



Annual Education Results Report (AERR)
for 2024-25

Message from the Board Chair

The 2024-25 school year was one of deepened purpose, as the WISE Charter Society completed its first full operational year as a public charter school authority. Remaining steadfast in our commitment to Waldorf principles, the WISE navigated its shift in governance and funding models while maintaining program stability and family experiences. In response to changes from our newly acquired public charter status, leadership and governance structures were redefined, while student learning, leadership and community engagement remained as dependable priorities.

As this year's Annual Education Results Report (AERR) demonstrates, local and provincial measures affirm the WISE Charter School's presence as a source of human development, supporting students to grow physically, socially-emotionally, academically and communally. Report highlights include the number of students excelling on assessments both internally and externally, including Skills Assessments, Year-End Reports and Provincial Achievement Tests. Additionally, the parent, student and teacher Annual Education Assurance Measures (AEAM) survey results consistently outperformed the provincial average.

As we continue to lean into our organizational strengths, the WISE Charter Society is committed to enlivening its vision of providing Waldorf education in Edmonton. Through the development and implementation of an annual work plan, centred on the fiduciary and educational reporting responsibilities, further enrollment growth and retention will be enabled, signalling community vibrancy and financial sustainability. The WISE remains committed to fostering a vibrant and inclusive learning community, rooted in Waldorf education that nurtures children and families through connection, beauty, and purpose.



Steve Barnett
President
The WISE Charter School

Accountability Statement

The Annual Education Results Report for The WISE Charter School for the 2024-2025 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024-2025 was approved by the Board on November 28, 2025.



Steve Barnett
President
The WISE Charter School



Table of Contents

Message from the Board Chair.....	1
Accountability Statement.....	2
Table of Contents.....	3
A Profile of the WISE Charter School Authority.....	5
Structure of the WISE.....	5
Profile of the WISE Charter School.....	6
Foundation Statements.....	6
Our Mission.....	6
Our Vision.....	6
Our Purpose.....	7
Our Values.....	7
Introduction to the Annual Education Results Report (AERR).....	8
Priorities for the 2024-25 School Year.....	9
Fall 2025 Alberta Education Assurance Measures: Overall Summary.....	10
Highlights of the 2024-25 School Year.....	10
Student Learning.....	11
OUTCOMES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN.....	12
MEASURES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN.....	12
Performance Measures.....	12
Provincial Achievement Test Results.....	12
Measure Evaluation Reference (Required AEAMs).....	13
Achievement Evaluation.....	13
Improvement Table.....	13
Overall Evaluation Table.....	14
School-Administered Assessments.....	14
Self-Assessments (Grade 4-9).....	14
Literacy Benchmarks (Grade 3).....	14
First Nations, Métis and Inuit (FNMI) Student Success.....	15
FNMI Grant Funding Summary.....	16
English as Additional Language (EAL) Student Academic Success.....	16
Annual Education Assurance Measures (AEAM) Surveys.....	17
Student Learning Engagement – Measure Details.....	17
Educational Quality – Measure Details.....	17
Citizenship – Measure Details.....	18
Literacy and Numeracy Screening Assessments.....	18
Leadership.....	19
STRATEGIES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN.....	19
MEASURES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN.....	20
Performance Measures.....	20
Professional Learning, Supervision and Evaluation.....	20

Faculty Dedicated Leadership and Pedagogical Collaboration Hours.....	20
Waldorf Professional Development.....	21
Annual Education Assurance Measures (AEAM) Surveys.....	21
Community Engagement.....	22
OUTCOMES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN.....	22
MEASURES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN.....	22
Performance Measures.....	22
Annual Education Assurance Measures (AEAM) Surveys.....	22
Parental Involvement – Measure Details.....	23
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure Details.....	23
Self-Assessments (Grade 4-9).....	23
Surveys.....	23
Attendance.....	24
Governance.....	24
Stakeholder Engagement.....	24
Accountability and Assurance System.....	25
Budget-Actual Comparison.....	25
Summary of Financial Statements.....	26
Summary of Financial Results.....	26
Annual Report of Disclosures.....	27
Timelines and Communication.....	27

A Profile of the WISE Charter School Authority

Structure of the WISE



The WISE Charter School functions through the leadership of the WISE Charter School Board, Leadership Team, Faculty Council, and School Council. The WISE Charter School Board works strategically to enable the organizational, legal and financial health to realize the WISE Charter School's mission, vision and values. Board Directors are elected by the membership at the Annual General Meeting (AGM), with standing committees consisting of the Faculty Council, and Finance, which support the WISE's vision and mission through collaboration and research.

The Superintendent, Principal, and Secretary-Treasurer report directly to the Board and attend meetings as non-voting members. They work together to oversee the administrative management and educational programming of the school, with the Principal reporting to the School Council, which is elected annually and made up of the WISE parent body.

Profile of the WISE Charter School

The WISE is a public charter school serving 208 students from Kindergarten through Grade 9. Located in the Ottewell neighbourhood of central southeast Edmonton, the WISE Charter School shares its space with the Waldorf Education Society of Edmonton's Early Childhood program and serves families seeking a Waldorf education in Edmonton and its surrounding area. The WISE is part of a global movement of over 1,200 Waldorf schools and is recognized as an Associate Member of the Association of Waldorf Schools of North America (AWSNA) and a Full Member of the Waldorf Early Childhood Association of North America (WECAN).

Our program provides holistic education through a unique instructional approach, as well as an enriched curriculum that reflects child development and a novel learning experience, all through Waldorf pedagogy. The WISE Charter School serves students from diverse backgrounds who are committed to engaging in all dimensions of a Waldorf education, balancing academic, artistic and physical pursuits. Students are dedicated to personal growth, lifelong learning, environmental stewardship, digital minimalism, and a sense of responsibility for our shared humanity.

By bridging Waldorf pedagogy and Alberta curricula, the WISE develops critical thinking, fosters creativity and stimulates imagination in its students, enlivening the core subjects through purposeful activity. Lessons in music, singing, fine arts, movement, handwork, woodwork, practical arts, and second languages (including French and German) complement 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, so as to deepen their understanding of their relationship to the natural world and their sense of responsibility to their immediate community.

The WISE Charter School is Canada's only non-tuition Waldorf public charter school. Operated by the WISE Charter Society, a non-profit society comprised of parents, teachers, and interested community members, and governed by an elected Board of Directors, the school is publicly funded and therefore does not charge tuition fees. The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta.

Foundation Statements

Our 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.

Our Vision

The WISE Charter School provides a transformative environment where holistic education nurtures the physical, social-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.

Our Purpose

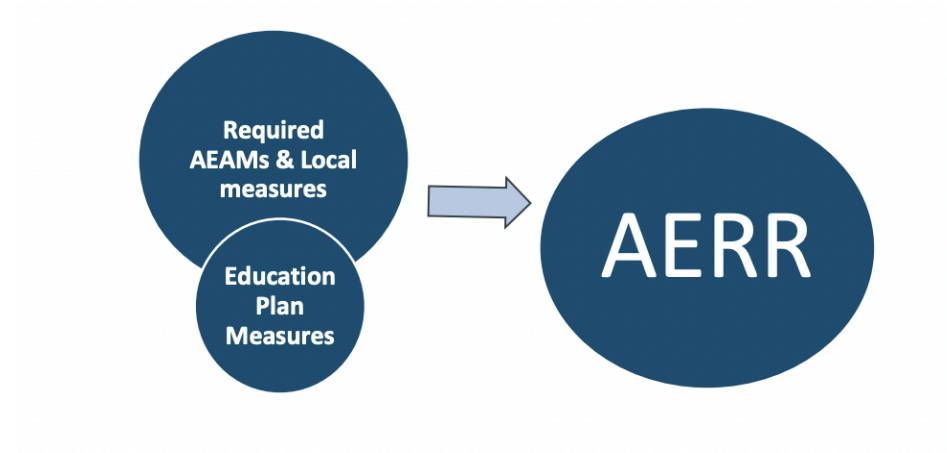
Our purpose is to provide high-quality, evidence-based Waldorf education through an integrated curriculum that balances academic rigour, movement, arts, and creativity to support the development of each student's highest physical, social-emotional, and intellectual potential. The WISE Charter School holistically educates students to embrace lifelong learning, embody a keen sense of social responsibility, and demonstrate stewardship for nature. Our goal is for students to contribute positively towards their communities and the world, distinguishing themselves through their depth of character, creative and innovative thinking, and reverence for life.

Our Values

- ❖ 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 the healing and nurturing of our world.
- ❖ We value the spiritual intention guiding our school, and we honour the diverse beliefs of our community.
- ❖ We strive to foster a community that upholds the rights, safety, and well-being of all staff and students. We recognize individual, institutional, and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful, and safe work and learning environment.

Introduction to the Annual Education Results Report (AERR)

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.

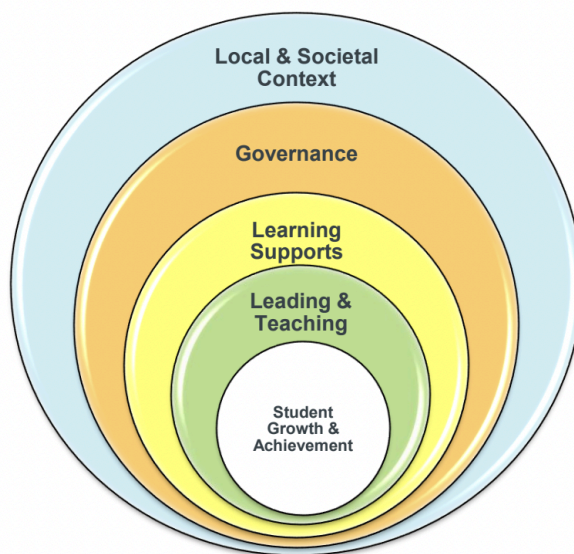
Within the Funding Manual for School Authorities, Alberta Education details a reporting format for schools and school authorities to share their improvement process and cycle with stakeholders. The Education Plan and AERR relate to each other clearly and succinctly; the Education Plan details the plan 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.



Priorities for the 2024-25 School Year

Through consultation with our stakeholders we identified three main priorities within our 2024-25 to 2027-28 Education Plan, published in July of 2024:

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



Funding Manual 2025/26 (page 31)

¹Fall 2025 Alberta Education Assurance Measures: Overall Summary

Assurance Domain	Measure	WISE Charter School			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	86.9	n/a	n/a	83.9	83.7	84.4	High	n/a	n/a
	Citizenship	84.6	n/a	n/a	79.8	79.4	80.4	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT9: Acceptable	90.0	n/a	n/a	62.5	62.5	62.6	Very High	n/a	n/a
	PAT9: Excellence	26.7	n/a	n/a	15.6	15.4	15.5	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.0	n.a	n.a	87.7	87.6	88.2	Very High	n.a	n.a
Learning Supports	Welcoming, Caring, Respectful and Environments (WCRSLE)	90.4	n/a	n/a	84.4	84.0	84.9	Very High	n/a	n/a
	Access to Supports and Services	82.6	n/a	n/a	80.1	79.9	80.7	Intermediate	n/a	n/a
Governance	Parental Involvement	91.9	n/a	n/a	80.0	79.5	79.1	Very High	n/a	n/a

Highlights of the 2024-25 School Year

Marking a significant advancement in the evolution of Waldorf education since 2011, our vision for a distinctive and enriching educational experience continued to be meaningfully realized in the transition from private school to charter school authority, along with our mission of accessibility. Underpinned by provincial public designation funding and support, the WISE successfully fostered opportunities to increase enrollment, alongside nurturing a deep and practical understanding of Waldorf education amongst our faculty.

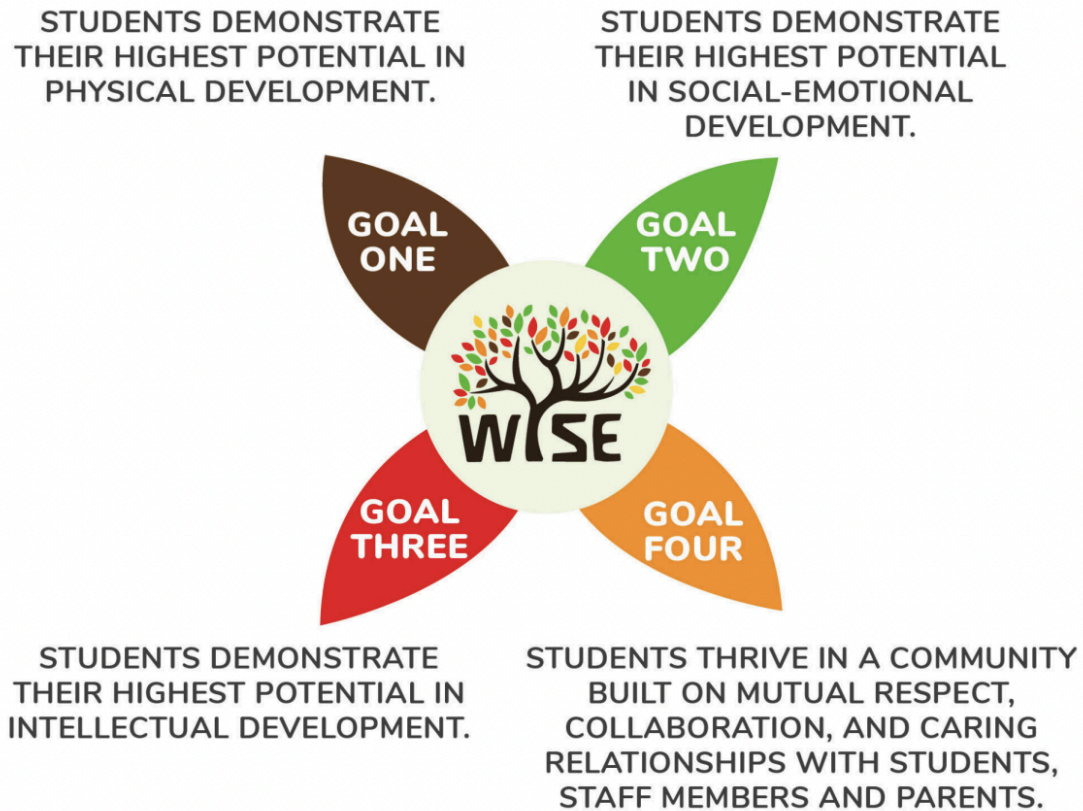
¹ Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Going forward, educators will undertake the scaffolded task of drafting a Scope and Sequence document, further supporting our educational aims. Using the updated curriculum, which includes a new Program of Studies for Kindergarten to Grade 6, the WISE Scope and Sequence will guide planning, instruction and assessment, providing educators with a meaningful framework for the interwoven Waldorf pedagogy and Alberta program of studies, including an integration of First Nations, Métis and Inuit (FNMI) knowledge.

Based on the result report analysis, which shows our students excelling on internal and external assessments and our stakeholders, including parent, student and teacher survey results outperforming the provincial average in most categories, we expect our outcomes, strategies and measures to remain largely the same within our Education Plan.

Student Learning



OUTCOMES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN

Outcomes pertaining to the priority of student learning include physical, social-emotional and intellectual development, which are integral parts of the educational processes that contribute to a child's overall development, with students engaging in fine and gross motor activities in both indoor and outdoor settings, as well as exhibiting social-emotional skills and pursuing academic excellence.

MEASURES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN

Performance Measures

Provincial Achievement Test Results

In the 2024-25 school year the province administered Grade 6 PAT exams in Math and Language Arts. Though not released as an aggregated report (due to either new curriculum, optional implementation or piloted curriculum) the WISE students surpassed the provincial average in both Language Arts and Mathematics. In Language Arts, 100% of students performed within the acceptable standard and 53.8% in the standard of excellence, compared to the provincial average of 69.1% and 12.7%. In Mathematics, 100% of students performed within the acceptable standard and 30.8% in the standard of excellence for Mathematics, compared to the provincial average of 52.1% and 14.9%.

As seen in the table below, Grade 9 students also surpassed the provincial average, exceeding the acceptable standard by 27.5% and standard of excellence by 11.1%. These results are based on their performance on the PAT in the subjects of Language Arts, Mathematics, Social Studies and Science.

		² WISE Results (in %)		Alberta Results (in %)	
Course	Measure	Current Result (2025)	3 Year Average (2022-2024)	Current Result (2025)	3 Year Average (2022-2024)
English Language Arts 9	Acceptable Standard	100.0	n/a	82.4	84.5
	Standard of Excellence	33.3	n/a	13.3	15.1
Mathematics 9	Acceptable Standard	80.0	n/a	60.6	63.3
	Standard of Excellence	13.3	n/a	16.4	16.2
Social Studies 9	Acceptable Standard	93.3	n/a	71.0	70.1
	Standard of Excellence	13.3	n/a	20.1	18.7
Science 9	Acceptable Standard	86.7	n/a	80.4	79.0
	Standard of Excellence	46.7	n/a	24.8	24.2

² 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 was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. 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.

³ Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

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)

³ 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%.

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

School-Administered Assessments

Across all subjects, more than 20% of students received a grade in the excellent range, as seen below:

% of Students in Excellent Range		
Subject	Mid-Year Reports (Grade 1-9)	Year-End Reports (K-9)
Language Arts	24%	35%
Mathematics	37%	46%
Science	42%	58%
Social Studies	21%	37%
Movement and Games & Physical Education	32%	47%

Self-Assessments (Grade 4-9)

Students in Grades 4-9 completed self-assessments in May of 2024, reflecting the degree to which they feel they demonstrate their highest potential in specified areas, including core subjects. Students self-selected favourable responses (e.g. usually, always) 85% of the time, demonstrating the degree to which Grade 4-9 students feel engaged and striving to do their best.

Literacy Benchmarks (Grade 3)

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 prior to summative assessment being introduced. The WISE gathers information about student competencies in several ways, since literacy encompasses a student's ability to speak, listen, and write effectively, in addition to their capacity to read and derive meaning from texts.

Benchmark testing is used to identify students who may require help as they learn to read, with Fountas & Pinnell levelled readers being included to determine if students are reading at, below or above grade level. While less than 80% of Grade 3 students performed at grade level on these benchmarks in the 2024-25 school year, we report that 100% of students below grade level receive targeted intervention supports through ongoing specialized service providers, including Speech Language Pathologist (SLP) and Speech Language Pathologist Assistant (SLPA), as well as academic support (pull-out/push-in) and/or an Individual Program Plan (IPP) to support their literacy success.

First Nations, Métis and Inuit (FNMI) Student Success

All teachers, from Kindergarten to Grade 9, continue to submit annual block plans that highlight how their curricular themes will integrate FNMI knowledge, so as to ensure meaningful connections are made on an ongoing basis, beginning with the first block/unit in September, with Orange Shirt Week honouring Truth and Reconciliation through age-appropriate stories, activities, and reflection.

Administratively, internal reviews of 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.

The school continues to support the implementation of the Truth and Reconciliation Commission (TRC) Calls to Action through curriculum review, school-wide reflection, professional development, and the ongoing development of the WISE Scope and Sequence document which aims to consciously attend to the decolonization of educational practices.



Assurance Domain	Measure	WISE Charter School			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	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	41.6	41.4	40.4	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	6.3	6.1	5.7	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a

FNMI Grant Funding Summary

In 2024-25, the WISE Charter School received \$31,149.99 in FNMI grant funding. One hundred percent of this funding supported 1:1 and whole-class educational assistant support for self-identified FNMI students. These supports addressed holistic, academic, and social-emotional learning needs, aligning with the school's broader commitment to educational equity and decolonization.

FNMI grant funding also supported work related to the Truth and Reconciliation Commission (TRC) Calls to Action as the school continued to review and adapt its Scope and Sequence document to ensure Indigenous perspectives are respectfully and meaningfully embedded across grades and subjects.

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 support and

⁴ Notes:

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2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
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6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

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.

Annual Education Assurance Measures (AEAM) Surveys

The WISE Charter School will continue to engage our community stakeholders to ensure parents, students and teachers are able to share their feedback with Alberta Education, specifically pertaining to: student learning engagement, educational quality, and active citizenship. We value all stakeholder engagement pathways, including the AEAM results, as it enables us to provide responsive faculty and administrative partnerships in order to support student learning, ensuring the results validate the information gathered in our local and provincial measures.

The WISE outperformed the overall provincial results in each performance measure, as well as in parent, student and teacher results with the exception of teacher results in student learning engagement (93%) and citizenship (86%). In these categories the satisfaction was still positive, amounting to less than <1.7%-4.5% below the provincial results. The results regarding lower teacher satisfaction demonstrates that additional survey clarity is needed internally to ensure teachers feel equipped to accurately respond to these criteria, which reflect the quality of their own teaching practice. We recognize that within the small pool of WISE respondent data, each individual survey result holds significant % weight and as a school, we will make a consolidated effort to gather as many respondents as possible.

Student Learning Engagement – Measure Details

⁵The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	WISE Results					Measure Evaluation			Alberta Results				
	2021	2022	2023	2024	2025				2021	2022	2023	2024	2025
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	86.9	High	n/a	n/a	85.6	85.1	84.4	83.7	83.9
Parent	n/a	n/a	n/a	n/a	97.2	Very High	n/a	n/a	89.0	88.7	87.3	86.7	87.6
Student	n/a	n/a	n/a	n/a	70.3	Intermediate	n/a	n/a	71.8	71.3	70.9	69.3	69.3
Teacher	n/a	n/a	n/a	n/a	93.3	Low	n/a	n/a	96.0	95.5	95.1	95.1	95.0

Educational Quality – Measure Details

⁶Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	WISE Results					Measure Evaluation			Alberta Results				
	2021	2022	2023	2024	2025				2021	2022	2023	2024	2025
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	94.0	Very High	n/a	n/a	89.6	89.0	88.1	87.6	87.7
Parent	n/a	n/a	n/a	n/a	94.0	Very High	n/a	n/a	86.7	86.1	84.4	83.8	84.3
Student	n/a	n/a	n/a	n/a	93.2	Very High	n/a	n/a	86.3	85.9	85.7	84.9	84.8
Teacher	n/a	n/a	n/a	n/a	94.7	Intermediate	n/a	n/a	95.7	95.0	94.4	93.9	93.9

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 AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

⁶ Same note as 4

Citizenship – Measure Details

⁷ Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
	WISE Results					Measure Evaluation			Alberta Results					
	2021	2022	2023	2024	2025				2021	2022	2023	2024	2025	
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%	
Overall	n/a	n/a	n/a	n/a	84.6	Very High	n/a	n/a	83.2	81.4	80.3	79.4	79.8	
Parent	n/a	n/a	n/a	n/a	88.3	Very High	n/a	n/a	81.4	80.4	79.4	78.7	78.6	
Student	n/a	n/a	n/a	n/a	79.4	Very High	n/a	n/a	72.1	72.1	71.3	69.6	70.3	
Teacher	n/a	n/a	n/a	n/a	86.0	Low	n/a	n/a	91.7	91.7	90.3	89.8	90.5	



Literacy and Numeracy Screening Assessments

The WISE Charter School teaches literacy skills in alignment with Waldorf pedagogy, which incorporates verses, rhymes, poems, oral stories and main lesson books to develop phonological awareness, phonemic awareness and phonics in a scaffolded manner. Literacy skills progress from listening to speaking and writing, with reading being formally introduced in Grade 3. Numeracy skills are taught using a cross-curricular approach, linking mathematical concepts to other core areas, such as movement, music, art and storytelling.

⁷ Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

In the 2024-25 school year, provincially mandated assessment requirements were expanded to include Kindergarten. In addition to the Letter Name Sounds (LeNS), Castles and Colheart 3 (CC3) and numeracy assessments required in Grade 1, the Phonological Awareness Screening Test (PAST) and Rapid Automatized Naming (RAN) were also implemented as requirements for Kindergarten and Grade 1. Students in Grade 1-3 were assessed in September and re-assessed in January, when Kindergarten students were assessed. Any students identified as being at-risk were reassessed in May.

In support of the foundational learning of Waldorf education in the early years, which focuses on holistic development using a low-stakes approach to literacy and numeracy, many parents within our community exercised their right to forgo these assessments, believing that formative approaches respect the child's age development, before summative assessments are introduced. Despite not representing the entire student population from Kindergarten to Grade 3, the assessments serve as one indicator of several that track growth in literacy and numeracy skills, which may be impacted by class size and specific learning needs, both of which are taken into consideration when screening assessments are reviewed. To protect student privacy, specific numbers have not been published due to the small cohort size of our student population in Kindergarten to Grade 3.

Students identified as being at-risk received instructional support from their teachers, in addition to weekly pull-out/push-in session support, as well as Speech Language Pathologist (SLP), Occupational Therapist (OT) and Psychological services offered through our service providers, as needed.

	Kindergarten				Grade 1					Grade 2			Grade 3	
	LeNS	PAST	RAN	Numeracy	LeNS	PAST	RAN	CC3	Numeracy	LeNS	CC3	Numeracy	CC3	Numeracy
At-Risk	40%	0%	5%	30%	71%	50%	7%	100%	14%	23%	21%	7%	38%	33%
Not-At Risk	60%	100%	55%	70%	29%	50%	93%	0%	86%	77%	79%	93%	62%	67%

Leadership

STRATEGIES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN

Strategies pertaining to leadership include professional development in the domains of physical, social-emotional and intellectual instruction, which are integral to Waldorf education, and contribute to the overall development of the child. In the 2024-25 school year, professional development included opportunities for Class Teachers, Specialists and Educational Assistants to come together to experience a variety of sessions oriented towards enlivening the goals set out in our charter. Strategies included the integration of fine and gross motor activities, social-emotional skills building through relational instruction, and academic support, using proactive and responsive measures.

MEASURES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN

Performance Measures

Professional Learning, Supervision and Evaluation

The faculty continues to build an understanding of the Teacher Quality Standard by ensuring it aligns with their Teacher Professional Growth Plan (TPGP), which is reviewed annually. The Principal analyzes trends within TPGPs to provide professional development closely aligned with the emerging needs of our school community. Likewise, the Leadership Team references the Leadership Quality Standard (LQS), while the Superintendent references the Superintendent Leadership Quality Standard (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 TPGP goal alignment. The TPGP format is based 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 are offered three times during the school year, to ensure that the Principal actively supports teachers' goals. During the 2024-25 school year, meetings took place in October, March, and May, totalling 32 hours of dedicated professional learning as it relates to supervision for 100% of certified teachers.

In addition to this, observations were scheduled for Main Lesson with Class Teachers, full half-day programming with Kinder AM and PM teachers, as well as specialists, which amounted to approximately 27 hours, with 100% of certified teachers receiving observations. Four evaluations also took place for probationary contracts of first-year teachers at the WISE, representing 36% of the faculty.

Faculty Dedicated Leadership and Pedagogical Collaboration Hours

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

	Faculty Council	Divisions (Early Childhood, Elementary, Junior High)	Full Faculty	Professional Development	Leadership Development Hours (total)
2024-25	243 hours	363 hours	225 hours	475 hours	1306 hours

Faculty Council (FC) accomplishments included completing pedagogical study on "Teaching, the Joy of Profession", by Christof Weichert, and establishing the 2025-26 pedagogical calendar for annual anticipated school-wide events such as assemblies, festivals, and class trips, including Field Day and the Junior High Alumni Panel. FC members reviewed and participated in valuable discussions regarding Grade 4-9

Self-Assessments, Waldorf teacher certification, the Enrolment Process, and the direction of our Scope and Sequence document, which will continue to be a priority until its completion. Kindergarten faculty engaged in a comprehensive Waldorf Early Childhood Association of North America (WECAN) self-study, which included discussions at the Faculty Council and Division level. The results of the self-study is full member recognition of the WISE Charter School within the North American Association.

Waldorf Professional Development

Professional development opportunities are guided by Faculty Council and Leadership, who identify staff learning needs through direct feedback, anonymous survey data, and insights from Teacher Professional Growth Plans (TPGPs).

In the 2024-25 school year, teachers experienced the phenomenological approach of scientific discovery, honouring observations as a sacred act of human connection with the natural world, in addition to examining literacy and numeracy within a Waldorf context. Following each PD session, attendees provide anonymous feedback, which is used to inform future professional development opportunities. The annual Gateways Conference, held each May as part of professional development, included the keynote speaker Simone Shurney of the Detroit Waldorf School, who explored themes related to community responsibility, inclusion, and diversity engagement within the Waldorf movement. Simone offered valuable insights for our learning community, including faculty, staff, families, and leadership, who all continue to collectively uphold a socially conscious school community.



In addition to internal professional development, WISE teachers attend Waldorf grade intensives each summer either in person or virtually, with >50% attending a summer course in anticipation of the upcoming school year. Additional training opportunities have included mentorship provided by the Calgary Waldorf School (CWS) or in-house mentorship provided by seasoned staff, as well as specialist courses such as the Roadmap to Literacy.

Annual Education Assurance Measures (AEAM) Surveys

The WISE Charter School will continue to engage our community stakeholders to ensure parents, students and teachers are able to share their feedback with Alberta Education, specifically pertaining to: access to supports and services. We value all stakeholder engagement pathways, including the AEAM results, as it enables us to provide responsive faculty and administrative parent partnerships to support student learning, ensuring the results validate the information gathered in other local and provincial measures.

Based on the results outlined below the WISE outperforms the overall provincial measure, with very high and high parent and student results which surpass the province by 12.4% and 7.5% respectfully, demonstrating that our partnership with Innovative Intervention Services (IIS) specialized support services has proven successful, as their collaboration in student learning is deeply appreciated. In contrast, the teacher results

demonstrate that additional clarity may be needed internally, to ensure teachers are aware of the supports and services being offered at school, even if their specific students do not access them. We will continue to provide responsive faculty and administrative partnerships to support student learning, so that faculty members are acutely aware of the service providers at school, which include academic support, as well as Speech Language Pathology, Occupational Therapy, and Provisional Psychologist services.

Access to Supports and Services – Measure Details

⁸The 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	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
	%	%	%	%	%				%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	82.6	Intermediate	n/a	n/a	82.6	81.6	80.6	79.9	80.1
Parent	n/a	n/a	n/a	n/a	87.9	Very High	n/a	n/a	78.9	77.4	75.7	75.4	75.5
Student	n/a	n/a	n/a	n/a	86.2	High	n/a	n/a	80.2	80.1	79.9	78.7	78.7
Teacher	n/a	n/a	n/a	n/a	73.9	Very Low	n/a	n/a	88.7	87.3	86.2	85.6	86.0

Community Engagement

OUTCOMES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN

Communal development is an integral part of the educational processes that contributes to the overall development of the child, enabling students to appreciate their role within a collaborative learning community, as well as their parents and teachers.

MEASURES AS DESCRIBED IN THE 2024-25 EDUCATION PLAN

Performance Measures

Annual Education Assurance Measures (AEAM) Surveys

The WISE Charter School will continue to engage our community stakeholders to ensure parents, students and teachers are able to share their feedback with Alberta Education, specifically pertaining to: parental involvement and welcoming, caring, respectful and safe learning environments.

As seen below, the WISE outperforms the province in each performance measure, demonstrating that all stakeholders feel very positive about community engagement, surpassing the province in each category with ranges expanding to 16.6%.

⁸ 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 AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Parental Involvement – Measure Details

⁹Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	WISE Results					Measure Evaluation			Alberta Results				
	2021	2022	2023	2024	2025				2021	2022	2023	2024	2025
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	91.9	Very High	n/a	n/a	79.5	78.8	79.1	79.5	80.0
Parent	n/a	n/a	n/a	n/a	92.2	Very High	n/a	n/a	72.2	72.3	72.5	74.4	75.6
Teacher	n/a	n/a	n/a	n/a	91.5	High	n/a	n/a	86.8	85.2	85.7	84.6	84.3

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure Details

¹⁰The 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	2025				2021	2022	2023	2024	2025
	%	%	%	%	%	Achievement	Improvement	Overall	%	%	%	%	%
Overall	n/a	n/a	n/a	n/a	94.0	Very High	n/a	n/a	87.8	86.1	84.7	84.0	84.4
Parent	n/a	n/a	n/a	n/a	89.2	High	n/a	n/a	88.2	86.9	85.6	85.3	85.2
Student	n/a	n/a	n/a	n/a	85.1	High	n/a	n/a	79.8	77.7	76.6	75.2	75.7
Teacher	n/a	n/a	n/a	n/a	97.0	Very High	n/a	n/a	95.3	93.6	92.0	91.6	92.3

Self-Assessments (Grade 4-9)

Students in Grade 4-9 were provided with self-assessments approved by Faculty Council, pertaining to their cooperation with others, sense of belonging and role of parents and teachers within the community. Students self-selected favorable responses (e.g. agree) 78% of the time, demonstrating the degree to which students feel they are engaged in the community is very high.

Surveys

The board completed its annual survey, demonstrating overall satisfaction with their communication and accountability, strategic planning and resource alignment, community participation in decision making, collaborative leadership and consensus, diversity and inclusive respectful environments.

30% of Kindergarten to Grade 9 parents completed an annual spring survey, which included questions about student learning engagement, citizenship, welcoming, caring and safe learning environments, access to

⁹ 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 AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

¹⁰ 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 AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

supports and services, parental involvement and volunteering and community engagement. Both quantitative and qualitative data was collected to ensure feedback was considered in a meaningful way.

Parent feedback shows strong overall satisfaction (83% satisfaction and alignment) with the WISE program and a deep appreciation for its nurturing, relationship-based, and artistic learning environment. Families continue to value the school's commitment to social-emotional growth and experiential learning while seeking additional clarity in academic expectations, communication, and discipline consistency. Movement, outdoor activity, and resource access (such as the library) remain important themes for future planning. Parent satisfaction remains very high, matching or exceeding Alberta Assurance averages in all comparable domains. Core educational priorities continue to be social-emotional learning, experiential learning, and academic rigour.

Class 4-9 teachers were also asked to complete an anonymous survey that answered questions about their overall class, with questions pertaining to the physical, social-emotional, intellectual and communal realms in consideration of their entire student body. Teachers demonstrated that they felt confident in their abilities to provide students with opportunities to engage in activities that enhanced their 4-fold development within our holistic educational model.

Attendance

Attendance was tracked by the Registrar and our goal of 80% of students having an absenteeism of 15% or lower in Kindergarten to Grade 9 was met overall. Based on the examination of each class, continued communication prioritization will take place regarding the value of attendance, specifically in relation to a Waldorf school setting.

Governance

Stakeholder Engagement

The WISE Charter School provided meaningful assurance to our stakeholders, which include students, faculty, parents, community neighbours, and partners, including Alberta Education. In addition to attendance at seasonal fairs and festivals, and class-based traditions, opportunities for community engagement were woven throughout the WISE annual calendar. In addition to these events, parents attended:

- Parent Teacher Conferences
- Class Parent Nights
- Gateways Conference
- WISE School Council and Fundraising Association Meetings
- AGM
- Value Scope Community Engagement sessions (Winter/Spring 2025)
- Bylaws Community Engagement sessions (Fall 2024)

Stakeholders offer invaluable feedback about our progress, which, alongside the data we compile from student assessments and surveys, helps guide financial priorities and school-wide strategies to ensure the

needs of our students and community are met. Participation and feedback also help strengthen community understanding and support for the WISE program.

The WISE Charter Society shares information and results through the Education Plan, the Annual Education Results Report, Board meetings, School Council meetings, and through updates posted on the school's website. Key information is also communicated to families through monthly newsletters and direct email, ensuring that stakeholders remain informed about surveys, reporting, and school progress throughout the year. As described in the Accountability and Assurance System section, 2024-25 was the inaugural year of the WISE Charter School and no prior-year results existed to share with stakeholders.

Accountability and Assurance System

The WISE Charter Society is committed to an accountability and assurance process that reflects transparent governance, thoughtful planning, and continuous improvement. Guided by GP1003: Board Accountability Policy, the Society maintains an annual cycle in which the Education Plan, its implementation, and the Annual Education Results Report are brought forward to the Board for discussion and review. The Education Plan is developed by the Leadership Team and submitted to the Board for review and approval, ensuring alignment with the charter and responsiveness to the needs of the school community.

As this was the inaugural year of the WISE Charter School, there were no prior AERR results available for review. The School Council was also newly established and focused on forming its structure, clarifying its purpose, and learning its advisory role within the broader governance framework. Looking ahead, the newly developed Board Work Plan incorporates clear opportunities for reporting, consultation, and information-sharing between the Board, Leadership Team, and School Council. These structures will enable School Council to meaningfully engage in reviewing provincial assessment results and in offering advice on the development of future Education Plans and Annual Education Results Reports. As the School Council continues to grow in confidence and clarity, its monthly meetings will provide an important avenue for parent insight, shared understanding, and continued community assurance.

Budget-Actual Comparison

	Budget 2024-25	Actuals 2024-25	% Budget Variance
Revenue	\$3,192,762.00	\$2,642,938.00	82.7% -Budget revenue collected
Expenses	\$3,161,941.00	\$2,633,866.00	83.3% -Budget expenses spent
Surplus	\$30,821.00	\$9,072.00	26.4% -Budget surplus realized

Explanation

Budget to actuals revenue variance was due to the 2024-25 approved budget including start-up grants in August 2024, which were recorded in the WISE CS 2023-24 stub year audited financials, as well as capital grant funding received that has not been fully expensed.

Revenues and expenses were well managed throughout the year, as indicated in the Audited Financial statements. The modest budgeted surplus shortfall was as a result of an anticipated but unrealized federal grant for student support.

Summary of Financial Statements

The WISE Charter Society Audited Financial Statement Information

[Link to the WISE CS AFS 2024-25](#)

Alberta Education Audited Financial Statement Information

<https://www.alberta.ca/k-12-education-financial-statements>

Financial information can be obtained from the WISE CS Secretary-Treasurer, Keely Scott, at

administrator@thewise.ca

Summary of Financial Results

The WISE Charter Society continues to steward public resources responsibly through careful budgeting, collaborative partnerships, and efficient operational practices. As a charter school leasing its facility from the Waldorf Education Society of Edmonton (WESE), the WISE benefits from a shared campus with WESE's Early Childhood programs, reducing duplication of infrastructure costs and supporting alignment with Waldorf pedagogy.

Local measures indicate that financial resources were managed effectively throughout the year, with expenditures monitored closely and provincial funding used as intended to support instructional programming and student services. Collaborative initiatives, such as shared Grade 5 and 6 events and teacher partnerships with the Calgary Waldorf School, provided program enrichment and professional learning without requiring additional significant budget allocations.

During the Value Scope community engagement process, the WISE CS collaborated with the City of Edmonton to review long-term land use considerations, including public use and the designation of school lands. These discussions continue to inform future capital planning and position the school authority for sustainable growth, while ensuring alignment with municipal expectations and opportunities.

The impact of these strategies is reflected in efficient operational spending, strengthened partnerships, and the successful delivery of educational programming within a fiscally responsible framework. These efforts

supported the school's ability to maintain a balanced budget, direct resources toward student learning and supports, and plan effectively for future facility and enrolment needs.

Annual Report of Disclosures

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 WISE Charter School Board of Directors hereby states that no disclosures of wrongdoing in our school during the 2024-25 school year were received, nor have been received thus far in the 2025-26 school year.

Timelines and Communication

This Annual Education Results Report and Education Plan will be submitted to Alberta Education and posted to our school authority website by November 30, 2025.

