

**Annual Education and Childcare Assurance Measure Results
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

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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.

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.

Values

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

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 were an approved, accredited, and funded Level II Independent School (2001-02 to 20024-25) 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 a progressive and welcoming independent school that nurtures students' natural curiosity and supports the growth of every learner, socially, emotionally, and academically. We are committed to helping each student recognize and develop their unique strengths, while ensuring post-secondary education remains an exciting and achievable goal for every graduate. Our teachers and staff work collaboratively to celebrate different learning styles and empower each child to reach their full potential. Since 1999, our school has built a caring and secure environment where students can confidently focus on learning and personal growth. We encourage them to explore their identities with pride, rather than questioning whether the dominant culture should define them.



Headway students are guided to master the academic foundations and social skills needed to thrive, even when faced with influences that may not always support learning. We are proud of our close-knit community, where students, families, teachers, and leaders learn from one another and grow together. Respect for the values, beliefs, and perspectives of all is at the heart of our school culture. We strive to model compassion and partnership, creating a true family atmosphere. Our students understand that education trains the mind and shapes character — inspiring them to work hard, share generously, and praise God while living by the principles of Truth, Contentment, and Contemplation.

Headway School is also a pioneer in introducing Punjabi language and culture programming in a Kindergarten to Grade 12 setting across the Prairies. Our work has laid the foundation for three other schools that now offer similar programs. I am proud to have authored Alberta's first comprehensive Punjabi curriculum for independent schools and to have contributed to the provincial curriculum developed for public schools. Today, thousands of students have access to Punjabi language learning, with six public schools across the province now offering Punjabi as a second language thanks to this community-driven effort.

Respectfully in your service,

Jagwinder Singh Sidhu

Principal, Headway School



Our Partners

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 work closely with the Forest-Terrace Heights Community Garden. Our students, parents and teachers tend a garden plot where the fruits of their labour go to a non-profit food organization 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 (4 Year 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)- Art and Design -STEM/STEAM/STREAM



Accountability Statement

Headway School Accountability Statement:

The Education Plan for Headway School commencing September 1, 2025, 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 Principalship, 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 2025-28 was created and prepared with the help of our Associate Principals, Miss. A. Adamowicz and the following staff:

Mrs. M. Adamowicz, VP Jr./Sr. High School B. Noble, VP Elementary DIV I

Mrs. Deepali Medhekar, VP Jr./Sr. High
Science &. Math

The Board approved the AERR on December 3, 2025. AERR was submitted on December 4, 2025.

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

Signature:



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

Signature:



Fall 2025 Accountability Summary –Overall

Required Alberta Education and Childcare Assurance Measures

Overall Summary -Fall 2025

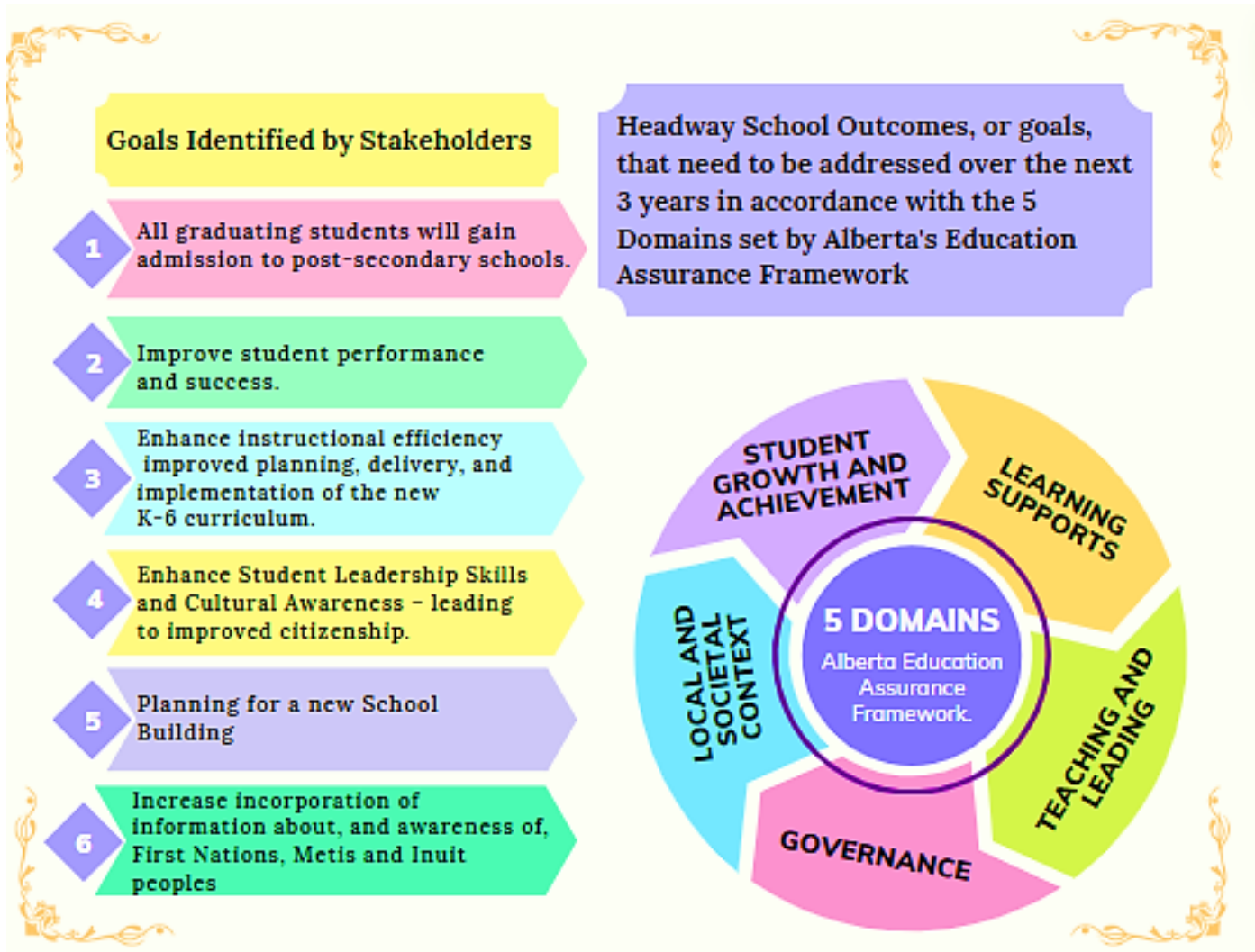
Authority: 0118 Headway School Society of Alberta

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	77.3	79.8	85.1	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	63.1	70.7	76.3	79.8	79.4	80.4	Very Low	Declined	Concern
	3-year High School Completion	94.5	80.7	74.5	81.4	80.4	81.4	Very High	Improved	Excellent
	5-year High School Completion	70.9	93.7	97.9	87.1	88.1	87.9	Very Low	Declined	Concern
	PAT9: Acceptable	65.1	47.0	42.5	62.5	62.5	62.6	Low	Improved	Acceptable
	PAT9: Excellence	9.9	3.8	2.4	15.6	15.4	15.5	Low	Improved	Acceptable
	Diploma: Acceptable	45.1	66.3	76.8	82.0	81.5	80.9	Very Low	Declined Significantly	Concern
	Diploma: Excellence	5.3	11.2	18.3	23.0	22.6	21.9	Very Low	Declined	Concern
Teaching & Leading	Education Quality	73.3	81.3	84.8	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.0	71.8	77.7	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	73.6	69.7	77.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	77.0	77.5	83.4	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.
 3. 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).
 4. 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.
 5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 7. 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.
- Caution should be used when interpreting these results.

2025-2028 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:

- Please visit the school website, <https://www.aaed.ca>, for posted results - Alberta Education and Childcare Assurances Measures Results for 2025



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 was a cause for concern. They were provided with coordinated support so they could someday graduate from high school.

Learning Supports:

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

Teaching and Leading:

A staff member, who was newly qualified conducted psycho-educational testing, helped 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 allowed the teachers to focus on developing better lessons and student accommodations.

Governance:

The Board of Headway School will continue to strive for the school to be a Junior KG, evening/weekend school for out of jurisdiction students to take cultural, arts and upgrading for all ages. The board will also shut down the regular programming for KG to Grade 12. Rest of the building will be rented to AAA Chartered school set up.

Local & Societal Context:

Since 2001, a parental expectation has been 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, and our programming had 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. ALL of the students currently enrolled in Grade 12 are going on to post-secondary studies. Headway School is closing with 229 graduates since 2008 and almost all went to post-secondary institutions.



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. We have adjusted our programming in high school to offer full year core subjects as half year and full year courses. By allowing our students the option to choose different completion rates has helped some students who find the semester courses too fast paced.



This year's Graduating class had their Conditional Acceptances to the Universities of their choice by November 01, 2024.



High School Completion Rate - Data Summary

Authority: 0118 Headway School Society of Alberta

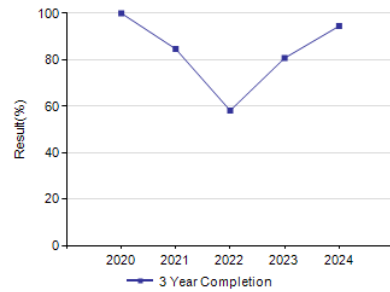
Province: Alberta

High School Completion Rate – Measure Details

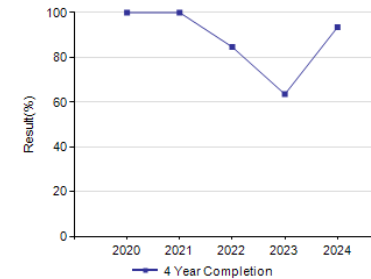
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	16	100.0	13	84.6	10	58.1	15	80.7	9	94.5	Very High	Improved	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	13	100.0	16	100.0	13	84.6	10	63.5	15	93.5	Very High	Maintained	Excellent	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	13	92.3	13	100.0	16	100.0	12	93.7	9	70.9	Very Low	Declined	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

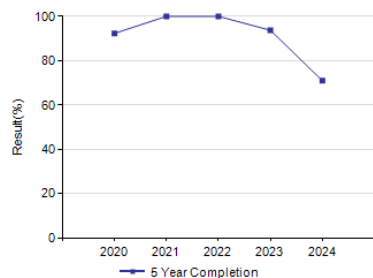
Graph of Authority Results



Graph of Authority Results



Graph of Authority Results



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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
Authority: 0118 Headway School Society of Alberta

Course	Measure	Headway School							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	38	68.4	45	63.8	50,053	64.1	59,230	67.4
	Standard of Excellence	High	Improved	Good	38	23.7	45	14.5	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Intermediate	Improved Significantly	Good	38	78.9	27	54.6	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	38	5.3	27	1.6	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Low	Improved	Acceptable	38	57.9	27	38.9	58,911	51.7	57,012	53.5
	Standard of Excellence	Intermediate	Improved	Good	38	15.8	27	3.2	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Intermediate	Improved	Good	38	68.4	27	47.5	59,453	68.6	57,692	66.9
	Standard of Excellence	High	Improved	Good	38	15.8	27	5.4	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very Low	Improved	Issue	38	55.3	27	31.8	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	38	2.6	27	0.0	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

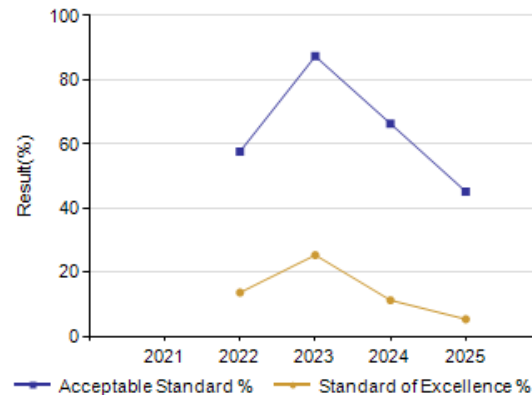
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Headway School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	23	23	27	31	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	57.6	87.3	66.3	45.1	Very Low	Declined Significantly	Concern	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	13.6	25.3	11.2	5.3	Very Low	Declined	Concern	n/a	18.2	21.2	22.6	23.0

Graph of Diploma Examination Results - Overall



Notes:

7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
9. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
10. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	Authority	n/a	n/a	57.1	0.0	81.8	0.0	88.9	0.0	50.0	0.0		
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9		
English Language Arts 30-2	Authority	n/a	n/a	66.7	33.3	90.0	40.0	76.5	0.0	66.7	25.0		
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3	99.4	23.0		
Mathematics 30-1	Authority	n/a	n/a	*	*	72.7	9.1	60.0	20.0	38.9	0.0		
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1		
Mathematics 30-2	Authority	n/a	n/a	*	*	100.0	50.0	46.7	6.7	40.0	0.0		
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3		
Social Studies 30-1	Authority	n/a	n/a	28.6	0.0	100.0	0.0	75.0	0.0	53.8	0.0		
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8		
Social Studies 30-2	Authority	n/a	n/a	*	*	*	*	*	*	*	*		
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3		
Biology 30	Authority	n/a	n/a	76.9	15.4	88.9	22.2	83.3	16.7	44.4	11.1		
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8		
Chemistry 30	Authority	n/a	n/a	63.6	9.1	88.9	33.3	75.0	37.5	27.3	9.1		
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6		
Science 30	Authority	n/a	n/a	n/a	n/a	88.9	55.6	61.5	23.1	46.2	0.0		
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2		

Notes:

11. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
12. "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.
13. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
14. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Headway School							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	18	50.0	10	85.4	35,845	85.3	32,247	83.9
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	10	0.0	35,845	10.9	32,247	10.3
English Language Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	12	66.7	14	83.2	21,398	85.6	18,166	85.9
	Standard of Excellence	Very High	Maintained	Excellent	12	25.0	14	20.0	21,398	11.3	18,166	12.8
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Acceptable Standard	n/a	Declined	n/a	18	38.9	11	66.4	22,680	77.8	20,399	73.1
	Standard of Excellence	n/a	Declined	n/a	18	0.0	11	14.5	22,680	37.1	20,399	32.0
Mathematics 30-2	Acceptable Standard	n/a	Declined	n/a	10	40.0	12	73.3	17,430	73.6	15,047	71.0
	Standard of Excellence	n/a	Declined	n/a	10	0.0	12	28.3	17,430	17.3	15,047	15.3
Social Studies 30-1	Acceptable Standard	Very Low	Declined	Concern	13	53.8	9	87.5	26,238	84.6	24,595	84.4
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	9	0.0	26,238	16.8	24,595	17.3
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	27,021	77.5	22,515	77.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	27,021	12.3	22,515	12.5
Biology 30	Acceptable Standard	Very Low	Declined	Concern	9	44.4	8	86.1	25,916	82.7	23,842	82.9
	Standard of Excellence	Low	Maintained	Issue	9	11.1	8	19.4	25,916	34.8	23,842	33.2
Chemistry 30	Acceptable Standard	Very Low	Declined Significantly	Concern	11	27.3	9	81.9	21,438	83.8	19,160	81.7
	Standard of Excellence	Very Low	Declined	Concern	11	9.1	9	35.4	21,438	40.6	19,160	37.5
Physics 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	11,366	85.6	9,598	83.7
	Standard of Excellence	*	*	*	4	*	n/a	n/a	11,366	43.6	9,598	41.5
Science 30	Acceptable Standard	Very Low	Declined	Concern	13	46.2	11	75.2	9,027	79.6	8,223	80.3
	Standard of Excellence	Low	Declined Significantly	Concern	13	0.0	11	39.3	9,027	26.2	8,223	23.9

Notes:

15. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
16. 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.
17. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
18. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Drop Out - Transition and Rutherford Rates - This was/is/will be Headway!

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	57	0.0	63	1.1	45	5.4	38	1.9	56	0.1	Very High	Improved	Excellent	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	1	*	1	*	1	*	4	*	1	*	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	13	84.1	16	100.0	13	78.9	10	59.6	15	89.8	Very High	Maintained	Excellent	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	11	100.0	13	83.8	13	92.6	16	100.0	12	100.0	Very High	Maintained	Excellent	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	14	92.9	11	100.0	8	87.5	13	84.6	11	81.8	Very High	Maintained	Excellent	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

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
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
2023	13	9	69.2	11	84.6	11	84.6	11	84.6
2024	11	9	81.8	8	72.7	8	72.7	9	81.8

These three measures are what we strive for. The fourth measure has been what the students will be doing after 5 years! All our 229 graduates except one are doing fine in life! One we cannot trace because he moved.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	88.8	17	76.5	349	76.9	241	67.6	25	76.0	Intermediate	Maintained	Acceptable	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	22	95.5	17	76.5	162	98.1	25	68.0	25	76.0	High	Maintained	Good	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	96	70.9	n/a	n/a	171	63.9	205	52.9	n/a	n/a	n/a	n/a	n/a	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	12	100.0	n/a	n/a	16	68.8	11	81.8	n/a	n/a	n/a	n/a	n/a	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

Notes:

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

20. The AECA 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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	33	97.6	15	86.7	177	90.0	39	78.8	24	66.7	Very Low	Declined Significantly	Concern	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	21	95.2	15	86.7	161	98.8	26	73.1	24	66.7	High	Declined Significantly	Issue	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	12	100.0	n/a	n/a	16	81.3	13	84.6	n/a	n/a	n/a	n/a	n/a	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

Teachers and students didn't take time out to do their part of the survey I think.



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. Since 2001, a parental expectation had been 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, and our programming had 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. ALL of the students currently enrolled in Grade 12 are going on to post-secondary studies. Headway School is closing with 229 graduates since 2008 and almost all went to post-secondary institutions.

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 were encouraged to participate in webinars on Jump Math.

Teaching and Leading:

New teachers to teach evenings and weekends for CTS, online, upgrading and tutoring will be hired.

Governance:

We are always trying to finetune our system of education. One last thing was teacher retention due to lack of funds. Headway School is closing with 229 graduates since 2008 and almost all went to post-secondary institutions.

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.

2

Improve student performance and success.

Measures of Success

Headway School has always insisted on continuous improvement in all aspects of instruction and operation of the school. Our Administration and Staff monitored all issues closely and tried to implement solutions and corrections as necessary. Stakeholder requests and inputs have 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.

Headway School is closing with 229 graduates since 2008 and almost all went to post-secondary institutions.

The pictures on the right features the students who participated in the Living History Museum Fair

Students from Grade 4 research and then present on a figure from Canadian History (Often, in costume). Students from across the other divisions visit their stalls and participate in interview like activities.



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 Living History Museum, writing competition, Math fair 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 allowed elementary teachers, who are generalists by training, to teach in their areas of strength. This improved 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 enabled teachers to be more concise and strategic in their planning. This also played an important role in teacher evaluation. N.B. Long Range Plans for K-6 were developed by a teacher committee. These plans were the platform for development of Unit, Pre-Unit and Daily Plans. An increased emphasis on effective formative assessment helped 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 provided enhanced supports to classroom teachers.

Teaching and Leading:

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

Governance:

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

Local & Societal Context:

Parents and community members understood and appreciated 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

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), improved teaching quality.

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

An increased emphasis on teacher use of effective formative assessment also improved student learning.

Teacher evaluations also showed an improvement in the quality of Daily, Unit and pre-Unit Plans. More teachers treated these plans as “living/working documents” that included accommodations for student needs and adaptation when new situations and potential crises arose. Teacher Professional Development and Growth plans reflected 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 accurately reflected 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.



Literacy Results – Fall 2025

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	6	n/a	n/a	n/a
2	34	LENs	9	n/a	n/a	n/a
3	31	CC3	18	n/a	n/a	n/a

Numeracy Results – Fall 2025

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	0	n/a	n/a	n/a
2	39	Numeracy	23	n/a	n/a	n/a
3	31	Numeracy	18	n/a	n/a	n/a
4	32	Numeracy	12			

Key Insights

There has not been as much growth in some grades as we would have liked. Some grades saw an increase in at risk students. Some of this may be due to the higher number of student enrollments. 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 used the approved assessment tools provided by Alberta Education to complete its assessments. For literacy, these included 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 provided 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, tested each student and created a programming plan based on their individual needs. These plans and associated work were shared with the EAs so that each student received some targeted help each day of the week from someone on the team. Each student received a homework package so the parents could help them at home as well. Finally, two staff members were trained to perform high level special needs assessments. This combined with our partnership with Khan Communications allowed us to identify students with additional learning disabilities.

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										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	91.8	17	73.5	354	87.7	249	71.8	25	67.0	Very Low	Declined	Concern	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	22	92.6	17	73.5	163	98.5	26	73.5	25	67.0	Very Low	Declined	Concern	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	97	82.7	n/a	n/a	175	70.1	210	55.6	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	11	100.0	n/a	n/a	16	94.6	13	86.4	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	89.7	17	79.3	353	84.7	246	69.7	25	73.6	Very Low	Maintained	Concern	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	22	86.4	17	79.3	163	98.9	26	66.4	25	73.6	Intermediate	Maintained	Acceptable	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	97	82.7	n/a	n/a	174	72.6	207	57.7	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	11	100.0	n/a	n/a	16	82.5	13	85.0	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	34	94.0	17	80.0	178	93.9	39	85.3	24	59.1	Very Low	Declined Significantly	Concern	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	22	88.1	17	80.0	162	98.4	26	74.5	24	59.1	Intermediate	Declined Significantly	Issue	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	12	100.0	n/a	n/a	16	89.3	13	96.0	n/a	n/a	n/a	n/a	n/a	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

Student Growth and Achievement:

The students learned about the importance of their culture and about others as well. The Sikh Studies courses were in place so the students could 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 endeavoured to instill this in our students so they could become good citizens of "Mother Canada". Through participation in the School Spirit Program, interested students were able to contribute ideas, artwork, decorations, etc., and helped to organize cultural events that enhanced learning experiences and promoted positive development of school culture as well as good citizenship.

Learning Supports:

The school Administration Team and teachers supported and mentored/coached the students participating in the School Spirit Program as they developed programs and projects that enhanced learning and student life at Headway School.

They helped 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 were 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 were able to take on mentorship roles as the students went through the process of becoming good Canadian citizens. Working with these students was much more collaborative than teaching in a classroom and required the teachers to develop new approaches and skills.

Governance:

Board members supported the Punjabi Language and Cultural Program, the Sikh Studies courses in grades 7-12. The Board and PAC supported the School Spirit Program in many ways. The Board and PAC members were called upon for advice and actively promoted 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.

4

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 our community's three wonderful schools that teach Punjabi. As long as parents were 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 provided a safe and caring environment, they will continue to enroll their children in the cultural schools and support the community programs.

Another aspect of this measure of success was 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, Joorha, or Dastar, Kara and Kirpan) by a majority of the students. This was always kept at the top, it was Headway School's primary *raison-d'etre* for 24 years..

Exhibitions of pride in being Canadian, and participation in mainstream Canadian organizations such as Cadets, Scouting, and other similarly empowering organizations also indicated 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 was the success of the School Spirit Program. Had the students either refused to participate in the program or failed to produce any useful or tangible evidence of positive activities, it would have been obvious that the Administration and teachers needed to investigate and probably modify their approach (es). But it all worked out fine. 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.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	33	90.2	17	85.5	179	87.2	39	77.5	24	77.0	Intermediate	Maintained	Acceptable	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	22	82.4	17	85.5	163	96.1	26	78.1	24	77.0	Very High	Declined	Good	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	11	98.0	n/a	n/a	16	78.2	13	76.8	n/a	n/a	n/a	n/a	n/a	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	88.6	17	74.1	354	84.2	248	70.7	25	63.1	Very Low	Declined	Concern	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	22	87.0	17	74.1	163	98.0	26	71.4	25	63.1	Low	Declined	Issue	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	97	78.8	n/a	n/a	175	65.9	209	55.0	n/a	n/a	n/a	n/a	n/a	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	11	100.0	n/a	n/a	16	88.6	13	85.7	n/a	n/a	n/a	n/a	n/a	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Student Growth and Achievement:

Headway School needs to go into a different direction. The Board of Headway School will continue to strive for the school to be a Junior KG, evening/weekend school for out of jurisdiction students to take cultural, arts and upgrading for all ages. The board will also shut down the regular programming for KG to Grade 12. Rest of the building will be rented to AAA Chartered school set up. However Headway School does own land and a building and will try to make a building for the future who knows what may come!

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. Many 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 were aware of who the FNMI peoples are, their history and how they contribute to the fabric of Canadian society. The studied the cultures and history of the FNMI peoples and their issues in contemporary Canadian society which helped our students to understand the history of Canada and its multicultural makeup.

Learning Supports:

Teachers incorporated new instructional materials and supports as they became available. Teachers also included 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 supported visits and cultural exchanges by, and with, FNMI representatives. The cultural exchange was beautiful.

Governance:

Board support all of these activities. School staff, parents and children were all thankful for that.

Local & Societal Context:

Parents and community members understood and appreciated the cultural exchanges and learning activities.

Professional Institution Context:

It took 20 hardworking developers, professors, cab drivers, teachers, retired people, factory workers and truck drivers to start a dream that I had. 24 years after what a dream. Headway School graduated 229 students. ALL but two aren't where they should be. One went after easy life at faculty of engineering NAIT and other one we are unable to trace.

The biggest achievements were to establish a brand 'HEADWAY'; accomplished. 227 graduates did it. Not any hot air.

Headway School got a building; got accomplished and paid off the loans.

Got a lot and paid it off!

Some breakways went for a charter school and Headway decided to to support that endeavour; That was accomplished in 2025 as AAA!

Next goal is to put a PPP building on 38 Street NW and 38 Avenue NW by September 2027.

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 included such things as successful cultural exchanges and visits by elders and other FNMI representatives. Beyond these successful encounters, our students demonstrated awareness of the cultures and histories of the FNMI peoples as depicted in the program of studies.

It was expected that our students would see, more clearly, the FNMI cultures in the context of the Canadian multicultural society. This was demonstrated in assessments developed for the various subjects in the program of studies.

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

ਵਾਹਿਗੁਰੂ

Waheguru (*vāhigurū*)
- *Wonderful God/Lord*

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



Financial Report

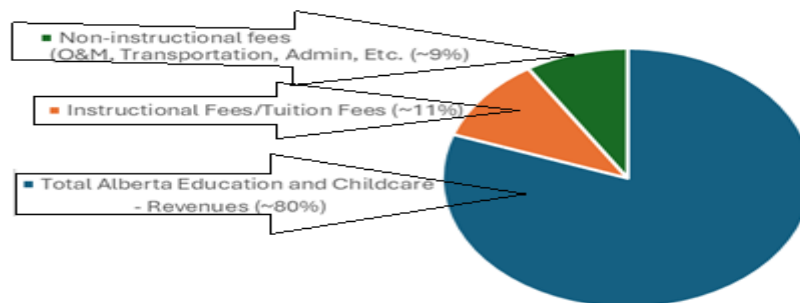
Our finances for the 2025-26 school year are going to be different. Our source of income will be from gym, portable an school rental. We are closing as a fulltime school.

For 24 years it was a 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. Our budget seems to be on the low end but as we need supplies for students or bus repairs, we don't hold back.

Headway School - AERR 2024-25	AFS 2025	Budget 2025	AFS 2024*
REVENUES			Restated Note-16
Alberta Education and Childcare (Excluding Home Ed)	\$3,111,435	\$2,766,848	\$2,853,708
Alberta Education and Childcare - Home Education	\$0	\$0	\$0
Total Alberta Education and Childcare - Revenues	\$3,111,435	\$2,766,848	\$2,853,708
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	\$407,487	\$344,990	\$380,815
Non-instructional fees (O&M, Trans., Admin, Etc.)	\$346,938	\$84,850	\$223,575
Other sales and services	\$0	\$35,000	\$44,890
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$0	\$0	\$0
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$39,429
Total Revenue	\$3,865,860	\$3,231,688	\$3,542,417

Note: *Input (Restated) in Budget 2025 and/or AFS 2024 column headings where comparatives are not taken from the respective finalized 2024/2025 Budget Report and/or finalized 2023/2024 Audited Financial Statements.

Revenues 2024-2025

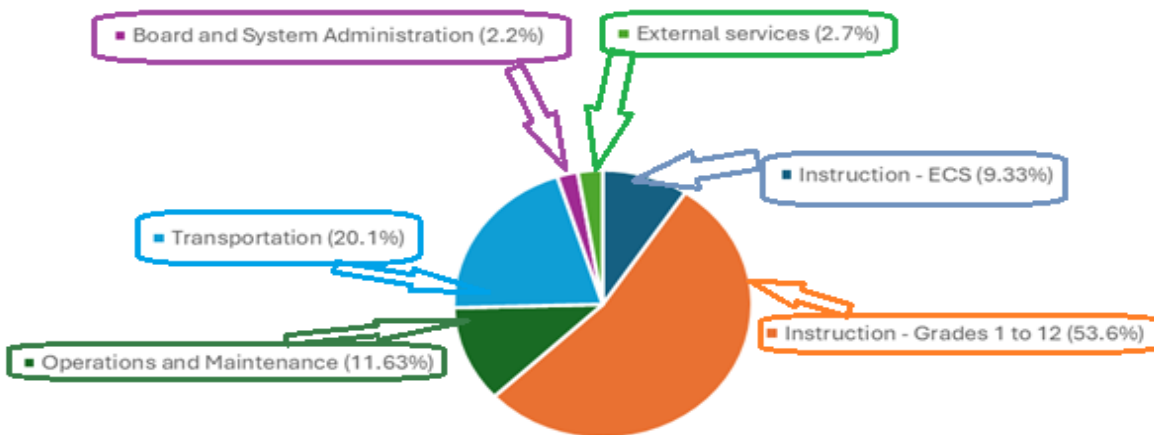


Headway School - AERR 2024-25	AFS 2025	Budget 2025	AFS 2024*
Expenses			Restated Note-16
Home Education	\$0	\$0	\$0
Instruction - ECS	\$335,959	\$252,750	\$244,393
Instruction - Grades 1 to 12	\$1,930,112	\$1,481,490	\$1,775,465
Operations and Maintenance	\$418,920	\$381,385	\$422,877
Transportation	\$737,025	\$905,950	\$823,475
Board and System Administration	\$80,680	\$0	\$57,241
External services	\$96,881	\$0	\$94,000
Total Expenses	\$3,599,577	\$3,021,575	\$3,417,451
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$266,283	\$210,113	\$124,966

Note: *Input (Restated) in Budget 2025 and/or AFS 2024 column headings where comparatives are not taken from the respective finalized 2024/2025 Budget Report and/or finalized 2023/2024 Audited Financial Statements.

Instruction - ECS (9.33%)	9.33%	\$335,959
Instruction - Grades 1 to 12 (53.6%)	53.62%	\$1,930,112
Operations and Maintenance (11.63%)	11.64%	\$418,920
Transportation (20.1%)	20.47%	\$737,025
Board and System Administration (2.2%)	2.24%	\$80,680
External services (2.7%)	2.70%	\$96,881
Total Expenses	100.00%	\$3,599,577
Total Alberta Education and Childcare - Revenues	80%	\$3,111,435
Instructional Fees/Tuition Fees	11%	\$407,487
Non-instructional fees (O&M, Transportation, Admin, Etc.)	9%	\$346,938
Total Revenue	100%	\$3,865,860

Expenses 2024-2025





Summary of Financial Results

Revenues:

Alberta Education and Childcare (Excluding Home Education) increased by \$257,727 - Increase is due mainly to ECS Instruction, Instruction Grades 1 to 12, Operations and Maintenance, Transportation, and Board and System Administration and other such as increase in enrollment, gym rental or room rentals on weekends. Fees for instructional and transportation were also increased minutely. We had no Sales of Services and Products, Investment Income

Expenses:

Most of the increased expenses were due to more teachers and salary raise. Operations and Maintenance, transportation actually decreased. Board and Administration and External Services slightly increased.

Budget Process:

The 2025-2026 school year marks the first year of Alberta advance Academy and 2024-2025 was the last year of budgeting for Headway School. We are planning for the continuous growth as our waiting lists have increased enormously. . Our treasurer, assistant treasurer and principal share the AFS when planning the next year. They believe in not fixing what isn't broken. Information, and recommendations from the school financial unit mentioned above, community and our accounting firm was weighed for the budget. We always budget for minimum but do not shy away from expenses when they do come up.

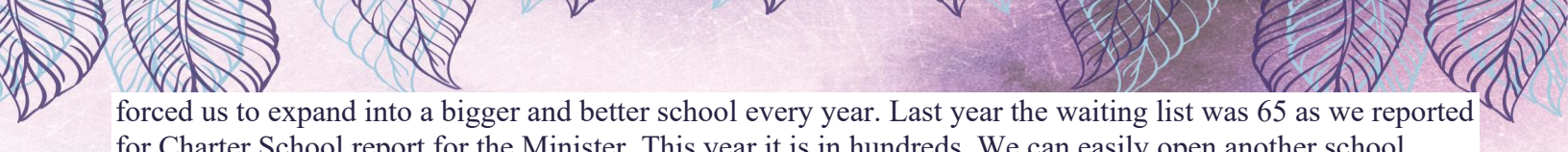
- We proceed with basic farmer's economics to stay on the plus side and review current educational developments to move forward.
- We review all our Foundational Statements and stay away from bells and whistles. We stay with what works and what minimums we need.
- We assess the provincial budget, the supporting Alberta Education and Childcare Funding Manual rates, and Alberta Education and Childcare's goals.
- We determine our enrolment projections.
- We set Division priorities to align with our educational and cultural goals and the goals set out by the province.
- We determine our centralized supports and department requirements.
- We ensure there is maximum support for students in the classroom by keeping 1:20 ratio.
- We determine, assess, and review our budget assumptions throughout our budget preparation.
- We present our completed budget to the Board for approval at a public meeting.

Key Strategies

The key strategies that guide the Division in the development and implementation of the budget include:

- Ensure the effective and efficient use of Board resources meeting the needs of the students, staff, the community and the government.
 - Strategically allocating resources to classrooms and core educational support areas ensuring the enhancement of the learning experience for staff and students.
 - To make sure we meet the two targets of 100% graduation in 3 years and 100% post secondary admissions.
- We are effectively managing our resources. We collaborate with other businesses, agencies community agencies to address student needs and manage the use of public resources. Our funds at 40% of the total demand that we become creative.

Few of our results from related local measures are what our institution is all about. We like the 100% graduating rate, for fulltime students, in 3 years. We love the 100% post secondar rate for our fulltime students also. The third measure can not be measured because it has to do with the quality of a human being leaving our grade 12 and representing their parents, school and community superbly out in the society. What backs up these three local measures is that we have always had a 'waiting list' since September 2001 which



forced us to expand into a bigger and better school every year. Last year the waiting list was 65 as we reported for Charter School report for the Minister. This year it is in hundreds. We can easily open another school which means our short list of school measures is very popular.

What we lack in funding is fixed by the following agencies by guiding us, giving us good deals, giving our achievers with certificates and trophies or teaching children with in school or out of school field trips.: Sri Guru Singh Sabha, Milwoods Gurdwara, The Villa by Nerval Banquet & Conference Centre, Khan Communication, Pizza 73, Choice for Parents, Navy Cadet League, Power School, Class Dojo, Google Classroom, Bouncy Planet, TELUS World of Science, Launch Pad, Snow Shoeing Inc., Vertically Inclined Rock Gym, Bowling Plaza, Ottwell Curling, Art Museum, Legislature Building, Ukrainian Cultural Museum Edmonton, Edmonton Public Library, Alberta Sense of Land, Social Studies by Teacher's PET

Audited Financial Statements for the Year Ended August 31, 2025

Further information regarding the financial standing of the Division, including copies of audited financial statements, is available by contacting:

Jay Hur Professional Corporation

#3 - 103, 11129-83 Avenue

Fort Saskatchewan, AB

T8L 3T9

This report and our full financial report is visible on

<https://www.aaaed.ca>



Timelines and Communication

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

Additional Comments

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

The Board of Headway School will continue to strive for the school to be a Junior KG, evening/weekend school for out of jurisdiction students to take cultural, arts and upgrading for all ages. The board will also shut down the regular programming for KG to Grade 12. Rest of the building will be rented to AAA Chartered school set up.

We are letting people know that our stage one of our mission has been accomplished, and that we are trying to educate them that there are many social agendas left to be done in the community. 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.

Strategies

We still have an 'open door' policy for the specific community and community at large.

- 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.

Future Challenges

We are in the process of redefining ourselves. school to be a Junior KG, evening/weekend school for out of jurisdiction students to take cultural, arts and upgrading for all ages. We will add a University, Seniors' home, and a Professional and Businessmen's club for the community, to fulfill our dreams. It was a good ride for 24 years as a full school. You can see the 18 graduating classes.

25

H E A D W A Y S C H O O L

Yr#	Year OF Grad	U of Alberta	MacEwan U	Concordia U	Kings College U	U of Calgary	Mt. Royal U	NAIT/SAIT	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
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	2	7	0	0	0	0	7	1	0	1	18
19	2026											
20	2027											
Total		48	100	5	2	1	2	35	20	14	1	229
21	2028											
22	2029											
23	2030											
24	2031											
25	2032											
Total												

If there are any corrections, then please send them to jss@shaw.ca



Capital and Facility Planning

Capital and facility school projects at Alberta Advance Academy are at the Pre-Planning stage. We have planned to, build, and modernizing educational infrastructure, largely driven by student enrollment trends, building safety, and 3-year capital plans. We would like to refurbish our existing school, by available schools from the government, and build on at 38th Avenue and 38th Street NW where land is available as a PPP. We have also asked for two portables in our 3 year capital plan, When focusing on creating safe, sustainable, and flexible learning environments, often addressing significant deferred maintenance we have planned to change all of our entrances.

In our 3-Year Capital Plan we hope that our provincial government identifies and prioritizes us for new construction, modernization, and replacement. We definitely want to have anew building as stated in our 10-Year Facilities Plan. For us our top priority is student health/safety, expanding capacity for enrollment growth, and reducing deferred maintenance in aging schools.

Our challenges are Capacity Solutions and proximity to the feeding community. For a new building we have an institution with 3 acres, who want Joint Partnership.

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 is aware of the fact that 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 2024-2025.

The specific document for this, Headway School Policy #21, is available on our www.headwayschool.org and www.aaaed.ca

Resources

Performance Measurement and Reporting Branch. Fall, 2025. 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 and Provincial Reports

Please visit the school website (<https://www.headwayschool.org/>) for posted results - Alberta Education and Childcare Assurances Measures Results for 2025

Headway School will not function as a regular school for KG to Grade 12 students. That role has been taken over by Alberta Advance Academy 2750/2751 with the same building, rooms, teachers and materials.

Headway School 0118/1008 will operate Preschool known as Headway Jr. KG Program and Grades 10-11-12 online and in person upgrading.

On behalf of Headway School we thank all of the Education Ministers, Managers, Parents, students, well-wishers and AISCA for bringing us this far.

Not the end!

This is just the beginning!