

HEADWAY SCHOOL
Edmonton, Canada

CONTENTMENT
CONTEMPLATION
TRUTH



3 -Year Education Plan 2026-2029

for

Headway School Society of Alberta

"Man jeetey Jag jeet!"

"Conquer the mind; Conquer the World!"

Sri Guru Nanak Sahib Ji
[1469-1539]
First Guru of the Sikhs

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Message from the Board

Our school community is grounded in a shared commitment to nurturing students academically, socially, emotionally, and spiritually. Guided by the mission to instill in each child a love of truth, an understanding of the difference between wants and needs, and the critical thinking skills necessary to master the academic building blocks for a successful future, the school strives to create meaningful learning experiences that inspire curiosity, responsibility, and lifelong learning.

The vision of providing inclusive programming and leadership in education remains at the heart of all initiatives and planning. Through a learning environment that seeks to protect and nurture the body, mind, and soul of the next generation, the school is committed to supporting students as they grow into compassionate, capable, and productive citizens of Canada.

Throughout the year, students participated in a wide variety of activities and celebrations that strengthened community connections and enriched the educational experience. From Pirate Day to Halloween, from Diwali to Lohri, and from Reader's Theatre to Valentine's celebrations, these experiences fostered joy, belonging, cultural appreciation, and a love of learning. The school community also came together through concerts, performances, graduation ceremonies, and Sewa-inspired fundraisers, each event reflecting shared values of compassion, creativity, service, and care.

The beliefs that guide the school community continue to shape its culture and direction. The school believes in the oneness of God and therefore the oneness of humanity. It also recognizes that meaningful growth and positive change are rooted in the creation of a learning community where everyone has something to learn and something to teach. Learning is viewed as a lifelong journey, with all individuals serving as students at different stages and levels throughout life.

Looking ahead, this three-year Education Plan has been developed in response to the evolving needs, priorities, and concerns of the school community. The plan reflects a continued commitment to providing students with a high-quality education that supports academic excellence, character development, cultural understanding, and student well-being. Through ongoing collaboration with families, staff, and community stakeholders, the school remains dedicated to creating meaningful opportunities that empower students to thrive both academically and personally while contributing positively to society.

Jagwinder S. Sidhu, Principal and School Founder

Accountability Statement

Headway School Accountability Statement:

The Education Plan for Headway School commencing September 1, 2025 was prepared under the direction of the Headway School Board/Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Headway School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Headway School Board approved Year 1 of the 2024-2027 Education Plan on May 15, 2024.

The Headway School Board reviewed and approved the 2026-2029 Education Plan on May 20, 2026.

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Introduction to Our School

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

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

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

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

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

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

Instructional Hours and Learning Delivery

Headway School provides both synchronous and asynchronous learning opportunities to support flexible, structured, and continuous educational programming. Senior high school students (Grades 10–12) are allocated 125 instructional hours per five-credit course, with teachers providing scheduled classroom instruction and posting learning materials, homework, assignments, and projects online to support independent learning and reinforcement.

To ensure accountability, parents and guardians are required to track and submit records of time spent on learning activities outside the classroom, following a process similar to that used in home education programs. Teachers remain responsible for monitoring student progress, assessing completed work, and providing feedback to ensure provincial curriculum outcomes and course expectations are met.

Tests and examinations are scheduled and administered in school to maintain academic integrity and consistent assessment standards.

This approach supports students requiring additional academic reinforcement, English language development, or flexibility due to extended absences, while maintaining instructional accountability. The school reviews instructional schedules and learning records to monitor compliance with Alberta Education and Childcare requirements, recognizing that documented independent learning time must meet applicable criteria to qualify as instructional hours.

Our Partners & Stakeholders

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

Stakeholders Involved

- **Families & Community:** Parents, Guardians, Elders, and community partners
- **Students:** ECS through grade 12
- **School Leaders & Staff:** Superintendent, Principal, Principalship/division administrators, teachers, support staff, student teachers/EAs, bus drivers.
- **Governance & Advisory Bodies**: Headway Board of Directors, School Council

How Stakeholders Were Engaged

Parent Voice & Engagement:

- Communication with parents via the school website, Class Dojo App, WhatsApp and Google Classroom.
- Parents are invited to field trips and school events.
- All teaching staff have open appointment times to ease parent-teacher meetings.

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

  Monday to Thursday: from 3:45 pm to 4:15 pm
- Because we have four reporting periods, we have four parent-teacher nights where further communication can occur.
- Translation (into Punjabi) of newsletters, surveys, notes and forms, as well as verbal interpretation for those who do not speak English.
- We have three parent liaisons on our Board who are actively involved in our school and that represent the Parent Council at meetings.
- The Parent Council provide us with vital feedback to enhance student and community engagement.

Data Collection:

- Targeted surveys were conducted among Stakeholders, collecting both quantitative and qualitative data.

Staff Engagement:

- Monthly staff meetings and alternating bi-weekly cohort meetings (subject-based, divisional, and in-school committees) provide opportunities for open discussion and ongoing reflection on school and Education Plan goals.

Student Voice & Engagement:

- School Spirit Committee (student council) monthly meetings, where information is presented, shared, and received between school administration and members of the School Spirit Committee.
- Morals/ weekly assemblies, where information agreed upon by School Spirit, Staff and Administration is shared, promoted, or discussed with the wider student school population.

Governance Dialogues:

- Principal and/or Designate deliver monthly reports at School Spirit Committee, Parent Council and Board meetings.
- Annually appointed Board Liaisons communicate with Board and other school committees.

Outcome of Engagement

The engagement process strengthened collaboration among families, students, staff, school leadership, and governance bodies, ensuring that diverse perspectives contributed to the development of school priorities and the Education Plan. Through ongoing communication, surveys, meetings, and student voice initiatives, stakeholders provided meaningful feedback that highlighted the importance of strong home-school relationships, teacher collaboration, inclusive communication practices, and student leadership opportunities. This engagement fostered a shared commitment to supporting student achievement, well-being, and future success within a strong and connected learning community.

Foundational Statements

Vision

To have inclusive programming providing leadership in education to protect and nurture the body, mind and soul of the next generation so that they become productive citizens of Canada.

Mission

To instill in each child the love of truth, an ability to be engaged by learning the differences between wants and needs, and to practice critical thinking to demonstrate mastery of the academic building blocks necessary for a successful future

Beliefs

We believe in the oneness of God and therefore oneness of humanity. We believe that the underpinnings of change rely on the creation of a learning community where everyone has something to learn and something to teach. We feel that we are all students throughout life, at different levels.

Guiding Principles

- **Fostering Truth and Integrity:** The school promotes honesty, integrity, and ethical decision-making while encouraging students to seek truth and act responsibly.
- **Supporting the Whole Child:** The school is committed to nurturing the body, mind, and soul of each student within a safe, caring, and inclusive environment.
- **Promoting Critical Thinking and Academic Excellence:** The school encourages critical thinking, curiosity, and strong academic foundations to prepare students for lifelong success.
- **Building an Inclusive Learning Community:** The school values the oneness of humanity and fosters a culture of respect, compassion, belonging, and collaboration.
- **Encouraging Leadership and Service:** The school develops leadership through responsibility, service, and meaningful contributions to the community.
- **Embracing Lifelong Learning**: The school believes learning is a lifelong journey where everyone has something to learn and something to teach.
- **Strengthening Partnerships Through Collaboration**: The school values strong partnerships among students, families, staff, and community members to support student success and well-being.

Philosophy Statement

At Headway School, we believe that education is a holistic, purposeful process that prepares students not only for academic success, but for meaningful, responsible participation in society. We believe that when students are supported through individualized, post-secondary–centred programming, they are empowered to take ownership of their learning, develop resilience, and achieve high levels of academic success. This belief is reflected in consistently strong graduation outcomes and successful transitions to post-secondary education.

We recognize that each learner brings unique strengths, needs, and experiences. As such, we are committed to providing flexible, modified programming that meets students where they are while challenging them to reach their highest potential. With a focus on academic excellence, critical thinking, and continuous growth, students are guided toward mastering essential skills and exceeding standard expectations.

Our philosophy is grounded in the belief that character education is as important as academic learning. Through structured instruction in morals and ethical behaviour, alongside clear expectations that uphold integrity and respect, we foster a safe and supportive environment where bullying, discrimination, and dishonesty are not tolerated.

We also believe that education must be culturally responsive and globally aware. Through the celebration of diverse cultural traditions, engagement with community organizations, and exposure to a wide range of experiences, students develop respect for diversity, a strong sense of identity, and meaningful connections to both local and global communities.

Furthermore, we believe in the importance of service, responsibility, and experiential learning. Opportunities such as volunteering, environmental stewardship, science competitions, cadet programming, and community partnerships allow students to apply their learning in authentic contexts while developing leadership and empathy.

Finally, we view education as a shared responsibility between school, family, and community. Through strong communication systems, flexible learning models, and inclusive supports for transnational learners, we ensure that students remain connected, supported, and engaged in their learning journey regardless of circumstance.

At the heart of our philosophy is the belief that every student has the capacity to grow, succeed, and contribute meaningfully to society when provided with strong support, and purposeful opportunities to learn.

Key Insights from the Annual Education Results Report 2024-2025 (AERR)

The Annual Education Results Report (AERR) provides an important opportunity to reflect on both the strengths of our school community and the areas where continued growth and support are needed. As a school, we remain proud of our consistently strong high-school completion rates and the successful transition of our students into post-secondary education. These outcomes continue to reflect the dedication of our staff, the resilience of our students, and the impact of individualized programming, flexible learning opportunities, and a strong post-secondary-centred approach to education. Positive growth in several Grade 6 and 9 PAT subject areas, particularly in English Language Arts, Mathematics, and Science, also demonstrates that targeted instructional supports and collaborative teaching practices are helping many students build stronger foundational skills.

The data reminds us that there are still important challenges to address. Growth in some grade levels has not progressed as strongly as hoped, and several grades experienced an increase in students identified as at risk. As we reflect on these results, it is important to recognize the unique realities of our school community. A significant percentage of our students are English as a Additional Language (EAL) learners, and we continue to welcome an increasing number of newcomer families and students with limited English proficiency. While this diversity is one of our strengths, it also means that many students require additional time, support, and intervention as they develop literacy, language, and academic skills.

At present, there are no students within the school community who self-identify as First Nations, Métis, or Inuit (FNMI). Despite this, our school remains committed to supporting and honouring the principles of Truth and Reconciliation through ongoing learning, culturally responsive practices, and the integration of Indigenous perspectives where appropriate within programming. This commitment reflects the belief that reconciliation is an ongoing responsibility for all members of the education community, regardless of current student demographics.

We also recognize that factors beyond the school environment can impact student learning and achievement. Extended family travel outside of Canada during the school year often results in interruptions to instructional continuity and academic progress, particularly when assignments and learning supports are not consistently completed during absences. In some cases, families face barriers in supporting learning at home due to language limitations, work schedules, or differing levels of familiarity with educational expectations and supports. These realities reinforce the importance of maintaining strong partnerships between home and school and continuing to provide guidance and support for families wherever possible.

The AERR data also highlights areas requiring continued focus, particularly in diploma examination achievement, standards of excellence, student perceptions of school improvement, and survey measures related to welcoming, caring, respectful, and safe learning environments, work preparation, and lifelong learning. While these results indicate areas for growth, they also provide direction for future planning and reflection. As a school community, we recognize the importance of continuing to strengthen literacy and numeracy supports, expand diploma preparation strategies, and further support student well-being, engagement, and belonging.

In response to these needs, the school continues to invest in early intervention and targeted support strategies. PUF funding is being utilized to provide intervention for preschool and kindergarten students before they enter Grade 1, helping to build stronger foundations for future learning. Additional professional learning opportunities are also being provided for teachers and educational assistants to strengthen instructional strategies in literacy and numeracy and better support the diverse needs of learners.

Despite the challenges reflected within some of the data, the school remains deeply committed to fostering a welcoming, inclusive, and culturally responsive learning environment grounded in strong relationships, ethical learning, and student well-being. The AERR serves not only as a reflection of current outcomes, but also as an opportunity to learn, adapt, and move forward with purpose. Through continued collaboration among students, families, staff, leadership, and the wider community, the school will continue striving to support every student's growth, success, and future potential.

Priorities Moving Forward

- Strengthen literacy and numeracy instruction through targeted, evidence-based strategies and consistent intervention supports across all grade levels.
- Enhance diploma exam preparation and academic rigour, with a focus on improving student achievement in senior high courses.
- Support English Language Learners through differentiated instruction, expanded language acquisition strategies, and continued ESL programming supports.
- Continue strengthening student engagement, well-being, and sense of belonging through safe, caring, and inclusive school environments.
- Increase family engagement and communication to support learning at home and strengthen understanding of student programming and expectations.
- Expand teacher and educational assistant professional learning focused on instructional practice, inclusive education, and improving student outcomes.

Implementation of Truth and Reconciliation Commission Recommendations

Headway School is committed to advancing the Calls to Action of the Truth and Reconciliation Commission by fostering meaningful learning experiences that deepen students' understanding of First Nations, Métis, and Inuit (FNMI) histories, cultures, and contributions to Canada. Through intentional curriculum integration, cultural engagement, and collaborative learning opportunities, the school seeks to promote awareness, respect, and reconciliation within the broader context of Canada's multicultural society. This work reflects the belief that education plays a vital role in building understanding, respect, and meaningful relationships between all peoples.

Outcomes

- Students demonstrate increased understanding of FNMI histories, cultures, and contemporary issues.
- Teachers demonstrate strengthened capacity to meaningfully embed FNMI perspectives within instruction.
- The school builds and sustains strong relationships with FNMI communities through cultural exchanges and engagement.
- Parents and the broader community demonstrate increased awareness and support for FNMI learning and reconciliation initiatives.

Strategies

- Integrate FNMI histories, perspectives, and contemporary issues across all subject areas and grade levels.
- Utilize updated instructional resources that reflect authentic FNMI voices, knowledge, and experiences.
- Embed FNMI learning outcomes into classroom assessments aligned with the provincial program of studies.
- Include FNMI education, TRC Calls to Action, and culturally responsive pedagogy in teacher professional development and growth plans.
- Provide ongoing opportunities for collaborative planning and sharing of FNMI-inclusive instructional practices.
- Facilitate visits and cultural exchanges with FNMI Elders, knowledge keepers, artists, and community representatives.
- Develop partnerships with FNMI organizations and local communities to support authentic learning experiences.
- Ensure administrative and board-level support for FNMI-related programming, events, and initiatives.
- Communicate FNMI learning activities and student experiences to parents and the wider school community.
- Engage families in school-based FNMI learning events, cultural celebrations, and reconciliation-focused activities.

Measures of Success

- Student assessments demonstrate accurate understanding of FNMI histories, cultures, and contributions to Canadian society.
- Increased evidence of students applying FNMI perspectives when discussing Canadian history and contemporary issues.
- Teacher growth plans include FNMI-focused professional learning goals and evidence of implementation.
- Classroom instruction and planning documents show consistent integration of FNMI perspectives across subjects.
- Documented increase in FNMI cultural exchanges, school visits, and participation of Elders and knowledge keepers.
- Positive feedback from FNMI partners, students, staff, and families regarding cultural engagement activities.
- Evidence of sustained partnerships with FNMI communities and organizations.
- Increased participation of parents and community members in FNMI-related school events and initiatives.
- Student learning is visibly demonstrated through presentations, performances, and school-wide showcases.
- School community demonstrates increased awareness and appreciation of FNMI cultures within Canada's multicultural context.

Domains of Assurance & Continuous Improvement

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

Learning Supports Across Domains (Summary Table)

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
Student Growth & Achievement	• All students with identified learning needs receive coordinated, timely, and effective academic and social-emotional supports. • Students demonstrate measurable academic growth through individualized programming and differentiated instruction. • Teachers effectively implement accommodations and differentiated strategies supported by specialist staff and data-informed planning. • Students graduate from high school with the academic readiness required for successful entry into post-secondary education.	• Individualized supports provided by teachers in collaboration with psychologists, speech-language pathologists, and occupational therapists; coordinated through support teachers using IPPs/ISPs, ESL tracking, and targeted interventions. • Secure ongoing Board support for staffing, resources, and specialized services required to meet student learning needs. • Adjust instructional delivery models (e.g., semestered, full-year, and flexible pacing options) to support diverse learner profiles. • Provide professional learning opportunities for staff focused on inclusive education, differentiated instruction, and assessment for learning.

Measures of Success:

- All students with identified learning needs have current, actively implemented IPPs/ISPs, supported by ongoing data tracking (including ESL tracking and psycho-educational information).
- Students demonstrate measurable academic growth and improved achievement as evidenced through classroom assessments, teacher evaluations, and standardized measures.
- The school maintains a 100% high school graduation rate, with all graduates successfully transitioning to post-secondary education.
- Increased teacher capacity and consistent implementation of inclusive instructional practices, including differentiated instruction and effective use of accommodations.

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
Learning Supports	• Students receive timely, targeted, and differentiated academic supports that improve engagement and achievement in core subjects, particularly mathematics. • Instructional programming is responsive to diverse learner needs through flexible grouping, remediation, enrichment, and expanded curricular options. • Students benefit from consistent, high-quality instruction delivered by teachers working within their areas of specialization and instructional strength. • Students access a broad and balanced program that includes core academics, language development, STEM/STEAM/STREAM, and cultural programming.	• Implement targeted academic intervention and enrichment programs using diagnostic and prescriptive tools (e.g., IXL for mathematics) aligned to Alberta curriculum outcomes. • Strengthen instructional practice through school-wide implementation of formative assessment strategies based on Dylan Wiliam's assessment for learning model. • Optimize instructional delivery by aligning teaching assignments with subject specialization and implementing dual-teacher classroom models in Divisions 1 and 2. • Expand programming capacity and responsiveness by increasing staffing for specialized programs and broadening STEM/STEAM/Options offerings based on student and parent needs.
Measures of Success: • **Student Achievement and Growth:** Improved student performance in core subjects (especially mathematics), demonstrated through classroom assessments, diagnostic data (e.g., IXL reports), and teacher evaluations. • **Instructional Practice:** Increased and consistent use of formative assessment practices and data-informed instruction across all grade levels, evidenced through planning documents and classroom observations. • **Access and Engagement:** Increased student access to specialized instruction, enrichment opportunities, and expanded programming (STEM/STEAM/Options), reflected in participation rates and course offerings. • **Teaching Effectiveness and Alignment:** Improved alignment of teacher assignments with subject expertise, resulting in stronger instructional delivery and increased student engagement and understanding		
Local & Societal Context	The school builds and sustains effective partnerships with community organizations and service providers to support student learning and well-being. • Students with ESL/ELL needs and other diverse learning requirements receive coordinated, culturally responsive, and timely supports. • Families are actively engaged as partners in student learning and have	• Develop and maintain partnerships with external organizations (e.g., Khan Communications and other community-based supports) to enhance student learning and communication supports. • Strengthen ESL/ELL programming through coordinated instructional supports, targeted interventions, and collaboration with external specialists where required. • Improve school-to-home communication systems to ensure families have clear,

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
	improved access to communication and support services. • School-wide practices reflect responsiveness to changing student demographics and evolving community needs.	accessible, and timely information about student learning and available supports. • Respond to emerging student needs by adapting programming, resources, and supports in collaboration with families, staff, and community partners.
Measures of Success: • Increased number and quality of active partnerships with community organizations supporting student learning and well-being. • Improved outcomes for ESL/ELL and diverse learners as evidenced by academic growth, engagement, and language proficiency progress. • Increased parent and family engagement in school communication, learning support processes, and school activities. • Evidence of responsive programming adjustments based on student demographic data, learning needs, and community feedback.		
Teaching & Leading	• Teachers demonstrate effective instructional practice that improves student engagement and achievement. • Instructional leadership supports consistent use of evidence-informed teaching, assessment, and planning practices. • Learning environments reflect culturally responsive and inclusive practices that support diverse student identities and needs. • Professional growth processes contribute to continuous improvement in teaching quality and instructional effectiveness.	• Implement subject-specialist teaching assignments in Divisions 1 and 2 to align instruction with teacher strengths and improve learning outcomes. • Strengthen instructional planning and consistency through long-range planning structures and standardized lesson planning templates (PUPs). • Embed school-wide formative assessment practices to guide instruction and improve student learning. • Align teacher growth, evaluation, and professional development with student learning needs, inclusive education practices, and instructional improvement goals. • Integrate culturally responsive instruction by embedding Sikh/Punjabi history, language, and Canadian contributions across relevant subject areas to enhance relevance and student engagement.
Measures of Success: • Improved quality and consistency of instructional planning and delivery as evidenced through supervision and evaluation processes. • Increased use of formative assessment practices to inform teaching and improve student achievement.		

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
• Evidence of subject-specialist alignment resulting in improved student engagement and understanding. • Teacher Professional Growth Plans reflect clear alignment to instructional improvement, inclusion, and student learning needs. • Increased integration of culturally responsive content and improved student engagement in identity-relevant learning.		
Governance	• The Board provides effective strategic oversight that supports student growth, achievement, and inclusive programming. • Resources are allocated in a way that ensures sustainable staffing, specialized supports, and high-quality instructional programming. • Governance decisions are responsive to student needs, demographic trends, and emerging educational priorities. • The Board maintains accountability for high standards of student success, including graduation and post-secondary transition outcomes.	• Allocate and sustain funding for instructional staffing, learning supports, and specialized programming (including special education and intervention supports). • Support implementation of key school priorities such as intervention programming, assessment practices, and culturally responsive learning initiatives. • Monitor student achievement, graduation, and transition data to inform governance decisions and priorities. • □ Approve flexible programming structures and resource adjustments to meet diverse student learning needs.
Measures of Success: • Board decisions demonstrate clear alignment with student success, inclusion, and instructional priorities. • Sustained resources and staffing are in place to support specialized learning needs and school programming. • The school maintains a 100% graduation rate with successful post-secondary transitions for all graduates. • Governance decisions are responsive to student data, learning needs, and demographic changes.		
Inclusion & Cultural Awareness	• Students demonstrate understanding of Sikh history, culture, and values within a Canadian context. • Students show respect for cultural diversity and demonstrate inclusive and equitable behaviours. • Students actively participate in cultural, artistic, and leadership opportunities that strengthen school community. • The school environment reflects a safe, inclusive, and culturally responsive learning culture.	• Deliver Sikh Studies programming and embed Sikh/Punjabi cultural perspectives across relevant curricular areas. • Provide structured opportunities for student leadership and cultural expression through the School Spirit Program. • Integrate culturally responsive and mentorship-based instructional approaches that support identity, belonging, and citizenship development. • Promote respectful cultural expression and participation in both school-based and broader Canadian community experiences.

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
Measures of Success: • Sustained student enrollment and positive parent satisfaction with school culture and programming. • Active student participation in Sikh Studies and School Spirit Program initiatives. • Evidence of student leadership through cultural, artistic, and school community-building activities. • Visible and respectful cultural expression within the school alongside positive indicators of belonging, engagement, and school climate.		
Local Measures	• School improvement decisions are consistently informed by triangulated local data, including TULIP feedback, PAT results, and post-secondary destination tracking. • Student achievement trends show evidence of improvement or targeted response based on analysis of assessment and survey data. • Stakeholder engagement processes provide documented input that directly informs school planning and improvement priorities. • Long-term planning processes demonstrate alignment between educational priorities, facility planning, and financial sustainability.	• Use TULIP teacher conventions to gather structured professional feedback and inform instructional improvement priorities. • Analyze Provincial Achievement Test (PAT) results and in-house assessment surveys to identify trends, gaps, and targeted instructional responses. • Track and review student post-secondary destinations annually to evaluate program effectiveness and inform pathway planning. • Implement structured stakeholder consultation processes (staff, parents, students, community) to inform school development and improvement planning. • Apply project management processes (research, timelines, and aligned budgeting) to guide long-range school and facility planning.
Measures of Success: • **Consistent use of multiple data sources** (TULIP feedback, PAT results, in-house assessments, and post-secondary tracking) is evident in annual school improvement planning and documented decision-making. • **Trends in student achievement** show evidence of targeted instructional adjustments based on assessment and survey data (e.g., improvement in identified focus areas such as numeracy or literacy). • **Documented stakeholder engagement** (surveys, consultations, feedback summaries) demonstrates that input is regularly collected, analyzed, and used to inform school priorities. • **Completion of aligned planning processes**, including documented long-range plans and financial alignment, with clear implementation milestones met (e.g., annual review cycles, planning updates, or approved development stages).		

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

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

Headway School Goal (2026-2029)

Headway School will ensure all students achieve academic growth, meet Provincial learning outcomes, and successfully transition to post-secondary education through targeted instruction and intervention.

Goal One: Improve Student Growth, Achievement, and Post-Secondary Readiness

Strategies

- Provide targeted intervention programs in literacy and numeracy (e.g., IXL diagnostic-prescriptive supports).
- Use flexible pacing models (semestered and full-year options) to support diverse learning needs.
- Implement coordinated IPPs/ISPs with ongoing tracking (including ESL/ELL supports).
- Use assessment data to guide instruction and identify student needs early.

Measures of Success

- 100% high school graduation rate maintained over the 3-year plan.
- 100% of graduates accepted into post-secondary programs.
- Documented academic growth in core subjects through classroom and standardized assessments.
- All students with identified needs have current, actively implemented IPPs/ISPs.

Headway School will improve instructional quality through subject specialization, collaborative planning, and evidence-informed teaching practices.

Goal Two: Strengthen Teaching Quality and Instructional Leadership

Strategies

- Implement subject-specialist teaching assignments in Divisions 1–4 to align instruction with teacher strengths.
- Strengthen instructional planning through long-range plans and standardized lesson planning templates (PUPs).
- Embed school-wide formative assessment practices (Dylan Wiliam model).
- Align teacher growth, supervision, and evaluation with student learning needs and instructional improvement.

Measures of Success

- Increased consistency and quality of instructional planning and delivery (supervision/evaluation evidence).
- Increased use of formative assessment practices across all grade levels.
- Teacher Professional Growth Plans demonstrate clear alignment to instructional improvement goals.
- Improved student engagement linked to subject-specialist instruction.

Headway School will ensure all learners receive timely, coordinated, and effective supports that address academic, language, and specialized learning needs.

Goal Three: Strengthen Inclusive Learning Supports and Responsive Programming

Strategies

- Provide coordinated learning supports through IPPs/ISPs and specialist staff (Special Education, ESL/ELL, intervention teachers).
- Use diagnostic tools and data systems (e.g., ESL/EAL tracking, IXL reports, psycho-educational assessments) to guide instruction.
- Expand programming options (STEM/STEAM/Options and enrichment opportunities).
- Strengthen collaboration with external specialists (psychologists, SLPs, OTs, etc.).

Measures of Success

- 100% of students with identified needs have active, reviewed IPPs/ISPs.
- Improved achievement in targeted intervention areas (especially numeracy and literacy).
- Increased student participation in enrichment and support programming.
- Evidence of data-informed instructional adjustments across classrooms.

Headway School will foster a safe, inclusive, and culturally responsive environment that builds student identity, leadership, and citizenship within a multicultural Canadian context.

Goal Four: Strengthen Inclusive Culture, Identity, and Community Engagement

Strategies

- Deliver Sikh Studies and embed Sikh/Punjabi history and Canadian contributions across curriculum.
- Provide leadership opportunities through School Spirit Program (events, arts, school culture initiatives).

- Promote culturally responsive and mentorship-based teaching practices.
- Engage families and stakeholders through structured communication and consultation processes.

Measures of Success

- Sustained student enrollment and positive parent satisfaction with school culture.
- High participation in Sikh Studies and School Spirit Program initiatives.
- Visible student leadership in cultural, artistic, and school community activities.
- Positive indicators of school climate (belonging, respect, engagement, cultural inclusion).

3 -Year Implementation Plan

This implementation plan outlines how Headway School will operationalize its 3-Year Education Plan to improve student growth and achievement, strengthen teaching and learning, enhance inclusive supports, and foster a culturally responsive and engaged school community. The plan aligns directly with Alberta Education's Assurance Framework, ensuring that progress is monitored through provincial and locally developed measures, supported by targeted resources, professional learning, and continuous improvement cycles.

1. Indicators of Progress (Short, Medium, Long Term)

Short Term (0–12 months)

- Baseline achievement data established across core subjects (literacy, numeracy, ESL/ELL).
- Full implementation of IPPs/ISPs and student intervention tracking systems.
- Introduction of subject-specialist teaching model and standardized planning tools (PUPs).
- Initial implementation of formative assessment practices school-wide.
- Active participation in Sikh Studies and School Spirit programming.
- Stakeholder feedback systems (TULIP, surveys) operational.

Medium Term (1–2 years)

- Improved student achievement in core academic areas, particularly mathematics and literacy.
- Increased consistency in instructional planning and use of formative assessment.
- Measurable improvement in student engagement and participation in interventions and enrichment programs.
- Expanded and stable programming in STEM/STEAM/Options and cultural learning.
- Increased student leadership and cultural engagement within school community.

Long Term (2–3+ years)

- Sustained 100% graduation rate.
- 100% post-secondary acceptance rate.
- Consistent academic growth across student cohorts and learner groups.
- Strong, stable school culture characterized by inclusion, engagement, and identity development.
- Evidence of long-term program effectiveness through post-secondary tracking and achievement trends.

2. Measures Used to Determine Impact

Provincial Measures

- Provincial Achievement Tests (PATs)
- Diploma Exams
- Alberta Education Assurance Surveys (AEAS)
- Post-Secondary transition outcomes

Local Measures

- IXL diagnostic and progress data (mathematics intervention)
- IPP/ISP progress tracking
- ESL/ELL tracking sheets
- Teacher-generated assessments and benchmarks
- Classroom observations and instructional walkthroughs
- TULIP convention feedback data
- School climate and engagement surveys
- School Spirit Program participation data
- Post-secondary destination tracking
- Student self-reflection journals and goal -setting documentation

3. Required Resources

Financial Resources

- IXL software and digital assessment tools
- Specialized staffing (Special Education, ESL/ELL, intervention teachers)
- Psycho-educational assessments and external specialist services
- Cultural programming and student engagement initiatives
- Professional development and collaboration time

Human Resources

- Additional support teacher (intervention/coordination role)
- Special Education teacher
- ESL/ELL support staff
- Teachers aligned to subject specialization model
- External specialists (psychologists, SLPs, OTs)
- Administrative and leadership team oversight

Material Resources

- Assessment and intervention tools
- Planning templates and curriculum supports (PUPs, long-range plans)
- Cultural and instructional resources
- Data tracking systems and reporting tools

4. Professional Learning Requirements

- Formative assessment practices (Dylan Wiliam model)
- Differentiated instruction and Universal Design for Learning (UDL)
- ESL/ELL instructional strategies and supports
- Subject-specialist pedagogy and collaborative planning practices
- Inclusive education and intervention strategies
- Culturally responsive teaching (including Sikh/Punjabi cultural integration and Canadian citizenship education)
- Data-informed decision-making and assessment literacy

5. Monitoring and Adjustment Processes

Monitoring Structures

- Quarterly School Improvement Review meetings
- Monthly student support and intervention team meetings
- Instructional walkthroughs and supervision cycles
- IPP/ISP review cycles (minimum 2–3 times per year)
- Annual review of post-secondary destinations and achievement data
- Ongoing review of survey and stakeholder feedback data

Adjustment Processes

- Instructional practices adjusted based on assessment and observation data
- Intervention programs refined based on student response to supports
- Staffing and programming adjustments based on enrolment and learning needs
- Annual refinement of school priorities within the Education Plan
- Continuous alignment of resources with student achievement data and demographic trends

Summary

This integrated implementation plan ensures that all aspects of Headway School's Educational Plan work together as a coherent system focused on student success, instructional quality, inclusive supports, and culturally responsive learning. Progress will be monitored through a combination of provincial data, local measures, and ongoing stakeholder feedback to ensure continuous improvement over the three-year cycle.

Financial Report

Budget Summary 2025-2026

Our finances for the 2025-26 school year are very similar to 2024-25, and we don't expect major changes for 2025-26. Also, there has been no increase in funding or fees. Our enrollment has increased by 10% or so for 2024-25.

That is very responsible finance planning and budgeting by the Board. We had a small surplus last year and we have a small surplus again this year. This surplus is due to lower wages for our Administration, teachers and EA's. On top of that, the Board Trustees are VOLUNTEERS. Our, wages and benefits are less than 65%. Our employees are getting less than 25% of the funds that 'other' Board employees are getting. Our budget seems to be on the low end but as we need supplies for students or bus repairs, we don't hold back.

Budget Summary Chart/Table

Independent School Authority Code: 0118

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

	AFS 2025	Budget 2025 (NOTE *) x	AFS 2024 (NOTE *) (Restated - Note 16)
REVENUES			
Alberta Education and Childcare (excluding Home Education)	$3,111,435	$2,766,848	$2,853,708
Alberta Education and Childcare - Home Education	$0	$0	$0
Total Alberta Education and Childcare Revenues	$3,111,435	$2,766,848	$2,853,708
Other Government of Alberta	$0	$0	$0
Federal Government and/or First Nations	$0	$0	$0
Other Alberta school authorities	$0	$0	$0
Instructional fees/Tuition fees	$407,487	$344,990	$380,815
Non-instructional fees (O&M, Transportation, Admin, etc.)	$346,938	$84,850	$223,575
Other sales and services	$0	$35,000	$44,890
Interest on investments	$0	$0	$0
Gifts and donations	$0	$0	$0
Amortization of capital allocations	$0	$0	$0
Other	$0	$0	$39,429
Total Revenues	$3,865,860	$3,231,688	$3,542,417
EXPENSES			
Home Education	$0	$0	$0
Instruction - ECS	$335,959	$252,750	$244,393
Instruction - Grades 1 to 12	$1,930,112	$1,481,490	$1,775,465
Operations and maintenance	$418,920	$381,385	$422,877
Transportation	$737,025	$905,950	$823,475
Board and System Administration	$80,680	$0	$57,241
External services	$96,881	$0	$94,000
Total Expenses	$3,599,577	$3,021,575	$3,417,451
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	**$266,283**	**$210,113**	**$124,966**

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

Anticipated Revenue: (budget enrolment projection, complete with amounts, and anticipated expenditures for the same period)

Requests for financial information: Should be directed to the school secretary, Mrs. Kaur.
Phone (780) 466-7733 email: office@headwayschool.org

For Further details about the Budget and Capital City Plans please see visit the school website:

- https://www.headwayschool.org/ or https://aaaed.ca/

Timelines and Communication

- For details please refer to the appropriate policy and requirements for planning.
- The next newsletter will contain this information also.
- Any parent who doesn't have access to the Internet or a computer may come to the School Office and ask for a copy of this plan from the office.

Additional Comments

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

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

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

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

Looking toward improvements, the following items are either in the process of being implemented, or will be continued from the fall of 2025:

- The Alberta Curriculum is taught at our school, and we add additional “skills” components to support our ELA and Math courses.

- The new K-6 curricula in ELA, Math, Social, Science and P.E. and Wellness have been implemented in the fall of 2025 (although some were implemented in the previous school year).
- CTF/CTS courses and connections (alignments) have been implemented for grades 5 to 12. Extra-curricular activities are being enhanced to an optimal degree.
- A member of our staff is now fully qualified to do psych-educational and other testing. This will help our staff to refine the identification of student learning issues and will also help them to address the issues as they are identified (all in partnership with the parents).
- We have a dedicated music teacher for K-6.

Future Challenges

1] We need more space. We will try to see if we can purchase another school to split the elementary and the High School.

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

[3] Get Public Schools to sell us unused schools. Government needs to claw back unused schools and land and then sell them to other schools! We will be promoting that.

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

Capital and Facilities Projects

Capital and Facilities Projects

We are at the mercy of the Public School Board letting City of Edmonton SELL land to us.

The Edmonton Public School board had stopped them from selling it to us in 2017.

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

https://globalnews.ca/news/2994651/battle-brewing-over-edmonton-land-designated-for-schools/
https://globalnews.ca/news/3543511/principal-wants-private-land-deal-with-city-for-school/
https://edmontonjournal.com/news/local-news/citys-plan-to-sell-surplus-lands-for-private-schools-upsets-public-school-board
http://www.pressreader.com/canada/edmonton-journal/20161101/281663959563584
https://www.edmonton.ca/city_government/urban_planning_and_design/kiniski-gardens-south-surplus-school-site.aspx

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

Summary of Facility and Capital Plans

There are no major changes in operations, enrollment, fees, funding and major projects.
Our major plan is to acquire a new school building in the coming few years.
*The building we are currently in has proper caretakers for cleaning, and permanent contractors responsible for the HVAC system maintenance and fire safety.
We are attempting to maintain the status quo for a few years, provided no surprises come our way.

Whistleblower Protection

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- For details please refer to Headway School Policy #21.

We welcome reports of any deficiency in our policy or lack of execution of it. Our Board, Executive and Administration feel that constructive criticism exists to improve things and thus, it should be received positively. The Board is aware of the fact that if they function in any other way it could be harmful to Headway School, and would, as a result reduce opportunities for growth and improvement.

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

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

THERE WERE NO REPORTABLE INCIDENTS FOR 2025-2026.
The specific document for this, Headway School Policy #21, is available on our (https://www.headwayschool.org/).

Resources

Performance Measurement and Reporting Branch. Fall, 2025. Reference Guide – School Authority Planning and Reporting https://open.alberta.ca/dataset/cd6c181d-8028-4c33-9b9d-23b711ebff84/resource/d503a903-24ef-4b0e-a7b0-4cc161415747/download/school-authority-planning-reference-guide.pdf.

School Reports and Provincial Reports

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