

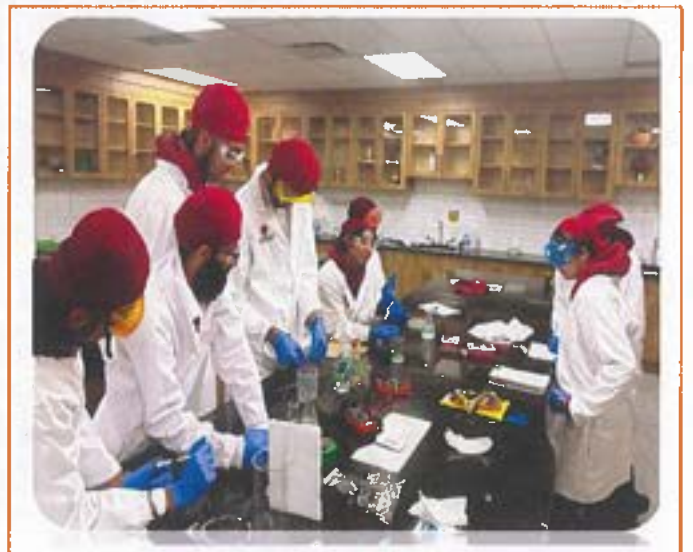
Gobind Sarvar School  
Calgary, Alberta

[www.gscalgary.com](http://www.gscalgary.com)



## Mission Statement

**Inspiring students to become authentic life-long learners by providing a safe, nurturing environment focused on inquisitive thinking, self-exploration, and holistic growth.**



# ANNUAL EDUCATION RESULTS REPORT 2023/2024

**Foundation of tomorrow's beautiful humanity is being built with HIS grace**

## GOBIND SARVAR SCHOOL CALGARY

**AUTHORITY NAME: GOBIND MARG CHARITABLE TRUST FOUNDATION**

### **SCHOOL COMMITTEE MEMBERS**

CHAIRPERSON: MR. SARBJIT SINGH BASSI

VICE CHAIR – MR. HARBANS SINGH GILL

TREASURER - MR. SUKHPAL SINGH KHERA

SECRETARY - MR. MANJIT SINGH VIRK

SECRETARY ASSISTANT – MR. GURVINDER SINGH BHINDER

### **Accountability Statement:**

The Annual Education Results Reports for the 2023/2024 school year for Gobind Marg Charitable Trust Foundation was prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Private Schools Regulation and the Ministerial Grants Regulation*. The Board is committed to using the results reported in the report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and become contributing members of society.

**The Annual Education Results Report for the 2023/2024 school and the budget for the past year was approved by the Board on November 28, 2024.**

**Signature of the Chairperson:** \_\_\_\_\_



## **Foundation Statement:**

**Motto:** Today's Learner...Tomorrow's Guide

**Vision:** Foundation of tomorrow's beautiful humanity is being built with HIS grace!

**Mission Statement:** Inspiring students to become authentic life-long learners by providing a safe, nurturing environment focused on inquisitive thinking, self-exploration, and holistic growth.

**Our School Values:** Gobind Sarvar School has a unique character education program. We teach our students the *Eight Core Values of Sikhi*. Core values are based on the teachings of Gurbani.

**School's Profile:** Gobind Sarvar School Calgary is a private accredited school, opened in August 2017 by the Gobind Marg Charitable Trust Foundation. At Gobind Sarvar, we follow the curriculum set out by Alberta Education. Our main focus is to enhance students' knowledge of the core subject areas, as well as enhance each student's insight and understanding of Sahib Shri Guru Granth Sahib's (Sikh Holy Scripture) teachings, Sikh values and language.

### **At Gobind Sarvar, we believe in:**

- supporting students in the construction of their own "knowledge and process bank" through an inquiry approach to discovering, exploring, and problem solving.
- providing students with the tools, confidence and encouragement they need to succeed in our ever-changing "Global Village".
- sustaining and promoting high quality personal, educational and moral standards.
- utilizing today's technology to build a foundation to exceed tomorrow's expectations.
- inspiring students to follow Sahib Shri Guru Granth Sahib Ji's teachings and stay connected to their Sikh heritage.
- strengthening the links between Family, School, Gurdwara and Community.

### **Philosophy and Approach to Teaching:**

- Our philosophy is to create lifelong learners and as such to foster this we believe in using an inquiry method. Lessons are guided by student's curiosity, engagement and questions. We believe in extending consciousness through inquiry approaches along with Gurbani (hymns) and Gurmat Sangeet curriculum.
- At Gobind Sarvar, we believe that the external as well as internal spiritual growth is important.

### **Local Data collection – This is how the data was collected for the AERR Report:**

- Parent Surveys are held twice a year!
- Feedback is obtained through PAC meetings by doing focus group discussions
- PLC meetings are held several times throughout the year with teachers by the learning leaders and the administration.
- Student surveys and teacher surveys take place twice a year

- Student focus groups – Division 1 groups meets with their Vice Principal, Div. 2/3/4 focus groups meet with their vice principal, several times throughout the year.
- “Pizza with the Principal” takes place throughout the year which allows to create a casual environment for students to share and comment on what is going well and what areas require our attention!
- “Worry box” for the students, allows the students to share their worries anonymously.
- Feedback table is set up for parents to provide feedback during parent teacher conferences.
- Open door policy – parents share their concerns/feedback through emails and by meeting with the admin at the end of the day when possible, through PAC and scheduled meetings
- Our school attends various events throughout the year where we get to obtain feedback from the community councils and MLAs.
- Board meetings are held once per month to obtain feedback.

## Alberta Education Assurance Measures – Overall Summary

School: 2479 Gobind Sarvar School Guru Nanak Gate Campus

| Assurance Domain               | Measure   | Gobind Sarvar School Guru Nana |                  |                     | Alberta        |                  |                     | Achievement |
|--------------------------------|---|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|-------------|
|                                |   | Current Result                 | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average |             |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>   | 89.8                           | n/a              | n/a                 | 83.7           | 84.4             | 84.8                | n/a         |
|                                | <a href="#">Citizenship</a>   | 79.8                           | n/a              | n/a                 | 79.4           | 80.3             | 80.9                | High        |
|                                | <a href="#">3-year High School Completion</a>   | n/a                            | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a         |
|                                | <a href="#">5-year High School Completion</a>   | n/a                            | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a         |
|                                | <a href="#">PAT8_Accentable</a>   | 97.1                           | n/a              | n/a                 | 68.5           | 66.2             | 66.2                | Very High   |
|                                | <a href="#">PAT8_Excellent</a>  | 31.4                           | n/a              | n/a                 | 19.8           | 16.0             | 16.0                | Very High   |
|                                | <a href="#">PAT9_Accentable</a>   | 77.0                           | n/a              | n/a                 | 62.5           | 62.8             | 62.6                | High        |
|                                | <a href="#">PAT9_Excellent</a>  | 9.0                            | n/a              | n/a                 | 16.4           | 15.5             | 15.5                | Very Low    |
|                                | <a href="#">Diploma_Accentable</a>  | 71.8                           | n/a              | n/a                 | 81.5           | 80.3             | 80.3                | Low         |
|                                | <a href="#">Diploma_Excellent</a>   | 23.1                           | n/a              | n/a                 | 22.6           | 21.2             | 21.2                | High        |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 90.1                           | n/a              | n/a                 | 87.8           | 88.1             | 88.6                | Very High   |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 83.6                           | n/a              | n/a                 | 84.0           | 84.7             | 85.4                | n/a         |
|                                | <a href="#">Access to Supports and Services</a>                                       | 86.2                           | n/a              | n/a                 | 79.9           | 80.6             | 81.1                | n/a         |
| Governance                     | <a href="#">Parental Involvement</a>  | 92.8                           | n/a              | n/a                 | 79.6           | 78.1             | 78.9                | Very High   |

School: 2174 Gobind Sarvar School

| Assurance Domain               | Measure   | Gobind Sarvar 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 | <a href="#">Student Learning Engagement</a>   | 88.6                 | 89.5             | 90.8                | 83.7           | 84.4             | 84.8                | n/a                | Improved    | n/a       |
|                                | <a href="#">Citizenship</a>   | 81.8                 | 88.0             | 68.6                | 79.4           | 80.3             | 80.9                | Very High          | Maintained  | Very High |
|                                | <a href="#">3-year High School Completion</a>   | n/a                  | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a         | n/a       |
|                                | <a href="#">5-year High School Completion</a>   | n/a                  | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT8_Accentable</a>   | n/a                  | 92.0             | 92.0                | 68.5           | 66.2             | 66.2                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT8_Excellent</a>  | n/a                  | 20.0             | 20.0                | 19.8           | 16.0             | 16.0                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9_Accentable</a>   | n/a                  | 83.0             | 83.0                | 62.5           | 62.6             | 62.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9_Excellent</a>  | n/a                  | 16.0             | 16.0                | 18.4           | 15.5             | 15.5                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma_Accentable</a>  | n/a                  | n/a              | n/a                 | 81.5           | 80.3             | 80.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma_Excellent</a>   | n/a                  | n/a              | n/a                 | 22.6           | 21.2             | 21.2                | n/a                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 89.0                 | 91.1             | 92.2                | 87.8           | 88.1             | 88.6                | High               | Maintained  | Good      |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 96.3                 | 87.6             | 89.1                | 84.0           | 84.7             | 85.4                | n/a                | Improved    | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 78.6                 | 87.0             | 88.2                | 79.9           | 80.6             | 81.1                | n/a                | Declined    | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>  | 73.9                 | 88.4             | 88.8                | 79.6           | 79.1             | 78.9                | Low                | Declined    | None      |

## Domain: Student Growth and Achievement

**Student Learning Engagement** – The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

### Student Learning Engagement – Measure Details

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school |           |     |      |       |      |      |      |      |      |      |                    |             |         |      |     |         |      |         |      |         |      |         |      |
|--|-----------|-----|------|-------|------|------|------|------|------|------|--------------------|-------------|---------|------|-----|---------|------|---------|------|---------|------|---------|------|
|  | Authority |     |      |       |      |      |      |      |      |      | Province           |             |         |      |     |         |      |         |      |         |      |         |      |
|  | 2020      |     | 2021 |       | 2022 |      | 2023 |      | 2024 |      | Measure Evaluation |             |         | 2020 |     | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|  | N         | %   | N    | %     | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N    | %   | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall  | n/a       | n/a | 154  | 96.5  | 188  | 92.1 | 327  | 89.5 | 447  | 89.9 | n/a                | Maintained  | n/a     | n/a  | n/a | 230,966 | 85.6 | 249,740 | 85.1 | 257,214 | 94.4 | 265,079 | 83.7 |
| Parent   | n/a       | n/a | 15   | 100.0 | 15   | 95.6 | 36   | 91.7 | 45   | 94.2 | n/a                | Maintained  | n/a     | n/a  | n/a | 30,994  | 89.0 | 31,694  | 88.7 | 31,862  | 87.3 | 33,209  | 86.7 |
| Student  | n/a       | n/a | 119  | 91.1  | 151  | 86.7 | 251  | 78.6 | 356  | 76.9 | n/a                | Declined    | n/a     | n/a  | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 |
| Teacher  | n/a       | n/a | 20   | 98.3  | 22   | 93.9 | 40   | 98.3 | 45   | 98.5 | n/a                | Maintained  | n/a     | n/a  | n/a | 30,173  | 96.0 | 30,944  | 95.5 | 32,323  | 95.1 | 32,047  | 95.1 |

**Comment on the Results:** In terms of student learning engagement, the results for each respondent group are higher than those of the province. At Gobind Sarvar, we continue to use a wide variety of teaching strategies to enhance and improve students' academic skills. Overall, parents, students and teachers are satisfied with the literacy and numeracy students are learning at school. According to the teachers we are doing really well in this area as they're seeing the number of approaches being taken to improve and strengthen students' academic skills.

**Analysis of the Data:** After carefully examining the "Student Learning Engagement Details" data, it has been noticed that the percentage of students (Grades 7 to 9) finding core subjects interesting have declined significantly as compared to the previous school year as seen in the data shown below.

### Students Grade 7 to 9 Student Engagement Data:

|  |      |    |    |    |    |    |   |    |
|--|------|----|----|----|----|----|---|----|
| The language arts I am learning at school is interesting to me | 2021 | 57 | 42 | 53 | 4  | 0  | 2 | 95 |
|  | 2022 | 57 | 30 | 61 | 2  | 5  | 2 | 91 |
|  | 2023 | 66 | 27 | 47 | 17 | 8  | 2 | 74 |
|  | 2024 | 69 | 17 | 38 | 33 | 10 | 1 | 55 |
| The mathematics I am learning at school is interesting to me   | 2021 | 57 | 47 | 42 | 5  | 0  | 5 | 89 |
|  | 2022 | 57 | 42 | 47 | 7  | 2  | 2 | 89 |
|  | 2023 | 65 | 25 | 51 | 17 | 3  | 5 | 75 |
|  | 2024 | 69 | 22 | 43 | 29 | 3  | 3 | 65 |
| The science I am learning at school is interesting to me       | 2021 | 56 | 71 | 25 | 4  | 0  | 0 | 96 |
|  | 2022 | 57 | 61 | 35 | 2  | 2  | 0 | 96 |
|  | 2023 | 66 | 35 | 45 | 9  | 9  | 2 | 80 |
|  | 2024 | 68 | 35 | 46 | 15 | 3  | 1 | 81 |

|   |      | N  | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % | Don't Know % | Top 2 Box % |
|---|------|----|------------------|---------|------------|---------------------|--------------|-------------|
| The social studies I am learning at school is interesting to me | 2021 | 57 | 56               | 39      | 5          | 0                   | 0            | 85          |
|   | 2022 | 57 | 44               | 44      | 4          | 7                   | 2            | 88          |
|   | 2023 | 67 | 33               | 45      | 13         | 7                   | 1            | 78          |
|   | 2024 | 68 | 19               | 40      | 31         | 9                   | 1            | 59          |

It has been observed that, for students in grades 7 to 9, the percentage of those finding math, language arts, and social studies interesting has dropped significantly. This decline may be attributed to the recent hiring of new teachers. To address this issue, it is essential that we develop a comprehensive plan to provide more support to these teachers.

This year, we have taken proactive steps to improve the support structure by creating a dedicated administrative team. The team will focus on observing classrooms more frequently and building strong relationships with teachers, ensuring they feel comfortable seeking guidance and sharing feedback. Additionally, more Education Assistants (EAs) have been hired to assist in the classrooms, providing extra support where needed.

In collaboration with the Renfrew team, therapists are offering universal sessions aimed at equipping teachers with effective strategies to manage students with behavioral challenges. Furthermore, we have hired a school counselor to provide additional support to both teachers and students.

This increased support is crucial, as it will allow teachers to concentrate on designing engaging lessons and creating a positive learning environment for students. As part of our three-year plan, we will set specific goals focused on renewing students' interest in core subjects such as math and language arts. Teacher training and mentorship programs will be prioritized by the administrative team to ensure ongoing professional development and sustained improvement in the classroom.

**We will continue to do the following to increase student learning engagement:**

- This year, we have continued our investment in **Mathletics**, an online program that students find highly engaging. Mathletics enhances students' understanding of math concepts, builds their confidence in tackling problems on tests, and provides opportunities for them to challenge their thinking through problem-solving and reasoning questions. Additionally, the program rewards students' progress with points and certificates, motivating them to continue their learning journey.

- **Diagnostic math assessments** have been in place since 2022 to track student progress and identify those who are functioning at or above grade level, as well as those who may benefit from additional support. To reduce test anxiety, we have shifted from end-of-year exams to **end-of-term assessments** for Junior High students. With three terms in the academic year, this allows for more manageable and focused evaluations of student progress.

- **Learning leaders** from each grade level meet regularly with their teams to discuss student progress and address any challenges. Teachers continue to use their **Professional Learning Community (PLC) meetings** to analyze assessment data and student feedback. This collaborative approach enables them to identify difficult topics and determine where students need extra support.

- For **high school students**, we recognize the importance of addressing individual learning needs. To provide extra support, we offer additional assistance during math classes and host an **after-school math club**. This club offers students the opportunity for personalized help, ensuring that those who are struggling can receive the support they need to succeed.

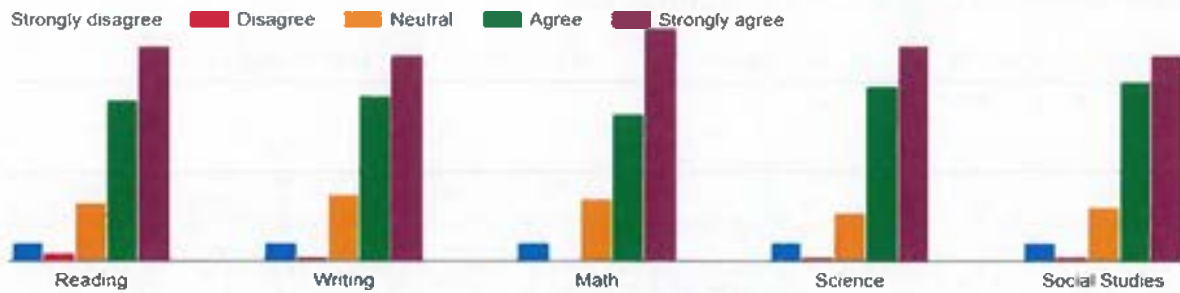
**English Language Arts:** Reading continues to be a priority at Gobind Sarvar School. We participate in a number of assessments throughout the year such as the F&P and the Lens/CC3 tests to monitor our students' progress. Please see the Education Plan posted on the school website to see the number of steps being taken in this area to improve/strengthen students' literacy skills.

**Local Data obtained by parents through Surveys – Parents feedback is very important to us and therefore parent surveys are held twice each school year.**

**Kindergarten to Grade 3:**

Gobind Sarvar is doing an excellent job teaching these subjects:

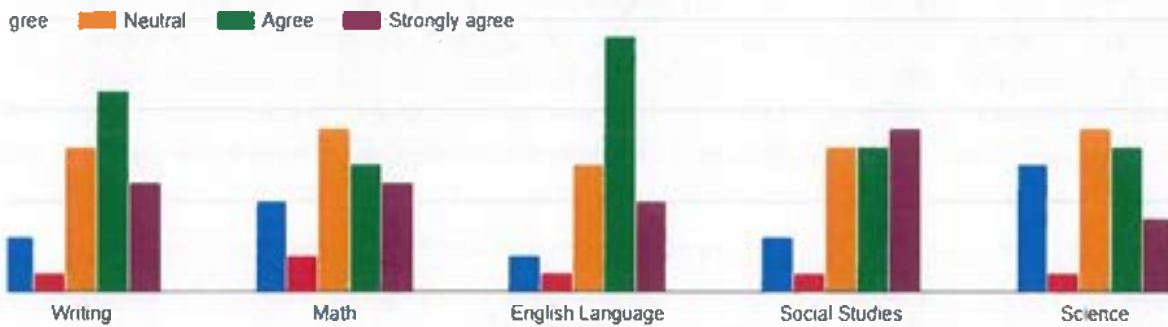
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**Junior high Parent Survey Results:**

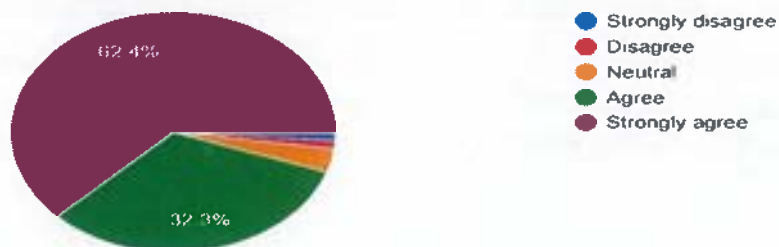
Gobind Sarvar is doing an excellent job teaching these subjects:

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A variety of activities are planned at school to enhance student learning like Science Fair, Spelling Bee Contest, Pi Day, Pink Shirt Day and Field trips.

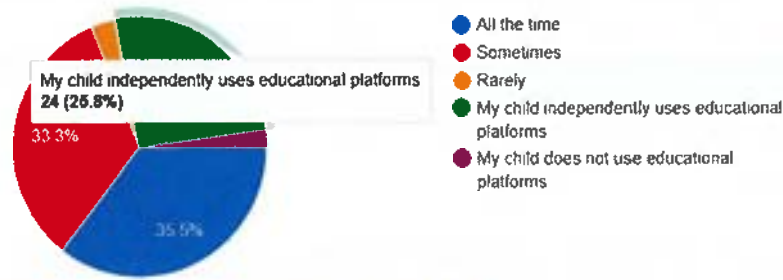
93 responses



I support my child on educational platforms (Raz Kids, Mathletics, etc.)

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93 responses



## Student Growth and Engagement – Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

|         | 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       | %    |
| Overall | 117       | 92.6  | 154  | 93.5  | 188  | 89.1 | 329  | 88.0 | 447  | 80.6 | High               | Declined Significantly | Stable    | 264,413  | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 |
| Parent  | 6         | 96.7  | 15   | 100.0 | 15   | 87.8 | 35   | 87.7 | 45   | 84.1 | Very High          | Maintained             | Increased | 36,891   | 82.4 | 30,905  | 81.4 | 31,689  | 80.4 | 31,869  | 79.4 | 33,217  | 78.7 |
| Student | 95        | 81.1  | 119  | 84.5  | 151  | 81.4 | 253  | 79.9 | 356  | 68.1 | Intermediate       | Declined Significantly | Stable    | 193,577  | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 |
| Teacher | 16        | 100.0 | 20   | 96.0  | 22   | 98.2 | 40   | 96.5 | 45   | 89.6 | Intermediate       | Declined               | Stable    | 33,945   | 93.6 | 30,197  | 94.1 | 30,961  | 91.7 | 32,347  | 90.3 | 32,067  | 89.8 |

In terms of student engagement - citizenship, the results for each respondent group are higher than those of the province. The overall results are however lower than last year, the same pattern was seen in the province. At Gobind Sarvar, we take many different approaches to instill good values and leadership skills in our students. Core value of the month allows students on focus on one virtue. Students get to learn about the core value in their classes, morning assemblies, and during Gurmat classes. This year, school rules (include visuals) have been made very clear to all students and are posted in each classroom.

After carefully examining the Citizenship Details Data as shown below, it was noticed that we continue to decline in the following measure; according to the students, "At school, do most students follow school rules, help each other, and respect each other?"

Parent - Grade 7-9

|   |      | N  | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % | Don't Know % | Top 2 Box % |
|---|------|----|------------------|---------|------------|---------------------|--------------|-------------|
| Students at your child's school follow the rules              | 2020 | 1  | -                | -       | -          | -                   | -            | -           |
|   | 2021 | 8  | 50               | 50      | 0          | 0                   | 0            | 100         |
|   | 2022 | 6  | 33               | 50      | 17         | 0                   | 0            | 83          |
|   | 2023 | 10 | 50               | 30      | 10         | 10                  | 0            | 80          |
|   | 2024 | 10 | 20               | 30      | 20         | 10                  | 20           | 50          |
| Students at your child's school help each other when they can | 2020 | 1  | -                | -       | -          | -                   | -            | -           |
|   | 2021 | 6  | 67               | 33      | 0          | 0                   | 0            | 100         |
|   | 2022 | 6  | 17               | 33      | 17         | 17                  | 17           | 50          |
|   | 2023 | 10 | 40               | 50      | 0          | 10                  | 0            | 90          |
|   | 2024 | 10 | 20               | 50      | 20         | 10                  | 0            | 70          |



As per the students of Grades 7 to 9, there is a significant decline in the following areas.

|  |      |    |    |    |    |    |    |    |
|--|------|----|----|----|----|----|----|----|
| At school, students follow the rules   | 2020 | 37 | 38 | 49 | 0  | 8  | 5  | 66 |
|  | 2021 | 56 | 34 | 57 | 4  | 2  | 4  | 91 |
|  | 2022 | 54 | 30 | 46 | 7  | 8  | 11 | 76 |
|  | 2023 | 67 | 24 | 46 | 21 | 0  | 9  | 70 |
|  | 2024 | 66 | 6  | 21 | 41 | 28 | 4  | 26 |
| At school, students help each other    | 2020 | 37 | 54 | 35 | 3  | 5  | 3  | 89 |
|  | 2021 | 56 | 36 | 55 | 4  | 2  | 4  | 91 |
|  | 2022 | 56 | 30 | 57 | 7  | 2  | 4  | 88 |
|  | 2023 | 66 | 30 | 58 | 8  | 5  | 2  | 88 |
|  | 2024 | 66 | 7  | 51 | 24 | 9  | 9  | 59 |
| At school, students respect each other | 2020 | 38 | 29 | 55 | 0  | 11 | 5  | 84 |
|  | 2021 | 55 | 20 | 65 | 7  | 0  | 7  | 85 |
|  | 2022 | 54 | 22 | 50 | 2  | 4  | 22 | 72 |
|  | 2023 | 64 | 20 | 55 | 14 | 8  | 3  | 75 |
|  | 2024 | 65 | 3  | 26 | 38 | 20 | 12 | 29 |

Student - Grade 7-9

|  |      | N  | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % | Don't Know % | Top 2 Box % |
|--|------|----|------------------|---------|------------|---------------------|--------------|-------------|
| At school students take responsibility for their actions | 2024 | 67 | 7                | 30      | 37         | 21                  | 4            | 37          |

Several strategies are being considered for this school year to encourage students to model characteristics of active citizenship such as provide more opportunities for student leadership such as student council, assign classroom jobs to promote responsibility, encourage students to take part in community service projects (Seva), have students run awareness campaign on important issues, peer mentoring (reading buddies, have older students mentor younger ones), share stories to inspire students, recognize and celebrate students who actively contribute to their community etc. Details of how these strategies will be implemented will be shared in the three-year plan.

### Local Data: Focus Group Feedback from the students of Grades 4 to 9:

**Kindness Representatives Feedback:** The "Kindness representatives" group from each class shared concerns about a lack of respect between students, particularly when a teacher is not present. The group suggested several ways to improve this issue, including having the student council, regularly checking the worry box, continuing to host activities focused on kindness, and sharing inspirational stories or videos to encourage respect.

We will continue to use a student focus group to explore further ways to support students in building a respectful and positive environment.

Some of the activities that students enjoyed last year include:

- Gratitude Jar activity
- Seniors Home visit
- Shout-out Wall
- Pie Day
- Teacher Appreciation Day
- Pink Shirt Day
- Wall of Grace

Students also expressed appreciation for the morning assemblies, especially because they are led by their peers. They value the theme of the month activities and the focus on the core value of the month, as it gives them the opportunity to concentrate on one key virtue.

Additionally, students would like to see all the core values posted in the school gym and are eager to lead more **seva** (selfless service) projects in the future.

*We continue to offer a spiritually rich environment to inspire students to follow Sahib Sri Guru Granth Sahib Ji's teachings to become better Sikhs and global citizens.*

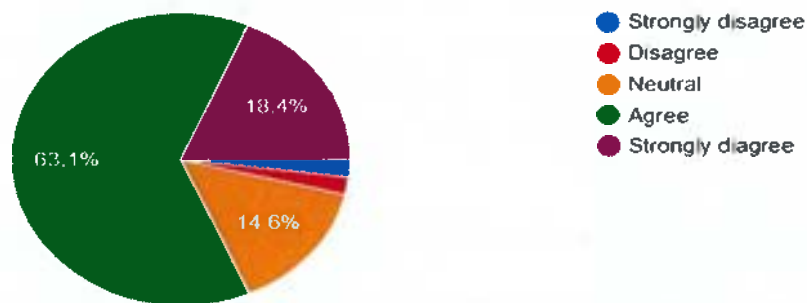
*In the month of November, students visited the nearby communities to spread the message of kindness and love. An exhibition was held by the GS students at the city hall this year to promote the "Kindness and love for all" campaign based on the teachings of Sri Guru Nanak Dev Ji.*

Our students are also actively involved in serving the community and we continue to do seva (Self-less service) projects such as visiting the seniors' home, food bank, and Samaritans shoe boxes.

### Local Data: Parent Survey

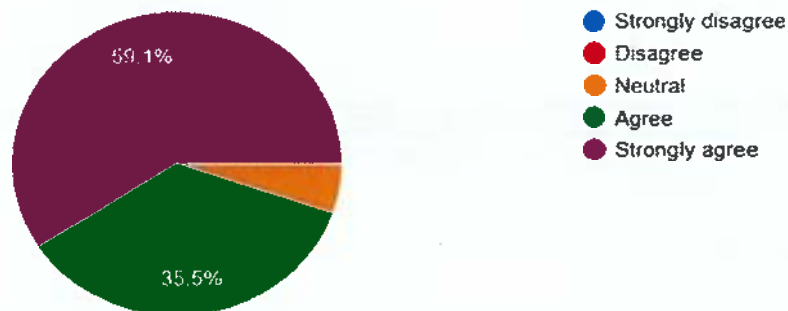
My child's Gurmukhi/Gurmat education is enriching and helping their personal/spiritual growth

103 responses



The school is doing its best to instill good/Sikh values in students.

93 responses



## Student Growth and Engagement – PAT Results

### Grade 6 PAT Results

| Grade 6 PAT Results - Number Enrolled Measure History |                                |      |      |      |      |                    |             |           |         |      |        |        |        |
|---|--------------------------------|------|------|------|------|--------------------|-------------|-----------|---------|------|--------|--------|--------|
|   | Gobind Marg Charitable Trust F |      |      |      |      | Measure Evaluation |             |           | Alberta |      |        |        |        |
|   | 2020                           | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall   | 2020    | 2021 | 2022   | 2023   | 2024   |
| N   | n/a                            | n/a  | 22   | 25   | 70   | n/a                | n/a         | n/a       | n/a     | n/a  | 56,482 | 57,655 | 60,804 |
| Acceptable Standard %                                 | n/a                            | n/a  | 90.9 | 92.0 | 97.1 | Very High          | Improved    | Excellent | n/a     | n/a  | 67.8   | 66.2   | 68.5   |
| Standard of Excellence %                              | n/a                            | n/a  | 31.8 | 20.0 | 31.4 | Very High          | Improved    | Excellent | n/a     | n/a  | 20.1   | 18.0   | 19.8   |

| Course                        | Measure                | Gobind Marg Charitable Trust F |             |           |      |      |                     |      | Alberta |       |                     |       |      |
|-------------------------------|------------------------|--------------------------------|-------------|-----------|------|------|---------------------|------|---------|-------|---------------------|-------|------|
|                               |                        | Achievement                    | Improvement | Overall   | 2024 |      | Prev 3 Year Average |      | 2024    |       | Prev 3 Year Average |       |      |
|                               |                        |                                |             |           | N    | %    | N                   | %    | N       | %     | N                   | %     |      |
| English Language Arts & Media | Acceptable Standard    | n/a                            | n/a         | n/a       | n/a  | n/a  | n/a                 | n/a  | n/a     | 1,870 | 69.9                | 3,131 | 77.8 |
|                               | Standard of Excellence | n/a                            | n/a         | n/a       | n/a  | n/a  | n/a                 | n/a  | n/a     | 1,870 | 9.3                 | 3,131 | 12.5 |
| French & media                | Acceptable Standard    | n/a                            | n/a         | n/a       | n/a  | n/a  | n/a                 | n/a  | n/a     | 504   | 80.4                | 578   | 78.9 |
|                               | Standard of Excellence | n/a                            | n/a         | n/a       | n/a  | n/a  | n/a                 | n/a  | n/a     | 504   | 18.5                | 578   | 19.4 |
| Science 6                     | Acceptable Standard    | Very High                      | Maintained  | Excellent | 70   | 85.7 | 25                  | 92.0 | 53,806  | 68.8  | 54,859              | 66.7  |      |
|                               | Standard of Excellence | Very High                      | Maintained  | Excellent | 70   | 44.3 | 25                  | 40.0 | 53,806  | 24.8  | 54,859              | 21.8  |      |
| Social Studies 6              | Acceptable Standard    | Very High                      | Improved    | Excellent | 70   | 97.1 | 25                  | 92.0 | 60,804  | 68.5  | 57,655              | 66.2  |      |
|                               | Standard of Excellence | Very High                      | Improved    | Excellent | 70   | 31.4 | 25                  | 20.0 | 60,804  | 19.8  | 57,655              | 18.0  |      |

**Comment on the Grade 6 PAT Results:** This is our 4th year that we participated in the PATs. Our grade 6 teachers remained focused and dedicated to delivering programs of study put forth by Alberta Education for all subject areas. **We have done very well this year. 2024 Grade 6 PAT results are quite strong compared to the province.** We are quite proud of the hard work of our students and teachers.

We have achieved exceptional results in the "Acceptable and Standards of Excellence" for **Science and Social Studies**, indicating that the strategies implemented in previous years to improve performance in these subjects have been successful. We are incredibly proud of our students' achievements. As **English as an Additional Language (EAL)** learners, they often face challenges in comprehending complex texts, solving word problems, and crafting written responses that require critical thinking. Despite these challenges, this year they performed exceptionally well, demonstrating their hard work and the effectiveness of the support and strategies in place.

It should also be noted that most of these students **started their schooling at Gobind Sarvar in Kindergarten (KG)**, which has allowed us to track their progress from an early stage. This long-term connection with the school community has contributed to their ongoing development and academic growth, providing us with valuable insights into their learning journeys.



## Grade 9 PAT Results

| Grade 9 PAT Results By Number Enrolled Measure History |                                |      |      |      |      |                    |             |         |         |      |        |        |        |
|--|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|--------|--------|--------|
|  | Gobind Marg Charitable Trust F |      |      |      |      | Measure Evaluation |             |         | Alberta |      |        |        |        |
|  | 2020                           | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020    | 2021 | 2022   | 2023   | 2024   |
| N  | n/a                            | n/a  | 23   | 25   | 25   | n/a                | n/a         | n/a     | n/a     | n/a  | 53,039 | 57,925 | 60,682 |
| Acceptable Standard %                                  | n/a                            | n/a  | 79.3 | 83.0 | 77.0 | High               | Maintained  | Good    | n/a     | n/a  | 62.9   | 62.6   | 62.5   |
| Standard of Excellence %                               | n/a                            | n/a  | 21.7 | 16.0 | 9.0  | Very Low           | Maintained  | Concern | n/a     | n/a  | 16.8   | 15.5   | 15.4   |

|                             |                        |              |            |            |     |      |     |      |        |      |        |      |
|-----------------------------|------------------------|--------------|------------|------------|-----|------|-----|------|--------|------|--------|------|
| English Language Arts 9     | Acceptable Standard    | Intermediate | Maintained | Acceptable | 25  | 80.0 | 25  | 88.0 | 59,096 | 69.5 | 56,255 | 71.4 |
|                             | Standard of Excellence | Low          | Maintained | Issue      | 25  | 8.0  | 25  | 8.0  | 59,096 | 11.8 | 56,255 | 13.4 |
| K&E English Language Arts 9 | Acceptable Standard    | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 1,465  | 48.6 | 1,254  | 50.2 |
|                             | Standard of Excellence | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 1,465  | 5.8  | 1,254  | 5.7  |
| French Language Arts 9      | Acceptable Standard    | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 3,308  | 78.6 | 3,215  | 76.1 |
|                             | Standard of Excellence | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 3,308  | 10.6 | 3,215  | 10.9 |
| English 9                   | Acceptable Standard    | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 815    | 83.1 | 575    | 81.6 |
|                             | Standard of Excellence | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 815    | 19.7 | 575    | 22.3 |
| Mathematics 9               | Acceptable Standard    | Very High    | Maintained | Excellent  | 25  | 80.0 | 25  | 84.0 | 58,577 | 52.7 | 55,447 | 54.4 |
|                             | Standard of Excellence | Very Low     | Declined   | Concern    | 25  | 8.0  | 25  | 26.0 | 58,577 | 14.0 | 55,447 | 13.5 |
| K&E Mathematics 9           | Acceptable Standard    | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 1,967  | 52.2 | 1,815  | 52.7 |
|                             | Standard of Excellence | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 1,967  | 9.9  | 1,815  | 11.3 |
| Science 9                   | Acceptable Standard    | Intermediate | Declined   | Issue      | 25  | 68.0 | 25  | 88.0 | 59,072 | 67.6 | 56,311 | 68.3 |
|                             | Standard of Excellence | Intermediate | Maintained | Acceptable | 25  | 8.0  | 25  | 16.0 | 59,072 | 20.8 | 56,311 | 20.1 |
| K&E Science 9               | Acceptable Standard    | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 1,411  | 52.3 | 1,197  | 52.9 |
|                             | Standard of Excellence | n/a          | n/a        | n/a        | n/a | n/a  | n/a | n/a  | 1,411  | 8.9  | 1,197  | 10.9 |
| Social Studies 9            | Acceptable Standard    | Very High    | Maintained | Excellent  | 25  | 80.0 | 25  | 72.0 | 59,125 | 60.5 | 56,309 | 58.4 |
|                             | Standard of Excellence | Low          | Maintained | Issue      | 25  | 12.0 | 25  | 12.0 | 59,125 | 15.6 | 56,309 | 15.9 |

**Comment on the Grade 9 PAT Results:** This is the third year our students have participated in the **Grade 9 PATs**, and we are overall satisfied with their performance. Our students scored higher than the provincial average in the **"Acceptable Standards"** for all subjects, which is a positive achievement. However, the results for the **"Standards of Excellence"** are concerning across all subjects. This year, we had several **first-year teachers** teaching the Grade 9 curriculum, and it is possible that their lack of experience impacted the PAT results. As mentioned previously, we have set specific goals for this school year to better support our teachers and students, with the aim of improving performance on future PATs. Overall, our students performed satisfactorily on the **Grade 9 PATs**, and we are committed to continued improvement.



## Student Growth and Achievement (Grades 10-12)

### Diploma Exam Results By Students Writing Measure History

Authority: 0337 Gobind Marg Charitable Trust Foundation

Province: Alberta

|                          | Gobind Marg Charitable Trust F |      |      |      |      | Measure Evaluation |             |         | Alberta |      |        |        |        |
|--------------------------|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|--------|--------|--------|
|                          | 2020                           | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020    | 2021 | 2022   | 2023   | 2024   |
| N                        | n/a                            | n/a  | n/a  | n/a  | 17   | n/a                | n/a         | n/a     | n/a     | n/a  | 58,444 | 67,294 | 72,444 |
| Acceptable Standard %    | n/a                            | n/a  | n/a  | n/a  | 71.8 | Low                | n/a         | n/a     | n/a     | n/a  | 75.2   | 80.3   | 81.5   |
| Standard of Excellence % | n/a                            | n/a  | n/a  | n/a  | 23.1 | High               | n/a         | n/a     | n/a     | n/a  | 18.2   | 21.2   | 22.6   |

### Diploma Examination Results Course By Course Summary With Measure Evaluation

| Course                    | Measure                | Gobind Marg Charitable Trust F |             |         |      |      |                      | Alberta |        |        |                      |      |
|---------------------------|------------------------|--------------------------------|-------------|---------|------|------|----------------------|---------|--------|--------|----------------------|------|
|                           |                        | Achievement                    | Improvement | Overall | 2024 |      | Prev. 3 Year Average |         | 2024   |        | Prev. 3 Year Average |      |
|                           |                        |                                |             |         | N    | %    | N                    | %       | N      | %      | N                    | %    |
| English Lang Arts 30-1    | Acceptable Standard    | Intermediate                   | n/a         | n/a     | 17   | 88.2 | n/a                  | n/a     | 33,001 | 84.2   | 31,493               | 83.7 |
|                           | Standard of Excellence | Very High                      | n/a         | n/a     | 17   | 17.6 | n/a                  | n/a     | 33,001 | 10.1   | 31,493               | 10.5 |
| English Lang Arts 30-2    | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 19,219  | 85.7   | 17,112 | 86.2                 |      |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 19,219  | 12.9   | 17,112 | 12.7                 |      |
| French Language Arts 30-1 | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 1,200   | 95.3   | 1,236  | 93.1                 |      |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 1,200   | 8.6    | 1,236  | 6.1                  |      |
| Francis 30-1              | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 160     | 99.4   | 127    | 99.2                 |      |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 160     | 26.3   | 127    | 30.7                 |      |
| Mathematics 30-1          | Acceptable Standard    | n/a                            | n/a         | n/a     | 17   | 58.8 | n/a                  | n/a     | 21,035 | 75.4   | 19,763               | 70.8 |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | 17   | 29.4 | n/a                  | n/a     | 21,035 | 34.9   | 19,763               | 29.0 |
| Mathematics 30-2          | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 15,676  | 70.9   | 14,418 | 71.1                 |      |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 15,676  | 15.4   | 14,418 | 15.2                 |      |
| Social Studies 30-1       | Acceptable Standard    | Low                            | n/a         | n/a     | 17   | 76.5 | n/a                  | n/a     | 25,167 | 85.2   | 24,023               | 83.5 |
|                           | Standard of Excellence | High                           | n/a         | n/a     | 17   | 17.6 | n/a                  | n/a     | 25,167 | 18.7   | 24,023               | 15.9 |
| Social Studies 30-2       | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 23,985  | 77.6   | 21,045 | 78.1                 |      |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | 23,985  | 12.7   | 21,045 | 12.3                 |      |
| Biology 30                | Acceptable Standard    | Very Low                       | n/a         | n/a     | 12   | 58.3 | n/a                  | n/a     | 24,414 | 83.1   | 23,270               | 82.7 |
|                           | Standard of Excellence | High                           | n/a         | n/a     | 12   | 33.3 | n/a                  | n/a     | 24,414 | 33.7   | 23,270               | 32.8 |
| Chemistry 30              | Acceptable Standard    | Low                            | n/a         | n/a     | 13   | 69.2 | n/a                  | n/a     | 19,955 | 82.9   | 18,364               | 80.5 |
|                           | Standard of Excellence | Low                            | n/a         | n/a     | 13   | 15.4 | n/a                  | n/a     | 19,955 | 38.0   | 18,364               | 37.0 |
| Physics 30                | Acceptable Standard    | -                              | -           | -       | 2    | -    | n/a                  | n/a     | 9,955  | 85.1   | 9,241                | 82.3 |
|                           | Standard of Excellence | -                              | -           | -       | 2    | -    | n/a                  | n/a     | 9,955  | 43.1   | 9,241                | 39.9 |
| Science 30                | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | n/a     | 8,439  | 81.3   | 8,007                | 79.4 |
|                           | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                  | n/a     | 8,439  | 24.6   | 8,007                | 23.1 |

**Comment on the diploma exam results:** This is the first year our students have participated in the diploma exams, and as such, it has been a year of learning and adjustment. Due to the small size of the class, we were unable to offer -2 courses. Moving forward, we need to carefully consider a number of factors when placing students in courses, ensuring that courses are assigned based on their academic abilities and marks. This approach will help us better support student success in the future.

In addition to academic courses, it is essential that we also provide other opportunities for our students, such as trades programs and hands-on learning experiences. Offering a variety of pathways will ensure that all students have access to the skills and knowledge necessary for their future success, whether they choose further academic study or enter the workforce directly.

In order to expose our students to a variety of options/trades, we are in the process of signing a dual credit contract with SAIT. We have fulfilled all the requirements and are currently waiting on the approval form from the Alberta Education.

**Local Data:**

|  |
|--|
| Grade 12 students who got accepted at a post-secondary institute |
| 13 out of 17   |

**Drop Out Rate – Measure Details**

| Drop Out Rate - annual dropout rate of students aged 14 to 18 |           |     |      |     |      |     |      |     |      |     |                    |             |         |          |      |         |      |         |      |         |      |         |      |
|---|-----------|-----|------|-----|------|-----|------|-----|------|-----|--------------------|-------------|---------|----------|------|---------|------|---------|------|---------|------|---------|------|
|   | Authority |     |      |     |      |     |      |     |      |     | Measure Evaluation |             |         | Province |      |         |      |         |      |         |      |         |      |
|   | 2019      |     | 2020 |     | 2021 |     | 2022 |     | 2023 |     | Achievement        | Improvement | Overall | 2019     |      | 2020    |      | 2021    |      | 2022    |      | 2023    |      |
|   | N         | %   | N    | %   | N    | %   | N    | %   | N    | %   |                    |             |         | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Drop Out Rate   | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 0.0 | 32   | 0.0 | Very High          | Maintained  | Low     | 184,812  | 2.7  | 186,228 | 2.5  | 189,713 | 2.3  | 191,156 | 2.5  | 195,341 | 2.5  |
| Returning Rate  | n/a       | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a                | n/a         | n/a     | 6,750    | 18.2 | 6,720   | 18.1 | 6,408   | 17.3 | 5,940   | 17.2 | 6,244   | 16.6 |

**Required Local Component: Early years Literacy and Numeracy Assessments:**

**Literacy and Numeracy Assessments Grades 1-3**

- A list of the Alberta Education approved Screening assessments used at each grade level;
  - Grade 1s and 2s: LeNS, CC3, Numeracy Assessment
  - Grade 3s: CC3 and Numeracy Assessment

|  |  |   |
|--|--|---|
| <i>The total number of students assessed at the beginning of the school year at each grade level</i> | The total number of students identified as being <b>at risk at the beginning of each grade level</b> | The total number of students identified as being <b>at risk at the end of the school year at each grade level</b> |
| <b>Literacy:</b><br>Grade 1: 94<br>Grade 2: 117<br>Grade 3: 88                                       | <b>Literacy:</b><br>Grade 1: 34<br>Grade 2: 9<br>Grade 3: 9  | <b>Literacy:</b><br>Grade 1: 26<br>Grade 2: 2<br>Grade 3: 5   |
| <b>Numeracy:</b><br>Grade 1: 73<br>Grade 2: 110<br>Grade 3: 84                                       | <b>Numeracy:</b><br>Grade 1: 30<br>Grade 2: 22<br>Grade 3: 9   | <b>Numeracy:</b><br>Grade 1: 17<br>Grade 2: 6 - missing one section<br>Grade 3: 7                                 |

The average number of months behind grade level after administration of the initial assessments for at risk students;

- **Literacy Assessment**
  - **Grade 1s:** Roughly 4-5 months as the data indicates these students are still having difficulty with letter recognition (names/sounds) in the month of Jan.
  - **Grade 2s:** Roughly 3 months as these students have difficulty with letter recognition and blending/segmenting at the beginning of Grade 2.
  - **Grade 3s:** Roughly 2-3 months as these students have difficulty with reading new words (need support with blending and segmenting).

### Support Strategies for At-Risk Students:

**Literacy Assessment & Strategies:** Various strategies have been employed to improve literacy for at-risk students across grade levels. Key approaches include:

- **Read-Alouds and Raz Kids:** These activities have supported students in developing reading skills and improving reading fluency.
- **Phonics Activities and Comprehension Assignments:** These have helped enhance students' decoding abilities and comprehension.
- **Small Group Instruction:** This personalized approach has effectively targeted the needs of individual students, fostering growth in their reading skills.

As a result, many students have gained confidence in their ability to decode words and read independently. The “**Road to Recovery**” reading program for grades 1-3 was particularly impactful last year, providing structured support.

### Resource Teacher Support:

- **Resource Teachers:** Teachers were hired for grades 1 and 2/3 to provide additional literacy and numeracy support.
- **Teacher Assistants:** Hired across all grade levels, they offered individualized assistance, which contributed significantly to student progress.

### Numeracy Support:

- **Mathletics:** This online math program served as an effective tool for students to strengthen their numeracy skills.
- **Pull-Out Groups:** Specialized math support through small, targeted groups and additional help from Education Assistants (EAs) was also beneficial.

### Additional Support Programs:

- **Library on Wheels:** A successful initiative at the elementary campus, providing access to books and promoting reading across grade levels.

While these strategies have made a positive impact, further investment in **leveled books** and **additional intervention programs** is needed to continue supporting at-risk students.

### Numeracy Analysis:

An examination of the numeracy data reveals a positive trend in student progress, particularly for those receiving support from Education Assistants (EAs). The proportion of at-risk students has consistently decreased as the school year has progressed and as students advance through the grade levels.

- **Grade Comparison:** A notable example of this progression is seen when comparing **Grade 1** to **Grade 3**. Grade 1 has a significantly higher proportion of at-risk students compared to Grade 3, suggesting that as students move through the grade levels, their numeracy skills improve, possibly due to effective intervention strategies.
- **Support Effectiveness:** The data indicates that the targeted support, particularly from EAs, is contributing to the improvement in numeracy outcomes. This consistent decrease in the number of at-risk students underscores the effectiveness of the interventions and the positive academic growth as students advance through the curriculum at **Gobind Sarvar**.

### Blending and Reading Abilities Analysis: Cc3 and Lens

**Cc3 Analysis:** The data reveals a clear trend in students' blending and reading abilities across grade levels, particularly regarding their performance on Cc3 test words.

- **Grade-Level Challenges:** Students in **Grade 1** face more difficulties with blending and reading Cc3 test words compared to students in **Grade 2** and **Grade 3**. This is reflected in the higher proportion of at-risk students in Grade 1, suggesting that early grade levels pose more significant challenges in these areas.
- **Progression Across Grades:** As students advance through grades, the percentage of at-risk students decreases. This trend suggests a positive developmental trajectory in students' blending skills. The decline in at-risk students as students move from Grade 1 to Grade 3 indicates that their proficiency in blending and reading words improves over time.
- **Effectiveness of Curriculum and Intervention:** The trend points to the potential effectiveness of the curriculum, teaching strategies, and targeted interventions. As students transition from one grade to the next, they appear to gain more proficiency in blending and reading, which suggests that the support systems in place are working well as students progress through their education.

**Lens Analysis for Grades 1 and 2:** A close examination of the data from **Grade 1** and **Grade 2** highlights a clear trend in students' literacy development:

- **Grade 1 Focus:** In Grade 1, a higher proportion of students are tested on **letter sounds**, indicating a foundational emphasis on recognizing letters, digraphs, and blending sounds. This focus in early education is critical for building the basic literacy skills needed for reading and writing.
- **Grade 2 Transition:** As students move into **Grade 2**, the data shows a shift towards testing more **complex literacy concepts**. This shift suggests that Grade 2 students are moving beyond the basics of letter sounds to tackle more advanced aspects of reading, such as word patterns, fluency, and comprehension.
- **Progression in Literacy Skills:** The data reflects a positive developmental trajectory in students' reading abilities. As students progress through the grades, they become increasingly proficient at recognizing and understanding words, demonstrating an evolution in their literacy skills over time.
- **Effectiveness of Teaching and Intervention:** This trend underscores the success of the curriculum, teaching methods, and intervention programs in helping students build a solid literacy foundation and gradually enhance their reading and writing skills.



## LOCAL DATA on Fountas and Pinnell

### Analysis of the Fountas and Pinnell Data Grades 1 to 9:

We administer the Fountas and Pinnell Assessment benchmark testing system three times a year at school. After the careful analysis of the data, we have noticed that students in lower grades are making progress faster (given the proper literacy support) in terms of their reading levels as compared to the students in grades 4 and up. Please see the "Education Plan" to review the strategies set to enhance and strengthen students' literacy skills. Students in higher grades are able to read quite fluently however continue to struggle with comprehension and critical thinking skills.

### Here is a sample of the analysis that teachers do at each grade level!

#### F&P Data Analysis: Grade 3

| Grade 3 Data   | 3A    |      | 3B    |      | 3C    |      | 3D    |      |
|--|-------|------|-------|------|-------|------|-------|------|
|  | Sept. | Mar. | Sept. | Mar. | Sept. | Mar. | Sept. | Mar. |
| # of students <b>Below</b> Grade level Reading                           | 13    | 17   | 14    | 13   | 11    | 13   | 7     | 10   |
| # of students <b>At</b> Grade level Meeting                              | 6     | 2    | 3     | 2    | 4     | 3    | 6     | 2    |
| # of student <b>Above</b> Grade level reading                            | 2     | 3    | 7     | 8    | 9     | 8    | 6     | 7    |
| Number of students who showed <b>significant improvement</b> (2+ levels) | 1     | 11   | 0     | 9    | 0     | 11   | 3     | 16   |
| # of students <b>"At Risk"</b> for literacy in your class (H)            | 2     | 1    | 1     | 3    | 2     | 2    | 0     | 1    |

#### Teacher's Analysis of the F&P Data:

##### Analyze the data: Strengths/Challenges

**"At risk"** = In September, "at risk" is considered as anyone reading at level D or below; and in March, at risk would be anyone reading at a level H or below.

##### Strengths:

-Improvement of a significant number of students by 2 or more reading levels indicates effective teaching strategies, engagement, and support, leading to substantial progress in reading skills.

**Challenges:**

-There is a discrepancy between fluency and comprehension: Some students demonstrate good fluency in reading aloud, but they struggle when it comes to understanding and analyzing the text. This suggests a need to focus on developing deeper comprehension skills beyond surface-level reading.

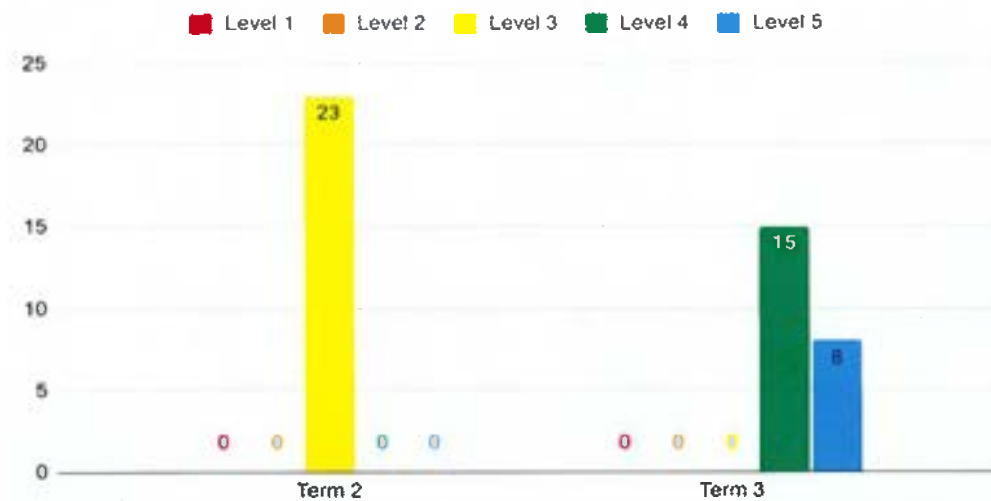
-Difficulty recalling important events: Despite being fluent readers, some students have difficulty recalling and summarizing important events from the story accurately. This may indicate issues with memory retention or a lack of effective comprehension strategies.

-Struggle with higher-level questions: Some students encounter difficulties when faced with higher-level comprehension questions that require analytical thinking, inference-making, and synthesis of information. This challenge suggests a need for explicit instruction in comprehension strategies and critical thinking skills.

- Students who are at risk due to significantly low reading levels highlighted the need for intensive interventions and personalized support which they have started receiving in term 2.

**A sample of how the progress is measured for students receiving “Road to Reading” program.**

Grade 3 Road to Reading Level Progress



**Local Data- EAL Data 2023-2024**

| <b>Grades</b>   | <b>Percentage of EAL Students</b> |
|-----------------|-----------------------------------|
| Grades 1 to 3   | Almost all students               |
| Grades 4 to 6   | 95% of student                    |
| Grades 7 to 9   | 50 to 70%                         |
| Grades 10 to 12 | Less than 37%                     |

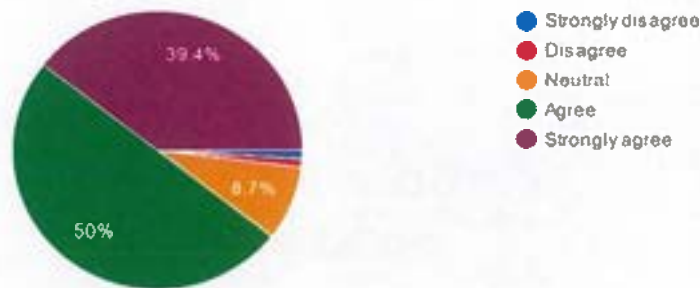
To support EAL students in class, strategies are mentioned in the “Three-year plan” on pages 8 to 13. Educational assistants are hired at each grade level to support students and pull out groups are created by the resource teachers to provide targeted support. Additionally, *Cars and Stars reading resource* is being implemented as of January. We are looking forward to seeing the effectiveness of this program in the coming months.

**FNMI:** At Gobind Sarvar, we do not have any self identified First Nations, Metis and Inuit students. At Gobind Sarvar, we respectfully acknowledge the vibrant history and culture of Indigenous nations in Canada. We continually seek to learn the traditions and contributions of Indigenous nations of Alberta while committing to moving forward in friendship and collaboration. We also recognize the land, upon which Gobind Sarvar Schools are built. We honor and acknowledge the unique story of this land and continue to work towards strengthening relations with Indigenous communities.

### Local Data- School Survey Results – Elementary School

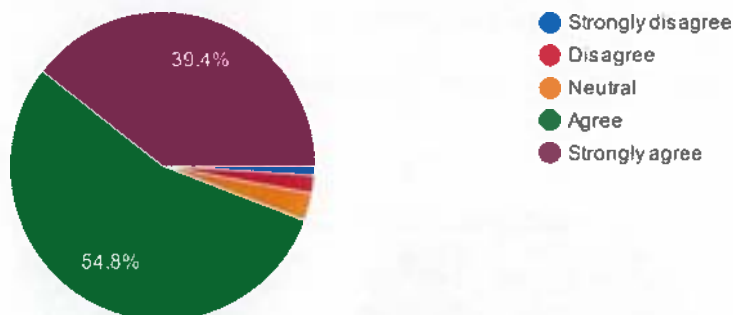
My child is demonstrating growth in reading and writing.

104 responses



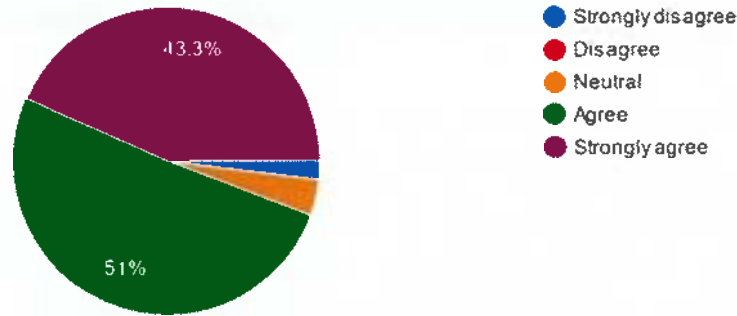
My child takes interest in Social Studies and current events.

104 responses



My child takes interest in Science activities.

104 responses



**Domain: Teaching and Leading**

**Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.**

**Education Quality – Measure Details**

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

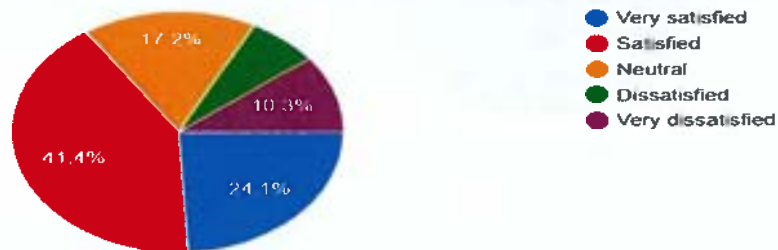
|         | Authority |      |      |      |      |      |      |      |      |      | Province           |                        |            |         |      |         |      |         |      |         |      |         |      |
|---------|-----------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Measure Evaluation |                        |            | 2020    |      | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement            | Overall    | N       | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 117       | 96.3 | 154  | 94.5 | 187  | 93.4 | 330  | 91.1 | 447  | 89.0 | High               | Continued              | Acceptable | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.6 |
| Parent  | 6         | 97.2 | 15   | 95.6 | 15   | 90.0 | 36   | 87.3 | 46   | 90.1 | Very High          | Maintained             | Good       | 36,907  | 86.7 | 31,024  | 86.7 | 31,728  | 86.1 | 31,890  | 84.4 | 33,250  | 83.8 |
| Student | 95        | 92.7 | 119  | 93.7 | 150  | 93.2 | 254  | 89.2 | 356  | 84.8 | Intermediate       | Declined Significantly | Low        | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 |
| Teacher | 16        | 99.0 | 20   | 94.2 | 22   | 96.9 | 40   | 96.7 | 45   | 92.1 | Low                | Maintained             | Good       | 33,983  | 96.4 | 30,201  | 95.7 | 30,970  | 95.0 | 32,351  | 94.4 | 32,071  | 93.9 |

**Comment on the results:** The results from the parents, students and teachers regarding the quality of education received at Gobind Sarvar School are overall positive. We will keep trying our best to offer the best possible education to our students.

**Local Data: Parent Survey – See data below!**

How satisfied are you with the quality of education your child's receiving at school?

29 responses



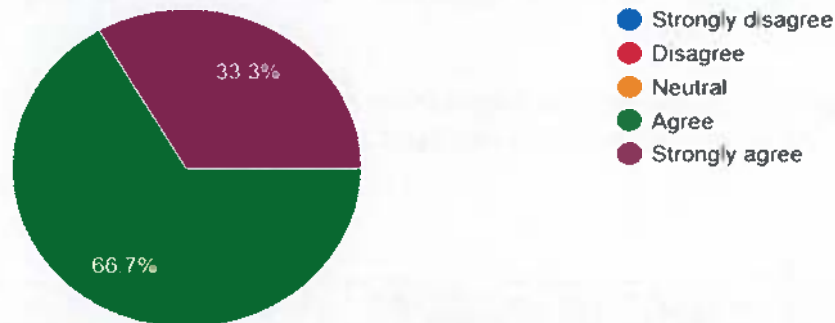
## Domain: Learning Supports

### Local Component: Professional Learning, Supervision and Evaluation

#### Local Data: Teacher Survey

Do the professional development sessions organized by the school contribute to your growth as an educator and advancement in your teaching career?

15 responses



#### Teacher Focus Group Feedback:

- More grade-level planning, discussion, sharing of resources and assessments.
- Once a week grade-level meeting
- Hire a school counsellor and a music teacher
- More walkthroughs should be done to provide frequent feedback
- After school clubs should be run only two times a week
- More resources should be provided based on the new curriculum
- PD sessions should be organized based on grade levels.

**Local Component Required:** School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes.

**Professional Learning:** Gobind Sarvar provides its teachers with numerous opportunities throughout the year to enhance their teaching practices. At the start of each academic year, five instructional days are dedicated to familiarizing teachers with the school's philosophy, various teaching pedagogies, the professional code of conduct, and Alberta's teaching standards. Additionally, six professional development (PD) days are scheduled throughout the year, tailored to the school and staff's evolving needs.

Gobind Sarvar collaborates closely with the Calgary Consortium to organize these PD days, ensuring that professionals share their expertise and knowledge with the staff. Teachers also have the opportunity to attend the Beginning Teachers' Conference organized by AISCA, the annual Teachers' Convention in February, and the End-of-Year Conferences hosted by AISCA. Furthermore, teachers are encouraged to participate in various online webinars covering diverse topics. They then share their insights and new learning with the rest of the staff during scheduled school PD days.

**Supervision and Evaluation Process:** The Supervision and Evaluation Policy is shared with teachers at the beginning of the school year to ensure they are aware of the process. Teacher Professional Growth Plan (TPGP) reviews occur twice a year. The initial meeting, held in September, provides teachers the opportunity to share their goals with the administrative team. The final meeting, held in May, allows teachers to present their progress.

Walk-throughs begin early in the school year, enabling the administration to build strong connections with teachers. This helps create a supportive environment where teachers feel comfortable seeking feedback and sharing concerns. Formal evaluations, which involve 3 to 4 scheduled visits, typically take place during the second half of the school year. Feedback is provided after each visit, and a formal evaluation report is shared upon completion of all visits. A follow-up meeting is scheduled to review the report with the teacher.

In addition to formal evaluations, teachers have access to peer mentoring through their team leads and attend Professional Learning Communities (PLCs) every two weeks.



### **Welcoming, Caring, Respectful and Safe Learning Environments**

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

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

|         | Authority |     |      |       |      |      |      |      |      |      | Province           |                        |         |      |     |         |      |         |      |         |      |         |      |
|---------|-----------|-----|------|-------|------|------|------|------|------|------|--------------------|------------------------|---------|------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |     | 2021 |       | 2022 |      | 2023 |      | 2024 |      | Measure Evaluation |                        |         | 2020 |     | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %   | N    | %     | N    | %    | N    | %    | N    | %    | Achievement        | Improvement            | Overall | N    | %   | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | 154  | 93.6  | 188  | 90.6 | 330  | 87.6 | 447  | 84.2 | n/a                | Declined               | n/a     | n/a  | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | 265,321 | 84.0 |
| Parent  | n/a       | n/a | 15   | 100.0 | 15   | 91.6 | 36   | 87.8 | 46   | 85.7 | n/a                | Maintained             | n/a     | n/a  | n/a | 30,980  | 88.2 | 31,715  | 86.9 | 31,885  | 85.6 | 33,232  | 85.3 |
| Student | n/a       | n/a | 119  | 85.3  | 151  | 82.8 | 254  | 79.3 | 356  | 72.6 | n/a                | Declined Significantly | n/a     | n/a  | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | 200,020 | 75.2 |
| Teacher | n/a       | n/a | 20   | 95.7  | 22   | 97.4 | 40   | 95.7 | 45   | 94.2 | n/a                | Maintained             | n/a     | n/a  | n/a | 30,211  | 95.3 | 30,968  | 93.6 | 32,350  | 92.0 | 32,969  | 91.6 |

**Comment on Results:** The result from parents and students have declined in this domain which is concerning. Overall, we take a relationship-based approach at school. Building relationships with the students is the key and our teachers and administrative staff work hard at bonding with the students. By doing so, students feel comfortable sharing their problems with the staff. We have been able to develop a family like environment at school and our students often refer to it as "Gobind Sarvar Family".

**After closely examining the data given in the Assurance Measure Results, we have noticed that we do need to set goals based on the results shown below for grades 7 to 9!**

Student - Grade 7-9

|  |      | N  | Strongly Agree % | Agree % | Disagree % | Strongly Disagree % | Don't Know % | Top 2 Box % |
|--|------|----|------------------|---------|------------|---------------------|--------------|-------------|
| At school, I feel like I belong            | 2021 | 57 | 60               | 28      | 4          | 4                   | 5            | 88          |
|  | 2022 | 55 | 44               | 45      | 5          | 5                   | 0            | 89          |
|  | 2023 | 66 | 53               | 35      | 5          | 5                   | 3            | 88          |
|  | 2024 | 63 | 24               | 41      | 16         | 14                  | 5            | 65          |
| At school, students care about each other  | 2021 | 54 | 24               | 57      | 6          | 4                   | 9            | 81          |
|  | 2022 | 57 | 19               | 48      | 12         | 5                   | 18           | 65          |
|  | 2023 | 66 | 21               | 45      | 18         | 5                   | 11           | 67          |
|  | 2024 | 88 | 3                | 21      | 29         | 31                  | 18           | 24          |
| At school, students respect each other     | 2021 | 55 | 20               | 65      | 7          | 0                   | 7            | 85          |
|  | 2022 | 54 | 22               | 50      | 2          | 4                   | 22           | 72          |
|  | 2023 | 84 | 20               | 55      | 14         | 8                   | 3            | 75          |
|  | 2024 | 65 | 3                | 28      | 38         | 20                  | 12           | 29          |
| I am treated fairly by adults at my school | 2021 | 57 | 65               | 26      | 4          | 2                   | 4            | 91          |
|  | 2022 | 57 | 47               | 40      | 5          | 0                   | 7            | 88          |
|  | 2023 | 68 | 39               | 42      | 12         | 5                   | 2            | 82          |
|  | 2024 | 68 | 26               | 43      | 16         | 10                  | 4            | 69          |
| I feel safe at school                      | 2021 | 57 | 63               | 28      | 5          | 0                   | 4            | 91          |
|  | 2022 | 57 | 44               | 40      | 4          | 4                   | 9            | 84          |
|  | 2023 | 67 | 43               | 43      | 4          | 1                   | 7            | 87          |
|  | 2024 | 67 | 25               | 40      | 15         | 13                  | 6            | 66          |

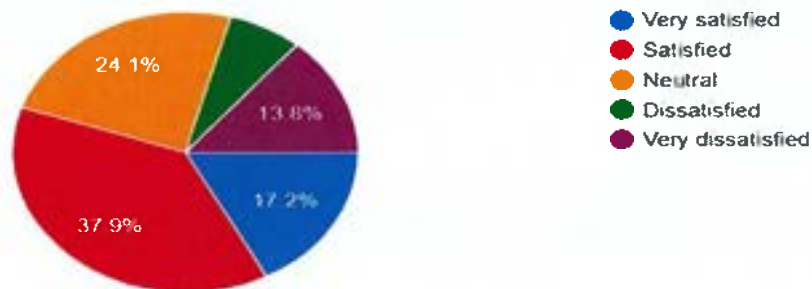
**Comment on Results:** In the "Welcoming, Caring, Respectful, and Safe Learning Environments" domain, the measure of students caring for and respecting each other has continued to decline, which remains a significant area of concern. During the recent "Focus Group" sessions, students shared that they would appreciate more respect from their peers and the use of kinder language. To address this, various events such as "Bucket Filling," "Light Someone's Candle," "Pink Shirt Day," and "Pi Day" were organized last year to remind students to be mindful of their words and actions, emphasizing the message that "WORDS HURT." We will continue to plan similar events and initiatives.

Additionally, we will continue to engage with students, gathering their feedback on what actions could be taken to improve this area. Goals focused on fostering a more respectful and caring environment will also be incorporated into the upcoming Education Plan.

### Local Data - Parent Survey:

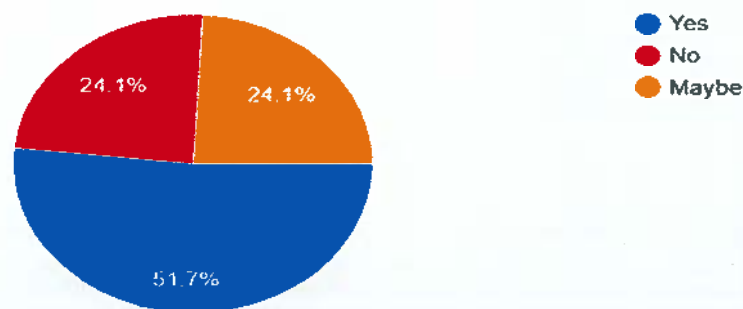
How satisfied are you with the accessibility and responsiveness of school administrators and staff to parent concerns and inquiries?

29 responses



Do you feel that your child is supported by teachers when it comes to academic challenges, behavioral or personal issues?

29 responses



### First Nations, Métis and Inuit Student Success:

At Gobind Sarvar, we do not have any self identified First Nations, Metis and Inuit students. At Gobind Sarvar, we respectfully acknowledge the vibrant history and culture of Indigenous nations in Canada. We continually seek to learn the traditions and contributions of Indigenous nations of Alberta while committing to moving forward in friendship and collaboration. We also recognize the land, upon which



Gobind Sarvar Schools are built. We honor and acknowledge the unique story of this land and continue to work towards strengthening relations with Indigenous communities.

**Provincial Measures:**

- None – as we do not have self-identified First Nations, Metis and Inuit students.

**Local Measures:**

- Cultural Activities being held at school to create awareness and appreciation for indigenous cultures/traditions.
- Professional learning sessions held during the year to provide support in learning with First Nations, Metis and Inuit.

**Learning Supports - Access to supports and Services**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

|         | Gobind Marg Charitable Trust F |     |      |      |      |      |      |      |      |      | Measure Evaluation |             |         | Alberta |     |         |      |         |      |         |      |         |      |
|---------|--------------------------------|-----|------|------|------|------|------|------|------|------|--------------------|-------------|---------|---------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020                           |     | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Achievement        | Improvement | Overall | 2020    |     | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N                              | %   | N    | %    | N    | %    | N    | %    | N    | %    |                    |             |         | N       | %   | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | n/a                            | n/a | 154  | 91.6 | 188  | 89.3 | 328  | 87.0 | 447  | 83.6 | n/a                | Declined    | n/a     | n/a     | n/a | 230,761 | 82.8 | 249,570 | 81.8 | 256,994 | 80.6 | 264,733 | 79.9 |
| Parent  | n/a                            | n/a | 15   | 97.3 | 15   | 95.9 | 36   | 90.4 | 46   | 86.3 | n/a                | Maintained  | n/a     | n/a     | n/a | 30,938  | 78.9 | 31,684  | 77.4 | 31,847  | 75.7 | 33,177  | 75.4 |
| Student | n/a                            | n/a | 119  | 89.7 | 151  | 85.0 | 252  | 82.5 | 366  | 80.4 | n/a                | Maintained  | n/a     | n/a     | n/a | 169,631 | 80.2 | 188,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 |
| Teacher | n/a                            | n/a | 20   | 87.9 | 22   | 87.0 | 40   | 88.2 | 45   | 84.0 | n/a                | Maintained  | n/a     | n/a     | n/a | 30,194  | 88.7 | 30,951  | 87.3 | 32,342  | 86.2 | 32,040  | 85.6 |

**Comment on the results:** The overall results for this measure have declined compared to previous years. At Gobind Sarvar, we are committed to meeting the diverse needs of all our students, utilizing a variety of approaches to do so. Building strong relationships with students is a key focus, and both our teachers and administrative staff work diligently to bond with them. This connection helps students feel comfortable sharing their challenges with staff.

We have also established a partnership with Renfrew to address students’ Speech-Language Pathology (SLP), Occupational Therapy (OT), and Physiotherapy needs. Educational Assistants and resource teachers are employed to support students who struggle academically, while Math Educational Assistants (EAs) are assigned to High School and Junior High students for in-class support. Additionally, a school counselor has been hired this year to assist both students and teachers in addressing behavioral and emotional needs.

An in-depth analysis of this measure reveals that teachers would benefit from more timely support for students with special needs. We will hold further discussions with teachers to gather additional insights and explore how we can better support them in this area.

## Domain Governance – Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

|         | Gobind Marg Charitable Trust F |       |      |      |      |      |      |      |      |      | Measure Evaluation |             |           | Alberta |      |        |      |        |      |        |      |        |      |
|---------|--------------------------------|-------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|---------|------|--------|------|--------|------|--------|------|--------|------|
|         | 2020                           |       | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Achievement        | Improvement | Overall   | 2020    |      | 2021   |      | 2022   |      | 2023   |      | 2024   |      |
|         | N                              | %     | N    | %    | N    | %    | N    | %    | N    | %    |                    |             |           | N       | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Overall | 22                             | 99.4  | 35   | 92.5 | 37   | 91.1 | 76   | 88.4 | 91   | 87.1 | High               | Maintained  | Excellent | 70,377  | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 84,948 | 79.5 |
| Parent  | 6                              | 100.0 | 15   | 93.1 | 15   | 87.7 | 36   | 87.9 | 46   | 89.3 | High               | Maintained  | Excellent | 38,556  | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 |
| Teacher | 16                             | 98.7  | 20   | 92.0 | 22   | 94.5 | 40   | 89.0 | 45   | 84.8 | Low                | Maintained  | Issue     | 33,821  | 89.6 | 30,033 | 88.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 |

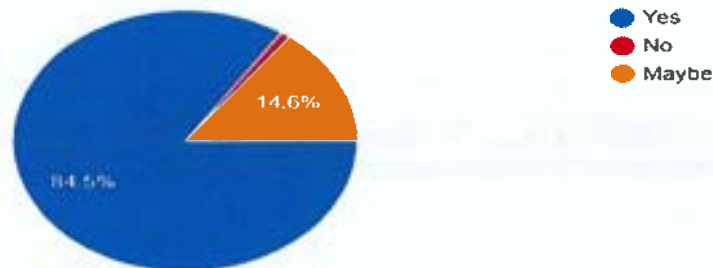
**Comment on the results: Overall, achievement in this measure is significantly higher than the provincial average.** At Gobind Sarvar, we make every effort to maintain strong connections with parents. All Division 1/Early Childhood Services (ECS) parents stay connected with their child’s teacher through ClassDojo, while Division 2/3/4 parents communicate with teachers via emails, ClassDojo, and Google Classroom. Parents have expressed high satisfaction with these communication methods, which are complemented by school newsletters, phone calls, and celebration of learning slideshows.

The Parent Advisory Council (PAC) also met with parents several times to obtain their input. Moving forward, we will continue to explore ways to strengthen the partnership between the school, community, and parents through increased collaboration and engagement. We are committed to providing ongoing opportunities for students, staff, and parents to actively participate in school decision-making processes.

### Local Data: Parent Survey – See Results Below:

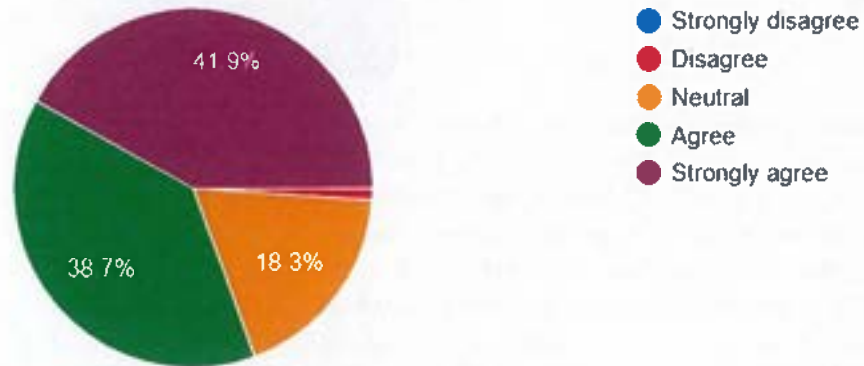
Considering your overall experience with Gobind Sarvar, would you recommend the school to a friend or family member?

103 responses



There is sufficient communication between my child's teacher(s) and I regarding my child's academic progress.

93 responses



### In-Service Jurisdiction Needs – Measure Details

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

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

|         | Gobind Marg Charitable Trust F |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |           | Aberts |      |        |      |        |      |        |      |        |      |
|---------|--------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|--------|------|--------|------|--------|------|--------|------|--------|------|
|         | 2020                           |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Achievement        | Improvement | Overall   | 2020   |      | 2021   |      | 2022   |      | 2023   |      | 2024   |      |
|         | N                              | %    | N    | %    | N    | %    | N    | %    | N    | %    |                    |             |           | N      | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Overall | 16                             | 97.9 | 20   | 93.2 | 21   | 90.2 | 38   | 85.7 | 41   | 96.7 | High               | Improved    | Excellent | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 |
| Teacher | 16                             | 97.9 | 20   | 93.2 | 21   | 90.2 | 38   | 85.7 | 41   | 96.7 | High               | Improved    | Excellent | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 |

**Comment on the results:** We are very satisfied with the results achieved. To support ongoing growth, we continue to provide targeted and thoughtful professional development opportunities for our teachers. In addition to attending in-person conferences and conventions held each February, teachers also participate in several online webinars offered by the Calgary Consortium. Furthermore, we encourage teachers to attend additional webinars and sessions that align with their specific professional needs.

### Program of Studies

Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

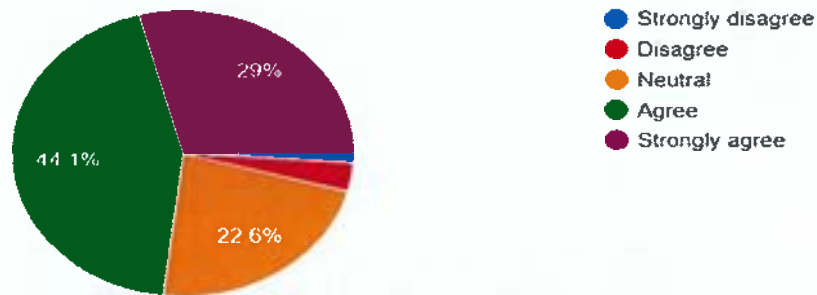
|         | Global Mary Charlotte Trust F |      |      |      |      |      |      |      |      |      | Alberta            |                   |            |         |      |         |      |         |      |         |      |         |      |
|---------|-------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2020                          |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Measure Evaluation |                   |            | 2020    |      | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N                             | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement       | Overall    | N       | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 60                            | 83.4 | 92   | 90.5 | 112  | 82.5 | 181  | 79.8 | 209  | 78.2 | Intermediate       | Maintained        | Acceptable | 184,393 | 82.4 | 157,680 | 81.9 | 172,339 | 82.9 | 179,589 | 82.9 | 164,554 | 82.8 |
| Parent  | 8                             | 89.4 | 15   | 98.2 | 15   | 87.4 | 36   | 81.0 | 46   | 85.1 | Good               | Maintained        | Good       | 36,901  | 80.1 | 30,817  | 81.7 | 31,625  | 82.4 | 31,760  | 82.2 | 33,145  | 82.3 |
| Student | 38                            | 77.3 | 57   | 88.1 | 75   | 79.2 | 104  | 71.5 | 118  | 62.6 | Low                | Needs Improvement | Concern    | 113,541 | 77.8 | 96,676  | 74.9 | 109,776 | 76.9 | 115,487 | 77.4 | 119,382 | 76.7 |
| Teacher | 16                            | 83.5 | 20   | 87.3 | 22   | 81.0 | 41   | 86.8 | 45   | 87.1 | High               | Maintained        | Good       | 33,951  | 89.3 | 30,187  | 89.2 | 30,938  | 89.3 | 32,322  | 89.3 | 32,027  | 89.2 |

**Comment on the results:** The results are lower as compare to the previous year and the province. Our focus every year is to offer broad educational programs/options to our students. Options are offered to all students from KG to 9. **We continue to offer STEAM/STEM, computer science, drama, robotics, minds in motion workshops, career days, adventurous week (Westwinds Campus), outdoor education and scratch (coding) to our students.** Students are introduced to coding from KG. Our junior and senior teams (GS Falcons) participated in many basketball tournaments last year. Students also got to participate in cross country, badminton tournaments and after school clubs. After school clubs were offered to Grades 2 and 3 in the last term last year and the students really loved the sports, art, and the culinary clubs. Students participated in Regional Science Fair, spelling bee and the Pascal math contests. We are currently awaiting response from Alberta Education to offer dual credits to our high school students. We will continue to obtain feedback from our students and school community to improve in this measure.

### Local Data: Parent Survey

I feel that the Computer Science (ex. Scratch Program for gr 4 -6) is a good opportunity for my child to succeed.

93 responses



## At-Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

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

| Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely |           |      |      |      |      |      |      |      |      |      |                    |             |         |      |     |      |     |      |      |      |     |      |     |     |      |     |     |      |
|--|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|------|-----|------|-----|------|------|------|-----|------|-----|-----|------|-----|-----|------|
|  | Authority |      |      |      |      |      |      |      |      |      | Province           |             |         |      |     |      |     |      |      |      |     |      |     |     |      |     |     |      |
|  | 2020      |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Measure Evaluation |             |         | 2020 |     | 2021 |     | 2022 |      | 2023 |     | 2024 |     |     |      |     |     |      |
|  | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N    | %   | N    | %   | N    | %    | N    | %   |      |     |     |      |     |     |      |
| Overall  | 117       | 93.8 | 154  | 92.2 | 188  | 90.1 | 328  | 87.6 | 447  | 83.6 | Intermediate       | Declined    | Stable  | 264  | 165 | 84.9 | 230 | 666  | 82.7 | 249  | 524 | 81.9 | 256 | 932 | 81.2 | 264 | 651 | 80.6 |
| Parent   | 6         | 94.4 | 15   | 95.5 | 15   | 100  | 36   | 89.6 | 46   | 83.8 | High               | Maintained  | Good    | 36   | 846 | 78.1 | 30  | 874  | 76.7 | 31   | 643 | 75.3 | 31  | 805 | 73.7 | 33  | 110 | 73.5 |
| Student  | 95        | 89.0 | 119  | 89.7 | 151  | 85.0 | 252  | 82.5 | 356  | 80.4 | Low                | Maintained  | Stable  | 193  | 489 | 82.2 | 169 | 631  | 80.2 | 166  | 935 | 80.1 | 192 | 805 | 79.9 | 199 | 516 | 78.7 |
| Teacher  | 16        | 97.9 | 20   | 91.5 | 22   | 92.2 | 40   | 90.7 | 45   | 86.7 | Very Low           | Maintained  | Concern | 33   | 910 | 94.4 | 30  | 181  | 91.2 | 30   | 946 | 90.3 | 32  | 322 | 89.9 | 32  | 025 | 85.5 |

**Comments:** At Gobind Sarvar, we believe that every student matters. We place a strong emphasis on both academic success and the social/emotional development of our students. Our approach is designed to nurture each child's growth, ensuring they have the tools and support they need to thrive.

In Divisions 2 and 3, students who demonstrate potential but are working below grade expectations are given probationary letters. These letters serve as a proactive step to help students understand where they can improve. They are then given three months to work on their grades. During this time, teachers collaborate closely with both students and their parents to provide guidance and support.

One of the initiatives we introduced last year is reporting on students' work ethic in their report cards. We believe this is a critical aspect of a student's overall development and success. The value of hard work and persistence is just as important as academic performance, and we want to highlight this in our assessments. To ensure continued progress, we meet with parents three times a year to review student progress and discuss any additional support needed. We also offer specialized services for students with diverse abilities, ensuring that every student has the opportunity to succeed.

Our school strives to offer a wide range of programs that cater to varied interests and abilities, encouraging all students to pursue their passions and dreams. For our high school students, we have frequent meetings to ensure they are taking the right courses for their future career aspirations. We are dedicated to helping them plan a path toward success beyond graduation.

Overall, we are proud of the progress we have made in supporting our students. In fact, we are performing better than the provincial average in many key areas. However, we are always looking for ways to improve, and we will continue to set new goals in our upcoming education plan.

To further support our students, we have recently hired a guidance counsellor. This addition will help us provide even more personalized support to ensure the well-being and success of every student. At Gobind Sarvar, we are committed to fostering an environment where every student can grow academically, socially, and emotionally, preparing them for a bright future.

## Safe and Caring

Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

### Safe and Caring – Measure Details

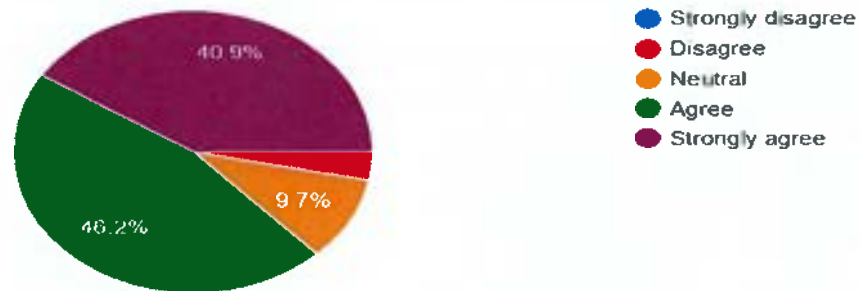
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. |           |       |      |       |      |      |      |      |      |      |                    |             |            |          |      |         |      |         |      |         |      |         |      |
|--|-----------|-------|------|-------|------|------|------|------|------|------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
|  | Authority |       |      |       |      |      |      |      |      |      | Measure Evaluation |             |            | Province |      |         |      |         |      |         |      |         |      |
|  | 2020      |       | 2021 |       | 2022 |      | 2023 |      | 2024 |      | Achievement        | Improvement | Overall    | 2020     |      | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|  | N         | %     | N    | %     | N    | %    | N    | %    | N    | %    |                    |             |            | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall  | 117       | 95.2  | 154  | 94.9  | 188  | 93.2 | 330  | 89.9 | 447  | 88.5 | Very High          | Declined    | Good       | 264,204  | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 | 265,150 | 87.1 |
| Parent   | 6         | 100.0 | 15   | 100.0 | 15   | 94.7 | 36   | 98.0 | 46   | 89.4 | Very High          | Maintained  | Excellent  | 36,899   | 90.2 | 30,969  | 90.5 | 31,707  | 89.5 | 31,879  | 88.1 | 33,225  | 88.0 |
| Student  | 95        | 85.5  | 119  | 88.8  | 154  | 87.7 | 254  | 83.7 | 356  | 80.2 | High               | Declined    | Acceptable | 193,364  | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 | 199,865 | 80.4 |
| Teacher  | 16        | 100.0 | 20   | 96.0  | 22   | 97.2 | 40   | 96.0 | 45   | 96.0 | Very High          | Maintained  | Excellent  | 33,941   | 95.3 | 30,205  | 95.4 | 30,963  | 94.3 | 32,350  | 93.0 | 32,060  | 92.9 |

**Comments:** We are extremely satisfied with the results achieved in this area. Ensuring the academic success and well-being of our students remains our top priority. We will continue to provide a safe, supportive, and caring learning environment that fosters growth and success for all students.

## Local Data: Parent Survey

My child feels safe and happy at school.

93 responses



## School Improvement:

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

### 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 |      |         |      |         |      |         |      |         |      |
|   | 2020      |       | 2021 |       | 2022 |       | 2023 |      | 2024 |      | Achievement        | Improvement | Overall   | 2020     |      | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|   | N         | %     | N    | %     | N    | %     | N    | %    | N    | %    |                    |             |           | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall   | 117       | 97.1  | 151  | 93.2  | 183  | 90.7  | 320  | 83.1 | 432  | 86.7 | Very High          | Maintained  | Excellent | 262,079  | 81.5 | 224,941 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 | 258,502 | 75.8 |
| Parent  | 6         | 100.0 | 15   | 100.0 | 14   | 100.0 | 34   | 91.2 | 43   | 93.0 | Very High          | Maintained  | Excellent | 35,896   | 80.0 | 28,016  | 81.7 | 30,147  | 70.0 | 30,371  | 72.5 | 31,538  | 75.2 |
| Student   | 95        | 91.4  | 117  | 90.1  | 148  | 81.7  | 250  | 80.4 | 354  | 75.5 | Intermediate       | Declined    | Issue     | 192,917  | 79.6 | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 | 197,479 | 74.0 |
| Teacher   | 16        | 100.0 | 19   | 89.5  | 21   | 90.5  | 36   | 77.8 | 35   | 91.4 | Very High          | Maintained  | Excellent | 33,266   | 85.0 | 28,003  | 83.4 | 28,726  | 76.3 | 29,842  | 78.0 | 29,485  | 78.2 |

**Comment on the results:** The overall percentage of teachers, parents, and students indicating that our school has either improved or remained the same over the last three years is significantly higher compared to the provincial average. While we are seeing a notable increase in positive feedback from teachers, there has been a slight decline in student responses. We recognize this concern and will engage in further discussions with students to better understand their perspectives. Additionally, we will set specific goals in the upcoming Education Plan to address this area and continue our efforts for improvement.

**Whistleblower Protection:** At Gobind Sarvar, we are committed to ensuring that any disclosure of wrongdoing, or alleged wrongdoing, reported to the Administration will be thoroughly reviewed, investigated, and addressed appropriately by the school and the committee. We welcome constructive feedback and encourage anyone to point out deficiencies in our policies or their execution.

We believe that all criticism serves to improve Gobind Sarvar School, and we handle it with a positive and proactive approach. Our staff is expected to follow professional guidelines when addressing concerns, beginning with the parties involved and escalating through the administration, and if necessary, up to the legal system.

The Administration and School Committee must always be given the opportunity to explain or correct any practices or procedures, unless the matter is severe and involves legal violations. In accordance with the Whistleblower Protection Act, we can confirm that no disclosures were received during the 2023/2024 school year.

#### **Ways to access the AERR...**

- Posted on the Gobind Sarvar School Website – [www.gscalgary.com](http://www.gscalgary.com)
- A copy has been shared with all staff members
- The plan has been approved by the board on November 28, 2024.
- Available for parents and the public in print copy through the school office
- An electronic copy has been emailed to Mr. Henry Zondervan!



# Summary of Financial Results

## Summary of Budget Gobind Sarvar School 2174/2479

### Revenue Summary

|                   | <u>2024-25</u>          | <u>2023-24</u>         |
|-------------------|-------------------------|------------------------|
| Alberta Education | \$ 6,474,905.00         | \$ 4,998,724.00        |
| Tuition           | \$ 3,456,400.00         | \$ 1,662,302.00        |
| Other revenue     |                         | \$ 728,005.00          |
| Transportation    | \$ 360,000.00           | \$ 347,943.00          |
|                   | <u>\$ 10,291,305.00</u> | <u>\$ 7,736,974.00</u> |

### Expenses Summary

|                             |                        |                        |
|-----------------------------|------------------------|------------------------|
| Instructions                | \$ 4,545,000.00        | \$ 4,127,020.00        |
| Administration              | \$ 1,550,000.00        | \$ 816,000.00          |
| Lease - Building and others | \$ 1,927,200.00        | \$ 1,927,187.00        |
| Operations and Maintenance  | \$ 1,328,400.00        | \$ 659,351.00          |
|                             | <u>\$ 9,350,600.00</u> | <u>\$ 7,529,558.00</u> |
| Total Revenue over Expenses | <u>\$ 940,705.00</u>   | <u>\$ 207,416.00</u>   |



### Summary of financial Results

In our 2023-24 academic year we have managed to operate our school-on-school generated revenue and Government grant. The strength of the school students is increasing year over year. There is significant waitlist for students for our next academic years. There was significant amount spend on the asset addition like gym upgradation, furniture, and equipment. In the current school year for 2023-2024, there has been significant shift in payroll which is again based on market. But we have still managed to operate our school in positive cash flow position. In the current year we have generated positive results to cover up the expenses over income. In next few academic school years, we are not expecting to spend a lot on our capital expenditure as we have acquired necessary assets for school.

With having high demand for our school in our community we are expecting to meet the number of students taking admission in our school in current and coming year. This is leaving a positive impact on our community in social and cultural values.

With our budgets in place and future planning we expecting to have surplus to leave to net funds.

The spending of our expenses is within the budget amount provided. Significant efforts are in place to stay within budgeted line items. A significant policies and procedures are in place to keep stay within the budget like ordering, approval etc. of items. There has no significant changes from prior year. Regular review are always conducted on procedure to make it better.

### Actual Financial Summary 2023-2024

| Revenue                     | Amount    | %   | Expenditures |            |        |
|-----------------------------|-----------|-----|--------------|------------|--------|
| Alberta ED School generated | 4,998,724 | 65% | Wages        | 4,943,020  | 64.00% |
|                             | 2,738,250 | 35% | Operations   | 659,351    | 11.00% |
|                             |           |     | Rent         | 1,927,200  | 25.00% |
| Total Revenue               | 7,736,974 |     | Total Exp    | 7,529,558  |        |
|                             |           |     | Surplus      | 207,416.00 |        |

Overview of Actual: We spent 64% of our total revenue on our school wages. The other major expense for 2023-24 year was rent and operation expenses. We are expecting to continue this trend for coming years. But overall, we are very confident that with experience of school operation, we will be able to run our school operation more efficiently.

### Capital and Facilities Projects

In 2023-24 we have completed all our expansion on the existed building. All this expansion was covered by landlord. We are not expecting to have spend any more major amount on capital except for regular like computers and laptops for our school kids. The three-year projections are showing all the number with new school building and existing location.

### Summary of facility and Capital Plans

There are no other major plans besides which are described above.

We are expecting to increase our school fees In 2026-2027 to accommodate the additional cost.

In our current building we have proper caretakers like cleaning staff, operation manager and fire safety as permanent contractors.

Our board members and school teachers working hard to provide the best of experience for all the kids in our school. So that students can contribute more towards society as whole.



**Foundation of tomorrow's beautiful humanity is being built with HIS grace**



