

APR  
2022-2023

A Public Document

## Annual Planning and Reporting 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



Table of Contents

SECTION	#	Content	Page
<b>Beginning</b>		Front Page	<b>1</b>
		Table of Contents	<b>2</b>
<b>Section I</b>	<b>I</b>	Introduction	<b>3</b>
	<b>I-1</b>	Message from the Board Chair:	<b>3</b>
	<b>I-2</b>	Accountability Statement	<b>4</b>
	<b>I-3</b>	Foundation Statements	<b>5</b>
	<b>I-4</b>	Trends and Issues,	<b>7</b>
	<b>I-5</b>	Summary of Accomplishments	<b>8</b>
<b>Section II</b>	<b>II</b>	Teacher Professional Dev., Evaluation and Supervision	<b>10</b>
		ELL, EAL, ESL	
<b>Section III</b>	<b>III</b>	Resource Education	<b>11</b>
		Student Performance	<b>12</b>
<b>Section IV</b>	<b>IV</b>	<b>Student Performance</b>	<b>14</b>
		<b>Headway Grads!</b>	<b>14</b>
		PATS	<b>17</b>
		Diplomas	<b>22</b>
<b>Section V</b>		<i>Alberta Education Assurance Measures</i>	
<b>Section VI</b>	<b>Vi</b>	End Matters	<b>50</b>
	<b>V-I</b>	Comments	<b>50</b>
	<b>V-2</b>	Future Challenges	<b>51</b>
	<b>V-3</b>	Capital and Facilities Projects	<b>51</b>
	<b>V-4</b>	Budget Summary	<b>52</b>
	<b>V-5</b>	Financial Results	<b>52</b>
	<b>V-6</b>	Parental Involvement	<b>53</b>
	<b>V-7</b>	Timelines and Communication	<b>53</b>
	<b>V-8</b>	Whistleblower Protection	<b>54</b>

## SECTION I: Introduction

### [I-1] Message from the Board Chair:

Headway School has completed its 22<sup>nd</sup> successful year, and is moving through its 23<sup>rd</sup> year, in strong fashion. There are many indicators, tools, and ‘bells and whistles’ to measure a school’s success, and according to these, Headway School has surpassed many schools in the province, but success, for us, is the feeling, esteem or regard that the community and its past graduates have for Headway School. **The parents show their confidence in the school, administration, and the Board, by continuing to entrust their most precious gifts, their children, to Headway School and its staff, every year.** We also keep data on what our graduates are doing since our first graduating class in 2008. All we see, and hear about, is nothing but exceptional careers and lives out there effected and affected by Headway School. Being successful at university, college and in life is our measuring stick as a community school.

We would like to thank parents for supporting Headway School and helping us to complete 20 great years. It seems like it was just yesterday that we started with 54 students, and now we have over 420. Our success is due to the parents, and we hope that they will keep building Headway School, thus allowing future generations to keep their educational destiny and their culture in their hands.

While we have had many successes, there have also been a few challenges - which Headway School is meeting head-on. The first challenge is that we need to keep striving to ensure that multiculturalism, diversity, and equality remain the ideals that matter where educational funding, school site selection, and the freedom to educate one’s youngsters are concerned. Education and decisions concerning social, psychological, and academic well-being should be the main responsibility of parents and not of the government.

The second challenge is that teaching religion and culture, in Canada, are often vilified by the educational monopolies. But the very ‘public’ monopolies ARE teaching religion in their settings for much more funds.! For healthy competition and ALTERNATIVE methods to be efficiently and honourably delivered, they need to be done by people OUTSIDE the box. People within the box cannot, and should not, dictate OR deliver the alternatives! The educational monopolies deliver second languages not for the love of culture, language, or honour but just to secure their funds and jobs.

Public schools and Government platitudes about reducing class size do not represent reality. Since 2009 ( Janet French Edmonton Journal November 19, 2018) billions of dollars were spent, but class sizes have only gotten bigger. To really achieve a reduction in class size we need schools where the ratio of certified teachers to students is less than 1:20. Just imagine doing that with less than 40% of total public-school funding. We have accomplished this with lower salaries for the staff. Our ratio is 1:18!

Our administrative team has been taking the school in the right direction and we have full confidence in them. Not only are they ensuring implementation of the academic program, but they are also taking care of community programs, fundraising, and other initiatives, including extra-curricular activities. Kudos to them! The Board stands behind the team 100%. Our new High School focus is well into its third year. An Associate Principal now fulfils the role of a co-superintendent. Four strong VPs oversee Elementary and High School programs. We are developing in-house superintendents having

SLQS. Our students can graduate two years after entering Grade 10. 90% are graduating after 2 years whereas the rate is 75% after 3 years in public schools!

Coming to Canada as immigrants, should not mean that one must lose one's religion, culture, language and way of life, on the contrary, it should mean that immigrants can use their religion, culture, language and way of life to develop wonderful young Canadians who will make us all proud.

We keep on moving to find what the brave new world has in store for us and hold our breath each time new laws and curricula are announced. We have faith in *Waheguru*, our True King, *Sache Patshah*, that we will be guided into the future with honour and integrity.

## **[I-2] Accountability Statement Authority Planning and Reporting**


The **Authority Planning and Reporting** for Headway School Society of Alberta for the 2022/2023 **school year** was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. 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 school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Board approved this combined Annual Education Results Planning and Report for the 2022/2023 school year on November 30<sup>th</sup>, 2023. This APR was created and prepared with the help of our Associate Principal, Mr. K Adamowicz and the following staff:

Ms. S. Nicholson, VP High School Humanities  
Mrs. M. Adamowicz, VP High School  
Mrs. Deepali Medhekar, VP Science & Math

Mrs. B. Noble, VP Elementary DIV I  
Mrs. Woodman VP Elementary DIV  
Mrs. McLean, VP ECE, Special Ed.

under the supervision of:

Signature 

Name Manjinder Singh Gill

Position Board Chair

eMail






Jagwinder Singh Sidhu

Principal

[sidhu@headwayschool.com](mailto:sidhu@headwayschool.com)

## [I-3] 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 critical thinking 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>The 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, K-12, Curriculum is used as the core guide to educate our students. We have developed 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 is promoted.</p> <p>The Headway School Society of Alberta assists 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>The Alberta curriculum is the main set of guidelines for Headway School to educate the next generation: in body, mind, and in soul. Education, of course, means the acquisition of theoretical and practical skills. <i>Education of the body</i> is based on physical fitness and the health curriculum. <i>Education for the mind</i> includes K-12 academic and practical skills; and <i>education for the soul</i> incorporates a student’s creativity, values and character.</p>
 <p><b>Assurance</b></p>	<p>We have assured the public that if a student completes Grade 12 with Headway School then the student will get admission into post secondary 100% in a field suitable to their ability.</p> <p>We have records from our first graduating class in 2007-2008 to the 16<sup>th</sup> graduating class in 2022-2023 and the records are in our office available to any citizen. The whole community knows about it.</p> <p>Out of 200 students in those years, there might be one or two who may have gone different ways after their admission was completed but we make sure that the admission process is started in February of the graduating years.</p> <p>Regarding progress, keeping up with times and requirements for the process, content and format for school education plans and results reports , our policy is online and so are our reports.</p>

 <p>SCHOOL PROFILE</p>	<p>Our main aim is to give the students many opportunities to be involved in, and exposed to, a variety of academic fields and disciplines, to determine a future life path. To try different subjects, and experience them at least minimally, is the preferred attitude.</p> <p>We recognize that students come from a range of SES backgrounds, have different learning styles, and a variety of learning expectations, all of which come together to create a unique environment in any given school. We feel that the reason most students are lost in regular programming is because they are often not motivated to do their best at school. Such disengagement must not be tolerated. Students can control ‘Look, Listen and Learn’ at the school, and increase their output. However, the amount and quality of preparation for final tests and diplomas depends on their environment. We believe that students must do their best at school in order to better their lives.</p> <p>In addition to the Alberta Curriculum, based on the Alberta Program of Studies, we have added 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 additional time for ELA Skills 7-9, ELL Supports for Grades 9-12, Social Studies, and Math.</li> <li>*Grades 1-6 Social Studies curriculum has been enhanced by the addition of a “Sikh Presence in Canada” component.</li> <li>*All grades have the approved Sikh Culture and Punjabi Language [SCPL] courses. Grades 7-9 complete a Sikh Religious Studies course.</li> <li>*The grades 10 to 12 have a choice of CTS courses such as Childcare, Healthcare, Law, Sociology, Philosophy, Psychology, Law, Film Studies, Drama and Business, Sikh History as time permits.</li> </ul>
	<p>Parents are invited to participate in several school projects and activities. They are also encouraged to volunteer in class and school events, activities, and projects. Even though the parents have full confidence in the Board we need to continue to involve them in more ways. To the current parents, and the ones who have been with us since 2001, the litmus tests have been the <b>2-year</b> graduation rate, 100% enrollment in post-secondary education, and their satisfaction with the type of young people entering society from Headway School Graduating classes. <b>From the 16 graduating</b> classes, since 2008, only 2 students have not gone on to post-secondary – because of their personal choices and not inability to enroll.</p>
 <p><b>TWO year Graduation</b></p>	<p>Our school boasts 50 CREDITS a year and students can graduate in two years. We are proud of the fact that college-bound students can graduate in two years if they choose to do so! They have the option of attending for a third year if they are university bound or need additional courses for higher diplomas.</p>

## **[I-4] Trends and Issues:**

### **BUILDING:**

Headway School 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 consider:

- a. Selling or leasing the current site
- b. building a new facility on our 3-acre lot recently bought!

### **FEES:**

Our monthly fees are very low and work in favour of family enrollment. The first child is \$150, the second child \$70 and the third child \$40 per month and so on. Single parents pay no school fees. A financially needy family can ask for all or part of the fees to be reduced. Bus fees are \$75 and \$30 for each extra child for “to the door” service. No changes were made. We are in favour of the School Choice Education Act that was enacted in Spring 2020.

### **FUNDING:**

We only receive 70% of the tuition fees and a small number of Operations and Maintenance funding. We can keep our doors open with this amount of government funding, despite the fact that our students’ parents pay the same school taxes as other citizens. They are even willing to pay extra fees, which, in some cases, puts significant financial strain on them, to support their child’s education. In our estimation, our parents end up saving the government at least \$8000 per student per year.

### **STAFF:**

We have an excellent, certificated, experienced teaching staff and an effective leadership model, with a principal, an associate principal, four vice-principals, and division team leads or department heads.

### **INFRASTRUCTURAL FACTORS:**

Even though Canada is constitutionally multicultural, and Punjabi is the third most spoken language in the country, there is no infrastructure to back up this multicultural school. We have land and are currently planning for a new school. The funding is a challenge but we will come well through it.

## [I-5] SUMMARY OF ACCOMPLISHMENTS:

- Our high school graduation rate (in 2 years or 3 years (with additional courses) after enrollment) is still 100%, and the transition from high school to post-secondary education is at 98%.
- Students graduate from Headway School with 150 credits compared to the standard 100 credits.
- We have these good results because Headway has a **post-secondary-centred** program. We provide modified learning programs to accommodate each student's needs. As well, we assist in providing opportunities to explore/expand upon academic programming. The major impact of this is that while the students may not have control over what is outside of the school, they have a great deal of control over improving themselves at 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/week Morals Class. Basically, morals and ethical behaviour are 'taught' in this class.
- At Headway School bullying, discrimination and dishonesty are not tolerated. We work swiftly to prevent such issues from escalating.
- We have set cultural celebrations: Diwali, Visakhi, Lohri and Guru Nanak's birthday. We also use St. Valentine's Day to promote February Friendship Month, and Halloween to engage in the fun aspects of mainstream western culture. Our Winter Concert celebrates our dominant season and culture in Canada.
- We have encouraged visitors from various organizations and agencies in the city to come visit our school. These include:
  - the Edmonton Public Library
  - the Reading Week guest speakers
  - the Terry Fox Run where we go out into the community.
  - Remembrance Day ceremony with one or more guest speakers from the military or the Edmonton Police Service.
- We have a Navy Cadets after-school program for those who want to join, at the school's expense, if they so wish.
- The two book fairs at our school expose our students to a variety of literary genres.
- Students volunteer money and food to the Edmonton Food Bank.
- Grade 3, 7 and 8 classes have participated in the local community garden program. Vegetables grown in the garden are donated to the Sewa Food Truck (now Sewa YEG) – an organization that feeds the poor or a local Gurdwara Kitchen for community meals known as LANGAR.
- 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.
- A group of upper elementary and junior high students have formed a Sikh Historical Society to compile data on Sikh Pioneers and Achievers in Canada.
- High school students are taken to various post-secondary open houses.
- High School students participate in the local Science Olympics.
- High school students go to scheduled career fairs.
- We have 100% supervision at both lunch and break times.



- Enough Chromebooks and I-Pads are available for student use.
- We have 2 classes each of kindergarten, grades 1,2, 3, 4, 5, 6, 7, 8 and 9
- We have separate single classes for grades 10, 11 (split for some subjects) and 12.
- We have hired a retired principal to supervise teacher professional growth, curriculum implementation, and student assessment.
- Many of our certificated teachers and administrators are encouraged to become bus drivers. This has positively extended student-teacher trust and strengthened academic relationships. Also, this has helped reduce opportunities for bullying and other issues before and after school.
- Additional Covid 19 money was spent on an air circulating furnace in the basement. The air needed to circulate to make the environment safer. The old standards didn't meet our standards. We are close to getting land in Millwoods. This is a list of completed items and is by no means exhaustive.
- **We know what's best for our children and we 'Do It' without caring for our contracts, PD days and salary.** That's a very simple formula for us to succeed. That is the *raison d'être* of Headway School.
- **Learning at Headway School moved Online with the lockdown of March 2020 to August 2020.** Many parents opted to keep their children in Online classes after August 2020, and we have accommodated them by creating both Blended and exclusively online classes. We also Online Hotline supports in place. ALL classes are required to have a Google Classroom page in which assignments, homework and messages to parents and students are posted. Elementary teachers also use Class Dojo as an instructional support and communications medium. WhatsApp is used as the medium of communication with parents (and also to post messages to Staff). Staff also employ a plethora of educational support programs such as LIMNU, Hapara and others. ALL is normal now!
- We were the first institution in Alberta to have a Punjabi Curriculum including SCPL 15, 25 and 35. Our educator was 1 of 4 teachers to develop the first curriculum for Alberta Education.
- We are also the very first institution to develop a serial of courses for Sikh History and Culture 15, 25, 35 (LDC 1815, LDC 2815, LDC3815). Of course, our next target is to get approved The Sikh Revealed Word 15, 25, 35.
- **THIS YEAR OVER 72% (8/11) OF OUR GRADE 11 GRADUATES GOT ADMITTED INTO U OF A OR MACEWAN UNIVERSITY IN OCTOBER 2023. GRADE 11 DOES 5 DIPLOMAS, ELA 30-2, MTH 30-2, CHEM 30, BIO 30, AND SCIENCE 30. I USUALLY EXPECT THEM TO APPLY IN FEBRUARY OF GRADE 12 YEAR.** This was the second year in a row that our would-be graduates have admission letters in October! Kudos to them.

## **SECTION II: Teacher Professional Development, Evaluation and Supervision**

*Description of the processes and strategies to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision, and evaluation processes.*

*The Board of Headway School believes that the Principal, Administration Team, and teachers must work together to achieve the Teaching and Leadership Quality Standard set out by the Minister of Education. This objective may be achieved by providing guidance, mentorship, coaching and various other opportunities for the professional growth of teachers.*

From: Headway School Policy #4 – Teacher Growth, Supervision and Evaluation

Headway School’s Policy goes on to state that a teacher’s Professional Development and Growth Plan “reflects goals and objectives based on a self-assessment of learning needs by the individual teacher; shows a demonstrable relationship to the Teaching Quality Standard and takes into consideration the education plans of the school and Alberta Education.”

To ensure that teachers are maintaining a PD and Growth Plan, a specially prepared booklet is distributed to all staff at the beginning of the year. Progress toward the goals set by the teachers is recorded every month and at the end of each term, the teachers review the contents with their Vice Principals. Advice is given around areas of difficulty, and requests for approval of new goals, or deviation from the original goal(s), are approved (or disapproved) at that time too. At year end, teachers must submit for review, their successes, difficulties (impediments to successful attainment of goals) and failures. Teachers are asked to retain their PD and Growth Plans for at least two years.

In the 2022-23 school year, 2 teachers were granted their Permanent Professional Teaching Certificates, and 4 others were approved for continuing employment. This school year (2023-2024), we have 2 teachers going for their Permanent Certification and 5 being evaluated for continuing employment. These staff members are intensively mentored and/or coached in all aspects of the TQS as well as the specific requirements of Headway School, e.g. lesson planning (Daily, Unit and Long-Range plans), compliance with COVID rules, OHS compliance, rules around giving homework, use of student agendas, how we work with Online teaching tools such as the Google Suite, report cards, etc.

Teachers who are approved for recommendation for a Permanent Certificate by the AISCA DIS are recognized at a general staff meeting and their accomplishment is celebrated by all staff. Teachers who meet our standards for continued employment are given contracts for the next school year, and if they have fewer than 400 days of employment, continue to be mentored/coached until they obtain a Permanent certificate. Established teachers, with Permanent Certification and contracts are monitored for all TQS items, completion of plans, PD and Growth booklets, maintenance of classroom rules, tidiness, and COVID policies.

Regarding Section 1(e) of Alberta Education’s *Teacher Growth, Supervision, and Evaluation Policy*, teachers, support staff and parents are provided with a copy of Headway School’s policy in the “Documents” area of the school website.

Since we are a cultural school within a fairly close-knit community, information about teachers successfully obtaining/completing Permanent Certification, LQS designations (4 staff obtained these within the last), Google Certification (1), master’s degrees (1), 3 taking their SLQS, etc. makes its way out to community members quite easily.

## **SECTION III: Resource Education**

Basically, we have implemented DPRT [Diagnostic Resource Teaching System] pioneered by Dr. Gerald Bravi at University of Manitoba. It is based on revolving door philosophy and making sure that the child is in the classroom for the main time and is supported there. Diagnosis, working out teaching strategies, are written into an IPP for the instructor to use them for the student's advantage.

The Special Education Resource Philosophy is based on equality, sharing, participation and the worth and dignity of individuals. It is our belief that all children can learn and reach their full potential given opportunity and effective teaching, plus the appropriate resources. Headway School has a Special Education Department.

In the department, we have a Special Education Coordinator/Teacher (Mrs. Noble), Special Needs Assessor (Ms McLean), Math Skills Teacher/Special Education Teacher (Mrs. Scheeler), Grammar Skills Teacher/Special Education Teacher (Mrs. Asif), and three Special Needs Education Assistants (Mrs. Soora, Mrs. Bassi, & Mrs. Patel).

We also have Mrs. Chahal, a TA, to assist Mrs. McLean.

### Assessment

The Special Education Coordinator/Teacher and Special Needs Assessor assess the students for an initial result and then at various stages in the year to see what changes have occurred and what needs to be changed up. An IPP is created and updated regularly. Typically, we have English Language Learners, ELL, and accommodations are made for this situation.

### Student Assessment and Eligibility

Grades 1 - 6 classroom teachers have two weeks to observe, assess and classify their students. If necessary, they make a referral to the Special Needs Coordinator/Teacher and Special Needs Assessor. Mrs. Noble and Mrs. McLean then assess each student using a variety of assessments.

The results are analyzed, reported and individual program plans are designed to fit each student's needs while their classroom teachers use accommodations in their classrooms. Students get all the support they need - there is no time limit on the amount of time they can be in the resource program.

## EAL - Spring 2023

School ESL overall numbers being served by Mrs. McLane, MEd and Mrs. Noble BA, BEd, our Resource Team leaders.

**2022-23 Kindergarten to Grade 12 is as follows. Headway School had 277 students enrolled, who were coded as EAL.**

The distribution of the ESL students from kindergarten to Grade 12 is as follows.

This is comprised of <b>169</b> Canadian born ESL students, code <b>303</b> and	<b>108</b> Foreign born ESL students, code <b>301</b> .
37 ECE students,	02 ECE students,
70 students in Grades 1-3,	27 students in Grades 1-3,
40 students in grades 4-6,	35 students in grades 4-6,
16 students in grades 7-9	22 students in grades 7-9 and
06 students in grades 10-12	20 students in grades 10-12

All of these students are monitored and tracked using the Alberta ESL Benchmark Tracking sheets and various in school assessments.

The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Given the cultural make-up of the student population, most of these students speak Punjabi as their first language. This allows the school to provided support in Punjabi as well as English.

As all classrooms in Headway School contain ESL students, the school provides multiple forms of support and assessment. These include a resource room teacher, Punjabi speaking Educational Assistants, ESL training for staff, strong school-family relationships, use of the Alberta Benchmarks, as well as other forms of assessment. Headway School employs a full-time Resource room teacher. This teacher is responsible for all initial testing, IPP creation and teacher/ family liaison. Students meet with them at various times throughout the week to monitor progress and work on language skills. The resource room teacher also provides guidance for the Educational Assistants who provide pull-out opportunities for focused student learning.

As well as providing pull out opportunities to individualize the ESL students learning, the EAs rotate through classrooms, assisting teachers and students in need of assistance. As the majority of these EAs speak Punjabi, they aid in communication and understanding early on in the language learning process. EAs are tasked with specific children they will work with on a regular basis and maintain communication on learning results to the homeroom teacher and resource room teacher. Furthermore, EAs provide translation support with school newsletters and when meeting with families. This allows for stronger relationships between school and family by negating the language barrier.

Headway School provides an Early Childhood Education program consisting of Junior and Senior Kindergarten. Students may begin Junior kindergarten at 3 years 8 months. This allows ESL students to receive an extra year of schooling and learning English before regular government schooling begins. Headway School also offers the option of full or half-time kindergarten. This allows for further exposure to the English language

early in their development. The lead teacher of the ECE program is TESOL certified. Working with 2 EAs, the teacher provides language rich program designed to give ESL students a headstart on learning English before they enter the first grade.

Classroom teachers have access to trained ESL teachers and are provided opportunities for their own ESL training through in-school workshops and outside professional development. Teachers receiving outside PD, share their learning with Headway staff so all teachers continue to build their ESL skills. Teachers work closely with the resource room teacher, as well as previous grades teachers to ensure that weak language students do not get missed and receive assistance.

All ESL students are monitored and tracked using the Alberta ESL Benchmark Tracking sheets. This tracking is completed twice a year, with the homeroom and resource room teachers working together. The resource room teacher uses multiple ESL and language literacy assessment tools to monitor growth and ensure the students become fluent in English. Headway School also uses literacy and numeracy assessment tools provided by Alberta Learning to assess and monitor all students, including ESL students. Families are provided feedback in the form of a report card and parent/ teacher interviews 4 times a year. Student IPPs are reexamined at these times as well. This allows Headway school and the families to be well informed in the students learning progress.

**Literacy and numeracy assessments**

Approved Assessments

- 1. LENS
- 2. CC3
- 3. Alberta Numeracy Assessment

Number of students assessed: Literacy (kinder and grade 1 done in Jan & end of year)

	Beginning of year September 2022	At Risk Months behind	End of year June	At Risk Months behind
Kindergarten	32 (LENS)	6 (15 Kids)	34 (LENS)	3 (10 kids)
Gr. 1	31 (LENS & CC3)	12 (15 kids)	31 (LENS & CC3)	9 (12 kids)
Gr. 2	30 (LENS & CC3)	9 (18 kids)	33 (LENS & CC3)	6 (16 kids)
Gr. 3	36 (CC3)	18 (15 kids)	36 (CC3)	10 (10 kids)
Gr. 4	30 (CC3)	12 (9 kids)	32 (CC3)	8 (7 kids)

Number of students assessed: Numeracy

	Beginning of year	At Risk Months behind	End of year	At Risk Months behind
Kindergarten	32	6 (14 kids)	34	6 (8 kids)
Gr. 1	37	10 (15 kids)	37	6 (12 kids)
Gr. 2	30	9 (17 kids)	27	4 (12 kids)
Gr. 3	36	9 (8 kids)	36	5 (4 kids)
Gr. 4	28	6 (10 kids)	30	3 (6 kids)

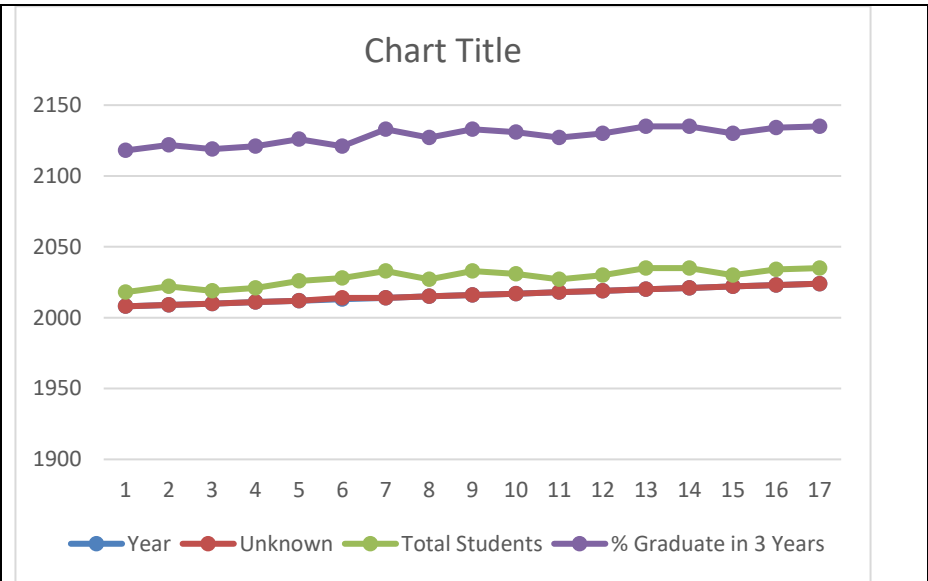
## SECTION IV: Student Performance

### Headway School TRUE graduates.

Year#	Year	Alberta	MacEwan	Concordia	Kings	Calgary	Mount Royal	NAIT/SAIT	Other	Special	Unknown	Total
<b>1</b>	<b>2008</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>10</b>
<b>2</b>	<b>2009</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>13</b>
<b>3</b>	<b>2010</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>9</b>
<b>4</b>	<b>2011</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>10</b>
<b>5</b>	<b>2012</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>14</b>
<b>6</b>	<b>2013</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>14</b>
<b>7</b>	<b>2014</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>8</b>	<b>2015</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>12</b>
<b>9</b>	<b>2016</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>10</b>	<b>2017</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>11</b>	<b>2018</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>12</b>	<b>2019</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>13</b>	<b>2020</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>14</b>	<b>2021</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>15</b>	<b>2022</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>
<b>16</b>	<b>2023</b>	<b>2</b>	<b>7</b>									<b>11</b>
<b>17</b>	<b>2024</b>											
<b>18</b>	<b>2025</b>											
<b>19</b>	<b>2026</b>											
<b>20</b>	<b>2027</b>											
		<b>39</b>	<b>82</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>27</b>	<b>18</b>	<b>14</b>	<b>1</b>	<b>189</b>

## Our Data at School for our Fulltime students.

Year	Unknown	Total Students	% Graduate in 3 Years
2008	0	10	100
2009	0	13	100
2010	0	9	100
2011	0	10	100
2012	0	14	100
2013	1	14	93
2014	0	19	100
2015	0	12	100
2016	0	17	100
2017	0	14	100
2018	0	9	100
2019	0	11	100
2020	0	15	100
2021	0	14	100
2022	0	8	100
2023	0	11	100%
2024	0	11	100%
	0	211	100%



If a student stayed with us then that is the data which we have!

## For the Record!

Our Grade 12 calls of 2022-2023 has set a record even for Headway School.

I do not know of another school that does this so we are competing with ourselves here!

**2020-2021 = Grade 10 ----- The students entered Grade 10 --- YEAR I**

**2021-2022 = Grade 11 ----- The students entered Grade 11 --- YEAR II**

**2022-2023 = Grade 12 ----- The students entered Grade 12 --- YEAR III**

## Moment of Pride!

This class was barely out of **Grade 11**. AT Headway School our **Grade 11** class takes Math 30-2, ELA 30-2, Science 30, Biology 30 and Chemistry 30. The applied for postsecondary after **Grade 11** and by October over half of the class had admissions in what they wanted and where they wanted! Usually our students secure admissions by March of the Graduating year! Not October!

**June 2023**

**June 2024- 7 Admission letters in hand since October 2023  
Other four are applying in February!**

#	Initials	University	Area		#	Initials	University	Area
1	SKS	Uni of Alberta	Science		1	JSD		
2	ISR	MacEwan Uni	Science		2	JKK	Uni of Alberta	B.Sc.
3	HKH	MacEwan Uni	B. Com.		3	GKK	Uni of Alberta	B. Com.
4	JSB	MacEwan Uni	B. Com.		4	SK		
5	HSC	MacEwan Uni	Science		5	HK	Uni of Alberta	B. Com.
6	MKB	MacEwan Uni	Science		6	AKK	MacEwan Uni	B.Sc.
7	HKS	MacEwan Uni	Science		7	NK		
8	S	MacEwan Uni	Psych. Nurse		8	MKM	Uni of Alberta	BA
9	PKB	Uni of Alberta	Science		9	GKP	Uni of Alberta	BA Criminology
10		Applied Now			10	HKR	MacEwan Uni	B.Sc.
11		Applied Now			11	SKS		

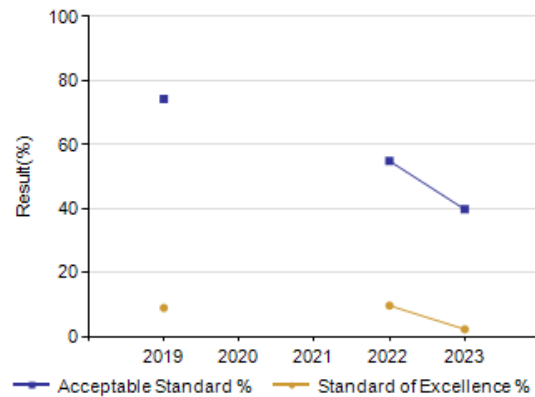


# PATS

## Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Headway School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	55	n/a	n/a	50	67	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	74.2	n/a	n/a	54.8	39.7	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	8.9	n/a	n/a	9.6	2.2	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results



COVID 19 effected scores for the younger students more than older students due to their need of being in the classroom more than older students.

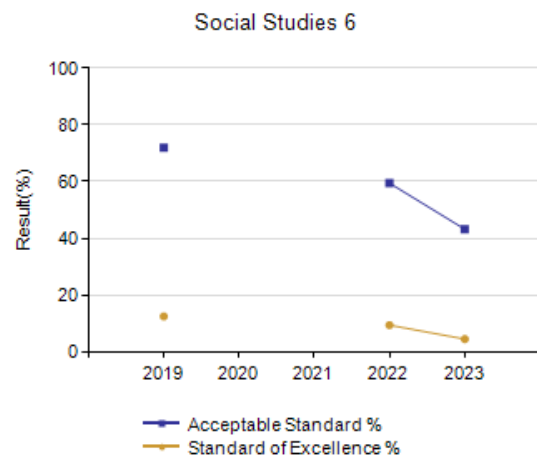
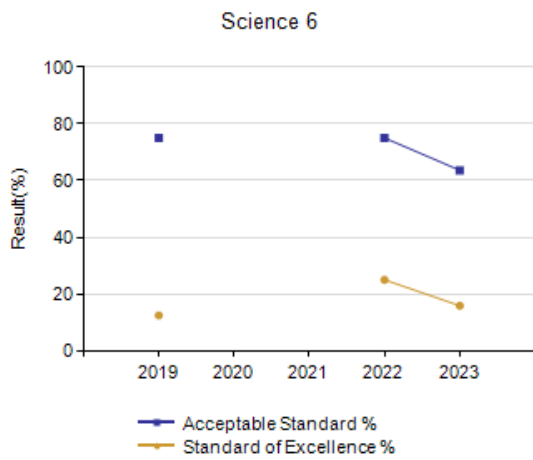
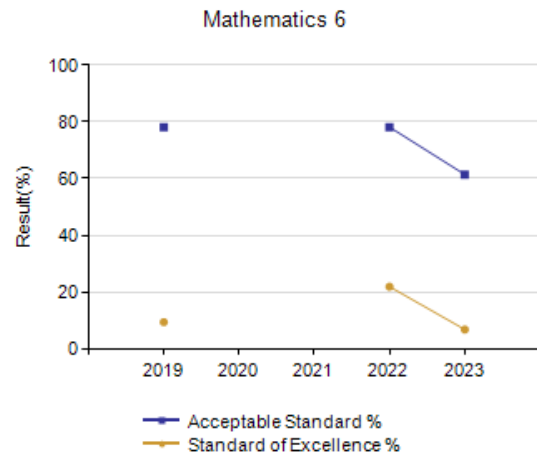
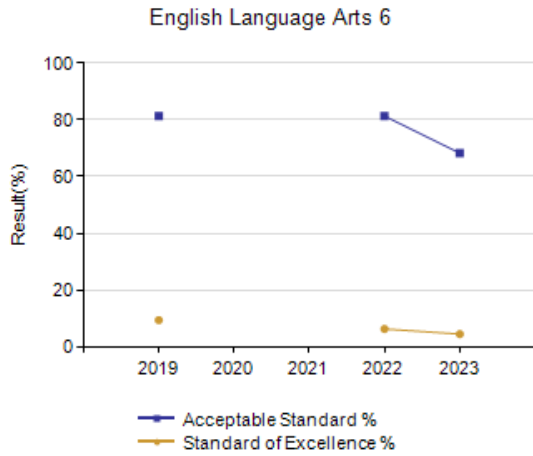
They and their guardians were less prone to online education due to their various circumstances.

Technology, working, attitude etc. all played a major part in this.

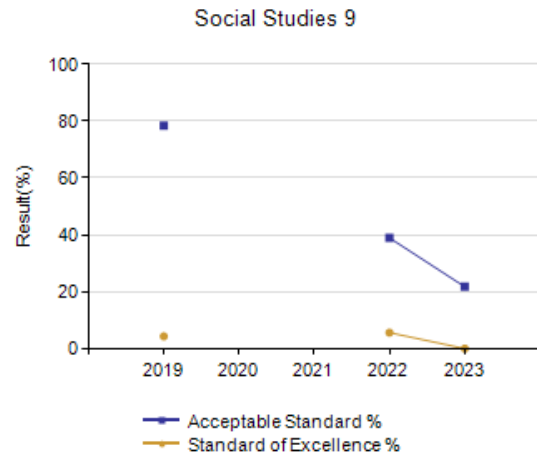
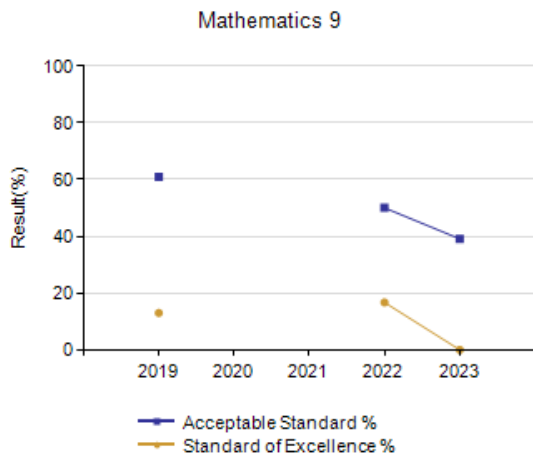
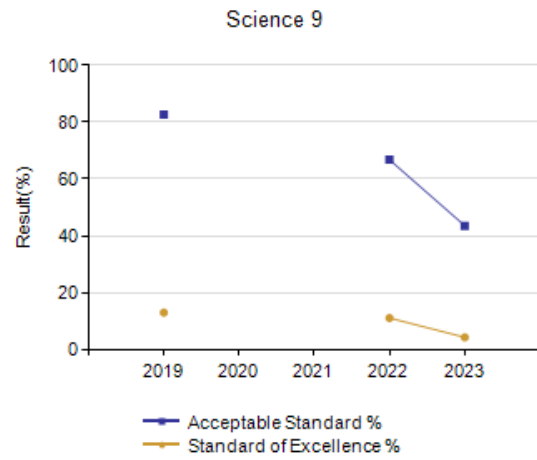
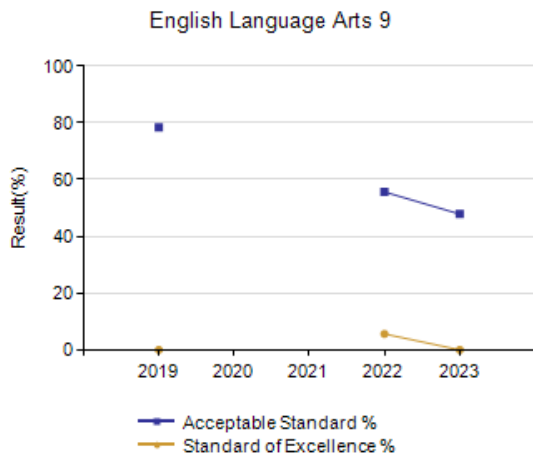
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	81.3	9.4	n/a	n/a	n/a	n/a	81.3	6.3	68.2	4.5	82	7
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	Authority	78.1	9.4	n/a	n/a	n/a	n/a	78.1	21.9	61.4	6.8	80	22
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	75.0	12.5	n/a	n/a	n/a	n/a	75.0	25.0	63.6	15.9	76	25
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	71.9	12.5	n/a	n/a	n/a	n/a	59.4	9.4	43.2	4.5	60	10
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	78.3	0.0	n/a	n/a	n/a	n/a	55.6	5.6	47.8	0.0	60	6
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
Mathematics 9	Authority	60.9	13.0	n/a	n/a	n/a	n/a	50.0	16.7	39.1	0.0	51	52
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	82.6	13.0	n/a	n/a	n/a	n/a	66.7	11.1	43.5	4.3	67	12
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	78.3	4.3	n/a	n/a	n/a	n/a	38.9	5.6	21.7	0.0	50	6
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course

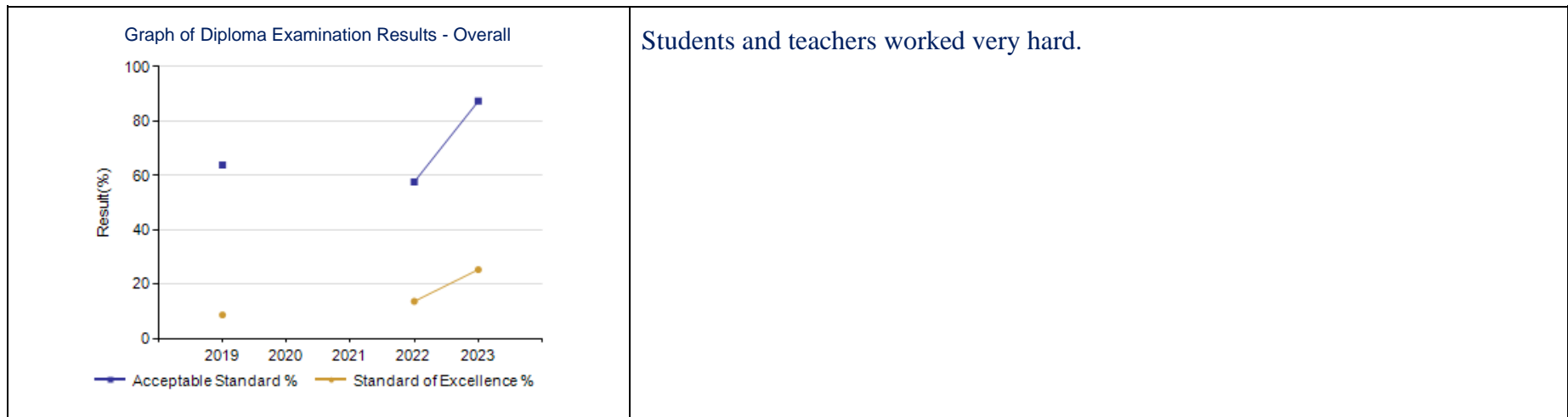


PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Headway School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	44	68.2	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	44	4.5	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	44	61.4	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	44	6.8	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	44	63.6	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	44	15.9	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	44	43.2	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	44	4.5	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	23	47.8	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	23	0.0	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	23	39.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	23	0.0	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very Low	n/a	n/a	23	43.5	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	23	4.3	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	23	21.7	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	23	0.0	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

## Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Headway School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	30	n/a	n/a	23	23	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	63.8	n/a	n/a	57.6	87.3	High	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	8.6	n/a	n/a	13.6	25.3	Very High	n/a	n/a	24.0	n/a	n/a	18.2	21.2



**Diploma Examination Results – Measure Details**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	38.5	0.0	n/a	n/a	n/a	n/a	57.1	0.0	81.8	0.0	80	5
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	82.4	11.8	n/a	n/a	n/a	n/a	66.7	33.3	90.0	40.0	80	5
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
Mathematics 30-1	Authority	45.5	18.2	n/a	n/a	n/a	n/a	*	*	72.7	9.1	70	5
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	89.5	15.8	n/a	n/a	n/a	n/a	*	*	100.0	50.0	80	5
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	29.4	0.0	n/a	n/a	n/a	n/a	28.6	0.0	100.0	0.0	80	5
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	71.4	0.0	n/a	n/a	n/a	n/a	76.9	15.4	88.9	22.2	80	5
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	75.0	0.0	n/a	n/a	n/a	n/a	63.6	9.1	88.9	33.3	80	5
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	62.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	75.0	18.8	n/a	n/a	n/a	n/a	n/a	n/a	88.9	55.6	80	5
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

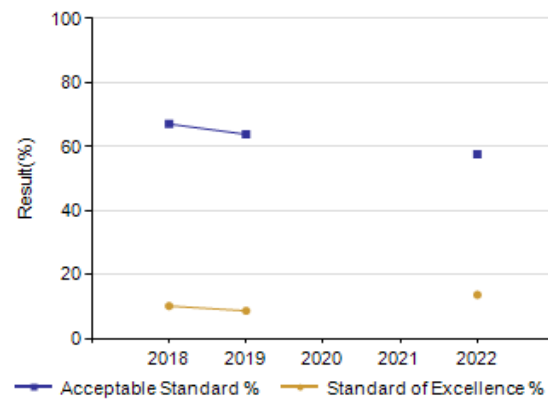
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results Course By Course Summary With Measure Evaluation

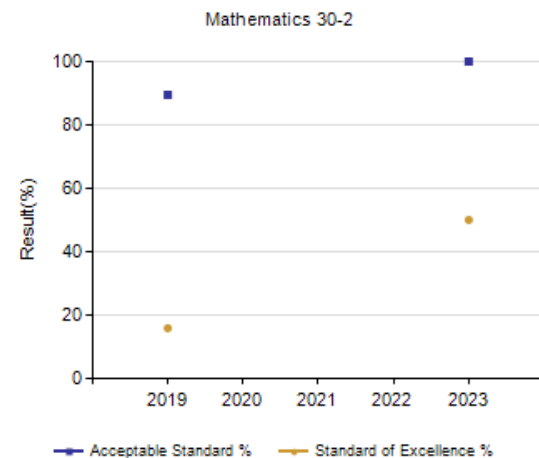
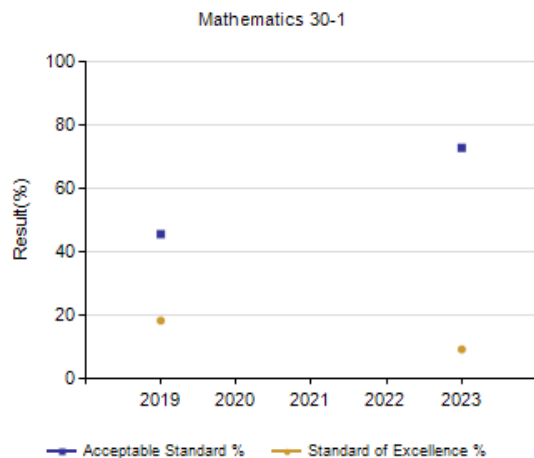
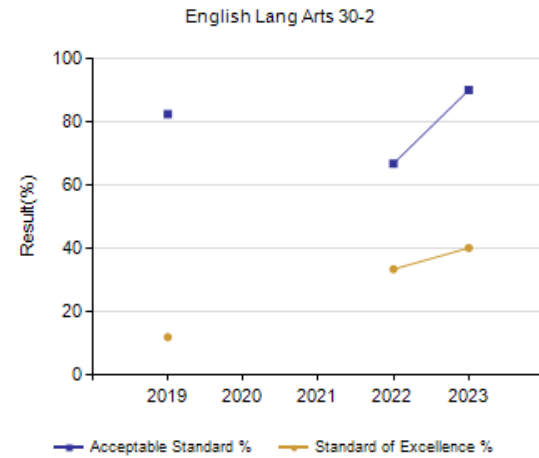
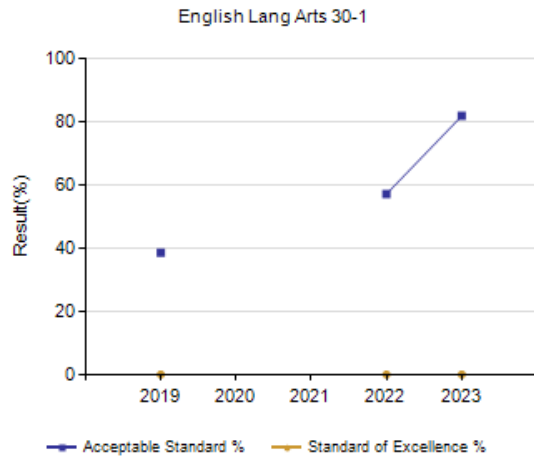
Course		Measure		Headway School						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	n/a	n/a	11	81.8	n/a	n/a	31,493	83.7	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	11	0.0	n/a	n/a	31,493	10.5	n/a	n/a		
English Lang Arts 30-2	Acceptable Standard	Intermediate	n/a	n/a	10	90.0	n/a	n/a	17,112	86.2	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	10	40.0	n/a	n/a	17,112	12.7	n/a	n/a		
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	11	72.7	n/a	n/a	19,763	70.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	11	9.1	n/a	n/a	19,763	29.0	n/a	n/a		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	8	100.0	n/a	n/a	14,418	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	8	50.0	n/a	n/a	14,418	15.2	n/a	n/a		
Social Studies 30-1	Acceptable Standard	Very High	n/a	n/a	10	100.0	n/a	n/a	24,023	83.5	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	10	0.0	n/a	n/a	24,023	15.9	n/a	n/a		
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,045	78.1	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,045	12.3	n/a	n/a		
Biology 30	Acceptable Standard	High	n/a	n/a	9	88.9	n/a	n/a	23,270	82.7	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	9	22.2	n/a	n/a	23,270	32.8	n/a	n/a		
Chemistry 30	Acceptable Standard	Very High	n/a	n/a	9	88.9	n/a	n/a	18,364	80.5	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	9	33.3	n/a	n/a	18,364	37.0	n/a	n/a		
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	82.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	39.9	n/a	n/a		
Science 30	Acceptable Standard	High	n/a	n/a	9	88.9	n/a	n/a	8,007	79.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	9	55.6	n/a	n/a	8,007	23.1	n/a	n/a		

Graph of Diploma Examination Results – Overall



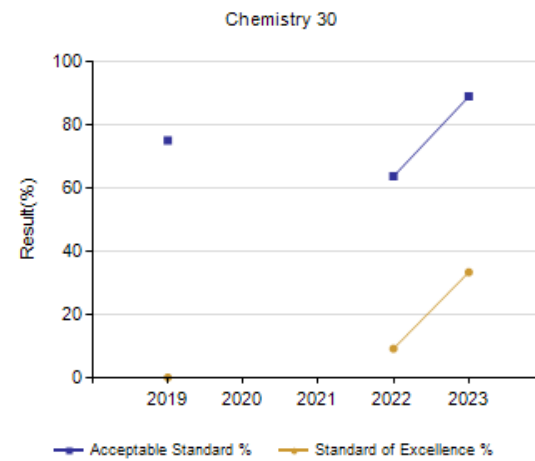
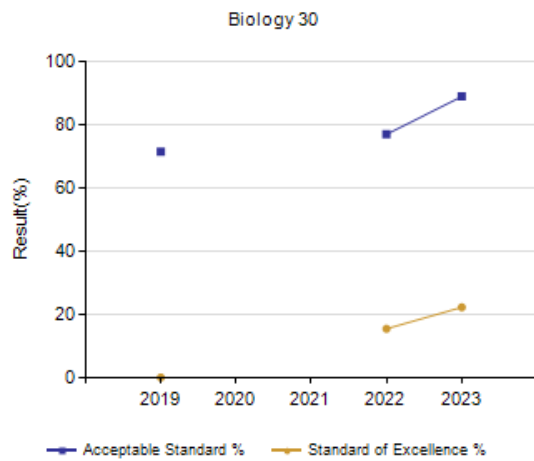
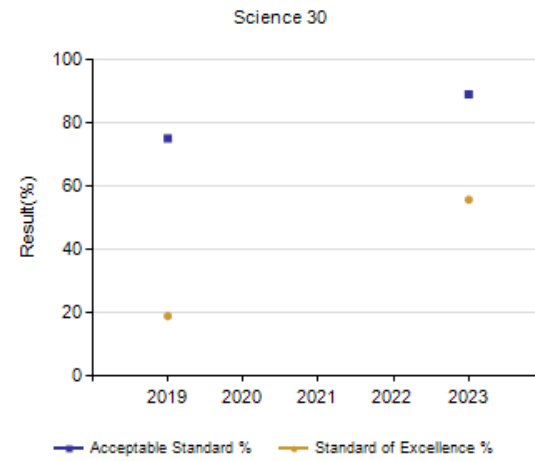
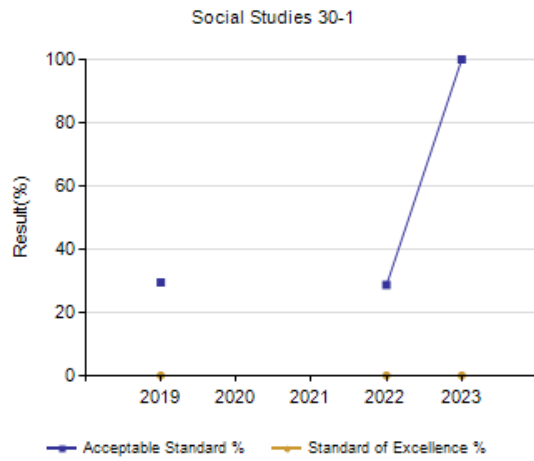


Diploma Examination Results by Course



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
  3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



Notes:

# V - Alberta Education Assurance Measures

## Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	91.3	84.3	84.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.2	74.1	79.4	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	58.1	84.6	94.9	80.7	83.2	82.3	Very Low	Declined Significantly	Concern
	5-year High School Completion	100.0	100.0	94.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	66.0	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	13.5	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	57.6	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	13.6	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.1	82.2	87.1	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.7	73.5	73.5	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	84.7	79.3	79.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.2	85.5	87.1	79.1	78.8	80.3	Very High	Maintained	Excellent

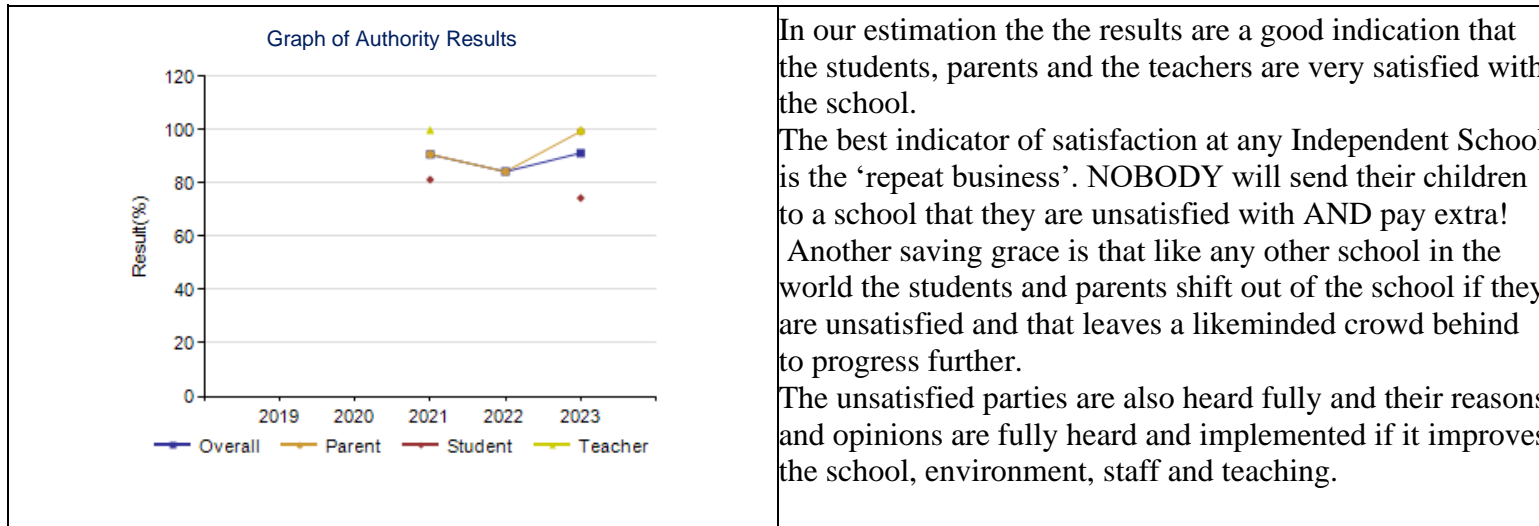
## Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	91.3	84.3	84.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.2	74.1	79.4	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	58.1	84.6	94.9	80.7	83.2	82.3	Very Low	Declined Significantly	Concern
	5-year High School Completion	100.0	100.0	94.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	39.7	54.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.2	9.6	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	87.3	57.6	n/a	80.3	75.2	n/a	High	n/a	n/a
	Diploma: Excellence	25.3	13.6	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	91.1	82.2	87.1	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.7	73.5	73.5	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	84.7	79.3	79.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.2	85.5	87.1	79.1	78.8	80.3	Very High	Maintained	Excellent

The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

**Student Learning Engagement – Measure Details**

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	130	90.7	17	84.3	354	91.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	22	90.8	17	84.3	163	99.4	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	97	81.3	n/a	n/a	175	74.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



In our estimation the the results are a good indication that the students, parents and the teachers are very satisfied with the school.

The best indicator of satisfaction at any Independent School is the ‘repeat business’. NOBODY will send their children to a school that they are unsatisfied with AND pay extra!

Another saving grace is that like any other school in the world the students and parents shift out of the school if they are unsatisfied and that leaves a likeminded crowd behind to progress further.

The unsatisfied parties are also heard fully and their reasons and opinions are fully heard and implemented if it improves the school, environment, staff and teaching.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our SCHOOL/TTFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Citizenship – Measure Details**

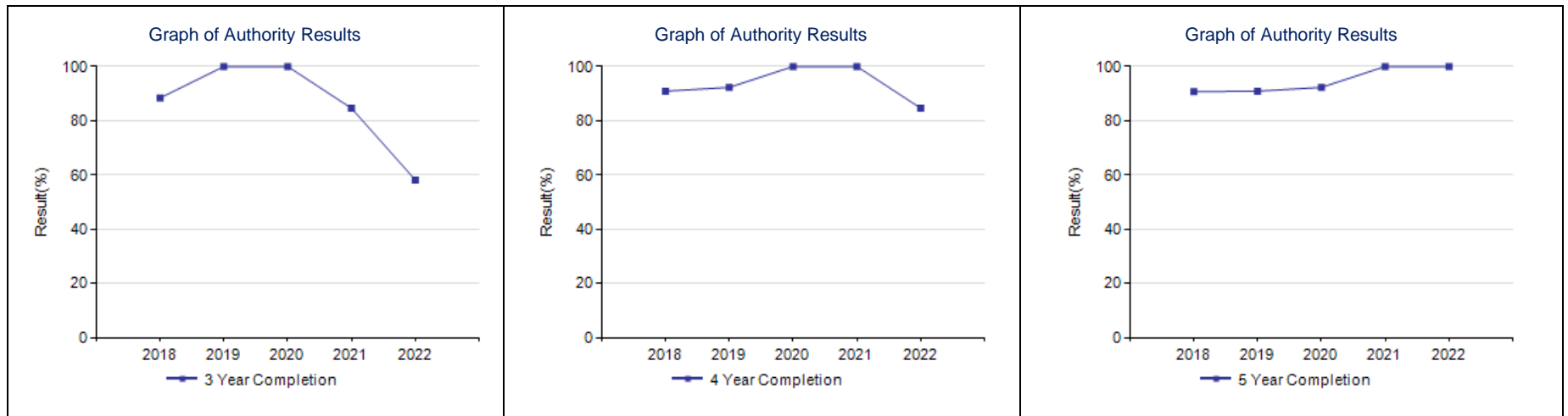
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	81.1	217	84.8	130	88.6	17	74.1	354	84.2	Very High	Improved	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	18	81.1	32	89.9	22	87.0	17	74.1	163	98.0	Very High	Improved Significantly	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	185	79.6	97	78.8	n/a	n/a	175	65.9	Intermediate	Declined Significantly	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	88.6	Intermediate	n/a	n/a	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

<p><b>Graph of Authority Results</b></p>	<p>Active citizenship results are encouraging and we will work for further improvement.</p> <p>We push the good citizenship through social studies, moral, Sikh Studies, Health and general policy.</p> <p>That is what we are all about.</p>	<p>Our main strategy has been to engage students and parents by encouraging the benefits of completion of grade 12 and going further to post-secondary education.</p> <p>We track the progress of our students after they leave our school.</p> <p><i>We always try to find out what will make the students more successful as they embark on their career paths.</i></p>
--	---	---

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
  3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
  4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our SCHOOL/TTFM (Tell Them From Me) survey tool.

### High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	13	88.4	13	100.0	16	100.0	13	84.6	10	58.1	Very Low	Declined Significantly	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	11	90.9	13	92.3	13	100.0	16	100.0	13	84.6	Intermediate	Declined	Issue	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	19	90.7	11	90.9	13	92.3	13	100.0	16	100.0	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:

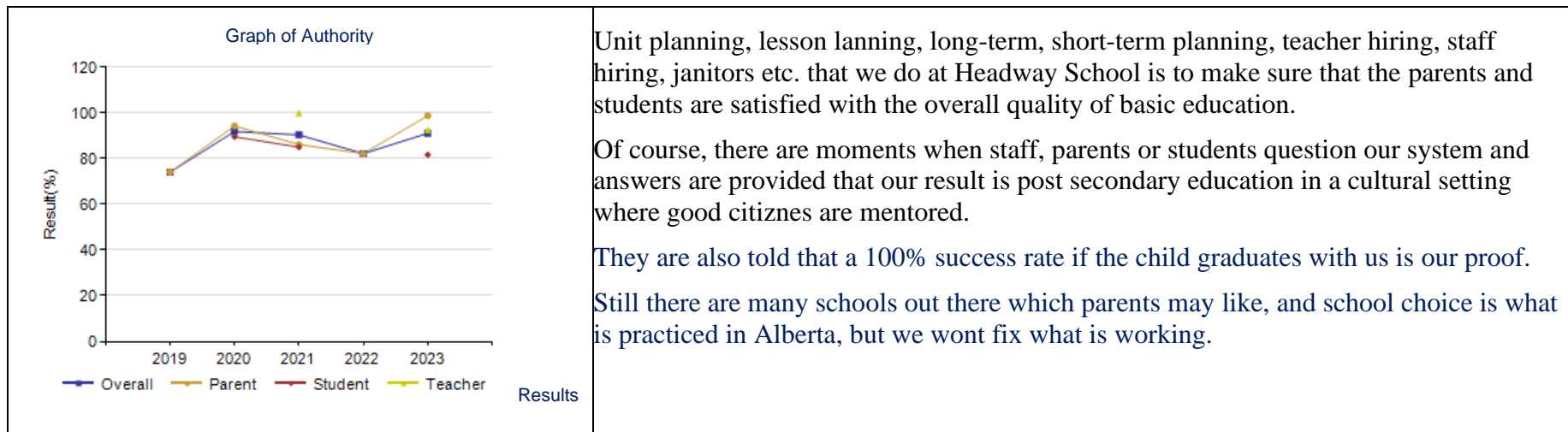
Actual Results: 2017=14 Students =14 Graduated=100%	Actual Results: 2018=10 Students = 10 Graduated=100%	Actual Results: 2019=11 Students =11 Graduated=100%	Actual Results: 2020=15 Students = 15 Graduated=100%	Actual Results: 2021=14 Students = 14 Graduated=100%	Actual Results: 2022=8 Students = 8 Graduated=100%	Actual Results: 2023=11 Students = 11 Graduated=100%
--	---	--	---	---	---	---

**NOTE: The student names, the institutes the students are attending and the diplomas and degrees they are studying or have completed are available in the office. Numbers are on the next page. We are quiet satisfied with these results.**

**Education Quality – Measure Details**

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	74.1	217	91.9	130	90.4	17	82.2	355	91.1	Very High	Improved	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	18	74.1	32	94.3	22	86.2	17	82.2	163	98.8	Very High	Improved Significantly	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	185	89.6	97	85.0	n/a	n/a	176	81.7	Low	Declined Significantly	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	92.7	Intermediate	n/a	n/a	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Unit planning, lesson lanning, long-term, short-term planning, teacher hiring, staff hiring, janitors etc. that we do at Headway School is to make sure that the parents and students are satisfied with the overall quality of basic education.

Of course, there are moments when staff, parents or students question our system and answers are provided that our result is post secondary education in a cultural setting where good citiznes are mentored.

They are also told that a 100% success rate if the child graduates with us is our proof.

Still there are many schools out there which parents may like, and school choice is what is practiced in Alberta, but we wont fix what is working.

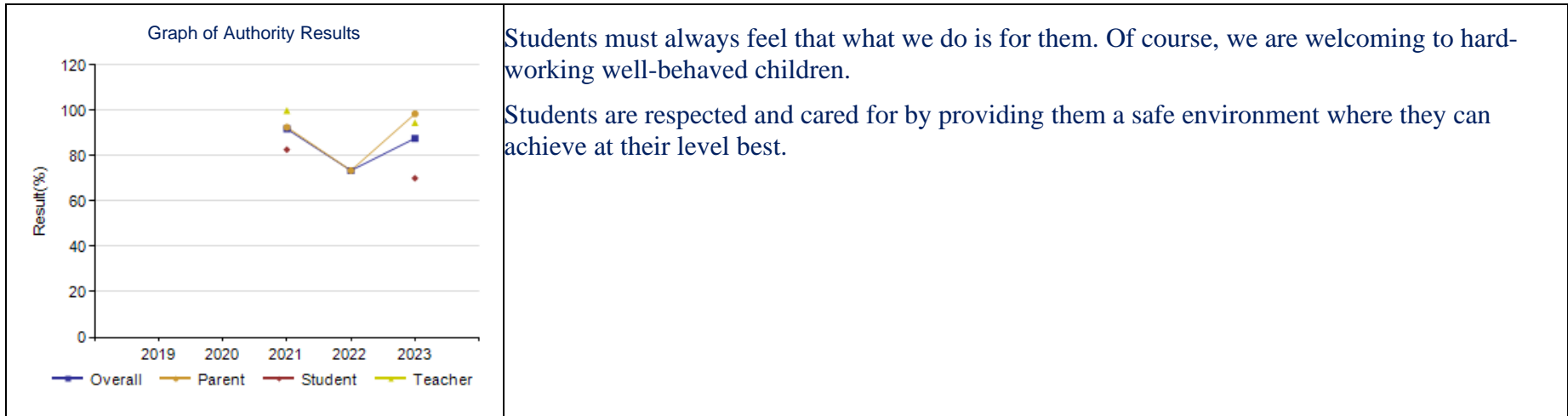
Notes:

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

**Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details**

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

	Authority										Province													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	130	91.8	17	73.5	354	87.7	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	22	92.6	17	73.5	163	98.5	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	97	82.7	n/a	n/a	175	70.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	94.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



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



**Access to Supports & Services – Measure Details**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	130	89.7	17	79.3	353	84.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	22	86.4	17	79.3	163	98.9	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	97	82.7	n/a	n/a	174	72.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	82.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of Authority Results

Unit planning, lesson lanning, long-term, short-term planning, teacher hiring, staff hiring, janitors etc. that we do at Headway School is to make sure that the parents and students are satisfied with the overall quality of basic education.

Of course, there are moments when staff, parents or students question our system and answers are provided that our result is post secondary education in a cultural setting where good citiznes are mentored.

They are also told that a 100% success rate if the child graduates with us, is our proof.

Still there are many schools out there which parents may like, and school choice is what is practiced in Alberta, but we won't fix what is working.

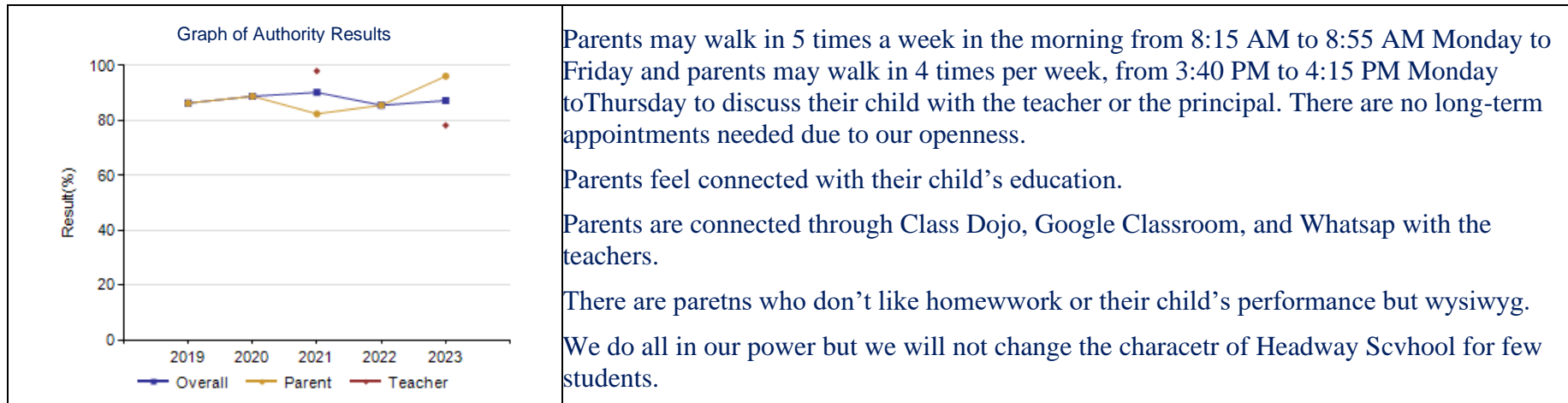
Adding to that are bells and whistles and we are funded at 40% of the total funding and at the same time we don't charge high fees.

Still we are not want for basics as they are all provided very well.

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

**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	86.3	32	88.8	33	90.2	17	85.5	179	87.2	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	19	86.3	32	88.8	22	82.4	17	85.5	163	96.1	Very High	Improved	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	n/a	n/a	n/a	n/a	11	98.0	n/a	n/a	16	78.2	Very Low	n/a	n/a	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



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

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	11.6	n/a	100.0	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	5.4	1.1	0.9	2.5	2.3	2.5	Intermediate	Declined	Issue
In-Service Jurisdiction Needs	86.7	n/a	n/a	82.2	83.7	84.3	Intermediate	n/a	n/a
Lifelong Learning	93.9	80.0	83.0	80.4	81.0	76.8	Very High	Improved	Excellent
Program of Studies	75.4	80.7	77.7	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	84.9	75.5	80.5	81.2	81.9	83.4	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	87.5	100.0	93.2	71.9	70.2	68.3	Very High	Maintained	Excellent
Safe and Caring	89.7	75.3	81.0	87.5	88.8	89.1	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	71.4	59.3	68.4	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	76.9	76.5	78.2	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	92.6	83.8	91.6	59.7	60.3	60.2	Very High	Maintained	Excellent
Work Preparation	90.0	86.7	90.1	83.1	84.9	84.5	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

<b>Guilty as Charged!</b>			
<b>MEASURES</b>	<b>Achievement</b>	<b>Improvement</b>	<b>Overall</b>
<b>Diploma Exam Participation Rate (4+ Exams)</b>	n/a	n/a	n/a
<b>Drop Out Rate</b>	Intermediate	Declined 😞	Issue 😞
<b>In-Service Jurisdiction Needs</b>	Intermediate	n/a	n/a
<b>Lifelong Learning</b>	Very High	Improved	Excellent
<b>Program of Studies</b>	Intermediate	Maintained	Acceptable
<b>Program of Studies - At Risk Students</b>	Intermediate	Improved	Good
<b>Rutherford Scholarship Eligibility Rate</b>	Very High	Maintained	Excellent
<b>Safe and caring</b>	Very High	Improved Significantly	Excellent
<b>Satisfaction with Program Access</b>	Low	Maintained 😞	Issue 😞
<b>School Improvement</b>	High	Maintained	Good
<b>Transition Rate (6 yr)</b>	Very High	Maintained	Excellent
<b>Work Preparation</b>	Very High	Maintained	Excellent

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.													
	Authority					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
<b>N</b>	<b>13</b>	<b>13</b>	<b>16</b>	<b>13</b>	<b>10</b>	n/a	n/a	n/a	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>
% Writing 0 Exams	11.6	0.0	n/a	n/a	18.7	n/a	n/a	n/a	13.9	13.9	n/a	n/a	20.9
% Writing 1+ Exams	88.4	100.0	n/a	n/a	81.3	n/a	n/a	n/a	86.1	86.1	n/a	n/a	79.1
% Writing 2+ Exams	88.4	100.0	n/a	n/a	69.7	n/a	n/a	n/a	83.3	83.3	n/a	n/a	54.4
% Writing 3+ Exams	88.4	100.0	n/a	n/a	34.8	n/a	n/a	n/a	67.1	67.1	n/a	n/a	20.0
<b>% Writing 4+ Exams</b>	<b>88.4</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>11.6</b>	n/a	n/a	n/a	<b>56.6</b>	<b>56.6</b>	<b>n/a</b>	<b>n/a</b>	<b>3.5</b>
% Writing 5+ Exams	64.3	69.2	n/a	n/a	0.0	n/a	n/a	n/a	38.8	38.3	n/a	n/a	0.5
% Writing 6+ Exams	40.2	53.8	n/a	n/a	0.0	n/a	n/a	n/a	14.3	13.7	n/a	n/a	0.0

Graph of Authority Results

Year	% Writing 4+ Exams
2018	88.4
2019	100.0
2020	n/a
2021	n/a
2022	11.6

By the end of second year in High School (Grade 11) students can write 5 diplomas if they want to go in those fields.

Science 30, Math 30-2, ELA 30-2 are almost done by all.

Chemistry 30 and Biology 30 are chosen by those who want to go into those fields.

**8 out of 11 achieved admissions at U of Alberta or MacEwan University on strength of these.**

There are 7 diplomas in Grade 12.

Physics 30, Social Studies 30-1/2, ELA 30-1/2, Math 30-1/2

Students also may complete Math 31.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Diploma Examinations was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

**Diploma Examination Participation Rate – Measure Details**

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>N</b>	<b>13</b>	<b>13</b>	<b>16</b>	<b>13</b>	<b>10</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>
English Language Arts 30-1	76.9	92.3	n/a	n/a	50.0	56.6	55.9	n/a	n/a	27.7
English Language Arts 30-2	84.6	100.0	n/a	n/a	10.0	27.9	29.0	n/a	n/a	13.3
<b>Total of 1 or more English Diploma Exams</b>	<b>84.6</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>60.0</b>	<b>81.5</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>40.5</b>
Social Studies 30-1	61.5	84.6	n/a	n/a	50.0	45.2	44.3	n/a	n/a	22.5
Social Studies 30-2	23.1	15.4	n/a	n/a	10.0	37.3	38.0	n/a	n/a	17.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>84.6</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>60.0</b>	<b>81.8</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>39.8</b>
Mathematics 30-1	61.5	76.9	n/a	n/a	30.0	36.7	35.4	n/a	n/a	10.9
Mathematics 30-2	76.9	46.2	n/a	n/a	0.0	25.0	26.1	n/a	n/a	12.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>84.6</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>30.0</b>	<b>59.6</b>	<b>59.3</b>	<b>n/a</b>	<b>n/a</b>	<b>22.9</b>
Biology 30	46.2	53.8	n/a	n/a	0.0	42.9	42.4	n/a	n/a	18.0
Chemistry 30	30.8	53.8	n/a	n/a	0.0	36.0	35.2	n/a	n/a	15.6
Physics 30	53.8	61.5	n/a	n/a	0.0	18.8	17.7	n/a	n/a	9.0
Science 30	84.6	100.0	n/a	n/a	20.0	17.1	18.2	n/a	n/a	7.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>84.6</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>20.0</b>	<b>62.1</b>	<b>62.1</b>	<b>n/a</b>	<b>n/a</b>	<b>41.4</b>
Français 30-1	0.0	0.0	n/a	n/a	0.0	0.3	0.3	n/a	n/a	0.1
French Language Arts 30	0.0	0.0	n/a	n/a	0.0	2.7	2.6	n/a	n/a	1.3
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>3.0</b>	<b>2.9</b>	<b>n/a</b>	<b>n/a</b>	<b>1.5</b>

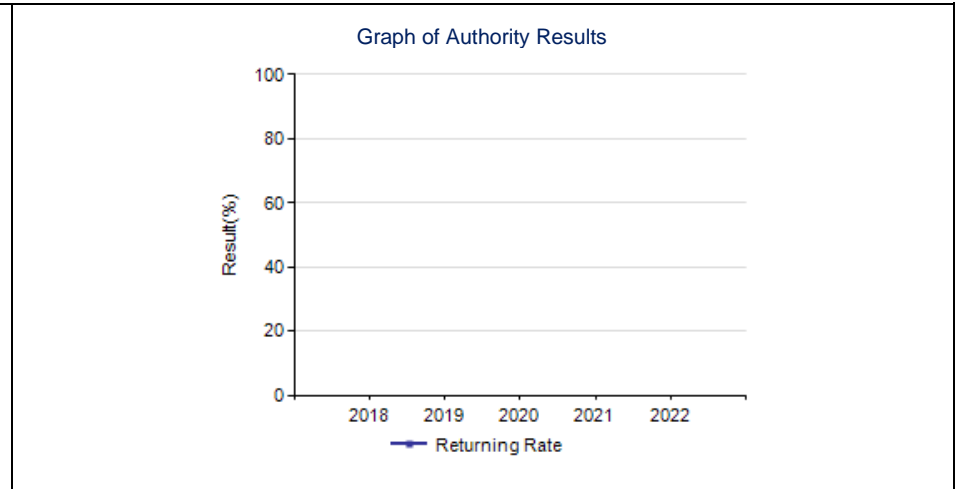
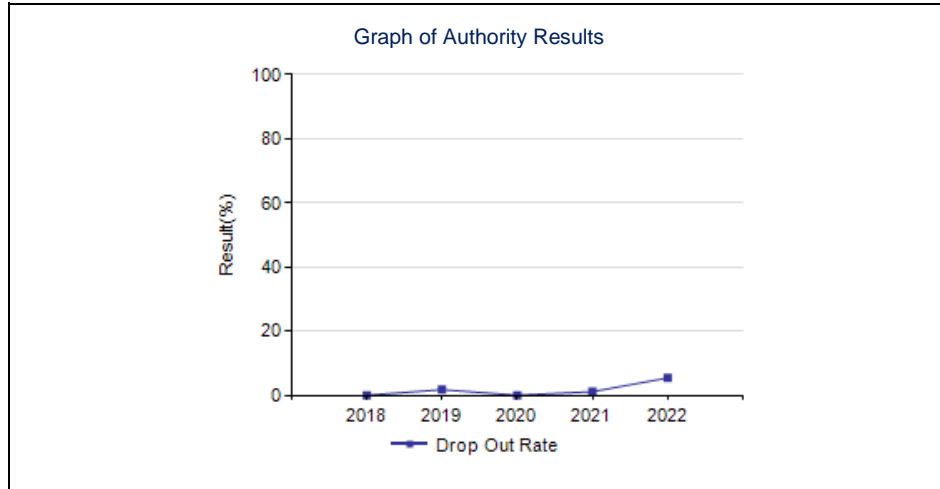
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Diploma Examinations was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

It is 100% by our records.

If the students move out of our school or take a single course here and there we don't count that. Our regular full time students are 100% 5-diploma people.

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	48	0.0	60	1.7	57	0.0	63	1.1	45	5.4	Intermediate	Declined	Issue	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	2	*	n/a	n/a	1	*	1	*	1	*	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

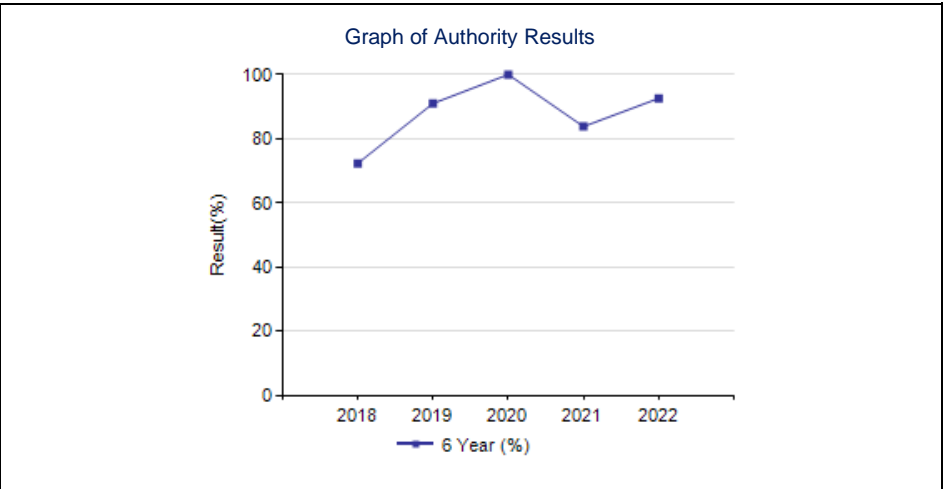
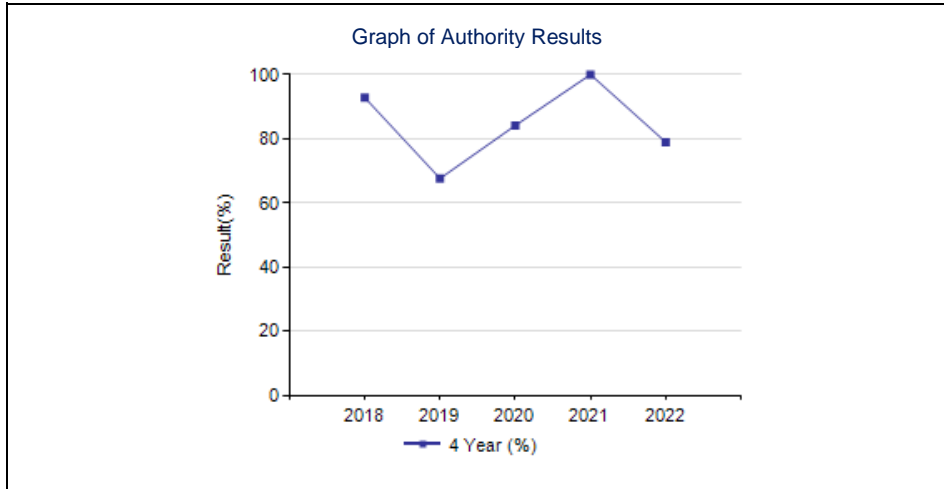


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

It is 0% by our records.

**High School to Post-secondary Transition Rate – Measure Details**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	11	92.8	13	67.6	13	84.1	16	100.0	13	78.9	Very High	Maintained	Excellent	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	20	72.3	19	91.0	11	100.0	13	83.8	13	92.6	Very High	Maintained	Excellent	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7



Notes:

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

It is 100% by our records.

**In-Service Jurisdiction Needs– Measure Details**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	16	86.7	Intermediate	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	16	86.7	Intermediate	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Year	Overall (%)	Teacher (%)
2019	n/a	n/a
2020	n/a	n/a
2021	100.0	100.0
2022	n/a	n/a
2023	86.7	86.7

We are a direct teaching school, and we do what we need.

We are into Bloom’s Taxonomy, DOK (Depth of Knowledge and Hess’s Matrices (2007) provided by the mixing of the two.

These are not buzz words or thoughtless trends. We use these.

We do a lot of professional development.

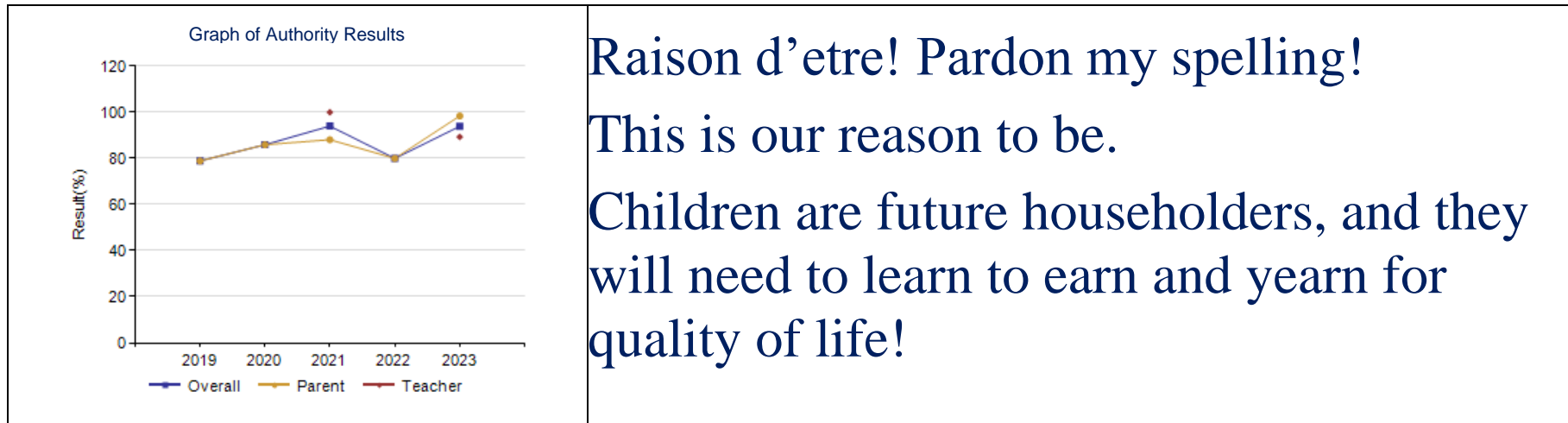
Notes:

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



**Lifelong Learning – Measure Details**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	78.9	32	85.9	34	94.0	17	80.0	178	93.9	Very High	Improved	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	19	78.9	32	85.9	22	88.1	17	80.0	162	98.4	Very High	Improved Significantly	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	16	89.3	High	n/a	n/a	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



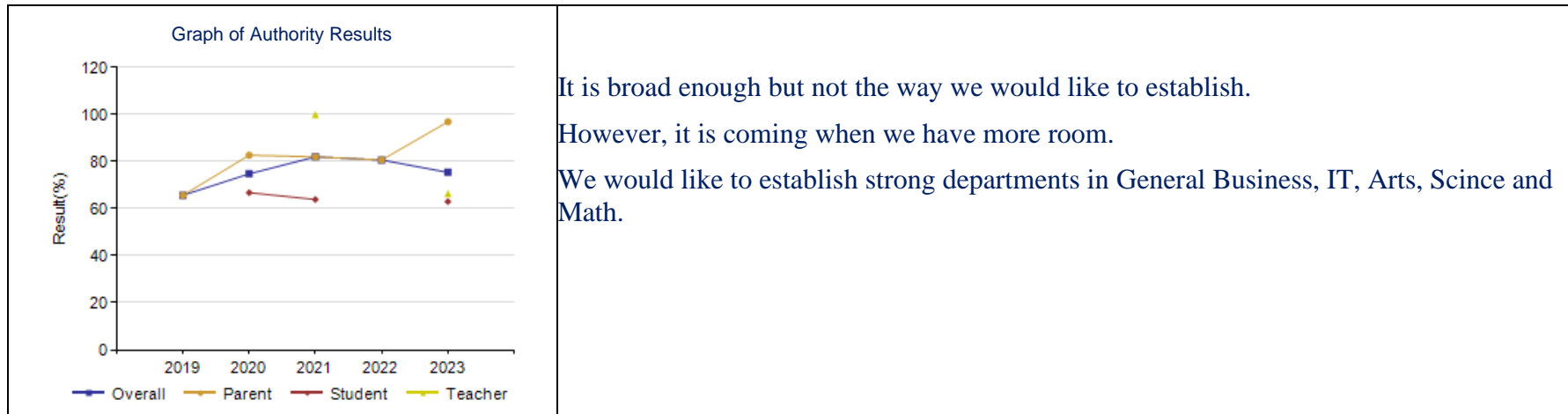
Raison d’etre! Pardon my spelling!  
 This is our reason to be.  
 Children are future householders, and they will need to learn to earn and yearn for quality of life!

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
  3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

**Program of Studies – Measure Details**

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.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	65.7	121	74.8	82	82.0	17	80.7	267	75.4	Intermediate	Maintained	Acceptable	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	18	65.7	32	82.7	22	82.0	17	80.7	163	96.9	Very High	Improved Significantly	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	89	66.8	48	63.9	n/a	n/a	88	63.0	Low	Maintained	Issue	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	16	66.4	Very Low	n/a	n/a	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



Notes:

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

**Program of Studies - At Risk Students – Measure Details**

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	70.4	217	85.5	130	89.7	17	75.5	353	84.9	Intermediate	Improved	Good	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	18	70.4	32	89.6	22	86.4	17	75.5	163	98.8	Very High	Improved Significantly	Excellent	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	185	81.4	97	82.7	n/a	n/a	174	72.6	Very Low	Declined Significantly	Concern	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	83.3	Very Low	n/a	n/a	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

We are working very hard with students who want to learn or where home culture is inducive to learning.

When parental sport is nonexistent and behaviour doe nto change after grade 7, then we let the students know that he/she is not passing, and we will not expel him/her but he/she must show us that curriculum is covered and an honest effort was given.

If not, the student is asked to repeat the grade with us.

Our school is not easy beavuse after we try all the help then that is the last resort.

Parents know that we mean the best for the student.

Students do not get it.

Staff sometimes has problems with inclusive education but we move forward with inclusin in mind.

Notes:

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

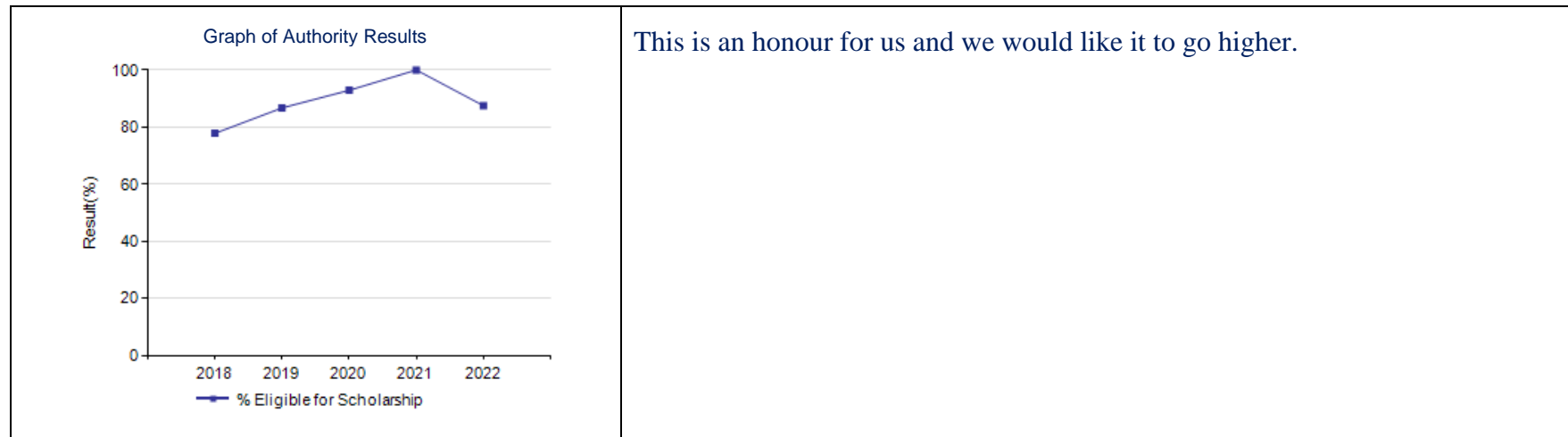
**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	9	77.8	15	86.7	14	92.9	11	100.0	8	87.5	Very High	Maintained	Excellent	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Rutherford eligibility rate details.

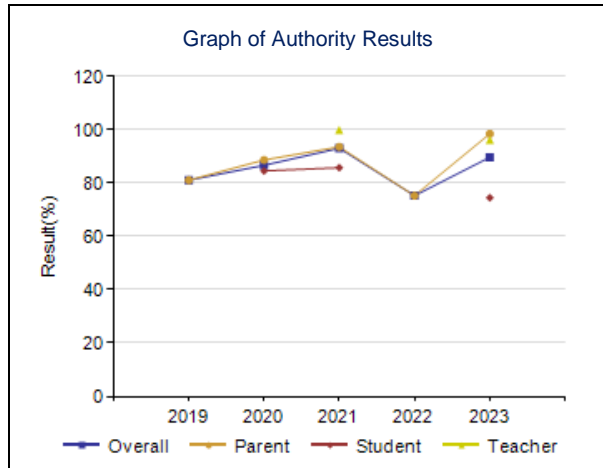
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2018	9	5	55.6	7	77.8	6	66.7	7	77.8
2019	15	12	80.0	12	80.0	7	46.7	13	86.7
2020	14	10	71.4	13	92.9	12	85.7	13	92.9
2021	11	9	81.8	10	90.9	9	81.8	11	100.0
2022	8	7	87.5	5	62.5	6	75.0	7	87.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
  3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

**Safe and Caring – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	81.1	217	86.7	129	93.1	17	75.3	354	89.7	Very High	Improved Significantly	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	18	81.1	32	88.7	22	93.6	17	75.3	163	98.5	Very High	Improved Significantly	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	185	84.6	96	85.8	n/a	n/a	175	74.5	Intermediate	Declined Significantly	Issue	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	96.3	Very High	n/a	n/a	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



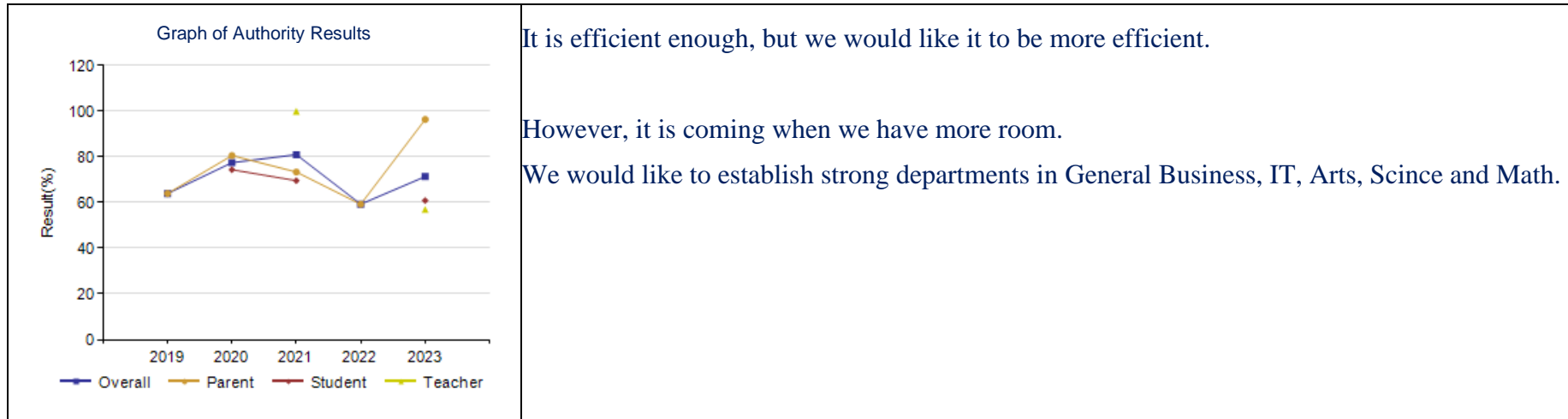
Students must always feel that what we do is for them. Of course, we are welcoming to hard-working well-behaved children.

Students are respected and cared for by providing them a safe environment where they can achieve at their level best.

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

**Satisfaction with Program Access – Measure Details**

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	64.0	214	77.5	129	81.0	17	59.3	351	71.4	Low	Maintained	Issue	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	19	64.0	31	80.6	22	73.4	17	59.3	162	96.4	Very High	Improved Significantly	Excellent	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	n/a	n/a	183	74.4	96	69.6	n/a	n/a	173	60.9	Very Low	Declined Significantly	Concern	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a	16	57.0	Very Low	n/a	n/a	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0



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

**School Improvement – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	17	76.5	217	80.0	130	88.8	17	76.5	349	76.9	High	Maintained	Good	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	17	76.5	32	87.5	22	95.5	17	76.5	162	98.1	Very High	Improved Significantly	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	n/a	n/a	185	72.4	96	70.9	n/a	n/a	171	63.9	Very Low	Declined	Concern	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	16	68.8	Low	n/a	n/a	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

We are always improving but students might have different perspectives due to their training and education.

Teachers also have their views on how a school must be run.

Number one priority is every Friday must a PD Day.

Of course, the pay must higher.

Stdudents must all be 90% or above and self-learning bunch.

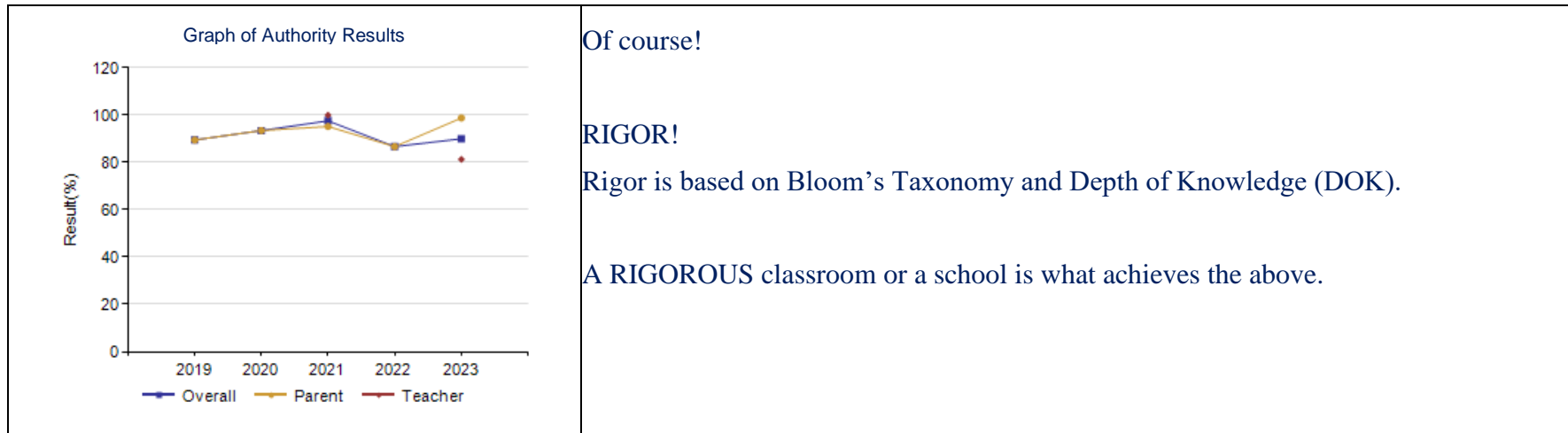
The main criteria for a good school is the waiting list of students.

Ours is a long one.

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

**Work Preparation – Measure Details**

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										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	89.5	31	93.5	33	97.6	15	86.7	177	90.0	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	19	89.5	31	93.5	21	95.2	15	86.7	161	98.8	Very High	Improved Significantly	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	16	81.3	Very Low	n/a	n/a	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3



Notes:

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



## First Nations, Métis, and Inuit People are our Heroes

We truly believe in the just cause of cherishing our First Nations Peoples:

“The aboriginal people, the original people, of all the countries and societies are the roots of the societies of the earth. Without roots no tree can or will stand for too long. The societies that destroyed the aboriginals in the world did so for their greed, or their ego, which makes them evil instead of pious. It’s still not too late to back off and lend a helping hand. And we should do that not for any other reason, but for 'our' own sake!”

We do not have any First Nations students but do feel that many of our problems are the same.

The best way to ensure improvement is to infuse self-confidence in the students through the respectful teaching of their culture.

If they learn their language first, and master basic subjects with it, then they should transition to English. This is done very successfully in non-English speaking countries.

At Headway School we are increasing self-esteem through knowledge of our culture, so we feel this approach will also work for First Nations.

Our Administration and Board truly believes in the quote above.

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 the Canadian population is affected, then all parts of Canada are affected.

Also, it’s the duty of every Canadian to honour the First Nations.

**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

## SECTION VI: The End Matters

### [VI-1] Comments

Headway School governance has never been stronger or more effective than it is now.

We still have a mission of “ALL students to post-secondary”!

Teachers, parents and students must understand that the programming offered to a smaller student body must be somewhat limited. We cannot compete with the large high schools that offer all manner of options. However, our programming is streamlined and intensive because we have set our goal as 100% high school completion and 100% enrollment in post-secondary. To offer graduation in 2 years, along with a slightly more relaxed program resulting in graduation in 3 years, the school cannot offer a surfeit of programs. Time, space limitations, and finances simply do not permit this. Our parents are coming to accept this reality, but students often see that the “grass is greener” elsewhere (especially after hearing about the course menus at large high schools). Our reality is that we strive to do the very best we can with the limited resources we have – and we feel that we have done so very, very well.

We are letting people know that our mission is being accomplished and are trying to educate them that comparisons with large schools are unfair and unrealistic. On the other hand, we are also very sincerely open to constructive criticism and suggestions for improvements. We want our students, parents, and teachers to be happy – and working with us to move toward our stated goals.

The Alberta Curriculum is taught at our school, and we add a cultural slant along with supports to our ELA and Math courses to this programming.

CTF/CTS courses and connections (alignments) have been implemented for grades 5 to 12. Extra-curricular activities are being enhanced to an optimal degree.

#### Strategies

##### **We have an ‘open door’ policy for our parents.**

- Communication is immediate and clear, and parents are fully involved.
- Because we have four reporting periods, we have four parent-teacher nights where further communication can occur.
- Daily communication with parents through student agendas, Class Dojo software App, Google Classroom.
- Translation (into Punjabi) of newsletters, notes and forms, as well as verbal interpretation for those who do not speak English.
- Expansion of the CTF-CTS program from Grade 5 to 12. 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.

## [VI-2] Future Challenges

- [1] We need more space. We will try to see if we can purchase another school to split the elementary and the High School.
- [2] We would like to purchase land NOT being used by public schools so we can put our schools there.
- [3] Get Public Schools to sell us unused schools. **Government needs to claw back unused schools and land and then sell them to other schools!**
- [4] We would like to expand the use and integration of technology-based instruction/learning in the school. This includes additional equipment, software, learning management systems and learning options.

## [VI-3] Capital and Facilities Projects

### Capital and Facilities Projects:

We were at the mercy of others City of Edmonton SELL land to us.

It's in The Journal and one can google it.

<https://globalnews.ca/news/2994651/battle-brewing-over-edmonton-land-designated-for-schools/>

<https://globalnews.ca/news/3543511/principal-wants-private-land-deal-with-city-for-school/>

<https://edmontonjournal.com/news/local-news/citys-plan-to-sell-surplus-lands-for-private-schools-upsets-public-school-board>

<http://www.pressreader.com/canada/edmonton-journal/20161101/281663959563584>

[https://www.edmonton.ca/city\\_government/urban\\_planning\\_and\\_design/kiniski-gardens-south-surplus-school-site.aspx](https://www.edmonton.ca/city_government/urban_planning_and_design/kiniski-gardens-south-surplus-school-site.aspx)

### **The good news is that we WON THE BATTLE!**

We have stopped thinking about adding an extension to the present building, and instead have started to plan for a new school in Millwoods.

The updated plan for a new building in Millwoods is for 2023.

That means we are in the very pre-planning stage at this point.

There are no other projects in the works.

Currently we are organizing funding for that project, which we estimate will cost between \$6 million and \$8 million.

### **Summary of Facility and Capital Plans**

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

Our major plan is to acquire a new school building in the coming few years.

\*The building we are currently in has proper caretakers for cleaning, and permanent contractors responsible for the HVAC system maintenance and fire safety.

We are attempting to maintain the status quo for a few years, provided no surprises come our way.

**[VI-4] Budget Summary**

Our finances for the 2021-22 school year were very similar to the last year, because we have reached (maximum) enrollment that cannot increase due to lack of space. Also, there has been no increase in funding or fees.

There is no mortgage on the building, but on the the land it is about \$11000 per month.

It is for these reasons that we are now researching possibilities around renovations, increasing staff and administration in the High School, and acquiring additional space.

That is very responsible finance planning and budgeting by the Board.

We have a surplus this year.

This surplus is due to lower wages for our Administration, teachers, and TA’s.

On top of that the Board Trustees are VOLUNTEERS.

We are getting about 40% of the total funding as compared to public schools. Our wages and benefits are less than 61%. Good savings Alberta! Our employees are getting 24% of the bang ‘other’ Board employees are getting.

**[VI-5] Financial Results: OUR YEAR END AUDITED REPORT CAN BE VIEWED AT OUR OFFICE OR OBTAINED FROM ALBERTA EDUCATION.**

OVERALL: We have spent 58% on salaries and benefits of employees and 31.0% on supplies and services from the low funds we have to start with. . Usually the ‘other’ BOARD schools spend 90% on Salaries and benefits and with 100% funding not only 40% of funding.

We are satisfied with our budget and the year-end results because there was a small surplus.

<b>Source</b>	<b>Amount \$ 2021-22</b>	<b>%</b>	
<b>Alberta Education</b>	<b>2,393,667</b>	<b>80.8</b>	
<b>Instructional Fees</b>	<b>318,355</b>	<b>11</b>	
<b>Non-Instructional Fees</b>	<b>221,554</b>	<b>7</b>	
<b>Other Sales and Services</b>	<b>37,619</b>	<b>1.2</b>	
<b>Total Revenues</b>	<b>2,971,195</b>	<b>100</b>	
<b><u>EXPENSES</u></b>			
<b>Instruction</b>	<b>2,002,140</b>	<b>67</b>	
<b>Operations and Maintenance</b>	<b>290,304</b>	<b>10</b>	
<b>Transportation</b>	<b>538,197</b>	<b>18</b>	
<b>Board</b>	<b>0</b>	<b>0</b>	
<b>Total Expenses</b>	<b>2,830,641</b>	<b>95</b>	
<b>Surplus</b>	<b>140,554</b>	<b>5</b>	

**Sikh Moral Education!**

*“The majority of problems are caused by wants and could be solved if we stayed within our needs.”*

*Guru Granth Sahib Ji*

## [VI-6] Parental Involvement

### Parental Involvement

- For details, please refer to the appropriate policy and requirements for planning and results reporting guide.
- Daily checking of Student Agendas (to facilitate communication between the parents and the teachers).
- Communication with parents via the Class Dojo App and Google Classroom.
- 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 in fundraising for a new building.
- Parents are given daily times in which they can visit teachers in the morning and/or the afternoon.
- Parents may see teachers without an appointment.

**Monday to Friday:** from 8:15 am to 8:55 am,

**Monday to Thursday:** from 3:45 pm to 4:15 pm

## [VI-7] Timelines and Communication

### 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 school website [www.headwayschool.com](http://www.headwayschool.com) by December 31<sup>st</sup>, 2023 midnight.**
- **The next newsletter will contain this information also.**

**Any parent who doesn't have access to the Internet or a computer may come to the school office and ask for copy of the AERR.**

## [VI-8] Whistleblower Protection

### **Whistleblower Protection**

- For details, please refer to the appropriate policy and requirements for planning and results reporting guide.
- For details, please refer to Headway School Policy #21.
- We welcome reports of any deficiency in our policy or lack of execution of it. Our Board, Executive and Administration feel that constructive criticism exists to improve things and thus, it should be received positively.
- The Board knows if they function in any other way it could be harmful to Headway School, and would, as a result reduce opportunities for growth and improvement.

However, Headway School wants its staff to follow professional guidelines and protocols as to confronting the allegedly injurious party, and possibly moving a complaint up the ladder to the administration – and if necessary, all the way to the courts.

\*The Staff, Administration and Board must be given a chance to explain or correct the offending practice before the situation becomes irreversible or drastic and/or the law has been broken.

**THERE WERE NO REPORTABLE INCIDENTS FOR 2022-2023.**

**The specific document for this, Headway School Policy #21, is available on our website.**

The End  
of  
AERR  
2022-2023