



Three-Year Rolling Education Plan
2025-26 to 2028-29

Message from the Board Chair

I am honoured to present the 2025-26 Education Plan on behalf of the WISE Charter Society. As we approach our second year, we continue to be excited by the opportunities that our new Charter status brings. Tuition-free Waldorf education allows us to fully realize our vision for a distinctive and enriching holistic educational experience, underpinned by provincial public designation funding and support, and the opportunity to increase enrollment. The WISE will continue integrating experiential learning opportunities that include humanities, sciences, mathematics, athletic activities, environmental stewardship, 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, concerts, fairs, and festivals. These events continue to showcase the success of Waldorf education through its depth and breadth of student learning and leadership. In addition to our dedicated staff, our WISE families continue to foster community engagement through volunteerism, nurturing 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.

Accountability Statement

Accountability Statement for the Education Plan

The Education Plan for **the WISE Charter Society**, commencing September 2, 2025, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its 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 2025-26 to 2028-29 Rolling Three-Year Education Plan on May 15th, 2025.



Steven Barnett
WISE Charter Society Board President



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A Profile of the School Authority

The genesis of the WISE Charter School is deeply intertwined with the legacy of the Waldorf Independent School of Edmonton, and the Waldorf Education Society of Edmonton (WESE). WESE began operating in 2002, pioneering Waldorf education within the region by establishing the Waldorf Independent School of Edmonton in 2011, which laid the groundwork for an educational approach that is both innovative and reflective of the diverse needs of the 21st-century learner. Over the years, the school grew from community-based Early Childhood and preschool programs to a K-9 school, expanding its reach and refining its methods, while staying true to the core values of Waldorf education. This evolution was a testament to its commitment to educational excellence and adaptability, as it consistently met and exceeded the educational standards set forth by the Alberta Program of Studies.

Founded in 2023, the WISE Charter Society works strategically to enable organizational, legal, and financial health to realize the mission and vision of the WISE Charter School. The 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 at the Annual General Meeting (AGM). This body comprises parents, and members of the broader community interested in Waldorf Education.

Profile of our school

The WISE Charter School's educational philosophy is predicated on the idea that education should be tailored to the seven-year developmental stages of children in order to foster their physical, emotional, intellectual, and spiritual growth. Waldorf is an inclusive educational model that is non-sectarian, based on the insights of anthroposophy (human wisdom, and founded by Rudolf Steiner. Specific themes and subject matter are brought to each grade, as outlined in the curriculum and further defined by our unique program, pedagogical approach, and teaching philosophy. Characterized by a deep understanding of the developmental stages of childhood and adolescence, the educational approach offers a curriculum that is not only academically rigorous but also rich in artistic, practical, and social experiences. This multidimensional approach ensures that our students receive an education that is intellectually stimulating in addition to being emotionally and spiritually enriching. By fostering an environment where students can explore, create, and discover, students are prepared for a life of learning and a future where they can contribute meaningfully to their communities and the world. The WISE Charter School delivers Waldorf education alongside evidence-based teaching practice based on a philosophy rooted in seven key Waldorf principles.



Foundation Statements

The WISE Charter School provides a transformative environment where holistic education nurtures the physical, emotional, intellectual and spiritual aspects of every student. Through artistic, imaginative and land-based learning, we cultivate innovative, independent thinkers brimming with creativity and empathy, promoting social awareness and empowering students to make positive change in the world.

Mission

The WISE Charter School cultivates an environment that fosters academic excellence, creative exploration, and personal growth in Edmonton. Our vision is to be a beacon of holistic education, moulding students into well-rounded, socially responsible, and intellectually curious individuals. 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.

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 WISE programming. The school building and surrounding land reflect our values of ecological sustainability, accessibility, human connectedness, and well-being.

Our Waldorf-trained teachers provide child development-centred Waldorf pedagogy in tandem with the Alberta Program of Studies. 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.

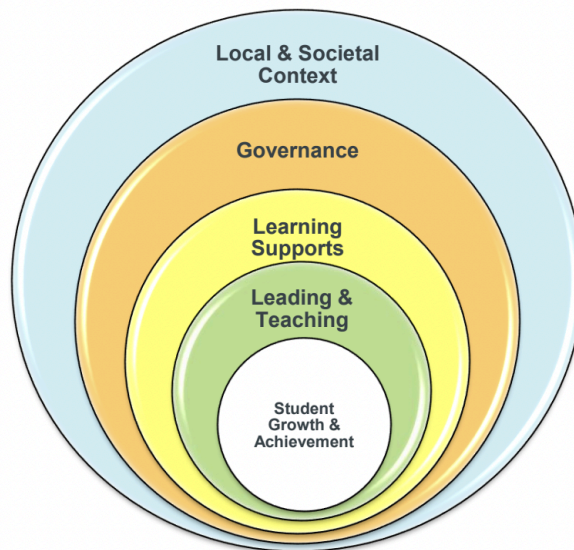
The WISE maintains its designation as an 'Associate Member School' within AWSNA (Association of Waldorf Schools of North America).

Priorities for the 2025-26 School Year

To improve and maintain our methods, programming, and facilities, the WISE is committed to the cycle of consultation, reflection and implementation, as outlined by Alberta Education in the *Funding Manual for School Authorities 2025/26 School Year*. Our stakeholders provide invaluable feedback about our progress. Alongside the data we compile from student assessments and surveys, these results are analyzed to guide the financial priorities and school-wide strategies that are employed, ensuring the needs of our students and community are being met.

In the 2025-26 school year, we will employ strategies that support the following priorities:

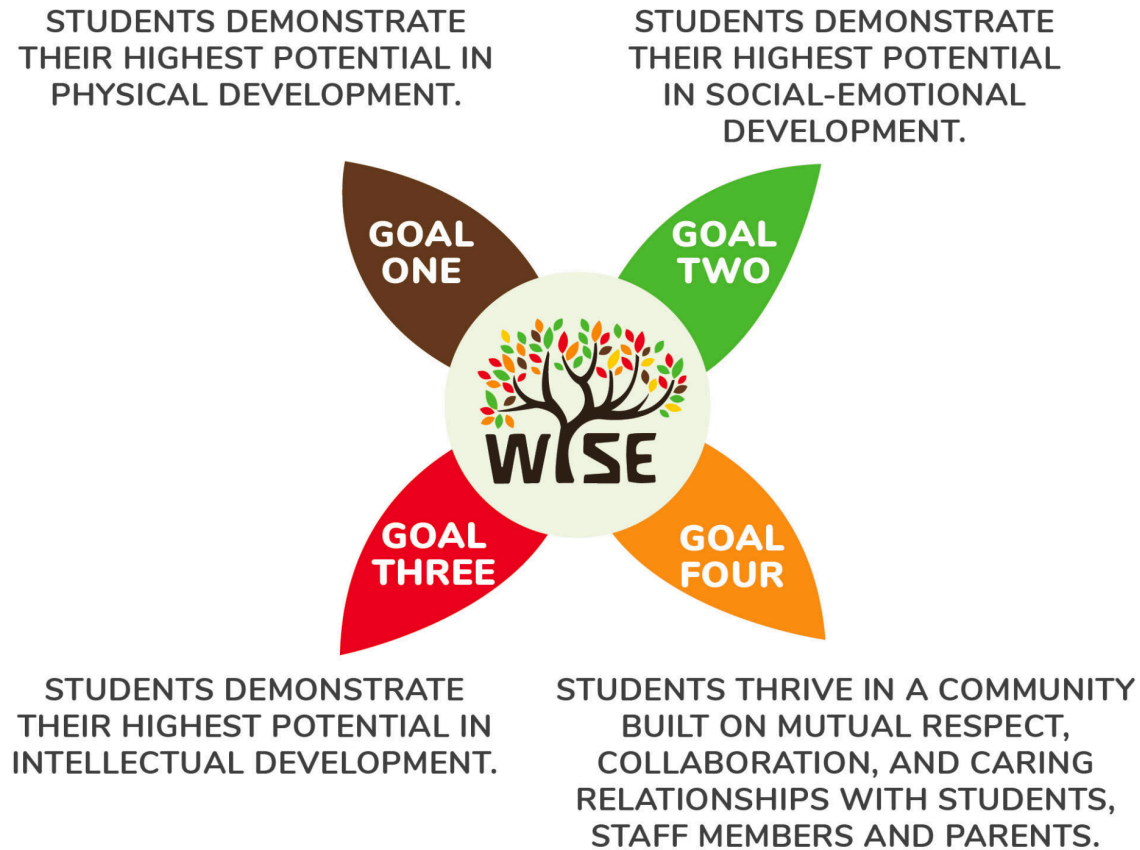
- **Student Learning**
- **Leadership**
- **Community Engagement**



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Goals and Student Learning Outcomes

Ensuring the balanced development of the physical, social-emotional, intellectual, and spiritual aspects of each student is integral to Waldorf education. The WISE monitors student progress through the incorporation of meaningful measures that assess threefold development at an age-appropriate level



GOAL ONE

Students demonstrate their highest potential in physical development.

OUTCOMES

Physical development is an integral part of the educational process that contributes to the overall development of the child.

- Students participate in daily movement and physical activities.
- Students engage in outdoor and hands-on opportunities in nature.
- Students increase their physical literacy, endurance, and stamina.
- Students improve their gross and fine motor skills.

PERFORMANCE MEASURES

Local Measures

- School-administered assessments
 - **Skills Assessments (January) and Year-End Reports (June)** provide families with quantitative and qualitative information about their child's learning. They include assigned letter grades for students in Kindergarten-Grade 8, percentages for students in Grade 9 for grade-level objectives, and Picture of the Class and Picture of the Child sections. By the end of Year 1, 20% of students will receive a grade in the excellent range for:
 - Movement and Games in Class 1-5
 - Physical Education in Class 6-9
 - Music in Class 1-9
 - Practical Arts (including Handwork and Woodwork) in Class 1-9
- Student self-assessment
 - **Physical Development:** Students in Classes 4-9 will complete a self-assessment to determine the level at which they have demonstrated their highest potential in physical development over the year.

Provincial Measures

- AEAM Survey
 - **Annual Education Assurance Measures (AEAM) Survey results:**

Alberta Education surveys teachers, parents, and students on an annual basis. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.



STRATEGIES

- Educators receive professional development and mentorship on aligning physical activity with developmental phases.
- Educators integrate physical activity into their daily rhythms and routines.
- Educators emphasize skill development in younger grades and introduce formal sports in late elementary and junior high.
- Educators teach gross motor skills through integrated classroom physical activities such as beanbag, bal-a-vis x, bilateral movement, dance, and gardening activities.
- Educators teach fine motor skills through physical activities such as handwriting, form drawing, knitting, handwork, sculpting, flute, ukulele, and practical arts activities.
- Educators provide opportunities for movement in natural spaces, such as outdoor classrooms, nature walks and field trips.
- Educators provide instruction to support visual-motor development.

GOAL TWO

Students demonstrate their highest potential in social-emotional development.

OUTCOMES

Social-emotional development is an integral part of the educational process that contributes to the overall development of the child.

- Students demonstrate a desire to learn through a positive growth mindset.
- Students exhibit the qualities of social-emotional intelligence, including self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.
- Students demonstrate respect for themselves, each other and the environment.
- FNMI students feel represented.



PERFORMANCE MEASURES

Local Measures

- School-administered assessments
 - **Skills Assessments (January):** Skills Assessments provide families with quantitative information about their child's learning. They include scaled ratings for the behaviour and effort of students in Grades 1-9. By the end of Year 1, 20% of students will receive a rating in the excellent range for:
 - Classroom Behaviour in Class 1-9
 - **Year-End Reports (June):** Year-End Reports provide families with quantitative and qualitative information about their child's learning from January to June. They include assigned letter grades for students in Kindergarten-Grade 8, percentages for students in Grade 9 for grade-level

objectives, and Picture of the Class and Picture of the Child sections. By the end of Year 1, 20% of students will receive a grade in the excellent range for:

- Health in Classes 1-9
- Student self-assessment
 - **Social-Emotional Development:** Students in Classes 4-9 will complete a self-assessment to determine the level at which they have demonstrated their highest potential in social-emotional development over the year.
- School Attendance
 - **Attendance:** Student attendance will be tracked by the Registrar. By the end of Year 1, 80% of students will have an absenteeism rating of 15% or lower.
- Integration of FNMI foundational knowledge
 - 100% of teachers incorporate FNMI foundational knowledge and perspectives into their long-range plans and in relation to Truth and Reconciliation.
- Scope and Sequence
 - Through Faculty Council and Division Work, educators will continue to draft the scope and sequence document in the 2025-26 school year. This document will include cross-curricular indications and Waldorf pedagogical connections between outcomes, with examples of products and assessments. The scope and sequence outline will guide assessment and planning of teaching blocks.

Provincial Measures

- AEAM Survey
 - **Annual Education Assurance Measures (AEAM) Survey results:** Alberta Education surveys teachers, parents, and students annually. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

STRATEGIES

- Educators support social-emotional skills through relationship-building with students and staff.
- Educators foster a sense of positive interdependence and respect within the community.
- Educators teach social-emotional skills and promote intercultural understanding using pedagogical storytelling.
- Educators model a positive growth mindset.
- Educators exhibit reverence for nature and its interconnectedness with people.
- Educators offer land-based learning to cultivate a sense of responsibility and stewardship for nature.
- Educators provide opportunities for student collaboration through pedagogical activities such as class jobs, class plays and class buddies.
- Educators establish predictable daily rhythms and routines to support emotional regulation.
- Educators use research-based evidence to support positive behaviour systems.
- Educators provide research-based disciplinary approaches.
- Educators participate in Professional Development on FNMI.
- Educators expand relationships with FNMI communities, including Indigenous Waldorf Schools and local Indigenous schools, to guide meaningful representation in scope and sequence work

and school initiatives.

GOAL THREE

Students demonstrate their highest potential in intellectual development.

OUTCOMES

Intellectual development is an integral part of the educational process that contributes to the overall development of the child.

- Students pursue academic excellence.
- Students develop critical thinking skills.
- Students engage in effective problem-solving skills.
- Students consider cross-curricular connections between subject matter.
- Students develop an understanding of the world beyond the classroom and identify concrete ways to make positive change.
- FNMI students are successful.
- FNMI students receive adequate support.

PERFORMANCE MEASURES

Local Measures

- School-administered assessments
 - **Skills Assessments (January) and Year-End Reports (June)** provide families with quantitative and qualitative information about their child's learning. They include assigned letter grades for students in Kindergarten-Grade 8, percentages for students in Grade 9 for grade-level objectives, and Picture of the Class and Picture of the Child sections. By the end of Year 1, 20% of students will receive a grade in the excellent range for:
 - Language Arts in Class 1-9
 - Mathematics in Class 1-9
 - Social Studies in Class 1-9
 - Science in Class 1-9
 - German Class 1-4
 - French in Class 1-9
 - **Literacy Benchmarks:** Teachers will use the Fountas and Pinnell Benchmarks to determine a student's instructional reading level yearly and inform literacy response to intervention. By the end of Year 1, >80% of students in Grade 3 will be reading at grade level based on the Fountas and Pinnell benchmark system.
- Student self-assessment
 - **Intellectual Development:** Students in Classes 4-9 will complete a self-assessment to determine the level at which they have demonstrated their highest potential in intellectual development over the year. Self-assessments will be informed by Faculty Council as part of a reflective school practice.

Provincial Measures

- **Literacy and Numeracy Screening Assessments:** By the end of Year 1, 85% of students in Grade 3 will receive marks corresponding to the not-at-risk range. 100% of at-risk students will have access to intervention.
- **Provincial Achievement Tests:** Provincial Achievement Tests (PATs) are an indication that students have understood curricular concepts and are capable of demonstrating their knowledge.
 - We will review the provincial assessment results each year with faculty to identify opportunities to improve core subject competencies within classroom delivery. >15% of students will receive a grade in the excellent range on their PATs.
 - Our FNMI 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 are represented, successful, and receive adequate support.
- **AEAM Survey**
 - **Annual Education Assurance Measures (AEAM) Survey results:** Alberta Education surveys teachers, parents, and students annually. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

STRATEGIES

- Educators maintain academic rigour and high standards of achievement.
- Educators encourage students to strive for their highest potential.
- Educators provide structured opportunities for students to engage in self-reflection and goal-setting.
- Educators collaborate with students to identify individualized learning supports.
- Educators receive professional development and mentorship on Waldorf pedagogy.
- Educators embed higher-order thinking skills into their instruction.
- Educators offer opportunities for students to engage in critical thinking and problem-solving skills through observation and hands-on experiences.
- Educators collaborate to identify thematic connections between subject matter.
- Educators continue to build strong, positive, ongoing relationships with Indigenous leaders and knowledge-keepers in our community to support culturally responsive education.



GOAL FOUR

Students thrive in a community built on mutual respect, collaboration, and caring relationships with students, staff members and parents.

OUTCOMES

- Students benefit from their physical, social-emotional, intellectual and spiritual development.
- Students identify themselves as belonging to a collaborative learning community.
- Students identify parents and teachers as integral members of a collaborative learning community.

PERFORMANCE MEASURES

Local Measures

- Surveys
 - **School Survey** Students in Class 4-9 will be surveyed to determine the level in which they have demonstrated:
 - **Holistic Development**
 - **Collaborative Community**
 - **Relationship Building**
 - **Board Survey** The WISE CS Board will survey members to gather insights and focus on priority areas in the future. AEA survey results, shared alongside internal school surveys, inform board priorities and strategic planning. Results summaries are shared more broadly with the community.
 - **Parent Survey** Spring surveys are issued to parents to gather stakeholder feedback through a Waldorf educational lens in advance of the AERR. Results inform board priorities, community engagement and strategic planning. Results summaries are shared with the community stakeholders in the WISE newsletter.
- Attendance
 - **School Attendance:** Student attendance will be tracked by the Registrar. By the end of the year, 80% of students will have an absenteeism rating of 15% or lower.
 - **Waldorf Teacher 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. WISE's commitment to 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.
- 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.

Provincial Measures

- **Annual Education Assurance Measures (AEAM) Survey**
 - **AEAM Survey results:** Alberta Education surveys teachers, parents, and students annually. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

STRATEGIES

- Educators participate in self-reflection and goal-setting.
- Educators engage in regular opportunities to develop their knowledge, skills and practice within an established professional learning community.
- Educators present content using meaningful applications in real-life contexts, facilitate conversations about the interconnectedness of our environment and communities and empower students to contribute meaningfully to their communities.
- Educators attend to the holistic needs of students.
- Educators promote internal fairs and festivals to support community engagement.
- Educators offer parent evenings, events, workshops and programs that foster community involvement and relationship-building among families.

Key Insights

Some noted strengths from our Alberta Education Results Report (AERR), which was written as our previous iteration as an Independent School Authority, includes our performance measuring above the provincial average in the Acceptable Standard and Standard of Excellence for the Provincial Achievement Tests (PATs), as well as the Annual Education Assurance Measures (AEAM) survey results. While our meeting structure continues to include Division, Faculty Council and Full Faculty formats, we intend to allot more time towards developing the Scope and Sequence document. Emerging growth trends include boosting student enrolment, resulting in the development of increased access to support services.



Stakeholder Engagement

The WISE Charter School will provide assurance to our stakeholders: students, faculty, parents, community neighbours and partners, and Alberta Education. Our stakeholders offer invaluable feedback about our progress, which, alongside the data we compile from student assessments and surveys, guides the financial priorities and school-wide strategies we employ to ensure the needs of our students and community are met.

Opportunities for meaningful student, faculty and community engagement continue to be woven throughout the WISE annual calendar. These include student celebrations and class traditions, WISE visioning events, Parent-Teacher Conferences, school-wide and grade-specific Parent Nights, seasonal fairs and the annual Gateways Conference, all of which provide organizational insight into parent and community engagement and potential barriers. Participation and content feedback provide valuable data and an opportunity to improve community understanding and increase investment and support for our program.



Budget Preparation & Summary

For the 2025–26 school year, the WISE Charter School will continue to promote community understanding of Waldorf education, in alignment with our mission, vision, values, and Charter goals. Our Education Plan emphasizes student learning, leadership, and community engagement, and these priorities are reflected in our financial planning and operational strategies.

The 2025–26 budget shows a modest surplus, balances operational needs while continuing to prioritize the well-being, professional development, and retention of our staff, and supports strategic investments in targeted marketing and communications to increase public awareness and enrollment. These combined efforts are essential to building the long-term sustainability of the school and ensuring Waldorf education remains accessible to a broader community. Strategic budget allocations allow us to deepen our pedagogical work and foster long-term staff development.

Our financial strategy supports initiatives that enhance pedagogy and deepen our educational offerings under the Charter School designation. We remain committed to providing a high-quality Waldorf education while building the capacity for long-term organizational success.

Budget 2025-26

WISE Charter Society Budget
For the Year Ended: August 31, 2026

BUDGET	
	EXTENSION
	Current Year
REVENUES:	
<i>Government of Alberta</i>	
Total Government of Alberta	2,686,655
<i>Fees</i>	
Total Fees	78,900
<i>Investment</i>	
Total Investment Income	30,000
<i>Gifts and Donations</i>	
Total Gifts and Donations	19,500
<i>Other Revenue</i>	
Total Other Revenue	48,825
TOTAL REVENUES	2,863,880
EXPENSES:	
<i>Certificated Salaries</i>	
Total Certificated Salaries	1,139,302
<i>Certificated Benefits</i>	
Total Certificated Benefits	227,378
<i>Non-Certificated Salaries</i>	
Total Non-Certificated Salaries	477,426
<i>Non-Certificated Benefits</i>	
Total Non-Certificated Benefits	66,143
<i>Services, Contracts and Supplies</i>	
Total Services, Contracts and Supplies	884,017
<i>Amortization</i>	
Total Amortization	16,541
TOTAL EXPENSES	2,810,808
SURPLUS/DEFICIT	53,072

Timelines and Communication

This three-year rolling Education Plan is developed within the framework of our strategic purpose and submitted to Alberta Education.

The Education Plan will be posted on the WISE Charter School website.

The Audited Financial Statement of the WISE Charter Society will be made available to our members at the AGM.

