



Three Year Rolling Education Plan  
2023-24 to 2026-27

## Message from the Board Chair

I am honoured to present the 2023-24 Education Plan on behalf of the Waldorf Independent School of Edmonton. Our continued commitment to diversity, equity, and community engagement supports our drive to create a school that nurtures students' critical and moral thinking and empowers them to be compassionate stewards of the earth capable of bringing responsive and inspired action to their communities.

We can all breathe a sigh of relief that this school year brought us back to in-person communication. Our much adored school events are flourishing once again, and we can all look forward to getting to know one another face to face over the next few years. We have achieved many goals of our vision statement and continue to grow a renewed vision for the school. We are striving onwards to achieve greatness and harmony within our school, students, and community.

Our priorities for the upcoming year will be continuing to foster meaningful relationships with Indigenous communities and to continue our work in support of reconciliation. We also maintain our commitment to provide ongoing professional development, ensuring all members of our diverse school community feel welcomed, accepted, and valued. We are excited to build new student leadership opportunities, such as the student council initiative to expand students' leadership capabilities and citizenship and stewardship experience. WISE students continue to be supported in developing attributes of positive citizenship, such as recognizing and valuing different perspectives, and applying critical thinking to their daily lives.

The WISE will continue to integrate experiential learning opportunities that include humanities, sciences, mathematics, eurythmy & athletic activities, world languages & cross-curricular arts-based learning, visual, musical, drama, speech and applied practical arts. The dedication and hard work of our faculty, administration, board and students has allowed us to deepen our program roots as we blossom into new beginnings.

Regards,



Steven Barnett  
WESE Board President

## Accountability Statement

### *Accountability Statement for the Education Plan*

The Education Plan for **the Waldorf Education Society of Edmonton (WESE)**, commencing September 5, 2023, was prepared under the direction of the WESE Board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan and Budget for 2023-24 on May 29, 2023.



*Funding Manual for School Authorities 2023/24 School Year (page 159)*

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## A Profile of the School Authority

The Waldorf Education Society of Edmonton (WESE) operates the Waldorf Independent School of Edmonton (WISE) and has been in existence since 2002 when a gathering of like-minded individuals formed a formal group to support the development of Waldorf education in Edmonton. The WISE houses early childhood programs and elementary and middle school programs that respond to the Alberta Program of Studies and Waldorf curriculum and are supported by a one-hundred-year-old educational philosophy and a network of over twelve hundred Waldorf schools internationally. The Waldorf Independent School of Edmonton responds to its local context within the context of Alberta and Treaty Six territory.

The WESE Board of Directors works strategically to enable organizational, legal, and financial health to realize the mission and vision of the WISE school. The WESE board is responsible for planning related to the facilities, legal work and policy writing, public awareness, fundraising, and long-term strategic planning. Board directors are elected by WESE members at the Annual General Meeting (AGM). This body comprises parents, members of the broader community interested in Waldorf Education, and faculty members. The school Principal and Executive Administrator report directly to the Board.

WESE Board standing committees include finance, fairs, fundraising, faculty council, parent partnership, new build committee, garden and growth and development. These committees support the WISE's vision and mission through various 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 with 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 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 an integrated head, heart, and hands approach to learning.

The WISE is an Associate Member School of the Association of Waldorf Schools of North America (AWSNA) and the Waldorf Early Childhood Association of North America (WECAN). WESE is also an Association of Independent Schools and Colleges of Alberta (AISCA) member.



## 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.

### 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.*

### Vision

The WISE is a thriving Waldorf school housed in an inspiring and functionally designed space that enhances student learning across the range of WESE programming. Both our building and surrounding land reflect our values of ecological sustainability, accessibility, human connectedness and well-being.

Our Waldorf-trained teachers provide child development-centred Waldorf pedagogy in tandem with the Alberta Program of Studies. Teachers are supported in adapting to an ever-evolving environment - improving accessibility, welcoming diversity, and nurturing community relations.

The WISE maintains a sustainable financial model to meet the needs of our school.

The WISE is known for its talented, committed staff and students who demonstrate community responsibility, reciprocity, stewardship and a passion for life and education.

The WISE maintains its designation as an 'Associate Member School' within AWSNA (Association of Waldorf Schools of North America).



## Priorities for the 2023-24 School Year

We are committed to the cycle of consultation, reflection and implementation, as outlined by Alberta Education in the *Funding Manual for School Authorities 2023-24 School Year*, to maintain and improve our methods, programming, and facilities. Our stakeholders provide invaluable feedback about our progress, alongside the data we compile from student assessments and surveys. These results are analyzed to guide the financial priorities and school-wide strategies we employ to ensure the needs of our students and community are being met.

In the 2023-24 school year we will employ strategies that support the following priorities:

- **Student Learning**
- **Leadership**
- **Community Engagement**



*Funding Manual for School Authorities 2023/24 School Year (page 20)*

## STUDENT LEARNING

*WISE students are inspired to learn; they demonstrate academic rigour in their literacy and numeracy development and exhibit qualities of our school's core values that reflect a sense of responsibility to equity and stewardship.*

### OUTCOMES

WISE students demonstrate confidence and proficiency in literacy and numeracy skills.

WISE programming cultivates the development of student skills reflective of citizenship, equity and stewardship with FNMI foundational knowledge and skills.

### STRATEGIES

- **Supports for students who need them:** WISE teachers continue to employ instructional strategies with Universal Design principles, differentiated instruction, and response-to-intervention (RTI) models to provide additional small-group support. The WISE develops IPPs for students who need them and prioritize access to academic and remedial support for those with exceptional learner needs.
- **Effective use of screening and assessment tools:** Under the supervision of the principal, faculty use appropriate screening assessment tools, including the Math Intervention Program Instrument (MIPI), Nelson Numeracy Nets, Provincial Numeracy Screening Assessment (PNSA), Letter-Name-Sound (LeNS), Castles and Coltheart (CC3), and Phonological Awareness Skills Test (PAST) to identify learner strengths and areas requiring additional support. Teachers use the Fountas and Pinnell Benchmarks to determine a student's instructional reading level yearly and inform literacy RTI. The PAST and LENS assessments will further be used to provide targeted intervention for students needing additional support at the beginning of the year and then throughout on an as-needed basis.
- **Communication with families and collaborative service providers:** Students experience success when there is effective collaboration between home and school and when students receive timely educational assessments and support from collaborative service providers. Following a school-wide schedule, teachers outreach and share plans for remediation with families and define the level of in-school support, including academic remediation, speech-language therapy, occupational therapy and school and community mental health resources.
- **FNMI learning opportunities for students:** We continue to build strong, positive, ongoing relationships with Indigenous leaders and knowledge keepers in our community to support culturally responsive education.
- **Student leadership & environmental engagement opportunities for students:** The curriculum includes opportunities for students to exercise leadership and deepen their experience of service, citizenship and environmental stewardship.
- **Numeracy and literacy instructional supports:** Professional development is provided to teachers annually to review best practices. Numeracy and literacy instruction is scaffolded to incorporate hands-on learning tasks.



- **Engaged Students:** WISE students continue to be supported in developing attributes of positive citizenship such as recognizing and valuing different perspectives, thinking critically, distinguishing between a person and the argument the person is making and avoiding bias and distortion in the presentation of one's thoughts.
- **Establish a common understanding of Waldorf child development** that clearly articulates the role and importance of play-based learning in early childhood and a developmentally appropriate Waldorf curriculum of integrated arts and social-emotional learning embedded within academic core learning. The WISE emphasizes the importance of nurturing imagination as the foundation for innovation, creativity, and a growth mindset that supports students into their adolescence and adulthood in an ever-changing world.



## PERFORMANCE MEASURES

### PAT results

The Provincial Achievement Test is an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. We will review the provincial assessment results with faculty to identify opportunities to improve core subject competencies within classroom delivery.

### Parent & Teacher Survey Results

Survey results compiled in the AERR provide invaluable stakeholder feedback from our parents, teachers, and students. Internal spring surveys are issued to parents and faculty to gather data in advance of the AERR. Further, our Faculty Council meets bi-weekly to review and respond to emerging student needs. Exit surveys are collected from outgoing families and staff, and their feedback is shared with school administration and the WESE board to inform improvements.

### Literacy and Numeracy

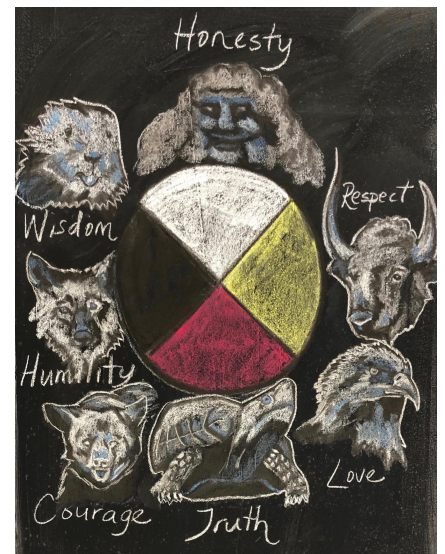
Literacy includes a student's ability to read and derive meaning from texts and effectively speak, listen, and write. WISE kindergarten and grade 1 students will demonstrate strong phonemic awareness skills using the PAST. By the end of grade three, 85% of all students will be reading at grade level based on the Fountas and Pinnell benchmark system. We use the MIPI as a formative assessment at the beginning of the year from Grades 1-9, and Nelson Numeracy Nets will be used to guide numeracy intervention as needed. WISE also uses the new Alberta Education PNSA in grades 1 through 4 to inform intervention.

### Citizenship, Shared Responsibility, and Equity

WISE began monitoring citizenship objectives using a school climate, diversity and equity survey. WISE will use some of these questions and new questions with students in focus groups through student council to gain feedback and insights to identify areas of growth and goals to create a positive and inclusive school environment that fosters qualities of mutual respect, integrity, shared responsibility, belonging, environmental responsibility, and an appreciation for our interconnectedness and shared common humanity.

### FNMI student academic success

The Provincial Achievement Test is an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. Our FNMI school population is small, and data in this category is often suppressed in PATs to protect privacy. Administratively, internal reviews of FNMI students will determine whether students are represented, successful, and receive adequate support. The WISE surveys families who identify as FNMI or have children who identify as FNMI to ask how we're doing and how we can improve. Each year, faculty and board will engage in professional development through pedagogical study and study of truth and reconciliation practices.



## LEADERSHIP

*WISE faculty use evidence-based practices and Waldorf pedagogical approaches to support and enhance the quality of teaching, learning and leading.*

### OUTCOMES

WISE has excellent teachers who are active leaders in their field.

WISE is an active AWSNA member that is well-governed and managed.

### STRATEGIES

- **Scope and Sequence development:** teachers at WISE collaborate to create a Scope and Sequence document aligning Alberta Education and Waldorf outcomes. This initiative has far-reaching implications for expanding teacher capacity and improving student learning.  
  
In creating the scope and sequence, teachers will:
  - Develop exemplary practices in assessing learning and the use of 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.
  - Implement developmentally appropriate connections between the Waldorf curriculum and the Alberta Program of Studies, integrating experiential learning opportunities that incorporate humanities, sciences, mathematics, physical literacy, outdoor experiences, world languages and cross-curricular arts-based learning, including visual, musical, dramatic, speech and applied practical arts.
- **Support Superintendent Leadership Quality Standards (SLQS), Leadership Quality Standards (LQS), and Teacher Quality Standards (TQS) competencies:** The faculty continues to strengthen their understanding of the TQS and ensure Teacher Professional Growth Plan (TPGP) goal alignment. The leadership administration analyzes trends within TPGPs to provide professional development closely aligned with the emerging needs of our school community.
- **Professional Development:** A robust and responsive professional development schedule with regular pedagogical study as part of an ongoing professional learning community demonstrates the commitment to supporting teachers' goals. Specific Waldorf Teacher education and faculty-identified areas for individual or full faculty training include FNMI foundational knowledge, new curricular implementation, literacy and numeracy assessments, evidence-based learning supports, and continued mentorship opportunities with experts in their field.
- **Governance:** The WESE board and school administration engage with the SLQS and LQS annually through self-evaluation and a review of stakeholder feedback, developing capacity within the collaborative leadership



model of the WISE. Strategic planning is ongoing within this model as we adjust programming in response to student needs with responsible fiscal management.

- **Site improvements:** The Elevate WISE capital fundraising campaign has engaged our community to raise three to five million dollars toward improving our school buildings, site and enrichment opportunities for students. The WESE Board prioritizes school maintenance and renewal. The current focus is the construction of a new school wing to replace the five portable classrooms on our site.
- **Sustainable funding and enrollment:** Planning for the upcoming year requires a well-managed budget that navigates the implications of a provincial recovery funding model. We will continue initiatives to increase student enrollment numbers as we understand that stable enrollment facilitates stabilized funding.

## PERFORMANCE MEASURES

### Faculty survey

Faculty are encouraged to share their feedback and collaborate towards recommended improvements. Teachers complete the annual Alberta Education Assurance survey and internal survey in June. Weekly Division meetings, bi-monthly Faculty Council meetings and monthly Full Faculty meetings are other important ways the WISE gathers timely feedback and supports ongoing collaborative leadership.

### Faculty retention rates

We strive to train, empower, and retain our faculty. We identify trends in our processes by tracking our retention rates over time.

### Waldorf Training Attendance

Teachers and administrators at WISE are committed to their profession and attend Waldorf training and teaching courses. These courses deepen their practice and integration of Waldorf pedagogy in the classroom. WESE's commitment to financially supporting professional development and teacher training is reflected in the annual budget, fundraising, and ongoing access to AWSNA grants and loans through associate member status.

### Scope and Sequence

Through Faculty Council and Division Work, teachers are on track to complete a first draft of the scope and sequence document in the 2023-24 school year. This document will include cross-curricular indications and Waldorf pedagogical connections between outcomes, with examples of products and assessments. The scope and sequence outline will guide assessment and planning of teaching blocks. The WISE will formalize this document as a resource for incoming faculty.

### Board survey

The WESE Board conducts an annual survey of its members to gather insights into the current year and focus on priority areas in the future. AEA survey results, shared alongside internal school surveys, inform board priorities and strategic planning, which are shared more broadly with the community.





## COMMUNITY EDUCATION AND ENGAGEMENT

*The WISE community exhibits qualities of our school's core values that reflect a sense of responsibility to equity and stewardship. The school serves as a community in which children benefit from teachers, staff and parents striving together to support Waldorf education and learning.*

### OUTCOMES

WISE will demonstrate meaningful engagement with the wider community in parent education and volunteerism.

WISE facilitates a strong community committed to supporting the education of our children through initiatives which are in service of the school and centred around the school's core values.

### STRATEGIES

- **Student leadership & environmental engagement opportunities:** Incorporating leadership and nature-based experiences in the Scope and Sequence document ensures programming is developed to consciously include positive community engagement that empowers students to be curators of positive change in their lives. Integrating class traditions and outdoor experiences that are scaffolded year to year, students exercise leadership and deepen their experience of service, citizenship and environmental stewardship. WISE Teachers cultivate student leadership opportunities and are responsive to student-led initiatives. Additionally, the WISE Student Council shares their insights and initiatives through representation to the Faculty Council and the WESE Board.
- **Ongoing community education and engagement:** The school hosts regular events that support ongoing education and engagement in the school's mission and vision. These events include but are not limited to Waldorf education, FNMI education, positive mental health, and proactive collaborative strategies. Community education and engagement events are embedded in the annual calendar in class specific and school-wide parent education nights, weekly parent coffee, work-bees and school maintenance projects, school fairs and festivals, the Gateways Conference, and opportunities to support class traditions and experiences through volunteerism and initiatives in service of the school.
- **FNMI engagement:** Expanding relationships with FNMI communities, including with Indigenous Waldorf Schools such as Lakota Waldorf and local Indigenous schools to guide meaningful representation in scope and sequence work and school initiatives.





## PERFORMANCE MEASURES

### Parent, teacher and student survey results

The WISE Administrative Staff and WESE board will continue to engage families, teachers and students regarding the AEA annual surveys to allow all families to 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 efficacy of initiatives and programming, gain deeper insights and feedback to refine and improve engagement activities based on responses given. Year-over-year survey results for community engagement and communication questions will be monitored to ensure sustained satisfaction.

### Community engagement attendance

We gather attendance data for parent orientation, parent-teacher conferences, class and school-wide parent education nights, the Gateways conference and school volunteerism to gain insight into parent and community engagement. We aim to increase family engagement by tracking the percentage of engagement in community events year-over-year.

### Student experiences that cultivate stewardship and leadership

The WISE recognizes that the most significant indicator of future engagement in environmental stewardship is time immersed in nature. WISE will prioritize outdoor, nature-based, and immersive field trip experiences for all grades, ensuring class traditions that include outdoor experiences for grades two through nine. Each year, the student council will be given opportunities to bring forward initiatives to the faculty council and administration and be welcomed to participate in focus group discussions about program improvements and feedback on ensuring everyone feels welcomed and has a sense of belonging through meaningful student voice and representation.

### Integration of FNMI foundational knowledge

100% of teachers incorporate FNMI foundational knowledge and perspectives into their long-range plans and in relation to Truth and Reconciliation.



## Budget Preparation & Summary

For the 2023-24 school year, the WISE anticipates decreased enrollment as families have the opportunity to establish a common understanding of Waldorf education coming out of Covid and align through WISE's mission, vision and values community engagement. Targeted marketing, enrollment and fundraising initiatives contribute to our financial recovery. 2023-24 pre-enrolments in early childhood demonstrate confidence in our education.

The school continues to recover from the challenges of the pandemic while experiencing additional financial pressures from negative economic trends and inflation. The WMA funding model has created challenges for our school, and the rise in consumer prices has impacted the families in our school who are less able to contribute financially to our accessible school tuition model. Our single greatest asset and expense continues to be our talented staff. Positive year-over-year retention has increased expenditures, and our cash-flow position remains low. The risk to our school continues to be that a large outlay will be required for repair/maintenance, and that will further extend our already strained capacity. The past four years of underfunding in education have left our school facility in an under-maintained condition, and our challenge continues to be ensuring that the government funding is replaced, or restored by another source, in an already tight economic climate.





Private School Authority Code:		259		
School Code:		1600		
BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31 (in dollars)				
		Budget 2023/2024	Projected 2022/2023	ACTUAL 2021/2022 (Note 1)
REVENUES				
Alberta Education (excluding Home Education)		\$1,255,906	\$1,126,508	\$1,138,807
Alberta Education - Home Education		\$315,350	\$195,500	\$198,821
Total Alberta Education Revenues		\$1,571,256	\$1,322,008	\$1,337,628
Other Government of Alberta		\$0	\$22,569	\$0
Federal Government and/or First Nations		\$57,234	\$47,878	\$66,544
Other Alberta school authorities		\$0	\$0	\$0
Instruction fees / Tuition fees		\$263,960	\$250,744	\$215,035
Non-instructional fees (O&M, Transportation, Admin fees)		\$350,490	\$330,344	\$281,298
Other sales and services		\$154,633	\$134,088	\$112,572
Interest on investments		\$200	\$200	\$139
Gifts and donations		\$50,748	\$34,066	\$25,738
Gross school generated funds		\$157,250	\$68,000	\$150,300
Amortization of capital allocations (where applicable)		\$24,500	\$21,834	\$25,337
Other (specify):		\$0	\$0	\$69,352
TOTAL REVENUES		\$2,630,271	\$2,231,731	\$2,283,943
EXPENSES				
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)		\$1,517,597	\$1,468,734	\$1,478,998
Certificated benefits and Non-certificated benefits (excluding Home Education)		\$195,755	\$145,777	\$166,679
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)		\$184,878	\$165,000	\$229,448
Consulting / Management Fees		\$0	\$0	\$0
Leases - Building		\$0	\$0	\$0
Leases - Other		\$0	\$0	\$0
Severe Disabilities / DSEPS		\$65,000	\$65,000	\$65,575
Program Unit		\$0	\$0	\$0
Home Education				
Certificated salaries		\$67,800	\$69,000	\$68,477
Certificated benefits		\$8,331	\$5,578	\$7,253
Non-certificated salaries and wages		\$0	\$0	\$0
Non-certificated benefits		\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials		\$0	\$0	\$0
Contracts		\$0	\$0	\$0
Services and Supplies		\$214,764	\$97,750	\$90,834
Gross school generated funds		\$157,250	\$68,000	\$150,300
Capital and debt services				
Amortization of capital assets				
from restricted funds		\$24,500	\$21,834	\$25,337
from unrestricted funds		\$77,200	\$77,206	\$57,203
Total amortization of capital assets		\$101,700	\$99,040	\$82,540
Interest on capital debt		\$113,480	\$115,910	\$118,182
Other interest charges		\$0	\$0	\$0
Losses (gains) on disposal of capital assets		\$0	\$0	\$0
Other (specify):		\$0	\$0	\$0
TOTAL EXPENSES		\$2,626,554	\$2,299,789	\$2,458,286
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$3,716	(\$68,058)	(\$174,343)
		\$3,716		

1. To agree with the Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation 127/2022, Section 20 or as restated.

## Timelines and Communication

This three year rolling Education Plan is developed within the framework of our strategic purpose and submitted to Alberta Education.

The Education Plan will be posted by May 31, 2023 on 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). Notice of its availability will be circulated in an update to members and staff by June 1, 2023.

The Audited Financial Statement of the Waldorf Education Society of Edmonton for 2021-22 was approved and acknowledged by the WESE Board on November 16, 2022, and made available to our members at our AGM and later in our school office.



## Fall 2022 Alberta Education Assurance Measures: Overall Summary

Assurance Domain	Measure	Waldorf Independent School 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
Student Growth and Achievement	Student Learning Engagement	91.7	89.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	94.2	94.2	91.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	78.1	n/a	85.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	22.7	n/a	23.1	18	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	95.7	95.3	89	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.7	95.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.3	92.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	97.7	100	97.4	78.8	79.5	81.5	Very High	Maintained	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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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), Social Studies (Grades 6, 9, 9 KAE).
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.