khalsaschoolcalgary.ca and/or the attached link:

Private School Authority Code:	0207
School Code:	1383

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

	Budget 2025/2026	Projected 2024/2025 (Note 1)	ACTUAL 2023/2024 (Note 2)
REVENUES			
Alberta Education (excluding Home Education)	$4,209,568	$4,148,750	$3,783,648
Alberta Education - Home Education	$0	$0	$0
Total Alberta Education Revenues	**$4,209,568**	**$4,148,750**	**$3,783,648**
Other Government of Alberta	$0	$0	$10,100
Federal Government and/or First Nations	$0	$0	$0
Other Alberta school authorities	$0	$0	$0
Instruction fees / Tuition fees	$2,128,756	$1,793,138	$1,306,003
Non-instructional fees (O&M, Transportation, Admin fees)	$443,088	$379,045	$327,975
Other sales and services	$0		$111,435
Interest on investments	$25,000	$25,000	$251,899
Gifts and donations	$0	$0	$571,957
Amortization of capital allocations (where applicable)	$994	$994	$994
Other (specify): Rentals	$25,000	$20,000	$37,870
TOTAL REVENUES $6,832,407	**$6,832,407**	**$6,366,927**	**$6,401,881**
EXPENSES			
Home Education	$0	$0	$0
Instruction - ECS	$352,902	$445,335	$467,981
Instruction - Grades 1 to 12	$4,032,683	$3,652,862	$3,738,603
Operations and maintenance	$765,958	$440,353	$592,147
Transportation	$727,989	$827,683	$606,760
Board and System Administration	$606,610	$622,111	$501,897
External Services	$0	$0	$0
TOTAL EXPENSES $6,486,142	**$6,486,142**	**$5,988,344**	**$5,907,388**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	**$346,264**	**$378,583**	**$494,493**
	$346,264		

1. If there are changes to Projected 2024/25 from the original 2024/25 Budget Report submission, please explain.

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

Our Education Plan shall be:

- ❖ Posted on the Khalsa School Calgary website: www.khalsaschoolcalgary.ca
- ❖ Reviewed with and available to all staff;
- ❖ Reviewed with and distributed to the Board of Directors;
- ❖ 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;
- ❖ Parents will be notified in the June 2023 newsletter that the report will be available at the office and on the website.

KHALSA SCHOOL CALGARY

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Preserving the Past…Preparing for the Future