

**3 Year Education Plan  
2016-2019**

and

**AERR  
2015-2016**

A Public Document



**Combined  
3-Year Education Plan  
and  
Annual Education Results Report  
for  
Headway School Society of Alberta**

**“Man jeetey’ Jag jeet!”  
“Conquer the mind; Conquer the World!”**

Sri Guru Nanak Sahib Ji  
[1469-1539]  
First Guru of the Sikhs

## **Message from the Board Chair:**

Headway school has finished its 15<sup>th</sup> successful year and is headed towards 16<sup>th</sup> one in a strong fashion. There are many tools, bells and whistles to measure a school's success and we have surpassed over 50% schools in the province according to those also but for us our success is measured by the feeling the community has for Headway School. The parents show their confidence in the school, administration and the board by keep on entrusting their most precious children to Headway School over and over.

Successes have been many but there are a few challenges also which Headway School is meeting head on. First challenge is we need to keep struggling for multiculturalism, diversity and equality when it comes to educational funding, school sites and influence over freedom for educating one's youngsters. Alberta government is very gracious and we are moving in the right direction. Second challenge is that teaching religion and culture in Canada has been vilified as far as independent schools are concerned.

We were able to negotiate with the city for a school site closer to the community and hopefully by 2020 AD we will have a new school for the community. It is very heartening that the funding drive is in full gear and we have overwhelming support from the whole community.

Our administration team has been taking the school in right direction and we have full confidence in it. Not only are they running the academic program but they also are taking care of community programs, fund raising, and other involved in extra-curricular activities. Kudos to them. The board stands behind them 100%. This year we expect more of the same but focus will be more on the high school and in-depth look into delivery of the children's education.

Thank you for being with Headway School and helping us complete 15 great years. It was just yesterday when we started with 54 students and now we are over 300. Success is all due to the parents and we hope that you will keep building Headway School for your future generations to keep their educational destiny in your hands.

Coming to Canada shouldn't mean to lose one's religion, culture, language and ways of living but it should mean to use one's religion, culture, language and ways of living to develop wonderful young Canadians who will us all proud.

Thank you.

## Accountability Statement

[1] Accountability Statement for the Three-Year Education Plan :

The Education Plan for Headway School Society of Alberta for the three years commencing September 1, 2016 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results. The Board approved the Education Plan for 2016/2019 on November 27<sup>th</sup>, 2016.

[2] Accountability Statement for the Annual Education Results Report:

The Annual Education Results Report for Headway School Society of Alberta for the school year 2015-16 was prepared under the direction of the board in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the private school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for for 2016/2019 on November 27<sup>th</sup>, 2016.

November 27, 2016.

Created and Prepared by with the help of Mr. J S Gill, High School and VP K-12  
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under the supervision of:





J. S. Sidhu,  
Principal, Headway School Society of Alberta

Approved by the Board: November 27, 2016  
Balbir K Deol on behalf of Journal. S. Jouhal,  
President, Headway School  
Society of Alberta

# SECTION I

## Foundation Statements

	<p>to instill in each child the love of truth, an ability to be engaged by learning the differences between wants and needs, and to practice analysis to demonstrate mastery of the academic building blocks necessary for a successful future</p>
	<p>To have inclusive programming providing leadership in education to protect and nurture the body, mind and soul of the next generation so that they become productive citizens of Canada.</p>
	<p>Headway School Society of Alberta believes in the oneness of God and therefore oneness of humanity. We believe that the underpinnings of change rely on the creation of a learning community where everyone has something to learn and something to teach. We feel that we are all students throughout our life at different levels.</p>
<p><b>GUIDING BELIEFS</b></p>  <p><b>Work honestly, share and praise the Lord!</b></p>	<p>The Alberta curriculum will be used as the core guide to educate our students. We will develop a community environment within the school where civility and respect for others is the norm. Innovation, critical thinking, disciplined inquiry, and teamwork between teachers, students and parents will be promoted.</p> <p>Headway School Society of Alberta will assist parents in their role as the primary educators of their children by being partners in education</p>
 <p><b>“Tan, Man, Dhan!” Body, Mind and Soul</b></p>	<p>Alberta curriculum will be used as the main guideline by the Headway School to educate the next generation: in body, mind, and in soul. Education of course means theoretical and practical skills. Body education would be based on physical fitness and health curriculum. Education for the mind includes K-12 academic and practical skill and education for soul would incorporate a student’s creativity, values and character.</p>

	<p>Our main aim is to give the student many opportunities to be involved and exposed to a variety of academic fields, so a future path could be decided. To try different subjects and experience them to a minimum level is desired rather than just ‘drop them’ attitude.</p> <p>We recognize that the students may come from various SES backgrounds, learning styles, and learning expectations which create their unique environment and situation. That is the reason that most student lost in regular programming are motivated to do their best at school. What they can control is Look, Listen and Learn at the school and increase their output. How much they prepare for the final tests, diplomas depends on their environment but it doesn’t mean that they are not taught or motivated by staff to do their best. But what is accomplished is that the students do their best at school to better their lives.</p> <p>Besides the Alberta Learning Curriculum we also add the following:</p> <ul style="list-style-type: none"><li>-Grades 1 to 6 classes have extra Phonics/Grammar and extra Math Skills classes.</li><li>-Grades 7-12 have doubled the time for Sciences and more time for ELA, Social Studies and Math.</li><li>-All grades have the approved Sikh Culture and Punjabi Language [SCPL] courses. Grades 7-9 do the Sikh Studies course.</li><li>-The grades 10 to 12 have a choice of CTS courses such as Sociology, Philosophy, Psychology, Law, Film Studies, Drama and Business if time permits.</li></ul>
	<p>Parents are invited to participate in a number of school projects and activities. Parents are encouraged to volunteer in class and school events, activities and projects.</p> <p>We need to continue to involve more parents in more ways but most of them are working parents and they also have full confidence in the Board. To the current parents, and the ones who are here since 2001, the litmus tests are the 3 year graduating rate, 100% post-secondary education and the type of young people being sent to society from Headway School Graduating classes. From 9 graduating classes [since 2008] only 2 students have missed that post-secondary target due to their personal reasons.</p>

## **Trends and Issues:**

### **BUILDING:**

Headway has had to limit enrolment because of a lack of space. Due to the increasing demand for cultural and academic education in our community, the board has been forced to look for:

- a. a short term solution of an extension to the current building, or
- b. a new building on our privately funded 8.66 acres for a future school building , or
- c. have acquired from city of Edmonton a new site in Millwoods.

### **FEES:**

Our monthly fees are very low and work in favour of family enrollment. The first child is \$125, the second child \$75 and the third child \$60 per month. Single parents pay no school fees. A financially needy family can ask for all or part of the fees reduced. Bus fees are \$75 and \$30 for each extra child for door to door service. No changes were made.

### **FUNDING:**

We only get 70% of the tuition fees and a part of the Operations and Maintenance funding. The government is doing wonderful for the Independent Schools.

The parents of our students pay the same school taxes but extra fees, which, in some cases, puts more strain on them to support their child's education financially. In our estimation our parents end up saving the government at least \$6000 per student per year. The board and parents should also ask the government, through their MLA's to create Level III schools where the dollar follows the student and tuition part is funded at 100%.

### **STAFF:**

We have an excellent, certified, experienced teaching staff and an effective leadership model, with a principal, three vice-principals and division team leaders.

### **INFRASTRUCTURAL FACTORS:**

Even though Canada is constitutionally multicultural and Punjabi is the third most spoken language in the country, there is no infrastructure that backs up this multicultural school. There is no land set aside and even the land that belongs to school is not being zoned since 2006. It is an uphill battle for this independent school. Still Alberta Government is better than alot of the provinces and we are thankful for that.

## **SUMMARY OF ACCOMPLISHMENTS:**

- Our high school graduation rate in 3 years is still 100% and the transition from high school to postsecondary education is also at 98%.
- Students graduate Headway School with 150 credits versus the standard 100 credits.
- We have good results because Headway has a student centred programme. We provide modified programs to accommodate each student's needs. As well, we assist in opportunities to explore/expand upon academic programming. Major impact is that the students may not have control over past or outside of the school but they full control to improve themselves presently at the school.
- Extra language and cultural integration programming is provided to newcomers to Canada. As well as, support and guidance for parents.
- Once a week, Grades K - 12 students receive a 40 minute morals class.
- We are a non-bullying school and work swiftly to prevent these issues from becoming prominent.
- We have set cultural celebrations: Diwali, Vaisakhi, and Guru Nanak's birthday.
- We have encouraged visitors from various areas in the city to come to our school including:
  - the Edmonton Public Library
  - the Reading Week guest speakers
  - the Terry Fox run where we go out into the community
  - Remembrance Day ceremony with a military speaker
- We have the Navy Cadets after school program for those who want to join at the school's cost if they so wish.
- Students volunteer money and food to the Edmonton Food Bank.
- We have an emergency lunch program for students who forget their lunch.
- Our grade 6 students volunteer time at the Jubilee Seniors Lodge and are part of a leadership program.
- High school students are taken to the different postsecondary open houses.
- High school students go to scheduled career fairs.
- We have 100% supervision at both lunch and break times.
- Enough computers for the children are provided.
- We have 2 classes for kindergarten, grade 3, grade 4, grade 5, grade 6, grade 7 and grade 8.
- We have separate single classes for grades 3, 9, 10, 11 and 12.
- We have hired a retired principal for professional growth, curriculum and assessment.
- We have an extra junior high writing program.
- Many of our certified staff and administration are encouraged to become bus drivers which further decreases bullying and other issues before and after school.

Another bus was bought to add to our fleet of 13 thus far.

**Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	Headway School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	83.1	79.9	85.4	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Issue	Program of Studies	56.9	49.0	60.7	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	85.9	84.1	88.4	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	3.1	0.6	0.4	3.2	3.5	3.5	High	Declined	Acceptable
		High School Completion Rate (3 yr)	68.7	75.4	83.7	76.5	76.5	75.5	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	72.5	83.8	76.8	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	7.4	10.3	7.8	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	55.0	68.0	70.2	85.0	85.2	85.1	Very Low	Declined	Concern
		Diploma: Excellence	3.7	24.0	15.8	21.0	21.0	20.5	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	59.6	85.4	91.7	54.6	54.4	53.5	High	Declined Significantly	Issue
		Rutherford Scholarship Eligibility Rate	54.5	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	96.9	75.6	88.1	59.4	59.7	59.3	Very High	Maintained	Excellent
		Work Preparation	89.6	83.0	86.1	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	79.4	76.7	81.1	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	77.8	73.1	83.8	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable	School Improvement	71.3	65.6	74.3	81.2	79.6	80.0	Intermediate	Maintained	Acceptable

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk



## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.6	78.4	68.2	83.8	72.5	71	Intermediate	Maintained	Acceptable	75	77	79
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.7	6.4	6.8	10.3	7.4	7	Very Low	Maintained	Concern	10	11	12

### Comment on Results (OPTIONAL)

We do understand that we need to improve further.

### Strategies

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

WE will continue to preparing the student well for the PATS. One thing is that due to phasing out of the PATS we don't know what is happening around them. The strategy is that we will teach Grade 6 students how to study comprehensively for the finals. We need to get them involved in term tests.

Students will be engaged in daily practice, worksheets and homework in cooperation with parents/guardians:

- Students will create and maintain a PAT preparation book.
- Additional core subject time will be allocated to exam skills acquisition
- Enhanced Study Skills
- Teachers will place greater emphasis on higher order learning objectives such as Analysis.

### Indicators for success:

Oral and written tests, comparing previous year's data with this year's results.

### Implementation of these strategies:

Strategies will be implemented by the teacher with the cooperation of administration and parents.

## Our diploma writing results.

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	0.0	0.0	10.4	9.6	12.9	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	100.0	100.0	89.6	90.4	87.1	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	100.0	100.0	89.6	85.4	82.5	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	90.9	100.0	89.6	85.4	73.3	66.7	66.8	63.3	65.0	64.7
<b>% Writing 4+ Exams</b>	<b>90.9</b>	<b>100.0</b>	<b>89.6</b>	<b>85.4</b>	<b>59.6</b>	<b>55.6</b>	<b>55.9</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>
% Writing 5+ Exams	<b>72.7</b>	<b>100.0</b>	<b>75.8</b>	<b>70.3</b>	<b>50.4</b>	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	<b>36.4</b>	<b>93.3</b>	<b>62.1</b>	<b>60.3</b>	<b>27.5</b>	13.9	14.3	11.4	13.1	13.8

### Sikh Moral Education!

“One has to be trying to make in movement in their life! Some might say that children are not doing excellent but all children are not alike in their abilities. It is better to try, struggle and learn something rather than never try and learn nothing.” JS SIDHU

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.6	78.4	64.2	68.0	55.0	83	Very Low	Declined	Concern	60	62	64
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.6	15.0	8.3	24.0	3.7	20	Very Low	Declined	Concern	10	10	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.8	100.0	75.8	75.4	68.7	85	Intermediate	Declined	Issue	70	72	74
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.4	0.0	0.7	0.6	3.1	0	High	Declined	Acceptable	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	83.5	95.1	93.7	75.6	96.9	85	Very High	Maintained	Excellent	100	100	100
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	54.5	82	n/a	n/a	n/a	60	61	62
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	90.9	100.0	89.6	85.4	59.6	100	High	Declined Significantly	Issue	100	100	100

**Comment on Results (OPTIONAL)**

Our children wrote 9 different Diplomas. In the overall Acceptable Standard category we had 5 Improved from the 3 year average and 2 as being better than provincial scores. In the 6 out of nine diplomas we maintained our scores from the last years. 3 courses are a concern for us and two had explainable reasons.

We want 100% of our students to both graduates in 3 years and go on to postsecondary education.

As We do not agree with the High School completion rate(68.7), drop out rate (3.1), and Percentage of students writing four or more diploma exams within three years of entering Grade 10 (59.6). We seriously think that something is wrong with these stats and we would like to know what is going on. This will be brought up for further investigation.

Even at 59% we are higher than the provincial averages but we shouldn't look at it that way.

**Strategies**

After we have investigated we will come up with the strategies. We really do not know why these are low when we actually know that much higher percentage exists. **We will raise our pre-requisite grades to 60% rather than 50% to enter diploma courses.**

Students will be engaged in daily practice, worksheets and homework in cooperation with parents/guardians:

- University preparation - university open houses, encourage professional careers
- Additional core subject time
- Wisest, career fairs, grant and scholarship programs

**Indicators for success:**

Oral and written tests, comparing previous year's data with this year's results.

**Implementation of these strategies:**

Strategies will be implemented by the teachers with guidance and cooperation of administration and parents.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.1	89.9	76.6	76.7	79.4	78	High	Maintained	Good	80	81	82
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	99.5	95.0	80.2	83.0	89.6	84	Very High	Maintained	Excellent	90	91	92

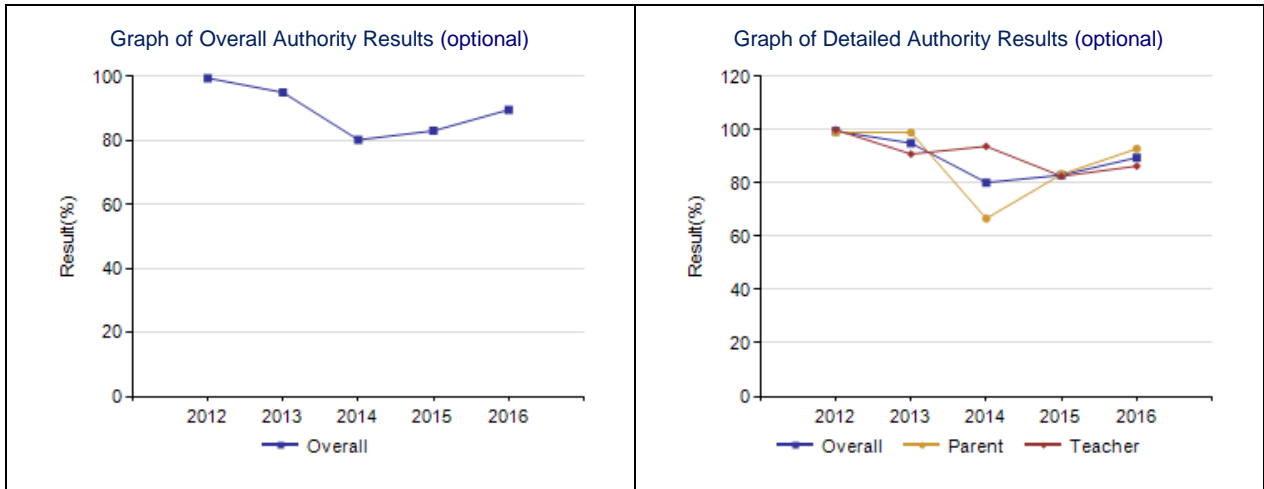
**Comment on Results (OPTIONAL)**  
 We would like to improve on these results by talking to parents and students.

**Strategies**  
 For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.  
 Our main strategy has been to engage students and parents by encouraging the benefits of finishing grade 12 and going further with post-secondary education.  
 We track the progress of our students after they leave our school.  
 We will try to find out what parents and students think will make them more successful for at work.

**Work Preparation – Measure Details (OPTIONAL)**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	99.5	95.0	80.2	83.0	89.6	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	90.9	93.8	82.6	86.4	89.5	89.4	89.3	89.7	90.5
Parent	99.0	99.0	66.7	83.3	92.9	69.9	71.1	73.1	74.2	74.8



**Sikh Moral Education!**

“Work hard and honestly, share and praise the Lord.” Guru Nanak Sahib Ji

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	97.0	87.9	68.0	69.7	83.8	71	n/a	n/a	n/a	84	85	86

**Comment on Results (OPTIONAL)**

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We are very happy with the results.

**Strategies**

Our main strategy has been to engage students and parents by encouraging the benefits of finishing grade 12 and going further with postsecondary education.

We track the progress of our students after they leave our school.

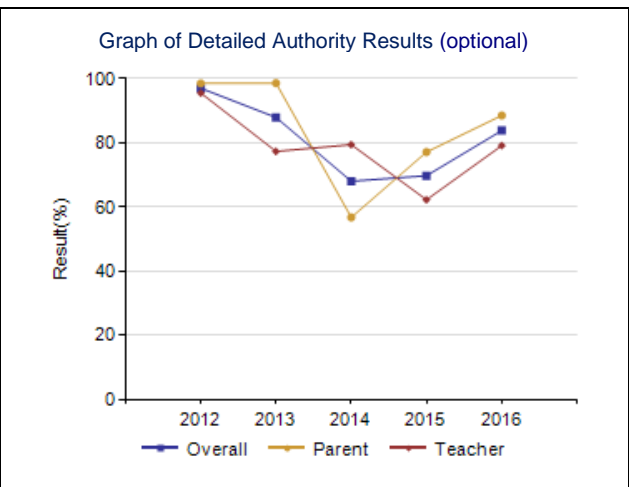
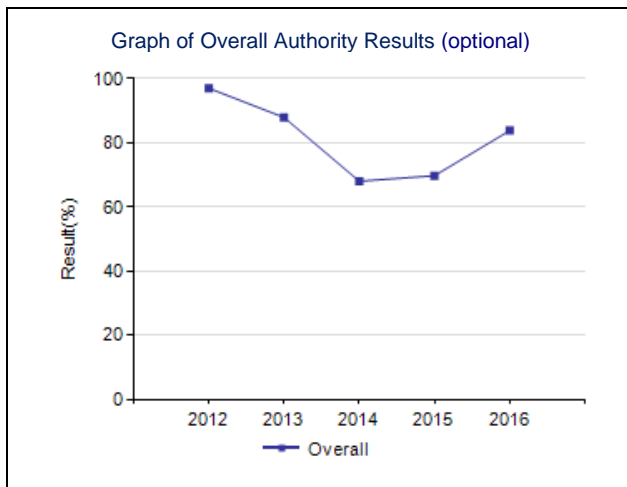
We have created an academic partnership with parents so that students have no option but to finish school.

Our morals program instills values of hard work, sharing and being humble.

**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	97.0	87.9	68.0	69.7	83.8	68.0	68.5	69.5	70.0	70.7
Teacher	95.5	77.3	79.4	62.2	79.1	75.8	75.7	76.0	76.0	77.3
Parent	98.5	98.6	56.7	77.1	88.5	60.2	61.2	63.0	64.0	64.2



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**Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

**Comment on Results (OPTIONAL)**

We teach the First Nations Education program at our school.

While we do not have any self-identified FNMI students, we do know and recognize that if any part of Canadian population is affected then all parts of Canada are affected.

Also it's the duty of every Canadian to honour the First nations.

**Strategies**

**Implement the standards of teaching the First Nations Metis Inuit set by the Alberta Program of Studies.**

- Field trips to historical centres
- Guest speakers
- Movies
- Library books (literature) research projects
- as per curriculum

**Future Challenges (Optional)**

[1] We need more room.

We will try to see if we can purchase another school to split elementary and High Schools. Another school building is still in the plans.

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[2] We would like to have land NOT being used by Public schools to put our schools there.

[3] We would like to have more technology in the school.

**Sikh Moral Education!**

“Majority of the problems are caused by wants and could be solved if we stay within our needs.”  
Guru Granth Sahib Ji

### Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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	94.0	82.2	79.9	83.1	80	Intermediate	Maintained	Acceptable	84	85	86

**Comment on Results (OPTIONAL)**  
*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

All students must feel safe, caring not only from bullies but from the content they learn. We are very culturally sensitive to each child’s needs.

If any type of bullying does take place then the whole staff is trained not to take it lightly. We call parents in from the bully side and have a long talk. A lot of strategies are discussed and implemented.

OUR children are the safest of all schools in Edmonton because nobody can come in or leave the school without permission. NOBODY can be off campus without parental permission. SO one can see that ‘ticking’ low answers is not just.

It is very hard to improve when since 2008 ALL classes end up in post secondary 100% with a few exceptions being some special students who we take because they deserve inclusion if their behaviour can be accepted.

**Strategies**  
*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

**We promote a safe and secure learning environment**

- Students are monitored at all times.
- We have a door to door bus service for all students.
- We have a strongly enforced anti-bullying program, backed up with presentations and positive role modelling by the staff.
- We have an open door policy for both students and parents so that they can discuss any issues or problems as they arise. This allows for a swift reaction and response from staff.
- There are no spares. Students work in study hall with a certified teacher and are not allowed to leave school property. They arrive on the bus and leave on the bus.
- a staff committee is investigating ways in which we can improve the Welcoming, Compassionate, Safe, Respectful and Caring aspects of our school and school community.

## Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	77.1	74.9	58.2	49.0	56.9	50	Very Low	Maintained	Concern	57	58	60

### Comment on Results (OPTIONAL)

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

We would like to say **IMPROVING!**

Our school has specific programming and agenda.

That has been advertised and exposed to all parents at the school.

We are what we are and we deliver what we say. We tell parents about our program and we hold our end of it. To expect us anything else is unfair because there are many schools where they can achieve things like fine arts and technological studies because we do not advertise us being as such.

There is room for suggestions but the suggestions must be for the whole school community.

We have to make sure we use our funds wisely to benefit all.

### Strategies

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

We have been having intramurals, CTS where required and time permits, fine arts through concerts, health and phys. ed. through classes.

We will ask parents what extra they need.

We also have other ways to initiate this type of education through:

- Morals classes
- Cadets after school programs
- Terry Fox Run
- Jubilee Seniors Lodge visits
- Food Bank Drive
- Community Garden Plot
- Read In Week (guest readers from community)
- Celebration or observances of Remembrance Day, Diwali, Guru Nanak's Birthday, Visakhi, Earth Day
- Regular yard and community clean up
- Fund raising for graduations
- Sewa at the Gurdwara
- Grade 6 leadership training
- Guest speakers, including community leaders and politicians, who visit and talk to students.
- In-school field trips like the zoo, as well as out of school field trips to historic or scientific locations

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	73.3	82.4	74.8	65.6	71.3	67	Intermediate	Maintained	Acceptable	72	74	76
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.9	95.3	83.1	73.1	77.8	74	Intermediate	Maintained	Acceptable	80	81	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.7	94.3	86.8	84.1	85.9	85	Intermediate	Maintained	Acceptable	86	87	88

### Comment on Results (OPTIONAL)

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

*This is a very good indication and redemption for our governing system.*

Statistically maybe but in reality our governance has never been stronger or more effective than now from any angle.

We still have a mission of 'ALL students to the post secondary'!

Teachers, parents and students have to learn the difference between 100% and only 35% in post secondary after 3 years.

We are working towards letting people know that our mission is being accomplished and why don't they see it or what they say is not what we are accomplishing. It's quite the opposite.

We teach the Alberta Curriculum, but add a cultural slant to this.

CTS is utilized at all levels.

### Strategies

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

#### We have an 'open door' policy for our parents.

- Communication is swift and clear and parents are involved fully.
- Because we have four reporting periods, we have four parent-teacher nights where further communication may occur.
- Daily communication with parents through student agendas
- Translation of newsletter, notes and forms and verbal conversations for those who do not speak English.
- Expansion of the CTF-CTS program down to Grade 5 is envision for the coming years. Not only will this broaden knowledge about career options, but will enhance our array of learning options (courses).

#### We have family based learning.

- Collegial connections are encouraged to maintain a warm atmosphere throughout the school.

Frequent cultural events where the teachers are invited and welcomed to participate.

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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



**Future Challenges (Optional)**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide (links included below).

Keep working hard and try to get much more positive results by June 2019!

Planning of the new building is also a massive project and a lot of input is needed from all concerned.

Biggest challenge is making people understand that we are not in opposition to to any union or monopoly.

New school building, High School fine tuning, and getting the good news out there are on our immediate agenda.

**Summary of Financial Results**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Our finances for 2015-16 matched closely with 2014-15 and this year 2016-17 shall also be very close due to similar enrollment and no increase in funding or fees.

There is no mortgage on the building, the land or any of the equipment.

That is very responsible financing and budgeting by the board.

**Budget Summary**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

**OVERALL:** We spent 58% [of 50% of total funding available to Independent Schools] on wages. We are happy with our budget and the year end results as to there are no mortgages or loans outstanding.

Revenues	\$	%	Expenditures	\$	%	+ or -
Alberta Ed	1,851,082	77%	Wages	1,403,087	58%	
School Generated	552278	23%	Operational	732607	30%	
		100	Utilities	81143	3.3%	
			Surplus/Deficit	186523	7.7%	+
<b>Total 2015-16</b>	<b>2,403,360</b>		<b>Total</b>	<b>2,403,360</b>	<b>100%</b>	

There was a small surplus of about \$186523 to leave net funds of \$221361.00 on August 31, 2015. The slush fund is good news.

**Capital and Facilities Projects**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
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We have stopped thinking about adding an extension to the present building and instead have started to plan for the new school in Millwoods..

Ther initial planning for a new building in Millwoods is to have it by 2020.

That is at the very preplanning stages.

There are no other projects in the plans.

Currently we are organizing our funds for that project and we figure it will cost about \$6 million to \$8 million

#### Summary of Facility and Capital Plans

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

There are no major changes in operations, enrollment, fees, funding and major projects.

Our major plan is to make a building in the coming few years.

This building has proper caretakers for cleaning, heating and fire safety as permanent contractors.

We are trying to go steady for a few years provided no surprises come our way.

#### Parental Involvement

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
  - Daily checking of the Agenda (communication with the teacher).
  - Parents are invited to field trips and school events.
  - In turn, parents invite teachers to their cultural events.
  - We have three parents on our board who are actively involved in our school.
  - We are involving parents to raise funds for new building.

This is the only school where parents are given daily times, to visit teachers, in the morning and afternoon. Parents may see teachers without an appointment from 8:15 am to 8:45 am daily and from 3:45 pm to 4:15 pm Monday to Thursday.

#### Timelines and Communication

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

The AERR will be posted on the site [www.headwayschool.com](http://www.headwayschool.com) by November 30<sup>th</sup>, 2016 midnight.

The next newsletter will contain this information also.

Any parent who doesn't have access to internet or a computer may come to the office and ask for AERR 2016.

#### Whistleblower Protection

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- We welcome whenever anyone points out deficiency in our policy or lack of execution of it. Our Board, Executive and Administration feels that all criticism exists to improve Headway School and it should be handled positively.
- The Board is aware of the fact that if they function in any other way it would be harmful for Headway School due to negatively given a chance to grow.

However Headway School does want its staff to follow professional guidelines as to confronting the parties of interest and then up the ladder of administration all the way to the courts.

\*Staff Administration and Board must be given a chance to explain or correct the practice or functioning unless something is drastic and has broken the law.

**We have a specific policy for this also.**