



Annual Education Results Report for 2020 - 2021

Message from the Board Chair

I am honoured to present the 2020-21 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.

We have come through a challenging year, and I'm proud to say that we've done so with grace, innovation, and strength. We continue to have a strong faculty and administration that leverages our unique advantages as a small independent school to deliver quality in-school learning in a challenging environment. 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 in humanities, sciences, mathematics, movement 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 Annual Education Results Report for the Waldorf Education Society of Edmonton for the 2020-21 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 outcomes for students 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.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 28, 2021.

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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), was formed in 2002 when a gathering of like-minded individuals organized to support 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 larger 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 mission and vision of the WISE school. The WESE board is responsible for planning related to the facilities, legal work and policy, 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 broader community interested in Waldorf Education, and faculty members. The school Principal and Executive Administrator report directly to the Board.

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

Profile of our school

The Waldorf Independent School of Edmonton (WISE) was established in September 2011 and operates as a private accredited school providing early childhood, elementary, and middle school programs. Blending Waldorf and Alberta curricula, the WISE integrates academic, artistic, and experiential learning to develop critical thinking, creativity, and imagination and enlivening core subjects through purposeful activity.

Lessons in music, singing, painting, drawing, movement, introductions to French and German, and handwork supplement the broad academic curriculum and meet the range of student learning styles while encouraging a holistic “head, heart, and hands” approach to learning. WISE strives to nurture students’ sense of self, develop and understand their relationship and responsibility to the natural world and immediate community while cultivating respect for each other and diverse perspectives through their 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).

In 2021-22, we offer the following programming:

- Early childhood programs for children from birth to 5 years of age and parent education
- Half-day Kindergarten
- Grades 1 – 9
- Traditional, parent-directed Home Education facilitation for Grades 1-9

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, 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.

Guiding Principles

- The health, safety, and wellbeing of our students and staff; this encompasses the physical, emotional, and mental health of everyone in our community.
- The relationships to our environment and with each other are essential to the Waldorf education we provide.
- Transparency and communication surrounding decision-making regarding school programs.
- The quality of education we deliver from the perspectives of our Waldorf curricular approach and Alberta Education requirements.
- The human connections are integral to the health and vitality of the school. We will find ways to continue to sustain and nurture our community.

Introduction to the Annual Education Results Report

This document is part of an annual reporting cycle where we endeavour to provide assurance with our community of stakeholders that WISE is committed to a responsive continuous improvement model. This Annual Education Results Report (AERR) responds directly to our annual Education Plan and describes how we are doing and how we plan to improve. Our consultation, reflection, implementation, and communication schedule guide 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 *Funding Manual for School Authorities 2020-21 School Year*, Alberta Education has detailed a new reporting format for schools and school authorities to share their improvement process and cycle with stakeholders. Families may notice changes to our most recent Education Plan, published in May 2021, and this AERR. These documents will now relate to each other clearly and succinctly; the Education Plan will detail our plans for the coming years and how we plan to achieve improved results; while the AERR will demonstrate if we were effective in our methods, and what we should consider in the coming year's plan.

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

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

The following document will reflect on these priorities and the specific outcomes we have set as goals for our school, alongside the initiatives we implemented and the results and data we have gathered to date.



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

May 2021 Accountability Pillar: Overall Summary

Assurance Domain	Measure	Waldorf Independent School Edm			Alberta		
		Prev 3 Year Average	Prev Year Result	Current Result	Prev 3 Year Average	Prev Year Result	Current Result
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	89.4	n/a	n/a	85.6
	Citizenship	90.8	93.8	94.2	83.0	83.3	83.2
	3-year High School Completion	n/a	n/a	n/a	79.6	80.3	83.4
	5-year High School Completion	n/a	n/a	n/a	84.8	85.3	86.2
	PAT: Acceptable	86.5	n/a	n/a	73.7	n/a	n/a
	PAT: Excellence	30.3	n/a	n/a	20.3	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.6	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.1	n/a	n/a
Teaching & Leading	Education Quality	95.4	96.5	95.7	90.2	90.3	89.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	95.4	n/a	n/a	87.8
	Access to Supports and Services	n/a	n/a	92.9	n/a	n/a	82.6
Governance	Parental Involvement	97.5	96.6	100.0	81.4	81.8	79.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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). 6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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 core values that reflect a sense of responsibility to equity and stewardship.

OUTCOMES AS DESCRIBED IN THE 2021 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) is an indication that students in Grades 6 & 9 have understood Alberta Education curricular concepts and are capable of demonstrating their knowledge. In past years, we have reviewed detailed results with faculty to identify opportunities to improve literacy and numeracy competencies by adjusting classroom delivery.

Due to the cancellation of PATs in 2020 and 2021, we do not have continuous data to compare student achievement year over year. Our most recent results are from 2018-19 and are the first, and only year WISE participated in both the Grade 6 & 9 PATs. Overall the Grade 6 & 9 PAT results in 2018-19 outperformed the provincial average in Acceptable Standards and Standards of Excellence. It remains our goal for all students at WISE to achieve the acceptable standard on their Grade 6 & 9 PATs, and we are preparing to resume testing in the spring of 2022.

Performance Measure	WISE Results (in %)					
	2016	2017	2018	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.7	61.8	87.5	85.6	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.8	7.4	37.5	23.1	n/a	n/a

Alberta Education Survey Results & AWSNA Climate, Diversity & Equity Survey

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.

To be proactive and responsive, WISE conducts a separate, internal, digital survey for parents each spring. In the past, this internal survey has identified where our community needs additional support and clarity in communication in advance of the AEAM report. 30% of families completed a survey this spring and, overall, found the results in line with our AEAM. Our goal is to increase the number of respondents to 50% of our parent body and review how we communicate the importance of this feedback, share our link to the survey, and encourage participation.

Below, we can see that the surveyed teachers, parents, and students in our community feel the students at WISE model active citizenship, are engaged in their learning and that the WISE provides appropriate student supports

and services well above the provincial average. The questions related to engaged learning and provincial supports are new to the provincial survey and, therefore, are new metrics to follow in upcoming years.

Overall, we see positive results, consistent with the more detailed results for each category of Teacher, Parent, and Student questionnaires from the AEAM Report, and we are proud to share this with our community.

Performance Measure	Results (in percentages)					Alberta Results (in %)				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.4	89	89.6	93.8	94.2	83.7	83	82.9	83.3	83.2
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	n/a	89.4	n/a	n/a	n/a	n/a	85.6
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	n/a	n/a	92.9	n/a	n/a	n/a	n/a	82.6
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	95.4	n/a	n/a	n/a	n/a	87.8

AWSNA School Climate, Diversity and Equity Survey

Through the support of the Association of Waldorf Schools of North America (AWSNA), WISE participated in their first School Climate, Diversity, and Equity Survey in the spring of 2021. Grades 6-9 students provided feedback on diversity and inclusion, safety, and cultural awareness questions.

As it was our first year participating, we are encouraged by the results and can see improvements that need to be made in future years to ensure fulsome participation and to prioritize as part of the Waldorf Scope & Sequence document development; increased opportunities within the Waldorf curriculum to broaden representation from diverse populations.

Below is a sampling of questions we will follow in future years for trends as it pertains to students and teachers demonstrating qualities of citizenship, equity, stewardship, inclusion, and leadership. We recognize that quality teaching and optimal student learning are deeply intertwined. The following table of questions and results can be considered evidence for quality teaching, student learning, and leadership within the WISE programming.

AWSNA: Student Climate, Equity & Inclusion Survey Questions*	% of favourable response
<i>How comfortable are you sharing your thoughts about gender-related topics with other students at your school?</i>	74%
<i>How likely is it that someone from your school will sexually harass or intimidate you online or at school?</i>	94% unlikely
<i>How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?</i>	84%
<i>At your school, how often are you encouraged to think more deeply about race-related topics?</i>	94%
<i>How fairly do students at your school treat people from different races, ethnicities, or cultures?</i>	94%

**future surveys will be expanded to cover topics of Student Environmental stewardship*

Literacy & Numeracy: Benchmarks & Assessments

Literacy encompasses a student's ability to read and derive meaning from texts and their ability to speak, listen, and write effectively. We gather information about student competencies in several ways, including benchmark testing each fall, to identify students who require help as they learn to read.

Faculty use the Phonological Awareness Skills Test (PAST) to ensure Kindergarten and Grade 1 students demonstrate strong phonemic awareness skills. In Grades 1-3, Castles and Coltheart Assessment (CC3) and Letter Name-Sound Assessment (LeNS) assessments are employed to determine student foundational knowledge for reading and guide instruction and intervention. The Fountas and Pinnell Benchmark system is used for grades 4-9 to identify student reading levels. For Numeracy benchmarks, we use the annual Math Intervention Planning Instrument (MIPI). Students who score under 60% will be provided additional intervention and small group pull-out support. For certain students who score between 60-80%, discretionary use of Nelson Numeracy Nets will be employed.

We have initiated a three-year data collection process to capture these benchmarks at the WISE. This Fall, faculty have performed school-wide literacy & numeracy assessments to identify students who require additional assistance. This style of benchmarking will be performed again in the spring, and we will collect performance data annually and share it in our upcoming AERR.

FNMI student academic success

The PAT 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 determine whether students feel represented, are successful, and receive adequate support.

WESE Board commitment to FNMI learning

In response to the most recent Education Plan, the WESE Board has committed ongoing funding and resources toward deepening the foundational FNMI knowledge among staff, school leaders, and within the classroom, and to actively engaging FNMI community members in sharing their knowledge within the entire school community. In 2022, the WESE Board, with faculty and community engagement, will continue our FNMI Truth and Reconciliation (TRC) foundational work to develop our skills and deepen our knowledge and understanding through our WISE WESE meeting structure with Indigenous facilitator Rochelle Starr.

PRIORITY 2: LEADERSHIP

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

OUTCOMES AS DESCRIBED IN THE 2021 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

Alberta Education Survey Results & AWSNA Climate, Diversity & Equity Survey

Annual Education Assurance Measures (AEAM) Survey results

Alberta Education surveys students, teachers, and parents on an annual basis. Results are compiled and shared with schools each fall via the Annual Education Assurance Measures Report. These results provide valuable stakeholder feedback, particularly when viewed year over year.

Below, we can see that the surveyed students, teachers, and parents in our community feel the teachers at WISE provide quality education, well above the provincial average. We are particularly proud to share these results given the challenges of the ongoing COVID-19 pandemic: at-home learning, blended learning, and technology integration.

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 %)				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Overall	90.7	95.7	94.1	96.5	95.7	90.1	90.0	90.2	90.3	89.6
Parent	98.3	98.2	97.8	97.4	93.7	86.4	86.0	86.4	86.7	86.7
Student	85.0	88.7	87.9	92.2	93.4	88.1	88.2	88.1	87.8	86.3
Teacher	88.9	100.0	96.4	100.0	100.0	95.9	95.8	96.1	96.4	95.7

Further in our AEAM, teachers share their satisfaction with the quality of teaching at WISE. Our goal is to increase WISE teacher participation in the AEAM survey to between 90-100% over the next three years.

How satisfied or dissatisfied are you with the quality of teaching at your school?	Year	#of participants	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't know %	Top 2 Box %
Teachers - ALL	2017	6	50	50	0	0	0	100
	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

AWSNA School Climate, Diversity and Equity Survey

Through the support of the Association of Waldorf Schools of North America (AWSNA), WISE participated in their first School Climate, Diversity, and Equity Survey in the spring of 2021. Parents/guardians in the WISE community provided feedback to questions about topics ranging from diversity and inclusion, equity, school climate, and barriers to engagement.

As it was our first year participating, we are encouraged by the results and can see improvements that need to be made in future years to have more families participate. Overall, we are encouraged that these results reflect that our families believe that the WISE faculty and administration are active leaders in their field and model responsibility to equity and stewardship.

Below is a sampling of questions we will follow in future years for trends :

AWSNA: WISE Parent / Guardian Climate, Equity & Inclusion Survey Questions	2020-21 % of favourable response
<i>How well do you feel your child's school is preparing him/her/them for navigating in a diverse society?</i>	79%
<i>How often does the curriculum represent people from different races, ethnicities, or cultures?</i>	89%
<i>To the best of your knowledge, how often is your child given opportunities to learn about people from different races, ethnicities, or cultures?</i>	96%
<i>How fair or unfair is the school's system of evaluating children?</i>	94% - fair
<i>How well do administrators at your child's school create a school environment that helps children learn?</i>	94%
<i>Overall, how much respect do you think the teachers at your child's school have for the children?</i>	100%
<i>How well do you feel your child's school is preparing him/her/them for his/her/their next academic year?</i>	92%

Faculty Council Initiatives: Assessment and Scope & Sequence Document

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 and collaborative support model, the WISE faculty demonstrate leadership in their fields of expertise as dedicated Waldorf educators.

In the past year, Faculty have focused on two main areas of study and development: Assessment and a Waldorf Scope & Sequence document.

Assessment

In 2021, faculty council undertook a five-month formative and summative assessment best practices study, research, and review process. Based on our findings, the annual assessment reporting and parent-teacher interview calendar were adjusted to increase opportunities for consistent student communication within the year. We have prioritized parent communication to support student success academically, emotionally, and socially, emphasizing a student-centred dialogue that allows teachers to better communicate student learning based on demonstrated knowledge, skills, and work habits over time and through different situations, including performance and hands-on tasks where possible. Student-centred assessment highlighting strengths, goals, and challenges

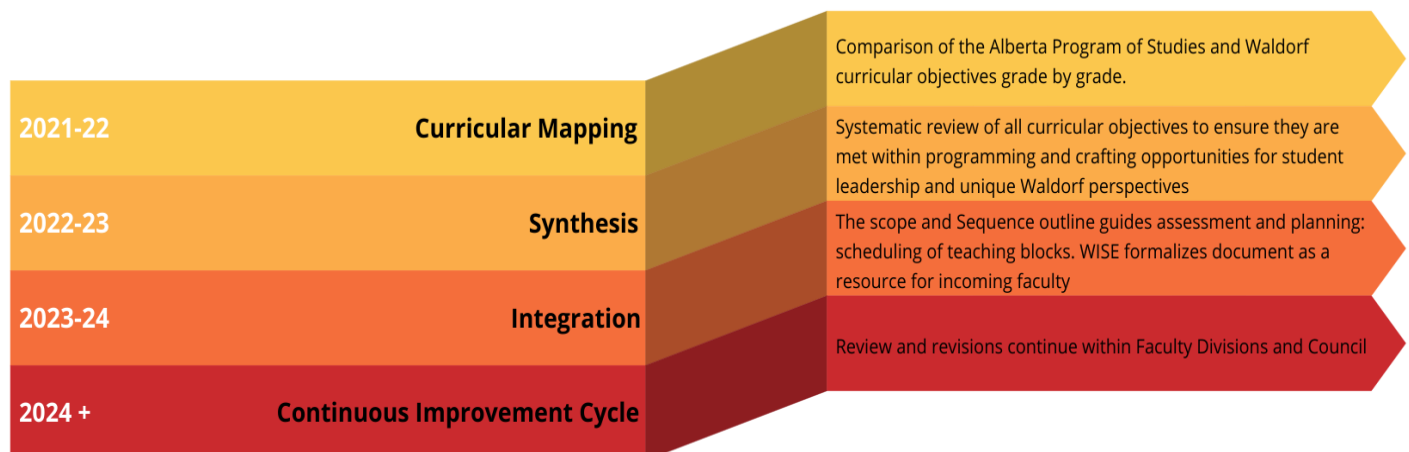
garner student reflection, teacher and parent insights, and collaboration towards student success.

Through the year, our focus on goal setting encourages students to apply leadership in their learning and understand themselves, their strengths, and passions more deeply. The WISE faculty will continue to explore engagement opportunities for learning and develop resourced pathways for student success beyond the classroom.

Waldorf Scope & Sequence Document

Our joint faculty collaboration with the Calgary Waldorf School began in 2020 and will continue into 2024 with Waldorf curricular mapping alongside the Alberta Program of Studies grade by grade. This comprehensive document will be a guide for new and continuing teachers following students through the grades. This ongoing commitment increases teacher engagement in understanding and developing Waldorf curricular objectives, assessment practices, and resources. The result will be a well-resourced Alberta Waldorf curriculum that supports students in receiving a consistent and inspired education year over year while strengthening teaching competencies through collegiality and mentorship. In upcoming years, we will share our progress within the AERR.

WALDORF SCOPE & SEQUENCE



Faculty Retention and Waldorf Training

The WISE strives to train, empower and retain our faculty. WESE financially prioritizes professional development and teacher training in the annual budget, fundraising initiatives, and use of AWSNA grants and loans. Teachers and administrators attend annual summer Waldorf teacher training and renewal courses. These courses deepen their integration of Waldorf pedagogy in the classroom and encourage excellence in their field. We will continue to track year-over-year training attendance and faculty retention rates to identify trends in our processes.

WESE Board Goals: 2021-2024

The WESE Board conducts an annual survey of its members to gather insights into the current year and prioritize goals for the future. AEAM survey results, 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 winter newsletter.

The 2020-21 Board survey distilled into three goals over the next three years:

1. Fundraising & Forecasting: to sustainably support the Elevate WISE campaign for site expansion and growing annual operations
2. FNMI Education: Commit funding toward deepening the foundational knowledge of 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 as part of the development of a clear and coherent shared vision for the school.

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 2021 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 & AWSNA Climate, Diversity & Equity Survey

Annual Education Assurance Measures (AEAM) Survey results

The WISE Administrative Staff and WESE board will continue to engage families, teachers, and students regarding the annual surveys to ensure all families are heard, and share their feedback with Alberta Education. Our 2021 AEAM results demonstrate that despite the 2020-21 pandemic-related restrictions for community engagement, the WISE continued to present parent/community education, volunteerism, and communication opportunities for our families and validate the communication and stakeholder engagement pathways at the WISE. We will continue to provide responsive faculty and administrative parent partnerships to support student learning.

In 2022, we look forward to reinventing traditional community events that were put on hold in 2020-21 to re-invigorate meaningful community experiences that foster connection with our families. We understand the correlation between relationships, student success, and belonging for students with teachers and cultivating rewarding community relationships to affect a positive trajectory for parent involvement in school life.

Performance Measure	Results (in percentages)					Alberta Results (in %)				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	95.2	97.9	98.1	96.6	100.0	81.2	81.2	81.3	81.8	79.5

AWSNA School Climate, Diversity and Equity Survey

Through the support of the Association of Waldorf Schools of North America (AWSNA), WISE participated in their first School Climate, Diversity, and Equity Survey in the spring of 2021. Forty-eight parents/guardians in the WISE community provided feedback to questions about topics ranging from diversity and inclusion, equity, school climate, and barriers to engagement.

As it was our first year participating, we are encouraged by the results and can see improvements that need to be made in future years to have more families participate. Below is a sampling of questions we will follow in future years for trends :

AWSNA: WISE Parent / Guardian Climate, Equity & Inclusion Survey Questions	% of favourable response
<i>How optimistic are you that your school will improve in the future?</i>	93%
<i>How respectful are the relationships between staff and students?</i>	94%
<i>How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?</i>	94% - not a problem
<i>How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?</i>	90% - not a problem
<i>Overall, how much respect do you think the teachers at your child's school have for the children?</i>	100%
<i>How much of a sense of belonging does your child feel at his/her/their school?</i>	94%

Stakeholder Engagement

An internal survey that mirrors the AEAM survey questions is supplied electronically to all WISE families each 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 gather input for future programming. In the future, focus groups may bring additional feedback and input to our survey results. In planning to update our Mission, Vision, and Values statements into 2023, we are excited by the possibility of involving all community stakeholders through a collaborative engagement process.

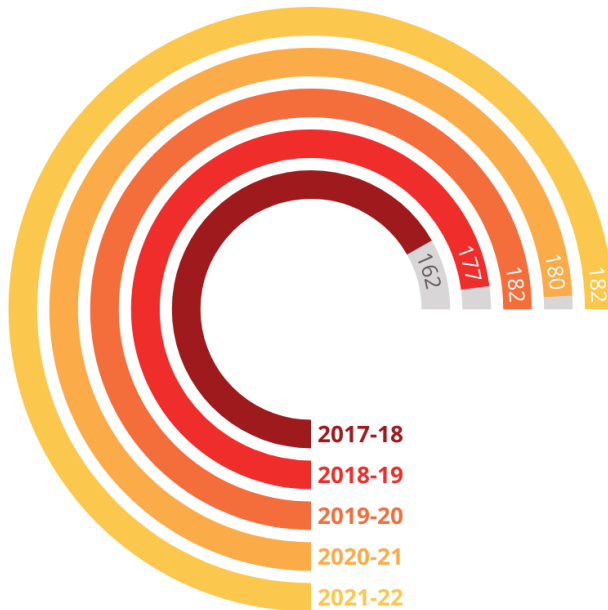
Moving forward, we will gather attendance data for parent-teacher conferences, school-wide parent nights, and the annual Gateways conference to gain insight into parent and community engagement. We understand that participation and content feedback provide valuable data and an opportunity to improve community understanding and increase investment and support for our program.

Enrollment statistics - Student retention, attrition, and acceptance rates

Enrollment data provides meaningful insight into how well we welcome, provide supports and retain students at WISE from year to year. The data captured over the past five years demonstrates enrollment growth and retention overall. Through the past two years of COVID adaptability and uncertainty, the WISE delivered pathways for families to engage with Waldorf education as their program of choice. We maintained a retention rate of 98% in 2020-21, while school divisions across the province reported an average attrition rate > 10%.

Like many Homeschooling boards across the province, our enrollment dramatically increased from 43 students in the previous school year to 104 in 2020-21. Interestingly, we experienced a slight increase again in 2021-22, with 114 students enrolled. Our Homeschooling enrollment numbers are not included in the graphs below.

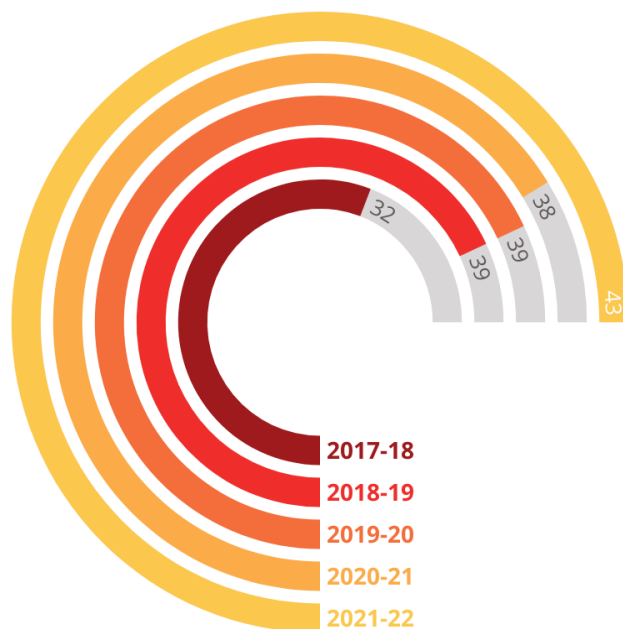
WISE STUDENT ENROLLMENT K-9



Overall, we report stability in our enrollment from K-9 and work to increase our enrollment as part of our long-range funding model.

We are pleased with the interest in our programming and are confident that we will recover our pre-COVID Early Childhood Education (ECE) enrollment numbers for our Kindergarten and ECE feeder programs over the next two years. Our ECE program enrollment was significantly impacted due to parent hesitancy during the uncertainty of program closures and at-home-learning during the pandemic.

WISE NEW STUDENT ENROLLMENT K-9



In 2021-22 we enrolled forty-three new students from K-9. We gratefully acknowledge the work of our skilled teachers to welcome students into our school effectively across the grades.

We continue to promote the unique pedagogical approach of Waldorf education through social media, our website, community events, parent education, and word of mouth.

Future Challenges

We anticipate our upcoming challenges will be:

- As we experience the second year of COVID, the federal government's support has come to an end. The families that attend our school and external community's financial resources are continuing to deal with economic hardship. As with other institutions in Alberta, the underfunding of the Weighted Moving Average (WMA) will be felt fully with the cessation of COVID support funding.
- COVID has had a significant cultural impact in coming together and participating as a community. Community engagement is more difficult in the new context of maintaining separation and distance.
- We are concerned that without full/per-student funding in the year that students are registered, it will impact
 - the quality of education
 - our school's ability to provide specialized learning supports and aide support
 - our commitment to accessibility, equity, and inclusion.
- Managing financial budget cuts that have come in the form of a new weighted moving average funding model and additional administrative burden to apply for and report on separate government educational grants for student funding.
- To develop our own safety-net/contingency plan for unexpected events.

Budget Summary

2020-2021

COVID, WMA, and Federal Funding

The WISE continues to feel the underfunding of the WMA and is aware that without the COVID-related supports from the Federal government, we would be demonstrating a deficit. The story of our past year (financial and otherwise) shows reduced program revenue, as some of our early childhood programs were cancelled or curtailed, alongside reduced operational fundraising revenue, as our yearly fairs and fundraisers were either not held, held virtually, or altered in a way that affected our capacity to generate ordinary revenue.

Similarly, our expenses were increased from additional cleaning costs (supplies and staff), the extra outlay on air filtration, wash stations, outdoor facilities, increased staffing costs for substitute teaching and auxiliary staff.

Community Impact

The COVID pandemic has affected the community cohesiveness in the school, as parents, staff, and volunteers were not able to meet at yearly events, and individuals were struggling with their own COVID-related challenges, personal or financial. This dynamic has contributed to a complex enrolment environment, and many of the small school events and fundraisers which support our activities were not possible this year.

Federal funding

Through the now discontinued federal wage subsidy and rent support, we were able to offset the loss in some of our key revenue streams and the underfunding of the WMA model.

Private School Authority Code:	0259
School Code:	1600

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

		AFS 2021	AFS 2020 (NOTE *) x
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$234,762	\$199,183
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$8,522	\$12,221
Other accounts receivable	Note	\$107,774	\$81,566
Prepaid expenses	Note	\$93,897	\$60,691
Other current assets	Note	\$14,453	\$9,563
Total current assets		\$459,407	\$363,224
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		\$819,380	
Less: accumulated amortization		\$130,954	\$688,426
Leasehold improvements at cost		\$0	
Less: accumulated amortization		\$0	\$0
Equipment at cost		\$270,978	
Less: accumulated amortization		\$89,667	\$181,311
Vehicles at cost		\$0	
Less: accumulated amortization		\$0	\$0
Total capital assets	Note	\$2,233,736	\$2,249,406
TOTAL ASSETS		\$2,693,144	\$2,612,630
LIABILITIES			
Current liabilities			
Bank indebtedness	Note	\$0	\$0
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note	\$45,801	\$55,115
Capital payables	Note	\$0	\$0
Deferred contributions	Note	\$201,143	\$98,678
Deferred capital allocations	Note	\$48,442	\$0
Current portion of long term debt		\$47,689	\$10,134
Total current liabilities		\$343,075	\$163,927
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	\$1,989,219	\$2,037,108
Other loans	Note	\$22,012	\$32,146
Less: Current portion of long term debt	Note	(\$47,689)	(\$10,134)
Unamortized capital allocations	Note	\$114,084	\$134,739
Total long term liabilities		\$2,077,627	\$2,193,859
TOTAL LIABILITIES		\$2,420,702	\$2,357,786
NET ASSETS			
Unrestricted net assets		\$140,054	\$127,441
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		\$140,054	\$127,441
Investment in capital assets		\$132,387	\$127,403
Capital reserves		\$0	\$0
Total capital funds		\$132,387	\$127,403
Total net assets		\$272,442	\$254,844
TOTAL LIABILITIES AND NET ASSETS		\$2,693,144	\$2,612,630

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act;

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

	AFS 2021	Budget 2021 (NOTE *) x	AFS 2020 (NOTE *) x
REVENUES			
Alberta Education (excluding Home Education)	\$1,083,179	\$1,046,499	\$1,005,914
Alberta Education - Home Education	\$167,763	\$68,000	\$66,832
Total Alberta Education Revenues	\$1,250,942	\$1,114,499	\$1,072,746
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$53,249	\$38,000	\$34,212
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$188,524	\$242,120	\$201,624
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$271,114	\$288,910	\$235,940
Other sales and services	\$62,824	\$333,916	\$104,059
Interest on investments	\$112	\$400	\$271
Gifts and donations	\$24,892	\$66,000	\$133,462
Gross school generated funds	\$136,210	\$77,000	\$181,288
Amortization of capital allocations	\$28,272	\$40,000	\$16,312
Other	\$278,100	\$0	\$275,136
Total Revenues	\$2,294,240	\$2,200,845	\$2,255,051
EXPENSES			
Certificated salaries (excluding home education)	\$865,917	\$813,584	\$807,830
Certificated benefits	\$94,234	\$102,270	\$80,220
Non-certificated salaries and wages (excluding home education)	\$446,176	\$489,230	\$417,653
Non-certificated benefits	\$53,593	\$44,490	\$43,253
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$256,442	\$428,455	\$245,146
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$0	\$0	\$0
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS (excluding home education)	\$70,877	\$5,000	\$52,094
English as a Second Language (excluding home education)	\$12,508	\$0	\$9,193
Home Education:			
Certificated salaries	\$64,119	\$30,000	\$24,001
Certificated benefits	\$6,607	\$3,138	\$3,367
Non-certificated salaries & wages	\$0	\$0	\$0
Non-certificated benefits	\$0	\$0	\$0
Payments to parents who provided home education programs to students	\$77,098	\$41,770	\$0
Contracts	\$0	\$0	\$0
Services and supplies	\$0	\$0	\$0
Gross school generated funds	\$136,210	\$77,000	\$181,288
Capital and debt services			
Amortization of capital assets:			
From restricted funds	\$28,272	\$40,000	\$16,312
From unrestricted funds	\$55,562	\$0	\$38,240
Total amortization of capital assets	\$83,834	\$40,000	\$54,552
Interest on capital debt	\$109,028	\$125,009	\$114,727
Other interest charges	\$0	\$0	\$2,058
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Expenses	\$2,276,642	\$2,199,946	\$2,035,381
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$17,598	\$899	\$219,670
	\$17,598		

Note: * Input "(Restated)" in Budget 2021 and/or AFS 2020 column headings where comparatives are not taken from the respective finalized 2020/2021 Budget Report and/or finalized 2019/2020 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, 2021.

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 in the school for all staff. Notice of its availability will be circulated in an update to members by February 2022.

The Audited Financial Statement of the Waldorf Education Society of Edmonton for 2020-21 was approved and acknowledged by the WESE Board on November 17, 2021, and made available to our members at our AGM and in our school office.

Whistleblower Protection

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

In accordance with requirements from the Province of Alberta that our School Authority make an annual report on whistleblowing in our 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 2020-21 school year or thus far in the current 2021-22 school year.