

Annual Education Results Report for 2023-24

Message from the Board Chair

On behalf of the Waldorf Education Society (WESE) Board, I am honoured to present the 2023-24 Annual Education Results Report (AERR) for the Waldorf Independent School of Edmonton. The 2023-24 school year was completely transformative. We were faced with new challenges and opportunities pertaining to school growth and sustainability. While becoming a Charter School cast a spell over all other activities, our school also faced many challenges, most especially financial. I want to extend an enormous amount of gratitude to our teachers, administration, and parents for all of their hard work over the last year. Together, our community overcame our challenges and moved towards a long-term viable and sustainable future that aligns with our core values.

Our financial challenges were significantly impacted by the combination of less enrollment and lower contributions. Two key factors played a role in the decrease in enrollment. The first was an increase in competition from other new charter schools. The second was the departure of multiple families based on their dissatisfaction with the school's policy on SOGI inclusivity. The lower-than-expected contribution amounts were a result of the continued impact of inflation on our families and our flexible contribution model. The results were that innovative solutions were required to maintain our desired quality of education.

Following the unanimous decision to apply for Charter status by the WESE membership at the 2023 AGM, a series of committees were formed to coordinate the application for charter status. This application process became a primary focus of the Board and administration. At the heart of the Charter application was the desire to deepen the commitment to Waldorf pedagogy. We looked inwardly to articulate and refine our priorities, and feel confident that we captured the essence of holistic Waldorf education within our Charter document.

As a new society with a new orientation to Alberta Education as a Public Charter School Authority, the WISE Charter Society (WISE CS) is looking forward to ensuring the two Edmonton Waldorf societies (WESE and WISE CS) continue to align in purpose and direction through our ever-evolving collaborative leadership model. We are excited to have the opportunity to expand our Waldorf programs to the broader community and share Waldorf Education within the sphere of Public Education.



Steven Barnett,
WESE Board President (2023-24)

Accountability Statement

The Annual Education Results Report (AERR) for the Waldorf Education Society of Edmonton (WESE) for the 2023-24 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report to improve student outcomes and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

The Board approved this AERR for 2023-24 on November 28, 2024.



Steven Barnett,
WESE Board President (2023-24)

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A Profile of the WESE School Authority

The Waldorf Education Society of Edmonton (WESE) operated the Waldorf Independent School of Edmonton (WISE) until June 2024. WESE was formed in 2002, when a gathering of like-minded individuals committed their support to the development of Waldorf education in Edmonton. Ingrained in a one-hundred-year-old educational philosophy, the WISE is part of a broader educational movement of over twelve hundred Waldorf schools worldwide.

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

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

Profile of the WISE

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

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

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

WESE/WISE offers the following programming:

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

Foundation Statements

Mission

The Waldorf Independent School of Edmonton is a community-run school that strives to provide an accessible Waldorf education for children and families. We look to the pedagogical and anthroposophical indications of Rudolf Steiner to guide and foster the physical, emotional, intellectual, and spiritual potential of the child towards the realization of responsible human freedom.

Values Statements

- ❖ We value children and honour the whole child.
- ❖ We value Waldorf Education for what it brings to each family.
- ❖ We value our unique community built on mutual respect and integrity.
- ❖ We believe that humanity is interconnected and that it is our shared responsibility to participate in our world's healing and nurturing.
- ❖ We value the spiritual intention guiding our school, and we honour the diverse beliefs of our community.

Vision

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

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

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

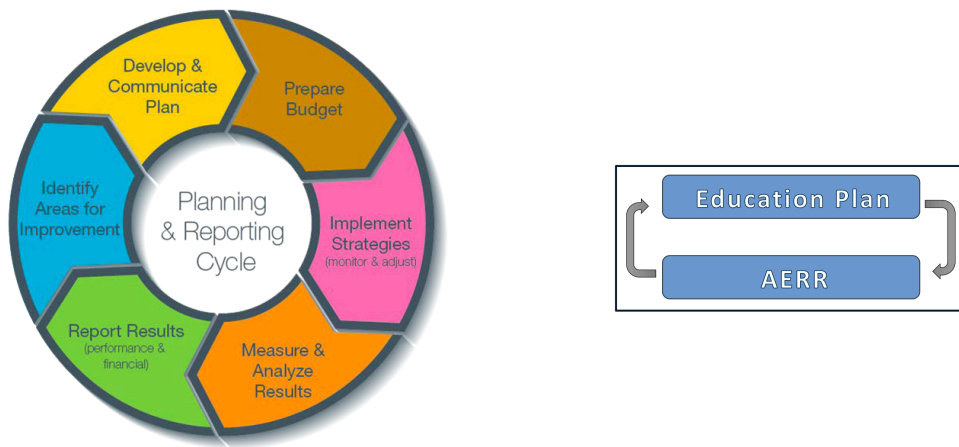
The WISE is known for its talented, committed staff and students who demonstrate community responsibility, reciprocity, stewardship and a passion for life and education.

The WISE maintains its designation as an 'Associate Member School' within AWSNA.

Introduction to the Annual Education Results Report

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

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



We identified three main priorities within our 2023-24 to 2026-27 Education Plan, published in May 2023:

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

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

Fall 2024 Alberta Education Assurance Measures: Overall Summary

Assurance Domain	Measure	Waldorf Independent School Edm			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3-Year Average	Current Result	Prev Year Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	91.5	89.4	91.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	92.8	90.8	94.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT 6: Acceptable	94.7	94.1	94.1	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT 9: Acceptable	77.9	67.5	67.5	62.5	62.6	62.6	High	Maintained	Good
	PAT 9: Excellence	32.4	10.0	10.0	15.4	15.5	15.5	Very High	Improved	Excellent
	Diploma: Acceptable	n/a		n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.4	95.3	95.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Environments (WCRSLE)	97.4	96.7	96.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.1	90.4	93.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.2	92.3	97.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses Included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
5. The Grade 6 excellence results in this table were removed due to the lack of available Alberta Education consolidated data. To inform the reporting results, specific grade and subject results were included in the internal review.

PRIORITY 1: STUDENT LEARNING

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

OUTCOMES AS DESCRIBED IN THE 2023-24 EDUCATION PLAN

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

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

PERFORMANCE MEASURE REVIEW

Provincial Achievement Test results

The Provincial Achievement Test (PAT) results indicate that students in Grades 6 & 9 have understood curricular concepts outlined by Alberta Education and can demonstrate their knowledge. Overall, the Grade 6 & 9 PAT results in 2023-24 significantly outperformed the provincial average in the Acceptable Standard across all subjects. With the enriched curriculum provided by Waldorf pedagogy, our well-rounded students continue to perform exceptionally well on the PATs, as demonstrated in the results of the Standard of Excellence. We are pleased to note that the current year's results are trending positively and exceeded the past two year's results. Fluctuations in the standard of excellence vary from year to year, with provincial cut scores increasing or decreasing, as well as the number of PAT results by subject being included.

Performance Measure ¹	WISE Results (in %)			Alberta Results (in %)		
	Current Result (2024)	Prev Year Result (2023)	Prev Year Result (2022)	Current Result (2024)	Prev Year Result (2023)	Prev Year Result (2022)
Grade 6 PAT Results ² By Number Writing Measure History	19	17	15	60, 804,	57, 655,	56, 482
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall results-by number writing).	94.7	94.1	93.3	68.5	66.2	67.8
Grade 9 PAT Results By Number Writing Measure History	17	10	17	60, 682	57, 925	53, 039
Overall percentage of students in Grades 9 who achieved the acceptable standard on Provincial Achievement Tests (overall results-by number writing).	77.9	67.5	73.5	62.5	62.6	62.9
Overall percentage of students in Grades 9 who achieved the standard of excellence on Provincial Achievement Tests (overall results-by number writing).	32.4	10.0	20.6	15.4	15.5	16.8

¹ The Grade 6 excellence results in this table were removed due to the lack of available Alberta Education consolidated data. To inform the reporting results, specific grade and subject results were included in the internal review.

² The Grade 6 PAT Results only include Social Studies in the 2023-24 results.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Writing							
"A" = Acceptable; "E" = Excellence		Results (in percentages)					
		2022		2023		2024	
		A	E	A	E	A	E
English Language Arts 6	Authority	86.7	26.7	94.1	29.4	n/a	n/a
	Province	76.1	18.9	76.2	18.4	n/a	n/a
Mathematics 6	Authority	60.0	6.7	88.2	23.5	n/a	n/a
	Province	64.1	12.6	65.4	15.9	n/a	n/a
Science 6	Authority	93.3	40.0	94.1	52.9	94.7	36.8
	Province	71.5	23.7	66.7	21.8	81.2	29.3
Social Studies 6	Authority	93.3	26.7	94.1	29.4	94.7	10.5
	Province	67.8	20.1	66.2	18.0	80.1	23.7
English Language Arts 9	Authority	82.4	29.4	80.0	20.0	100	53.8
	Province	69.6	12.9	71.4	13.4	83.8	14.2
Mathematics 9	Authority	64.7	11.8	60.0	0.0	85.7	35.7
	Province	53.0	16.7	54.4	13.5	62.0	16.5
Science 9	Authority	82.4	29.4	80.0	10.0	100	57.1
	Province	68.0	22.6	66.3	20.1	79.2	24.4
Social Studies 9	Authority	64.7	11.8	50.0	10.0	82.4	11.8
	Province	60.8	17.2	58.4	15.9	70.9	18.5

Notes:

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

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

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

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

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

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

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Annual Education Assurance Measures (AEAM) Survey results

Alberta Education surveys teachers, parents, and students annually. 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. WISE Administration and the WESE board will continue to engage families and teachers regarding the annual surveys to ensure all families are encouraged to share their feedback with Alberta Education. This year’s results for the WISE continue to outperform the province’s by ~ 10% in each performance measure. Below, we can see that the surveyed teachers, parents, and students in our community feel that WISE students are modelling characteristics of active citizenship, engaged in their learning, provided with appropriate supports and services and consider their learning environment welcoming, caring, respectful and safe.

Performance Measure	WISE Results (in %)					Alberta Results (in %)				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.8	94.2	94.2	90.8	92.8	83.3	83.2	81.4	80.3	79.4
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	89.4	91.7	89.4	91.5	n/a	85.6	85.1	84.4	83.7
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	92.9	93.3	90.4	90.1	n/a	82.6	81.6	80.6	79.9
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	95.4	96.7	94.5	97.4	n/a	87.8	86.1	84.7	84.0

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
	WISE Results					Measure Evaluation			Alberta Results					
	2020	2021	2022	2023	2024				2020	2021	2022	2023	2024	
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%	
Overall	93.8	94.2	94.2	90.8	92.8	Very High	Maintained	Excellent	83.3	83.2	81.4	80.3	79.4	
Parent	96.8	97.1	99.2	92.2	89.0	Very High	Maintained	Excellent	82.4	81.4	80.4	79.4	78.7	
Student	84.6	85.5	84.8	82.1	92.8	Very High	Improved	Excellent	73.8	74.1	72.1	71.3	69.6	
Teacher	100.0	100.0	98.4	98.2	96.7	Very High	Maintained	Excellent	93.6	94.1	91.7	90.3	89.8	

Student Learning Engagement – Measure Details

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
	WISE Results					Measure Evaluation			Alberta Results					
	2020	2021	2022	2023	2024				2020	2021	2022	2023	2024	
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%	
Overall	n/a	89.4	91.7	89.4	91.5	n/a	Maintained	n/a	n/a	85.6	85.1	84.4	83.7	
Parent	n/a	98.4	98.7	96.2	99.0	n/a	Maintained	n/a	n/a	89.0	88.7	87.3	86.7	
Student	n/a	72.3	76.5	72.2	75.5	n/a	Maintained	n/a	n/a	71.8	71.3	70.9	69.3	
Teacher	n/a	97.4	100.0	100.0	100.0	n/a	Maintained	n/a	n/a	96.0	95.5	95.1	95.1	

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.													
	WISE Results					Measure Evaluation			Alberta Results				
	2021	2022	2023	2024		Achievement	Improvement	Overall	2021	2022	2023	2024	
	%	%	%	N	%				%	%	%	%	N
Overall	95.4	96.7	94.5	121	97.4	n/a	Maintained	n/a	87.8	86.1	84.7	266,321	84.0
Parent	97.0	100.0	96.1	33	95.8	n/a	Maintained	n/a	88.2	86.9	85.6	33,232	85.3
Student	89.2	90.1	87.4	76	96.2	n/a	Improved	n/a	79.8	77.7	76.6	200,020	75.2
Teacher	100.0	100.0	100.0	12	100.0	n/a	Maintained	n/a	95.3	93.6	92.0	32,069	91.6

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.													
	WISE Results					Measure Evaluation			Alberta Results				
	2021	2022	2023	2024		Achievement	Improvement	Overall	2021	2022	2023	2024	
	%	%	%	N	%				%	%	%	%	N
Overall	92.9	93.3	90.4	132	90.1	n/a	Maintained	n/a	82.6	81.6	80.6	264,733	79.9
Parent	93.1	96.7	85.6	26	83.6	n/a	Maintained	n/a	78.9	77.4	75.7	33,177	75.4
Student	88.9	88.3	87.7	95	91.6	n/a	Maintained	n/a	80.2	80.1	79.9	199,516	78.7
Teacher	96.8	95.0	98.1	11	95.0	n/a	Maintained	n/a	88.7	87.3	86.2	32,040	85.6

In 2023-24, the WISE continued its student support and services across all grades through the Capacity Building grant administered by the Association for Independent School and Colleges of Alberta (AISCA) and in partnership with Khan Communications specialized services clinicians. We also continued to provide pull-out support for students identified as benefiting from additional services. We continued our weekly access to school counselling through the Mental Health in Schools pilot grant, which included access to two art therapists, an increase from the previous year, to meet the demand for individual sessions and art club interest. Parents of students receiving support and services reported satisfaction and gratitude for the increased support. Overall, students reported increased satisfaction with access to supports and services at the WISE, a positive report from the stakeholders directly accessing services and feeling supported. Parent’s slight decline in satisfaction results appears skewed with “don’t know” responses captured within the results. WISE will continue to provide opportunities for parents to be made aware of what support services are available to their children at the WISE through teacher and school-wide communication.

Literacy & Numeracy: Benchmarks & Assessments

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

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

other supportive evidence-based practice materials that target other decoding skills.

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

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

Early Years Literacy & Numeracy Assessments

Waldorf education teaches literacy skills in a way that progresses from listening to speaking, and writing to reading. Listening and speaking skills are supported by verses, rhymes, poems, and oral stories, which enable students to acquire oral language skills first. Writing skills are supported in the curriculum, whereby students develop phonological awareness, phonemic awareness, and phonics by documenting their learning in their handwritten textbook, called a Main Lesson Book. These skills set the foundation for reading, which is formally introduced in Grade 3. Therefore, the early years of Waldorf education encompass all literacy skills, including listening, speaking, writing and reading. In the 2023-24 school year, literacy and numeracy assessment outcomes were reviewed, and as expected, the students are progressing well within our literacy and numeracy teaching trajectory.

In the early years of education, grade 1-3 students are provincially mandated to be assessed using pre-approved assessment tools, which included Letter Name Sounds (LeNS) and/or Castles and Coltheart 3 (CC3) for literacy and screening assessments for numeracy. Grade 1-3 students identified as at-risk in Sept.-Jan. tests were reassessed at the end of the school year to measure their progress in literacy and numeracy skills. Our assessment of student learning in numeracy and literacy benchmarks at the end of the year demonstrated steady growth in student skills.

	Grade 1 (Jan 2024)			Grade 2 (Sept 2023)			Grade 3 (Sept 2023)	
	LeNS	CC3	Numeracy	LeNS	CC3	Numeracy	CC3	Numeracy
Number of students	18	18	18	12	12	12	19	19
At-Risk (initial Test)	13	15	3	8	10	3	5	1
At Risk (Year-End Test)	2	2	0	3	0	0	2	0

English as Additional Language (EAL) Student Academic Success

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

First Nation Métis and Inuit (FNMI) Student Academic Success

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

WESE Board Commitment to FNMI Learning

In response to the most recent Education Plan, the WESE Board committed ongoing funding and prioritized professional development resources toward deepening the foundational FNMI knowledge among staff, school leaders, and within the classroom. In March of 2024, Rochelle Starr facilitated a presentation to staff entitled "Imagination of the Land and Indigenous Connections" which was the fourth instalment of three previous presentations, which included:

- Foundational Understandings of Land and Relationships within the Context of Treaty 6 Pt. 1 (April 2021)
- Foundational Understandings of Land and Relationships within the Context of Treaty 6 Pt. 2 (March 2022)
- Imagination Within the Context of Reconciliation (September 2022)

Additionally, we had Susan Sinclair, an Indigenous language keeper and traditional knowledge keeper, come to the WISE to offer seasonal-themed songs and stories for professional development for the entire Faculty in February 2024. The WISE continues to support the implementation of Truth and Reconciliation Commission recommendations, specifically outlining curricular bridges between the Waldorf curriculum and Indigenous ways of knowing, which are being documented as part of our Scope and Sequence work, and within the Elementary and Junior High division so that FNMI knowledge is present within each block of the school year.

PRIORITY 2: LEADERSHIP

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

OUTCOMES AS DESCRIBED IN THE 2023-24 EDUCATION PLAN

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

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

PERFORMANCE MEASURE REVIEW

Annual Education Assurance Measures (AEAM) Survey results

We are proud to share that the students, teachers, and parents in our community surveyed last year feel that the WISE provides very high-quality education, averaging ~10% above the provincial average across all categories. We will continue to promote 100% teacher participation in AEAM in future years.

Percentage of teachers, parents and students satisfied with the overall quality of basic education.													
	WISE Results					Measure Evaluation			Alberta Results				
	2021	2022	2023	2024					2021	2022	2023	2024	
	%	%	%	N	%	Achievement	Improvement	Overall	%	%	%	N	%
Overall	95.7	95.3	95.3	121	96.4	Very High	Maintained	Excellent	89.6	89.0	88.1	266,643	87.6
Parent	93.7	94.8	94.8	33	95.9	Very High	Maintained	Excellent	86.7	86.1	84.4	33,250	83.8
Student	93.4	91.1	91.1	76	96.1	Very High	Improved	Excellent	86.3	85.9	85.7	200,322	84.9
Teacher	100.0	100.0	100.0	12	97.2	High	Maintained	Good	95.7	95.0	94.4	32,071	93.9

Is the quality of teaching at your school	Year	Participants	Very Good	Good	Poor	Very Poor	Don't know	Top 2 Box
		#	%	%	%	%	%	%
Students - Gr 4-6	2020	49	49	47	4	0	0	96
	2021	48	40	58	0	0	2	98
	2022	46	57	39	4	0	0	96
	2023	53	51	43	6	0	0	94
	2024	37	59	41	0	0	0	100
Students - Gr 7-9	2020	34	50	41	9	0	0	91
	2021	30	40	53	7	0	0	93
	2022	39	33	62	3	3	0	95
	2023	42	40	55	0	2	2	95
	2024	35	49	51	0	0	0	100

Faculty Council Initiatives

As leaders in their field, the WISE Faculty are encouraged to pursue educational best practices. Weekly Division meetings, bi-monthly Faculty Council meetings and monthly Full Faculty meetings provide an essential structure for teachers and support staff to share their feedback, receive ongoing professional

development, and engage in a collaborative leadership process. Through this meeting structure, the WISE faculty demonstrate leadership in their fields of expertise as dedicated Waldorf educators.

In the 2023-24 school year, Faculty Council members supported the creation of a new Year-End Report Card format and a new whole-school assembly structure. They completed a pedagogical study on *“Lost at School”*, by Ross Greene and then began *“Teaching, the Joy of Profession”*, by Christof Weichart, which continues in the 2024-25 school year. Members provided feedback on proposed calendar dates for the 2024-25 school year, and participated in valuable discussions about our attendance and late policies and the direction of our Scope and Sequence document, which will continue to be a priority until its completion. Faculty Council members also engaged in our AWSNA self-study, which included discussions at the Faculty Council and Division level, in addition to hosting Waldorf mentor school liaisons who presented recommendations as part of the self-study AWSNA membership report. Our identified priorities align with our Education plan, Charter, and AWSNA self-study.

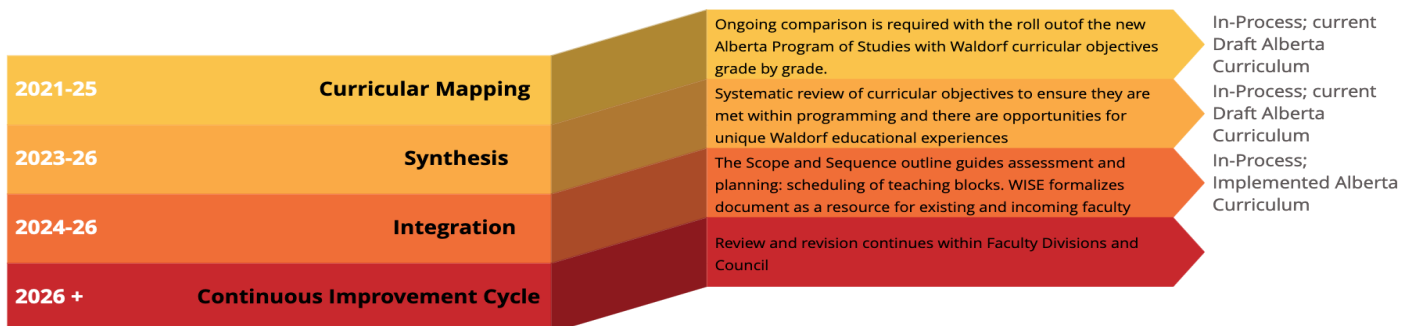
1. Scope and Sequence: Weaving Together
2. Strategic Planning and Sufficient Resources Policy Development
3. Waldorf Pedagogy
4. Inclusion

Waldorf Scope & Sequence Document

We continue to work on our Waldorf pedagogical and curricular mapping alongside the new Alberta Curriculum and plan to complete the mapping work in the 2024-25 school year in response to the updated curriculum that includes:

- 2023-24 school year - Science (K-3) and Math/LA (4-6)
- 2024-25 school year - Science (4-6)
- 2024-25 school year - Social Studies (4-6)

WISE SCOPE & SEQUENCE



To support the completion of our Scope and Sequence, dedicated Faculty PD gave teachers focused and collaborative time to map, discuss and discern curricular objectives grade by grade and division. Our anticipated timeline for the scope and sequence has been adjusted to respond to the new Alberta Program of Studies curriculum pilot and implementation dates. Additional time and resources to complete this work are welcome. We collectively understand this initiative has far-reaching implications for expanding teacher capacity and improving student learning.

This ongoing commitment to Scope and Sequence will increase teacher engagement and support the understanding and developing of Waldorf curricular objectives and assessment practices while fostering peer collegueship and mentorship. A comprehensive Scope and Sequencing document will guide new and continuing teachers, as it will follow a continuum of learning throughout the grades, which promotes teacher success and, by consequence, retention.

Collaborative Leadership: Pedagogical Study and Professional Development Tracking

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

	Faculty Council pedagogical study and meeting hours	Dedicated to teaching and leading Scope and Sequence and Working group Ad-hoc committee development hours	Dedicated teaching and leading Professional Development hours
2021-22	198 hours	135.5 hours	847.5 hours
2022-23	228 hours	269 hours	1344 hours
2023-24	210 hours	501 hours	1637 hours

Faculty Retention and Waldorf Training

WESE financially prioritizes professional development and teacher training in the annual budget, engages in fundraising initiatives, and supports teacher access to AWSNA grants and loans. Teachers and administrators attend annual Waldorf teacher training and professional development courses to deepen their integration of Waldorf pedagogy in the classroom and encourage excellence in their field. We track year-over-year training attendance and faculty retention rates internally to identify trends. Over the past two years, we averaged 87% for faculty retention and training attendance measures of the WISE faculty.

WESE Board Goals: 2021-2024

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

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

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

Quality Standards

The faculty continues to build an understanding of the Teacher Quality Standards by ensuring it aligns with their Teacher Professional Growth Plan (TPGP), which is reviewed annually. The leadership administration analyzes trends within TPGPs to provide professional development closely aligned with the emerging needs of our school community. Likewise, the Leadership Administrative team references the Leadership Quality Standards (LQS), while the Board (pre-Charter) and Superintendent (post-Charter) reference the Superintendent Leadership Quality Standards (SLQS) as part of the annual review and evaluation cycles.

Our faculty continue to strengthen their understanding of the Teacher Quality Standard (TQS) through their Teacher Professional Growth Plan (TPGP) goal alignment. In the 2023-24 school year, a new TPGP format was created, built on a First Nations Pedagogy Personal Development Plan that includes the Physical, Mental, Emotional, Spiritual and Professional dimensions, thereby providing a holistic framework that aligns with Waldorf pedagogy. TPGP meetings were offered three times during the school year, to ensure that the Principal was actively supporting teachers' goals.

PRIORITY 3: COMMUNITY ENGAGEMENT

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

OUTCOMES AS DESCRIBED IN THE 2023-24 EDUCATION PLAN

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

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

PERFORMANCE MEASURE REVIEW

Alberta Education Survey Results

Annual Education Assurance Measures (AEAM) Survey results

The WISE Administration and WESE board will continue to engage our community stakeholders to ensure all families are encouraged to share their feedback with Alberta Education. Our 2024 AEAM results demonstrate that the WISE values parent/community education, volunteerism, and opportunities for families that validate the WISE’s communication and stakeholder engagement pathways. We will continue to provide responsive faculty and administrative parent partnerships to support student learning.

Performance Measure	WISE Results (in %)			Alberta Results (in %)		
	2020-22	2021-23	2022-24	2020-22	2021-23	2021-23
The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.1	95.0	93.7	80.3	78.9	79.1

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.													
	WISE Results					Measure Evaluation			Alberta Results				
	2020	2021	2022	2023	2024				2020	2021	2022	2023	2024
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	96.6	100.0	97.7	92.3	91.2	Very High	Maintained	Excellent	81.8	79.5	78.8	79.1	79.5
Parent	95.8	100.0	96.9	88.3	82.4	Very High	Declined	Good	73.9	72.2	72.3	72.5	74.4
Teacher	97.4	100.0	98.5	96.4	100.0	Very High	Maintained	Excellent	89.6	86.8	85.2	85.7	84.6

Stakeholder Engagement

Despite a 5% lower measure in the satisfaction of parents, parents had multiple opportunities to be involved in decisions about their child’s education in the 2023-24 school year, including our Charter Engagement sessions, whereby members of the community were able to voice their concerns about our pursuit of charter school status and ultimately cast their votes at the AGM to determine the future of the WISE. We notice that “don’t know” answers contribute to the declining satisfaction results. We keep parents informed through active communication with teachers, regular school events, parent education opportunities, and parent-teacher conferences where parents share learning goals alongside teachers and students.

Year-over-year attendance data continues to be collected, including those present for Parent-Teacher Conferences, school-wide and grade-specific Parent Nights, seasonal fairs, and the annual Gateways Conference, all providing organizational insight into parent and community engagement, and potential barriers. In the 2023-24 school year, parents were also invited to attend a workshop on the Collaborative and Proactive Solutions (CPS) Model, held virtually to boost engagement and accessibility. We understand that participation and content feedback provide valuable data and an opportunity to improve community

understanding, increase investment, and create an enriching learning community surrounding the WISE students.

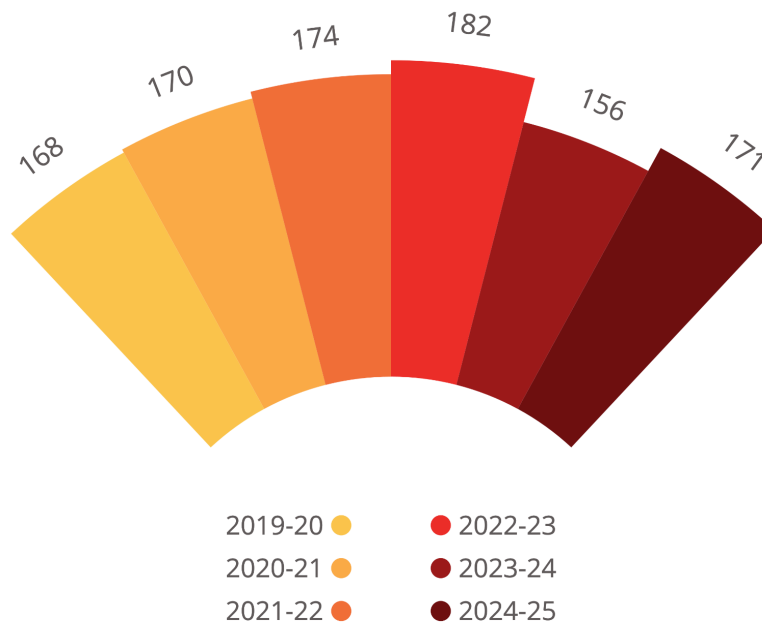
Enrollment Statistics - Student Retention, Attrition, and Acceptance Rates

Enrollment data provides insight into how well we welcome, support, and retain students at the WISE. The data captured over the past five years demonstrates enrollment growth and retention throughout COVID uncertainty when WISE families continued to engage with Waldorf education as their program of choice. In 2023-24, we saw a 12% decrease in enrollment. This significant summer attrition was attributed to two key factors. The first was increased competition from new charter schools opening in our immediate vicinity. The second was the departure of multiple families based on their dissatisfaction with the school’s policy on Sexual Orientation and Gender Identity (SOGI) inclusivity.

Despite the 2023-24 fall enrollment count, over the course of the school year, we continued to attract new families and welcome students into our school community. As of September 2024, we are trending in the enrollment growth direction familiar to our school. We gratefully acknowledge the work of our skilled teachers in welcoming students into our school effectively across the grades.

We continue to promote the unique pedagogical approach of Waldorf education through social media, school tours, our website, community events, parent education, and word of mouth. As a new public charter school, we continue to discuss access to new enrollment markets within the city, removing barriers and increasing accessibility to grow enrollment to full classes with waitlists by 2027.

WISE STUDENT ENROLLMENT K-9



Future

After an extensive application process, the Minister of Education approved the WISE Charter on June 20, 2024. This marks a significant advancement in the evolution of Waldorf Education in Edmonton, which has been held as a Private School Authority since 2011.

We are excited about the opportunities that Charter status brings, allowing us to fully realize our vision for a distinctive and enriching educational experience, underpinned by provincial public designation funding and support, and the opportunity to increase enrollment. We look forward to providing a public Waldorf education for families in Edmonton and the surrounding area. The WISE will continue integrating experiential learning opportunities that include humanities, sciences, mathematics, athletic activities, environmental stewardship and time in nature, world languages, and cross-curricular arts-based learning, including visual, musical, dramatic, speech, fine, and applied practical arts.

As we look ahead, we remain committed to our established class traditions, celebrations and festivals, which continue to showcase the depth and breadth of student learning and the results of a Waldorf Education. In addition to our dedicated staff, our WISE families continue to foster community engagement through volunteerism and nurture the collaborative spirit of our school. As the WISE Charter School, we will continue to build on the strong foundations of Waldorf education in Edmonton and provide a deep and meaningful education for our WISE students.

Budget Summary

After a deficit in the 2022-23 year and eroded reserves from years of COVID recovery, the summer enrollment attrition significantly impacted our primary funding source. The introduction of new alternate charter schools, combined with inflation and economic pressures, reduced tuition and community contributions. Despite these obstacles, our community rallied around fundraising initiatives, which not only bolstered our financial situation but also reinforced our collective commitment to maintaining a high-quality educational experience. These efforts underscored the necessity of transitioning to a Public Charter School to ensure long-term financial sustainability.

Revenues in 2023-24 increased compared to 2022-23, driven by increased funding and community contributions. Concurrently, our careful financial management strategies resulted in a reduction in overall expenses compared to the previous year, reflecting efficiencies in operations and reduced administrative costs. However, inflationary pressures on salaries, service contracts, and supply budgets offset some of these gains, leaving limited flexibility for school resource reinvestment. While provincial transportation funding alleviated some pressure for parents, it did not result in increased funding for the WISE to address escalating costs, underscoring the ongoing need for increased financial support to mitigate broader inflationary impacts.

The WESE Board and Administration recognized that the school's long-term viability lay in redesignation as a Public Charter School. We are deeply grateful for the support received from the ministry, school finance, and accreditation teams throughout this transition. Moving forward, we remain committed to advocating for additional grants and funding streams to support education recovery and sustainability. Through transparent assurance reporting and community-driven measures, we aim to demonstrate a world-class education system where all students thrive.

Private School Authority Code: 259
 School Code: 1600

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

		AFS 2024	AFS 2023 (NOTE *)
			x
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$149,167	\$47,836
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$5,955	\$8,994
Other accounts receivable	Note	\$22,030	\$46,477
Prepaid expenses	Note	\$6,903	\$0
Other current assets	Note 4	\$139,323	\$186,839
Total current assets		\$323,378	\$290,146
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$1,364,000	\$1,364,000
Buildings at cost	\$823,899		
Less: accumulated amortization	(\$261,489)	\$562,410	\$605,563
Leasehold improvements at cost	\$0		
Less: accumulated amortization	\$0	\$0	\$0
Equipment at cost	\$334,997		
Less: accumulated amortization	(\$200,390)	\$134,606	\$162,829
Vehicles at cost	\$0		
Less: accumulated amortization	\$0	\$0	\$0
Total capital assets	Note 3	\$2,061,016	\$2,132,392
TOTAL ASSETS		\$2,384,394	\$2,422,538
LIABILITIES			
Current liabilities			
Bank indebtedness	Note 10	\$0	\$95,306
Accounts payable and accrued liabilities			
Province of Alberta	Note 6,8	\$156,485	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note 5	\$58,092	\$85,101
Capital payables	Note	\$0	\$0
Deferred contributions	Note 8	\$79,394	\$194,409
Deferred capital allocations	Note 11	\$55,402	\$120,865
Current portion of long term debt		\$42,490	\$43,590
Total current liabilities		\$391,862	\$539,271
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 7, 9	\$1,923,093	\$1,909,281
Other loans	Note 9	\$200,000	\$0
Less: Current portion of long term debt	Note 9	(\$42,490)	(\$43,590)
Unamortized capital allocations	Note 11	\$96,955	\$107,684
Total long term liabilities		\$2,177,558	\$1,973,375
TOTAL LIABILITIES		\$2,569,420	\$2,512,646
NET ASSETS			
Unrestricted net assets		(\$268,538)	(\$205,534)
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		(\$268,538)	(\$205,534)
Investment in capital assets		\$83,511	\$115,426
Capital reserves		\$0	\$0
Total capital funds		\$83,511	\$115,426
Total net assets		(\$185,027)	(\$90,108)
TOTAL LIABILITIES AND NET ASSETS		\$2,384,394	\$2,422,538

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation, Alberta Regulation 127/2022 or as restated.
 Input "(Restated)" in 2023 column heading where not taken from the finalized 2022/2023 Audited Financial Statements.
 Classification: Protected A Page 2

Timelines and Communication

This Annual Education Results Report will be submitted to Alberta Education and posted to our school authority website by November 30, 2024.

The AERR will be posted on the Waldorf Education Society of Edmonton school website, www.wese.ca and the WISE Charter School website, www.thewise.ca. Notice of its availability will be circulated in the WISE newsletter and made available to our staff for review.

The Audited Financial Statement of the Waldorf Education Society of Edmonton for 2022-23 was approved and acknowledged by the WESE Board on November 21, 2023, and made available to our members at our AGM and by request through the WESE board secretary.

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 2023-24 school year or thus far in the current 2024-25 school year.