

Combined  
Annual Education Results Report for 2019 - 2020  
and  
Education Plan for 2020 - 2023

## Message from the Board Chair

It is such an honour as the President of the Waldorf Education Society of Edmonton to introduce the combined Annual Education Results Report for 2019/20 and the Education Plan for 2020 to 2023. This report represents the cumulative efforts of our faculty, administration, and students, and the results reflect their dedication and passion for our school. I am proud to serve on a Board with such a strong vision and desire to impact the world through education and community building. The results report indicates positive outcomes across the spectrum of assessments, and our staff have responded to findings and trends with a comprehensive plan for continued improvement.

The move to At-Home learning in March of 2020 in response to COVID-19 was a significant challenge for our school as it was for so many other schools. I am proud of our faculty's commitment, and the response of our parent community in making this transition work and building continued education for our students. Our strengths from being a small and nimble school and our strong community support served us well during this challenging time. The school was also very effective in its planning and implementation of our re-entry plan in September 2020.

In spite of these challenges, the Waldorf Independent School of Edmonton (WISE) has continued to grow and develop in a positive manner this past year. Our staff, faculty, and board members have met the challenges from previous years with an open mind and an increased sense of dedication to quality of education, continued accessibility, and enrichment of our school program. Enrolment continues to increase, faculty development and retention programs have been implemented, and our results from the PATs continue to be strong. The commitment to combining the Alberta Education curriculum and Waldorf education has resulted in a strong and unique school for our students.

I anticipate another strong year for the WISE in 2020/21. The work of our faculty, staff, board, students, parents, and volunteers has set a course for strong performance and continued growth. I look forward with optimism and excitement to the future of our school.

Regards,



Timothy Burnham  
WESE Board President

## Accountability Statement

The Annual Education Results Report for the **2019-20** school year and the Education Plan for the three years commencing September 1, **2020**, for **the Waldorf Education Society of Edmonton** 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 2019-2020 school year and the three-year Education Plan for 2020-2023 on November 28, 2020.

Signed   
President of the Board of Directors, 28 November 2020

# Table of Contents

<b>Message from the Board Chair</b>	<b>2</b>
<b>Accountability Statement</b>	<b>3</b>
<b>Table of Contents</b>	<b>4</b>
<b>Foundation Statements</b>	<b>6</b>
Mission	6
Vision	6
<b>Values Statements</b>	<b>6</b>
<b>Guiding Principles</b>	<b>6</b>
<b>A Profile of the School Authority</b>	<b>7</b>
Profile of our school	7
<b>Trends and Issues</b>	<b>8</b>
<b>Goals for the 2021-22 School Year</b>	<b>10</b>
Site Development	10
Teacher Quality Standards (TQS) & Leadership Quality Standards (LQS)	10
Academic Excellence	10
Program Development	11
Retention & Quality Assurance	12
Student Growth and Achievement	12
Community Engagement	13
<b>Summary of Accomplishments Summary of Accomplishments</b>	<b>14</b>
Impact of Major Activities & Strategies	14
<b>May 2020 Accountability Pillar Overall Summary</b>	<b>16</b>
<b>Measure Evaluation Reference</b>	<b>17</b>
Achievement Evaluation	17
Improvement Table	17
Overall Evaluation Table	18
<b>Outcome One: Alberta's students are successful</b>	<b>19</b>
Comment on Results	19
Strategies to Support Student Growth and Achievement	19
Remediation	19
Preparation	20
Targets and Goals	20
Overall Approach	20
<b>Outcome One: Alberta's students are successful (continued)</b>	<b>21</b>

Citizenship – Measure Details	21
Comment on Results	22
Strategies	22
Ensure each student’s familiarity with the roles and responsibilities of citizenship	22
Create an environment of active and practical participation in the learning process grounded in life	22
<b>Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful</b>	<b>24</b>
Comment on Results	25
Strategies	25
Create a welcoming, respectful environment of First Nations, Metis and Inuit cultures, history, and diversities	25
Work with First Nation communities to build relationships and share resources	25
<b>Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders</b>	<b>27</b>
Comment on Results	27
Strategies	27
Strengthening programming through engagement with LQS competencies	27
Community Assurance	27
Increasing student satisfaction by developing and improving programming, the school facilities	27
Increasing parent satisfaction through transparency and collaborative leadership	29
<b>Outcome Four: Alberta’s K-12 education system is well-governed and managed</b>	<b>30</b>
Comment on Results	31
Strategies	31
<b>Future Challenges</b>	<b>32</b>
<b>Budget Summary</b>	<b>32</b>
<b>Parental Involvement</b>	<b>35</b>
<b>Timelines and Communication</b>	<b>35</b>
<b>Whistleblower Protection</b>	<b>35</b>

## 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

The WISE is a thriving Waldorf school, operating in its own building/facility, with room to support our growing programs.

The WISE maintains our designation as an 'Associate Member School' within AWSNA (Association of Waldorf Schools of North America), attaining Waldorf certification for all teachers.

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

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

## Values Statements

*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 our world's healing and nurturing.*

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

## Guiding Principles

- The health, safety, and wellbeing of our students and staff; this encompasses the physical, emotional, and mental health of everyone in our community.
- The relationships to our environment and with each other are essential to the Waldorf education we provide.

- Transparency and communication surrounding decision-making regarding school programs
- The quality of education we deliver from the perspectives of our Waldorf curricular approach and Alberta Education requirements.
- The human connections are integral to the health and vitality of the school. We will find ways to continue to sustain and nurture our community.

## **A Profile of the School Authority**

The Waldorf Education Society of Edmonton (WESE), which operates the Waldorf Independent School of Edmonton (WISE), has been in existence since 2002 when a gathering of like-minded individuals came together to form a formal group to support the development of Waldorf Education in Edmonton.

The WESE Board provides governance, oversight and support to the WISE and approves all policy. The school Principal and Executive Administrator report directly to the Board. Each year, directors are elected by WESE members at an Annual General Meeting (AGM). Up to two faculty members approved by the faculty council may be elected as directors and serve on the Board to ensure effective collaboration with faculty.

WESE Board standing committees include finance, fundraising, faculty council, parent partnership, site development, communications, and growth and development. These committees work to support the vision and mission of WESE through a variety of administrative functions, projects, and community events.

## **Profile of our school**

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

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

### **The WISE offers:**

- A broad curriculum which balances 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 and moral development and the integration of knowledge with the student's own life
- An emphasis on continuity of teaching to support the social, emotional, and physical development of the child

- Teachers who remain with a class for consecutive years
- An emphasis upon nature, movement, and exploration – physical, emotional, and intellectual

In 2020-21, we offer the following programming:

- Two half-day Kindergarten classes
- One of Grades 1 – 7, and a partially combined Grade 8/9 class
- Traditional, parent-directed Home Education facilitation for Grades 1-9
- An At-Home-Learning pathway to address continuity of learning with increased student absence with self-screening and support family choice during the pandemic
- Early childhood programs for children from birth to 5 years of age
- Homeschool Facilitation for grades 1-9

## Trends and Issues

WISE is a vibrant and growing school, and we are committed to delivering a quality Waldorf school experience for all students. We continue to reassess and refine our processes and procedures to ensure our school grows in all measures of its success.

The following trends and issues inform our strategies to support our students' success and assure our faculty and community that we provide a unique and exceptional educational experience in Edmonton.

- We have had a positive enrollment trajectory for the last three years and recognize the room to continue to grow and support healthy class sizes at the WISE.
- We experienced a loss in enrollment capacity in our Early Childhood programs following the change in the age of entry to Kindergarten in 2019-20, and a decreased 2020 spring registration during schools' shutdown and early childhood programs across Alberta in the spring of 2020. We recognize the continued need to support enrollment growth with strong and stable Early Childhood programs and expand enrollment procedures to support new student families successfully. At the same time, we look to find ways to broaden and diversify Edmonton's Waldorf school community. Marketing, education, and meaningful connection in the community are components that will continue to provide a strong foundation for healthy enrollment and retention for future years.
- To respond to the need for the safe reopening of our school, we developed a Re-Entry Task Force (RETF) committee to take up the work of keeping apprised of emerging information and respond to legislative re-entry requirements, Alberta Health Services (AHS) recommendations, to make research-informed decisions, and respond to our local authority context. This committee oversaw the retrofitting of handwashing sink stations, the initial purchases of Personal Protective Equipment (PPE), and air filters for each schoolroom. The RETF approved 2020-21 budget increases to support additional custodial duties to meet enhanced cleaning measures adequately, shared professional advice regarding the application to eligible federal grants, and supported creative program solutions for adapting to shifts in enrollment and contribution amounts.



- The growth and development committee support for the 2020-21 school year has been redirected to supporting communication to our existing families and program registration, especially in early childhood, where we have seen the most challenges in enrollment due to the pandemic.
- The WISE recognizes that staff retention remains an important focus, as it benefits all aspects of school and community life. Additional financial resources to support retention are reflected in the 2020-21 budget priorities.
- Feedback from our annual survey results, exit surveys, and student assessment continue to inform the creation and adjustment of school-wide strategic initiatives. The following strategies have been enacted or continue through this ongoing reflection:
  - Standardization of IPP documentation and ESL benchmark reporting during our regular reporting periods, using templates and resources provided by Alberta Education. Follow up with families is structured and consistent.
  - Professional Development opportunities for faculty for identifying mental health concerns within the student population, strategies for supporting diversity, equity, and inclusion and action groups working from the board to the student level of governance.
  - Continued professional development initiatives to support foundational knowledge about First Nations, Metis, and Inuit world views alongside a Social Justice Committee to support broader community engagement and education on this topic
  - Education and engagement with our broader community and school-wide approaches to developing meaningful relationships with elders, knowledge keepers, First Nation, Metis, and Inuit community members of Edmonton.
  - Professional development to support targeted literacy and refine procedures for response to intervention remains a priority. Teachers and aides receive support within divisions and individually to learn how to conduct the Fountas and Pinnell benchmark assessment and other Fountas and Pinnell optional assessments effectively for students on IPPs at the beginning and the end of the year.
  - Supporting teacher familiarization with the Nelson numeracy nets through focused division work and supporting the effective response to intervention practices towards strong foundational numeracy skills.
  - Faculty continues to collaboratively create our Waldorf Scope and Sequence document that aligns both the Alberta Education and Waldorf curricular outcomes.
  - All faculty, staff, and WESE Board members sign Confidentiality Agreements annually and participate in reviewing our WISE Code of Conduct, WISE Student Code of Conduct, and PIPA legislation related to private schools. All parent volunteers are required to sign a Confidentiality Agreement annually.

## Goals for the 2021-22 School Year

We intend to build and continue to live into the initiatives we have set in motion and reflect on how we can continually improve student learning and community engagement.

### Site Development

- Having finalized the purchase of our current property with the Edmonton Catholic School Board and the City of Edmonton in October 2019, we look forward to implementing our vision for building and site renewal.
- Construction and development of outdoor classrooms
- Community garden development and the Lorax food forest
- Developing expansion plans for our current site in consultation with faculty, administration, fundraising, and community members remain an integral aspect of community engagement.
- Review and assess growth to determine if there is a need to purchase a fourth portable for our growing student population for the 2021-22 school year.
- Elevate WISE: A Capital fundraising campaign focused on supporting the site and building development.

### Teacher Quality Standards (TQS) & Leadership Quality Standards (LQS)

- The faculty will continue to build an understanding of the TQS and ensure TPGP goals alignment. Administration analyzes common trends within TPGPs to provide professional development closely aligned with the emerging needs of our community.
- Continued professional development initiatives between teachers, leadership, and board to support foundational knowledge about First Nations, Metis, and Inuit world views and develop positive relationships
- Teachers work in partnership and collaborate with the Calgary Waldorf school and create a scope and sequence document that aligns the Alberta Education and Waldorf curricular outcomes.

### Academic Excellence

- Ensuring all children at The WISE meet the annual outcomes described by both Alberta Education and Waldorf curriculums
- Teacher leadership and collaboration in analyzing past PAT results to identify growth areas and consciously develop instructional approaches responsive to growth areas.
- Increasing faculty instructional leadership and mentorship opportunities based on interest and expertise.

- Expand and develop all teachers to become exemplary in assessing learning and assessment for learning strategies through triangulation of data, incorporating observations, conversations, and products within the classroom in the context of Waldorf Education, and encouraging faculty responsiveness to student interest/needs.
- Teachers provide academic supports and IPPs for all children who need them. Ensure all IPPs developed in October are updated with families and support staff in November and February. Throughout the year, ongoing meetings with the principal determine the responsiveness and efficacy of intervention practices with these students. Transition meetings are held in June.
- Ensuring children who need specialized support are identified so that teachers and families with the administration's support define the level of in-school speech-language, occupational therapy, and mental health specialists that could be provided. Reduced provincial funding access to specialized supports has impacted our ability to best support all WISE students with access to in-school resources.

### **Program Development**

- Continued development of Junior High Programming with dedicated Jr. High class teachers, providing subject expertise across grades 7-9, creative electives options, computer science classes, and engaging field trips and leadership opportunities.
- The Junior High Athletics program will continue to develop areas of play and skills development through intramurals and clubs in alignment with COVID-19 recommendations and restrictions. This year will not include competitive play for outdoor co-ed soccer, badminton, and track & field with the Tier 3 division facilitated by EPSB.
- We offer intramural sports opportunities for the Grade 6, 7, and Grade 8&9 cohorts.
- Improvements to our outdoor spaces encourage outdoor play for all students, including the addition of an outdoor basketball court which can be sized for different age groups and the installation of a new outdoor play structure, facilitated by a matching CFEP grant. These outdoor spaces have become a well-used asset for the whole Ottewell neighbourhood.
- In addition to a well supported GSA, WISE hosts an Improv Club, Book Study Club, and Basketball club. These clubs have been modified to support specific cohort groupings this year in response to COVID-19 restrictions.
- Dedicating additional staff resources to support students in need of targeted remedial strategies to support literacy and numeracy in the early grades remains a priority, and funding is allocated to support students' intervention for two afternoons a week.
- We have prioritized the continued development of the school-wide WISE Music & Band initiatives. We are proud to offer two annual concerts in December and June for students to showcase their hard work and dedication. These will resume as normal when COVID restrictions are safely removed.

- Our music program has transitioned this year to respond to the singing and wind instruments restrictions. Our developing band program is delivered partially online to allow continued development and sustaining voice and wind instruments. While in school, students rediscover their string skills, percussive rhythms, and the use of choir chimes to inspire music confidence and competence in a year with no singing in the classroom.
- Expansion of our outdoor gardens and edible forest through the Ottewell Outdoor Garden Committee's ongoing hard work encourages participation and learning opportunities for students and the greater community.
- With the completion of three well-outfitted outdoor classrooms and professional development, the ability to take advantage of possibilities for outdoor learning spaces and outdoor classroom use has grown significantly this year.
- Through community support, there has been a growing appreciation for increasing student engagement with the biodiversity within our schoolyard. Careful tending and lessons in plant and tree stewardship meet both Waldorf and Alberta education curricular aspects, growing good food and awareness of food security and the role we all play, and composting workshops through TD grants.

### **Retention & Quality Assurance**

- We are increasing our community's satisfaction and assurance in all measures, including improvements to the buildings and site now that the society owns the building and land.
- We provide families with multiple access points for support from our Administrative Principal, Executive Administrator, and teaching staff.

### **Student Growth and Achievement**

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students are provided opportunities to achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy to the best of their ability.
- Students are active, healthy, and well.
- Students apply knowledge, understanding, and skills in real-life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

## Community Engagement

- Fundraising opportunities like Elevate WISE supports the expansion of our site and enrichment opportunities for all students.
  
- Covid gathering restrictions and additional safety and cleaning measures in the school limit our capacity to host our usual indoor community engagement opportunities. We look forward to responding to the more significant Ottewell community needs and partnership as it becomes safe to do so within the context of our school building, while prioritizing student and staff safety. Although our Ottewell Artisans Farmers Market--a year-round, indoor, accredited Alberta Farmers Market--is on hiatus during the Pandemic, we look towards a relaunch when the province shifts to Phase 3 of the relaunch.
  - Ottewell Community Garden, an on-site school garden for interested community members
  - Continuing to offer our site to host the annual Resilience Festival, which showcases sustainable and ecologically responsible initiatives in Alberta. It provides a meeting place for those looking to acquire new skills and reflects many of the values of environmental stewardship and community found in Waldorf Education.

## Summary of Accomplishments Summary of Accomplishments

### Impact of Major Activities & Strategies

1. The Waldorf Independent School of Edmonton officially opened its doors on September 6<sup>th</sup>, 2011, to 30 children – 21 in Kindergarten and 9 in a Class 1/2 split. We now have 187 students with classes from Kindergarten through Grade 9, and we facilitate 104 traditional homeschoolers (an increase of 64) in Grades 1 through 9.
2. The Waldorf Independent School of Edmonton has a skilled and committed faculty that possess Alberta Teaching Certificates and Early Childhood Certification (as required), as well as Waldorf teaching experience and training.
3. During the 2019-20 school year, several events supported our parent community's development and engagement. These included parent education talks and speaker events; three highly successful community festivals: Pumpkin Walk, Winter Fair, and Remote May Fair; and smaller school assemblies and celebrations throughout the year that encourage parent and community involvement. During the 2020-21 school year, events are being maintained wherever possible with modifications for health and safety or through remote forums.
4. During the spring, weekly community engagement meetings and opportunities for parents to gather and discuss a wide range of topics from understanding and working with the temperaments (an aspect of Waldorf pedagogy) to navigating parental controls for internet savvy pre-teens and teens. These parent sessions were delivered remotely in lieu of our annual Gateways conference.
5. We will continue to host the annual Gateways Conference for parents, community members, and Waldorf educators in 2021. The spring 2020 conference was cancelled due to covid gathering and travel restrictions. We anticipate partnering with the Calgary Waldorf School in 2021 to provide online engagement with 3 Waldorf keynote speakers, culminating in a mini online conference in the spring with our keynote speaker Betty Staley. An excellent selection of practical and theoretical workshops is offered, many taught by our teachers and community members.
6. Our music and band programs continue to develop and expand. Students in Grade 3 and up receive instruction in playing the ukulele. Students in Grades 5 and up begin traditional band instruments in several ensemble classes, including flute and choral, during remote learning days.
7. Our Junior High program is proud to offer engaging, student-selected electives for Grades 7 to 9. These include Outdoor Education, online Cooking elective options for the 2020-21 school year, Jewelry Making, Computer Programming, Digital Photography, Drama-Improv, and Flow Arts.
8. We continue our Associate Member designation with the Association of Waldorf Schools of North America (AWSNA) and Waldorf Early Childhood Association of North America (WECAN). Both AWSNA and WECAN provide WISE with ongoing mentor support from sister schools, an annual virtual support visit, and a format to report our development in the form of a Three Year Plan and active review of internal policies and procedures.

9. Our faculty has developed an interconnected and a vital shared leadership approach through our structure of weekly Division meetings (ECE, Elementary, Junior High). Faculty divisions engage in a directed review of curriculum and pedagogical study, engage in regular professional development, and continue to work with issues and themes arising for students and teachers at the WISE through a collaborative leadership framework that includes bi-monthly Faculty Council meetings for all returning faculty chaired by the Assistant Principals and supported by the Principal and Division Chairs.
10. Meeting agenda topics include school-wide internal processes and procedures and the educational program's overall development at the WISE.
11. In keeping with the push to align the WISE salary grid to that of the Public and Separate school boards in our district, the WISE has begun a group RRSP matching program. This program continues to make us more competitive in locating qualified, committed teaching staff and supports retention.

May 2020 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	95.2	92.7	91.6	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	90.7	90.2	84.3	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	96.5	94.1	93.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	n/a	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	85.6	78.3	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	23.1	22.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	94.1	90.5	90.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	93.8	89.6	87.7	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	96.6	98.1	97.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.6	76.0	82.9	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed, where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires from May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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.

### 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.

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)

## 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**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.7	61.8	87.5	85.6	n/a	n/a	Very High	Maintained	Excellent	n/a	n/a	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.8	7.4	37.5	23.1	n/a	n/a	High	Maintained	Good	n/a	n/a	25

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Comment on Results**

Due to school closures and the cancellation of Provincial Achievement Tests (PAT), we do not have any PAT data to compare student achievement from previous years. In our 2018/19 grade 9 cohort we had a relatively small pool of students to draw upon and individual results can significantly impact the overall reported percentage points.

2018-2019 was the first and the only year WISE participated in both the Grade 6 & 9 PATs. Overall the Grade 6 & 9 PAT results in 2018-19 outperformed the provincial average in Acceptable Standards and Standards of Excellence.

For 2020-21, recognizing that we will not be receiving PAT results for a year over year comparisons, WISE leadership is redeveloping our assessment planning to best capture local measures that reflect student achievement and aligns with WISE principles for developing students who demonstrate an ongoing passion for life and education. This assessment planning would include local measures for student assessment feedback, growth and student achievement.

**Strategies to Support Student Growth and Achievement**

Remediation

The WISE faculty is committed to ongoing assessment of learning to identify gaps in learning that resulted from Scenario 3 school closures, emphasizing ensuring students have a strong foundation in literacy and numeracy. We know that students learn best when they have good mental health, and attending to the health and wellbeing of students addressing mental health and the importance of being physically active remains a priority for the 2020-21 school year.

## Preparation

Teachers work together to share strategies and improve student engagement and expand the curriculum to advance reconciliation in acquiring knowledge and direct experiences from knowledge keepers of First Nations, Métis and Inuit experiences through our collaborative work with our scope and sequence. In Gr 6, there is an increased focus on test-taking skills and strong literacy and numeracy skills. Grade 9s continue to hone math knowledge and skills in a targeted fashion to allow students to demonstrate their understanding of provincial exams since the previous year's results identified this as an area of growth.

## Targets and Goals

We know that quality student feedback significantly impacts student growth and learning. In redeveloping our assessment plan through focused engagement with staff, we discuss quality feedback to support students in feeling empowered and re-evaluating how we approach reporting of student learning.

We are committed to meet or exceed the Alberta provincial average of Acceptable Standard and Standard of Excellence in our PAT test scores for each subject when they resume.

## Overall Approach

- In the absence of 2019/20 PAT results, we will again review class-wide results from the 2018/19 PATs this calendar year to identify curricular strength areas and reflect on areas of growth.
- We are in the second year of creating a grade-by-grade school-wide scope and sequence curriculum document that reflects the outcomes as described by Alberta Education, as well as the Waldorf curriculum, which we hope to complete by 2023. This document's creation has expanded to include the Calgary Waldorf School in both teacher and leadership collaboration.
- A collaborative school-wide approach to redeveloping the school assessment plan with a focus on quality assessment for learning feedback
- Ongoing professional development, mentor support, and faculty supervision grow in their mastery of a Waldorf pedagogical approach and Alberta Education curricular outcomes. The focus for professional development opportunities will be on student growth and achievement through the continued assessment development plan, student and staff mental health, and FNMI Truth and reconciliation work within our local context, including faculty expansion of anti-racism and the decolonization of Waldorf Education.
- Ongoing review and improvement of our pedagogical approaches and practices through collaborative faculty study and discussion.

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

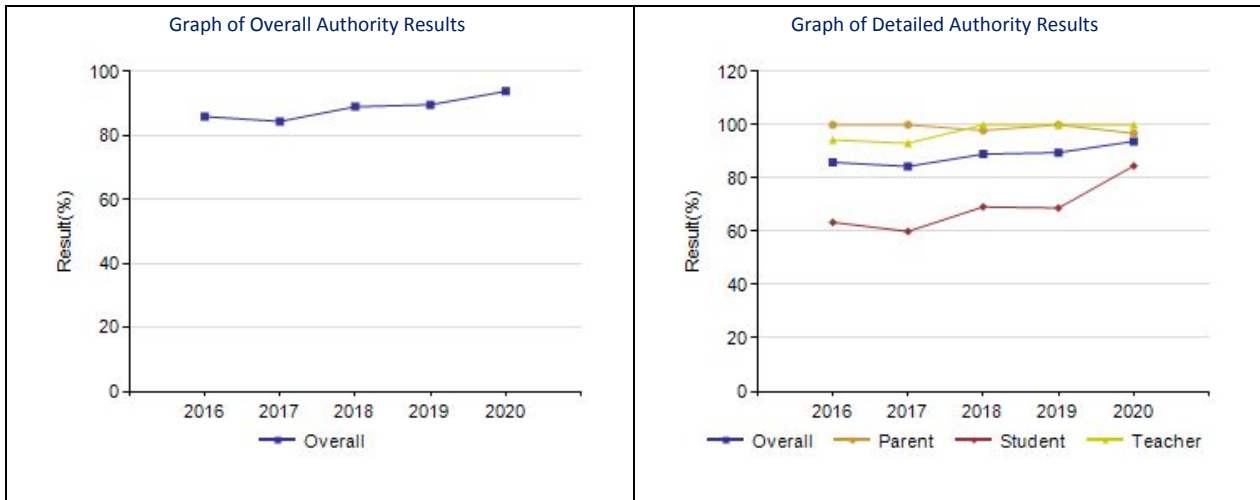
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.9	84.4	89.0	89.6	93.8	94	Very High	Improved Significantly	Excellent	94	94	94

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.9	84.4	89.0	89.6	93.8	83.9	83.7	83.0	82.9	83.3
Teacher	94.3	93.1	100.0	100.0	100.0	94.5	94.0	93.4	93.2	93.6
Parent	100.0	100.0	97.9	100.0	96.8	82.9	82.7	81.7	81.9	82.4
Student	63.4	60.0	69.2	68.8	84.6	74.5	74.4	73.9	73.5	73.8



Notes:

3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Comment on Results

Our results in these measures reflect significant improvement overall when comparing the average from the previous three years (87.6) to our current results. We remain committed to initiatives that increase all students' opportunities to engage in community service, inspire citizenship, leadership, academic success and personal resilience.

We continue to engage our community in a variety of initiatives that model active citizenship. Several initiatives that require community engagement are vibrant and reflect the community's awareness of the skills taught within our school, and are integrated within the curriculum.

## Strategies

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

- Students work collaboratively to develop class agreements.
- Students are taught and supported to understand acceptable and expected social interactions and behaviour at each stage of their development. These expectations are modelled by peers, teachers, administration and parents.
- Faculty continue to identify curricular opportunities to make connections with, and engage students in, meaningful real-world issues.
- WISE celebrates many festivals, class traditions and celebrations each year, including; Michaelmas, Harvest feast, Farming, Knighthood ceremony, and leadership through outdoor pursuits and Jr High Athletics. These encourage student growth, recognize individual achievements, resilience, courage and compassion when confronted with adversity, and build student capacity for strength and values in the face of injustice.
- The WISE encourages student participation and leadership to expand opportunities for engagement in clubs as our Junior High program matures in its 4th year. The WISE GSA, Badminton, Basketball, Intramural sports, and Drama-improv teams began in 2019/20, and the seeds of a student council have been planted and are taking root within the student life of the school.
- Students continue to participate in community service and active citizenship opportunities, including developing our "Lorax Food Forest," tending our community garden, and participating in student-led initiatives such as a bottle drive to raise funds for the NAACP Legal and Education Fund.

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

- The 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 inner life experience.

- Grades 1-9 performs annual class plays that involve collaborative set building, costume design and performance.
- Although 2020-21 will be an exceptional year while team sports remain on hiatus due to Covid-19, we continue to build leadership and skills and prepare for the Jr High Athletics program with other Edmonton Jr High schools in future years. Co-Ed Outdoor Soccer, Badminton and Track and Field allowed students to participate in sport, build confidence and teamwork and cultivate leadership skills.
- All children are responsible for class jobs at the end of the day to maintain the school's health and wellness and enhance the opportunity for positive interdependence. These chores include tidying-up, cleaning and compost collection. These chores demonstrate citizenship within the classroom and develop practical life-long skills.
- In 2020-21 school partnerships opportunities with the Calgary Waldorf School and buddy programs between older and younger classes are suspended; however, the leadership and faculty continue to develop ways that students may interact and develop local and broader citizenship awareness and leadership at the WISE to provide an opportunity for students to volunteer and share their acquired learning with members of the community.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*
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	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	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.



## Comment on Results

We recognize the value of and embrace all Alberta Education initiatives to ensure there are more educational opportunities for all students to learn about Indigenous culture, the impact of colonialism, and the legacy of residential schools in Canada.

## Strategies

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

- We are committed to an inclusive education that welcomes all members of our community.
- We are committed to drawing on Alberta's Indigenous population's cultural riches to enhance and enrich the curriculum we offer.
- First Nations mythology, history, and cultural practices are part of the academic core curriculum in History, Geography, and Language Arts classes. In the study of local geography and history, Grades 3-9 welcome Indigenous leaders and knowledge keepers and facilitate experiences within the classroom and field trips, when possible, to share Indigenous worldviews.
- The impressive, varied and engaging way in which different cultures are brought to the students from Kindergarten to Grade 9 through their classroom community and through their studies (particularly in studying music, stories, and art of different cultures throughout the grades curriculum) fosters reverence and interest and engenders respect and understanding for other cultures.
- Indigenous parents within the school community are encouraged to share their gifts, participate actively on the school board, join committees, and engage as volunteers alongside other community members.
- We continue to integrate the indigenous practice of 'talking-circles' as a tool to address social injustice and discipline questions across the grades.

Work with First Nation communities to build relationships and share resources

It is a priority to welcome leaders from within First Nations communities to present stories, history, and cultural activities to individual classrooms, faculty and staff:

- All Alberta Education curricular outcomes for Indigenous culture and history are integrated on all grade levels as part of students' Language Arts, Social Sciences and Health studies.
- The WISE continues to foster relationships with Indigenous leaders to encourage an understanding of our individual and cultural responsibility in the light of Truth and Reconciliation.
- During the 2019-20 school year, we welcomed Indigenous educator Dr. Dwayne Donald, to facilitate a guided in-nature discovery from an indigenous perspective of place aligned with the Grade 4 curriculum; exploring local geography. Lloyd Cardinal was welcomed back to speak to Grades 6, 7, 8 & 9 about Indigenous Worldviews, including the legacy of Canada's residential school system. We look forward to

creating more opportunities to engage with Indigenous leaders at the WISE for the 2020-21 school year and beyond.

- The WISE continues to be committed through Faculty and leadership engagement and priority setting to provide a deeper understanding of Indigenous culture and history in the context of the Truth & Reconciliation Commission. The WISE seeks to understand the roles, benefits and responsibilities of being committed to the renewal of treaty relationships we have inherited as Canadians and understanding the Cree concept of Tatawaw or welcoming of all people.
- Carried forward from our participation in the “Advancing Reconciliation in Education,” a 3-day workshop series offered by the Edmonton Regional Learning Consortium, the WISE faculty are engaged in a comparative and curriculum action research project. The project began in the 2018-19 school year and involved a comparative study of Waldorf, Eurocentric and Indigenous values and worldviews and reflecting upon the consequences of these beliefs and assumptions to inform an in-depth review of Waldorf and Alberta Education curriculum and to identify opportunities for social practices that provide bridges for incorporating Indigenous worldviews and enriching understanding of all students. A formal document is being prepared to reflect this work. We are seeking Indigenous community members to share their feedback to ensure our practices align with the heart of reconciliation.
- Engaging the WESE board and WISE staff at our joint annual working meeting in January 2020, we will engage in an FNMI led PD as part of our anti-racism vision, mission, and values reflection for the WISE.
- Teachers, administrative staff, and the WESE Board are committed to upholding the TQS, LQS and SLQS set by Alberta Education in all areas with a collaborative focus on foundational knowledge of First Nations, Metis, Inuit, Fostering Effective Relationships, and Establishing Inclusive Learning Environments at the WISE.
- The WESE board has begun a monthly study within the board meeting structure to take up the more in-depth work of asking the questions to reflect:
  - *In what way has WISE improved, acted, or shifted perspectives in the last three years, and how is the WESE board providing SLQS on issues related to FMNI?*
  - *How does the WISE demonstrate attitudes to ensure there are more educational opportunities for all students to learn about Indigenous culture, the impact of colonialism and the legacy of residential schools in Canada?*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
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.	90.0	74.2	88.6	90.2	90.7	92	Very High	Improved	Excellent	92	92	92

**Comment on Results**

This past year demonstrates we’ve maintained very high satisfaction in the parent, student, and teacher satisfaction in a broad offering for all programming areas.

When looking more closely at both our parent survey commentary and responses and Alberta Education survey results, it is notable that parents, students, and teachers are particularly satisfied with our ability to provide students with excellent learning experiences related to the core curriculum within the program of studies as well as our development and delivery of art, drama, music, and health. While satisfaction with our delivery for second languages, computers, and physical education remains relatively high, these remain areas where our students’ and families’ internal surveying shows a wish to see continued development. These areas continue to be prioritized by our school when developing programming.

We have been able to continue to expand upon our ability to provide excellent physical education through the allocation of funds for the purchase of quality physical education equipment, developing our junior high athletics program, and continued professional development in coaching and the development of fundamental movement skills in students through a wide range of activities. We have also continued to expand our ability to develop our computer instruction through the expanded purchase and infrastructure and ensuring it is part of the junior high schedule. Our second language teachers continue to prioritize collaboration to enhance student learning and engagement.

It remains our priority that the WISE school community is knowledgeable and assured in the unique way Waldorf Education prepares students as competent community leaders, divergent thinkers and socially responsive citizens.

**Strategies**

Strengthening programming through engagement with LQS competencies

- The Administrative team supports initiatives for teachers to be informed of the new concept based curriculum and share with colleagues, both locally and provincially, opportunities for application and practices related to connections with our Waldorf pedagogical approach.

**Community Assurance**

Increasing student satisfaction by developing and improving programming, the school facilities

- Having accomplished the major goal of purchasing the school building and land, immediate Improvements to our outdoor spaces were implemented in fall 2019. These improvements included redesigning outdoor play spaces for all students, including the outdoor basketball court, hill feature, and mature trees for shade. Over the summer, we completed installing a new outdoor play structure (which began Spring 2020) made possible by a matching CFEP grant.
- Continued development of our school spaces through a significant amount of volunteer work has resulted in three well-outfitted outdoor classroom spaces, complete with seating and chalkboards. Professional Development to support the use of outdoor classrooms and well as natural outdoor spaces as a pedagogical approach for supporting student learning has been a 2020-21 priority and an integral aspect of safe re-entry to school assurances and planning for Staff, students and families.
- Offering unique field trips and year-end class trips relevant to the curriculum for each grade enriches the learning experience and stretches students to become resilient in the face of new experiences.
- Continued development of Junior High Programming with dedicated Jr.High class teachers providing subject expertise across grades 7-9, creative electives options, intramural sports, computer science classes and engaging field trip opportunities has translated into student and parent satisfaction visible in increased enrollment and Junior high student retention.
- While the Junior High Athletics program is on pause due to COVID-19 restrictions, we remain poised to continue the expansion of the Junior High Athletics program when restrictions are lifted, including competitive: outdoor co-ed soccer, badminton and track & field with the Tier 3 division facilitated by EPSB.
- Offering distanced intramural sports opportunities for the Grade7 and Grade 8&9 cohorts.
- In addition to a well supported and active GSA, WISE has expanded student club options to include a Competitive Drama Improv Club, Guitar Club, Book Club, and Baking Club with active engagement from the WISE junior high students.
- We are dedicating additional staff resources to support students in need of targeted remedial strategies to support literacy and numeracy in the early grades.
- The WISE formal music and band program began in September 2017. The robust music program at the WISE traditionally includes students in Grade 3 being introduced to the ukulele in addition to learning the diatonic flute, and students in grades 5- 9 participating in a traditional wind ensemble with concert instruments, along with regular performance opportunities in Winter and Spring Concerts and school-wide assemblies.
  - In our 2020-21 school year, we have radically adapted our music program to comply with Government recommendations and restrictions. This year's music program will focus on an in-depth percussion and strings program and an opportunity to develop a greater understanding of musical theory, including composition.
- Expansion of our outdoor gardens and edible forest through the ongoing hard work of the Ottewell Community Garden Committee partnership with the WISE to encourage participation and learning opportunities for students and the greater community. Composting workshops and weekly facilitated student activities all through the fall have seen a dramatic uptake in student interest and understanding. A WISE student tree care club was fostered through the impulse of student land and plant stewardship.

Increasing parent satisfaction through transparency and collaborative leadership

- At the WISE, positive and consistent avenues of communication bridge what happens in the day-day to directly inform and educate families. Community events provide a strong sense of community and provide opportunities to communicate clearly about our programs, the benefits of Waldorf education and how this experiential approach translates into real-world competencies.

Methods of regular 2019-20 communication and involvement included:

- Annual parent orientation for all returning and new families
- Monthly “WISE Connection” email newsletters
- Weekly parent coffee morning hours
- Weekly parent handwork circles and gym nights
- A healthy online presence through social media
- Gateways Conference
- Festivals and Fairs
- Waldorf Community Parent Education talks

Adaptive Covid-19 methods of regular 2020-21 communication and involvement include:

- Online parent orientation for all returning and new families
  - In-person and on-line small group and distanced outside parent-teacher meetings in the fall.
  - Monthly “WISE Connection” email newsletters
  - Weekly parent coffee morning hours with health measures, following gathering restrictions
  - A healthy online presence through social media
  - Gateways Conference- Online keynote speakers.
  - Waldorf Community online Parent Education talks
  - Online Parent-teacher conferences each fall and spring
- The school continues to strengthen and develop its committee structure and volunteer opportunities, inviting parents to participate at various levels of governance with clear goals.
  - WISE has created a consistent system of communication out to parents across the grades.
    - Families receive weekly class emails from teachers that synthesize the daily rhythms of student life and curriculum in the classroom.
    - Twice annual parent conferences accompany November and March skills assessments.
    - Fall, winter, and spring class parent meetings engage families in participating and supporting their students and teachers and building relationships/camaraderie amongst class families.
    - Junior high parents communicate through a Google Classroom platform to review student marks and upcoming assignments.

**Outcome Four: Alberta’s K-12 education system is well-governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
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.	88.9	89.4	92.9	92.7	95.2		Very High	Improved	Excellent	93	93	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	90.7	95.7	94.1	96.5	96	Very High	Maintained	Excellent	96	96	96
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.	95.8	89.2	90.2	90.5	94.1	95	Very High	Maintained	Excellent	95	95	95
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	66.7	79.4	75.8	75.1	82.1	85	High	Improved Significantly	Good	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	95.2	97.9	98.1	96.6	87	Very High	Maintained	Excellent	87	87	87
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.	78.3	80.6	92.1	76.0	91.6	90	Very High	Improved	Excellent	90	90	90

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Comment on Results

The WISE Administrative Staff and WESE board will continue to educate families, teachers and students regarding the annual survey to give an opportunity for all families to be heard and share their feedback with Alberta Education.

A similar, more detailed, internal survey is supplied electronically to all program families in the Spring. This survey has been a valuable tool to gauge the success of initiatives and programming, parents' satisfaction and gathering input for future programming.

This past year saw that overall, student, parent and teacher respondents were highly satisfied with:

- Students at the WISE experience a safe school environment, learn to care for each other, respect one another, and are treated fairly.
- The overall quality of the education that students receive at the WISE.
- Students at the WISE are being taught attitudes and behaviours that will make them successful in work once they complete school.
- Students at the WISE are being taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.
- Parental involvement (collaboration & engagement) in decisions about their child's education
- The trajectory of education quality at the WISE school has improved or stayed the same for the last three years.

We look forward to demonstrating program improvements to all stakeholders with continuous professional development for faculty, enhancements to the site, providing an engaging school experience for students and assurance to parents that children demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

## Strategies

We see continuous improvements in survey outcomes concerning stakeholder engagement. This is encouraging as we continue to support parents, teachers, administration and board to engage in school governance and respond to the survey results as best and accurately as possible.

The WISE Administration will continue to communicate information to the parents and teachers and support engagement with the survey when it is released.

We invite faculty to engage students in classroom conversations regarding school pride and ask students what makes them proud of their school and aspects of the WISE program that they appreciate as unique. Students consider why our school is a destination school for all committed families. We believe that allowing the students to reflect on these aspects embedded within the survey will give them a greater ability to respond and for leadership to respond quickly to trends of concern.

As we look to 2020-21, we hope to increase our students' opportunities to feel empowered and essential contributors to school improvements. We guide students to demonstrate attitudes and behaviours that will guide them towards resiliency, with skill and knowledge in hand, as they extend their experience at the WISE in the wider world.

## Future Challenges

We anticipate our upcoming challenges will be:

- Capital Campaign fundraising for constructing a new portion of our building to replace the five portable classrooms on our site
- Ensuring healthy budgetary growth during a pandemic, and with recent Provincial funding changes.
- Maintaining our commitment to accessibility and providing individualized student learner support with the loss of the RSCD funded Government of Alberta student supports
- Managing financial budget cuts that have come in the form of a new weighted moving average funding model that does not support significant enrollment growth funding for growing schools such as ours.
- To develop our own safety-net/contingency plan for unexpected events.

## Budget Summary

In 2019-20, the WISE was on track to balance its budget and respond to anticipated lower enrollment numbers in our ECS program as we aligned with government-mandated shifts in the age of entry. It was due exclusively to the pandemic's challenges, our early childhood program revenues, families without income adjustments to contribution amounts in Scenario 3- At-home learning, and our inability to carry out all significant spring fundraising campaigns reduced overall anticipated revenue in the 3rd quarter.

The Federal government's financial support has significantly offset economic challenges in the 2019-20 school year. Due to this support, our overall financial picture is positive.

We are happy to have removed our historical deficit and look forward to discovering ways to adjust to recent provincial funding changes.

For the 2021-22 school year, we anticipate continuing our growth and positive outreach to the broader Edmonton community, and we believe this will continue to help us maintain stable financial status.



Private School Authority Code: 0259  
 School Code: 1600

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

		AFS 2020	AFS 2019 (NOTE *) Restated
<b>ASSETS</b>			
<b>Current assets</b>			
Cash and cash equivalents	Note	\$199,183	\$138,659
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$12,221	\$10,968
Other accounts receivable	Note	\$81,566	\$13,566
Prepaid expenses	Note	\$60,691	\$87,370
Other current assets	Note	\$9,563	\$10,809
<b>Total current assets</b>		<b>\$363,224</b>	<b>\$261,372</b>
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
<b>Capital assets</b>			
Land at cost		\$1,364,000	\$0
Buildings at cost		\$803,464	
Less: accumulated amortization		\$85,917	\$148,762
Leasehold improvements at cost		\$0	
Less: accumulated amortization		\$0	\$0
Equipment at cost		\$218,729	
Less: accumulated amortization		\$50,870	\$35,850
Vehicles at cost		\$0	
Less: accumulated amortization		\$0	\$0
<b>Total capital assets</b>	Note	<b>\$2,249,406</b>	<b>\$184,611</b>
<b>TOTAL ASSETS</b>		<b>\$2,612,630</b>	<b>\$445,983</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>			
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	\$55,115	\$37,929
Capital payables	Note	\$0	\$0
Deferred contributions	Note	\$98,678	\$103,750
Deferred capital allocations	Note	\$0	\$215,312
Current portion of long term debt		\$10,134	\$9,590
<b>Total current liabilities</b>		<b>\$163,927</b>	<b>\$366,581</b>
School generated liabilities	Note	\$0	\$0
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$0	\$0
<b>Long term debt</b>			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$2,037,109	\$0
Other loans	Note	\$32,147	\$41,736
Less: Current portion of long term debt	Note	(\$10,134)	(\$9,590)
Unamortized capital allocations	Note	\$134,739	\$12,082
<b>Total long term liabilities</b>		<b>\$2,193,860</b>	<b>\$44,228</b>
<b>TOTAL LIABILITIES</b>		<b>\$2,357,787</b>	<b>\$410,809</b>
<b>NET ASSETS</b>			
Unrestricted net assets		\$127,439	(\$137,356)
Operating reserves		\$0	\$0
<b>Total accumulated surplus (deficit) from operations</b>		<b>\$127,439</b>	<b>(\$137,356)</b>
Investment in capital assets		\$127,404	\$172,530
Capital reserves		\$0	\$0
<b>Total capital funds</b>		<b>\$127,404</b>	<b>\$172,530</b>
<b>Total net assets</b>		<b>\$254,843</b>	<b>\$35,174</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b>\$2,612,630</b>	<b>\$445,983</b>

Note: \* Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation, Alberta Regulation 93/2019 or as restated.  
 Input "(Restated)" in 2019 column heading where not taken from the finalized 2018/2019 Audited Financial Statements.



Private School Authority Code: 0259  
 School Code: 1600

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

	AFS 2020	Budget 2020 (NOTE *)	AFS 2019 (NOTE *)
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$1,005,914	\$1,056,993	\$1,014,248
Alberta Education - Home Education	\$66,832	\$61,820	\$71,845
<b>Total Alberta Education Revenues</b>	<b>\$1,072,746</b>	<b>\$1,118,813</b>	<b>\$1,086,093</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$34,212	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$3,339
Instructional fees/Tuition fees	\$201,624	\$304,419	\$215,993
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$235,940	\$199,350	\$259,822
Other sales and services	\$104,059	\$367,665	\$123,418
Interest on investments	\$271	\$0	\$403
Gifts and donations	\$133,462	\$50,000	\$37,827
Gross school generated funds	\$181,288	\$0	\$209,036
Amortization of capital allocations	\$16,312	\$40,000	\$29,982
Other	\$275,136	\$0	\$0
<b>Total Revenues</b>	<b>\$2,255,051</b>	<b>\$2,080,247</b>	<b>\$1,965,913</b>
<b>EXPENSES</b>			
Certificated salaries (excluding home education)	\$807,831	\$816,035	\$752,611
Certificated benefits	\$80,221	\$111,160	\$79,497
Non-certificated salaries and wages (excluding home education)	\$417,653	\$406,921	\$457,176
Non-certificated benefits	\$43,253	\$35,031	\$52,587
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$245,146	\$484,814	\$236,125
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$0	\$0	\$0
Leases - Other	\$0	\$0	\$0
Severe Disabilities (excluding home education)	\$52,094	\$0	\$57,146
Early Literacy (excluding home education)	\$9,193	\$18,219	\$10,085
English as a Second Language (excluding home education)	\$0	\$0	\$0
Regional Collaborative Service Delivery (excluding home ed.)	\$0	\$0	\$0
<b>Home Education:</b>			
Certificated salaries	\$24,001	\$22,200	\$30,210
Certificated benefits	\$3,367	\$2,302	\$4,131
Non-certificated salaries & wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payments to parents who provided home education programs to students	\$0	\$0	\$32,771
Contracts	\$0	\$0	\$0
Services and supplies	\$0	\$0	\$26
Regional Collaborative Service Delivery	\$0	\$0	\$0
Gross school generated funds	\$181,288	\$0	\$209,036
<b>Capital and debt services</b>			
Amortization of capital assets:			
From restricted funds	\$16,312	\$40,000	\$29,982
From unrestricted funds	\$38,240	\$0	\$0
Total amortization of capital assets	\$54,552	\$40,000	\$29,982
Interest on capital debt	\$114,727	\$76,633	\$0
Other interest charges	\$2,058	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$2,035,382</b>	<b>\$2,013,315</b>	<b>\$1,951,381</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$219,669</b>	<b>\$66,932</b>	<b>\$14,532</b>
	\$219,669		

Note: \* Input \*(Restated) in Budget 2020 and/or AFS 2019 column headings where comparatives are not taken from the respective finalized 2019/2020 Budget Report and/or finalized 2018/2019 Audited Financial Statements.

## Parental Involvement

Parent participation and volunteerism at the Waldorf Independent School of Edmonton complete students' support and learning circle. Parents are encouraged to take an active role in their children's education, helping in many critical areas from serving on the board, committees, building events, and supporting community outreach and engagement. These are key to meeting our fundraising and enrolment goals.

Together, WESE & WISE host events throughout the year that are open to the entire community and provide many opportunities to attend and contribute. We believe that a strong connection to the broader community is the essential promotion of the work we do within the school and our greater community partnerships. We feel that this supports the growth and stability of all programming.

Parent education remains a keystone to parent commitment, retention, and teacher support at the WISE. When parents understand the value of the Waldorf pedagogical approach to education that their children receive at the WISE, we can collectively grow the community experience and better support them as learners in all aspects of their development.

Each classroom has a class parent representative who coordinates activities amongst the parents of each class. They meet regularly under the Parent Partnership Committee's wings to collaborate on engaging families in the school's life. The class representative also communicates the needs and supports required for their class and coordinates activities to meet those needs within the larger parent body.

## Timelines and Communication

The Combined Three Year Plan and AERR will be submitted to Alberta Education and posted to our school authority website no later than November 30, 2020.

The Plan will be posted on both the Waldorf Education Society of Edmonton school website [www.wese.ca](http://www.wese.ca) and the Waldorf Independent School of Edmonton website [www.thewise.ca](http://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 February 2021.

The Audited Financial Statement of the Waldorf Educations Society of Edmonton for 2019-20 was approved and acknowledged by the WESE Board on November 18, 2020, and made available to our members, at our AGM, and later in our school office.

## Whistleblower Protection

The WESE Board of Directors approved its most current version of the "Whistleblower Policy and Procedure" at its board meeting in June 2018.

In accordance with requirements from the Province of Alberta that our School Authority make an annual report on whistleblowing in our Combined Annual Education Results Report and Three Year Education Plan, the WESE Board of Directors hereby states that there have been no (zero) whistleblower disclosures of wrongdoing in our school during the 2019-20 school year or thus far in the current 2020-21 school year.