



Education Plan
2022 - 2023, 2025 - 26

Message from the Board Chair

I am honoured to present the 2022-23 Education Plan on behalf of the Waldorf Independent School of Edmonton. We have come through a challenging time these past few years, and I'm proud to say that we've done so with grace, innovation, and strength. Our continued commitment to diversity, equity, and community engagement supports our drive to create a school that nurtures students' critical and moral thinking and empowers them to be compassionate 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 and continuing our work in support of reconciliation. We also maintain our commitment to provide ongoing professional development, ensuring all members of our diverse school community feel welcomed, accepted, and valued. We are excited to build new student leadership opportunities, such as the student council initiative to expand students' leadership capabilities and citizenship and stewardship experience. WISE students continue to be supported in developing attributes of positive citizenship, such as recognizing and valuing different perspectives, and we see this as a positive opportunity for even more engagement.

This year we will also acknowledge our many achievements we have had in the last five years outlined in our vision. Together we will undertake a renewal of our vision and collectively chart a new course for our school, students and community.

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, 2022, 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 and Budget for 2022-23 on May 19, 2022.



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A Profile of the School Authority

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

The WESE Board of directors works strategically to enable organizational, legal, and financial health to realize the mission and vision of the WISE school. The WESE board is responsible for planning related to the facilities, legal work and policy writing, public awareness, fundraising, and long-term strategic planning. Board directors are elected by WESE members at the Annual General Meeting (AGM). This body is composed of parents, members of the broader 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, fairs, fundraising, faculty council, parent partnership, new build committee, garden 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 with the world and immediate community, and learn to respect nature and each other through their observations and experiences.

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

The WISE is an Associate Member School of the Association of Waldorf Schools of North America (AWSNA) and the Waldorf Early Childhood Association of North America (WECAN). WESE is also 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 2022-23 School Year

We are committed to the cycle of consultation, reflection and implementation, as outlined by Alberta Education in *Funding Manual for School Authorities 2022-23 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 2022-23 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 the development of student skills reflective of citizenship, equity and stewardship with FNMI foundational knowledge and skills.

STRATEGIES

- **Supports for students who need them:** WISE teachers continue to employ educational practice with Universal Design principles and differentiated instruction and 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 the 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 are highly supportive to this end. Following a school-wide schedule, teachers outreach and share plans for remediation with families and define the level of in-school support, including academic remediation, speech-language therapy, occupational therapy and 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.
- **Literacy Benchmarks and Diagnostics:** Teachers use the Fountas and Pinnell Benchmarks to determine a student's instructional reading level yearly and inform literacy RTI. The Waddington Diagnostic and LENS assessments will further be used to provide targeted intervention for students needing additional support at the beginning of the year and then throughout on an as-needed basis.
- **Numeracy and literacy instructional supports:** Professional development is provided to teachers annually to emphasize best practices; numeracy instruction is scaffolded to incorporate rich and real-world mathematical learning tasks.

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

PERFORMANCE MEASURES

PAT results

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

Parent & Teacher Survey Results

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

Literacy and Numeracy

Literacy includes a student's ability to read and derive meaning from texts, as well as their ability to effectively speak, listen, and write.

WISE kindergarten and grade 1 students will demonstrate strong phonemic awareness skills using the Phonological Awareness Skills Test (PAST). 85% of all students will be reading at grade level based on the Fountas and Pinnell benchmark system by the end of grade three. We use the Math Intervention/ Program Instrument (MIPI) as a formative assessment at the beginning of the year and Nelson Numeracy Nets to guide numeracy intervention as needed. We are determining which newly required Alberta Education-approved assessment tool we will use in the coming academic 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 parents and staff to participate in this survey to gain feedback and insights to identify areas of growth and goals towards creating a positive and inclusive school environment that honours diverse needs and perspectives.

FNMI student academic success

The Provincial Achievement Test is an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. Our 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.

FNMI Parent survey

In the spring of 2022, we began surveying 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.



LEADERSHIP

WISE faculty exhibit qualities of the school core values reflecting 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 are 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, physical literacy, outdoor experiences, 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 a 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. The leadership administration will analyze trends within TPGPs to provide professional development closely aligned with the emerging needs of our school community.
- **Professional Development:** A robust and responsive professional development schedule with regular pedagogical study as part of an ongoing professional learning community demonstrates the commitment to supporting teachers with their goals. Specific Waldorf Teacher education, as well as faculty-identified areas for individual or full faculty training, include: FNMI foundational knowledge, new curricular implementation, literacy and numeracy assessments, implementation of evidence based learning supports, and continued mentorship opportunities with experts in their field.

- **Governance:** The WESE board and school administration engage with the SLQS and LQS annually through self-evaluation and a review of stakeholder feedback, developing capacity within the collaborative leadership model of the WISE. Strategic planning is ongoing within this model as we adjust programming in response to student needs.
- **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 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 budget that navigates the implications of the COVID-19 pandemic recovery and a flat- provincial funding model. We will continue initiatives to increase student enrollment numbers as we understand that stable enrollment facilitates stabilized funding.

PERFORMANCE MEASURES

Faculty survey

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

Faculty retention rates

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

Waldorf Training attendance

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

Board survey

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



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 with intramural sport for Grades 6-9 and competitive outdoor co-ed soccer, volleyball, and badminton with EPSB. In addition to organized athletics, students have opportunities to participate in weekly Basketball Club, GSA, Improv Club, Environmental Protectors Club, Dungeons & Dragons, and Jr. and Sr. Choir.
- **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, class traditions and outdoor experiences are scaffolded year to year to correspond with developmental and curricular milestones, reflected annual class trips and experiences from Kindergarten to Grade 9.
- **Ongoing community engagement:** The school hosts regular events throughout the school year that support ongoing engagement in the mission and vision of the school. These events include but are 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 AEA annual surveys to allow all families to share their feedback with Alberta Education.

A similar, more detailed, internal survey is supplied electronically to all program families in the Spring. This survey has been a valuable tool to gauge the 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.

Community engagement attendance

We gather attendance data for parent-teacher conferences, class and school-wide parent nights, and the 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 offers 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 parents and staff to participate in this survey to gain feedback and insights to identify areas of growth and goals towards creating a positive and inclusive school environment that honours diverse needs and perspectives.



Budget Preparation & Summary

For the 2022-23 school year, the WISE anticipates sustained growth in a recovery year and positive outreach to the broader Edmonton community. Ongoing enrollment and fundraising initiatives contribute to our financial position as we adjust to the provincial funding framework changes, particularly the weighted moving average (WMA). 2022-23 pre-enrolments demonstrate confidence in our education, although the WISE continues to experience relatively flat year over year provincial funding due to the WMA.

To balance the 2022-23 budget, the WISE is reducing classroom assistant and programming support expenses. While this reduction of assistant and programming support FTE may further impact students' Covid learning loss gains and our ability to respond to increased demand for mental health at the WISE, without provincial increases in per-student funding and operational and maintenance expenses, we will continue to rely on community volunteers and attempt to do more with less.

Despite the financial Covid-related expenses of maintaining in-person learning in 2021-22 without federal or provincial funding support, the WISE remains on track to balance its budget in 2022-23. We have prioritized our commitment to quality education, staff retention and organizational stability which is reflected in annual salaries. We maintain that our WISE employees are the greatest assets within the WISE 2022-23 budget.



Private School Authority Code: 0259
 School Code: 1600

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

	Budget 2022 / 2023	Projected 2021 / 2022	ACTUAL 2020 / 2021 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	\$1,069,053	\$1,078,153	\$1,083,179
Alberta Education - Home Education	\$193,800	\$193,800	\$167,763
Total Alberta Education Revenues	\$1,262,853	\$1,271,953	\$1,250,942
Other Government of Alberta	\$0	\$64,332	\$0
Federal Government and/or First Nations	\$54,934	\$44,353	\$53,249
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$267,890	\$215,000	\$188,524
Non-instructional (O&M, Transportation, Admin fees)	\$344,150	\$315,000	\$271,114
Other sales and services	\$197,470	\$80,000	\$62,824
Interest on investments	\$100	\$100	\$112
Gifts and donations	\$81,500	\$30,000	\$24,892
Gross school generated funds	\$145,500	\$140,000	\$136,210
Amortization of capital allocations (where applicable)	\$30,000	\$30,000	\$28,272
Other (specify): Covid Subsidies	\$27,000	\$60,608	\$278,100
TOTAL REVENUES	\$2,411,397	\$2,411,397	\$2,251,346
EXPENSES			
Certificated salaries and Non-certificated salaries and wages (excluding Home Education)	\$1,449,973	\$1,468,714	\$1,312,092
Certificated benefits and Non-certificated Benefits (excluding Home Education)	\$176,987	\$148,697	\$147,827
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$262,080	\$260,000	\$256,442
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$0	\$0	\$0
Leases - Other	\$0	\$0	\$0
Severe Disabilities / DSEPS	\$0	\$0	\$70,877
Program Unit	\$0	\$0	\$12,508
Home Education			
Certificated salaries	\$68,400	\$68,468	\$64,119
Certificated benefits	\$6,593	\$6,600	\$6,607
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	\$96,900	\$96,900	\$77,098
Contracts	\$0	\$0	\$0
Services and Supplies	\$6,520	\$0	\$0
Gross school generated funds	\$145,500	\$140,000	\$136,210
Capital and debt services			
Amortization of capital assets			
From restricted funds	\$30,000	\$30,000	\$28,272
from unrestricted funds	\$50,000	\$50,000	\$55,562
Total amortization of capital assets	\$80,000	\$80,000	\$83,834
Interest on capital debt	\$116,240	\$118,000	\$109,028
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$0
TOTAL EXPENSES	\$2,409,193	\$2,409,193	\$2,276,642
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$2,204	(\$136,033)	\$17,598
	\$2,204		

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, 2022.

The Plan 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 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, 2022.

The Audited Financial Statement of the Waldorf Educations 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 later in our school office



Accountability Pillar: Overall Summary (May 2021)

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