

The Waldorf Independent School of Edmonton

Combined

Annual Education Results Report for 2015 - 2016

and

Three-Year Education Plan for 2016 - 2019

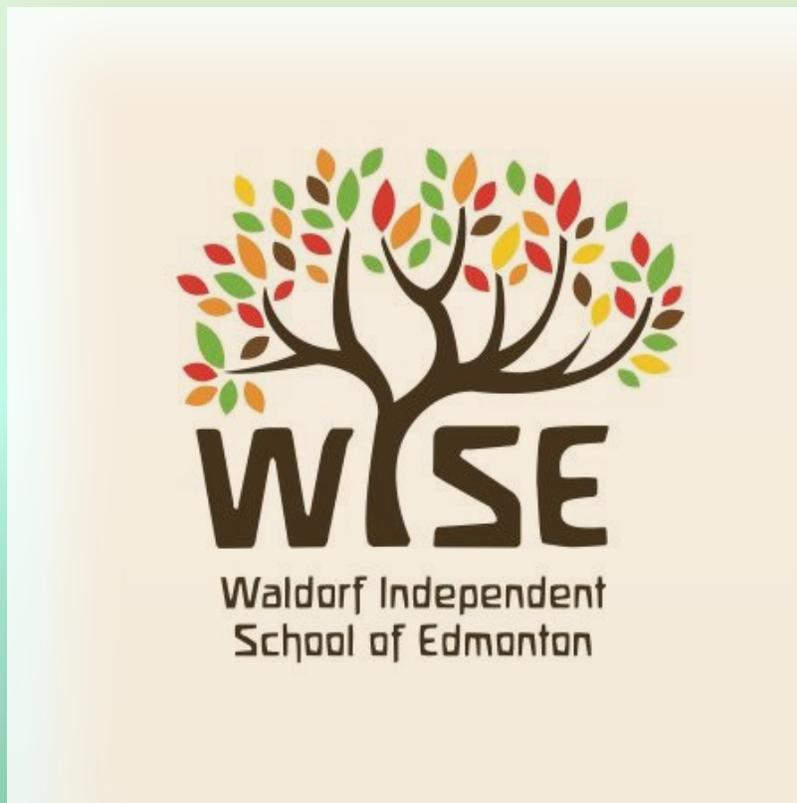


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Foundation Statements

Mission

The Waldorf Independent School of Edmonton is a community-run school that strives to provide an accessible Waldorf education for children and families. We look to the pedagogical and anthroposophical indications of Rudolf Steiner to guide and foster the physical, emotional, intellectual and spiritual potential of the child towards the realization of responsible human freedom.

Vision

2-5 Year Vision

In 2-5 years, WISE will be a thriving Waldorf school, operating in its own building/facility, with room to support our growing programs.

We will be a 'Developing School' within AWSNA, attaining Waldorf certification for all teachers.

The WISE will be known for our talented and committed staff, our accessible community, and for our happy, well-adjusted students, who demonstrate an ongoing passion for life and education.

5-15 Year Vision

In 5-15 years, WISE will be a thriving, AWSNA-certified pre-k through grade 9 Waldorf school, operating independently in its own building/campus.

Our inspiring, Waldorf-certified teachers will continue to follow Waldorf Curriculum and Alberta Program of Studies.

Values Statement

We value children and honour the whole child.

We value Waldorf Education for what it brings to each family.

We value our unique community built on mutual respect and integrity.

We believe that humanity is interconnected and that it is our shared responsibility to participate in the healing and nurturing of our world.

We value the spiritual intention guiding our school and we honour the diverse beliefs of our community.

PROFILE OF OUR SCHOOL

The Waldorf Independent School of Edmonton (WISE) was established in September 2011. The WISE strives to assist students to nurture their sense of self, to develop and understand their relationships to the world and immediate community, and learn to respect nature and each other through their own observations and experiences.

Integrating artistic activities into the daily curriculum enhances the development of the child's imagination, and allows for academic core subjects to be brought in a wide range of activities, meeting all different learning styles. Lessons such as music, singing, painting, drawing, modelling, movement, introduction of second languages of different origins, and handwork, supplement the broad academic curriculum, and encourage a head, heart and hands approach to learning.

The WISE offers:

- A broad curriculum balancing the sciences, arts and humanities.
- A progression of learning based on related stages of children's physical, social, emotional and spiritual development.
- An emphasis on character development and the integration of knowledge with the student's own life.
- A single teacher remaining with a class for a period of eight years.
- An emphasis upon nature, movement and exploration – both physical and intellectual.
- In 2016-2017, our school offers two Kindergarten classes streamed into Senior and Junior groups with an additional full day being offered for Senior Kindergarten, one Grade 1 class, one Grade 2 class, one Grade 3 class, one Grade 4 class, one Grade 5 class, and a partially combined Grade 6 and Grade 7 class, as well as traditional, parent-directed home education for grades 1-6. In addition we offer early childhood programs for children from 18 months to 4 years of age, and a Home School Arts Enrichment Program. Our school will grow annually with the addition of a new Grade 1 Class each year.

ACCOMPLISHMENTS

The school authority's accomplishments – impact of major activities/strategies

- The Waldorf Independent School of Edmonton officially opened our doors on September 6th 2011 to 30 children– 21 in Kindergarten and 9 in a Class 1/2 split. We now have over 160 students with classes from Kindergarten through Grade 7, as well as traditional homeschoolers in grades 1 through 7.
- The Waldorf Independent School of Edmonton has a skilled and committed faculty that possesses Alberta Teaching Certificates and or Early Childhood Certification (as required), as well as Waldorf Teaching experience and training.
- Several events were held during the 2015/16 school year that supported the development of our parent community and created engagement and support for the Waldorf Independent School of Edmonton. This has included parent education talks and speaker events, a parent learning circle, three highly successful community festivals: Pumpkin Walk, Winter Fair and May Fair as well as smaller school assemblies and celebrations throughout the year that encouraged parent and community involvement.
- We continue to host the annual Gateways Conference. This year our guest speaker was author and Waldorf educator Jack Petrash. This event was open to the public and included an informative session for teachers only, as well as the choice between a wonderful selection of practical as well as theoretical subjects taught by our own teachers.
- The WISE has now had a full year at its new location and has brought in 2 portable classrooms to help accommodate the growing number of students.
- For September 2016, the sixth year of our school, we have more than quadrupled the enrolment we had in our inaugural year, September 2011.
- This year we started into the middle school model of different specialist teachers taking on core curriculum subjects in Grades 6 and 7.

PARENTAL &

COMMUNITY INVOLVEMENT

Parent participation and volunteerism at the Waldorf Independent School of Edmonton completes the circle of support and learning for the students. Parents are encouraged to take an active role in their children's education, helping in a number of critical areas from serving on the board and numerous committees, to supporting community-building events and fundraisers. We also host several events throughout the year that are open to the entire community and provide ample opportunities both to attend and contribute to the events. We believe that a strong connection to the wider community is important. In November 2015 we created the Community Development Committee. This committee serves to foster relationships with our teachers, parents, and friends through festivals, the Gateways conference, and the school store. This committee also strives to extend positive relationships to our surrounding community. One of the first initiatives of this committee is a Community Tea and Scones the committee is hosting in an effort to outreach to neighbours and seniors in our local community. Parents have also been active in supporting practical arts activities, cooking classes and nature explorations.

Class Parent Representatives

Each classroom has a class parent representative who coordinates activities amongst the parents of each class. In addition, the class representative communicates the needs and supports required for their class and coordinates activities to meet those needs within the larger parent body.

Accountability Pillars

ACCOUNTABILITY PILLAR OVERALL SUMMARY: AUTHORITY 0259

WALDORF EDUCATION SOCIETY OF EDMONTON

Measure Category	Measure Category Evaluation	Measure	Waldorf Education Society Edm			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.9	94.2	94.2	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	90.0	98.4	98.4	81.9	81.3	81.4	Very High	Declined	Good
		Education Quality	95.5	94.7	94.7	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	85.7	n/a	n/a	73.6	72.9	73.4	Very High	n/a	n/a
		PAT: Excellence	17.9	n/a	n/a	19.4	18.8	18.6	Intermediate	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	95.8	93.8	93.8	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	85.9	94.5	94.5	83.9	83.5	83.4	Very High	Declined	Good
Parental Involvement	Excellent	Parental Involvement	100.0	96.3	96.3	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	78.3	93.8	93.8	81.2	79.6	80.0	High	Declined	Acceptable

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

MEASURE EVALUATION REFERENCE

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

AN EXCELLENT START TO LEARNING - KINDERGARTEN YEARS

Outcome: To create a nurturing environment in which children are given a good foundation for learning.

Strategies:

Our early childhood learners receive a good foundations for learning Language/Arts and Mathematics:

- Children recite poetry, verses and rhymes and participate in drama activities.
- Adults model good spoken language (recitation and enunciation are a part of Waldorf teacher training).
- Adults tell stories each day with emphasis on clear and appropriate storytelling style.
- Children are encouraged to develop imagination.
- Children engage in activities, songs and poems with a number theme.
- Children learn to group objects and to count.
- The Senior Kindergarten students receive weekly instruction in French Language as well as eurythmy, a movement discipline designed for the Waldorf school movement to enhance fine and gross motor movement as well as to develop imagination and appreciation of music and language.

They also receive a strong foundation in Science and handicrafts:

- Children engage in arts and crafts activities such as finger knitting, weaving, baking, painting, sculpting.
- Children experience the outdoors in playful engagement with practical science through experiences with sand, soil, and water.
- Children participate in nature walks and grow familiar with local plants.

And they are learning good communication and social skills:

- Children learn appropriate communication and social skills through role play.
- Children learn appropriate communication and social skills through stories that illustrate examples of similar social situations.
- Children learn appropriate communication and social skills by being surrounded by adults that model good social behaviour.

Comment on progress and future improvements:

- We are proud to be offering new programs for our older Kindergarten students.
- We aim for better teacher retention amongst the Early Childhood faculty to provide a sense of greater security for the students as well as for the parent community.
- In January each school year our Kindergarten Teachers carry out a developmental assessment of each Senior Kindergarten child's readiness for Grade 1. The result of the assessments findings are discussed with the parents during our Parent-Teacher Interviews. Our goal for these assessments and discussions is to ensure that by the end of Senior Kindergarten, all our students who are entering Grade 1 in the next September are developmentally ready for full-day, multi-subject, multi-teacher learning, with reference to their intellectual, physical, social, and emotional growth.
- In the late spring our Kindergarten Teachers present the upcoming Grade 1 students at a staff meeting. Each student is described thoroughly, so that all teachers will be acquainted with the new students coming from our Senior Kindergarten in September.

Outcome One: Alberta's students are successful *continued*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	85.7		Very High	n/a	n/a			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	17.9		Intermediate	n/a	n/a			

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome: Every learner achieves and exceeds their personal learning potential.

Strategies:

Alberta Ministry of Education learning outcomes are complemented by the Waldorf integrated arts model:

- The school continues to develop their curriculum to complement Alberta Ministry of Education learning outcomes with the Waldorf integrated arts model.
- The school leadership continues to improve its system of supporting teachers in being fully versed in both learning modalities.
- Program and teaching evaluations are in place to ensure good practices, followed up by mentoring and professional development as needed.
- Annual review and improvement of our pedagogical approaches and practices.

All learning outcomes for academic core curriculum are assessed on an on-going basis:

- Teachers work with checklists for all skills-based learning outcomes.
- Teachers write detailed reports on each learner annually.
- Assessment specialists are brought into the Grade 2 class for a Waldorf-based developmental assessment, as well as for individual students throughout the school as needed.
- Teachers work with locally available resources to complement individual development as needed.
- Aides and the development of special support services are provided within the budgetary restraints of the school.

Teachers and parents work together to help each learner achieve and exceed their personal learning potential:

- Parents are notified in writing on a monthly basis of their child's progress.
- Teachers offer bi-annual parent teacher interviews.
- Teachers offer parent evenings once per term.
- Teachers are in communication with parents throughout the year.

Comments on Survey Results and Improvements:

- We achieved a very high overall test result, but were below the Alberta average in terms of individual excellence. We are looking at the most detailed level of scores (i.e., question-by-question scores) to learn what is behind the results in Grade Six Provincial Achievement Tests. We will set ourselves the goal of furthering excellence for individuals as well as for the group.
- We continue to develop, upgrade and implement a grade-by-grade school-wide curriculum that reflects both academic rigour, as shown by Alberta Ed, as well as Waldorf curriculum.
- Reporting periods have changed to monthly, single comment style block reports for better communication between parents and teachers on student progress.

- The Pedagogical Advisor continues to support teaching staff in curriculum questions.
- In September 2016 we added German language instruction for Grades 1 and 2, as well as eurythmy for Kindergarten and Grade 1.
- We will further increase academic rigour in Grades 4 and up.
- We are in the process of developing a special needs program to support learners in all grades with learning disabilities, through therapeutic activities as well as individualized lessons.

Outcome One:
Alberta's students are successful *continued*

STUDENTS DEMONSTRATE CITIZENSHIP AND ENTREPRENEURSHIP

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	94.5	85.9		Very High	Declined	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	93.8	95.8		Very High	Maintained	Excellent			

Outcome: Parents, teachers, and students agree that students demonstrate characteristics of active citizenship and the entrepreneurship that will ensure a successful work life and career after completion of education.

Strategies:

Ensure each student's familiarity with roles and responsibilities of citizenship:

- Students are taught acceptable social interactions and behaviour in narrative style and through conversations based on their own experiences.
- Students learn to take pride and joy in their local geographic environment through lessons in geography and exploration of local wildlife and plants, as well as through study of local History.

- Students help to take care of cleanliness and tidiness of their school facilities by sharing chores, such as cleaning, tidy-up, and compost collection.

Create an environment of active and practical participation in the learning process grounded in life:

- Academic core curriculum includes practical applications and projects in every subject.
- Students are encouraged and helped in developing imagination, an essential tool for creative entrepreneurship.
- All subjects are related to the student's life experience.

Work with the school community to model citizenship and entrepreneurship:

- The school community engages in volunteer activities for the immediate as well as the wider community.
- The school community offers opportunities for creative fundraising projects, and community building events.
- The school community provides good role models for citizenship and entrepreneurial skills.

Comments on Survey Results and Future Improvements:

- Though our percentage in this category is somewhat lower than last year we are still in the very high range.
- Our results indicate that we would benefit from raising awareness of the skills that are being taught and acquired within the curriculum, especially to the students, who did not appear to know how to respond to this question with clarity and confidence.
- Farmer's Market and recycling programs provide opportunities for the children to develop citizenship and entrepreneurial skills. Some handwork projects are donated to the school's annual Gala for fundraising. The proceeds of the Farmer's Market are either donated to the school or to charitable institutions.
- Students in Grade 5 assist Grade 1 students in Music.
- In handwork, woodwork, and in all the classrooms, each student has rotating chores that they must fulfill throughout a class/day/week. These chores are used to demonstrate citizenship within the classroom and to develop practical life long skills.
- A community tea is a new initiative this year where students will share songs and verses with residents of the community who will be invited to the school. The students will also act as servers and hosts for refreshments.
- A Winter Concert and monthly assemblies provide an opportunity for students to share their acquired learning with members of the community.

- Students visit and send paintings to retirement homes. During their visit, the children present some songs and verses to the residents.
- The Grade 3 class had a field trip to a local garden and donated their time and labour to help harvest.

Outcome One: Alberta’s students are successful *continued*

STUDENTS DEMONSTRATE THE KNOWLEDGE, SKILLS AND ATTITUDES NECESSARY FOR LIFELONG LEARNING

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	80.2	66.7		n/a	n/a	n/a			

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Explanation and Comments to Contextualize the Survey Results:

- Prior to 2012, this Performance Measure referred to “High School graduates” only. Starting with the 2012 Alberta Education Surveys, this Performance Measure appears to represent a combination of Survey questions referring both to High School students in general and to students in our school in particular.
- Note that the Waldorf Independent School of Edmonton does not have a High School. Our school presently ends with Grade 7, None of our students have as yet graduated in High Schools elsewhere.

- Because the Waldorf Independent School of Edmonton does not have a High School program, when parents and teachers are asked in their Alberta Education Surveys to report on their satisfaction with High School graduates' or High School students' ability to demonstrate the knowledge, skills and attitudes necessary for lifelong learning, we cannot be sure precisely who it is that the parents and teachers are rating. Our Survey data seems to indicate that parents and teachers have some dissatisfaction with this aspects of High School graduates or High School students

Strategies:

- Bring more information to our parent and teaching community regarding this annual survey.
- Continue to nurture enthusiasm for life and for learning through the rich integrated arts model of education that we represent.
- Maintain an educational program that endeavours to meet all learning styles, and nurtures skills that will continue to grow and mature throughout life (for example, foreign languages, practical arts, fine arts, movement and games, outdoors work, and community service projects).
- Develop into a rich Middle School that focusses on nurturing the skills and the motivation needed to continue into adulthood as human being committed to being a life long learner.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Outcome Two:

The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Outcome: First Nations, Metis and Inuit students demonstrate the same level of achievement as all other students.

Strategies:

Ensure each student's progress is measured by multiple tracking methods:

- Every child's attendance and individual progress is documented and supported in the same way as all other students; there is no difference in the methods by which all student progress is measured in the class. Attendance is documented twice daily and if lateness or attendance have become an issue (15-20%) parents are contacted to discuss attendance.
- Checklists and written feedback are maintained by teachers, based on regular observation of student achievement (such as observation of hands-on skills, main lesson books and oral discussion). These are all used to determine student levels of achievement.
- Follow-up to ensure home support for academic achievement strategies.

Create a welcoming, respectful environment of First Nations, Metis and Inuit cultures, history, and diversities:

- First Nations mythology, history, and cultural practices are part of the academic core curriculum in History, Geography and Language Arts classes .
- The interesting, varied and engaging way in which different cultures are brought to the students from Kindergarten to Grade 7 through their classroom community and through their studies (particularly in studying the music, stories, and art of different cultures throughout the grades curriculum), fosters reverence and interest and engenders respect and curiosity for other cultures.

Work with First Nation communities to build relationships and share resources:

- Leaders from within the First Nations community are invited to present stories, history, and cultural activities in individual classrooms.

- First Nation parents within the school community are encouraged to participate actively on the Board of the school, join committees and engage as volunteers alongside other community members.
- First Nations parents within the school community are good role models.

Comment on Survey Results and Future Improvements:

- As we do not yet have self identified FNMI students in Grades 6 our survey results indicate n/a in all categories.
- We are committed to an inclusive education that welcomes all.
- We are committed to drawing on the cultural riches of the original, indigenous population of Alberta to enhance and enrich the curriculum we offer.
- We have had leaders from within different First Nations communities (both Cree and Dene members from the **Kahkiyaw / Bent Arrow Traditional Healing Society**), as well as class parents come to visit classrooms to present First Nations stories, songs, and cultural activities (such as how to erect a tipi).
- We have had members of the **Kahkiyaw / Bent Arrow Traditional Healing Society** present Cree language lessons to our Grade 4 class, as part of their local Geography and History lessons.
- The First Nations parents in our community share resources and provide us with role models for students. They have been quite involved in supporting the school, by being members of the board and by volunteering.
- We intend to study specific learning styles to meet the needs of all different cultural groups at the school.
- We have integrated the indigenous practice of ‘talking-circle’ as a tool to address social injustice and discipline questions in all classes.
- We will work with the TRC to further deepen our insights on this topic.

Outcome Three: Alberta's education system is inclusive

SAFE AND CARING SCHOOLS

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	n/a	n/a	n/a	94.2	88.9		Very High	Maintained	Excellent			

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome: Every learner, teacher, and community member feels The WISE to be a welcoming, caring, respectful and safe learning environment that embraces diversity and fosters a sense of belonging.

Strategies:

Create an atmosphere of respect, free from prejudice towards race, gender and religious groups:

- Model respectful social interactions free from prejudice towards race, gender and religious or other minority groups.
- Students from Kindergarten to Grade 7 learn to embrace all cultures, races, religions, and other minority groups, with respect and empathy through adult examples, narrative, and conversation.

Proactively work against bullying, victimization, and any other form of abusive behaviour:

- Continue to develop policies and procedures that communicate a clearly defined approach to discipline.
- Continue to have clear expectation on behaviour in all areas of the school in classrooms and in the playground, as well as between employees.
- Develop procedures and policies that help to facilitate conflict resolution for employees.

- Class meetings and talking circles are conducted to bring in the spirit of truth and reconciliation in the case of bullying and discipline issues in the classroom.
- Continue to have clear consequences for bullying, victimization, and any other form of abusive behaviour.
- Instruct children on how to recognize bullying behaviour and empower them to feel confident in interfering in a bullying situation, and/or to report the issue.
- Continue to offer guidance to teachers on how to recognize and handle bullying in the classroom, through PD opportunities as well as ongoing conversation at staff meetings.
- Provide clear instructions on how to communicate as well as who to report to, to all community members: Parents, employees, and students.

Create a physically safe environment in the classrooms as well as in the playground:

- Continue to update and develop policies and procedures that ensure adequate response to health and accident.
- Work with the Playground Committee to ensure safety of all playground equipment.
- Continue to develop policies and procedures that ensure safety guidelines are compliant.
- Continue to work with the Health and Safety Committee to ensure safety of all school equipment.
- Work with teachers to ensure appropriate use of all school equipment.
- Ensure that all requirements in regards to fire and other safety procedures are compliant with current regulations.
- Increase outside supervision staff.

Comment on Survey Results and Future Improvements

- Our detailed survey results show that the students were unsure on how to respond to specific survey questions regarding safety of their school environment. We will address this by conducting classroom conversations or subject specific storytelling, depending on the age group.
- A conflict resolution process is being developed for collegial issues modelled on non-violent communication methods.
- Policies have been refined and clarified this year to ensure student safety and to address allergy concerns.
- Aides were hired as support with school expectations and behaviour for individual students.
- We have had 1 successful practice fire drill so far and will continue to schedule fire drills as well as lock-down drills for the remainder of the year.

- Security cameras are monitored.
- The Pedagogical Advisor continues to help support communication of parental concerns to teaching staff to address safety issues more directly and is helping to channel concerns to the appropriate committees.
- The WISE has developed a whistle blower policy in accordance with PUBLIC INTEREST DISCLOSURE ACT AND REGULATION :
 - There have been no disclosures at the WISE as per the Whistleblower Protection Legislation.
- We are still working on increasing outside supervision and a collection of game suggestions for outdoor play at recess time.
- We conducted the first of an on-going set of 'bullying' workshops for teachers September 2016.

Outcome Four: Alberta has excellent teachers, school and school authority leaders

QUALITY TEACHING AND SCHOOL LEADERSHIP

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
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.	n/a	n/a	n/a	98.4	90.0		Very High	Declined	Good			

Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Strategies:

- Each Teacher is required to develop a professional development plan for the year to be approved by the Principal and the Pedagogical Advisor, to be reviewed during the spring term. This will include:
 - Attendance of a course on Waldorf Education, either as part of ongoing Waldorf Teacher Training, or as a single course for developing a yearly Waldorf curriculum outline.
 - Participating in local conferences and courses offered by AISCA, WESE, or the Alberta Ministry of Education.
 - Receiving guidance, support and mentorship from the Pedagogical Advisor on a weekly basis or from visiting Specialists as required.
- The Faculty Chair and Pedagogical Advisor, together with the Human Resources Committee develop a study curriculum that includes teaching philosophy as well as artistic activities for the weekly Faculty meetings, based on classroom evaluations,

teacher's surveys. and requirements and recommendations from AB.Ed. and AISCA, Wecan and AWSNA.

3. The Pedagogical Advisor and the Human Resources Committee schedule evaluations that may include:
 - Peer evaluation
 - Self evaluation
 - Evaluation by a visiting professional from the wider Waldorf community
4. PD days as well as weekly professional development during staff meetings include activities designed to improve the skill base needed for a successful teacher. This will include special needs that were identified by our present survey results, such as bullying intervention.
5. Sharing of good practices amongst teachers will be included in weekly staff meetings to create the possibility of peer mentorship and co-inspiration.

Development through collaborative leadership:

- The school continues to strengthen and develop its committee structure.
- Parents, board, and faculty members collaborate on committees.
- Continued study and preparation for the Waldorf 'College of Teachers', which will be the governing body of the school as related to pedagogical issues and curriculum development. The 'College of Teachers' will also oversee teachers' development and study material.
- The Waldorf Governance model of leadership and collaboration is practiced between the college of teachers, the board, and the faculty.
- The board and faculty meet 4 times a year for joint study, work groups, and social interaction to promote healthy working relationships. We have come to expect 90% attendance for these meetings.
- The board, principal, and pedagogical advisor continue to expand and improve programs to more fully embody and represent Waldorf education.

Comment on Survey Results and Future Improvements

- The Pedagogical Advisor continues to be available as mentor to all new and continuing teachers.
- We are continuing to expand the committee structure for the school to ensure that all full-time employees have a voice in the governance structure of the school.
- The faculty chair position has become a rotational position filled by 3 members of the weekly staff meeting, to share the responsibility of creating weekly agendas amongst teachers. To be evaluated at the end of the academic year.

- The German language program was begun September 2016 for Grades 1 and 2 and will continue to grow by 1 grade per year.
- The eurythmy program was also inaugurated this year beginning with Senior Kindergarten and Grade 1 the eurythmy program will continue to grow year by year.

Outcome Five: The education system is well governed and managed THE EDUCATION SYSTEM DEMONSTRATES COLLABORATION AND ENGAGEMENT

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	n/a	n/a	n/a	93.8	78.3		High	Declined	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	96.3	100.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	94.7	95.5		Very High	Maintained	Excellent			

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome: Parents, Teachers, Administration and Board members are engaged and active Participants in the Education System.

Strategies

Parents are involved in their children's education and in School Governance:

- By attending Parent Education meetings offered by each class teacher once per term.
- By attending Parent Teacher Interviews twice each year.
- By being in regular communication about their child's learning and progress with their child's teacher.

- By volunteering to participate in classroom activities such as walks, field trips, baking, crafts, and handwork lessons. Each family is expected to volunteer for a minimum of 20 hours per annum.
- By joining the WESE board.
- By participating in committees essential to the social and economic health of the school.
- By becoming a Class Parent Rep.

Teachers and Administration are involved in in School Governance:

- By joining a committee essential to the cultural and pedagogical health of the school.
- By attending WESE planning meetings.

Board members are involved in School Governance:

- By attending monthly board meetings.
- By attending WESE planning meetings.
- By chairing a committee.

Comments on the Survey Results

Staff and board will work to increase the number of survey respondents to ensure that more families are heard from in our survey.

Survey results will be used to review planning and programming for future years.

Most of the respondents are highly satisfied or satisfied with parental involvement (collaboration & engagement) in decisions about their child's education. In addition many believe they had adequate opportunity to be involved in decisions at the school and about their child's education.

Comment on progress and future improvements

- We have redefined roles and responsibilities of the board and created portfolios that align with the current need of the school.
- A committee was struck for active recruitment of new board members.
- Board roles and responsibilities have become more transparent to the parent community, allowing for more engagement.
- Parent volunteers continue to be active this year with classroom activities.
- The board has created a survey for teachers to identify staffing needs in the areas of administration and maintenance.

Financial Statements

Private School Authority Code: 0259
 School Code: 1600

STATEMENT OF FINANCIAL POSITION
 as at August 31
 (in dollars)

		AFS 2018	AFS 2015 (NOTE *)
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$201,408	\$133,285
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$7,442	\$0
Federal Government and/or First Nations	Note	\$29,220	\$15,805
Other accounts receivable	Note	\$0	\$0
Prepaid expenses	Note	\$1,092	\$1,785
Other current assets	Note	\$11,809	\$11,291
Total current assets		\$250,969	\$161,966
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$0	\$0
Buildings at cost	\$43,378		
Less: accumulated amortization	\$0	\$43,378	\$30,198
Leasehold improvements at cost	\$25,025		
Less: accumulated amortization	\$0	\$25,025	\$10,749
Equipment at cost	\$37,509		
Less: accumulated amortization	\$35,987	\$2,142	\$8,317
Vehicles at cost	\$0		
Less: accumulated amortization	\$0	\$0	\$0
Total capital assets	Note	\$70,545	\$49,264
TOTAL ASSETS		\$321,513	\$211,230
LIABILITIES			
Current liabilities			
Bank indebtedness	Note	\$0	\$0
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note	\$45,882	\$8,830
Capital payables	Note	\$0	\$0
Deferred revenue	Note	\$89,038	\$71,921
Deferred capital allocations	Note	\$0	\$0
Current portion of long term debt	Note	\$0	\$0
Total current liabilities		\$134,920	\$78,751
School generated liabilities	Note	\$0	\$0
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$54,026	\$2,197
Long term debt			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$0	\$0
Other loans	Note	\$0	\$0
Less: Current portion of long term debt	Note	\$0	\$0
Unamortized capital allocations	Note	\$0	\$0
Total long term liabilities		\$54,026	\$2,197
TOTAL LIABILITIES		\$188,946	\$80,948
NET ASSETS			
Unrestricted net assets		\$82,023	\$81,020
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		\$82,023	\$81,020
Investment in capital assets		\$70,544	\$49,263
Capital reserves		\$0	\$0
Total capital funds		\$70,544	\$49,263
Total net assets		\$152,567	\$130,283
TOTAL LIABILITIES AND NET ASSETS		\$321,513	\$211,231

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 20(6) of the School Act, Private Schools Regulation 190/2000 Section 15 or as restated. Input "(Restated)" in 2015 column heading where not taken from the finalized 2014/2015 Audited Financial Statements.

STATEMENT OF FINANCIAL POSITION

BUDGET SUMMARY

Accountability Statement

ACCOUNTABILITY STATEMENT FOR THE COMBINED ANNUAL EDUCATION RESULTS REPORT AND THREE-YEAR EDUCATION PLAN

The Annual Education Results Report for the 2015 - 2016 school year and the Education Plan for the three years commencing September 1, 2016 - 2019 for The WISE were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2015/2018 on 19 November 2015.

TIMELINES AND COMMUNICATION

The 3-Year plan will be approved by the Waldorf Education Society Board of Directors by 29 November, 2016. It will be submitted to Alberta Education by 30 November 2016.

The Plan will be posted on the Waldorf Education Society of Edmonton school website at www.thewise.ca and a copy shall be placed in the Teacher's Resource room in the school. Notice of its availability will be circulated in an update to members by January 2016.

The Audited Financial Statement of the Waldorf Educations Society of Edmonton for 2016-2017 was approved by the Board 19 November 2016 and made available to members in our school office.

Signed _____ President of the Board of Directors, 18
November 2015

APPENDIX:

Measure Details:

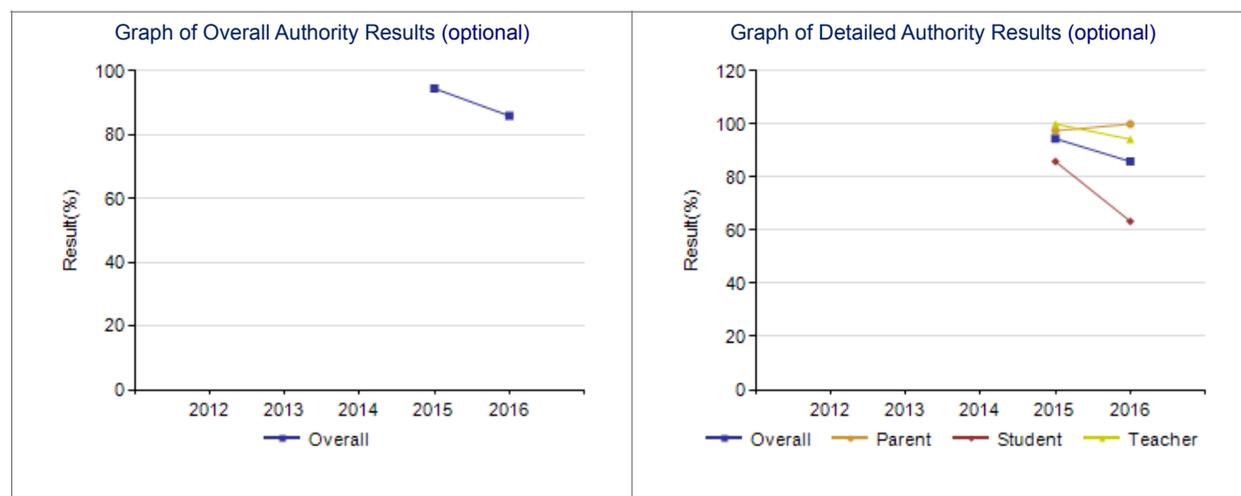
The following pages include tables and graphs that provide more detailed data for some of the Performance Measures presented and discussed above.

Please note:

In the tables and graphs below, the term “Authority” refers to the Waldorf Independent School of Edmonton.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	94.5	85.9	82.5	83.4	83.4	83.5	83.9
Teacher	n/a	n/a	n/a	100.0	94.3	93.1	93.6	93.8	94.2	94.5
Parent	n/a	n/a	*	97.5	100.0	79.4	80.3	81.9	82.1	82.9
Student	n/a	n/a	n/a	85.9	63.4	75.0	76.2	74.5	74.2	74.5

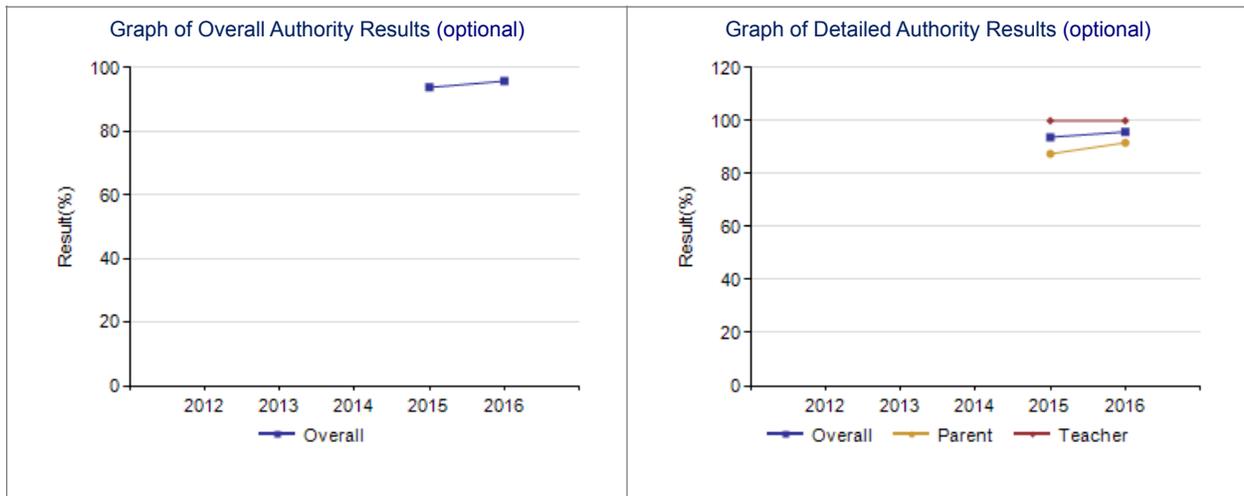


Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	n/a	n/a	93.8	95.8	79.7	80.3	81.2	82.0	82.6
Teacher	n/a	n/a	n/a	100.0	100.0	89.5	89.4	89.3	89.7	90.5

Parent	n/a	n/a	*	87.5	91.7	69.9	71.1	73.1	74.2	74.8
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Lifelong Learning – Measure Details

SUCCESS FOR EVERY STUDENT

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	80.2	66.7		n/a	n/a	n/a			

PAT RESULTS for the School Year 2015-2016

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	85.7		Very High	n/a	n/a			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	17.9		Intermediate	n/a	n/a			

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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