



Education Plan
2021 - 2022, 2024 - 25

Message from the Board Chair

I am honoured to present the 2021/2022 Education Plan on behalf of the Waldorf Independent School of Edmonton. We have come through a challenging year, and I'm proud to say that we've done so with grace, innovation, and strength. This past year has brought the importance of diversity, equity, and community engagement to the forefront and solidified our vision to create a school that nurtures students' critical and moral thinking and empowers them to be compassionate world citizens capable of bringing responsive and inspired action to their communities.

Among our priorities for the upcoming year will be fostering meaningful relationships with Indigenous members of our community while maintaining our commitment to provide ongoing professional development, ensuring all members of our diverse school community feel welcomed, accepted, and valued. We aspire to deepen our relationships with Indigenous knowledge keepers. We are excited to offer new student leadership opportunities, including a 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 we see this as a positive opportunity for even more engagement. Without a doubt, this past year has presented many challenges and also strengthened our resolve to expand student outdoor experiences, a gift of stewardship that will continue in a post-pandemic world.

We will continue integrating experiential learning opportunities that integrate humanities, sciences, mathematics, movements and athletic activities, world languages and cross-curricular arts-based learning, including visual, musical, dramatic, speech and applied practical arts. The work of our faculty, administration, board and students has set a course for strong performance and improved growth. I look forward with enthusiasm and optimism to the future of the school.

Regards,

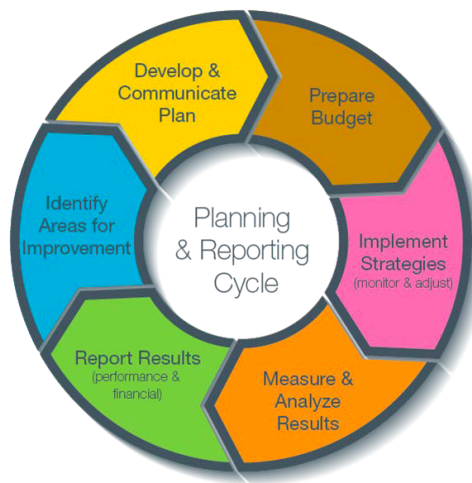


Timothy Burnham
WESE Board President

Accountability Statement

The Education Plan for **the Waldorf Education Society of Edmonton** (WESE) commencing September 1, 2021, was prepared under the direction of the WESE Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board uses 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 for 2021-22 on May 20, 2021.



Funding Manual for School Authorities 2021/22 School Year (page 130)

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A Profile of the School Authority

The Waldorf Education Society of Edmonton (WESE), which operates the Waldorf Independent School of Edmonton (WISE), has been in existence since 2002, when a gathering of like-minded individuals formed a formal group to support the development of Waldorf education in Edmonton. The WISE provides early childhood, elementary, and middle school programs based on the Waldorf and Alberta curriculums. Ingrained in a one hundred-year-old educational philosophy, the Waldorf Independent School of Edmonton is part of a larger movement that consists of over twelve hundred Waldorf schools worldwide.

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 is composed of parents, members of the wider community with an interest in Waldorf Education, and faculty members. The school Principal and Executive Administrator report directly to the Board.

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

Profile of our school

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

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

The WISE 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).



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, operating in its own building/facility, with room to support our growing programs.

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

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

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



Priorities for the 2021-22 School Year

We are committed to the cycle of consultation, reflection and implementation, as outlined by Alberta Education in *Funding Manual for School Authorities 2020-21 School Year*, to maintain and improve our methods, programming, and facilities. 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.

In the 2021-22 school year we will employ strategies that support the following priorities :

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



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STUDENT LEARNING

WISE students are inspired to learn; they demonstrate academic rigour in their literacy and numeracy development and exhibit qualities of our school 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 development of student skills reflective of citizenship, equity and stewardship with FNMI foundational knowledge and skills.

STRATEGIES

- **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, avoiding bias and distortion in the presentation of one's own argument.
- **Supports for students who need them:** WISE teachers continue to employ good educational practice with Universal Design principles and differentiated instruction as well as response to intervention (RTI) models to provide additional small group support. The WISE will provide IPPs for students who need them and prioritize access to academic and remedial support for those with learner needs.
- **Effective use of screening and assessment tools:** Under supervision of the principal, faculty use screening and assessment tools to identify learner strengths and areas requiring additional support.
- **Communication and collaboration with families:** Students experience success when there is a high degree of communication and collaboration between parents and teachers. Ongoing parent education nights and proactive communication between home and school is highly supportive to this end. Following a school-wide schedule, faculty will outreach with families to share plans for remediation and define the level of in-school supports including: academic remediation, speech-language therapy, occupational therapy and support alongside 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.
- **Fountas and Pinnell Benchmark System:** Teachers use the Fountas and Pinnell Benchmarks to determine a student's instructional reading level yearly and inform literacy response to intervention.
- **Numeracy and literacy instructional supports:** Professional development is provided to teachers annually to emphasize best practice; numeracy instruction is scaffolded to incorporate rich and real-world mathematical learning tasks.
- Establish a common understanding of child development in the early years that clearly articulates the role of play-based learning.

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 results of our tests with faculty to identify opportunities to improve literacy and numeracy 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 their feedback is shared with school administration and the WESE board to inform improvements.

Literacy

Literacy includes a student's ability to read and derive meaning from texts, as well as their ability to effectively speak, listen, and write. WISE kindergarten and grade 1 students will demonstrate strong phonemic awareness skills and students using the Phonological Awareness Skills Test (PAST). By grade three, 90% of all students will be reading at grade level based on the Fountas and Pinnell benchmark system.

School Climate, Diversity and Equity Survey

WISE will begin monitoring student citizenship objectives using a school climate, diversity and equity survey.

FNMI student academic success

The Provincial Achievement Test is an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. At present, our school population is small and data in this category is often suppressed in PATs to protect privacy. Administratively, internal reviews of FNMI students will take place to determine whether students feel represented, are successful, and receiving adequate supports.

FNMI Parent survey

Beginning in the spring of 2021 we will survey families who identify as FNMI or have children who identify as FNMI to ask how we're doing and what we could do to better meet the student's needs.

Faculty & Board survey

Annual review of our educational practices within Faculty Council, along with a review of foundational knowledge with the WESE board. Feedback is gathered and adjustments to curriculum delivery is made.



LEADERSHIP

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

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:** In partnership with the Calgary Waldorf School, teachers at WISE collaborate to create a Scope and Sequence document that aligns the Alberta Education and Waldorf curricular outcomes. This initiative has far-reaching implications for expanding teacher capacity and improving student learning. Through developing our 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. Effective practices will be incorporated into our school's assessment plan.
 - Implement developmentally appropriate connections between the Waldorf curriculum and Alberta program of studies integrating experiential learning opportunities that integrate humanities, sciences, mathematics, movements and athletic activities, world languages and cross-curricular arts-based learning including visual, musical, dramatic, speech and applied practical arts. Teachers will share their findings along with the application and practices related to connections with our Waldorf pedagogical approach.
- **Support SLQS, LQS, and TQS competencies:** The faculty will continue to build an understanding of the TQS and ensure TPGP goal alignment. Administration will analyze trends within TPGPs to provide professional development closely aligned with the emerging needs of our community.
- **Professional Development:** A robust and responsive professional development schedule demonstrates the commitment to support teachers with their goals. Specific Waldorf Teacher education as well as faculty-identified areas for individual or full faculty training include: outdoor experiences, physical movement competencies and skills, literacy & numeracy assessments, 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, increasing capacity within the collaborative leadership model of the WISE. Strategic and succession planning are ongoing within this model as we expand programming in response to student needs.
- **Site improvements:** The Elevate WISE capital fundraising campaign has engaged our community with the goal to raise three million dollars toward the improvement of our school buildings, site and enrichment opportunities for students. The WESE Board prioritizes school maintenance and renewal. The current focus is on the construction of a new school wing to replace the existing five portable classrooms on our site.
- **Sustainable funding and enrollment:** Planning for the upcoming year requires a well managed and predictive budget that considers the implications of both the COVID-19 pandemic and changes to the provincial funding model. We will continue initiatives to increase student

enrollment numbers as we understand that stable enrollment facilitates stabilized funding under the new Weighted Moving Average method to funding assignment.

PERFORMANCE MEASURES

Faculty survey

Faculty are encouraged to share their feedback and collaborate towards recommended improvements. Teachers complete the annual Alberta Education Assurance survey along with an internal survey for all Staff 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 annual summer Waldorf teacher training and renewal courses. These courses deepen their practice and integration of Waldorf pedagogy in the classroom. WESE's commitment to financially support professional development and teacher training is reflected in the annual budget, fundraising, and ongoing access to AWSNA grants and loans through WISE associate member status.

Board survey

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



COMMUNITY ENGAGEMENT

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

OUTCOMES

WISE will demonstrate meaningful engagement with the community, education and volunteerism.
The school environment is reflective of the school's core values.

STRATEGIES

- **Program improvements:** We have prioritized our Junior High athletics program and support for student clubs, in alignment with COVID-19 recommendations and restrictions. It is our hope to resume intramural sport for Grades 6-9 and competitive, outdoor co-ed soccer, badminton, and track & field with the EPSB Tier 3 division. In addition to sport, students have opportunities to participate in GSA, Improv Club, and Basketball club.
- **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. The Scope and Sequence ensures programming will be developed to consciously include ample opportunities for positive community engagement that fosters student empowerment to be curators of positive change in their lives.
- **Student leadership:** WISE Teachers cultivate student leadership opportunities and are responsive to student-led initiatives. A model is emerging for a WISE Student Council where students share their insights and concerns through representation to the Faculty Council and the WESE Board. Additionally, athletic skill development and outdoor experiences are scaffolded year to year to correspond to both developmental and curricular milestones; reflected particularly in the annual class traditions of grades 4-9.
- **Ongoing community engagement:** The school will have regular events throughout the school year that supports ongoing engagement in the mission and vision of the school including professional development opportunities that support diversity and equity for all staff and community members including, but not limited to: FNMI education and speakers, gender minorities and Waldorf pedagogy in the form of quarterly class and school-wide Parent Education nights, weekly coffee hours, and our annual Gateways Conference.

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 annual surveys to give an opportunity for all families to be heard and share their feedback with Alberta Education.

A similar, more detailed, internal survey is supplied electronically to all program families in the Spring. This survey has been a valuable tool to gauge the success of initiatives and programming, gain deeper insights and feedback on responses given through assurance services around parents' satisfaction and gathering input for future programming.

Moving forward we will gather attendance data for parent-teacher interviews, class and school-wide parent nights, and Gateways conference to gain insight into parent and community engagement. We understand that participation and content feedback provide valuable insight to guide improving community understanding and support for our program.

Enrollment statistics - Student retention, attrition and acceptance rates

Enrollment data provides meaningful insight into how well we welcome and retain students at WISE from year to year.

School Climate, Diversity and Equity Survey

WISE has begun monitoring citizenship objectives using a school climate, diversity and equity survey. WISE has invited students alongside parent and staff to participate in this survey to gain feedback and insights to better identify areas of growth and goals towards creating a positive and inclusive school environment that honors diverse needs and perspectives.

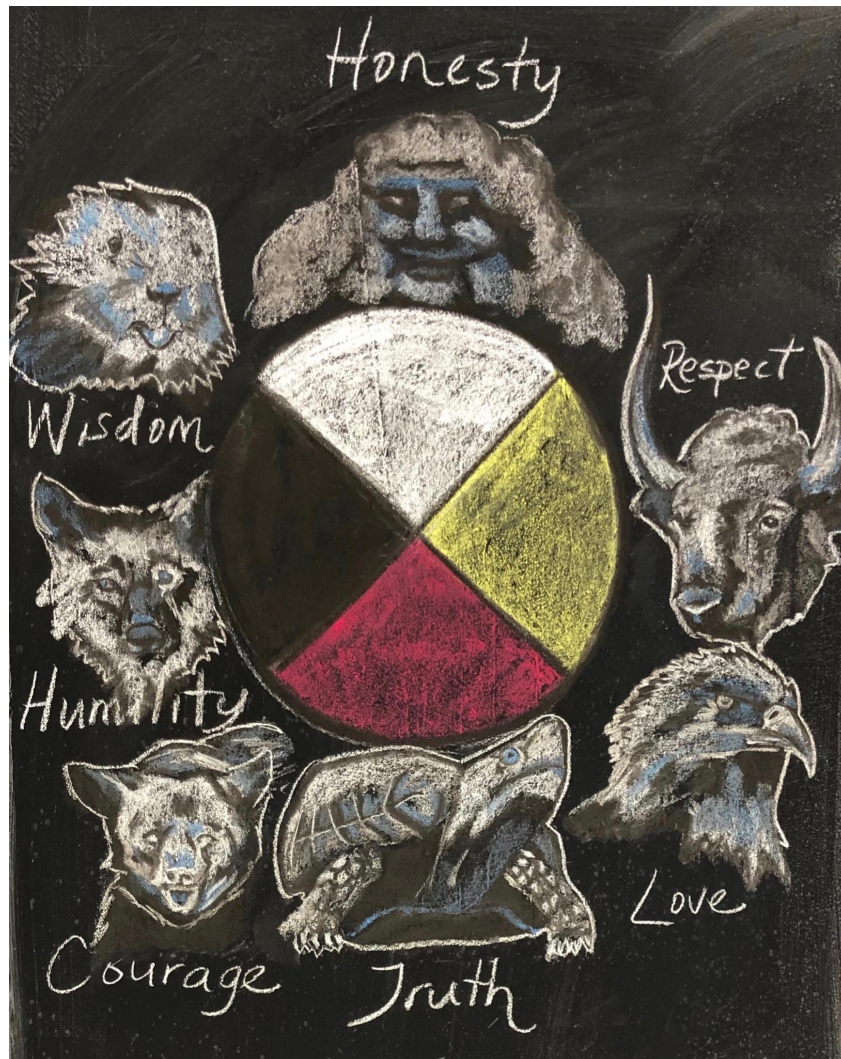


Budget Preparation & Summary

For the 2021-22 school year, the WISE anticipates continued growth and positive outreach to the broader Edmonton community. Healthy enrollment and fundraising initiatives contribute to our stable financial position, as we adjust to changes within the provincial funding framework, particularly the weighted moving average.

Despite COVID-19's impact to WISE programming, the WISE remains on track to balance its budget and respond to anticipated lower enrollment numbers in our ECS program. We maintain our commitment to increase programming and expanding leadership opportunities for our students. Prioritizing retention of faculty and staff, is reflected in year-over-year salaries and FTE increases.

Financial support for COVID-19 related expenses from the Federal and Provincial government have offset a portion of the significant economic challenges of the 2020-21 school year. As COVID begins to recede, we expect to see that our related operational costs including enhanced cleaning and sanitization protocols, increased staffing and PPE requirements, will gradually reduce to more predictable levels. For the upcoming year, we are cautiously optimistic that the challenges will continue to be offset by the supports, and have based our budget on these assumptions.



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

| | Budget 2021 / 2022 | Projected 2020 / 2021 | ACTUAL 2019 / 2020 (Note 1) |
|---|-----------------------|--------------------------|-----------------------------------|
| REVENUES | | | |
| Alberta Education (excluding Home Education) | \$1,048,153 | \$1,001,864 | \$1,005,914 |
| Alberta Education - Home Education | \$176,800 | \$130,000 | \$66,832 |
| Total Alberta Education Revenues | \$1,224,953 | \$1,131,864 | \$1,072,746 |
| Other Government of Alberta | \$54,391 | \$0 | \$0 |
| Federal Government and/or First Nations | \$22,384 | \$124,229 | \$34,212 |
| Other Alberta school authorities | \$0 | \$0 | \$0 |
| Instruction fees / Tuition fees | \$258,600 | \$190,835 | \$201,624 |
| Non-instructional (O&M, Transportation, Admin fees) | \$298,700 | \$268,679 | \$235,940 |
| Other sales and services | \$234,070 | \$50,000 | \$104,059 |
| Interest on investments | \$300 | \$300 | \$271 |
| Gifts and donations | \$16,000 | \$18,193 | \$133,462 |
| Gross school generated funds | \$173,000 | \$180,000 | \$181,288 |
| Amortization of capital allocations (where applicable) | \$29,500 | \$29,500 | \$16,312 |
| Other (specify): Canada Emergency Wage Subsidy, Rent Subsidy | \$51,000 | \$264,804 | \$275,136 |
| TOTAL REVENUES | \$2,362,898 | \$2,258,403 | \$2,255,051 |
| EXPENSES | | | |
| Certificated salaries (excluding Home Education) | \$907,979 | \$858,207 | \$807,831 |
| Certificated benefits (excluding Home Education) | \$99,541 | \$78,745 | \$80,221 |
| Non-certificated salaries and wages (excluding Home Education) | \$505,558 | \$420,258 | \$417,653 |
| Non-certificated Benefits (excluding Home Education) | \$52,200 | \$43,459 | \$43,253 |
| Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.) | \$299,870 | \$240,000 | \$254,339 |
| Consulting / Management Fees | \$0 | \$0 | \$0 |
| Leases - Building | \$0 | \$0 | \$0 |
| Leases - Other | \$0 | \$0 | \$0 |
| Severe Disabilities / DSEPS | \$61,783 | \$60,000 | \$52,094 |
| Program Unit | \$0 | \$0 | \$0 |
| Home Education | | | |
| Certificated salaries | \$62,400 | \$63,147 | \$24,001 |
| Certificated benefits | \$5,210 | \$5,459 | \$3,367 |
| 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 | \$0 | \$0 | \$0 |
| Gross school generated funds | \$173,000 | \$180,000 | \$181,288 |
| Capital and debt services | | | |
| Amortization of capital assets | | | |
| From restricted funds | \$29,500 | \$29,500 | \$16,312 |
| from unrestricted funds | \$40,000 | \$77,000 | \$38,240 |
| Total amortization of capital assets | \$69,500 | \$106,500 | \$54,552 |
| Interest on capital debt | \$121,029 | \$110,390 | \$114,727 |
| Other interest charges | \$0 | \$0 | \$2,058 |
| Losses (gains) on disposal of capital assets | \$0 | \$0 | \$0 |
| Other (specify): | \$0 | \$0 | \$0 |
| TOTAL EXPENSES | \$2,358,070 | \$2,166,166 | \$2,035,382 |
| SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES | \$4,828 | \$92,238 | \$219,669 |
| | \$4,828 | | |

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 93/2019, Section 16 or as restated.

Timelines and Communication

This Education Plan will be submitted to Alberta Education and posted to our school authority website no later than May 31, 2021.

The Plan will be posted on both the Waldorf Education Society of Edmonton school website www.wese.ca and the Waldorf Independent School of Edmonton website www.thewise.ca, and a copy shall be placed in the Teacher's Resource room in the school. Notice of its availability will be circulated in an update to members by June 1, 2021.

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



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