



Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation

Education Plan 2026-2029



Accountability Statement

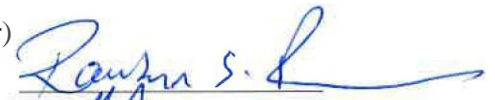
The Education Plan for Khalsa School Calgary commencing August 24, 2026 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation.

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

The operator and/or governing body approved the 2026-2027 Education Plan on May 28, 2026. (Year 1 of the 2026-2029 Education Plan).

The operator and/or governing body reviewed and approved the 2026-2029 Education Plan on May 28, 2026

Signature of Khalsa School Calgary Board Chair (Ranbir Singh Parmar)



Signature of Khalsa School Calgary Principal (Herpinder Kaur Gill)

Signature of Khalsa Sch



Mngr.(R. Boparai) on Calgary Business & Finance



Whistleblower Protection Act

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, there were no disclosures received for Khalsa School Calgary during the 2024-2025 school year.

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Alberta Education Alignment and Continuous Improvement

Khalsa School Calgary's 2026–2029 Education Plan is guided by the Alberta Education Assurance Framework and aligned with the Alberta Program of Studies. The school continues to ensure that planning, instruction, and resource allocation are connected to student learning needs and provincial expectations.

Our approach is grounded in the belief that student success improves when decisions are informed by evidence, professional collaboration, and ongoing reflection. We use a range of information, including Provincial Achievement Test results, classroom assessments, literacy and numeracy screening data, and feedback from students, staff, and families, to guide our work.

This plan reflects the shared priorities of Alberta Education, including improving student growth and achievement, strengthening teaching and learning, and ensuring safe, inclusive, and supportive school environments. These priorities are embedded throughout our instructional practices and school planning processes.

This plan is organized in alignment with Alberta Education's Assurance Framework domains of student growth and achievement, teaching and leading, learning supports, and governance.

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 seven hundred students in grades K-9, thirty-eight certified teachers, and fifteen support staff members. Since the school's founding, the original building has undergone numerous improvements. The most recent additions to the school are a renovation of the front office, student and staff washrooms, front office and 6 classrooms (January 2025), a newly installed artificial turf soccer field (September 2023), a new wing of eight new classrooms (September 2023), fourteen additional classrooms that were added in September 2012, a new gymnasium (May 2014), and a new Learning Commons (May 2019).

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

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

Unique attributes include:

- Enhanced curriculum to reflect the school's core values, principles and goals.
Compulsory courses in Punjabi, Gurmat & Keertan
- Celebration of Canadian and Sikh holidays and traditions
- Promotion of Sikh values and principles
- Regular monthly performances at the Gurdwara
- Growth Mindset Implementation
- Student led monthly assemblies
- Numerous leadership opportunities for students
- Yearly Seva projects in each Divisions
- Implementation of STEM program

Foundation Statements

OUR MISSION

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

OUR CORE VALUES

MEDITATE (Naam Japo)

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

HONEST LIVING (KIRT KARO)

Earning your livelihood through honest means and hard work.

SHARING (VANDD SHAKO)

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

OUR GOALS

During our review of the Accountability Pillar Results and reflection upon our accomplishments and areas in need of growth and improvement, we have identified the following goals to guide our educational journey in **2026–2027** and beyond. We are confident that these goals are embedded within the goals of the province of Alberta and we are accountable to them as an accredited funded private school offering the Alberta Program of Studies.

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

Land Acknowledgement



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

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

Khalsa School Calgary recognizes the importance of supporting First Nations, Métis and Inuit perspectives as part of its responsibility to provide inclusive education and support reconciliation in alignment with Alberta Education expectations. As a Sikh faith-based school community, Khalsa School Calgary welcomes all students who wish to attend and is committed to fostering understanding and respect for Indigenous histories, cultures, and ways of knowing.

Outcome:

All students at Khalsa School Calgary develop an awareness and understanding of First Nations, Métis and Inuit histories, cultures, and contributions to Canada through meaningful and age-appropriate integration of Indigenous perspectives across the curriculum.

The school continues to incorporate Indigenous perspectives, histories, and ways of knowing across subject areas in meaningful and respectful ways. This supports students in developing a broader understanding of Canada's shared history and encourages respect for diverse cultures and worldviews. Teachers include FNMI content where it naturally connects to curriculum outcomes, particularly in Social Studies, Language Arts, and cross-curricular learning. The focus remains on building understanding through authentic learning rather than isolated or surface-level content.

Measures:

Progress will be assessed through classroom-based assessments, student engagement in learning activities related to Indigenous perspectives, and teacher observation of understanding and participation in discussions and assignments related to FNMI content.

The school continues to support staff in strengthening their understanding of Indigenous education through professional learning and collaboration. Elders and Knowledge Keepers are welcomed into the school, when available, to support student learning and provide authentic cultural perspectives. The First Nations School Committee continues to support teachers by sharing resources and guidance to help integrate FNMI learning in respectful and accurate ways.

Strategies:

Khalsa School Calgary will continue to embed Indigenous perspectives across Social Studies, Language Arts, and cross-curricular learning, and provide ongoing professional learning for staff in Indigenous education. The school will also draw on resources and guidance from the First Nations School Committee to support instructional planning and classroom practice.

The school remains committed to supporting Truth and Reconciliation Commission Calls to Action through classroom learning and school-wide activities that promote understanding, respect, and reconciliation.

Khalsa School Calgary remains committed to continuing this work as part of its ongoing responsibility to reconciliation and Alberta Education expectations.

Our Shared Goals for Continuous Improvement at Khalsa School Calgary

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

Outcome:

The continued implementation of high-impact instructional practices will support sustained student achievement and academic excellence across all subject areas. Instruction will remain focused on strengthening foundational literacy and numeracy skills, improving student engagement, and deepening understanding across curricular outcomes. Provincial Achievement Test results continue to demonstrate that students at Khalsa School Calgary are performing above provincial averages in all assessed areas, with particularly strong outcomes in Mathematics, Science, and Social Studies. While results are strong, continued emphasis will be placed on improving reading comprehension, inferencing, and mathematical problem-solving to ensure consistent excellence across all grades and subject areas.

Measurements:

Student achievement will continue to be measured through Provincial Achievement Test results, with attention to the percentage of students achieving Standard of Excellence and Acceptable Standard compared to provincial data. Classroom-based assessments, common grade-level assessments, and ongoing tracking of student growth will also be used to monitor progress throughout the year. Trends over time will be used to evaluate the effectiveness of instructional practices and interventions.

Qualitative measures may include:

Feedback from students, parents, and teachers regarding engagement, confidence, and perceived academic growth will be gathered throughout the year. Teacher collaboration and reflection will also support ongoing assessment of instructional effectiveness and areas for refinement.

Strategies:

Teachers will continue to implement evidence-based instructional practices, including differentiated instruction, formative assessment, guided instruction, inquiry-based learning, and explicit skill development in literacy and numeracy. Instruction will be responsive to student learning needs, with targeted support provided where required. Professional collaboration will

remain a key focus to ensure consistency in instructional practice and intervention. Teachers will also continue to refine assessment practices to better support student learning and achievement.

Goal 2: To strengthen student vocabulary development and comprehension across all subject areas in order to improve reading achievement and overall literacy outcomes.

Outcome:

Students will demonstrate improved vocabulary acquisition, reading comprehension, and the ability to interpret and synthesize information across a variety of complex texts. This goal is informed by provincial assessment data which indicates strong overall performance in Language Arts, while also identifying areas for continued growth in inferencing, contextual understanding, and analysis of text structures. Strengthening vocabulary development will support improved reading fluency, comprehension, and written expression across all subject areas.

Measurements:

Progress will be measured through classroom reading assessments, writing samples, comprehension tasks, and ongoing analysis of student performance in reading-related outcomes. Improvement in PAT reading comprehension indicators will also be monitored over time.

Qualitative measures may include:

Teacher observations, reading conferences, student discussions, and written responses will be used to assess vocabulary development and depth of understanding. Increased confidence in engaging with complex texts will also serve as an indicator of progress.

Strategies:

Vocabulary instruction will be explicitly taught and integrated across all subject areas. Students will be provided with frequent opportunities to engage with a wide range of text types, including informational, literary, and media texts. Instruction will focus on teaching students how to use context clues, analyze word meaning, and apply academic vocabulary in speaking and writing. Consistent exposure to rich language experiences will support long-term literacy development.

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

Outcome:

Students will demonstrate understanding, respect, and appreciation for Sikh culture and spirituality, while also developing an inclusive mindset that values diversity within the school community. As a Sikh faith-based school, Khalsa School Calgary continues to strengthen student identity, belonging, and cultural understanding through intentional programming and daily practice of Sikh values. Students will be encouraged to apply Sikh teachings such as seva, respect, humility, and compassion in their daily interactions.

Measurements:

Student engagement will be measured through participation in cultural and spiritual events, classroom discussions, projects, and school-wide celebrations. Understanding of Sikh culture and values will also be assessed through reflective activities and classroom-based learning tasks. Feedback from students, parents, and staff will support ongoing evaluation of cultural programming.

Qualitative measures may include:

Observations of student behaviour, peer interactions, and participation in school life will provide insight into the development of inclusive attitudes and respectful relationships. Engagement in cultural events and school community activities will also be used as indicators of success.

Strategies:

Sikh culture and spirituality will continue to be integrated across the curriculum and school programming. Students will participate in cultural celebrations, Gurburabs, and community events that reinforce Sikh values and identity. Instruction will include opportunities for reflection, discussion, and authentic learning experiences that connect Sikh teachings to daily life. Guest speakers, cultural resources, and experiential learning opportunities will further support student understanding and engagement.

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

Students will demonstrate increased resilience, perseverance, and confidence in their learning by adopting a growth mindset approach. They will understand that learning and ability develop through effort, practice, and effective strategies. This will result in improved engagement, increased willingness to take academic risks, and stronger responses to feedback and challenge.

Measurements:

Student engagement, academic progress, and participation in classroom learning activities will be used to measure growth mindset development. Changes in student attitudes toward learning, particularly in response to challenge and feedback, will also be monitored over time.

Qualitative measures may include:

Student reflections, teacher observations, and classroom discussions will provide insight into student mindset development. Evidence of persistence, willingness to revise work, and improved response to academic challenges will also be used as indicators of success.

Strategies:

Teachers will consistently model growth mindset language and practices, emphasizing effort, persistence, and learning from mistakes. Students will be supported in setting goals, reflecting on progress, and developing strategies for improvement. Feedback will focus on learning processes rather than final outcomes. Classroom environments will promote collaboration, risk-taking, and continuous improvement. Professional learning will support staff in embedding growth mindset principles across all grade levels.

Goal 5: To strengthen early literacy and numeracy achievement through targeted intervention and data-informed instruction in Division 1 (K–3).**Outcome:**

Early Years students will demonstrate improved foundational literacy and numeracy skills through structured, targeted, and responsive intervention practices. Screening data indicates that
Education Plan 2026-2029

early identification and intervention strategies are effectively supporting student growth, with a notable reduction in the number of students identified as at-risk from the beginning to the end of the school year across Grades 1–3. The continued focus will be on strengthening early intervention systems to ensure all students achieve grade-level expectations in literacy and numeracy.

Measurements:

Student progress will be measured through ongoing literacy and numeracy screening assessments administered in September, January, and June, as well as classroom-based assessments and teacher observations. Reduction in the number of at-risk students and improvement in reading fluency, phonemic awareness, and numeracy skills will serve as key indicators of success.

Qualitative measures may include:

Teacher observations, intervention tracking notes, and collaborative team discussions will provide ongoing insight into student progress. Increased student confidence, engagement, and independence in literacy and numeracy tasks will also be considered indicators of effectiveness.

Strategies:

A structured intervention model will continue to be implemented across Division 1, supported by the reading resource teacher and trained educational assistants. Literacy instruction will focus on phonemic awareness, phonics, fluency, and comprehension using structured programs and guided instruction. Numeracy intervention will emphasize number sense, operations, and conceptual understanding through hands-on learning and targeted support. Small-group and individualized instruction will remain central to addressing student learning needs. Ongoing data review will guide instructional decisions and ensure timely, responsive intervention.

Student Well-being and Inclusive Learning Environment

Khalsa School Calgary is committed to supporting the well-being of all students by ensuring a safe, respectful, and supportive learning environment. Student success is closely connected to their sense of belonging, safety, and emotional well-being, and this continues to be an important focus of our school community.

Inclusive learning practices are supported through differentiated instruction, targeted interventions, and collaboration between teachers and support staff. Students who require additional support, including English Language Learners and students needing academic intervention, are supported through structured classroom strategies and early identification processes.

The school continues to strengthen its focus on early intervention in literacy and numeracy, particularly in the early years, to ensure students build strong foundational skills. Supports are adjusted based on student needs and ongoing assessment data.

A positive school culture is maintained through clear expectations, strong relationships, and a focus on respect, responsibility, and care for others.

Stakeholder Engagement in Khalsa School Calgary: Fostering Collaboration and Inclusion

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

Parent Engagement:

- a. **Open Communication Channels:** Khalsa School Calgary maintains open and effective communication channels with parents. Regular newsletters, email updates, and online platforms are utilized to share important information about school activities, curriculum, and student progress. Clear and accessible communication ensures that parents are well-informed and actively engaged in their child's education.
- b. **Parent-Teacher Meetings:** Conducting regular parent-teacher meetings provides an opportunity for parents to discuss their child's academic progress, address concerns, and receive feedback. These meetings facilitate two-way communication, allowing parents to share insights about their child's strengths, challenges, and learning preferences. Collaborative goal-setting between teachers and parents supports student success and enhances the home-school partnership.
- c. **Parent Volunteer Opportunities:** Encouraging parents to volunteer in various school activities and events promotes their active involvement. Parents can contribute to field trips, extracurricular programs, fundraising initiatives, and cultural celebrations. These opportunities foster a sense of ownership and community engagement, while also strengthening relationships between parents, staff, and students.

Student Engagement:

- a. **Student Councils and Leadership Opportunities:** Establishing student councils and leadership programs provides students with a platform to voice their opinions, ideas, and concerns. These initiatives empower students to actively contribute to decision-making processes and school initiatives. Students can organize events, lead clubs, and represent their peers in discussions with school administration.
- b. **Surveys and Feedback Mechanisms:** Regularly seeking student feedback through surveys and other feedback mechanisms allows the school to understand student perspectives, preferences, and concerns. Students can provide insights on curriculum, extracurricular activities, and school climate. Their input helps shape the learning environment and ensures their needs are considered.

Staff Engagement:

- a. **Staff Meetings and Professional Development:** Regular staff meetings provide a platform for open dialogue, collaboration, and sharing of best practices. These meetings foster a sense of belonging and ensure that staff members are well-informed about school policies, initiatives, and goals. Additionally, providing professional development opportunities enables staff to enhance their skills, stay updated with educational practices, and contribute to ongoing school improvement.
- b. **Committees and Working Groups:** Establishing committees and working groups focused on specific areas, such as curriculum development, student support, or cultural diversity, encourages staff engagement. These groups allow staff members to share their expertise, collaborate on projects, and provide valuable input into decision-making processes.

Community Engagement:

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

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

Parent Advisory Council (PAC):

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

School Expansion:

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

Community Partnerships and Collaboration:

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

Alumni Engagement:

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

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

How stakeholder input informs this plan

Stakeholder input directly informs Khalsa School Calgary's local priorities. Through parent–teacher meetings, parent and student surveys, staff meetings and committees, and consultation with the Parent Advisory Council, the school gathers ongoing feedback that reinforces its focus on strong foundational learning in literacy and numeracy, student vocabulary and reading comprehension development, and maintaining a strong inclusive Sikh-values-based school culture. These priorities are reflected in Goals 2, 3, and 5 of this plan.

Stakeholder feedback is collected through structured methods such as surveys, parent–teacher meetings, staff meetings, and PAC consultations. This input is documented through meeting notes, survey summaries, and committee records, and is reviewed by school administration on an ongoing basis. Recurring themes are identified and used to guide both short-term school actions and longer-term education planning.

Examples of feedback include parents emphasizing the importance of stronger reading support at home and school alignment, and staff identifying a continued need for structured literacy strategies and consistent intervention approaches for struggling learners. In response, the school has strengthened targeted literacy supports, adjusted classroom instructional strategies, and continued professional learning in structured literacy instruction to better meet student needs.

The impact of stakeholder input is monitored through follow-up discussions in staff meetings, review of student progress data, and ongoing feedback from parents and teachers to ensure that changes made are effectively supporting student learning and school priorities.

The Parent Advisory Council provides advice to the principal and the governing body of the school. Through regular meetings and consultations, the PAC shares parent perspectives on the education plan's priorities, programming, and school initiatives, and the principal and governing body consider that advice in planning and decision-making.

Results Analysis

Khalsa School Calgary continues to provide an exceptional learning environment where students thrive academically while also developing strong connections to their Sikh faith, values, and principles, fostering a positive “Khalsa Attitude” in learning and behaviour.

The 2024–2025 Provincial Achievement Test (PAT) results reflect the ongoing commitment of both students and staff to academic excellence. Across all subject areas and grade levels, Khalsa School Calgary students continue to perform above provincial averages in both the Acceptable Standard and Standard of Excellence categories.

These results are also supported by a diverse student population, with a significant number of English Language Learners (ELL) and students receiving additional learning supports. Despite this, students consistently demonstrate strong achievement and growth.

Grade 6 Results Overview

English Language Arts (66 students)

- 28.8% achieved the Standard of Excellence (Province: 12.7%)
- 98.5% achieved the Acceptable Standard (Province: 69.1%)
- School average: 73.0% (Province: 65.7%)
- Students performed above provincial averages in both writing (Part A) and reading (Part B)
- Strength was most evident in reading comprehension and written expression

Areas for continued focus:

Students showed relative challenges in higher-order comprehension skills such as interpreting implied meaning, vocabulary in context, and analyzing text features such as structure and punctuation.

Next steps:

Instruction will continue to focus on vocabulary development, reading comprehension strategies, and deeper text analysis, including interpretation of visual texts such as editorial cartoons. A stronger emphasis will also be placed on understanding question wording and improving test-taking strategies.

Mathematics (66 students)

- 77.3% achieved the Standard of Excellence (Province: 14.9%)
- 100% achieved the Acceptable Standard (Province: 52.1%)
- School average: 77.5% (Province: 46.2%)

Students demonstrated strong performance across all strands, particularly in number sense, operations, algebra, and problem-solving.

Next steps:

Continued focus will be placed on mental math, multi-step problem solving, and conceptual understanding of fractions, integers, and algebraic reasoning. Instruction will also continue to emphasize mathematical communication and reasoning strategies.

Social Studies (66 students)

- 77.3% achieved the Standard of Excellence (Province: 19.1%)
- 98.3% achieved the Acceptable Standard (Province: 68.7%)

- School average: 84.4% (Province: 61.6%)

Students demonstrated strong understanding of democratic principles, citizenship, and historical systems, consistently outperforming provincial results across all units.

Next steps:

Instruction will continue to strengthen understanding of citizenship concepts, source analysis, and application of democratic principles in real-world contexts.

Grade 9 Results Overview

English Language Arts (44 students)

- 45.5% achieved the Standard of Excellence (Province: 11.1%)
- 100% achieved the Acceptable Standard (Province: 69.8%)
- School average: 77.7% (Province: 62.9%)

Students demonstrated strong performance in both writing and reading, particularly in identifying meaning, organizing ideas, and responding to texts across multiple genres.

Areas for continued focus:

Students showed some difficulty with synthesizing ideas, interpreting deeper meaning in complex texts, and identifying literary devices and author’s purpose in specific contexts.

Next steps:

Instruction will continue to focus on deeper text analysis, synthesis of ideas across texts, and explicit instruction in reading comprehension strategies. Students will also continue to develop structured writing skills for both essay and functional writing tasks.

Mathematics (44 students)

- 50% achieved the Standard of Excellence (Province: 13.6%)
- 97.7% achieved the Acceptable Standard (Province: 50.5%)
- School average: 79.2% (Province: 53.3%)

Students performed strongly in both non-calculator and calculator sections, particularly in number sense, algebra, and problem-solving.

Next steps:

Continued emphasis will be placed on mental math, interpreting multi-step word problems, and strengthening algebraic reasoning. Students will also continue to develop strategies for solving complex problems efficiently and accurately.

Science (44 students)

- 79.5% achieved the Standard of Excellence (Province: 21%)
- 100% achieved the Acceptable Standard (Province: 67.8%)
- School average: 87.4% (Province: 64.8%)

Students demonstrated strong understanding across all science strands, particularly in biological diversity, chemistry, and physics-related concepts.

Next steps:

Instruction will continue to focus on applying scientific concepts to problem-solving situations, interpreting experimental data, and strengthening scientific reasoning skills.

Social Studies (44 students)

- 43.2% achieved the Standard of Excellence (Province: 17.2%)

- 100% achieved the Acceptable Standard (Province: 84.5%)
- School average: 40.4/50 (Province: 31.8/50)

Students performed above provincial levels across all categories, demonstrating strong understanding of systems, rights, and economic decision-making.

Next steps:

Instruction will continue to strengthen critical thinking, source analysis, and application of concepts to real-world civic issues.

Summary of Trends

Overall, Khalsa School Calgary continues to demonstrate strong academic achievement across all core subject areas in both Grade 6 and Grade 9 PAT results. Students consistently perform above provincial averages in both acceptable achievement and excellence.

These results reflect the effectiveness of classroom instruction, targeted interventions, and ongoing collaboration among staff. Areas for continued growth are primarily focused on higher-order thinking skills, including synthesis, inference, and application of knowledge in unfamiliar contexts.

Moving forward, staff will continue to use assessment data to guide instruction, strengthen student learning strategies, and support consistent improvement across all grade levels.

Data Use and Continuous Improvement

Khalsa School Calgary uses a continuous improvement approach to support student learning and school growth. Decisions related to instruction, intervention, and planning are guided by multiple sources of evidence, including Provincial Achievement Test results, classroom assessments, literacy and numeracy screening data, and feedback from students, staff, and parents.

Data is reviewed throughout the school year to identify strengths, areas for growth, and emerging needs. This information is used to guide classroom instruction, support targeted interventions, and inform school-wide priorities.

School leadership and staff work collaboratively to review data and reflect on student progress. This process helps ensure that instructional practices remain responsive and that supports are adjusted as needed to improve student outcomes. This ongoing cycle of reflection and adjustment allows the school to remain focused on student growth, achievement, and continuous improvement.

Finance

Plan for Implementation and Budget 2026-2027

(Year 1 of the 2026–2029 Education Plan)

Khalsa School Calgary’s annual budget is aligned with the goals and priorities of the Three-Year Education Plan (2026–2029) and supports both instructional priorities and operational needs of the school.

The 2026–2027 budget reflects the school’s ongoing commitment to continuous improvement, student success, and responsible financial planning. Planning is informed by student achievement data, including Provincial Achievement Test (PAT) results, classroom assessments, and stakeholder feedback. These sources guide priority setting and ensure that resources are directed toward areas of greatest student need and growth.

As enrolment continues to grow, Khalsa School Calgary is focused on thoughtful expansion that maintains high-quality instruction, supports student well-being, and strengthens school capacity. Implementation planning includes ongoing collaboration with staff and engagement with the broader school community to ensure alignment with school goals.

Impacts on the 2026–2027 Budget

1. Curriculum Implementation

Khalsa School Calgary continues to align instructional practices with Alberta Education curriculum expectations. Teachers are supported with appropriate resources, professional learning, and instructional tools to ensure effective curriculum delivery.

Additional provincial funding supporting new curriculum implementation is utilized to enhance instructional resources, support teacher professional learning, and strengthen classroom instruction aligned with Alberta Education outcomes.

Budget allocations support:

- Curriculum-aligned instructional resources
- Classroom materials supporting literacy, numeracy, and competency development
- Assessment tools to monitor student learning
- Resources supporting differentiated and inclusive instruction
- Professional learning related to new curriculum implementation

2. Technology Integration

Technology continues to support instruction, assessment, and student engagement. The school remains committed to maintaining and improving digital learning environments that enhance teaching and learning.

Budget priorities include:

- Upgrading and maintaining digital infrastructure
- Access to educational platforms and software
- Classroom technology to support engagement and differentiation
- Ongoing staff support for effective technology use

3. Professional Development

Professional learning is essential to supporting effective instruction and continuous improvement in student achievement.

Budget allocations support:

- Curriculum implementation training aligned with Alberta Education
- Literacy and numeracy instructional strategies
- Data-informed practice using PAT and classroom assessment results
- Collaborative professional learning opportunities for staff

4. Staffing

Staffing decisions are based on enrolment growth and student learning needs to ensure quality instruction and appropriate support for all learners.

Budget planning includes:

- Recruitment of qualified teaching staff as enrolment increases
- Additional support staff where required
- Staffing adjustments based on student needs and class composition

Continuous Improvement

Khalsa School Calgary uses a continuous improvement cycle guided by data, assessment results, and stakeholder feedback. Implementation is monitored throughout the year to ensure effectiveness, and adjustments are made as needed to support improved student outcomes and school growth.

Budget Access

Khalsa School Calgary's 2026–2027 budget is available on the school website:

khalsaschoolcalgary.ca and within the **2026–2029 Education Plan financial documentation**

Independent School Authority Code: _____ 01 _____

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

	Budget 2026/2027	Projected 2025/2026 <Note 1\	ACTUAL 2024/2025 INnIF>?)
REVENUES			
Alberta Education and Childcare (excluding Home Education)	\$4,968,153	\$4,209,568	\$4,096,679
Alberta Education and Childcare - Home Education	\$0	\$0	\$0
Total Alberta Education and Childcare Revenues	\$4,968,153	\$4,209,568	\$4,096,679
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$2,386,475	\$2,128,756	\$1,521,364
Non-instructional fees (O&M, Transportation, Admin fees)	\$385,000	\$443,088	\$345,985
Other sales and services			
Interest on investments			
Gifts and donations			
Amortization of capital allocations (where applicable)	\$0	\$0	\$136,038
Other (specify):	\$50,000	\$25,000	\$142,920
TOTAL REVENUES	\$7,815,622	\$0	\$432,173
EXPENSES			
Home Education	\$25,000	\$25,000	\$44,261
Instruction - ECS	\$7,815,622	\$6,832,408	\$6,720,414
Instruction - Grades 1 to 12	\$4,521,642	\$4,032,683	\$3,611,403
Operations and maintenance	\$1,174,321	\$765,958	\$960,761
Transportation	\$776,546	\$727,989	\$623,092
Board and System Administration	\$767,882	\$606,610	\$422,545
External Services	\$0	\$0	\$0
TOTAL EXPENSES	\$7,600,681	\$6,486,142	\$6,287,919
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$214,941	\$346,264	\$432,495
	\$214,941		

Our Education Plan shall be:

- ❖ Posted on the Khalsa School Calgary website: www.khalsaschoolcalgary.ca (including a stable permalink to the Education Plan that remains consistent year to year);
- ❖ Reviewed with and available to all staff;
- ❖ Reviewed with and distributed to the Board of Directors;
- ❖ Reviewed with the Parent Advisory Council;
- ❖ Available in "print copy" for parents and the public through the school office;
- ❖ Sent in "electronic copy" to the appropriate Alberta Education and Childcare Field Services Branch Director, including the permanent link to the posted Education Plan, by May 31, 2026;
- ❖ Parents will be notified in the June 2026 newsletter that the report will be available at the office and on the website, including the direct link to the posted plan.