



“Man jeetey Jag jeet!”

“Conquer the Mind; Conquer the World!”

Sri Guru Nanak Sahib Ji [1469-1539]

First Guru of the Sikh



Well Made Plans, Cooperation and Kindness

Help Determine the Paths We Take.



Headway School

Education Plan 2023-2024

10435-76st NW

Edmonton, AB

Canada T6A 3B1

Phone: (780)466-7733

Email: headwayoffice@shaw.ca



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Mission

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

Vision

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.

Values

- Work honestly, share and praise the Lord!
- Integrity
- Leadership
- Critical Thinking
- Life Long Learning

Beliefs

We believe 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 life, at different levels.

Additional Programs

- Grammar and Literacy Skills and Math Skills (Gr.1-6)
- Punjabi Language and Culture (K-12)
- Enhanced Social Studies curriculum - Sikhs in Canada (K-9)
- Sikh Religious History (Gr.7-12)
- Computer Sciences
- Various CTS geared toward student needs

Supports

- Community Partners, School Board/Stakeholders
- Parent Committee
- School Spirit (Teacher and Student Committees)
- Speech and Language Pathologists
- Occupation Therapists
- Educational Assistants





Introduction to Our School

We are an approved, accredited, and funded Level II Independent School under Alberta Education. We get 40% of our funding from Government Schools. Every couple of years we go through an overall inspection. Each year we also put together an Annual Operational Plan and an AERR which gets approved by Alberta Education.

Headway School was started in a rented space at the ACCA centre on September 2001. We quickly outgrew the building and in ten years we were looking for a bigger space. Our current building is over 57 years old and stands at 10435-76 Street NW in the Forest Heights community. With close to 50 staff members and over 400 students we are yet again planning to move to a new building closer to the Millwoods community; where 80% of our students reside.

In our school, students develop strong academic skills, social confidence, broad interests, and a sense of responsibility and respect for themselves and the world around them. The students are taught that every living being has integrity and it is our duty to uphold it. We ensure each child can flourish. Our students discover a lifelong love of learning in a respectful and caring environment.

The teacher: student ration is 1:15. This kind of ratio is unheard of with only 40% of funding from the government. On top of that, we have 7 EA's (Education Assistants) for cultural and academic skills courses. The TA's are incredible. They observe teachers and Speech Pathologists or other professionals as they work with students and apply what they have observed and learned.

Students are offered programs based on the Alberta Program of Studies - PLUS – so that cultural and governmental requirements can be met. The extra programs offered focused on grammar and math skills, cultural music, Sikh history and Punjabi culture.

We have taken advantage of an AISCA project that provides speech and language pathologists and occupational therapists to work with our coded students as well as others who could benefit from SLP and OT services (including social skills development).



A Message from the Principal

Headway School is an innovative and inclusive independent school that harnesses the innate curiosity of children to ensure that every student, regardless of age or ability, will flourish academically and socially. Everything we do is grounded in our mission to embrace the unique culture and talent of our students, while always staying focused on entering post-secondary education as a “must” goal of all our students. Our teachers and staff support different learning styles to ensure that every student is enabled to achieve their personal best.

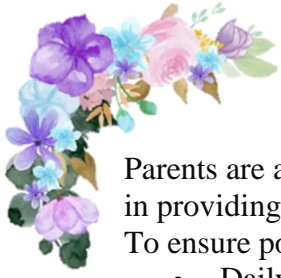


With decades of history, since 1999, Headway School has created an environment where children feel loved and safe enough to concentrate on academics rather than always wondering if the majority culture is right - and ‘why do our parents want to maintain their culture?’. Headway School students feel encouraged to take on the rigors required to develop the foundational skills, and social skills that will help them cope with counter-academic culture.

As a community, we learn and grow together respecting the values, opinions and beliefs of all. Students, teachers, and administrators work together to create a family-like environment. All the staff are caring towards parents, students and each other. Our students realize that schooling is for training one’s mind so that they can Work hard, Share and Praise God - guided by the principles of Truth, Contentment and Contemplation.

Our Headway School is a leader in introducing Punjabi language and culture classes into a KG to Grade 12 environment in the Prairies. We also instigated the creation of three other schools that do the same. I, personally, wrote the very first KG-Grade 12 Punjabi language curriculum in the Province of Alberta. I was also one of the four people requested to help write the Punjabi Curriculum for the Alberta Public schools. Due to the independent schools taking many students (currently about 2000), the public schools determined that they too must serve the community. At this moment three Government Schools in Edmonton, and 3 others elsewhere, are teaching Punjabi as a second language.

**Respectfully in your service,
Jagwinder Singh Sidhu
Principal, Headway School**



Our Parents

Parents are an important part of our learning community. Their involvement and feedback is crucial in providing our students with the tools they need to build their goals and navigate their future.

To ensure positive parental support and outreach we offer:

- Daily checking of Student Agendas (to facilitate communication between parents and teachers).
- Communication with parents via Class Dojo App, WhatsApp and Google Classroom.
- Parents are invited to field trips and school events.
- 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
- 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 it will enhance our array of learning options (courses).
- We have three parents on our Board who are actively involved in our school and that represent the Parent Council at meetings.
- The Parent Council provide us with vital feedback to enhance student and community engagement.
- In turn, parents invite teachers to their cultural events (Diwali, Visakhi, and Nagar Kirtan).
- Parents are involved in fundraising for grads, Terry Fox, Jump Rope for Heart and Stroke and a new building.

Our Community Partners

We recently planted the Canadian Wildlife Federations recommended Pollinator Attractor Garden at the Forest-Terrace Community Garden. Also, in conjunction with the Forest Heights Community Mr. Adamowicz, AP and family plant a SEWA (Service to Humanity) Garden with the students. The fruits of their labour go to a non-profit food organizer such as the food bank or a local Gurdwara. Some of our students are also involved in Navy Cadets, who use our facilities 2-3 evenings a week.

We also have a Memorandum of Understanding (MOU) with the Guru Nanak Institute of Global Studies. Our goal in the future is to provide our students with an opportunity to obtain dual credits in computer science and Sikh history courses.



Our Programs

Junior Kindergarten (4Year olds)-Licensed

- Punjabi Language and Cultural Music

Kindergarten (5 Year olds)

- Punjabi Language and Cultural Music
- Enhanced Academic Curriculum
- Full or Half day options

Elementary Grades 1-6

- Division I and II students have extra Math and Grammar and Literacy skills
- Punjabi Language and Cultural Music
- Enhanced Social Studies Curriculum with Canadian Sikh History Perspective

We were the first school in Alberta to have an SCPL program. It is a KG to Grade 12 program.

Religious Studies: Sikh History is a 3-part, locally developed, course series for grades 10-12; outlined/designed by Mr. Sidhu and designed/developed by Miss Amelia Adamowicz. A modified version of these courses is taught to grades 7-9.



The Guru Angad Sahib Ji DPRT Program

***DPRT = Diagnostic and Prescriptive Resource Teaching**

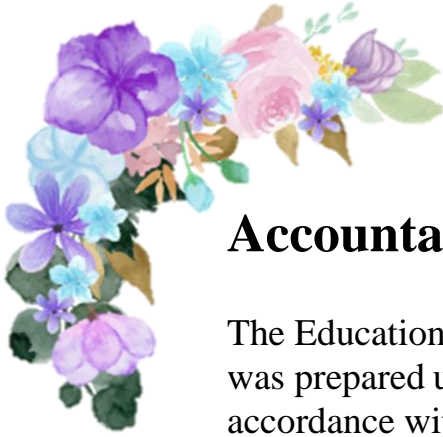
Junior High Grades 7-9

- Punjabi Language and Culture
- Sikh Religious History
- Enhanced Science Curriculum taught by 4 teachers specializing in the 4 main units

Senior High Grades 10-12

- Sikh Language and Punjabi Culture (SCPL) locally developed and credited course series.
- Sikh Religious History which is also a locally developed and credited source series (LDC1815, LDC2815, LDC3815)
- Computer Sciences (Skills, Knowledge and application of technology)-STEM/STEAM/STREAM extension course





Accountability Statement

The Education Plan for Headway School commencing September 1, 2024 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board and the School's Senior Leadership team, also known as The Principal-ship, have used its solid standing in the academic community and performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. We have described our foundations so that we can spring forth into our 3-year plan. The Education Plan for 2024-27 was created and prepared with the help of our Associate Principals, Mr. K Adamowicz, Miss Adamowicz, Mrs. MacLean, input from parents, student reflections and the following staff under the supervision of our Principal, Mr. Jagwinder Singh Sidhu.

The Board approved the AERR:

on December 1st, 2024.

President
Manjinder Singh Gill
Phone: (780) 902- 5539

Principal
Jagwinder Singh Sidhu
Phone: (780) 951- 6677

Signature:

Signature:

Required Alberta Education Assurance Measures – Overall Summary

Fall 2024

Authority: 0118 Headway School Society of Alberta

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	79.8	91.3	87.8	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	70.7	84.2	79.1	79.4	80.3	80.9	Low	Declined Significantly	Concern
	3-year High School Completion	80.7	58.1	80.9	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	93.7	100.0	97.4	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	84.4	43.2	43.2	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	24.4	4.5	4.5	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	47.0	38.0	38.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	3.8	1.1	1.1	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	66.3	87.3	87.3	81.5	80.3	80.3	Very Low	Declined	Concern
	Diploma: Excellence	11.2	25.3	25.3	22.6	21.2	21.2	Low	Declined	Issue
Teaching & Leading	Education Quality	81.3	91.1	86.6	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.8	87.7	80.6	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	69.7	84.7	82.0	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	77.5	87.2	86.4	79.5	79.1	78.9	Intermediate	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Fall 2024 Accountability Summary-PAT & Diplomas (EAL)

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 0118 Headway School Society of Alberta (EAL)

Assurance Domain	Measure	Headway School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	90.9	72.0	72.8	76.7	*	*	*
	5-year High School Completion	100.0	*	n/a	88.1	88.7	87.2	Very High	n/a	n/a
	PAT6: Acceptable	86.0	42.1	42.1	64.6	65.4	65.4	Very High	Improved Significantly	Excellent
	PAT6: Excellence	23.3	0.0	0.0	16.5	15.7	15.7	High	Improved Significantly	Good
	PAT9: Acceptable	45.3	22.2	22.2	52.7	55.3	55.3	Very Low	Improved	Issue
	PAT9: Excellence	6.3	0.0	0.0	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	59.1	*	n/a	66.3	67.1	67.1	Very Low	n/a	n/a
	Diploma: Excellence	13.6	*	n/a	14.0	13.8	13.8	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 - Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
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 - Participation in the PATs and 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.
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Key Insights

After receiving the Student's PAT and Diploma results our administration created a survey to find out what teachers and education assistance thought were the reasons behind the low achievement scores. We surveyed our staff regarding multiple sections of the AERR. The survey was anonymous. Responses were evenly distributed between ECS, elementary and junior/ senior high. Throughout our report you will find results and insights we have gleaned from this process.

Comments

Standardized Assessment

When asked about factors that contributed to lower than average standardized assessments, the most common factors that teachers saw were lack of student effort and English as a second language. With tools such as AI, the lack of consequences for incomplete homework and inability to fail students, we are seeing a growing trend of low effort not only in class but on PATs and Diplomas.

However the administration also thinks that the other factors which could be included might be lack of motivation provided to the students by the staff, teaching materials to be master the subject and knowing proper ways to discipline the children, proper lesson plans, reviews, following through could also be included. Headway school might be the only one with homework and teachers do have consequences for the children such as DTs. After grade 7 there is a process in place that encourages students to repeat grades. That is failure. The biggest factor that should care of ESL or lack of effort is that we usually have less than 20 students in a class for Sciences and Mathematics. Where the teachers refuse to split the calls we have extra teacher in the class and a TA two classes have two teachers or TAs helping the teachers.

When we look at those factors the motivation, effort, performance should be adequate. But education is much more than that and by the time students graduate they all end up in post-secondary institutions. That says a lot about our parents, stunds and staff. We do the job that society has given to us.

Fall 2024 - Early Literacy Results

Literacy Results						
Grade	# of students tested	Test used	# of students at risk at beginning	Average months behind	# of students at risk in June	Average months gained
1	33	LENs	13	9	14	3
2	36	LENs	16	10	12	6
3	34	CC3	13	6	11	4

Numeracy Results						
Grade	# of students tested	Test used	# of students at risk at beginning	Average months behind	# of students at risk in June	Average months gained
1	33	Numeracy	5	6	10	0
2	36	Numeracy	7	4	5	2
3	34	Numeracy	13	6	11	4

Key Insights

There has not been as much growth in some grades as we would have liked. However, there are multiple factors that we feel contribute to this and are beyond our control. First and foremost, 99% of our students are ESL which slows down the learning process. Our school is seeing an increased number of new student enrollments involving new immigrants and students speaking little to no English. Secondly, many families take trips to India over the winter months. Depending on the family, they may miss 2-4 months every few years or every year. Some families are gone for 6 months of the year. With the inability to force these students to repeat, they will continually fall behind in their education. These families rarely take homework or submit assignments while gone. As well, not all families work with their students at home. This is due to multiple factors, low English-speaking abilities in parents or grandparents who are watching children while parents work night shifts, or lack of parent “buy in” of homework and resource room work.

As a school we will continue to encourage parents to work with their children at home. Furthermore, we are providing further training for teachers and EAs to learn new teaching strategies regarding literacy and numeracy skills. We have begun utilizing PUF funding for our preschool and kindergarten students to provide intervention before they reach grade 1.

Comments

Headway School uses the approved assessment tools provided by Alberta Education to complete its assessments. For literacy, these include the LENs test for grades 1 and 2, and CC3 tool, for grades 1 to 3. For numeracy, the Alberta Numeracy assessment was used for kindergarten to grade 3. Our school provides a robust resource room program with a certified teacher and multiple EAs to help, also involving the parents with a home program. Mrs. Noble, the resource room teacher, tests each student and creates a program plan based on their individual needs. These plans and associated work are

shared with the EAs so that each student gets some targeted help each day of the week from someone on the team. Each student receives a homework package so the parents can help them at home as well. Finally, two staff members are trained to perform high level special needs assessments. This combined with our partnership with Khan Communications allows us to identify students with additional learning disabilities.



Fall 2024 Accountability Summary-HSCR

High School Completion Rate - Data Summary

School: 1008 Headway School Society of Alberta (EAL)

Province: Alberta (EAL)

	Headway School (EAL)										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	3	*	4	*	11	90.9	2	*	3	*	*	*	*
4 Year Completion	5	*	3	*	5	*	11	90.9	1	*	*	*	*
5 Year Completion	2	*	5	*	3	*	5	*	9	100.0	Very High	n/a	n/a

	Alberta (EAL)									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0
4 Year Completion	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2
5 Year Completion	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Post-Secondary - OUR REAL MEASUREMENT!

This document is to confirm what Success our graduates achieve at the University and college level. Our first class graduated in 2007-2008 and we have listed all of the graduates since then. The class which is graduating this year is also mentioned. We have also indicated where they have registered. As you can see the success rate is almost 100%. Students from Public Schools only have 40% success rate. You may contact us anytime to discuss these sheets.

Yr#	Year	Alberta	MacEwan	Concordia	Kings	Calgary	Mt. Royal	NAIT/SAI	Other	Special	Unknown	Total
1	2008	1	1	0	0	0	0	1	6	1	0	10
2	2009	2	7	0	0	0	0	2	1	1	0	13
3	2010	6	0	0	0	0	0	2	0	1	0	9
4	2011	2	3	0	0	0	0	1	1	3	0	10
5	2012	1	5	1	0	0	0	3	3	1	0	14
		12	16	1	0	0	0	9	11	7	0	56
6	2013	1	6	1	0	1	0	3	1	2	1	14
7	2014	4	10	0	0	0	0	2	3	0	0	19
8	2015	1	4	1	0	0	0	2	0	4	0	12
9	2016	2	11	1	0	0	0	2	1	0	0	17
10	2017	1	8	1	2	0	0	2	0	0	0	14
		21	53	5	2	1	0	20	16	13	1	132
Yr	Year	Alberta	MacEwan	Concordi	Kings	Calgary	Mt. Royal	NAIT/SA	Other	Special	Unknown	Total
11	2018	4	3	0	0	0	0	1	1	0	0	9
12	2019	2	5	0	0	0	0	4	0	0	0	11
13	2020	4	9	0	0	0	0	2	0	0	0	15
14	2021	7	7	0	0	0	0	0	0	0	0	14
15	2022	1	5	0	0	0	0	0	1	1	0	8
		39	82	5	2	1	0	27	18	14	1	189
16	2023	2	8	0	0	0	1	0	0	0	0	11
17	2024	5	3	0	0	0	1	1	1	0	0	11
18	2025											
19	2026											
20	2027											
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Financial Report: Budget Summary 2023-2024

Our finances for the 2024-25 school year are very similar to 2023-24, and we don't expect major changes for 2024-25. Also, there has been no increase in funding or fees. Our enrollment has increased by 10% or so for 2024-25.

That is very responsible finance planning and budgeting by the Board. We had a small surplus last year and we have a small surplus again this year. This surplus is due to lower wages for our Administration, teachers and EA's. On top of that, the Board Trustees are VOLUNTEERS. Our wages and benefits are less than 65%. Our employees are getting less than 25% of the funds that 'other' Board employees are getting.

Private School Authority Code: 0118
 School Code: 1008

STATEMENT OF OPERATIONS for the Year Ended August 31 (In dollars)

	AFS 2024	Budget 2024 (NOTE *) x	AFS 2023 (NOTE *) x
REVENUES			
Alberta Education (excluding Home Education)	\$2,791,871	\$2,701,676	\$2,393,667
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$2,791,871	\$2,701,676	\$2,393,667
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$380,815	\$331,850	\$318,355
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$223,575	\$149,700	\$221,554
Other sales and services	\$44,890	\$35,270	\$37,619
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$0	\$0	\$0
Amortization of capital allocations	\$0	\$0	\$0
Other	\$39,429	\$0	\$0
Total Revenues	\$3,480,580	\$3,218,496	\$2,971,195
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$244,393	\$171,800	\$147,000
Instruction - Grades 1 to 12	\$1,775,465	\$1,742,455	\$1,855,140
Operations and maintenance	\$361,040	\$221,582	\$290,304
Transportation	\$823,475	\$392,050	\$538,197
Board and System Administration	\$57,241	\$0	\$0
External services	\$94,000	\$0	\$0
Total Expenses	\$3,355,614	\$2,527,887	\$2,830,641
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$124,966	\$690,609	\$140,554
	\$124,966		

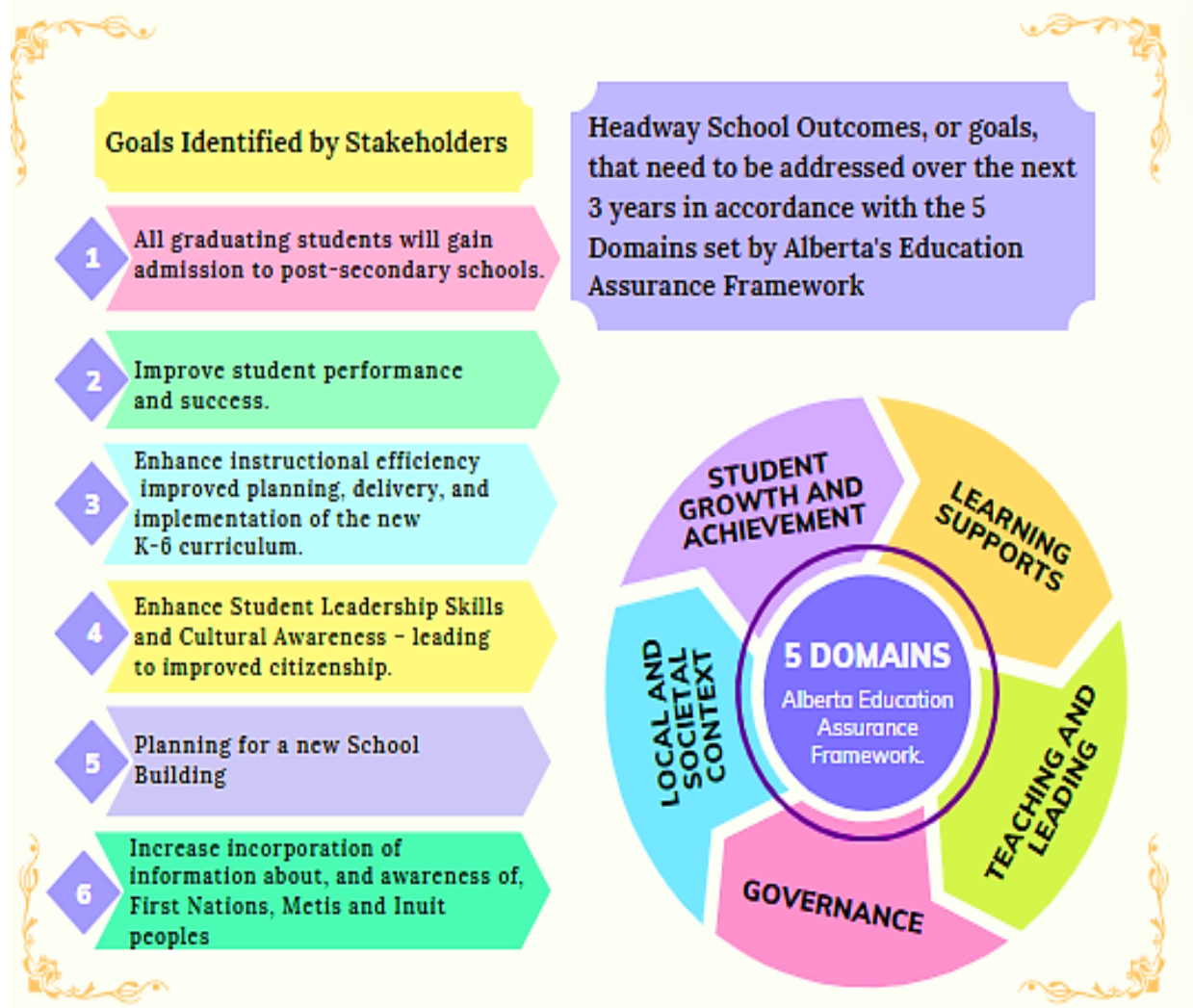
Note: * Input *(Restated) in Budget 2024 and/or AFS 2023 column headings where comparatives are not taken from the respective finalized 2023/2024 Budget Report and/or finalized 2022/2023 Audited Financial Statements.

Timelines and Communication

- For details please refer to the appropriate policy and requirements for planning.
- The AERR will be posted on the school website - www.headwayschool.com by December 20th, 2024 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 a copy of this plan from the office.

2024-2027 Education Assurance Plan

Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of “assurance” that Headway School is developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of work it is doing.



For Further details on our scores in regards to the Alberta Education Assurances Measures Results, please see:

- **Appendix 1** or visit the school website (<https://www.headwayschool.org/>) for posted results - Alberta Education Assurances Measures Results for October 2024
- **Appendix 2** or visit the school website (<https://www.headwayschool.org/>) for posted results - Alberta Education Assurances Measures Results – EAL (English as an Additional Language) for October 2024
- **Appendix 3** or visit the school website (<https://www.headwayschool.org/>) for posted Financial Results and Budget Summary
- **Appendix 4** or visit the school website (<https://www.headwayschool.org/>) for posted results – In house Staff Survey

1

All graduating students will gain admission to post-secondary schools.

Under the 5 Domains

Student Growth and Achievement:

The rising numbers of students with learning delays and other special needs is a cause for concern. They will have to be provided with coordinated support so they can graduate from high school.

Learning Supports:

A reliance on teacher-provided learning accommodations, with increased support from psychologists, speech pathologists and occupational therapists, is helping to address the rising numbers of students needing assistance.

An additional teacher will continue to provide support to students and teachers in order to address a variety of learning needs ranging from ESL/ELL to learning delays.

This teacher will coordinate the gathering of data in the form of ESL Tracking sheets, IPPs/ISPs and will also arrange pull-out and push-in assistance, in addition to arranging for external supports.

Teaching and Leading:

A staff member, who is newly qualified to conduct psycho-educational testing will help teachers, students and parents to identify and address student learning issues.

A change in lesson planning protocols – with a committee developing long range plans for all subjects and grades K-6 will allow the teachers to focus on developing better lessons and student accommodations.

Governance:

The Board of Headway School will continue to approve additional funding required for hiring the Special Ed. teacher and the purchase of additional support materials and services.

Local & Societal Context:

A parental expectation is that ALL of our students will go on to post-secondary education after completion of high school. To date, Headway School has been able to meet this expectation, but our programming has to continually respond to a great number of variables such as the learning abilities of new students, teaching quality of new teachers, changes to the curriculum, etc.. n.b. ALL of the students currently enrolled in Grade 12 are going on to post-secondary studies.

1

All graduating students will gain admission to post-secondary schools.

Measures of Success

The most obvious measure of the success of our planned interventions is that 100% of our students will graduate from high school and gain admission to post-secondary institutions in the coming three (3) years. If the damage to learning incurred during the “COVID period” cannot be mitigated within the next school year, we may have to adjust our expectations downward slightly – and re-visit our strategies, so they can be modified as well.



2024 Graduates

This year's Graduating class had their Conditional Acceptances to the Universities of their choice by November 01, 2023.



2

Improve student performance and success.

Goals Identified by Stakeholders

Student Growth and Achievement:

Headway School has always focused on continuous improvement and student success. Supports have always been in place for students needing additional help. However, the COVID Crisis created situations in which our students (and students from around the world) show diminished academic gains or outright losses. Teachers will be provided with long range plans. In turn, they will use these as the platform for development of Unit and Daily Plans – to improve the focus of delivery.

Learning Supports:

Our high school math students received remediation via IXL Software, which offers diagnostic prescriptive math lessons correlated to Alberta's program of studies. Headway School's Elementary teachers are being encouraged to participate in webinars on Jump Math. This will help with the implementation of the new K-3 Math curriculum. School-wide promotion of formative assessment based on Dylan William's models.

Teaching and Leading:

Div. 1 and 2 class teachers will divide core courses/subjects between two teachers – who will also share the other subjects according to their alignment with the core subjects. This will result in two teachers per grade, with additional program delivery by Punjabi language, Math Skills and Grammar Skills teachers. The reasoning behind these changes was to optimize use of teacher expertise by having teachers teach in their areas of strength. In high school, teachers are expected to teach subjects that they have majored, or at least, minored in as part of their undergraduate studies.

Governance:

Approve additional funding so an additional staff member can be hired for the Grade 7-12 portion of the Guru Angad Sahib DPRT Program.

Local & Societal Context:

The school also has to respond to perceived needs identified by parents and students, e.g., more STEM/STEAM/STREAM, more Options, etc. – within an already full curriculum.

Headway School has always insisted on continuous improvement in all aspects of instruction and operation of the school. Our Administration and Staff monitor all issues closely and try to implement solutions and corrections as necessary. Stakeholder requests and input have also always been valued and implemented wherever and whenever possible. Measures of success include improvement in student performance on in-class (teacher-developed) student assessments, improved performance in K-3 literacy scores, improved Grade Level Exams (GLE) scores, the IXL diagnostic program, and gains in Provincial Assessments and Diploma exams.

Of course, all of the criteria listed above will be monitored closely, and continuously, to see that we are meeting our goals. In the event that some measures come up short, the school Administration will review and re-evaluate the issue(s) and take corrective measures

The pictures below features the Students who put on the Math Fair



The pictures above feature the Students who put on the Living History Museum

An important measure of success when trying to improve student language and literacy skills is their excitement and willingness to participate in school wide competitions and events. We had more active participation in this year's math fair, writing competition, living history museum and Spell-a-thon competitions.

3

Enhance instructional efficiency improved planning, delivery, and implementation of the new K-6 curriculum.

Under the 5 Domains

Student Growth and Achievement:

The idea behind setting up team teaching partners allow elementary teachers, who are generalists by training to teach in their areas of strength. This should improve the quality of instruction.

The PUPs planning templates for Unit (Short Term) and Year Plans – along with listing of key terms and other vocabulary for each unit will enable teachers to be more concise and strategic in their planning. This will also play an important role in teacher evaluation. N.B. Long Range Plans for K-6 will be developed by a teacher committee. These plans will be the platform for development of Unit, Pre-Unit and Daily Plans.

An increased emphasis on effective formative assessment will help to address learning loss and delays.

Learning Supports:

The extended Guru Angad DPRT Support Program, along with the support of Khan Communications speech pathologists and OTs will provide enhanced supports to classroom teachers.

Teaching and Leading:

Teachers will have greater clarity around their teaching assignments and will be able to create better plans – and also be able to create more focused PD and Growth Plans.

Governance:

Board members and parents will find greater clarity in programs, teacher and students' assignments.

Local & Societal Context:

Parents and community members will understand and appreciate a more structured learning program for the students.

3

Enhance instructional efficiency improved planning, delivery, and implementation of the new K-6 curriculum.

Measures of Success

We are hopeful that the measures taken, including the re-structuring of subject delivery by re-assigning Division 1 and 2 teachers as subject specialists, and by splitting the core subject assignment into Humanities and Math/Sciences in Division 1 and 2 (again, going with teacher strengths and preferences), will improve teaching quality.

Development of Long Range Plans by a teacher committee and the new PUPs Lesson Planning structures, including templates, will improve the quality and efficiency of instruction.

An increased emphasis on teacher use of effective formative assessment will improve student learning.

Teacher evaluations will also show an improvement in the quality of Daily, Unit and pre-Unit Plans. More teachers will treat these plans as “living/working documents” that include accommodations for student needs and adaptation when new situations and potential crises arise. Teacher Professional Development and Growth plans will reflect teacher focus on student learning needs, enhancement of teacher preparation for teaching, as well as improved management of inclusive classes. In addition to this, the PD and Growth Plans will more accurately reflect teachers’ personal goals in their teaching careers.



We hold our own in house PD (Professional Development) for two days in February. It is called TULIP because it is about gathering the information and tools needed for us to improve and make our school community more efficient.

Student Growth and Achievement:

They will learn about the importance of their culture and about others as well. The Sikh Studies courses are in place so the students can learn about their history and the development of their culture, religion and core values. Knowledge of, and pride in, one's culture should lead to an acceptance of others. One of the basic tenets of the Sikh faith is the equality of all. The school endeavours to instill this in our students so they can become good citizens of "Mother Canada". Through participation in the School Spirit Program, interested students will be able to contribute ideas, artwork, decorations, etc., and help to organize cultural events that would enhance learning experiences and promote positive development of school culture as well as good citizenship.

Learning Supports:

The school Administration Team and teachers will support and mentor/coach the students participating in the School Spirit Program as they develop programs and projects that would enhance learning and student life at Headway School.

They would help organize fundraising activities for special cultural events, Graduation ceremonies and dances.

Teaching and Leading:

Through the incorporation of information about prominent Sikh citizens and pioneers (in Canada) into the Social Studies and other programs, teachers will be able to make various subjects relevant to the Canadian context. Combined with overt evidence of Sikh/Punjabi culture, information about Sikh language, culture and history, teachers will be able to take on mentorship roles as the students go through the process of becoming good Canadian citizens. Working with these students would be much more collaborative than teaching in a classroom, and would require the teachers to develop new approaches and skills.

Governance:

Board members support the Punjabi Language and Cultural Program, the Sikh Studies courses in grades 7-12. The Board and PAC will support the School Spirit Program in many ways. It is expected that Board and PAC members may be called upon for advice and to actively promote the work of the program in the larger community.

Local & Societal Context:

Parents and community members will understand and appreciate a more structured and culturally sensitive learning environment for the students.



**Enhance Student Leadership Skills
and Cultural Awareness – leading
to improved citizenship.**

Measures of Success

The primary measure of success is continued requests for enrollment in Headway School. As long as parents are satisfied with our program delivery, the cultural atmosphere of our school, its goals of education and socialization (to a multicultural Canadian society), and the sense that our school provides a safe and caring environment, they will continue to enroll their children in the school and support our programs.

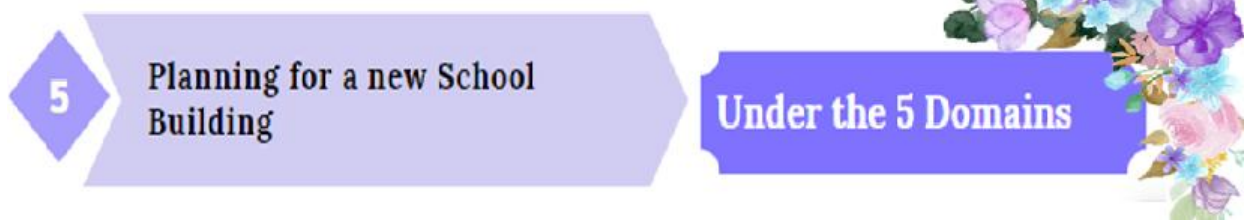
Another aspect of this measure of success is the continued acceptance of Punjabi as an alternate language to English in the hallway and the playing field, and the acceptance of the overt expressions of Sikh/Punjabi culture (Punjabi dress, wearing of the patka, jura, or dastar, kara and kirpan) by a majority of the students. If this is dramatically reduced or disappears, then the school's primary raison- d'être will disappear with it.

Exhibitions of pride in being Canadian, and participation in mainstream Canadian organizations such as Cadets, Scouting, and other similarly empowering organizations will also indicate the success of Headway School's approach to raising cultural awareness among our students.

The main measure of the success of Headway School's approach to enhancing student leadership skills and citizenship would be the success or failure of the School Spirit Program. Should the students either refuse to participate in the program or fail to produce any useful or tangible evidence of positive activities, it would be obvious that the Administration and teachers need to investigate and probably modify their approach (es).

The quantity and quality of projects undertaken by program members will be the barometer of success.

To date, participants in the School Spirit Program have participated in efforts to beautify the school, contributed artwork and discussed plans for cultural events and graduation parties.



Student Growth and Achievement:

It is expected that enrollment will increase and despite that, the school plans on being able to offer more, and/or enhanced, programs, e.g., STEM/STEAM facilities (makerspace or horticulture/hydroponics lab.). If possible, a dedicated computer lab will be added to accommodate the demand for increased technology-related programming.

Learning Supports:

In addition to more space for expanded or enhanced program delivery, additional staff and equipment will be needed to deliver the new and expanded programs. Teacher input will be required so that comprehensive plans can be drawn up.

Teaching and Leading:

Engaging with teachers and the Administration will be critical to development of comprehensive plans.

Governance:

The Board is expected to provide reasonable support for all of these activities. Of course, all of this has to stay within the confines of economic/financial feasibility.

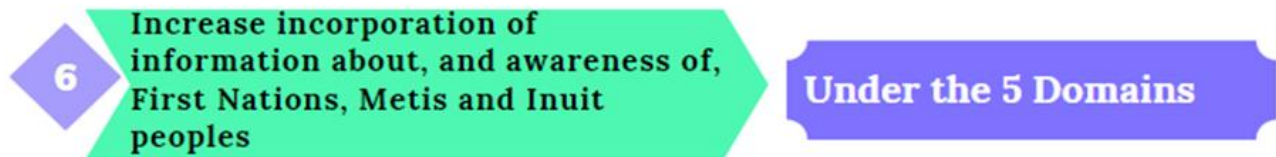
Local & Societal Context:

Parents and community members will support planning and fundraising activities.



The planning process for development of a new school includes more than just drawing up, and getting approval for, blueprints. It is an opportunity to address the need for more space, and it is also an opportunity to try to bring some “wants” and “dreams” to fruition. A large number of stakeholders must be consulted to incorporate their visions into the plans for a new school, and to take into consideration their exhortations, concerns and warnings.

If the principles of project management are properly applied, a body of research will be compiled, and a coherent planning timeline created. A corresponding (aligned) financial plan will also be drawn up. The existence and feasibility of these plans will be the measure of success of the planning process, as will the ground-breaking or sod-turning ceremony.



Student Growth and Achievement:

Students at Headway School will be aware of who the FNMI peoples are, their history and how they contribute to the fabric of Canadian society.

Studying the cultures and history of the FNMI peoples and their issues in contemporary Canadian society will help our students to understand the history of Canada and its multicultural makeup.

Learning Supports:

Teachers will incorporate new instructional materials and supports as they become available.

Teachers will also include learning about the history and current issues of the FNMI peoples in their PD and Growth Plans. Opportunities for school visits and cultural exchanges (dance exchanges, etc.) by, and with, FNMI representatives will be arranged by teachers.

Teaching and Leading:

The school Administration and teachers will support visits and cultural exchanges by, and with, FNMI representatives.

Governance:

Board support is expected for all of these activities.

Local & Societal Context:

Parents and community members will understand and appreciate the cultural exchanges and learning activities.

6 Increase incorporation of information about, and awareness of, First Nations, Metis and Inuit peoples

Measures of Success

The measures of the success of initiatives supporting development of knowledge of FNMI peoples will include such things as successful cultural exchanges and visits by elders and other FNMI representatives. Beyond these successful encounters, our students will demonstrate awareness of the cultures and histories of the FNMI peoples as depicted in the program of studies.

It is expected that our students will be able to see, more clearly, the FNMI cultures in the context of the Canadian multicultural society. This should be demonstrated in assessments developed for the various subjects in the program of studies.

ਵਾਹਿਗੁਰੂ
Amazing Enlightner

ᑕᓂᑦ
Manitou (*manitō*)
- *The Great Spirit*

This is a Medicine Wheel some of our students made with a visiting Elder on jamboard.

Building connections between FNMI peoples and Sikhs will help our students to become better citizens.



Additional 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 has to 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. In order 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 that we are trying to educate them that comparisons with large schools are unfair and unrealistic. On the other hand, we are very sincerely also 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.

Looking toward improvements, the following items are either in the process of being implemented, or will be continued from the fall of 2022:

- The Alberta Curriculum is taught at our school, and we add additional “skills” components to support our ELA and Math courses.
- The new K-3 curricula in ELAL, Math, and P.E. and Wellness was implemented in the fall of 2022 and now on to next grades and subjects in Fall 2023.
- CTF/CTS courses and connections (alignments) have been implemented for grades 5 to 12. Extra-curricular activities are being enhanced to an optimal degree.
- A member of our staff is now fully qualified to do psych-educational and other testing. This will help our staff to refine the identification of student learning issues and will also help them to address the issues as they are identified (all in partnership with the parents).
- We have a dedicated music teacher for the first time.

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 it will enhance our array of learning options (courses).
- Improved and enhanced in-house testing of student learning issues
- Addition of support and therapeutic services through Khan Communications (an AISCA-brokered project).

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.

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 have purchased land NOT being used by Public schools so we can put our school at 3408-38 Street NW..

[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! We will be promoting that.

[4] We would like to expand the use and integration of technology-based instruction and learning in the school. This includes the acquisition of additional equipment, software, learning management systems and learning options.

Capital and Facilities Projects

Capital and Facilities Projects

We are at the mercy of the Public School Board letting City of Edmonton SELL land to us. The Edmonton Public School board had stopped them from selling it to us in 2017.

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

The good news is that we have won the battle! \$2.45 Million deal is made! 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 move-in date for a new building in Millwood's is 2026-27 due to a delay by Covid 19. That means we are in the very early planning stages at this point. There are no other projects in the works. Currently, we are arranging funding for that project, which we estimate will cost between \$5 million and \$6 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.

Resources

Performance Measurement and Reporting Branch. Fall, 2024. Reference Guide – School Authority Planning and Reporting
<https://open.alberta.ca/dataset/cd6c181d-8028-4c33-9b9d-23b711ebff84/resource/d503a903-24ef-4b0e-a7b0-4cc161415747/download/school-authority-planning-reference-guide.pdf>.

School Reports

- **(Appendix I) - Alberta Education Assurance Measure Results School Overall Summaries** Fall2024 0118 Headway School Society of Alberta Locked with Suppression for October 2024 Report Version 1.0 Data Current as of October, 2024
- **(Appendix II) - Alberta Education Assurance Measure Results Students who require and receive English as an Additional Language supports** Spring , 2024
0118 Headway School Society of Alberta (EAL) Locked with Suppression for October 2024 Report Version 1.0 Data Current as of October, 2024
- **(Appendix III) – Financial Results and Budget Summary**

Provincial Reports

- **(Appendix IV) - Alberta Education Assurance Measure Results Students who require and receive English as an Additional Language supports** Fall 2024 Alberta (EAL) Locked with Suppression for October 2024 Report Version 1.0 Data Current as of October, 2024
- **(Appendix V) - Alberta Education Assurance Measure Results First Nations, Métis and Inuit (FNMI) Report** Fall 2024 Alberta (FNMI) Locked with Suppression for October 2024 Report Version 1.0 Data Current as of October, 2024
- **(Appendix VI) - Alberta Education Assurance Measure Results** Fall 2024 Alberta Locked with Suppression for October 2024 Report Version 1.0 Data Current as of October, 2024



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This Punjabi version of O Canada was written to Honour our Motherland Canada. It is hoped that this version of Punjabi O Canada will connect Sikh children to Canada and prepare them to fall in love with her as their forefathers loved their mother land, Punjab.

The national Anthem in Punjabi was written by Principal Jagwinder Singh Sidhu and first sung by Mrs. G. Gulati, Headway and School Students.

O Canada!	ਓ ਕੈਨੇਡਾ,	O Canada!
O Canada, Tu ^ਮ hai ^ਮ saadee zindjaaaan!	ਓ ਕੈਨੇਡਾ, ਤੂੰ ਹੈ ਸਾਡੀ ਜਿੰਦਜਾਨ!	O Canada! You are our life!
Vrdaan hai' Tu ^ਮ , Tu ^ਮ hai ^ਮ saadee kirpaan!	ਵਰਦਾਨ ਹੈ ਤੂੰ! ਤੂੰ ਹੈ ਸਾਡੀ ਕਿਰਪਾਨ!	You are God's gift! You are Mercy to our honour [sword]!
Saadee shaan wee Tu ^ਮ , saadee aan wee tu',	ਸਾਡੀ ਸ਼ਾਨ ਵੀ ਤੂੰ, ਸਾਡੀ ਆਨ ਵੀ ਤੂੰ,	You are our decor, you are our honour,
Tu ^ਮ hee saaday armaan.	ਤੂੰ ਹੀ ਸਾਡੇ ਅਰਮਾਨ।	You are our aspirations!
Aazaad rahay,	ਆਜ਼ਾਦ ਰਹੇ,	[O Canada] You shall always be free,
O Canada, KHARHay is layee dattay ussi ^ਮ !	ਓ ਕੈਨੇਡਾ, ਖੜੇ ਇਸ ਲਈ ਡਟੇ ਅਸੀਂ!	O Canada, that's why we stand on guard for thee!
WaaHayguru! Nahi' iho jiha desh koeee!	ਵਾਹਿਗੁਰੂ! ਨਹੀਂ ਇਹੋ ਜਿਹਾ ਦੇਸ਼ ਕੋਈ!	Amazing Enlightener! There's no country like this!
O Canada, KHARHay is layee dattay ussi ^ਮ !	ਓ ਕੈਨੇਡਾ, ਖੜੇ ਇਸ ਲਈ ਡਟੇ ਅਸੀਂ!	O Canada, That's why we stand on guard for thee!
O Canada, KHARHay is layee dattay ussi ^ਮ !	ਓ ਕੈਨੇਡਾ, ਖੜੇ ਇਸ ਲਈ ਡਟੇ ਅਸੀਂ!	O Canada, That's why we stand on guard for thee!

THE END of the AERR and ASURANCE PLAN!