

Annual Education Results Report for 2022-23

Message from the Board Chair

I am honoured to present the 2022-23 Annual Education Results Report (AERR) on behalf of the Waldorf Independent School of Edmonton. Our priorities of student learning, leadership, and community engagement remain at the forefront of everything we do as an organization. The outcomes reported in this document reflect the dedication and skills of our faculty, staff, and community.

This year feels momentous as the Waldorf Education Society of Edmonton celebrates its 21st year of existence, having first registered as a small aspirational education society in 2002. It marks the completion of yet another 7-year cycle and honours the continued commitment of WESE to promote Waldorf Education in Edmonton.

Last year, the WISE faced community challenges that reflected the increasing polarity of opinions in the world. In our school, this manifested in questions and concerns about Sexual Orientation and Gender Identity. After much discussion and community engagement, and with a continued focus on supporting diversity, equity, and inclusion, our Faculty Council, with the support of the WESE board, created the WISE SOGI Policy and Guidelines, which have graced the onset of our next 7-year phase. Our SOGI Guidelines reflect Waldorf pedagogy and continue empowering teachers to lead their classrooms with devotion to their students and families. WESE rekindled our social events as they were meant to be experienced: Winter Fair, Pumpkin Walk, Winter and Spring Concerts, Knighthood ceremonies, Grade 9 graduation, Class trips, Parent Nights, and more.

Our priorities for the upcoming year will be maintaining our commitment to community engagement and ensuring all members of our diverse school community feel welcomed, accepted, and valued. We will continue along our path to deepen our relationships with Indigenous leaders and Indigenous schools in Alberta. The WESE Board continues to reflect on how we can improve and support student learning with the goal that our students have the opportunities to make a creative and positive impact in the world.

We are thrilled with the school energy of this new year, and I am excited to support our devoted teachers, staff, administration, and board members with new fundraising ideas, events, and learning opportunities. We anticipate many positive changes in the near future, and I have no doubt that the many members of our community who are exceptionally dedicated, creative, and talented will make our visions come to life.



Steven Barnett,
WESE Board President

Accountability Statement

The Annual Education Results Report (AERR) for the Waldorf Education Society of Edmonton (WESE) for the 2022-23 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report to improve student outcomes and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

The Board approved this AERR for 2022-23 on November 29, 2023.

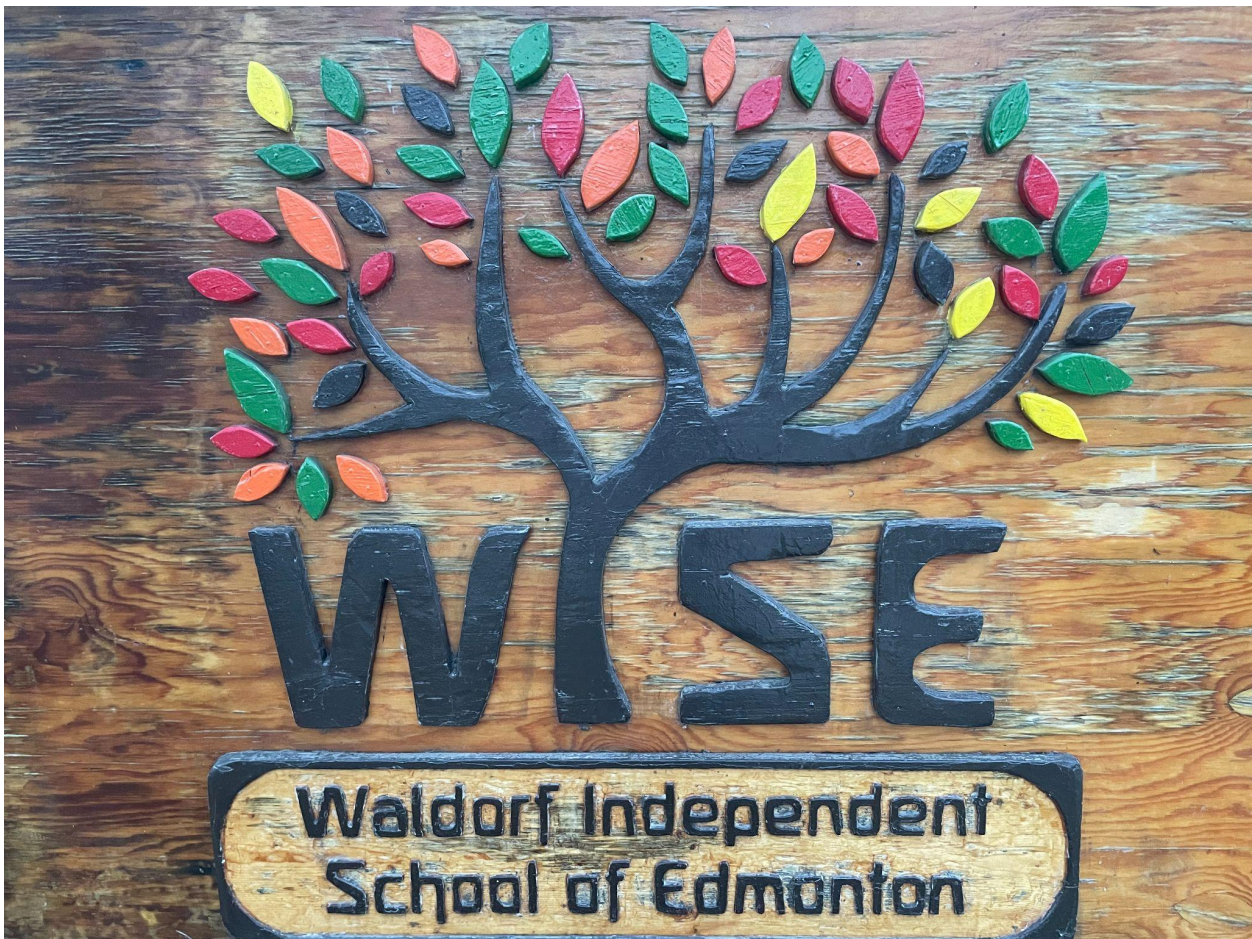
A handwritten signature in black ink, appearing to read 'St. Barnett'.

Steven Barnett,
WESE Board President

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A Profile of the WESE School Authority

The Waldorf Education Society of Edmonton (WESE), which operates the Waldorf Independent School of Edmonton (WISE), was formed in 2002 when a gathering of like-minded individuals committed their support to the development of Waldorf education in Edmonton. Ingrained in a one-hundred-year-old educational philosophy, the Waldorf Independent School of Edmonton is part of a broader educational movement of over twelve hundred Waldorf schools worldwide.

The WESE Board of Directors works strategically to enable organizational, legal, and financial health to realize the WISE's mission, vision and values. The board is responsible for planning related to the facilities, policy, public awareness, fundraising, and long-term strategic planning. WESE members elect board directors at the Annual General Meeting (AGM). This body comprises faculty representatives, parents and members of the broader community interested in Waldorf Education. The Principal and Executive Administrator report directly to the Board and attend meetings, though they are non-voting members.

The standing committees of the WESE Board include Faculty Council, Fairs, Finance, Fundraising, Garden, Growth and Development, New Build, Parent Partnership, Site Development, and Social Justice. These committees support the WISE's vision and mission through various administrative functions, projects, research, and community events.

Profile of the WISE

The WISE was established in September 2011 and operates as a private accredited school providing Early Childhood, Elementary, and Junior High education programs. By bridging Waldorf pedagogy and Alberta curricula using the Program of Studies, the WISE is able to integrate academic, artistic, and experiential learning to develop critical thinking, foster creativity and imagination, and enliven core subjects through purposeful activity. Our faculty engages in collaborative leadership that contributes to the overall culture of the school, by supporting the professional learning community through weekly meeting structures of both Division and Faculty Council, which include pedagogical study, action research, and an ongoing commitment to professional and personal development in support of enhancing student learning through teaching and leading.

Lessons in music, singing, fine arts, movement, handwork, woodwork, practical arts and second languages that include French and German supplement the academic curriculum and meet the range of student learning styles while encouraging a holistic "head, heart, and hands" approach to learning. The WISE strives to nurture students' sense of self, develop and understand their relationship and responsibility to their immediate community and the natural world, and cultivate respect for each other by learning about diverse perspectives through their own observations and experiences.

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 a member of the Association of Independent Schools and Colleges of Alberta (AISCA).

WESE/WISE offers the following programming:

- early childhood programs for children from birth to 5 years of age and parent education programs
- half-day Kindergarten
- Grades 1 – 9
- traditional, parent-directed Home Education facilitation for Grades K-9

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-centered Waldorf pedagogy in tandem with the Alberta Curriculum. 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.

Introduction to the Annual Education Results Report

This document is part of an annual reporting cycle where we provide assurance to our community of stakeholders (students, faculty, parents, community neighbours and partners, and Alberta Education) that WISE is committed to a responsive, sustainable continuous improvement model. This Annual Education Results Report (AERR) responds directly to our annual Education Plan and describes our consultation, reflection, implementation, and how we maintain and improve our teaching methods, programming, and facilities. We believe our stakeholders provide invaluable feedback about our progress and, alongside the data we compile from student assessments and surveys, guide the financial priorities and school-wide strategies we employ to ensure the needs of our students and community are met.

Through the 2023-24 Funding Manual for School Authorities, Alberta Education details a reporting format for schools and school authorities to share their improvement process and cycle with stakeholders. The Education Plan and AERR relate to each other clearly and succinctly; the Education Plan details the plan for the coming years and our strategies to achieve improved results, while the AERR demonstrates how effective we were in our methods and what to consider in the coming year's plan.



We identified three main priorities within our 2021-23 Education Plan, published in May 2021:

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

The following document reflects these priorities and the specific outcomes we have set as goals, alongside the initiatives implemented and the results and data we have gathered.



Fall 2023 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	89.4	91.7	91.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.8	94.2	94.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	75.4	77.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	15.8	21.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	95.3	95.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Environments (WCRSLE)	94.5	96.7	96.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	90.4	93.3	93.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	92.3	97.7	97.1	79.1	78.8	80.3	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.

PRIORITY 1: STUDENT LEARNING

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

OUTCOMES AS DESCRIBED IN THE 2022-23 EDUCATION PLAN

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

WISE programming cultivates development of student skills reflective of citizenship, equity, and stewardship with First Nations Metis & Inuit (FNMI) foundational knowledge and skills.

PERFORMANCE MEASURE REVIEW

Provincial Achievement Test results

The Provincial Achievement Test (PAT) results indicate that students in Grades 6 & 9 have understood curricular concepts outlined by Alberta Education and can demonstrate their knowledge. Overall, the Grade 6 & 9 PAT results in 2022-23 significantly outperformed the provincial average in the Acceptable Standard by 12% and were on par with the provincial average for Standard of Excellence. Grade 6 greatly outperformed the provincial average in the Acceptable Standard and Standard of Excellence in all subjects. Grade 9 outperformed the provincial average in the Acceptable Standard in Language Arts, Math and Science and the provincial average in the Standard of Excellence in Language Arts. Grade 9 Science results highlight how an arts-integrated, humanistic, and holistic approach to education consistently supports depth of knowledge, skills, and understanding in science.

While the Grade 9 PATs in Math and Social Studies do not match our internal assessment measures, which include practice PAT exams, our faculty engages in a detailed results-review each year to monitor any gaps in specific courses, improve literacy and numeracy competencies, and adjust classroom delivery. We recognize that smaller class size PAT results must be carefully reviewed to discern year-over-year school trends versus individual student results in a given year. In 2022-23, absences in Grade 9 negatively impacted our results, bringing us very close to the threshold of the data being suppressed due to the number of students writing, consequently increasing the weighted percentage results for each individual. In keeping with the Waldorf pedagogical approach to learning and assessment for learning and cultivating a growth mindset, we acknowledge that PATs are only one measure amidst many that inform student success.

Our teachers continue to implement targeted skills development in literacy and numeracy and essential social-emotional skills that support healthy classroom learning environments. The Mental Health in Schools pilot grant for January 2023-June 2024 ensures that the WISE continues to prioritize mental health and targeted student learning, by providing counselling services and increased access to psychoeducational assessments for students who would benefit from them.

Our goal remains that 90% of students at WISE will achieve the acceptable standard on Grade 6 & 9 PATs. This number reflects an understanding that, in maintaining our commitment to a diverse and accessible school, we will continue to provide quality education to students with a range of learning needs who can benefit from a Waldorf pedagogical approach to learning and support them to their greatest potential.

Performance Measure	WISE Results (in %)			Alberta Results (in %)		
	Current Result (2023)	Prev Year Result (2022)	Prev 3 Year Average	Current Result (2023)	Prev Year Result (2022)	Prev 3 Year Average
PAT Results By Number Enrolled Measure History	27	32	n/a	115,580	109,520	n/a
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall results-by number writing).	75.4	77.1	n/a	63.3	64.3	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall results-by number writing).	15.8	21.7	n/a	16.0	17.7	n/a

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.							
"A" = Acceptable; "E" = Excellence		Results (in percentages)					
		2019		2022		2023	
		A	E	A	E	A	E
English Language Arts 6	Authority	84.2	26.3	86.7	26.7	94.1	29.4
	Province	83.2	17.8	76.1	18.9	76.2	18.4
Mathematics 6	Authority	78.9	15.8	60.0	6.7	88.2	23.5
	Province	72.5	15.0	64.1	12.6	65.4	15.9
Science 6	Authority	94.7	21.1	93.3	40.0	94.1	52.9
	Province	77.6	28.6	71.5	23.7	66.7	21.8
Social Studies 6	Authority	89.5	42.1	93.3	26.7	94.1	29.4
	Province	76.2	24.4	67.8	20.1	66.2	18.0
English Language Arts 9	Authority	100.0	0.0	82.4	29.4	80.0	20.0
	Province	75.1	14.7	69.6	12.9	71.4	13.4
Mathematics 9	Authority	42.9	14.3	64.7	11.8	60.0	0.0
	Province	60.0	19.0	53.0	16.7	54.4	13.5
Science 9	Authority	100.0	28.6	82.4	29.4	80.0	10.0
	Province	75.2	26.4	68.0	22.6	66.3	20.1
Social Studies 9	Authority	85.7	14.3	64.7	11.8	50.0	10.0
	Province	68.7	20.6	60.8	17.2	58.4	15.9

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

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.

Measure Evaluation Reference (Required AEAMs)

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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

For all measures: 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%.

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)

Annual Education Assurance Measures (AEAM) Survey results

Alberta Education surveys teachers, parents, and students on an annual basis. Results are compiled and shared with schools each fall via the Annual Education Assurance Measures (AEAM) Report. These results provide valuable stakeholder feedback, particularly when viewed year over year. Despite student enrollment increases in 2022-23, the number of parent respondents held steady, with individual survey results representing ~ 4% of our results. The WISE Administration and WESE board will continue to engage families and teachers regarding the annual surveys to ensure all families are encouraged to share their feedback with Alberta Education. Below, we can see that the surveyed teachers, parents, and students in our community feel that WISE students are modelling characteristics of active citizenship, engaged in their learning, provided with appropriate supports and services and consider their learning environment welcoming, caring, respectful and safe.

Performance Measure	WISE Results (in %)					Alberta Results (in %)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.6	93.8	94.2	94.2	90.8	82.9	83.3	83.2	81.4	80.3
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	89.4	91.7	89.4	n/a	n/a	85.6	85.1	84.4
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	92.9	93.3	90.4	n/a	n/a	82.6	81.6	80.6
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	95.4	96.7	94.5	n/a	n/a	87.8	86.1	84.7

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.													
	WISE Results					Measure Evaluation			Alberta Results				
	2019	2020	2021	2022	2023				2019	2020	2021	2022	2023
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	89.6	93.8	94.2	94.2	90.8	Very High	Maintained	Excellent	82.9	83.3	83.2	81.4	80.3
Parent	100.0	96.8	97.1	99.2	92.2	Very High	Maintained	Excellent	81.9	82.4	81.4	80.4	79.4
Student	68.8	84.6	85.5	84.8	82.1	Very High	Maintained	Excellent	73.5	73.8	74.1	72.1	71.3
Teacher	100.0	100.0	100.0	98.4	98.2	Very High	Maintained	Excellent	93.2	93.6	94.1	91.7	90.3

Student Learning Engagement – Measure Details

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
	WISE Results						Measure Evaluation			Alberta Results				
	2019	2020	2021	2022		2023				2019	2020	2021	2022	2023
	%	%	%	%	N	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	n/a	n/a	89.4	91.7	133	89.4	n/a	Maintained	n/a	n/a	n/a	85.6	85.1	84.4
Parent	n/a	n/a	98.4	98.7	26	96.2	n/a	Maintained	n/a	n/a	n/a	89.0	88.7	87.3
Student	n/a	n/a	72.3	76.5	96	72.2	n/a	Maintained	n/a	n/a	n/a	71.8	71.3	70.9
Teacher	n/a	n/a	97.4	100.0	11	100.0	n/a	Maintained	n/a	n/a	n/a	96.0	95.5	95.1

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.													
	WISE Results					Measure Evaluation			Alberta Results				
	2020	2021	2022	2023					2020	2021	2022	2023	
	%	%	%	N	%	Achievement	Improvement	Overall	%	%	%	N	%
Overall	n/a	95.4	96.7	133	94.5	n/a	Maintained	n/a	n/a	87.8	86.1	257,391	84.7
Parent	n/a	97.0	100.0	26	96.1	n/a	Declined	n/a	n/a	88.2	86.9	31,885	85.6
Student	n/a	89.2	90.1	96	87.4	n/a	Maintained	n/a	n/a	79.8	77.7	193,156	76.6
Teacher	n/a	100.0	100.0	11	100.0	n/a	Maintained	n/a	n/a	95.3	93.6	32,350	92.0

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.													
	WISE Results					Measure Evaluation			Alberta Results				
	2020	2021	2022	2023					2020	2021	2022	2023	
	%	%	%	N	%	Achievement	Improvement	Overall	%	%	%	N	%
Overall	n/a	92.9	93.3	132	90.4	n/a	Maintained	n/a	n/a	82.6	81.6	256,994	80.6
Parent	n/a	93.1	96.7	26	85.6	n/a	Declined	n/a	n/a	78.9	77.4	31,847	75.7
Student	n/a	88.9	88.3	95	87.7	n/a	Maintained	n/a	n/a	80.2	80.1	192,805	79.9
Teacher	n/a	96.8	95.0	11	98.1	n/a	Maintained	n/a	n/a	88.7	87.3	32,342	86.2

Although the WISE observed a slight decline in each required reporting assurance area, we maintained overall excellence, with results ranging from 5% to 10% above the provincial average. During a year when many parental conversations and concerns centred around either too much or not enough action in response to SOGI, it is important to note that there was only a marginal decline in parent satisfaction relating to welcoming, caring, respectful and safe AEAM results. In 2022-23, the WISE increased access to student support and services across all grades through the Capacity Building grant administered by the Association for Independent School and Colleges of Alberta (AISCA) and in partnership with Khan Communications specialized services clinicians, provided Early Intervention Literacy and Numeracy supports for Gr 1-3 students (at risk) through the Learning Disruption grant funding, as well as introduced weekly access to school counselling through the Mental Health in Schools pilot grant. Parents and students receiving support and services reported satisfaction and gratitude for the increased support. While AEAM parent survey satisfaction decreased by 11%, we remain above the Provincial average by 10%. We can see through the detailed survey results, that the number of parents in grades 4-6 responding with "don't know" impacted the results rather than dissatisfaction. While we feel that communication for students and families receiving support is working well, for those not directly affected, we will increase communication regarding the services and supports available to students who need them and pathways for access at the WISE. AEAM questions related to engaged learning, support services and welcoming, caring, respectful and safe schools are relatively new to the provincial survey and, therefore, continue to be metrics to follow in coming years.

Literacy & Numeracy: Benchmarks & Assessments

The pedagogy and Curriculum of the Waldorf Independent School of Edmonton focusses on formative assessment in the early years. The building blocks of literacy and numeracy are deeply taught before the introduction of summative assessment. Literacy encompasses a student's ability to speak, listen, and write effectively, as well as their capacity to read and derive meaning from texts. The WISE gathers information about student competencies in several ways, including benchmark testing each fall to identify students who may require help as they learn to read.

In Grades 1-3, the Castles and Coltheart Assessment (CC3) and Letter Name-Sound Assessment (LeNS) determine students' foundational knowledge for reading and guide instruction and intervention. In Grades 2-9, the Fountas and Pinnell Benchmark system is used to identify student reading levels. Intervention is also guided through the Fountas and Pinnell Intervention system, the Guide for Systematic Phonic Instruction, and other supportive evidence-based practice materials that target other decoding skills.

We use the newly mandated numeracy screening assessments to support numeracy development. Based on teacher discretion, students who score under 60% may receive additional intervention and small group pull-out support. Teachers also use the Math Intervention Planning Instrument (MIPI) to guide further understanding of student level of achievement and guide instruction and intervention. Math intervention will be supported using the Alberta Education teacher companion Teacher Guide for Numeracy Intervention Activities, alongside Nelson Leaps and Bounds materials. For students who score between 60-80%, discretionary maths intervention may also occur where gaps are identified.

The WISE has initiated a three-year data collection process to capture these benchmarks to ensure students' literacy and numeracy skills meet or exceed provincial averages for achievement by the end of Grade 3. Ongoing literacy and numeracy assessments in our Grades 3 - 9 also ensure all students have the opportunity to meet or exceed Provincial Achievement Test (PAT) outcomes.

Early Years Literacy & Numeracy Assessments

To support foundational learning in the early years of education, literacy and numeracy assessments became mandatory in the 2022-23 school year. All Grade 1-3 students were required to be assessed using pre-approved assessment tools, which included Letter Name Sounds (LeNS) and/or Castles and Coltheart 3 (CC3) for literacy and screening assessments for numeracy. Grade 1-3 students identified as at-risk were reassessed at the end of the school year to measure their progress in literacy and numeracy skills. Our review of student learning over the school year demonstrated steady growth in student skills in identifying letter names and sounds and decoding unfamiliar words.

In the 2022/23 school year, we looked at literacy and numeracy assessment outcomes and considered the results to be within the expected range of a Waldorf classroom. Waldorf education teaches literacy skills in a way that progresses from listening to speaking, and writing to reading. Listening and speaking skills are supported by verses, rhymes, poems and oral stories, which enable students to learn oral language acquisition skills first. Writing skills are supported in Main Lesson, whereby students develop phonological awareness, phonemic awareness and phonics by documenting their learning within their handwritten textbook, called a Main Lesson Book. These skills set the foundation for reading, which is not formally introduced until Grade 3. Therefore, the early years of Waldorf education encompass all literacy skills, including listening, speaking, writing and reading.

	Grade 1 (Jan 2023)		Grade 2 (Sept 2022)			Grade 3 (Sept 2022)	
	LeNS	Numeracy	LeNS	CC3	Numeracy	CC3	Numeracy
N	15	16	20	20	22	20	23
At-Risk	3	3	14	12	6	6	1
Not-At Risk	12	13	6	8	16	14	21

Since the LeNS is designed to assess letter combinations to support independent reading and the CC3 is designed to identify a student's reading difficulties, the WISE scores on mandated literacy assessments may not genuinely reflect our students' literacy skills since reading is only one aspect of literacy development, which is not formally taught until Grade 3. Therefore, the WISE will continue to monitor Class 3 results closely to guide literacy instruction and provide intervention as needed, using pull-out support and the Fountas and Pinnell Intervention system.

English as Additional Language (EAL) Student Academic Success

Currently, our school population for English as an Additional Language (EAL) is small, and data in this category is often suppressed in PATs to protect privacy. Administratively, internal reviews of EAL students will determine whether students feel represented, are successful and receive adequate support. Internal tracking focuses on identifying how many of our EAL students are meeting acceptable standards, and for those EAL students who aren't meeting acceptable standards, how many are receiving additional academic school support and intervention or aide support. Currently, all EAL students at our school either meet acceptable standards or receive focused individualized support that responds to their holistic and academic learning needs.

First Nation Métis and Inuit (FNMI) Student Academic Success

The PAT is an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. Our school population is small, and data in this category is often suppressed in PATs to protect privacy. Administratively, internal reviews of First Nation, Métis and Inuit (FNMI) students will determine whether students feel represented, are successful, and receive adequate support. Internal tracking focuses on identifying how many of our FNMI students are meeting acceptable standards, and for those FNMI students who aren't meeting acceptable standards, how many are receiving additional academic school support and intervention or aide support. Currently, all FNMI students at our school either meet acceptable standards or receive focused individualized support that responds to their holistic and academic learning needs.

WESE Board Commitment to FNMI Learning

In response to the most recent Education Plan, the WESE Board committed ongoing funding and prioritized professional development resources toward deepening the foundational FNMI knowledge among staff, school leaders, and within the classroom. In September of 2022, Rochelle Starr facilitated a presentation to staff entitled "Imagination Within the Context of Reconciliation." In May 2023, Waldorf teacher Celestine Stadnick from the Lakota Waldorf School visited the WISE and supported community engagement as the keynote for our annual Gateways conference, where Indigenous Saddle Lake Cree Nation members were well represented. The WISE hopes to foster connections with the Saddle Lake community next year, with a potential Professional Development session in February 2024.

The WISE is currently engaged in supporting the implementation of Truth and Reconciliation Commission recommendations, specifically outlining curricular bridges between the Waldorf curriculum and Indigenous ways of knowing, documenting the connections within the Elementary and Junior High division so that FNMI knowledge is present within each block of the school year, which teachers can reference and implement going forward.

PRIORITY 2: LEADERSHIP

WISE faculty exhibit qualities of our school values that reflect a sense of responsibility to equity and stewardship.

OUTCOMES AS DESCRIBED IN THE 2022-23 EDUCATION PLAN

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

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

PERFORMANCE MEASURE REVIEW

Annual Education Assurance Measures (AEAM) Survey results

We are proud to share that the students, teachers, and parents in our community that were surveyed last year feel that the WISE provides quality education, 7.2% above the provincial average overall. In the 2022-23 school year, 73% of teachers participated in the survey. We continue to encourage 100% teacher participation in AEAM.

Annual Education Assurance Measures Report (AEAM) Alberta Education												
Percentage of teachers, parents, and students satisfied with the overall quality of basic education	WISE Results (in percentages)						Alberta Results (in %)					
	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Overall	95.7	94.1	96.5	95.7	95.3	95.3	90.0	90.2	90.3	89.6	89.0	88.1
Parent	98.2	97.8	97.4	93.7	94.8	94.8	86.0	86.4	86.7	86.7	86.1	84.4
Student	88.7	87.9	92.2	93.4	91.1	91.1	88.2	88.1	87.8	86.3	85.9	85.7
Teacher	100.0	96.4	100.0	100.0	100.0	100.0	95.8	96.1	96.4	95.7	95.0	94.4

How satisfied or dissatisfied are you with the quality of teaching at your school?	Year	Participants	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't know	Top 2 Box
		#	%	%	%	%	%	%
Teachers - ALL	2018	7	71	29	0	0	0	100
	2019	14	43	57	0	0	0	100
	2020	9	78	22	0	0	0	100
	2021	13	69	31	0	0	0	100
	2022	13	85	15	0	0	0	100
	2023	11	82	18	0	0	0	100

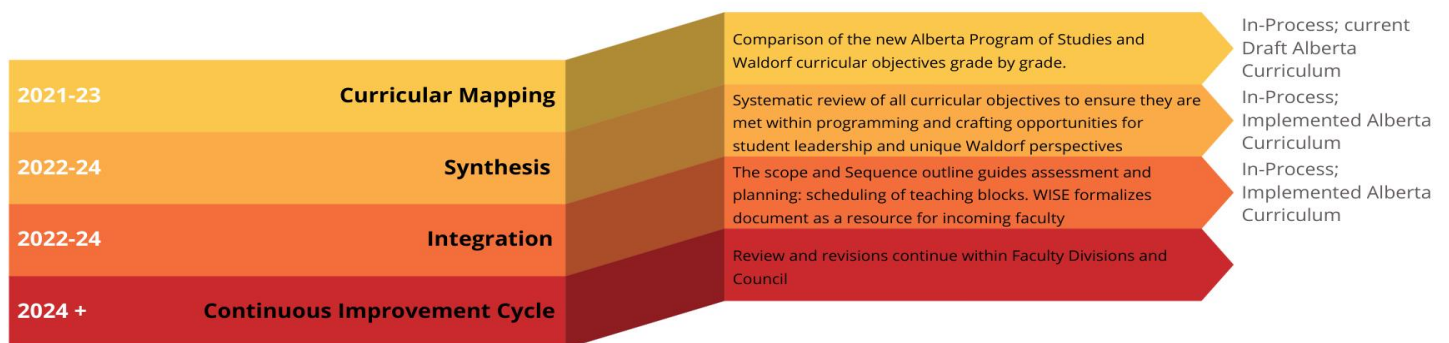
Faculty Council Initiatives

The WISE Faculty are encouraged, as leaders in their field, to pursue educational best practices. Weekly Division meetings, bi-monthly Faculty Council meetings and monthly Full Faculty meetings provide an essential structure for teachers and support staff to share their feedback, receive ongoing professional development, and engage in a collaborative leadership process. Through this meeting structure, the WISE faculty demonstrate leadership in their fields of expertise as dedicated Waldorf educators. Faculty Council members were instrumental in completing the WISE Sexual Orientation and Gender Identity (SOGI) Policy and a comprehensive Guidelines document focused on the WISE values and Waldorf child development. Input from community engagement sessions and student experience was deeply considered through the development of the documents. Faculty Council also engaged in action research to support positive behaviour, by studying the Collaborative and Proactive Solutions (CPS) model to refine our discipline policies and procedures in tandem with attending to student mental health. In the 2023-24 school year, the Faculty Council will deepen this work, prioritizing the development of assessment practices and creating a Waldorf Scope & Sequence curriculum document.

Waldorf Scope & Sequence Document

We continue to work on our Waldorf pedagogical and curricular mapping alongside the Alberta Curriculum grade by grade and plan to complete this work in 2024. WISE leadership staff focused on developing and comparing the newly released curriculum for Language Arts, Mathematics, and Physical Health and Wellness, and faculty divisions are further refining these in working meetings. We will continue to ensure time is allocated to this important work and track these efforts in the 2023-24 school year. This ongoing commitment increases teacher engagement in understanding and developing Waldorf curricular objectives, assessment practices, and resources while fostering peer collegueship and mentorship. This comprehensive Scope and Sequencing document will guide new and continuing teachers, following a continuum of learning through the grades. We are presently in the curricular mapping stage for the recently implemented Grade 4-6 Alberta curriculum and the synthesis stage for the Alberta Program of Studies Curriculum in Grades 1-3 and 7-9.

WALDORF SCOPE & SEQUENCE



Faculty Council is reviewing pedagogical and developmental indications for the inclusion of content that appropriately considers the representation of diverse races, ethnicities, cultures, and backgrounds. In 2023-24, our Scope and Sequence will additionally prioritize our work with sexual orientation and gender identity (SOGI) to ensure that SOGI is represented meaningfully at our school and in a developmentally responsible manner. The creation of guiding documents reflects our school values and supports implementing best practices related to diversity, equity, and inclusion for years to come.

Assessment

Teachers continue to maintain proactive parent communication to support student success academically, emotionally, and socially through our annual assessment reporting cycles and Parent Teacher Conferences. WISE teachers emphasize formative assessment with timely feedback and responsive instruction. Students demonstrate knowledge, skills, and work habits over time and through different learning opportunities, including performance tasks where possible. Faculty

Council continues to review and discuss ways to refine developmentally appropriate assessment and goal-setting processes. Our focus on goal setting encourages students to apply leadership in their learning and understand themselves, their strengths, responsibilities, and passions more deeply. Ensuring regular intervals of student-centered dialogue and reflection improves student learning and engagement. Faculty Council and faculty divisions allocate time annually to review and refine these processes and procedures.

Collaborative Leadership: Pedagogical Study and Professional Development Tracking

In developing ongoing local performance measures, we recognize WISE allocates an exceptional amount of time towards pedagogical and professional development, collaborative leadership, collegueship and mentorship. We believe this data is essential in demonstrating that our WISE teachers are dedicated to the Teacher Quality Standards (TQS) and remain active leaders in their field.

	Faculty Council pedagogical study and meeting hours	Dedicated to teaching and leading Scope and Sequence and SOGI guidelines development hours	Dedicated teaching and leading Professional Development hours
2021-22	198 hours	135.5 hours	847.5 hours
2022-23	228 hours	269 hours	1344 hours

Faculty Retention and Waldorf Training

WESE financially prioritizes professional development and teacher training in the annual budget, engages in fundraising initiatives, and supports teacher access to AWSNA grants and loans. Teachers and administrators attend annual Waldorf teacher training and professional development courses to deepen their integration of Waldorf pedagogy in the classroom and encourage excellence in their field. We track year-over-year training attendance and faculty retention rates internally to identify trends. Over the past two years, we averaged 80% for faculty retention and training attendance measures of the WISE faculty.

WESE Board Goals: 2021-2024

WESE surveys its board members to gather insights into the current year, prioritize future goals, and review annual objectives to assess progress. AEAM survey results, and Superintendent Leadership Quality Standards (SLQS), alongside internal school surveys, are reviewed annually to inform board priorities and strategic planning, which are then shared more broadly with the community in the monthly newsletter. We are in our third year of working on these goals.

The 2020-21 Board survey was distilled into three goals from 2021-2023:

1. Fundraising & Forecasting: Sustainably support the Elevate WISE campaign for site expansion and growing annual operations.
2. FNMI Education: Commit funding toward deepening the foundational knowledge of the board, staff, and students of FNMI teachings and legacy.
3. Communication and Shared Vision: Assess the current annual engagement schedule between WESE/WISE and community stakeholders of teachers, parents, guardians, community members, and students to develop a clear and coherent shared vision for the school.

Despite continuing to face financial challenges and organizational issues of community trust and values alignment in 2022-23, due in large part to the residual societal effects of the pandemic, the WISE Board continued to prioritize fundraising and forecasting goals and completed a Capital Campaign Planning Study and presented its findings at a meeting for the WESE community in January of 2023. The research concluded that the school community had the capacity to raise between \$500,000 and \$1,000,000 in donations, which fell short of the \$5,000,000 target. Acting out of the report results, the board continued to seek innovative organizational sustainability and longevity strategies in the face of a stark economic reality, and an Ad-Hoc Charter Committee comprised of board and faculty members was formed to fully investigate the potential of becoming a charter school.

The WESE board was able to move forward with our commitment to FNMI education by incorporating guest speaker, Rochelle Starr, to lead work at our annual WISE/WESE meeting for all staff and board members. WISE visioning work had been stalled in 2021-22, but began in the fall of 2022 with Full Faculty and WESE board engagement over two working day meetings.

Quality Standards

The faculty continues to build an understanding of the Teacher Quality Standards by ensuring it aligns with their Teacher Professional Growth Plan (TPGP), which is reviewed annually. The leadership administration analyzes trends within TPGPs to provide professional development closely aligned with the emerging needs of our school community. Likewise, the Principal references the Leadership Quality Standards (LQS), while the board references the Superintendent Leadership Quality Standards (SLQS) as part of its onboarding and annual review process.

PRIORITY 3: COMMUNITY ENGAGEMENT

The WISE community exhibits qualities of our school core values that reflect a sense of responsibility to equity and stewardship.

OUTCOMES AS DESCRIBED IN THE 2022-23 EDUCATION PLAN

WISE will demonstrate meaningful engagement with the community, education, and volunteerism.

The school environment is reflective of the school's core values.

PERFORMANCE MEASURE REVIEW

Alberta Education Survey Results

Annual Education Assurance Measures (AEAM) Survey results

The WISE Administration and WESE board will continue to engage families and teachers regarding the annual surveys to ensure all families are encouraged to share their feedback with Alberta Education. Our 2023 AEAM results demonstrate that despite continued post-pandemic impacts on community engagement, the WISE values parent/community education, volunteerism, and opportunities for families that validate the WISE's communication and stakeholder engagement pathways. We will continue to provide responsive faculty and administrative parent partnerships to support student learning.

Despite a slight decline in the percentage of teachers and parents who feel satisfied with our school's level of parent involvement, the WISE continues to outperform the province, with results ranging between 10% and 16% above the

provincial measure. In 2023-24, we look forward to strengthening festival life and increasing attendance at WISE community events by re-invigorating meaningful experiences that foster connection and enrich the educational experience of our students. We understand the correlation between student-teacher relationships, student success, and belonging for students and the importance of cultivating rewarding community experiences to affect a positive trajectory for parent involvement in school life.

Performance Measure	WISE Results (in %)				Alberta Results (in %)			
	2018-20	2019-21	2020-22	2021-23	2018-20	2019-21	2020-22	2021-23
The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.5	97.4	97.1	95.0	81.4	81.5	80.3	78.9

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
	WISE Results					Measure Evaluation			Alberta Results					
	2019	2020	2021	2022	2023				2019	2020	2021	2022	2023	
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%	
Overall	98.1	96.6	100.0	97.7	92.3	Very High	Maintained	Excellent	81.3	81.8	79.5	78.8	79.1	
Parent	99.1	95.8	100.0	96.9	88.3	Very High	Declined	Good	73.6	73.9	72.2	72.3	72.5	
Teacher	97.1	97.4	100.0	98.5	96.4	Very High	Maintained	Excellent	89.0	89.6	86.8	85.2	85.7	

Stakeholder Engagement

The WISE continues to recover from diminished community engagement since COVID, which contributed to decreased volunteerism, limited participation and survey fatigue, all of which impacted our ability to garner consistent data from our internal Association of Waldorf Schools in North America (AWSNA) survey, which was meant to deepen our understanding of the AEAM survey results. Therefore, we decided to exclude the AWSNA survey as a local measure for the 2022-23 school year and use focus groups instead to provide additional feedback and input to our AEAM survey results, which included parents, students and staff.

Last year, our school was engaged in community sessions that pertained to sexual orientation and gender identity (SOGI). Facilitated by a third party, these Saturday sessions provided rich opportunities for discussion and engagement with our parent stakeholders, who were invited to attend any or all of the two-hour sessions held on Saturday, April 22, April 29 and May 13, 2023. By gathering the community's input on how to meaningfully represent sexual orientation, gender identity, and gender expression in a developmentally responsible manner, these in-person community sessions generated iterative communication, which was later synthesized, analyzed and used to help guide Faculty Council and the WESE Board when developing our SOGI policy and guidelines. A survey was also sent out to all enrolled WISE families, staff and board members to generate avenues of input for those not in attendance.

In addition to the focus groups that were facilitated through the SOGI sessions, Student Council, which was created in the 2021- 22 school year (following a process that was established by the Junior High division and approved by Faculty Council in January of 2022), continued to provide an outlet to those that expressed an interest in enriching student life. As a result, Grades 7-9 students continue to voice their concerns and promote a sense of community and belonging through student-led initiatives. Members continue to be provided with opportunities for feedback that tangibly ensure they are able to enhance curricular experiences for themselves and others, fostering a sense of belonging at the WISE.

Our staff and board, also collaborated in a World Cafe in September of 2022, whereby the WISE vision, values and mission statement were reviewed by faculty and board members, who worked in groups collaboratively. Facilitated by a community member, table groups received question prompts pertaining to the vision, values and mission statement of the WISE to generate discussions on potential updates. Following this, a small group of attendees synthesized what was produced, identifying common themes and finally adapting the 2015 statements to reflect our current context. Full Faculty approved the draft of the 2022 Vision Statement in November of 2022.

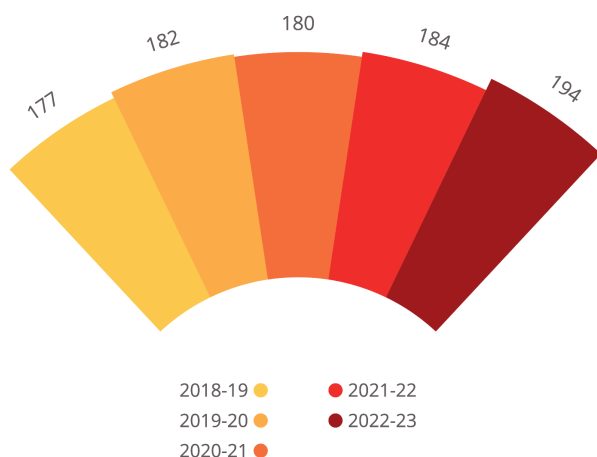
Year-over-year attendance data continues to be collected, including those present for Parent-Teacher Conferences, school-wide and grade-specific Parent Nights, seasonal fairs, and the annual Gateways Conference, all of which provide organizational insight into parent and community engagement, and potential barriers. We understand that participation and content feedback provide valuable data and an opportunity to improve community understanding and increase investment and support for our program.

Enrollment Statistics - Student Retention, Attrition, and Acceptance Rates

Enrollment data provides insight into how well we welcome, support, and retain students at the WISE. The data captured over the past five years demonstrates enrollment growth and retention throughout COVID uncertainty when WISE families continued to engage with Waldorf education as their program of choice. In 2022-23, we saw a 4% increase in enrollment and were excited to onboard and establish meaningful community and classroom connections with new students and families. In the fall of 2023, we experienced a largely unanticipated summer enrollment attrition in response to an intense year of community values and vision discernment, SOGI policy and guidelines development, and competition from a new Charter school opening in our area. Exit survey data is gathered, synthesized, and presented to the Board each fall to support strategic planning and identify areas of improvement.

Enrollment in our WESE Home Education dramatically doubled due to COVID, amounting to 104 students in 2020-21. We experienced a slight increase again in 2021-22, with 114 students enrolled, which has remained consistent in 2022-23. WESE Home Education enrollment numbers are not included in the graphs below.

WISE STUDENT ENROLLMENT K-9



In 2022-23, WISE enrolled 37 new students from K-9. We gratefully acknowledge the work of our skilled teachers in welcoming students into our school effectively across the grades.

We continue to promote the unique pedagogical approach of Waldorf education through social media, school tours, our website, community events, parent education, and word of mouth. The Board continues to discuss access to new enrollment markets within the city, removing barriers and increasing accessibility to grow enrollment to 200 students by 2026.

**Note: Enrollment numbers within the chart reflect actual September Enrollment counts and differ from the number of WMA-funded student counts from 2020 to 23.*

Future Challenges

- With heightened societal polarization manifesting in 2022-23, we believe that our community's SOGI stakeholder engagement, and the renewal of the WISE Vision in 2022-23 will refocus community priorities on student learning while inspiring community innovation and dedication to meet our objectives in the 2023-24 school year.
- Re-invigorating parent education, seasonal community events and fundraising initiatives in a transformed post-pandemic social and economic landscape requires additional start-up resources.
- As we anticipated last year, the pandemic or other funding support shift carried over into 2021-22 and 2022-23. In addition, WISE experienced increased operating costs due to rising utility prices and inflation. While COVID restrictions no longer created obstacles to fundraising initiatives, community tension and SOGI engagement hampered our ability to come together joyfully. We saw a decline in operational giving and suggested tuition contributions due to economic hardship. The provincial underfunding of the Weighted Moving Average (WMA) decreases student funding and creates additional budget restrictions for educational resources as we continue to see an increase in enrollment that results in lagging funding, including Severe Disability Funding (SDF) and Program Unit Funding (PUF) funding for students with learning needs within a given school year. Creating a focused plan for recovery from a deficit and long-term sustainability planning will be essential.
- We see that without full/per-student funding in the year that students are registered, it will impact the following:
 - the overall quality of education
 - our school's ability to provide specialized learning support/aide support
 - and our commitment to accessibility, equity, and inclusion.
- While the WISE has been successful in receiving funding available through specific Alberta Education grant applications for both Literacy and Numeracy and Mental Health in Schools pilot programs, without ongoing funding guarantees from Alberta Education to maintain delivery of these essential learner supports, schools are allocating significant human and administrative resources to creating and implementing programs that might not be operationally sustainable in the long term.

Budget Summary

As we continue to recover from the financial stress of COVID-19, we remain in a deficit. Although we increased revenues by 4% and decreased spending by 8%, the Provincial Education funding freeze of the past three years, with only a 1% funding increase in 2022-23, did not match the significant inflationary spikes to services contracts, salaries, maintenance and supply budgets that were the economic reality for households and businesses, and further eroded WESE reserves despite careful financial management.

In 2022-23, we continued to rebuild early childhood program feeder enrollments affected by two and a half years of COVID-19. The economic impact of decreased program revenues and enrollment in early childhood has affected the health of the whole.

The WESE Board and Administration feel confident we can realize a positive budget over the next three years. As indicated in our auditor's report, we will continue to advocate for and demonstrate to the provincial government through assurance reporting and local measures why additional grants are needed to support education recovery and sustainability across the province as we seek to realize the vision of a world-class education system where all students can thrive.



Private School Authority Code: 259
School Code: 1600

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

		AFS 2023	AFS 2022 (NOTE *) x
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$47,836	\$164,921
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$8,994	\$14,601
Other accounts receivable	Note	\$46,477	\$64,568
Prepaid expenses	Note	\$0	\$89,284
Other current assets	Note	\$186,839	\$17,363
Total current assets		\$290,146	\$350,737
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$1,364,000	\$1,364,000
Buildings at cost		\$823,899	
Less: accumulated amortization		\$218,336	\$605,563
Leasehold improvements at cost		\$0	
Less: accumulated amortization		\$0	\$0
Equipment at cost		\$326,838	
Less: accumulated amortization		\$164,009	\$162,829
Vehicles at cost		\$0	
Less: accumulated amortization		\$0	\$0
Total capital assets	Note	\$2,132,391	\$2,173,081
TOTAL ASSETS		\$2,422,538	\$2,523,818
LIABILITIES			
Current liabilities			
Bank indebtedness	Note	\$95,306	\$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	\$85,101	\$66,024
Capital payables	Note	\$0	\$0
Deferred contributions	Note	\$194,409	\$200,656
Deferred capital allocations	Note	\$120,865	\$101,737
Current portion of long term debt		\$43,590	\$55,474
Total current liabilities		\$539,271	\$423,891
School generated liabilities	Note	\$0	\$0
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$0	\$0
Long term debt			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$1,909,281	\$1,950,441
Other loans	Note	\$0	\$11,308
Less: Current portion of long term debt	Note	(\$43,590)	(\$55,474)
Unamortized capital allocations	Note	\$107,684	\$95,553
Total long term liabilities		\$1,973,375	\$2,001,828
TOTAL LIABILITIES		\$2,512,646	\$2,425,719
NET ASSETS			
Unrestricted net assets		(\$205,534)	(\$28,989)
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		(\$205,534)	(\$28,989)
Investment in capital assets		\$115,426	\$127,088
Capital reserves		\$0	\$0
Total capital funds		\$115,426	\$127,088
Total net assets		(\$90,108)	\$98,099
TOTAL LIABILITIES AND NET ASSETS		\$2,422,538	\$2,523,818

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act;
Private Schools Regulation, Alberta Regulation 127/2022 or as restated.
Input "(Restated)" in 2022 column heading where not taken from the finalized 2021/2022 Audited Financial Statements.

Private School Authority Code: 259
School Code: 1600

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

	AFS 2023	Budget 2023 (NOTE *) x	AFS 2022 (NOTE *) x
REVENUES			
Alberta Education (excluding Home Education)	\$1,156,372	\$1,069,053	\$1,138,807
Alberta Education - Home Education	\$196,233	\$193,800	\$198,821
Total Alberta Education Revenues	\$1,352,606	\$1,262,853	\$1,337,628
Other Government of Alberta	\$30,895	\$0	\$0
Federal Government and/or First Nations	\$54,934	\$54,934	\$66,544
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$252,147	\$267,890	\$215,035
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$328,640	\$344,150	\$281,298
Other sales and services	\$293,833	\$197,470	\$112,572
Interest on investments	\$1,086	\$100	\$139
Gifts and donations	\$40,143	\$81,500	\$25,738
Amortization of capital allocations	\$26,365	\$30,000	\$25,337
Other	\$0	\$172,500	\$219,652
Total Revenues	\$2,380,649	\$2,411,397	\$2,283,943
EXPENSES			
Home Education	\$180,148	\$187,478	\$201,172
Instruction - ECS	\$169,122	\$209,212	\$196,919
Instruction - Grades 1 to 12	\$1,357,412	\$1,342,351	\$1,373,637
Operations and maintenance	\$157,159	\$99,130	\$150,935
Transportation	\$0	\$0	\$0
Board and System Administration	\$458,989	\$451,836	\$459,099
External services	\$246,027	\$119,186	\$76,524
Total Expenses	\$2,568,856	\$2,409,193	\$2,458,286
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	(\$188,207)	\$2,204	(\$174,343)
	(\$188,207)		

Note: * Input "(Restated)" in Budget 2023 and/or AFS 2022 column headings where comparatives are not taken from the respective finalized 2022/2023 Budget Report and/or finalized 2021/2022 Audited Financial Statements.

Timelines and Communication

This Annual Education Results Report will be submitted to Alberta Education and posted to our school authority website no later than November 30, 2023.

The AERR will be posted on the Waldorf Education Society of Edmonton school website, www.wese.ca and the Waldorf Independent School of Edmonton website, www.thewise.ca. A physical copy shall be placed in the Teacher's Resource room for staff. Notice of its availability will be circulated in an update to members by March 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 15, 2023, and made available to our members at our AGM and by request through the 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 Annual Education Results Report, the WESE Board of Directors hereby states that there have been no (zero) whistleblower disclosures of wrongdoing in our school during the 2022-23 school year or thus far in the current 2023-24 school year.

