



Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation

Annual Education Results Report 2024-2025



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 six hundred seventy students in grades K-9, thirty-five certified teachers, and sixteen 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 artificial turf field, fourteen additional classrooms that were added in September 2012, a new gymnasium (May 2014), and a new Learning Commons (May 2019).

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

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

Unique attributes include:

- Enhanced curriculum to reflect the school’s core values, principles and goals.
- Compulsory courses in Punjabi, Gurmat & Keertan
- Celebration of Canadian and Sikh holidays and traditions
- Growth Mindset Implementation
- Promotion of Sikh values and principles
- Regular monthly performances at the Gurdwara
- Student led monthly assemblies
- Numerous leadership opportunities for students
- Yearly Seva projects in each division
- Implementation of STEM program
- In-house supports and services (occupational therapy, psychology/counselling, and speech-language therapy).

Foundation Statements

OUR MISSION

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

OUR CORE VALUES

MEDITATE (Naam Japo)

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

HONEST LIVING (KIRT KARO)

Earning your livelihood through honest means and hard work.

SHARING (VANDD SHAKO)

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

OUR GOALS

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

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 role models in their community and beyond.

Student leadership opportunities continue to grow, with several initiatives led by students throughout the year, supported by our Punjabi teacher and staff team. These include student-led Sikh events, monthly school assemblies, and seva projects that encourage community service and develop leadership skills.

Technology

Since its inception, Khalsa School has prided itself on having technology available for all students and staff to use. As of the 2024–2025 school year, all Smart Boards in each classroom have been replaced with View Boards, offering improved interactive capabilities and seamless integration with updated instructional software. This upgrade further enhances classroom engagement, digital learning opportunities, and teacher-student collaboration.

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.

The school has implemented AI-supported plagiarism and content-authenticity detection software to support academic integrity. These tools assist teachers in verifying the originality of student work and help students learn responsible digital citizenship and ethical use of AI in their 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.

For the previous school year (2024-2025) along with the current school year (2025-2026), a dedicated budget has been allocated for professional development related to the new curriculum, including training sessions, workshops, and updated teaching resources and materials to support successful curriculum implementation.

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 Sven Danzinger, Alberta Education, Field Services Consultant

Will be reviewed with parents during the Annual General Meeting (AGM) December 2025

Parents will be notified in the January 2026 newsletter that the report will be available at the office and on the website.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Source Data Reference

Fall 2025

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	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
	Citizenship	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025
	3-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	5-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	PAT9: Acceptable	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	PAT9: Excellence	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	Diploma: Acceptable	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
	Diploma: Excellence	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
Teaching & Leading	Education Quality	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
	Access to Supports and Services	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
Governance	Parental Involvement	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2025

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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 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 and Childcare Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2025

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

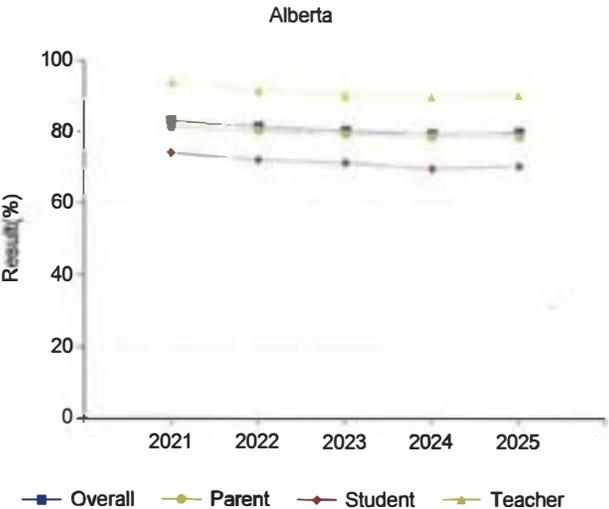
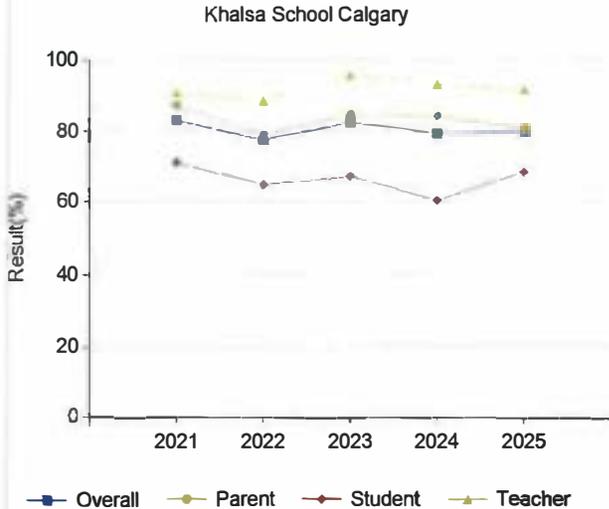
A.6 Citizenship - Measure History

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	257	83.1	311	77.5	300	82.5	336	79.4	303	80.2	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	26	87.3	21	79.0	20	84.7	22	84.3	23	80.7	High	Maintained	Good	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	207	71.2	272	64.7	251	67.1	284	60.6	253	68.4	High	Improved	Good	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	24	90.8	18	88.6	29	95.8	30	93.3	27	91.7	Intermediate	Maintained	Acceptable	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



Notes:

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

Student Growth and Achievement

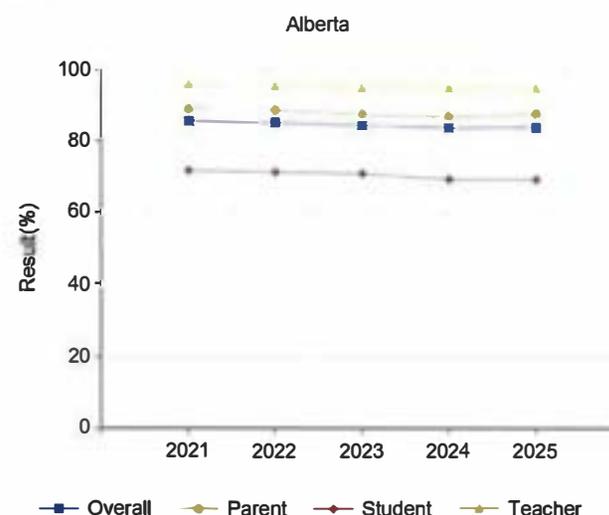
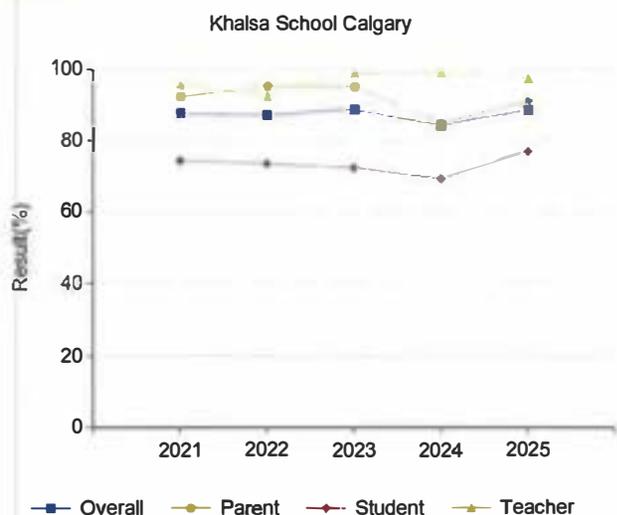
S.1 Student Learning Engagement - Measure History

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	257	87.5	311	87.1	300	88.7	335	84.3	303	88.4	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	26	92.3	21	95.2	20	95.0	22	84.8	23	90.9	High	Maintained	Good	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	207	74.3	272	73.5	251	72.3	283	69.1	253	76.9	High	Improved	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	24	95.8	18	92.5	29	98.9	30	98.9	27	97.5	High	Maintained	Good	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



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

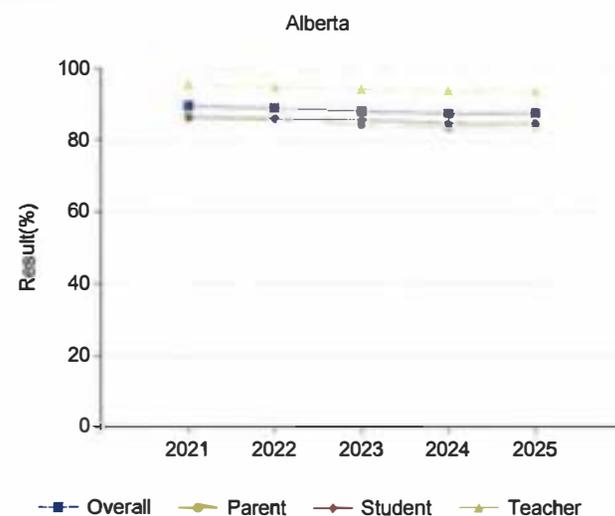
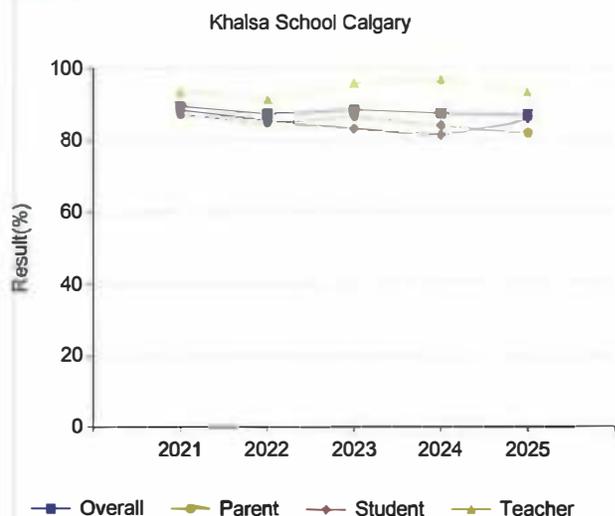
A.4 Education Quality - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	255	89.7	312	87.2	300	88.6	337	87.6	303	87.2	High	Maintained	Good	230,814	89.6	249,532	89.0	257,584	88.1	285,843	87.6	269,550	87.7
Parent	26	87.2	21	84.6	20	86.7	22	84.1	23	82.1	High	Maintained	Good	31,024	88.7	31,728	88.1	31,890	84.4	33,250	83.8	34,468	84.3
Student	205	88.4	273	85.5	251	83.2	285	81.5	253	85.9	Intermediate	Maintained	Acceptable	189,589	88.3	188,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	24	93.6	18	91.5	29	98.0	30	97.2	27	93.7	Intermediate	Maintained	Acceptable	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



Notes:

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

Learning Supports

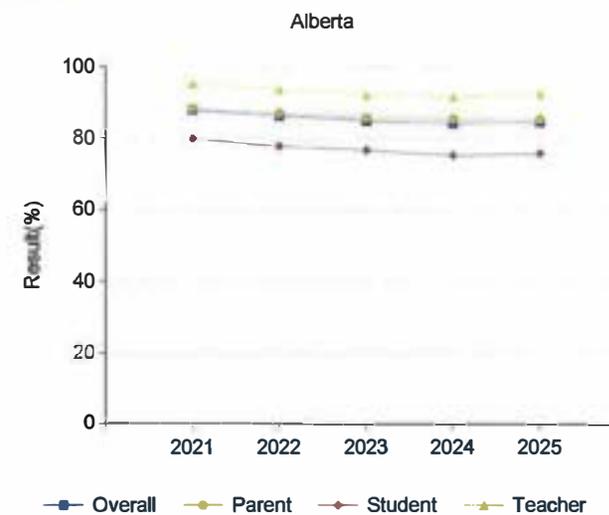
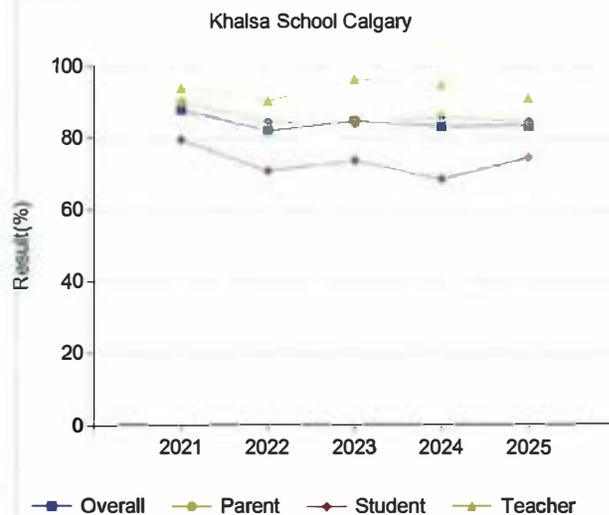
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	257	87.9	312	82.0	300	84.7	337	83.2	303	83.5	Intermediate	Maintained	Acceptable	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	26	90.1	21	84.5	20	83.9	22	85.8	23	84.5	Intermediate	Maintained	Acceptable	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	207	79.5	273	70.9	251	73.8	285	68.6	253	74.7	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	24	94.0	18	90.5	29	96.5	30	95.1	27	91.3	Low	Maintained	Issue	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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

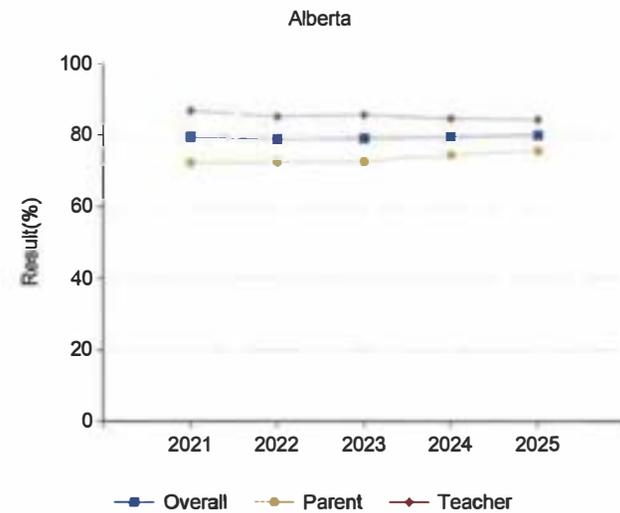
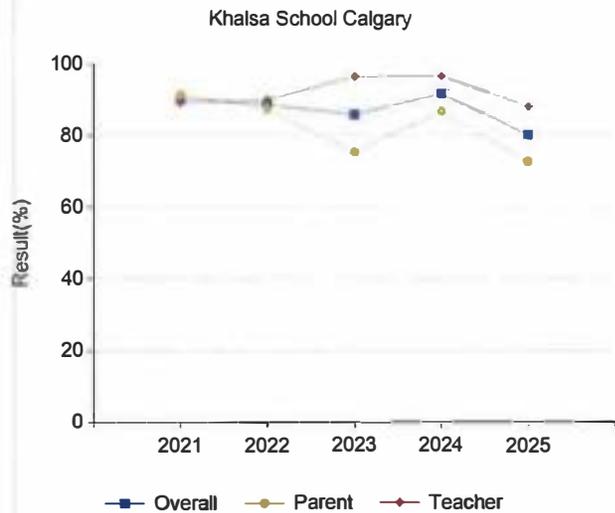
C.1 Parental Involvement - Measure History

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	50	90.3	39	88.7	49	85.9	52	91.7	50	80.4	High	Declined	Acceptable	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	26	91.3	21	87.5	20	75.3	22	86.7	23	72.7	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	24	89.2	18	89.9	29	96.5	30	96.6	27	88.1	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2026	Evaluation			Targets		
	2021	2022	2023	2024	2025		Achievement	Improvement	Overall	2026	2027	2028
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	N/A	*	95.2	93.2	99.4	95	Very High	Improved Significantly	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	*	43.5	51.4	54.5	32	Very High	Improved Significantly	Excellent	35	35	35

Comment on Results:

We continue to be very proud of our students’ success and achievement in these areas and must celebrate such accomplishments. When compared to the previous school year, our grade 6 students maintained their high scores in most areas. It is noteworthy that we have exceeded the provincial results in all the subject areas in grade 6.

It is noteworthy that we have exceeded the provincial results in all the subject areas in grade 9. Our grade 9 students scored higher compared to the provincial results regarding both the acceptable standard and those who achieved the standard of excellence. In all core subjects, we have achieved a high score and have maintained a very high standard.

Our overall continued success could be due to consistent instructional strategies, common division goals, as well as consistent effort and hard work by the students.

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

Strategies

- Maintain the Reading Resource Program, providing direct reading support for students in grades 1 to 4.
- Hold small group sessions with an EA, and one one-on-one support for the students who struggle.
- Increase the use of a variety of resources to aid students with multiple learning needs.
- Increase regular use of technology to enhance student learning.
- Provide teachers with multiple opportunities to deepen their understanding in the areas of ESL, supporting struggling learners, vocabulary development, and effective use of technology.
- Provide supervision coverage so that Div. 2 students can receive additional support at morning recess.
- During study hall, a homeroom Teacher can support the at-risk students.
- Consistent effort and support throughout K-9 to maintain a high standard of achievement.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2023	2024	2025
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A			

Strategies:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2021	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2026	2027	2028
Citizenship- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.1	77.5	82.5	79.4	80.2	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 several 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. This year, we aim to develop a binder of Growth Mindset activities for each classroom that would provide structure and consistency to the program. In addition, numerous leadership opportunities are provided for our students in the form of Student Council, student-led announcements, running a student-led Environment Club, helping in the Learning Commons, participating in reading buddies, and assemblies. It would be beneficial to bring back the hobby clubs led by the students and supervised by the teachers. Our Friday leadership assemblies will continue 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. With the removal of the reflection room, Growth Mindset principles will guide student coaching conversations, emphasizing accountability, personal responsibility, and learning from challenges rather than punitive

measures. 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 tracking and handling discipline issues across the divisions.
- Continue implementation of the Growth Mindset Program.
- Continue to provide opportunities for student service, leadership development and civic responsibility in the school and in the larger community (local, national and global).
- Continue to require every student to be involved in a volunteer service (Seva) project locally, nationally and/or globally.
- Provide opportunities for our students to explore other cultures, schools, and community groups- Trickster Art residency, video conferences, field trips, guest speakers, pen pals etc.
- Continue Friday assemblies that include recognition and celebration of student leadership and efforts, as well as, Sikh and Canadian holidays and days of significance.
- Continue to hold Education Week, including the Annual Student Convention for students in Grades 5 to 9.
- Encourage parent involvement in school activities and educate the parents on how they can help their child at home (consistent moral education, encourage independence etc.) Hold parent information sessions on various topics that may be of interest and provide support with general parenting skills through the PAC meetings held every month.
- Direct instruction, inviting guest speakers, and discussions with students regarding cyber bullying, conflict resolution and respecting boundaries.
- Provide students with the opportunity to take part in more clubs and extracurricular activities
- Invite more inspirational and diverse speaker's/role models as guests.
- Educate students on the importance of giving back to the society through meaningful activities
- Model community activism to inspire students to get involved through seva at the Gurdwara where teachers model the same as well.

Student Recommendations:

- Provide more opportunities for the students to do seva in the school and community and ensure that students have input in which seva projects they take part in.
- Reward students for good behavior/citizenship hard work, regular attendance, and for helping others.
- Have class field trips to volunteer centers and the Gurdwara so students can be more aware of what is happening in society.
- Invite guest speakers to present on bullying and showing kindness.
- Create a school newspaper or a podcast such as "Cecil News."
- Student council elections to be held annually.
- Opportunity to earn marks/credit for volunteer work.
- Make a win-win/conflict corner in each classroom.

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

Comments on Results:

We currently do not have any self-identified First Nations, Metis or Inuit students registered in Khalsa School Calgary. However, we are continuing to develop our foundational knowledge about First Nations, Metis and Inuit peoples for the benefit of all our students. We are working to ensure that all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. The teachers are encouraged to weave indigenous ways of knowing into new curriculum classroom planning.

Strategies

- Land Acknowledgement is a part of our daily routine. All staff will be encouraged to update their website and include Land Acknowledgement
- We will have FNMI committee with representations from all divisions, they will provide support and guidance to teachers to Weave Indigenous Knowledge Systems in their everyday practice.
- We will be working on having monthly theme from the Seven Sacred Teachings for Division 1 & 2.
- This year our Division 2 and Division 3 goal is to Integrate First Nation's culture and history into the classroom by creating awareness among the students towards the history of Indigenous people.
- We will work on gathering literature and resources for all grade levels at our school library and we will keep it up to date as per our requirement.
- We will continue to provide professional development opportunities for all staff.
- Teachers from all three divisions will be provided with the resources, websites and lesson plans based on Indigenous learnings which is our little step towards the reconciliation.
- Inviting Elders at least twice in academic school year for their guidance and Teachings.
- Brainstorm and bring in potential residency programs related to FNMI education for the students.

Achievements:

1. Khalsa School Calgary won the First place in Orange Shirt Day Infographic Poster Competition in entire Alberta. (Calgary Regional Consortium was contacted by the organizers to award the prize to our school year 2021-2022)
Student's posters can be viewed in **Empowering the spirit website** under the **TEACHING TOOLS FOR THE CLASSROOM:**
<https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/>
2. Our students got an opportunity to meet the panel of elders and ask them questions about their experiences at the Residential School, and the students were fortunate to share in the legacy of residential schools (2022-2023). Responses were shared by Elder Betty Letendre.
Interviews with Elders: Betty Letendre October 2022 (Orange Shirt Day) can be found at:
Empowering the Spirit website under the **TEACHING TOOLS FOR THE CLASSROOM:**
<https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/>

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

- This video is best suited for a grade 7-12 audience. Some responses contain mature subject matter and reference mistreatment of children. Viewer discretion is advised.
 - Teachers are advised to preview this video before classroom use and follow the viewing with a classroom discussion using the Talking Circle learning guide and/or Closing Circle learning guide for support.
3. Being a Legacy School with The Gord Downie and Chanie Wenjack Fund, we have access to the DWF Resources.
 - Our school was featured in the DWF Calendar (2023-2024)
 4. Elder Randy Alexander, a resilient thriver and survivor of the residential school system, is always warmly welcomed in our school. He is a world-renowned artist, a respected Knowledge Keeper, and a World Champion Chicken Dancer. A dedicated spiritual leader, Elder Randy generously shares his art, teachings, and wisdom with our students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2021	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2026	2027	2028
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.	81.5	75.7	79.6	80.4	74.6	85	Intermediate	Maintained	Acceptable	85	85	85

Comments:

Results for this measure decreased by 5.8% this year, indicating a decline in overall satisfaction with the breadth of our program of studies. Several factors may have contributed to this drop. Although we continued to expand student-choice for option courses, facility limitations last year due to ongoing construction impacted our ability to offer the full range of options consistently. While many students received their first or second preference in Term 1 or Term 2, staffing constraints reduced the flexibility needed to run multiple sections of highly desired options. 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, as well as fitness. This will certainly increase the engagement level for students. Having more fine arts, career technology, and physical education exposure in diversified topics may help to engage learners. Additionally, while new options were introduced and positively received, the limited availability of specialized teachers restricted our capacity to broaden offerings across all grade levels. Constraints related to space continue to pose challenges in meeting student demand for a diverse program of studies. Targeted work is needed to ensure that option pathways remain robust, accessible, and aligned with student interests.

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
- Look into the possibility of once again bringing in a residency program and guest presenters to provide additional opportunities for our students to participate in drama, art and extra-curricular activities
- Research and purchase additional technology - for robotics, coding, and computer applications, data analysis.
- Incorporate more technology and project based learning in all classes
- Continue and expand on the student-led clubs for all divisions. Suggestions include: additional activities for students to take part in during recess breaks. Suggestions include: chess, board games, a club to share thoughts ideas and problems, air hockey, Lego, rotating art activities, peer tutoring, puzzles/brain teasers, Gurbani listening center, building things contest advertise part time coaching positions for sports to enhance the sports interest in students.
- Recruit qualified parent or community volunteers to assist with specialty clubs or option-related activities (e.g., robotics, arts, chess, cultural programming).
- Expand lunchtime and recess activities for all divisions to enhance the overall student experience beyond formal option courses.
- Increase sports & physical activity opportunities
- Continue to advertise part-time coaching roles to broaden athletics opportunities.

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

Performance Measure	Results (in percentages)					Target 2026	Evaluation			Targets		
	2021	2022	2023	2024	2025		Achievement	Improvement	Overall	2026	2027	2028
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.	90.7	86.2	86.8	86.2	86.7	95	High	Maintained	Good	95	95	95
Education Quality -Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.7	87.2	88.6	87.6	87.2	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.	89.6	87.0	93.8	88.3	81.9	95	High	Declined	Acceptable	95	95	95
Lifelong Learning -Percentage of teacher and parent satisfaction that	91.2	86.1	85.8	91.6	86.2							

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students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>						85	Very High	Maintained	Excellent	85	85	85
Learning Supports- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	82.8	83.9	80.5	83.0	80.0	85	Intermediate	Maintained	Acceptable	85	85	85
Governance- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.3	88.7	85.9	91.7	80.4	85	High	Declined	Acceptable	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.	80.0	72.3	74.0	80.4	74.8	85	Intermediate	Maintained	Acceptable	85	85	85

Comment on Results:

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

Strategies- Safe and Caring:

- Continue to review, edit, and communicate the school emergency plans, to ensure that all information is relevant and a wide variety of scenarios are considered
- Implement additional student leadership roles focused on safety and caring on busses and playgrounds
- Continue to work with both students and parents to ensure that students are aware of the necessity of using appropriate language
- Highlight students who display positive behavior and good citizenship and on a regular basis.
- Highlight Growth Mindset leaders in monthly newsletter and on bulletin boards around the school as well as promote the importance of maintaining a Growth Mindset in everyday interactions
- Educate students and parents on the resources that are available both within the school and in the community. Incorporate these resources in the monthly newsletter and PAC meetings.
- Continue to focus on building positive student-teacher relationships to enhance a safe and caring environment where students feel comfortable discussing their challenges and are open to asking questions
- Provide instruction and encourage ongoing conversations regarding inclusion to ensure that all learners and their families feel that they belong, are supported, and are encouraged to do their best

- Hold parent and student workshops on safety, self-regulation, and mental health
- Explicitly teach and consistently model manners and respectful behavior
- Ensure that love, humility and respect is modeled by all adults who interact with our students
- Ensure that teachers are demonstrating consistent respect and manners when engaging with another teacher
- Offer parents the opportunity to provide their suggestions on how to improve safety within the school
- Implement grade-level “buddy programs” where positive peer role models and mentorship is highlighted
- Continue to improve the “Reflection/Meditation Room” and provide students a variety of different tasks to complete that encourage responsibility and kindness
- Provide Social skills groups and 1-1 guidance counseling for students
- Review student discipline policy.
- Create a safe and caring environment committee for teachers to help provide support to students. (bring in guest speakers, bring support, provide PD sessions to staff)
- Speak more about mental health and bullying with the students to help break the stigma.
- Setting clear boundaries and behavioral expectations with consequences.
- Provide targeted training for educational assistants on how to support behavioral students.
- Provide Non-Violent Crisis Intervention training.
- Examine school culture and character building programs to ensure a positive impact on students and staff.
- Read *social-emotional development* stories regularly and use them to spark conversations about real-life behaviour situations.
- When behavioural concerns arise, talk to students immediately and help them apply the strategies right away instead of saving it for later. This helps students make meaningful, real-time connections.
- Explicitly teach self-regulation strategies such as:
 - deep breathing (“smell the flower, blow the candle”),
 - counting slowly,
 - using positive self-talk,
 - taking a movement break,
 - using a calm-down corner.
- Students practice these techniques daily so they become part of their routine, not just something used during conflict.
- In Division 1 (Grades 1–3), having a **sensory wall** in the hallway helps students access tools independently—fidgets, breathing visuals, tracing paths, textures.
- Inside the classroom, provide sensory bins or quiet corners for students needing a break to regulate before returning to learning.

- Clear expectations and consistent routines help children feel secure.
- Model calm communication, empathy, and respectful problem-solving loudly and often so students see what it looks like.
- Take time to connect with every child through check-ins, morning greetings, and noticing their efforts.
- Encourage students to share their feelings daily through morning meetings or mood meters.
- Involve students in setting classroom norms—this builds ownership and responsibility.
- Communicate with parents to work as a team and ensure consistency at home and school.
- Use simple visuals like “Stop – Think – Try” or “What happened? How can we fix it?”
- Role-play common conflicts so students feel confident handling real situations.

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, and sharing weekly newsletters with them.
- Offer parent workshops to help them understand how to provide literacy support at home, positive parenting, and digital safety.
- Develop a public relations strategy that highlights Khalsa School Calgary success and accomplishments.
- Increase teacher involvement at PAC meetings.
- Continue the thorough review of PAT and SLA results to help guide all teachers in planning for instruction.
- Invest into teacher professional development and education, allowing teachers more PD days and time to learn about the new curriculum and helpful resources
- Increase division wide teacher collaboration for PD’s in order to share a wider vision of education for all students.
- Gurudwara visits and increase community connections to learn more about faith-based Sikh traditions.
- Increase the number of field trips and immersive learning experiences on and off KSC campus
- Increase mental health resources as well as spaces for students to have calm down time. Have relevant role models come to speak with students often.
- Implement a schoolwide behaviour support framework such as Zones of Regulation.
- Discuss and make changes to the current method of punishment (i.e. lunch recess detention time)

Student Recommendations – Quality of Education:

- Reduce amount of homework and give more time for assignments

- Teachers to increase communication of homework assignments and test dates that are being given, so as to have less overlap and more time to focus on each topic
- Reduce the number of tests and quizzes
- Teachers to use more projects as summative assessments for students
- Eliminate final exams for Div. 2
- More outdoor activities, use the Class Craft program
- Increase available space to incorporate more hands on learning. Make spaces available for teachers to sign up for their class and make time for small group work or collaborative project based learning
- Purchase better technology for the classrooms, including Chromebook for each class, a small group set of tablets.
- Plan more hands on activities that appeal to the interests of the students - "Inquiry Based Learning Opportunities"
- Opportunities for homework help after school.
- Hire an in house tutor to run a KSC specific afterschool program for extra help.
- Practice daily classroom mindfulness routines such as deep breathing, stretching, and gratitude circles.
- Establish a schoolwide student voice committee where students can share suggestions and concerns regularly with administration.

Work Preparation Strategies:

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

Increase Visibility for Parents and Teachers:

- These skills may be taught, but parents and teachers may not know about what is happening in individual classrooms. To address this, perhaps adding a section in the monthly school newsletter showcasing 1 skill that a specific grade level worked on this month and how it ties into workplace preparation. (Example: Kindergarten this month worked on conflict resolution with peers, next month grade 1s worked on material organization, following month grade 2s worked on oral presentations of their science projects, etc...)

Growth Mindset:

- Normalize that challenges are expected in real work environments and in school, but that these challenges can be overcome with grit and perseverance. (Monthly growth mindset leaders and themes)

Collaboration:

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

Conflict Resolution Training:

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

Time Management:

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

Organization:

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

Cultivating a Positive Learning Environment Around Mistakes:

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

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

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

Celebrate “work” behaviours and not just academic achievement. Highlight moments when students demonstrate work ready habits (ie., initiative, integrity, responsibility, teamwork, problem solving, perseverance).

Encourage student lead learning: when students lead, they develop independence and agency. This can be targeted through student-led routines, students teaching mini lessons to peers, student-created success criteria for assignments, and opportunities for students to choose tools, methods or partners.

Build work-ready skills into daily classroom routines: give students classroom jobs with clear expectations and accountability, encourage students to take responsibility for materials, deadlines, teacher students to break larger tasks down to smaller tasks, offer mini lessons to prioritize tasks (e.g., urgent vs. important)

Strategies- Lifelong Learning:

- Integrate instruction on life skills into regular programming across all grade levels
- Embed foundational life skills (sharing, problem-solving, self-regulation, independence, organization) into **daily** routines and classroom instruction.

- Invite more guest speakers to meet with our students; motivational speakers, community leaders; speakers who can speak to their life journey
- Provide more “real world” opportunities and learning examples for our students; example: Open Minds/Calgary Campus; school extended trips or exchange programs; pen pal opportunities
- Find additional ways to encourage students to provide their input on both optional programming and resources
- Incorporate more games and hands on activities into the lessons to allow for greater enjoyment of learning; inquiry-based learning opportunities
- Continue to develop our Learning Commons space and the resources available to both students and staff; Maker Space (with activities designed for younger students - building, coding, STEM kits, art exploration), 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 (ex., Lester B. Pearson, or Crescent Heights) to speak to the grade 9s about high school choices/options
- Continue to hold the Student Convention offering a wide variety of sessions aligned with interests, strengths, future 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 maintain a high standard/expectations for work and study habits and personal responsibility to support lifelong learning skills
- Create more opportunities for students to showcase their learning through student-led conferences, whole school exhibitions with community members, art shows, etc. involving families and the wider community
- Provide acceleration and/or enrichment strategies to challenge our gifted students. Give them the opportunities to learn at a faster pace and have access to richer curricular contents and learning activities.
- Explore the creation of a scholarship program to recognize and support outstanding student achievement.
- Recognize exemplary past graduates through Wall of Fame to inspire current students to actively work towards achieving their aspirations and goals.
- Provide targeted learning opportunities to develop career and technology-related skills.
- Improve communication regarding post-secondary opportunities to students and parents. Holding academic and career fairs at the Gurudwara/ school.
- Offer a broader range of choice for electives and offer electives based on life skills to middle school students.
- Provide opportunities/ programs to develop students’ soft skills including communication, teamwork, leadership, adaptability and problem solving.

Learning Supports available to teachers, parents and students:

For Students:

- Continue utilizing Educational Assistants to provide consistent and targeted support in classrooms.
- Continue to provide targeted literacy intervention through the Reading Recovery Program, delivered by a certified teacher, to ensure ongoing, consistent support for students in Grade 1–4 who need additional reading assistance.
- Continue providing targeted support from Occupational Therapists and Speech-Language Pathologists to help students succeed academically and socially.
- Introduce a student survey to gather feedback on the types of supports and services they would find most helpful, ensuring future interventions are responsive to their needs.
- Create small pull-out support groups led by the Student Services Coordinator, focusing on social-emotional skills to **provide targeted guidance** for students.

- Collaborative efforts with Punjabi Community Health Services (PCHS) to extend mental health support to both students and parents.

For Teachers:

- Encourage teacher engagement with external specialists (OT, Speech) to better understand available services and how to integrate them into classroom planning.
- Continue providing professional development opportunities focused on differentiation, literacy interventions, ELL strategies, and social-emotional supports to ensure teachers can effectively meet diverse student needs.
- Implement teacher feedback surveys to identify specific areas where students need additional support and determine which resources or services are required to help them access learning effectively

For Parents:

- Host collaborative sessions during Parent Advisory Committee (PAC) meetings with professionals such as Counselors, Learning Support Teachers, Occupational Therapists, and Speech-Language Pathologists to make parents aware of available support and provide guidance on how to help their children.
- Improve communication about available supports by sharing information through newsletters, the school website, and classroom teachers, and providing translated materials for families who speak languages other than English.
- Implement regular surveys or feedback opportunities for parents to identify additional supports or services they feel would benefit their children.
- Engagement with Punjabi Community Health Services (PCHS) to provide mental health support specifically for parents.

Strategies for Enhancing Parental Involvement:

1. Communication & Feedback

- Provide simple feedback tools: suggestion box, short digital forms, and quarterly parent surveys.
- Offer translated communication when needed to support all families (e.g. parent teacher conferences or IPP meetings)

2. Parent Education & Collaboration

- Teachers should proactively communicate upcoming PAC meetings to parents. Have teachers consult with parents on specific school projects in relevance to Alberta Education.
- Revitalize PAC meetings with short learning sessions, teacher spotlights, and student showcases.
- Share practical “at-home learning tips” through newsletters

3. Digital Engagement

- Keep the Khalsa School Calgary Facebook page updated weekly with news, highlights, and reminders.
- Continue sending monthly newsletters with important updates and school celebrations.
- Ensure teachers provide regular communication through email, Google Classroom, and ClassDojo.
- Maintain updated Maplewood entries (Grades 4–9) so parents can monitor progress and attendance online.

4. School Events & Community Building

- Personally invite families to school events using reminders, classroom messages, and posters.
- Host informal community-building events: Coffee Mornings, Parent Meet & Greet, cultural potlucks.
- Celebrate and recognize parent volunteers with appreciation days.

5. Workshops & Parent Support

- Offer a variety of parent workshops:
 - Internet safety & social media awareness
 - Anti-bullying strategies
 - Mental wellness
 - Study skills & homework routines
 - Extracurricular options
- Provide recordings for parents who cannot attend live sessions.

6. Student Success & Goal-Setting

- During conferences, ask parents about how they would like to support learning at home.
- Encourage families to create a consistent homework routine and quiet workspace.
- Offer brief parent support sessions for families needing help with study habits.

7. Classroom Involvement

- Invite Division 1 parents to volunteer weekly to support early literacy—sight words, leveled reading, and small groups.
- Expand volunteer roles for all divisions: art projects, science activities, cultural storytelling etc.
- Add volunteer opportunities for Division 3 Option classes (cooking, sewing, technology, crafts, financial literacy, cultural arts, trades, etc.).
Create a volunteer sign-up form so parents can share their skills and availability.

8. Khalsa School Calgary–Specific Engagement

- Promoting Sikh Values & Identity
 - Encourage parent involvement in school events grounded in Sikh values such as seva, community, unity, and respect.
 - Invite parents to support Gurburab celebrations, Divinity events, and school-led seva projects.
- Parent Support in Gurmat & Punjabi
 - Encourage parents with skills in Punjabi, Gurbani reading, or kirtan to help in Gurmat/Punjabi classes.
- Community Mentorship
 - Invite Sikh professionals from the community to speak to students about leadership, careers, and cultural identity.
 - Promote family participation in school-led seva such as donation drives and community service events.

Strategies – Continued Improvement:

- Maintain the low staff turnover rate;
- Consider competitive salaries and benefits packages 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 seasonal event 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;
- Enhance physical environment; improve access to nature and sensory-friendly spaces.
- 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 2024-2025

1) Alberta Education Approved Screening Assessments Used:							
Grade 1		Grade 2		Grade 3			
- Phonological Awareness Screening Test (PAST) -Rapid Automatized Naming (RAN) -Letter Name-Sound (LeNS) English -Castles and Coltheart 3 (CC3) English -Numeracy Screening		-Castles and Coltheart 3 (CC3) English -Letter Name-Sound (LeNS) English -Numeracy Screening		-Castles and Coltheart 3 (CC3) English -Numeracy Screening			
2) The total number of students assessed at the beginning of the school year at each grade level							
Grade 1 September 2024		Grade 1 January 2025		Grade 2 September 2024		Grade 3 September 2024	
PAST: 63 RAN:63 LeNS: 63 Numeracy:63		CC3: 57		CC3: 70 Numeracy: 71 LeNS: 71		CC3: 66 Numeracy: 66	
3) The total number of students identified as being at risk at the beginning of the school year at each grade level							
Grade 1 September 2024		Grade 1 January 2025		Grade 2 September 2024		Grade 3 September 2024	
PAST: 20 RAN: 23 LeNS: 1 Numeracy: 4		CC3: 2		CC3: 0 LeNS: 9 Numeracy: 7		CC3: 3 Numeracy: 2	
4) The total number of students identified as being at risk at the end of the school year at each grade level							
Grade 1 June 2025		Grade 2 June 2025		Grade 3 June 2025			
LeNS: 3 CC3: 2 Numeracy: 0		CC3: 0 LeNS: 2 Numeracy: 3		CC3: 3 Numeracy: 2			

5) The average number of <u>months behind</u> grade level after the administration of the initial assessments for at risk students:		
Grade 1 January 2025	Grade 2 September 2024	Grade 3 September 2024
Literacy: 5.0 months Numeracy: N/A (blank, no score provided)	Literacy: N/A (blank, no score provided) Numeracy: 7.2 months	Literacy: 9.1 months Numeracy: 8.5 months

6) The average number of <u>months gained</u> at grade level after the administration of the final assessments for at risk students:		
Grade 1 June 2025	Grade 2 June 2025	Grade 3 June 2025
Literacy: 3.4 months Numeracy: N/A (blank, no score provided)	Literacy: N/A (blank, no score provided) Numeracy: 4.5 months	Literacy: -3.5 months Numeracy: 0.6 months

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

Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> • Grade 1: All literacy LeNS and CC3 indicators showed a significant decline in students at risk by June. All numeracy indicators identified 0 students at risk by June. • Grade 2: Near elimination of risk in literacy, with only 1 student remaining at risk in LeNS and Numeracy. • Grade 3: CC3 risk reduced to 0, with minimal remaining numeracy risk (3 students). <p>These results reflect strong growth and the effectiveness of layered interventions, structured literacy practices, and consistent small-group support across the Early Years grades.</p> <p>1. Targeted Literacy Interventions</p> <ul style="list-style-type: none"> • Daily phonological awareness instruction in Grade 1 aligned with PAST results, including segmenting, blending, and sound manipulation. • RAN fluency practice for students requiring increased automaticity in sound and symbol retrieval. • Implementation of structured literacy programs: <ul style="list-style-type: none"> ○ Heggerty (Grade 1 – phonemic awareness) ○ UFLI Foundations (Grade 2 – systematic phonics and decoding) 		

- **Small-group guided reading** and differentiated instruction based on LeNS and CC3 performance to target decoding, accuracy, and fluency.
- **Reading Recovery–style intervention blocks**, delivered 3–4 times per week by the Resource Teacher (40-minute sessions).
- Increased **Educational Assistant support** for one-on-one and small-group pullout literacy practice.
- Use of **multisensory tools** (Elkonin boxes, letter tiles, magnetic letters, whiteboards) to reinforce phonics and word-work skills.
- Access to **Fountas & Pinnell leveled texts**, guided reading, and home-reading materials to support ongoing practice.

2. Targeted Numeracy Interventions

- Skill-based small-group instruction responding to Numeracy Screening results, with emphasis on number sense, subitizing, operations, and place value.
- Increased **EA-supported pullout groups** to reinforce teacher-directed numeracy goals.
- Daily use of **manipulatives** (ten-frames, counters, number lines, base-ten blocks) to strengthen conceptual understanding.
- Explicit teaching of **computation strategies** and fact fluency using visual models and scaffolded tasks.
- Integration of structured **math routines** such as number talks and fact-practice activities.

3. Technology & Classroom Supports

- Use of approved **online literacy and numeracy platforms** for additional practice and skill reinforcement.
- Classroom **anchor charts, SmartBoard modeling, and visual supports** to strengthen comprehension of key concepts.
- Regular **collaborative planning** among classroom teachers, Educational Assistants, and the Resource Teacher to monitor progress and adjust interventions.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0207 Khalsa School Calgary Educational Foundation

Assurance Domain	Measure	Khalsa School Calgary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.4	84.3	86.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	80.2	79.4	79.8	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	99.4	88.1	87.6	62.5	62.5	62.6	Very High	Improved Significantly	Excellent
	PAT9: Excellence	54.5	37.7	32.0	15.6	15.4	15.5	Very High	Improved Significantly	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.2	87.6	87.8	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.5	83.2	83.3	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	80.0	83.0	82.4	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	80.4	91.7	88.7	80.0	79.5	79.1	High	Declined	Acceptable

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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Source Data Reference

Fall 2025

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	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
	Citizenship	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025
	3-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	5-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	PAT9: Acceptable	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	PAT9: Excellence	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	Diploma: Acceptable	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
	Diploma: Excellence	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
Teaching & Leading	Education Quality	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
	Access to Supports and Services	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
Governance	Parental Involvement	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2025

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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 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:

- 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 and Childcare Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2025

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 (Grades K-9)
PAT Results Course By Course Summary By Enrolled With Measure Evaluation
Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)



Course	Measure	Khalsa School Calgary (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	55	100.0	12	91.7	9,834	60.7	10,688	65.0
	Standard of Excellence	Very High	Improved Significantly	Excellent	55	74.5	12	33.3	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,504	54.5	7,109	59.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	33.5	150	40.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	63.9	184	69.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,506	45.2	7,066	48.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	51.0	187	44.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	13.4	187	8.9
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,515	57.6	7,106	58.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	41.6	149	37.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,509	47.9	7,116	49.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	48.7	136	41.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	3.2	136	4.4

Notes

- 1 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2 Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- 3 Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 wildfires 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	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	66	100.0	54	99.2	50,053	64.1	59,230	67.4
	Standard of Excellence	Very High	Maintained	Excellent	66	77.3	54	73.1	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	44	100.0	50	93.7	59,391	69.8	57,676	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	44	45.5	50	19.6	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Very High	Improved Significantly	Excellent	44	97.7	50	83.2	58,911	51.7	57,012	53.5
	Standard of Excellence	Very High	Improved	Excellent	44	50.0	50	31.7	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	44	100.0	50	89.6	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	44	79.5	50	49.3	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very High	Improved Significantly	Excellent	44	100.0	50	84.1	59,472	60.5	57,717	59.4
	Standard of Excellence	Very High	Improved	Excellent	44	43.2	50	27.4	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 wildfires 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 Summary - By Number Writing

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)
Province: Alberta (EAL)

		Khalsa School Calgary (EAL)		Alberta (EAL)	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	55	n/a	10,255	n/a
	Acceptable Standard %	98.2	n/a	70.4	n/a
	Standard of Excellence %	25.5	n/a	9.0	n/a
Mathematics 6	Number Writing	55	n/a	10,420	n/a
	Acceptable Standard %	100.0	n/a	58.1	n/a
	Standard of Excellence %	74.5	n/a	16.6	n/a
Social Studies 6	Number Writing	55	12	8,657	9,453
	Acceptable Standard %	100.0	91.7	69.0	73.5
	Standard of Excellence %	74.5	33.3	17.2	18.2
English Language Arts 9	Number Writing	1	n/a	6,210	5,930
	Acceptable Standard %	*	n/a	65.8	71.4
	Standard of Excellence %	*	n/a	5.6	7.2
K&E English Language Arts 9	Number Writing	n/a	n/a	124	110
	Acceptable Standard %	n/a	n/a	41.9	55.4
	Standard of Excellence %	n/a	n/a	3.2	3.5
French Language Arts 9 année	Number Writing	n/a	n/a	150	174
	Acceptable Standard %	n/a	n/a	66.0	73.5
	Standard of Excellence %	n/a	n/a	12.0	10.9
Français 9 année	Number Writing	n/a	n/a	73	73
	Acceptable Standard %	n/a	n/a	80.8	69.8
	Standard of Excellence %	n/a	n/a	5.5	10.8
Mathematics 9	Number Writing	1	n/a	6,432	6,050
	Acceptable Standard %	*	n/a	52.7	56.5
	Standard of Excellence %	*	n/a	13.5	13.7
K&E Mathematics 9	Number Writing	n/a	n/a	133	160
	Acceptable Standard %	n/a	n/a	57.1	52.3
	Standard of Excellence %	n/a	n/a	15.0	10.3
Science 9	Number Writing	1	n/a	6,325	6,059
	Acceptable Standard %	*	n/a	68.4	68.7
	Standard of Excellence %	*	n/a	16.4	17.1
K&E Science 9	Number Writing	n/a	n/a	122	117
	Acceptable Standard %	n/a	n/a	50.8	46.9
	Standard of Excellence %	n/a	n/a	2.5	5.5

Notes:

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- 2 Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 3 Participation in the Provincial Achievement Tests was impacted by wildfires 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.
- 4 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.
- 5 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Authority: 0207 Khalsa School Calgary Educational Foundation (EAL)
 Province: Alberta (EAL)

		Khalsa School Calgary (EAL)		Alberta (EAL)	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
Social Studies 9	Number Writing	*	n/a	6,251	6,063
	Acceptable Standard %	*	n/a	57.5	58.5
	Standard of Excellence %	*	n/a	12.5	12.0
K&E Social Studies 9	Number Writing	n/a	n/a	135	111
	Acceptable Standard %	n/a	n/a	56.3	51.5
	Standard of Excellence %	n/a	n/a	3.7	5.4

Notes:

1. Data values have been suppressed where the number of respondents/students is lower than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires 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.
4. 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.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Authority: 0207 Khalsa School Calgary Educational Foundation
Province: Alberta

		Khalsa School Calgary		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	66	n/a	53,045	n/a
	Acceptable Standard %	98.5	n/a	80.3	n/a
	Standard of Excellence %	28.8	n/a	14.7	n/a
Mathematics 6	Number Writing	66	n/a	53,321	n/a
	Acceptable Standard %	100.0	n/a	61.4	n/a
	Standard of Excellence %	77.3	n/a	17.5	n/a
Social Studies 6	Number Writing	66	54	42,116	50,676
	Acceptable Standard %	100.0	99.2	76.1	78.8
	Standard of Excellence %	77.3	73.1	22.0	22.1
English Language Arts 9	Number Writing	44	50	50,327	48,093
	Acceptable Standard %	100.0	93.7	82.4	84.5
	Standard of Excellence %	45.5	19.6	13.1	15.1
K&E English Language Arts 9	Number Writing	n/a	n/a	1,104	968
	Acceptable Standard %	n/a	n/a	63.1	70.1
	Standard of Excellence %	n/a	n/a	6.9	7.9
French Language Arts 9 année	Number Writing	n/a	n/a	2,992	3,069
	Acceptable Standard %	n/a	n/a	78.7	81.2
	Standard of Excellence %	n/a	n/a	9.7	11.4
Français 9 année	Number Writing	n/a	n/a	561	560
	Acceptable Standard %	n/a	n/a	87.3	87.5
	Standard of Excellence %	n/a	n/a	16.9	22.3
Mathematics 9	Number Writing	44	50	50,311	48,192
	Acceptable Standard %	97.7	83.2	60.6	63.3
	Standard of Excellence %	50.0	31.7	16.4	16.2
K&E Mathematics 9	Number Writing	n/a	n/a	1,582	1,532
	Acceptable Standard %	n/a	n/a	60.9	64.7
	Standard of Excellence %	n/a	n/a	13.5	13.1
Science 9	Number Writing	44	50	50,678	48,896
	Acceptable Standard %	100.0	89.6	80.4	79.0
	Standard of Excellence %	79.5	49.3	24.8	24.2
K&E Science 9	Number Writing	n/a	n/a	1,150	1,030
	Acceptable Standard %	n/a	n/a	63.7	66.7
	Standard of Excellence %	n/a	n/a	10.0	12.5

Notes:

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Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Authority: 0207 Khalsa School Calgary Educational Foundation
 Province: Alberta

		Khalsa School Calgary		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
Social Studies 9	Number Writing	44	50	50,686	48,925
	Acceptable Standard %	100.0	84.1	71.0	70.1
	Standard of Excellence %	43.2	27.4	20.1	18.7
K&E Social Studies 9	Number Writing	n/a	n/a	1,136	998
	Acceptable Standard %	n/a	n/a	63.6	62.4
	Standard of Excellence %	n/a	n/a	13.4	13.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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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
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 - 75.06	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 - 3.39	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:

- 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%.
- 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 2024–25

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

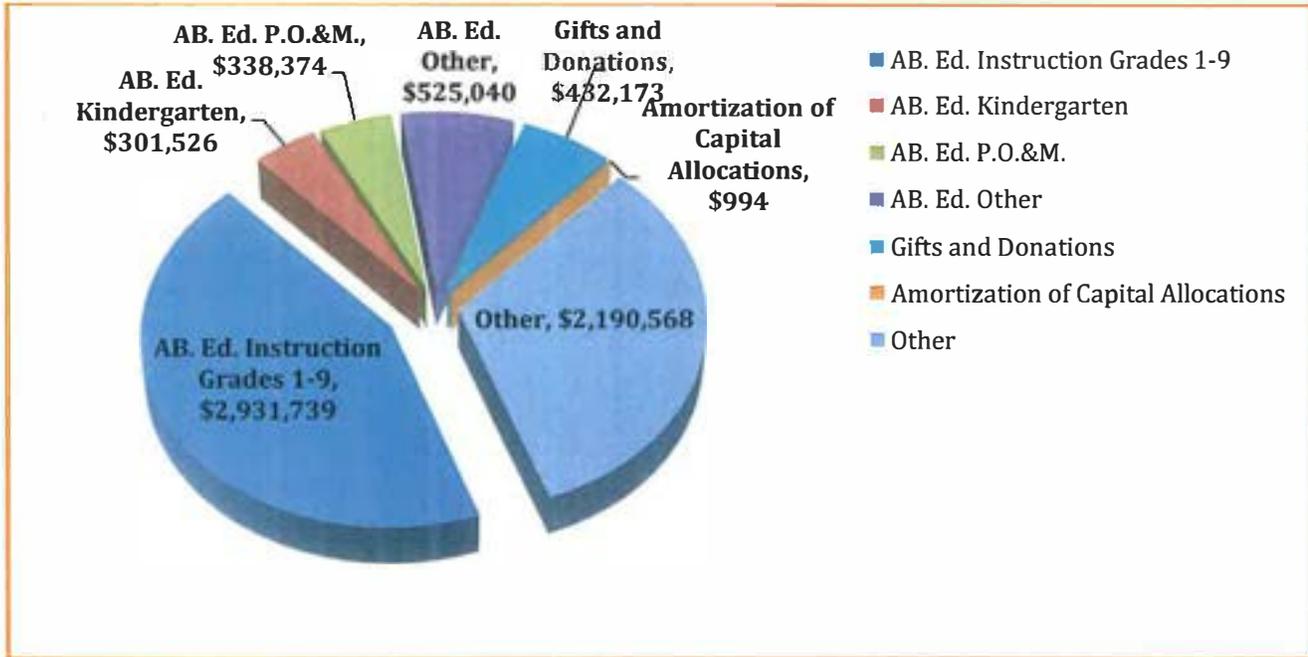
When reviewing the 2024–2025 Grade 6 PAT results, we are exceptionally proud of our students' strong performance and continued academic growth. Their achievements are a testament to their hard work and the ongoing support of our staff and families. Our Grade 6 students maintained high levels of achievement across core subjects, with particularly strong results in English Language Arts, Mathematics, Science, and Social Studies. These subjects demonstrated very high levels of achievement, and our students notably exceeded provincial results in every Grade 6 PAT subject. This consistent performance reflects both effective classroom instruction and the strong foundation built throughout the school year.

GRADE 9 TRENDS

Our Grade 9 results demonstrate equally strong achievement. Students exceeded the provincial results in every subject area and outperformed provincial averages in both the Acceptable Standard and the Standard of Excellence. Subjects such as English Language Arts, Mathematics, Science, and Social Studies showed very high achievement, with several areas—particularly Grade 9 ELA and Mathematics—showing clear improvement compared to our previous three-year averages. In Social Studies and Science, a substantial portion of students achieved the Standard of Excellence, surpassing provincial excellence levels by a significant margin. Overall, our Grade 9 students upheld a very high academic standard and demonstrated strong growth and readiness for high school.

2024 – 2025 Summary of Audited Financial Results

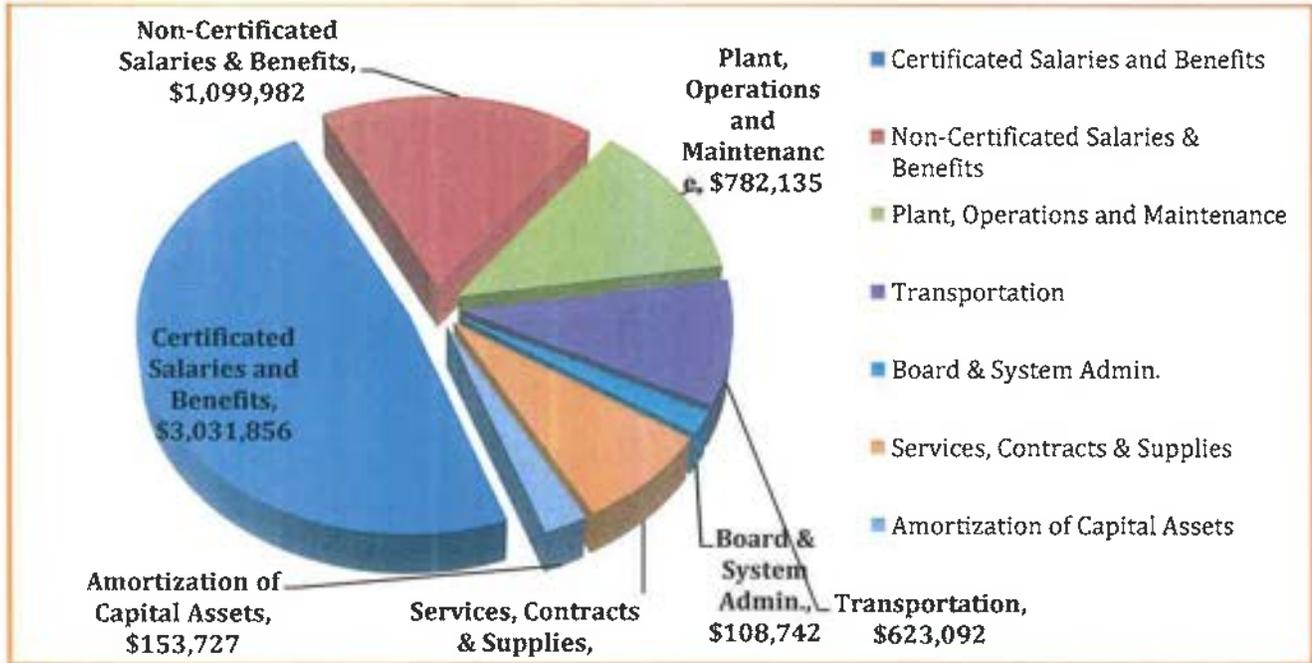
REVENUE



2024/25 Revenue Summary

	2024/2025	Percent of Total	2023/2024	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	\$2,931,739	43.62%	\$2,724,172	42.55%	207,567	7.62%
AB. Ed. Kindergarten	\$301,526	4.49%	\$283,819	4.43%	17,707	6.24%
AB. Ed. P.O.&M.	\$338,374	5.04%	\$306,059	4.78%	32,315	10.56%
AB. Ed. Other	\$525,040	7.81%	\$469,598	7.34%	55,442	11.81%
Gifts and Donations	\$432,173	6.43%	\$571,957	8.93%	-139,784	-24.44%
Amortization of Capital Allocations	\$994	0.01%	\$994	0.02%	0	0.00%
Other	\$2,190,568	32.60%	\$2,045,282	31.95%	145,286	7.10%
Total	\$6,720,414	100.00%	\$6,401,881	100.00%	\$318,533	4.98%

EXPENSES



2024/25 Expense Summary

	<u>Program Centre</u>	2024/25	Percent of Total	2023/24	Percent of Total	Dollar Change	% Change
Certificated Salaries and Benefits	Instruction	\$3,031,856	48.22%	\$3,076,903	52.09%	-45,047	-1.46%
Non-Certificated Salaries & Benefits	Instruction	\$1,099,982	17.49%	\$1,067,935	18.08%	32,047	3.00%
Plant, Operations and Maintenance	P.O & M	\$782,135	12.44%	\$467,255	7.91%	314,880	67.39%
Transportation	Transportation	\$623,092	12.44%	\$597,215	10.11%	25,877	4.33%
Board & System Admin.	Administration	\$108,742	1.73%	\$98,322	1.66%	10,420	10.60%
Services, Contracts & Supplies	Instruction	\$488,385	7.77%	\$511,081	8.65%	-22,696	-4.44%
Amortization of Capital Assets	All Programs	\$153,727	2.44%	\$88,677	1.50%	65,050	73.36%
		\$6,287,919	102.53%	\$5,907,388	100.00%	\$380,531	6.44%

Financial Summary: 2024 - 2025 School Year

	2024/25	2023/24	2022/23
Total Funded Student Population	597	578	513
Instruction Staffing – FTE	32.6	33	28.8
Student Teacher/Instructor ratio	18	18	18

The categories defining the distribution of the Board’s \$6,287,919 of expenses from 2024-25 are:

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

School Year	Total Spending	# of Students	Per Student Expenditures
2024-25	\$3,550,089	502	\$7,072
2023-24	\$3,710,244	508	\$7,304

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
2024-25	\$657,863	95	\$6,925
2023-24	\$464,541	70	\$6,636

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
2024-25	\$885,201	597	\$1,483
2023-24	\$547,314	578	\$947

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
2024-25	\$623,092	272	\$2,291
2023-24	\$597,215	270	\$2,212

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
2024-25	\$152,733	597	\$121
2023-24	\$88,677	578	\$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, 2026

	<u>2025-2026</u>	<u>2024-2025</u>
Revenue	\$6,720,414	\$6,401,881
Expenses	<u>\$6,287,919</u>	<u>\$5,907,388</u>
Surplus (Deficit)	<u>\$432,495</u>	<u>\$494,493</u>

Accumulated Operating Reserves and Capital Assets as at August 31, 2026

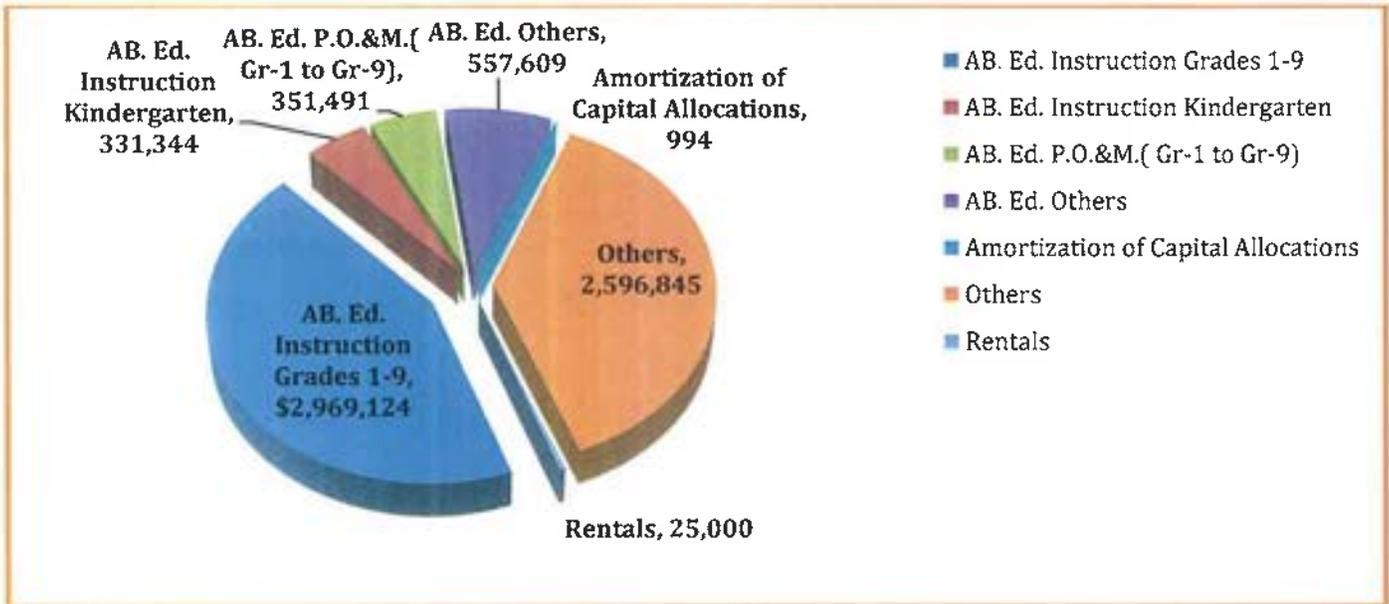
	2025-2026	2024-2025	2023-2024
Unrestricted Net Assets	\$2,788,657	\$2,574,316	\$2,574,316
Investment in Capital Assets	<u>\$2,252,938</u>	<u>\$2,034,786</u>	<u>\$2,034,786</u>
Total Net Assets	<u>\$5,041,595</u>	<u>\$4,609,102</u>	<u>\$4,609,102</u>

The Unrestricted Net Assets can also be summarized :

Current Earnings	\$432,495	\$494,493	\$494,493
Prior period deficits/income	\$4,609,402	\$4,114,909	\$4,114,609
Total Unrestricted Net Assets	<u>\$5,041,897</u>	<u>\$4,609,402</u>	<u>\$4,609,102</u>

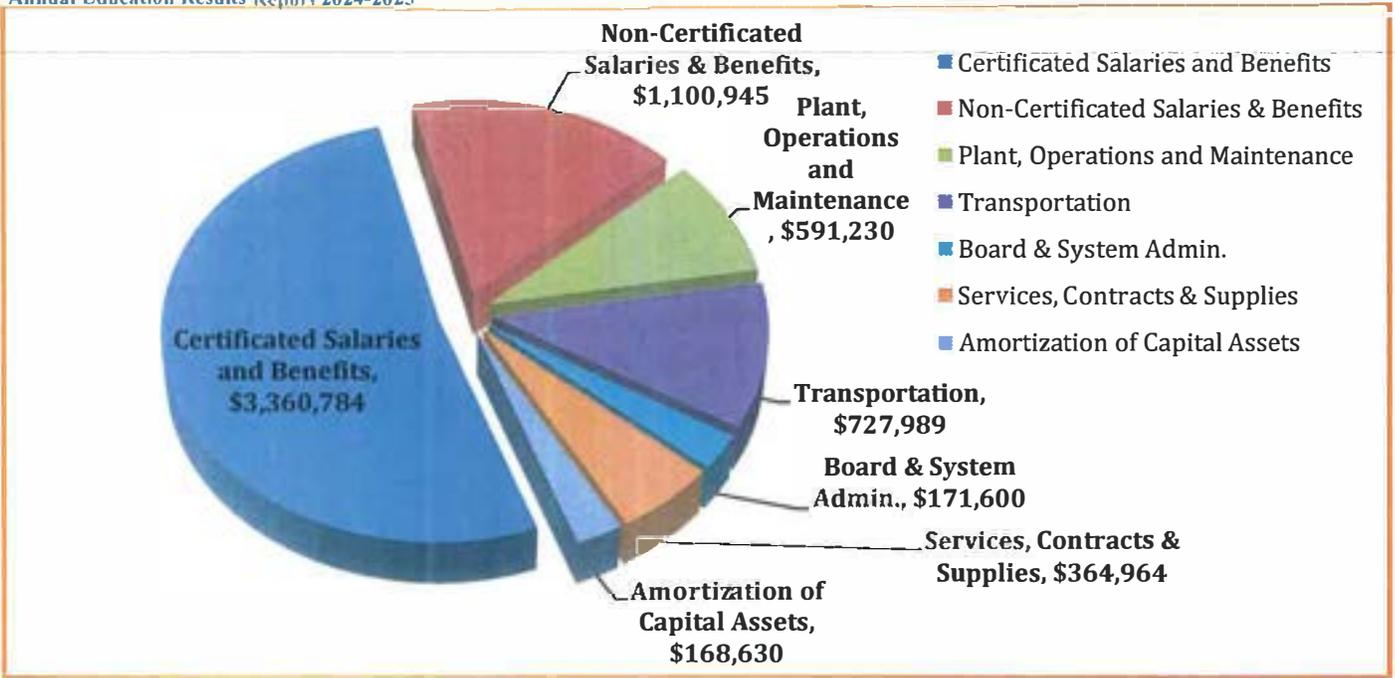
2025 - 2026 BUDGET Summary as submitted to Alberta Education June 6, 2025

BUDGETED REVENUE



2025/26 BUDGET Revenue Summary as submitted to AB. Ed. June 6, 2025

	2025/26 BUDGET	Percent of Total	2024/25 BUDGET	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	\$2,969,124	43.46%	\$2,921,190	45.88%	-47,934	1.64%
AB. Ed. Instruction Kindergarten	331,344	4.85%	348,036	5.47%	-16,692	-4.80%
AB. Ed. P.O.&M.(Gr-1 to Gr-9)	351,491	5.14%	338,374	5.31%	13,117	3.88%
AB. Ed. Others	557,609	8.16%	541,150	8.50%	16,459	3.04%
Amortization of Capital Allocations	994	0.01%	994	0.02%	0	0.00%
Others	2,596,845	38.01%	2,197,182	34.51%	399,663	18.19%
Rentals	25,000	0.37%	20,000	0.31%	5,000	25.00%
Total	\$6,832,407	100.00%	\$6,366,926	100.00%	\$465,481	7.31%



2025/26 BUDGET Expense Summary as submitted to AB. Ed. June 6, 2025

	<u>Program Centre</u>	<u>2025/26 BUDGET</u>	<u>Percent of Total</u>	<u>2024/25 BUDGET</u>	<u>Percent of Total</u>	<u>Dollar Change</u>	<u>% Change</u>
Certificated Salaries and Benefits	Instruction	\$3,360,784	51.81%	\$3,190,760	53.28%	170,024	5.33%
Non-Certificated Salaries & Benefits	Instruction	\$1,100,945	16.97%	\$1,122,837	18.75%	-21,892	-1.95%
Plant, Operations and Maintenance	P.O.&M.	\$591,230	9.12%	\$351,805	5.87%	239,425	68.06%
Transportation	Transportation	\$727,989	11.22%	\$827,683	13.82%	-99,694	-12.04%
Board & System Admin.	Administration	\$171,600	2.65%	\$191,100	3.19%	-19,500	-10.20%
Services, Contracts & Supplies	Instruction	\$364,964	5.63%	\$244,619	4.08%	120,345	49.20%
Amortization of Capital Assets	All Programs	\$168,630	2.60%	\$59,540	0.99%	109,090	183.22%
		\$6,486,142	100.00%	\$5,988,344	100.00%	\$497,798	8.31%

The Budget comments below are based on the Budget sent to Alberta Education on June 5, 2025 showing a revenue of \$346k based on an enrolment of 644 students.

Budget 2025-2026 highlights are:

- Funding from Alberta Education for the 2025-26 school year is budgeted at \$4.20 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.

- The School relies heavily on parent donations to make up the difference between total program costs and AB. Ed. funding. 2025-26 funding from parents is budgeted at \$2.57 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.

- Khalsa School Calgary will offer a K-9 educational program for the foreseeable future.
- 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 Manager, Business & Finance or Principal through the school office at (403) 293-7712.

Summary of Facility and Capital Plans

Facility:

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

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

The 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.