



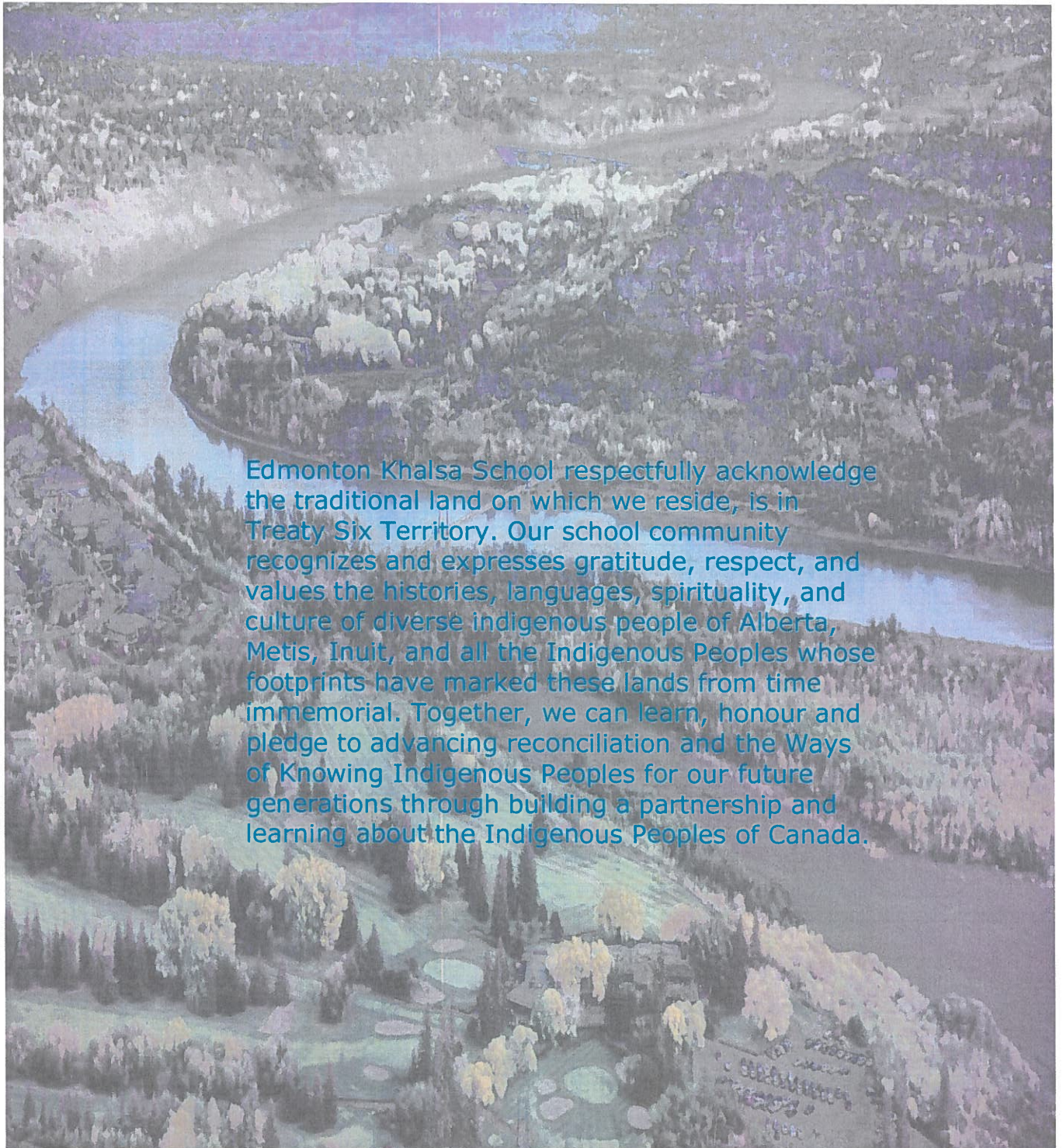
**EDMONTON KHALSA SCHOOL**

# 2024-2027 **Three-Year Education Plans**

4504 Millwoods Road South  
Edmonton, Alberta T6L6Y8  
May 2024



# LAND ACKNOWLEDGEMENT



Edmonton Khalsa School respectfully acknowledge the traditional land on which we reside, is in Treaty Six Territory. Our school community recognizes and expresses gratitude, respect, and values the histories, languages, spirituality, and culture of diverse indigenous people of Alberta, Metis, Inuit, and all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn, honour and pledge to advancing reconciliation and the Ways of Knowing Indigenous Peoples for our future generations through building a partnership and learning about the Indigenous Peoples of Canada.

Reference-<https://why.edmonton.ca/land-acknowledgement>

## MESSAGE FROM THE BOARD CHAIR

The Edmonton Khalsa School Three-Year Plan was developed in the context of the school's commitment to "give your best" from every student. The information reflects input from Board of Directors, Management, staff, parents, students, and community members. The information in this report highlights the continuing, as well as new initiatives for the next three years. School staff will continue to try and find new ways to support student learning (social, mental, emotional, and behavioral).

I would also like to take this opportunity to extend my appreciation to staff, students and parents for being a part of this positive learning environment. The school staff continues to play a fundamental role in sustaining and creating a successful learning community that celebrates student learning and achievement.

EKS's 2024-2027 Three Year Education Plan (3 YEP) presents the school's plan to further develop the intentional strategies in response to the Annual Education Results Review (AERR) and stakeholder engagement. This plan outlines the goals, strategies, measures, and engagements. The staff will continue to assess, review, and use data collected to make informed decisions and analyze evidence of growth on student learning and development.

The Education plan will be posted on the school's website at [www.edmkhalsaschool.com](http://www.edmkhalsaschool.com).

Darshan Gill  
EKS President



## ACCOUNTABILITY STATEMENT

The Education Plan for Edmonton Khalsa School commencing August 26, 2024, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This 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 2024-2027 Education Plan on May 23, 2024.

The Board approved this three-year Education Plan for 2024/2027 on May 23, 2023.



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**Darshan Gill**  
**EKS President**

## EKS SCHOOL COMMUNITY



# WELCOME

We are an independent Sikh faith based private school that serves over 400 students from Preschool to Grade 6. The school employs qualified staff ranging from certified teachers, support staff, office staff, custodians and transportation staff that provide a range of services to students. EKS offers Punjabi as a Second Language, Punjabi cultural programming, and Sikh religious studies along with various subject areas according to Alberta Education Program of Studies and curriculum.



## EKS VISION



Edmonton Khalsa School's fundamental goal is to provide quality education that will enable its students to achieve their full academic potential through a positive, welcoming, nurturing, supportive and caring educational environment that is based on Sikh values. Its nurturing and safe learning environment provides students with support for their social, physical, emotional, and academic growth as well as development. At the Edmonton Khalsa School, all staff, students, and parents work together to create a dynamic and vibrant learning environment. At EKS, the school board and staff believe that every student is a unique individual who is valued, strives to do the best he or she can, as every day is a new learning experience. The success of the students at the Edmonton Khalsa School lies with the teamwork of the staff, students, and parents. It is the responsibility of the management, board of directors, staff, and parents to create a learning environment and a school community that is positive, reliable, conducive, and cohesive to ensure that support is provided to students. EKS is committed to continue to provide a high academic learning environment that is enriched with hands on learning through the provision of a variety of fieldtrips opportunities to students and experiences to our students.



## EKS MISSION

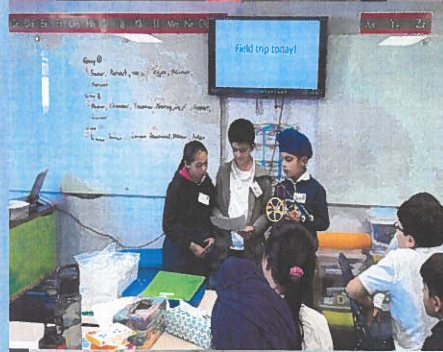


Edmonton Khalsa School is dedicated in providing high quality education and educational experiences to prepare our students for a lifelong learning opportunity in an inquiry base learning environment. High academic and behavioral expectations from students are a priority, a strong commitment of accountability, collaboration, equity and integrity from staff and students will help support student learning and success, create a positive, welcoming, and caring learning environment. Our emphasis and focus continue to be built upon collaboration and team building through a strong partnership between staff, students, and parents. Our continued focus is to ensure strong and firm foundational skills in students specifically in literacy and numeracy as well as on inquiry based learning.



## EKS VALUES

It is the belief of Edmonton Khalsa School that it is preparing its students to meet the challenges of the future. The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and school decision-making. A strong commitment of accountability from teachers is a priority. The school values parent and community involvement. It recognizes the importance of collaborating with stakeholders to improve student achievement and to assist students. The school accepts input from students, parents, staff, and the community and it continues to modify and expand. It has also formalized relationships with several organizations to enhance the learning environment for students. Students are encouraged to participate in activities organized by various educational institutions such as the University of Alberta, the City of Edmonton, Community events and other institutions. The Edmonton Khalsa School believes that student participation in community events plays a fundamental role in them being successful later in life. It will also help them become active citizens who will care for others. It is important that students, parents, and community members work together to create future generations of successful individuals.





# ENGAGEMENT

Edmonton Khalsa School's (EKS) 2024-2027 Education Plan serves to guide EKS's management, board, and staff with priorities and strategies to achieve strong results and ensure a positive learning environment for all students. EKS looks is proud to present and look forward to implementing its goals in the next three years. The key strategies in the 2024-2027 Three-Year Education Plan reflect the strategies developed by EKS staff in support of student success. Responses are based on to EKS AERR 2022/2023 and with ongoing engagement with stakeholders: staff, students, parents, and community members to support continued student success and well-being. EKS provides a strong foundational skill and learning along with supporting students learning and needs through Preschool to Grade 6. Also, providing many opportunities for students to develop lifelong skills as they move through each grade and towards Junior High school.

## EKS PRIORTIES AND STRATEGIES

Priority 1: Ensure that students and staff model the characteristics of active citizenship that will help promote and develop a positive learning environment to ensure students and staff well-being and positive mental health.

Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.

### **Goal 1-Safe and Caring Learning Environments:**

- Staff will continue to implement EKS anti-bullying policy.
- Maintain focus on the safety and well-being of staff and students throughout the school year.
- Support staff and their mental health, promote physical health and well-being and emotional health of students.

### **Goal 2-Community Partnerships:**

- Continue to work with staff around how they can remain connected with students and families throughout the school year.

### **Alberta Education Assurance/ Local Measures:**

- Staff, student, and parent Assurance Survey
- Staff, student, and parent feedback
- Students are recognized and acknowledged for positive role modeling for their peers-in school and on the bus.
- Classroom Newsletter, email, google classroom, and parent teacher interviews.



**Goal 3-Support students and staff in building skills, strategies and relationships that contribute to positive mental health:**

- Implement approaches and practices to enhance student and staff well-being.
- Continue to provide support and provide opportunities to students.
- Encourage teachers through mentorship and team building.

**Goal 4: Provide First Nations, Métis, and Inuit education to students (FNMI education)**

Although there are no students who identify themselves under the FNMI status, it is important that we build awareness and understanding. Finding ways to use the FNMI resources available to encourage students to learn about the history, cultural, language, and literature of the Aboriginal People of Canada.

- Whole school participation in many events throughout the school year in events such as Orange Shirt Day
- Infuse First Nation perspectives into the course materials we present to all our students.
- Although we have no self-identified FNMI students, instructional materials are chosen to ensure that students have an awareness of the importance and strong influence the First Nations, Metis and Inuit people had both in the past, the present and the future.
- Seek new resources from such places as: museums and cultural centers or guest speakers.
- Take students on fieldtrips that are applicable in teaching about the history of the First Nations. For example, Fort Edmonton Park, Bennett Centre, and Provincial Museum.
- Purchase storybooks from the Literacy Seed Kit as approved by Alberta Education for the library as well as teaching resources for teachers.
- Seek opportunities to expand understanding and appreciation for Indigenous cultures and perspectives.

- Survey measure of safe and caring
- Survey measure of student inclusion and access to supports and services



**Priority 2: Continue to advance further students' numeracy and literacy skills by addressing learning gaps.**

Outcome: Staff will provide supports to students to bridge learning gaps through access to a variety of resources, professional development opportunities, partnerships, collaboration, fieldtrips, and other avenues to help students develop strong critical thinking, communication, problem-solving, managing information, cultural and global citizenship, creativity, innovation, and personal growth.

**Goal 1- Early Learning: Language acquisition:**

- Evaluate the EAL needs of kindergarten students.
- Review PAT results to gain insight into program strengths and areas for improvement.

**Goal 2: Ongoing Engagement and Communication with Educational Stakeholders:**

- Reflect the unique circumstances of the 2023-2024 school year through parent feedback.
- For the 2023-2024 school year, data will be collected and used to make informed decisions in areas such Literacy, Numeracy, Mental Health Early Learning Interventions and Learning Gaps.

**Goal 3: Ongoing Engagement and Communication with Educational Stakeholders:**

- For the 2023-2024 school year, data will be collected and used to make informed decisions in areas such Literacy, Numeracy, Mental Health Early Learning Interventions and Learning Gaps in the 2024-2025 school year.
- EKS believes in accountability and continues to strive for excellence.

**Alberta Education Assurance/ Local Measures:**

- Alberta Education Accountability Pillar
- Provincial Achievement Tests
- Student in-class achievement, teacher awarded marks.
- Teacher, student, and parent surveys
- Feedback from all stakeholders: staff, students, and parents
- Alberta Education Accountability Pillar; parent satisfaction with their involvement in the school
- Alberta Education Accountability Pillar: teachers reported confidence in the resources and PD available to support in the delivery of the new curriculum.
- School feedback
- Stakeholder voice: staff, students, and parents



	<ul style="list-style-type: none"><li>• Professional Growth Plans</li><li>• Unit plans</li><li>• Long range plans</li><li>• Active participation by parents during fieldstrips and school events.</li><li>• Lens-Literacy Grades 1-2</li><li>• CC3-Literacy Grades 2-3</li><li>• Towre-2 Test of Word Reading Efficiency</li><li>• Numeracy-Key Math 3 Grades 1-6</li><li>• MIPI-Math assessment Grades 2-6</li><li>• Gates McGinitie-Literacy</li><li>• Staff, parents, student feedback surveys</li><li>• HLAT (Highest Level of Achievement Writing)</li><li>• Focus on Reading Skills (levelled reading assessments (PM Benchmark Kit 2-Nelson) and reading programs EPIC)</li><li>• EAL benchmark assessment</li></ul>
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**Priority 3: Effective instruction and assessment practices that involve greater parental involvement in their child's academic performance.**

Outcome: EKS provides a welcoming, high-quality learning positive working environment that is inclusive of all stakeholders in a partnership to achieve and support student success.

**Goal 1-Continued focus on Literacy and Numeracy:**

- Using the Fountas & Pinnell Benchmark Assessment System, literacy assessment tool, assess student literacy levels to inform interventions and monitor for growth. The results will allow teachers to monitor literacy growth.
- Staff use data collected through annual HLAT testing to evaluate student performance and provide feedback accordingly.
- Learning Gap assessments for Grades 1-3 were completed by staff and reported to Alberta Education.
- Budget and implementation this year, we will be purchasing new resources for staff and students to support the teaching and learning of new curriculum.

**Goal 2-Provide specialized supports:**

- Work with school staff and EAs to evaluate delivery and support to EAL students.
- Provide small group or one on one instruction.

**Goal 3-High Quality Teaching and Learning:**

- Continue to provide quality professional learning that can positively impact student success.

**Alberta Education Assurance/ Local Measures:**

- Lens-Literacy Grades 1-2
- CC3-Literacy Grades 2-3
- Towre-2 Test of Word Reading Efficiency
- Numeracy-Key Math 3 Grades 1-6
- MIPI-Math assessment Grades 2-6
- Gates McGinitie-Literacy
- Staff, parents, student feedback surveys
- HLAT (Highest Level of Achievement Writing)
- Focus on Reading Skills (levelled reading assessments (PM Benchmark Kit 2-Nelson) and reading programs EPIC)
- Teacher awarded marks (3 Reporting Periods)
- Early Years Evaluation Teacher assessment
- Enrolment patterns
- Stakeholder voice: Parents, students, and staff
- ESL Benchmarks (Alberta Education)
- Stakeholder voice: Parents, students, and staff
- ESL Benchmarks (Alberta Education)
- Professional Developments Programs
- Guest Speakers



<ul style="list-style-type: none"> <li>• Provide regular updates to staff regarding curriculum development, implementation, and resources.</li> <li>• Continue to support the implementation of the new Literacy, Numeracy, Science and Physical Education, and Wellness curriculum. Additionally, providing support in pilot Social Studies curriculum.</li> <li>• EKS will continue to engage with parents, staff, and students around their planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey measure of citizenship</li> <li>• Survey measure of academic engagement</li> <li>• Assess student independent reading levels (Levelled Literacy Intervention/LLI)</li> <li>• Increase practice in PAT parts A and B</li> <li>• The Key (for all 4 subjects)</li> <li>• Daily 5/6+1 Traits of Writing</li> <li>• Feedback from EA to monitor if individual students require further support.</li> <li>• Alberta Education Accountability Pillar</li> <li>• Feedback from staff</li> <li>• Online teachers focus group.</li> <li>• Mentorship</li> <li>• ERLC (PD opportunities)</li> <li>• Staff meeting where teachers have opportunity to provide feedback regarding assurance measures and ways to improve results.</li> <li>• FNMI opportunities are provided through various PDs offered by the ERLC.</li> <li>• EKS teaching staff reported that their professional practice and ability to meet and exceed the TQS competencies has been supported by school professional activities and opportunities.</li> <li>• EAL benchmark assessment</li> <li>• Teacher, parent and student agreement that students have access to the appropriate supports and services at school</li> <li>• Teacher and parent satisfaction with parental involvement in decisions about their child's education</li> </ul>
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## IMPLEMENTATION PLAN

The key strategies in the 3 YEP are implemented through the school and staff. These plans are focused on supporting student success and have been developed around EKS strategic plan. EKS continues to support in the next year the plans that also reflect the unique circumstances and impact of the global pandemic learning gap in students and their mental health. Collaboration with stakeholders and communication with staff and parents will be the focus of gathering feedback to implement strategies outlined above. The collaboration and involvement of staff, parents, students, and community members is the driving force in ensuring that a quality education is provided by Edmonton Khalsa School for our students.

In addition, in the 2023-2024 school year EKS worked to ensure priority was on providing a safe, caring, and inclusive learning environment, which supports all students and staff. EKS continues to prioritize family choice, to create a safe and positive learning environment, and continued support for the mental health of staff and students.

Feedback from the above-mentioned stakeholders in areas such as growth, achievement, issues, and concerns are communicated by the following methods:

1. Learning Gap-assessments were conducted, and results were communicated to Alberta Education, the management and board, and parents during parent teacher interviews.
2. Monthly Newsletters: Parents are kept informed of the different activities that are occurring within their child's classroom. Using this information, they are welcome to provide input to their child's teacher.
3. School Feedback Survey – a survey constructed to assist the administration and teachers in providing a better educational experience for their child.
4. Email assigned specifically for parents to provide feedback to administration with any positive feedback and/or constructive criticism they wish to share.
5. Local school activities – parent -teacher interviews, Spring concerts religious programs and fund-raising activities.



6. Results review – results from surveys, questionnaires will be reviewed to take notice of any trends at the academic level.
7. Teacher Collaboration by divisions: Staff team up to discuss strategies to meet the needs of their students while incorporating the ideas suggested with other stakeholders.
8. Parents have access to Three Year Education Plan, Budget Report, and financial information on the EKS website.

## THREE YEAR EDUCATION PLAN AND BUDGET

Edmonton Khalsa School's Three-Year Education Plan and Budget Report for the 2024-2025 can be accessed from the school website [www.edmkhalsaschool.com](http://www.edmkhalsaschool.com).



Private School Authority Code: 0116  
School Code: 1006

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

	Budget 2024/2025	Projected 2023/2024	ACTUAL 2022/2023 (Note 1)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$1,802,743	\$1,644,572	\$1,435,847
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	<b>\$1,802,743</b>	<b>\$1,644,572</b>	<b>\$1,435,847</b>
Other Government of Alberta	\$0	\$42,537	\$83,263
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$252,000	\$0	\$0
Non-instructional fees (O&M, Transportation, Admin fees)	\$240,000	\$389,430	\$251,171
Other sales and services	\$100,000	\$115,796	\$135,394
Interest on investments	\$0	\$0	\$44,328
Gifts and donations	\$1,000	\$972	\$3,603
Amortization of capital allocations (where applicable)	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$2,395,743</b>	<b>\$2,193,307</b>	<b>\$1,953,606</b>
<b>EXPENSES</b>			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$235,997	\$156,194	\$192,192
Instruction - Grades 1 to 12	\$1,249,428	\$1,114,736	\$823,062
Operations and maintenance	\$115,772	\$86,286	\$123,613
Transportation	\$392,273	\$396,929	\$354,314
Board and System Administration	\$137,529	\$181,868	\$128,336
External Services	\$28,392	\$4,174	\$85,805
<b>TOTAL EXPENSES</b>	<b>\$2,159,391</b>	<b>\$1,940,187</b>	<b>\$1,707,322</b>
<b>SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$236,352</b>	<b>\$253,121</b>	<b>\$246,284</b>
	<b>\$236,352</b>		

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

**ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS**  
for the Year Ended August 31, 2025

REVENUES	TOTAL	Instruction			Operations and Maintenance of Schools	Transportation	Board and System Administration	External Services
		Home Education and Shared Responsibility	Early Childhood Services (ECS)	Instruction (Grades 1 to 12)				
Alberta Education allocations								
(1) ECS Base Instruction	\$202,879		\$202,879					
(2) Grades 1 to 12 Base Instruction (including Distance Education Primary and Non-Primary, Summer School)	\$1,015,238			\$1,015,238				
(3) Home Education and Shared Responsibility	\$0							
(4) Program Supports and Services	\$55,500		\$27,500	\$28,000				
(5) Operations and Maintenance Grant	\$0		\$0	\$0	\$96,663			
(6) Transportation Grant	\$96,663							
(7) System Administration	\$249,815		\$0	\$0	\$166,899		\$82,916	
(8) Other - Alberta Education	\$182,648	\$0	\$37,950	\$144,698	\$0			
<b>TOTAL ALBERTA EDUCATION ALLOCATIONS</b>	<b>\$1,802,743</b>	<b>\$0</b>	<b>\$268,329</b>	<b>\$1,187,936</b>	<b>\$166,899</b>	<b>\$96,663</b>	<b>\$82,916</b>	
(9) Other Government of Alberta	\$0	\$0	\$0	\$0	\$0		\$0	\$0
(10) Federal Government and/or First Nations	\$0	\$0	\$0	\$0	\$0		\$0	\$0
(11) Other Alberta school authorities	\$0	\$0	\$0	\$0	\$0		\$0	\$0
(12) Instructional fees / tuition fees	\$252,000	\$0	\$45,000	\$207,000		\$180,000	\$60,000	\$0
(13) Non-instructional fees (O&M, Transport, Admin, etc.)	\$240,000	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000
(14) Other sales and services	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(15) Interest on investments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
(16) Gifts and donations	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(17) Amortization of capital allocations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(18) Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$2,395,743</b>	<b>\$0</b>	<b>\$313,329</b>	<b>\$1,394,936</b>	<b>\$166,899</b>	<b>\$276,663</b>	<b>\$142,916</b>	<b>\$101,000</b>
<b>EXPENSES</b>								
(19) Certificated salaries	\$1,008,003	\$0	\$108,150	\$899,853			\$0	\$0
(20) Certificated benefits	\$64,700	\$0	\$8,562	\$56,138			\$0	\$0
(21) Non-certificated salaries and wages	\$567,595	\$0	\$89,061	\$195,772	\$0	\$221,029	\$40,139	\$21,594
(22) Non-certificated benefits	\$48,575	\$0	\$7,443	\$16,941	\$0	\$18,872	\$3,521	\$1,798
<b>SUB-TOTAL</b>	<b>\$1,688,873</b>	<b>\$0</b>	<b>\$213,216</b>	<b>\$1,168,704</b>	<b>\$0</b>	<b>\$239,901</b>	<b>\$43,660</b>	<b>\$23,392</b>
<b>Services, contracts &amp; supplies - other than Consulting fees / Management fees, and leases excluding home education</b>								
(23)	\$391,512	\$0	\$22,781	\$70,101	\$110,440	\$89,321	\$93,869	\$5,000
(24) Consulting / Management Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(25) Leases - Building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(26) Leases - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(27) Payments to parents - Home Education	\$0	\$0						
<b>Capital and debt services</b>								
(28) Amortization of capital assets from restricted funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(29) Amortization of capital assets from unrestricted funds	\$79,006	\$0	\$0	\$10,623	\$5,332	\$63,051	\$0	\$0
(30) Interest on capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(31) Other interest charges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(32) Losses (gains) on disposal of capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(33) Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$2,159,391</b>	<b>\$0</b>	<b>\$235,997</b>	<b>\$1,249,428</b>	<b>\$115,772</b>	<b>\$392,273</b>	<b>\$137,529</b>	<b>\$28,392</b>
<b>Surplus(deficit) of revenues over expenses</b>	<b>\$236,352</b>	<b>\$0</b>	<b>\$77,332</b>	<b>\$145,508</b>	<b>\$51,127</b>	<b>-\$115,610</b>	<b>\$5,387</b>	<b>\$72,608</b>