

Calgary Waldorf School  
November 2017 Combined  
“Annual Education Results Report”  
for 2016/2017  
and  
“Three-Year Education Plan”  
for 2017/2018 -- 2019/2020



Founded in 1985, the Calgary Waldorf School is a  
WECAN Full Member School and an AWSNA Full Member and Accredited School

## **A Message from the President of our Board of Directors**

The 2016 - 2017 school year was another very successful one for the Calgary Waldorf School. One of our more specific and central focuses during the year was the comprehensive Self-Study of our School for our Association of Waldorf Schools of North America (AWSNA) Re-Accreditation process. We received our first AWSNA Accreditation in the 2010-11 school year. Re-Accreditation with AWSNA happens every seven years. At least one full year is spent doing the Self-Study work, and then the resulting Self-Study Report is submitted to the Accreditation Visiting Team in year seven.

The Self-Study consists of looking at the seven "AWSNA Principles for Waldorf Schools" and describing in our Self-Study Report how each Principle lives and is observable in our school, any innovations we have made with respect to the Principle, and any challenges or compromises we have faced regarding the Principle. The AWSNA Principles for Waldorf Schools are:

1. The image of the human being as a spiritual being informs every aspect of the school.
2. Waldorf schools foster social renewal by cultivating human capacities in service to the individual and society.
3. Anthroposophical understanding of child development guides the educational program.
4. Waldorf schools support freedom in teaching within the context of the school's shared agreements.
5. The conscious development of human relationships fosters individual and community health.
6. Spiritual development in support of professional growth is an ongoing activity for the Faculty, Staff, and Board.
7. Collaboration and shared responsibility provide the foundations of school leadership and governance.

As another aspect of the Re-Accreditation and Self-Study processes, we were also required to submit our internal School Policies and Practices within ten various policy areas:

1. Independence
2. Responsible self-reflection
3. Support for students and families
4. Support for faculty and staff
5. Engaged community
6. Articulated educational program
7. Articulated decision-making
8. Sufficient resources
9. Prioritized health and safety considerations
10. Prioritized legal compliance

The Accreditation Visiting Team was composed of five teachers or administrators from Waldorf schools in Canada and the USA, plus one teacher or administrator from a private school in Calgary. This Team visited the school for four days in late October, and then wrote a report on (1) their observations of our school's strengths and challenges and (2) their recommendations for priority

topics for our school to address in our next five-year strategic plan. The Visiting Team's report is submitted to the AWSNA Accreditation Review Committee, which makes the final decision on our Re-Accreditation status. We feel our Self-Study work was very fruitful and the Team's visit to our school went very well. We look forward to hearing the results from AWSNA in early 2018.

On a simpler but equally important note, we have also been engaged last year and this year in a self-study process and external visit within our Early Childhood Division, for Renewal of our Full Member School status with WECAN (the Waldorf Early Childhood Association of North America). Our year-long Self-Study and Report were completed this Fall 2017. The Early Childhood expert visitor will be here on site in January to observe us in action and write an assessment report. We will learn about WECAN's decision on our Full Member Renewal in the Spring of 2018.

Throughout the past year, the Board of Directors continued to engage our CWS parent body through a wide variety of annual activities, including the Fall Forum in October, the Annual General Meeting in February, and Board parent presentations at Class Parent Meetings throughout the year. At the 2016 Fall Forum, we invited parents to provide input into our Re-Accreditation Self-Study process by discussing the seven AWSNA Principles for Waldorf Schools. Parents on the Board again gave talks at each of the three Class Parent Meetings that take place throughout the year for each age/Grade level (Preschool, Kindergarten, and Grades One through Nine). In 2016-17, the talks as always covered a variety of key topics for our parent body to know more about: our Annual Giving Campaign; the governance and leadership structure of our school, including Faculty, Administration and the Board; and the AWSNA Accreditation process. So far, in the 2017-18 school year, the topic of the Board parent talk at Class Parent Meetings in the Fall was the different levels and types of parent involvement at our school and how everyone can find a meaningful and helpful way to be involved. The Fall Forum in October 2017 was a talk by one of our senior teachers on the topic of building the capacity for resilience in children.

Every year, the Board undertakes a Study that deepens our understanding of Waldorf education. In 2016-17, our Board Study was examining the AWSNA Principles for Waldorf Schools in relation to our own school. Each of the seven Principles was discussed at a different meeting. This year (2017-18), our Board Study is reading and discussing Jon McAlice's book "Engaged Community - The Challenge of Self-Governance in Waldorf Education", the same book being used for Study by our Faculty Council this year.

Our Marketing, Enrollment and Retention Committee ("MERC") has been striving to expand our outreach for new Preschool and Kindergarten students. We have also been working with ideas from an external marketing firm through an employee who is a parent at our school and a member of MERC. In addition, MERC hosted another very successful All-School Open House on a Saturday last January. This annual public event is open to prospective and current families, to provide an opportunity for existing and potential new parents to learn about our Early Childhood programs as well as get a window into our Elementary and Middle School programs.

The Fund Enrichment Committee worked very hard again last year on our fundraising within our Annual Giving Campaign, focusing on parent participation as well as on dollars raised. The Committee hosted its traditional early morning Pancake Breakfast in October to kick off the Campaign and then hosted a morning coffee and tea cart outdoors at the entrance to our school, to

improve awareness of the Annual Giving Campaign.

The Calgary Waldorf School held its 8<sup>th</sup> Annual Gateways Conference ("Space to Grow") in April 2017, with Jaimen McMillan as the keynote speaker. More than 120 people (from both inside and outside our own CWS community) attended the Conference, to learn more about this year's theme from Jaimen, a master athlete who developed Spacial Dynamics over 30 years ago out of his life-long study of movement practices. Spacial Dynamics is used all over the world to enhance well-being through a unique, spatially-structured approach to posture, hands-on techniques, and slow-motion exercises that are designed to augment awareness, while they relax and balance. In addition to Mr. McMillan's three plenary talks and two workshops, participants were treated to many choices of morning and afternoon workshops taught by our own CWS faculty as well as members of our school community.

Our 9<sup>th</sup> Annual Gateways Conference will take place in April 2018, with keynote speaker Torin Finser. Torin has his PhD in Educational Leadership and an MA in Education with Waldorf Specialization. Dr. Finser was a Waldorf student himself in both the US and Germany. He has been an educator for more than three decades in a variety of capacities, including his current position as director of the Teacher Education Department at Antioch University New England. Torin is an international speaker, consultant, advisor, and advocate for school renewal, leadership development, and the teacher-parent relationship. In addition to plenary talks and workshops at the Gateways Conference itself, Torin will also lead a session on governance and leadership development with our Board and our Faculty leaders before the Conference begins.

Again in the past school year, we were fortunate to have a number of Waldorf Master Teachers and other experts visit our school from throughout North America and Europe, to provide professional development, mentoring, and evaluations for our faculty and staff, and to provide evening lectures and workshops for our parent community and the general public. In addition to these visitors, in October 2016 we hosted the Fall Regional Delegates Meeting for our Region of AWSNA - the first time such a meeting has been held on the Canadian side of our Region (which includes Alberta, plus the Rockies, prairies and south-west States, plus all of Mexico). During the 2016-17 school year and in Summer 2017, and funded by the school, well more than half of our teachers took part in a wide variety of Waldorf and non-Waldorf teacher training courses and professional development offerings on-line and in North America.

As we do every year, in 2016-17 the school hosted our annual rhythm of community-building events, including the 30<sup>th</sup> Annual Cross-Country Run & Walk and our Michaelmas Festival in September; a Fall Forum in October for parent education and input; Martinmas Lantern Walks and our 32<sup>nd</sup> Annual Waldorf Faire in November; Advent Festivals in December; Student Concerts in December, January and May; and our 27<sup>th</sup> Annual outdoor MayFest to celebrate the coming of Spring. We held many Parent Evenings for parent education about topics such as: our educational programs; how our graduates and alumni thrive in High School, Post-Secondary Education, and the work world; and our Waldorf philosophy, curriculum, pedagogy, and teaching methodology. Each Class in Grades One through Nine performed their Class Play, we held many Festivals with student activities to mark the seasons of the year, and regular Assemblies with student performances took place on Friday mornings throughout the year. All our Preschool, Kindergarten, and Grade School Classes enjoyed a wide variety of field trips both near and far, from simple nature walks to more challenging multi-

day outdoor activities.

The 2016-17 school year saw transitions in our school leadership. Our school has a unique leadership role in the position of "Pedagogical Administrator". Our "PA" guides the teaching methodology and curriculum development in the school and is a mentor to our faculty; overall, the PA is responsible for everything to do with teacher development (broadly-defined) in our school. This senior pedagogical leadership role can be very difficult to hire, since it combines being a Master Waldorf Teacher with the capacity to be a senior and seasoned school administrator. Unable to find one person to be our full-time PA for the 2016-17 school year, we adopted a new approach by setting up a Pedagogical Administration Team (the "PA Team"). The PA Team was led by MaryWyatt Sindlinger, who is a parent at our school and has served in the past as our Board President. MaryWyatt was joined on the PA Team and assisted by senior faculty members in our school to help with teacher and curriculum development, professional development, mentoring and evaluation activities. As the school year progressed it became apparent that this model was not sustainable for our senior faculty, who were also relatively full-time Class Teachers. For the current 2017-18 school year, we have hired a seasoned Waldorf teacher new to our school to be the Pedagogical Co-Administrator with MaryWyatt, while we continue to try to fulfill our preferred model of having one person who is a senior Waldorf teacher as our full-time PA.

In next year's report, when we write in full about the 2017-18 school year, we look forward to being able to relate the outcome and details of a successful seven-year Re-Accreditation with AWSNA, as well as a successful Renewal of our Full Member School status with both AWSNA and WECAN.

Carri Clarke, President  
Board of Directors  
Calgary Waldorf School Society  
November 20, 2017

## **Accountability Statement**

The combined Annual Education Results Report for the 2016 - 2017 school year and the Education Plan for the three years commencing September 1, 2017 for the Calgary Waldorf School Society were prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board of Directors has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board of Directors approved this combined Annual Education Results Report for the 2016 - 2017 school year and the Three-Year Education Plan for 2017 - 2018 through 2019 - 2020 on November 23, 2017.

Carri Clarke, President, Board of Directors, Calgary Waldorf School Society  
November 23, 2017

## **Annual Report of Disclosures regarding our Calgary Waldorf School's Whistleblower Policy**

The Board of Directors of the Calgary Waldorf School Society approved its "Whistleblower Policy and Procedures", as well as its "Whistleblower Policy Information Sheet", at its Board Meeting on September 25, 2014.

In accordance with the new requirement from the Province of Alberta that our School Authority (i.e., the Calgary Waldorf School Society, or "CWSS") make an annual report on whistleblowing in our Combined Annual Education Results Report and Three-Year Education Plan, the CWSS Board of Directors hereby states that we have received no (zero) whistleblower disclosures of wrong-doing in our School during the previous school year 2016- 2017 or thus far in the current school year 2017 - 2018 (that is, up to the date of the Board's approval of this Report at its Board Meeting on November 23, 2017).

Carri Clarke, President, Board of Directors, Calgary Waldorf School Society  
Laureen Loree, Principal and Chief Officer, Calgary Waldorf School  
Catherine Foote, School Administrator and Designated Officer, Calgary Waldorf School  
November 23, 2017

## Foundation Statements

### Calgary Waldorf School Vision

Our vision is to foster the development of our students through care and respect. We strive to nurture reverence, imagination, creativity, independent thinking, academic excellence, enthusiasm for life, and capacity for life-long learning. As teachers, staff, and parents, we are committed to realizing these qualities in our consciousness and in our daily actions.

### Calgary Waldorf School Mission

Recognize and honour the stages of child development as elaborated by Rudolf Steiner and Anthroposophy, to ensure that these stages inform our pedagogy and curriculum, so that teachers will bring appropriate educational content through appropriate educational methods to their students at the right developmental time.

Provide a full, interdisciplinary educational program that balances and integrates the humanities, sciences, mathematics and world languages, along with visual, musical, dramatic and speech arts, applied practical arts, movement, and athletics, and that fulfils both the Waldorf curriculum and the Alberta Education curriculum.

Create a safe, healthy, respectful, caring, and welcoming school environment for all members of our school community.

Foster the development of students' self-confidence and self-responsibility, in order that they can create and take opportunities to fulfil their potential.

Prepare students for their further education beyond our school by helping them become adaptable to different teaching and learning styles and expectations.

Ensure observable and measurable progress and excellence in student achievements and in teacher and staff performance.

Create for everyone who works in the school an environment in which each person is supported and able to do his or her best work, and is given opportunities for ongoing professional development; foster the continual growth and development of teachers and staff within an active and collegial learning community.

Raise awareness in all members of our school community of the importance of the capacities for moral, spiritual and ethical values and reverence for life and nature, in the education, development and upbringing of children.

Encourage and facilitate the active and meaningful involvement of the parent body in the life and work of the school; provide parents with opportunities to learn more broadly and deeply about Waldorf Education and about our school.

Maintain clearly delineated and collaborative governance and leadership structures and practices; maintain financial stability, administrative responsibility, and shared responsiveness to the school community's needs.

### **Calgary Waldorf School's Guiding Principles**

#### **Recognition of the spiritual nature of the human being.**

We believe all children have a spiritual nature which is nurtured and drawn to consciousness by meaningful content in the curriculum and by teachers and other school community members who uphold universal values such as acceptance, care, compassion, kindness, generosity, diligence, respect, and honesty. We strive to honour, nurture and protect the childhood of our students, to guide them into healthy adolescence, and to help them become fully human in ways that go beyond the simply material aspects of our nature and our world.

#### **Reverence for the spiritual nature in ourselves and in all things.**

We seek ways to highlight and bring value to learning in deliberate measures that support children's openness to awe, wonder and inquiry, through the unique qualities of goodness, beauty and truth, as well as maintain a reverence for life in all its forms. We consider this as work with the spiritual nature of life and phenomena. We recognise this education is entirely non-denominational without connection to any specific religious doctrine.

#### **Social, cultural, and economic inclusion.**

We strive to provide an educational program that values the inclusion of families, teachers and staff from diverse social, cultural, religious, ethnic, racial, and economic backgrounds.

#### **Education of the whole child.**

We strive to nurture the healthy, timely development of the whole being of the child: the willing or doing (hands), the feeling (heart), and the thinking (head). We impart an engaging, enlivened and balanced curriculum that challenges our students academically, artistically, and physically. It is not just what the child learns in facts and concepts that measure success, but the care, effort and thoughtfulness embedded in the learning processes and products that bring value and meaning to the child's experiences.

#### **The uniqueness of each child.**

We aim to assist children to make the full use of their innate qualities, their skills, talents, ranges of abilities and unique potential, while empowering them to be proactive in their environment and adaptive to change. We seek to develop identifiable skills while nurturing each child's capacity for living fully in whatever future unfolds for her or him.

**The teacher as mentor, role model, and guardian.**

Our teachers strive to teach with moral imagination, make use of their emergent creative skills and talents, and be active researchers and learners in the subject areas they teach. In teaching the same Class of children for longer cycles of time, our teachers have greater opportunities to become aware of and foster each child's deepest and essential being.

**Community.**

The school serves as a community in which children benefit from teachers, staff and parents striving together to support education and learning. We also strive toward sound, socially-conscious practices for stewardship of our environment and for serving the wider world outside our school.

**Integrating the philosophical and the practical.**

Decision-making is guided by practical and philosophical principles: we respond to our social, cultural, physical and economic environment, and we emphasize teamwork and consensus-building.

**A note about the use of one term within this report and within our school:**

Please note that a number of years ago in our school we made a pedagogically-based and child development-based shift to refer to our program for Grades Seven, Eight and Nine as our "Middle School" Division, rather than our "Junior High" Division.

## **A Window into Waldorf Education**

Waldorf Education is the largest and fastest-growing independent educational movement in the world, with more than 1,200 schools all around the globe in more than 60 countries. The first Waldorf School was founded in 1919 by Rudolf Steiner in Stuttgart, Germany. Steiner's educational goals were: to nurture the imagination while educating the mind; develop flexible intellects capable of problem-solving in diverse activities; enhance the child's artistic as well as cognitive talents; honour the unique temperaments of each child; provide an enlivened and loving atmosphere that embraces the spiritual core of all life and activity. Over the ensuing 98 years, these goals have proven to serve children well in preparing them to meet the challenges of our modern life.

The Waldorf approach recognizes that children have distinct, age-related educational and emotional needs that unfold through the stages of their development. To meet these needs, the Calgary Waldorf School's rich, lively, holistic, and hands-on curriculum carefully blends and balances academic, artistic, physical, and practical activities to stimulate intelligence and encourage creativity. This integrated curriculum is delivered through innovative teaching methods designed to engage the whole growing child: in Preschool and Kindergarten, via imitation and guided creative play; in the Elementary grades, via imaginative and artistic presentations by the teachers; in the Middle School grades, via challenging the students' awakening capacity for independent and critical thought.

Thus over the years, the child learns through his or her hands, heart, and head . . . through doing, feeling, and thinking. . . leading to conscience in action, balance in feeling, and clarity in thought.

## **A Profile of the Calgary Waldorf School**

The Calgary Waldorf School began in our city 33 years ago. It is a small, community, private school that attracts a broad cross-section of families from throughout Calgary and area. Sixteen years ago, we built and moved into our "new" home in the Cougar Ridge neighbourhood on the central-western edge of Calgary, after many years in our old home in the city-centre neighbourhood called Marda Loop. In the current 2017 - 2018 school year, 265 children attend our Preschool, Kindergarten, and Grades One through Nine programs. Another 50 children in all are in our Joyful Beginnings program and our Parent & Tot program. We have about 170 families in our school, and they come from many social, cultural, religious, occupational, and economic backgrounds. We work with acceptance of one another's beliefs and values, yet we strive to meet on a deeper level of understanding in our commitment to the ideals and principles of Waldorf Education.

We believe that each family is here at our school because they are drawn to and support our school's philosophy:

- ❖ **Education for the whole child.**

Waldorf pedagogy recognizes that children have distinct, age-related educational and

emotional needs that unfold through the stages of their development.

❖ **A balanced and integrated approach.**

To meet these needs, the school's rich and challenging curriculum carefully balances academic, artistic, physical, and practical activities to stimulate intelligence and to encourage imagination and creativity. Our faculty weave together academic achievement with hands-on experience in an artistic environment, thereby integrating: the humanities, mathematics, science, foreign languages, visual arts, music, drama and speech, movement and athletics, handwork and woodwork, and community service.

❖ **A nurturing environment.**

Our social-emotional environment helps children develop exceptional interpersonal skills, self-confidence, and self-reliance, fostering their own personal integrity and sense of social and environmental responsibility. Because our students are encouraged to work imaginatively and our teachers are expected to work creatively, the students are inspired to strive towards and realize their individual potential.

❖ **Part of an international educational community that has a unique, rich, and nearly-100-year-old history.**

Founded in 1985, our school is affiliated with more than 1,200 Waldorf schools around the globe as part of the largest independent school movement in the world. We are specifically affiliated with the Association of Waldorf Schools of North America (AWSNA) and with the Waldorf Early Childhood Association of North America (WECAN). In June 2011, we were very proud to achieve the senior status of becoming an Accredited, Full Member School of AWSNA and a Full Member School of WECAN. We are currently completing our school's second 7-year cycle of Accreditation and Full Member School status with AWSNA and WECAN, anticipating a successful Re-Accreditation and Full Membership Renewal during this 2017-18 school year.

❖ **Parents and teachers working together to govern and support the school.**

The school is governed by a Board of Directors that includes parents, teachers, and staff. Daily management of the school and decisions about the education program are guided by Faculty Council and Administrative staff. In addition to serving the school via the Board or Board Committees, parents have a wide variety of meaningful opportunities for making a real difference in their children's education - from class involvement to school-wide activities and events - and thus parents are highly involved in all aspects of our school. All of our governance and leadership structure is centred on collaborative and consensus-building practices.

## Summary of Highlights from the Previous 2016 – 2017 School Year

In her remarks at the beginning of this Annual Report, Carri Clarke (President of our School's Board of Directors) has thoroughly captured the many endeavours, activities, developments, and highlights of the last school year. So in this section of our Annual Report, we feel it would be enlightening to include the text of the final part of our AWSNA Accreditation Self-Study Report. In this concluding part of the Self-Study Report, we were asked to summarize what we perceive to be the major strengths and the major challenges at this time in our Calgary Waldorf School. Since the Report represents the culmination of our Self-Study work over 1 ½ to 2 years as a whole school community analyzing all aspects of our school, we believe that carrying out our Self-Study process and identifying our current strengths and challenges was *the* accomplishment of the last school year best highlighted here.

### Our School's Major Strengths:

- ❖ We have an over-arching culture in our school of positive relationships and collegiality, which we would portray with words such as welcoming, inclusive, respectful, trusting, open, warm, caring, supportive, and helpful, with a fair measure of levity in the mix. In our most recent Full Faculty work on our "Shared Agreements" at the end of August 2017, we identified the following six qualities for which we strive in our relationships with one another: appreciation, celebration, honesty, kindness, respect, and responsibility. We also experience a good balance between having many long-term faculty and staff (who bring capacities for consistency, dependability, stability, heritage, and continuity to our school) and enough new colleagues joining us that we are all asked to have capacities for openness, flexibility, innovation, and change: thus a good balance between steadfastness and freshness. This balance has been fostered, in large part, by having a Pedagogical Administrator position over the past 25 years. All in all, we see ourselves as a collegium of very dedicated and striving individuals.
- ❖ We have a clear ethos in our school of servant-leadership. Our leadership and governance structure - that is, four Divisions (Early Childhood, Elementary, Middle School, and Administration), Full Faculty, Faculty Council, Faculty Council Executive, Board of Directors, and Board Executive - brings faculty, staff, and parents together for development and decision-making within and among each of their assigned realms. Having a Faculty Council Executive (as the hub of our leadership and governance processes), a four-fold senior Administrative structure (Pedagogical Administrator, School Administrator, Financial Manager, and Admissions and Facility Manager), the inclusion of all Administrative staff in our definition and praxis of "Faculty", and the specific rules about proportions and votes of faculty and parents on the Board, have aided all aspects of this collaboration, efficiency, effectiveness, transparency, and accountability in our leadership and governance.
- ❖ Historically and currently our school has had strong financial health and has always been very well-managed financially. This stability and sustainability gives security and an outstanding working, learning and social-cultural environment to our faculty, staff, parents, and wider school community - including reasonably affordable tuition levels for our parents,

a strong Tuition Assistance Program, excellent compensation and benefits for our faculty and staff, and very significant financial support for Waldorf Teacher Certification Training and many other Professional Development opportunities.

- ❖ Our accreditation, funding, and affiliation with Alberta Education not only supports us financially in a very considerable way (and is thus a substantial component of our school's financial health and stability), it has also encouraged us to have high standards of transparency, accountability, reporting, organization, and professionalism within all aspects of our school. We feel we are very fortunate to be able to fruitfully offer here in Calgary a full and rich Waldorf Education and all that is represented in the seven "AWSNA Principles for Waldorf Schools", within this surrounding educational context and governmental environment.
- ❖ We have been blessed by our beautiful, cared for, and ensouled home and yard for these past 15 years, which we were able to design, build, live into, and enhance in ways that specifically nurture the mission of our school here in Calgary and our daily life and work in the school. Our home and yard - and our mission and our daily work and life in the school - have also been ensouled by the intentional and significant increase in Anthroposophical study throughout all facets of our school community over the past years.
- ❖ We are fortunate to have a committed parent body in our school who make the choice, and make the adjustments and sacrifices in their lives, to have their children here with us, given that the city of Calgary has a very strong educational environment, with many excellent choices in the Public, Catholic, Alternative, Charter, Home Education, and Private (Independent) school systems. Over the years, we have also been fortunate to have an increasing diversity in the families who are choosing to join our school.
- ❖ Over the past ten years in particular, we have reached out a great deal to the wider Waldorf Education community (mostly in Canada and the USA but internationally too) for members of our school community (especially our faculty and staff) to travel out and take part in the work happening in other schools, institutes, and adult learning centres, and equally to bring Waldorf Education experts in to our school for teacher, professional, parent, and community development. We also perceive that on many fronts we have become a mature and respected school within the North American Waldorf movement. We connect and contribute as an experienced and committed leader to other schools and to the wider work in many ways: for example, we host Waldorf Teacher Training practicum students here; we have for a number of years organized the Grade Five Olympiad for all Alberta and British Columbia schools; as a Full Member School, we are the official Support School for the Associate Member School in Edmonton, Alberta; we are approached by many schools for consultation, information and advice as they grow and develop too; our School Administrator serves on the AWSNA Leadership Council, leads our AWSNA Region, and serves on several other AWSNA Committees. We are now much less of an island than we were in the past - and thus less affected by our relative physical (geographical) isolation from the Waldorf movement in North America.

### Our School's Major Challenges:

- ❖ Our school does not live in a city with a highly-established or extensive Anthroposophical community of like-minded individuals and groups who are pursuing various elements of Anthroposophical work personally and/or professionally, and thus could be a source of additional holding of, support and strengthening for, the life and work of our school.
- ❖ Given federal and provincial restrictions on hiring teachers in general, it can be difficult for our school to hire Waldorf Teachers who are already enrolled in Waldorf Teacher Certification Training with a recognized Teacher Education Institute, are already fully Waldorf-trained, and/or already have Waldorf teaching experience. This is especially the case because of the requirement that all teachers in our province have Teacher Certification from Alberta Education (with a B.Ed. degree or equivalent).
- ❖ Given how many long-term faculty and staff we have, succession planning is a necessary but challenging task.
- ❖ Since we do not have a Calgary Waldorf High School, and even though we have re-characterized Grades Seven to Nine as our "Middle School", the standard "Junior High School" model in the Alberta educational system for these three Grades has led to particular structural, enrollment, curricular and program challenges for our school as a form of a Waldorf "Lower School" (where Waldorf "Lower School" usually means that the school goes up to Grade Eight, not Grade Nine).
- ❖ Policy development (creating new policies that are missing or needed, and updating and revising our existing policies) needs to become more of an explicit, regular and proactive routine and priority in our leadership and governance practices.
- ❖ With the economic environment that the city of Calgary has, our parents' employment circumstances often mean that both parents in a family are employed, parents are very busy, and they don't have as much time as they did historically in our school to volunteer and help out in the school.
- ❖ Associated with this same economic and employment situation - as well as the gradual rise in our tuition fees year after year, our lack until fairly recently of a dedicated Development position on our Administrative staff, and our lack of an extensive Alumni Program - fundraising is becoming more of a challenge in our school. This is the case despite the fact that we have a very organized, specific, and restrained protocol of expectations for parents' contributions of their resources (time, energy, labour, money) to the school.

## Trends, Accomplishments, and Issues Noted in the Current 2017 – 2018 School Year

- ❖ We are very pleased that, again this school year, we have been able to maintain our enrollment and our financial strength in the context of the continuing and current difficult economic times in Calgary.
- ❖ A main curriculum development focus again this year is our future Middle School Music Program, as well as its potential implications for our Elementary Music Program. We still have an interim and successful program continuing from last year through this year, offering acoustic guitar and choral, following a transition out of our long-term Band (woodwinds, brass, and percussion) program. We are well on the way this school year for the Faculty and the Board to approve a proposal for the next iteration of our Middle School Music Program, with funding, hiring, curriculum, and scheduling in place to begin the new version of our program in September 2018.
- ❖ We have changed a few aspects of our very successful Preschool program so that the schedules and structures we offer better meet the needs of our working parents. In particular, offering a four-times-per-week class, in addition to our traditional three-times-per-week class, has been very helpful to parents, as has aligning the Preschool year's start-date and end-date with the Grade School calendar.
- ❖ This year, we are trying another model for our Pedagogical Administration, with two Pedagogical Co-Administrators sharing the position, instead of one person occupying the entire full-time Pedagogical Administrator (PA) role. Under the leadership of our "P Co-A's", faculty and staff are working this school year in Division Meetings, in Full Faculty Meetings and in Full Faculty Conference Days on reviewing and grounding our shared agreements on a variety of topics. This collaborative and consensus-based work also leads to needed creation of new policies and procedures, as well as needed updating and revision of existing ones.
- ❖ We are engaged this year in the process to hire our next full-time School Administrator, which includes looking at some possible re-structuring of some aspects of our Administrative Staff job descriptions. The plan is to have the new School Administrator begin in the role next Summer 2018, with our current (long-time and retiring) School Administrator returning in a small part-time position next year to train and mentor the new person throughout the administrative cycle of the whole school year for 2018-19.
- ❖ We are very grateful that we are able to continue to increase the FTE for the position on the Administrative Staff for our Community Engagement and Development Coordinator. Because of this increase from a 50% to a 60% position this year, the work of our Marketing, Enrollment and Retention Committee has expanded and improved; all the special events in our school year are being carried efficiently and successfully; and the founding of an Alumni Program is beginning to take hold. We note, however, that fundraising via our Annual Giving Campaign is somewhat difficult, and our Fund Enrichment Committee will need to take an in-depth and innovative look at how to address this issue.
- ❖ The strategic planning focus over the past two years has been on our processes for AWSNA Re-Accreditation and AWSNA and WECAN Full Member School status Renewal. Now that this work

is complete, our focus will shift to creating and then starting to implement our next Five-Year Strategic Plan - based on the findings from our Self-Study Reports and on the Reports from the Accreditation/Renewal Visiting Teams.

- ❖ We continue to be very proud of the longevity of the social and cultural life of our school, with community events again this year such as our 33<sup>rd</sup> Annual Waldorf Faire, 31<sup>st</sup> Annual Cross-Country Run & Walk, 28<sup>th</sup> Annual MayFest, 15<sup>th</sup> Annual Used Books Sale, 9<sup>th</sup> Annual Gateways Conference, and many years of Family Dances, etc. -- as well as the deep and meaningful traditions of the seasonal Festivals we celebrate together. We are also proud of the commitments our students, parents, faculty, and staff demonstrate each year to a wide variety of community service projects - whether that's Grade Three building a very large and sturdy shed to donate to a local park or farm, Grade Five going to sing in a Seniors' Residence, Middle School students going to sing in a school for students with high special needs, Middle School students taking part in their 10<sup>th</sup> Annual Fasting for the Food Bank (through which they have raised tens of thousands of dollars for the Food Bank over the years), Grade Eight students volunteering in the classrooms at Renfrew Educational Services for a week, everyone contributing boxes of donations for a homeless shelter, Middle School Students working the kick-off Pancake Breakfast for our Annual Giving Campaign, or (for the second time) our Student Council qualifying to take part in WE Day. Throughout our school, our teachers lead our students and our parents in Class Community-building activities and experiences, to strengthen the healthy human relationships and social fabric in our school.
- ❖ We also continue with our usual strong program of adult education, for parents, teachers, staff, friends of the school and the general public. For example, this year we have had Kim Hunter present her film on play, Jesse Miller has returned to speak with us about social media awareness and safety, our Early Childhood teachers are offering a series of talks on topics relevant to the parents of our youngest students, one of our senior teachers gave a talk on building resilience in children and another will give a presentation on the Waldorf curriculum throughout the Grades, our Subject Specialty teachers are holding a series of "koffee klatsches" to present how they work with their students in unique ways, and we have Torin Finser coming as our keynote speaker for our annual Gateways Conference. More such events will be added as the year goes along.
- ❖ This year, we are beginning to put our plans in place in order to celebrate, with all the other Waldorf Schools around the world, the 100<sup>th</sup> Anniversary of Waldorf Education during the 2019 - 2020 school year. The three main projects in which all 1,200 schools will participate are: all faculty studying a particular pedagogical book by Rudolf Steiner; each school doing something practical and long-lasting to improve the life of bees in their local area; and each school taking on a significant community service program in their local area.

## Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Calgary Waldorf School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.0	92.7	93.7	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.2	89.2	89.9	81.9	81.9	81.5	Very High	Declined	Good
	Education Quality	93.4	93.9	95.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.8	0.0	0.7	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 year)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K – 9)	PAT: Acceptable	98.7	97.1	92.7	73.4	73.6	73.2	Very High	Improved	Excellent
	PAT: Excellence	53.3	29.4	27.4	19.5	19.4	18.8	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10 – 12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 year)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	94.0	92.9	93.8	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	89.2	88.4	90.7	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.8	90.7	91.8	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.6	82.9	82.7	81.4	81.2	80.2	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 year)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 year)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### 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)

### 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.

Improvement	Achievement				
	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

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome for Kindergarten Program: An excellent start to learning

**Specific Outcome:** *Children are reaching social, emotional, intellectual, and physical developmental milestones and they are ready for school.*

### Comments on our Processes for the Transition from Kindergarten into Grade School in the Calgary Waldorf School:

- In January each school year, our Kindergarten Teachers, along with our Learning Support Teacher, carry out a full assessment of each Kindergarten child's readiness for Grade One. These findings are then discussed with the parents during our Winter Parent-Teacher Conversations. Our goal for these assessments and discussions is to ensure that by the end of Kindergarten, all our students who are entering Grade One in the next September are developmentally ready for full-day, multi-subject, multi-teacher learning, with reference to their intellectual, physical, social, and emotional growth.
- In the late Spring, when we know which children will be forming our next (upcoming) Grade One class, the Kindergarten Teachers lead an all-teacher and all-staff meeting, during which they describe in detail to everyone each of the upcoming Grade One students, so that all of us in the Grade School and on staff will already be familiar with our new students coming from our "Kinderhouse" into "the Big School" in September.
- Because we have a tradition of our Grade Nine students being the helpful buddies of our Grade One students, in the late Spring, we also have a number of activities through which the upcoming Grade Nine and Grade One buddies get to know one another and the Grade Ones get introduced to what will be their new Grade One classroom and all other rooms/spaces they will use in the Big School (Assembly Room, Atrium, Library, Gym, Kitchen, Music Room, Eurythmy Room, Learning Support Room, schoolyard and playground, etc.).
- In the late Spring and the Summer, the Grade One Class Teacher has a home visit with each of the incoming Grade One families, and then just before school begins in September, the Grade One students and parents come into their classroom for time of conversation, orientation, desk-size fitting, class-community-building, bringing in some supplies, etc.
- On the first day that classes resume in September, we have a special ceremony outside the Grade One classroom, in which the children's now-former Kindergarten Teachers bring each child one-by-one from outdoors, along the hallway to the door of their new classroom, where they are greeted, welcomed and taken into the classroom by their new Grade One Class Teacher.
- At the end of the first week of school in September, we hold our traditional Rose Ceremony Assembly for the whole Grade School, during which the Grade Nines introduce the Grade Ones to all of us and welcome them to the Big School and to their Grade One year.

## Strategies:

An example of a key strategy we use for each of the seven "Learning Areas" in the Kindergarten Program (as identified by Alberta Education):

- **Early Literacy:** Listening to oral storytelling and reciting as a group many verses, poems, stories, and songs.
- **Early Numeracy:** Doing many practical activities of daily, domestic life, such as planting, gardening, harvesting, cooking, baking, setting the table for meals, washing dishes, cleaning up, fixing things, making things to be used in the classroom, etc. - all of which involve numbers, counting, measuring, sorting, etc.
- **Physical Skills and Well-Being:** Emphasizing indoor and outdoor play and movement, with challenging, interpretive, natural materials; also emphasizing preparing from scratch and eating healthy food together every day in the classroom.
- **Creative and Cultural Expression:** The core of Waldorf Early Childhood Education is imaginative, creative free play with interpretive, high quality, natural materials, augmented by visual arts, crafts, music, and stories from around the world.
- **Environment and Community Awareness:** Spending a lot of time outdoors and in nature every day, both on-site in the Kinderyard and off-site in our neighbourhood, for playing, walks, gardening, digging and constructing, running and climbing, etc. and using all-natural materials, including wood, plants, shrubs, trees, stone, rocks, sand, dirt and water.
- **Personal and Social Responsibility:** Small-group and large-group play, games, and work (domestic tasks, including caring for the classroom and the Kinderyard).
- **Citizenship and Identity:** Creating a family-like environment in the classroom, where we celebrate a wide variety of festivals and seasonal special events, we work with diverse stories, songs and verses, and we apply consistent, age-appropriate practices for conflict resolution.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.8	87.6	93.6	97.1	98.7		Very High	Improved	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.8	26.0	26.7	29.4	53.3		Very High	Improved Significantly	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### Comments on the Results:

#### Summary of Spring 2017 Provincial Achievement Test Results for the Calgary Waldorf School

Prepared by Laureen Loree (Principal)  
and Catherine Foote (School Administrator)

### Grade Six

Grade	Calgary Waldorf School					Province				
	Total # Students Writing the Test	Total # Students Achieving Acceptable Standard	Percent	Total # Students Achieving Standard of Excellence	Percent	Total # Students Writing the Test	Total # Students Achieving Acceptable Standard	Percent	Total # Students Achieving Standard of Excellence	Percent
Lang. Arts	26	26	100	15	57.7	44730	40906	91.5	9345	20.9
Reading	26	26	100	21	80.8	44730	40249	90.0	19614	43.8
Writing	26	26	100	9	34.6	44730	40411	90.3	5501	12.3
Math	26	24	92.3	9	34.6	41187	31370	76.2	5654	13.7
Science	26	26	100	20	76.9	40810	35081	86.0	13540	33.2
Soc. St.	26	26	100	15	57.7	40953	33298	81.3	10267	25.1

Our Sixth Grade Class performed very well on the 2017 Provincial Achievements Tests. All of our Sixth Grade students (100% of the Class) met the Acceptable Standard of achievement in Language Arts, Science and Social Studies, compared to the Provincial percentages of 91.5%, 86.0% and 81.3%, respectively. In Math, 92.3% of the Class met the Acceptable Standard of achievement, while 76.2% of Sixth Graders in the Province met the Acceptable Standard. In all four subject areas, a remarkably high percentage of our Sixth Grade students achieved the Standard of

Excellence, surpassing by far (i.e., by 2 - 3 times) the percentages of their Provincial counterparts. More than half of the Class received a Standard of Excellence rating in Language Arts, Science and Social Studies, performing especially well on the Science test (76.9 % reached the Standard of Excellence) and on the Reading component of the Language Arts test (80.8% reached the Standard of Excellence).

**Grade Nine**

	Calgary Waldorf School					Province				
Grade 9	Total # Students Writing the Test	Total # Students Achieving Acceptable Standard	Percent	Total # Students Achieving Standard of Excellence	Percent	Total # Students Writing the Test	Total # Students Achieving Acceptable Standard	Percent	Total # Students Achieving Standard of Excellence	Percent
Lang. Arts	12	12	100	6	50.0	40396	34917	86.4	6791	16.8
Reading	12	12	100	6	50.0	40396	32208	79.7	7824	19.4
Writing	12	12	100	5	41.7	40396	36458	90.3	8711	21.6
Math	12	12	100	5	41.7	37324	27907	74.8	7868	21.1
Science	12	12	100	7	58.3	37808	31166	82.4	9063	24.0
Soc. St.	12	12	100	4	33.3	37644	28110	74.7	8561	22.7

In the Ninth Grade, our students also performed very well on the tests. In all four subject areas, 100% of our Calgary Waldorf School Ninth Grade students met the Acceptable Standard, compared to 75 - 86% of the Province across the four subject areas. A very high percentage of the Class also achieved the Standard of Excellence in all four subjects, well-surpassing (i.e., by 1½ - 3 times) the percentage of students in the Province who met the Standard of Excellence: Language Arts was 50% for our CWS students compared to 16.8% of students in the Province; Math was 41.7% compared to 21.1%; Science was 58.3% compared to 24.0%; and Social Studies was 33.3% compared to 22.7%.

**Strategies:**

- Continue with the work that the Full Faculty began in February 2017 to create a complete and detailed "Scope and Sequence" document as our school's "Waldorf Curriculum Guide" in all subjects and for all ages/Grades.
- Deepen and finalize the work we have begun in our Elementary Division and in our Middle School Division to dovetail most effectively and efficiently the Alberta Programs of Study (the Alberta Education Curriculum) with our school's Waldorf Curriculum in Grade Six and in Grade Nine. Our focus is on these two Grades in particular because they are the years in which we tend to experience the greatest challenges to meet both curricula as well as possible. For example, in Grades Six and Nine we experience the greatest divergence between the major topics in the Alberta Programs of Study and the major topics of Waldorf Main Lesson Blocks, resulting in the necessity to teach (and therefore the demands of teaching) more major topics in Grades Six and Nine than in other Grades.
- Complete our work on goals and formats for Student Assessment and Student Reports, in each of the three Divisions (i.e., Early Childhood, Elementary, and Middle School Divisions).

## Outcome One: Alberta's students are successful [continued]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	2.1	0.0	1.8		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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

### Explanation and Comments to Contextualize the Above Data:

- Please note for this Measure of the "Drop-Out Rate: The way the "Drop-Out Rate" is quoted is inverse to the way most Measures are evaluated in this Report. That is, a lower number value for a "Drop-Out Rate" is "better" than a higher number value (it indicates greater success).
- The 2014 column in the above Table refers to the students who were enrolled in our Grade 9 class during the 2012-13 school year. Our graduating class that year had 18 students.
- This Performance Measure calculates the number of our 2012-13 Grade 9 students whom Alberta Education could then track in the subsequent school year (2013-14) as being enrolled in a High School in Alberta. The Provincial government is not able to track any student who leaves the province for any reason.
- For the purposes of this Performance Measure, if a student were to leave Alberta to go to High School outside our province, Alberta Education would then count such a student (whom they could no longer track as being enrolled in an Alberta school) as a "drop-out".
- In the 2013-14 school year, one of the 18 students who had been in our 2012-13 Grade 9 graduating class left Alberta to go to High School in another province; the other 17 all stayed in Alberta for High School. Thus, our 2014 raw "Drop-Out Rate" is 5.6%.
- However, the raw drop-out rate (5.6% in this case for 2014) is always somewhat reduced by Alberta Education. This conversion (lowering) happens because the Provincial government recognizes that some students do in fact leave the province for various reasons each year, but since the government cannot track these actual students, they take Statistics Canada data on out-of-province (away-from-Alberta) migration for that year and factor it into the raw drop-out rate. This has the effect of reducing the raw drop-out rate somewhat, and it is these somewhat reduced rates that appear in the Table above (i.e., for 2014, it is 2.1% rather than 5.6% for CWS).
- The calculation process we have described here was used by Alberta Education for all the years reported in the 5-year Table above: i.e., one of our 19 graduating Grade 9 students from the 2014-15 year then left the province to begin High School in 2015-16, giving a 2016 raw "drop-out" rate of 5.3%; the 2016 adjusted "drop-out" rate is listed above as 1.8% -- although this represents not a student who actually "dropped out", but rather a student who left Alberta to attend High School in another province.
- Note that our school's raw "drop-out" rate was 0.0% for the three years of 2012, 2013, and 2015 in the above Table: i.e., none of our CWS students left Alberta to go to High School out-of-province in those three years.

## Outcome One: Alberta's students are successful *[continued]*

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.9	93.4	90.2	88.4	89.2		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	94.8	94.7	93.6	92.9	94.0		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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

### Comments on the Results:

#### With respect to the first Performance Measure above ("active citizenship"):

- Our 5-year average score on this Measure is 90.4% satisfaction, for the aggregate of our teachers, parents, and Grades 4 - 9 students.

#### With respect to the second Performance Measure above ("successful at later work"):

- Our 5-year average score on this Measure is 94.0% satisfaction, for the aggregate of our teachers and parents.

### Strategies:

#### With respect to the first Performance Measure above ("active citizenship"):

- Finish creating our new Student Code of Conduct which is based on the conscious development of healthy relationships (for example, based on our striving towards the following six actions and interactions: Appreciation for the good in each other; Celebration of diversity; Honesty in all situations; Kindness to self and others; Respect for people and property; and Responsibility for what you say and do).
- Carry out more Class community-building activities in all Grades.
- Expand our community service work, both locally and farther afield, throughout our Grade School.
- Increase the opportunities for our Middle School Student Council to demonstrate their leadership capacities, both internally and externally to our school.
- Fully implement the new "Cyber Civics" program we have acquired for our Middle School lessons in Computers and Information Technology.

**With respect to the second Performance Measure above (“successful at later work”):**

- Deepen the students' development of knowledge, skills and capacities that come from the fine arts, the practical arts, the movement program, and the foreign languages program we teach to all our students, by deepening the curriculum and pedagogy within these Subject Specialty teaching areas, and by deepening the collegial connections between the Subject Specialty Teachers and the Class Teachers in their mutual teamwork with each of the Grades.
- Complete the work we have begun within the Full Faculty to create shared agreements about the special activities and events, festivals, field trips, performances (Assemblies, concerts, plays, etc.) and so on, which should be taken up in each age/Grade.
- Expand our community service work, both locally and farther afield, throughout our Grade School.
- Broaden the range of opportunities offered in our Middle School Friday Afternoon Electives Program.
- Increase the opportunities for our Middle School Student Council to demonstrate their leadership capacities, both internally and externally to our school.
- Build up our nascent Alumni Program so that our alumni are in our school more often, modelling for our current students the further studies, training, work, and activities that have engaged them since graduating from our school.

## Outcome One: Alberta’s students are successful [continued]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	69.5	71.5	67.8	74.6	70.1		n/a	n/a	n/a			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

### Explanation and Comments to Contextualize the Above Data:

- Our 5-year average score on this Measure is 70.7% satisfaction, for the aggregate of our teachers and parents. Our 2017 score (70.1%) was at about this average score.
- Prior to 2012, this Performance Measure referred to “High School graduates” only. Starting with the 2012 Alberta Education Surveys, however, this Performance Measure represents a combination of Survey questions referring both to High School students in general and to students in our own school in particular.
- Note that we do not have a High School in our Calgary Waldorf School. Our school ends with Grade 9, and then our students go on to High School in a wide variety of different schools, mostly within the Calgary area, but sometimes in other parts of Alberta, in other provinces within Canada, and in other countries.
- Because the Calgary Waldorf School does not have a High School program, when parents and teachers are asked in their Alberta Education Surveys to report on their satisfaction with “High School students demonstrating the knowledge, skills and attitudes necessary for learning throughout their lifetime”, we cannot be sure precisely who it is that the parents and teachers are thus rating. Clearly our Survey data indicate that parents and teachers have noticeable dissatisfaction with this aspect of High School students, but we cannot know exactly which High School students they are dissatisfied with in this way.
- Nevertheless, despite these difficulties for interpreting the data, it is very instructive to look more deeply at the results on the two specific questions on this topic of “lifelong learning” in the 2017 Survey for parents and for teachers. One question asks for Satisfaction ratings or a Don't Know answer on: “High School students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime”. The other question asks for Satisfaction ratings or a Don't Know answer on: “Your child is” [for Parent Surveys] or “Students at your school are” [for Teacher Surveys] taught the knowledge, skills and attitudes necessary for learning throughout their lifetime”.
- When we look at the more detailed results on these two 2017 Survey questions, it is clear that 92% of our CWS parents are very satisfied or satisfied with their own Calgary Waldorf School students’ lifelong learning capacities, compared to 23% of parents being very satisfied or satisfied with High School students’ (in general) lifelong learning capacities. 6% of our CWS parents answered “Don't Know” with respect to their own CWS students’ capacities, but a full 67% answered “Don't Know” with respect to High School students in general.
- The 2017 results from our CWS teachers show that 100% are very satisfied or satisfied with

our CWS students on this lifelong learning topic, and only 42% of teachers are very satisfied or satisfied with High School students in general on this topic. 0% of our teachers answered "Don't Know" about their CWS students' lifelong learning capacities, but 55% said they "Don't Know" about High School students in general in this regard.

- Overall, these 2017 data show that our CWS parents and teachers are highly confident in our CWS students' capacities for lifelong learning.
- On the other hand, the 2017 data show that our parents and teachers are either somewhat discouraged or very unsure about lifelong learning capacities in High School students in general. As mentioned above, since CWS does not itself have a High School program, we cannot know exactly which High School students the parents' and teachers' answers refer to.

### Strategies:

- Deepen the students' development of knowledge, skills and capacities that come from the fine arts, the practical arts, the movement program, and the foreign languages program we teach to all our students, by deepening the curriculum and pedagogy within these Subject Specialty teaching areas, and by deepening the collegial connections between the Subject Specialty Teachers and the Class Teachers in their mutual teamwork with each of the Grades.
- Deepen the connections between the curriculum, the developmental stage of the students, and the outdoor activities and field trips offered at each age level/Grade; expand the opportunities for and range of outdoor activities and field trips offered at each age level/Grade.
- Expand our community service work, both locally and farther afield, throughout our Grade School.
- Broaden the range of opportunities offered in our Middle School Friday Afternoon Electives Program.
- Increase the opportunities for our Middle School Student Council to demonstrate their leadership capacities, both internally and externally to our school.
- Refine the intent and scope of the Grade Eight year-long, externally-mentored Independent Project so that it encourages the possibility of finding lifelong vocational and avocational pursuits for each of our students.

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## **Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated**

[Contextual Note for what follows in “Strategies” below: Schools like the Calgary Waldorf School with no or very few self-identified First Nations, Métis, and Inuit students are asked by Alberta Education to refer in this Annual Report to the school’s strategies that ensure all students, teachers, and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.]

### **Strategies:**

- Although we only have several self-identified First Nations, Métis, or Inuit students in our Calgary Waldorf School at this time, we do a significant amount of work throughout our curriculum to raise awareness and understanding of indigenous and aboriginal cultures, both historically and in current times, in the Calgary area, in Alberta, and in Canada (as well as in many other parts of the world). For example, every year we teach the following topics within our Waldorf Main Lesson Blocks and/or our blocks and lessons directly from Alberta Education’s Programs of Study. Each of these topics always includes in-depth study and understanding of indigenous and aboriginal peoples.
  - Grade 1: Fairy tales and folk tales from cultures around the world.
  - Grade 2: Fables, myths, legends, and tales of spiritual leaders from cultures around the world.
  - Grade 3: Creation stories from cultures around the world.
  - Also in Grade 3: Human beings’ capacity to live on the land (e.g., human capacities to create habitats, dwellings, shelter, clothing, and food within different places and times in human geography and history).
  - Grade 4: Local history and geography.
  - Grade 5: Canadian history and geography.
  - Grade 6: Canadian history, specifically the Métis and the Iroquois Confederacy.
  - Grade 7: Voyages of exploration into new worlds.
  - Grade 8: Colonialization and colonization.
  - Grade 9: Modern issues of diversity and the rights of indigenous peoples around the world.
  
- We will continue to make use of the increasing curriculum, instructional and teacher/school leader training resources being offered or delineated by Alberta Education in this regard.
  
- Many of our classroom special activities and festivities - as well as many of our all-school festivals, assemblies, and performances - reflect our interest in, study of, and respect for many, many different cultures that have represented human strivings from ancient through to modern times. Wherever possible, we involve the parents and families and the friends of our school who can bring their own diverse backgrounds, experiences, perspectives, and traditions into these studies and celebrations with our students and teachers.

- Our school is a long-time, active and leading member of the "Canada Working Group" open to all Waldorf schools in Canada. In monthly meetings via conference calls, the *CWG* has been working for more than a year now, and is continuing to have as its first priority, collaborating to create a curriculum guide for all ages/Grades in order to achieve the goal articulated above: i.e., that all students, teachers, and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.
- There exists a potential for us to forge more connections with: (1) the Lakota Waldorf School on the Pine Ridge Reservation in South Dakota - the only Native American Waldorf School in the USA - and part of our AWSNA Region; (2) the Everlasting Tree School on the Six Nations of the Grand River Reservation near Brantford, Ontario, perhaps the only First Nations Waldorf Education pilot project in Canada; and (3) the Douglas Cardinal Foundation for Indigenous Waldorf Education (also in Canada).
- We would also like to note that respect for diversity is enshrined in all facets of our school (e.g., in our Statements of our Vision, Mission and Guiding Principles; in our specific policy and procedures on creating "A Welcoming, Caring, Respectful and Safe Learning Environment" in all aspects of and for all members of our school community; in our Social Health and Learning Support programs; in our Codes of Compassion and Conduct; in our Admissions policies; in our Tuition Assistance program; in our focus on community service projects; in our Student Council's service work, etc.).

## Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	97.0	95.8	92.6	92.7	93.0		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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

### Comments on the Results:

- Our 5-year average score on this Measure is 94.2% satisfaction, for the aggregate of our teachers, parents, and Grades 4 - 9 students.

### Strategies:

- Enhance our "Policy and Procedures for a Welcoming, Caring, Respectful and Safe Learning Environment", in support of and alignment with the ongoing and welcome enhancements which Alberta Education is mandating for these particular policies in all schools in our province.
- Finish creating our new Student Code of Conduct which is based on the conscious development of healthy relationships (for example, based on our striving towards the following six actions and interactions: Appreciation for the good in each other; Celebration of diversity; Honesty in all situations; Kindness to self and others; Respect for people and property; and Responsibility for what you say and do); also finish the related re-creation of our Student Discipline Policy and a conflict resolution policy, as well as revisions to our policies on schoolyard use and safety, and on use and safety regarding social media and other digital/internet/screen technology.
- Carry out more Class community-building activities in all Grades; put in place more opportunities for older Grades to "buddy up" with younger Grades for activities together on and off site.
- Fully implement the new "Cyber Civics" program we have acquired for our Middle School lessons in Computers and Information Technology.
- Increase the opportunities for our Middle School Student Council in particular, and for our Middle School students in general, to demonstrate their leadership capacities, both internally and externally to our school.

### Specifically regarding Inclusive Education:

- Enhance the already-extensive Grade Two Developmental Assessments which our Learning Support Teacher completes for each of our students during the Winter of his/her Grade Two year, by adding in expanded assessments of literacy, numeracy and other academic capacities and achievements for each child.
- Develop a proposal to change the structure of our teaching timetable for the lesson Periods that follow after the morning Main Lesson Block for the rest of the school day. For example, we

might consider moving from the current schedule in which each Grade has five 40 or 45-minute Periods in the rest of the day, to a new schedule in which the students would have fewer but longer Periods per day; this approach might be especially helpful to student learning in particular Grades and/or subjects.

- Create a protocol for deciding on a Class-by-Class basis each year which Classes (primarily in the early Grades) would benefit from having a Classroom Assistant, and for what times/subjects.
- Depending on student needs, expand our use of external professionals (tutors, counsellors, therapists in speech/physio/OT, etc.) who come in to work with our students on site during the school day.
- Continue to support financially the multi-year specialty teacher training which one of our senior Class Teachers has begun in the HEART program (Healing Education and Remedial Training) at the Rudolf Steiner Centre Toronto.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	92.5	91.8	88.6	89.2	84.2		Very High	Declined	Good			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

### Comments on the Results:

- Our 5-year average score on this Measure is 89.3% satisfaction, for the aggregate of our teachers, parents, and Grades 7 - 9 students.
- Our 2017 score of 84.2% represents a 5% decrease from our 5-year average score.
- When we look at the more detailed survey results, we see that this decrease in our 2017 score is accounted for by a decrease in Grades 7 - 9 students' satisfaction, not in the satisfaction rates either for teachers or for parents - i.e., the satisfaction rates for teachers and parents have not decreased, but they have for our Middle School students last school year.
- And then looking in further detail at the students' scores, the decrease in their satisfaction rates is most noticeable in their responses to questions about their lessons in Art, Computers, and Music. Their decrease in satisfaction rates is less noticeable in student responses to questions about their lessons in Drama, Health, and Other Courses. There isn't a noticeable decrease in their satisfaction rates regarding their lessons in Other Languages (French and German in our school) and Physical Education.
- These findings from the Grades 7 - 9 student surveys are understandable, especially regarding their decrease in satisfaction with Art, Computers, and Music, for the following reasons: (1) because Visual Arts and Practical Arts lessons were often taught by the same teacher, the content sometimes repeated for the students; (2) when the whole Class was in an Art lesson together, it was sometimes too large a number of students to work effectively on their artwork; (3) our intensive Computers lessons aren't taught until Grades Eight and Nine, so it may be that our Grade Seven students were dissatisfied with receiving less Computers instruction [Note: Unfortunately it is impossible to distinguish in the data between Grades Seven, Eight, and Nine student survey responses - all three Grades of students are aggregated in the data collection and analysis process - so it's difficult for us to really test this hypothesis.]; (4) due to the teacher leaving our school, the 2016-17 school year was the first time in decades that we were unable to offer our traditional Band Program as our school's compulsory Middle School Music Program (in its place, we taught acoustic guitar and choral to all our students), and even though the guitar and choral lessons were successful, many students felt the loss of our Band Program.
- With respect to addressing the issues (briefly outlined above) about Middle School Art lessons last year: (1) in the second half of the 2016-17 school year, we made sure that there was a clear distinction in the curriculum between the Visual Arts lessons and the Practical Arts lessons; and (2) we started splitting our larger-enrollment Classes in half for their Visual Arts lessons and

Practical Arts lessons.

**Strategies:**

- Focus more internal and external information and marketing efforts and resources on increasing the enrollment of new students in our Middle School Grades, and on increasing retention of current CWS students into our Middle School, especially retaining our current students in the transition from the Elementary Division (from Grade Six) into the Middle School Division (into Grade Seven). Our aim is to increase average Class size and total enrollment in our Middle School.
- In the current 2017-18 school year, we have prioritized the further development of our Middle School Music Program, to start as a re-created program next school year 2018-19. We are also examining the implications for our Elementary Music Program when we make changes to our Middle School Music Program starting next year.
- Then beginning next school year 2018-19, we will prioritize the further development of our Grade School (Grades 1 - 9) Movement Program as a full Waldorf Movement program with a Movement (Subject Specialty) Teacher, and including games, physical education, sports, Spatial Dynamics, Eurythmy, outdoor education, etc. Following that, we will begin a similar process with further developing our Grade School Arts Program (visual arts, performing arts, speech arts, and practical arts).
- Deepen the students' development of knowledge, skills and capacities that come from the fine arts, the practical arts, the movement program, and the foreign languages program we teach to all our students, by deepening the curriculum and pedagogy within these Subject Specialty teaching areas, and by deepening the collegial connections between the Subject Specialty Teachers and the Class Teachers in their mutual teamwork with each of the Grades.
- Develop a proposal to change the structure of our teaching timetable for the lesson Periods that follow after the morning Main Lesson Block for the rest of the school day. For example, we might consider moving from the current schedule in which each Grade has five 40 or 45-minute Periods in the rest of the day, to a new schedule in which the students would have fewer but longer Periods per day; this approach might be especially helpful to student learning in particular specialty subjects and/or particular Grades.

## Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.5	83.0	82.2	82.9	83.6		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.8	91.4	93.1	90.7	89.8		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.1	97.7	93.7	93.9	93.4		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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

### Comments on the Results:

- On the first Measure above (“the school has improved or stayed the same in the past three years”), our 5-year average score is 84.0% -- so our 2017 score is at about the same satisfaction level as our 5-year average score.
- On the second Measure above (“parents’ involvement in educational decisions”), our 5-year average score is 91.6% -- so our 2017 score is about 2% below that average score, but it is nevertheless at a 90% satisfaction level.
- And on the third Measure above (“overall quality of education”), our 5-year average score is 95.2% -- so our 2017 score is about 2% below that average score, but it is nevertheless at a 93% satisfaction level.

### Strategies:

- The strategic planning focus over the past two years has been on our processes for AWSNA Re-Accreditation and AWSNA and WECAN Full Member School status Renewal. Now that this work is complete, our focus will shift to creating and then starting to implement our next Five-Year Strategic Plan - based on the findings from our Self-Study Reports and on the Reports from the Accreditation/Renewal Visiting Teams. Led by the Board’s Strategic Planning Committee, this process of creating and implementing our next Plan will involve our whole school community.
- Within all our leadership and governance bodies, establish more of an explicit, pro-active, systematic and regular routine and priority for policy development, including scheduled review of our Vision, Mission, and Guiding Principles. This entails both creating new policies and procedures that are missing or needed, as well as updating and revising our existing policies and procedures. The specifics of this work will be instigated by the “Policies and Practices” review we have done in the course of our AWSNA Accreditation Self-Study

Report.

- Continue with the work that the Full Faculty began in February 2017 to create a complete and detailed "Scope and Sequence" document as our school's "Waldorf Curriculum Guide" in all subjects and for all ages/Grades.
- Strengthen our Mentoring model to better meet the needs of new teachers, teachers new to our school, and/or teachers new to Waldorf education.
- Strengthen our practices to safeguard teacher and staff sustainability and succession planning.
- Put in place a clear and consistent program for multi-year budget planning by our Financial Manager, Treasurer, the Board's Finance Committee, and the Board.
- Continue to enhance our new models for marketing (with a particular focus on growing our enrollment in our Early Childhood Division and in our Middle School Division), for fund enrichment, and for an alumni program.
- Increase parent volunteer service on all our mandated Board Committees and ad hoc working groups.

### Future Challenges

An on-going challenge for us as a Waldorf School in Alberta is being able to hire already-trained and experienced Waldorf teachers who are also Alberta Education-Certificated teachers, especially in some of the Subject Specialty teaching areas of the Waldorf curriculum.

### Summary of our Financial Results for the 2016 – 2017 School Year

The following Summary Financial Statement for the 2016 - 2017 school year was approved by the Calgary Waldorf School Society's Board of Directors on November 23, 2017.

More complete financial information for the Calgary Waldorf School Society (that is, the complete 2016 - 2017 Audited Financial Statements) is available to parents and other members of the Calgary Waldorf School community by contacting our Financial Manager (Cari Vaughan) via the School office, or by attending the CWSS Annual General Meeting on February 15, 2018.

As of November 30, 2017, our complete 2016 - 2017 Audited Financial Statements will also be available to our school community and to the general public on our school's website ([www.calgarywaldorf.org](http://www.calgarywaldorf.org)): within the secure "CWS Parents → Important Documents" zone and within the open-to-the-public "Resources → Public Documents" zone, respectively.

#### Statement of Revenue and Expenditures:

#### Financial Summary for the Year Ended August 31, 2017:

##### Revenue

Tuition and other fees	\$2,431,085
Alberta Education grants	1,272,030
Donations and gifts	81,997
Interest and other income	<u>324,122</u>
Total Revenue	\$4,109,234

##### Expenses

Salaries and employee benefits	\$2,969,252
Services, contracts, & supplies	1,099,117
Amortization of capital assets	<u>15,962</u>
Total Expenses	\$4,084,332

Excess of Revenue over Expenditures	\$24,902
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**Key Financial Information for the 2016 – 2017 School Year:**

- The above Financial Summary combines revenues and expenditures from the Calgary Waldorf School's Operating, Supplementary, and Restricted Funds.
- "Other income" decreased over the previous year due to the absence of a Casino fundraiser in the 2016 - 2017 school year.

**Summary of our Budget for the 2017 – 2018 School Year**

The following summary of our Budget for the 2017 - 2018 school year was approved by the Calgary Waldorf School Society's Board of Directors on June 8, 2017.

More complete financial information for the Calgary Waldorf School Society (that is, the complete 2017 - 2018 Budget and the Budget Report Form filed with Alberta Education) is available to parents and other members of the Calgary Waldorf School community, by contacting our Financial Manager (Cari Vaughan) via the School office.

**Summary of the Budget for the 2017 - 2018 School Year:**

**Revenue**

Tuition and other fees	\$2,295,192
Alberta Education grants	1,197,446
Interest and other income	<u>116,680</u>
Total Revenue	\$3,609,318

**Expenses**

Salaries and employee benefits	\$2,984,239
Services, contracts, and supplies	783,077
Amortization of capital assets	<u>14,000</u>
Total Expenses	\$3,781,316

(Deficit) of Revenue over Expenditures	(\$171,998)
Operating surplus, as at Aug 31, 2017	<u>\$74,447</u>
Net surplus (deficit)	(\$97,551)

**Key Financial Information for the 2017 - 2018 School Year:**

- The 2017 - 2018 Budget approved by the Board of Directors in early June 2017 was based on a projected enrollment at that time of 245 students for 2017 - 2018. However, our actual enrollment is 265. Thus the current forecast is estimating a surplus of \$20,000, as opposed to a deficit (as stated above) of \$171,998.
- \$74,447 was held in the accumulated Operating Fund surplus at the end of 2016 - 2017 in order to offset this budgeted deficit in 2017 - 2018.

- Any further deficit at the 2017 - 2018 year-end will be funded by a transfer from the School's Future Operations Reserve Fund, which currently stands at more than \$743,000.
- Alberta Education's funding per student remained the same as the previous year. Our total revenue from Alberta Education grants in 2017 - 2018 is less than in 2016 - 2017, because our budgeted enrollment has decreased by several students in 2017 - 2018 compared to our enrollment in 2016 - 2017.
- Our Tuition Fees were increased by 3%.
- The Budget is based on operating revenues and costs, and does not include any potential income from fundraising or donations. If necessary, the Board of Directors may access the current reserve of \$743,369 in our Future Operations Reserve Fund to offset any deficit in operations at year-end.

### Summary of our Facility and Capital Plans

This is a brief summary of on-going facility improvements at our school:

- Build large, raised, wooden play-platforms in each of the three Early Childhood classrooms, to further enhance our youngest students' imaginative, physical, and social free-play.
- Continue to upgrade as needed our computer systems that serve our staff and our Middle School Student Computer Lab classroom.
- Continue to enhance our Assembly Room as a performance space for student/class presentations and as an activity and meeting space for Class community-building events and for parent/teacher/public education events.
- Continue to install permanent displays to house students' work and Waldorf Education materials throughout the school.
- Continue to enhance our school grounds as an outdoor learning environment which supports and advances our curriculum for all ages of students in all subject areas: as a living classroom of indigenous planting; as a place for Class gardening and building projects; as a practical opportunity for students to learn to be stewards of our environment; as an interesting, stimulating and challenging space for children which fosters their imaginative, creative play and their healthy physical and social development and interaction; and as a place in which our school can hold gatherings for performances, festivals, community-building, and other celebrations and educational/social/cultural events.
- Complete our "Alcove Project" with a permanent artistic installation in order to express gratitude to all those who have helped found and sustain our school.
- Continue to spend significant funds on maintaining the inside and outside of our (now 16-year-old) school buildings, as well as on maintaining our equipment and furnishings, so that they all continue to look and function "like new".

## Parents' Involvement

The parents in our Calgary Waldorf School community have participated in the preparation of this combined Report and Plan through the following opportunities:

- ❖ Parents always serve on (and usually make up the majority of members on) a number of Board standing Committees and ad hoc working groups, and this Committee/working group activity fed into and informed this combined Report and Plan for Alberta Education (for example, the standing Committees and the ad hoc working groups for topics such as: AWSNA Accreditation Steering, Annual Giving Campaign, Board Executive, Community & Social Events, Faculty Hiring, Festivals, Finance, Fund Enrichment, Gateways Conference Planning, Grounds, High School Research Group, Marketing & Enrollment & Retention, Parent Education & Enrichment, Strategic Planning, and Tuition Assistance).
- ❖ Parents make up the majority of the members of our Board of Directors, and so our parent community had direct representation within the information-gathering, analysis, discussion, planning, and decision-making activities that went into the preparation of this combined Report and Plan for Alberta Education.
- ❖ Parents also participated in the school's Self-Study process and Self-Study Report, as well as the visits from the Accreditation and Full Member Renewal Teams, related to our current Re-Accreditation and Full Membership Renewal with AWSNA and WECAN. The Self-Study work we accomplished together is reflected in this Report and Plan, and the final Self-Study Report and the Re-Accreditation and Renewal Teams' visits will form the basis for our next long-term Strategic Plan. Parents will participate in creating and implementing this next Five-Year Strategic Plan.

## Timelines and Communication for this Annual Report Document

This combined Annual Education Results Report for 2016 - 2017 and Three-Year Education Plan for 2017 - 2018 through 2019 - 2020 will be posted and publicly-accessible on our School's website as of November 30, 2017. Please go to [www.calgarywaldorf.org](http://www.calgarywaldorf.org) and look under the "Resources" zone, and then in the "Public Documents" section.

A variety of means will be used to communicate this combined report to our Calgary Waldorf School community, beginning in early December 2017, including:

- ❖ Posting as of November 30, 2017 on our school's website ([www.calgarywaldorf.org](http://www.calgarywaldorf.org)): CWS parents, faculty, and staff will have direct access to the report through the password-protected "CWS Parents → Important Documents" zone of our website.
- ❖ Printed copies available through the School office (by request to the School Administrator, Cathie Foote).

- ❖ Announcements in the school's weekly newsletter (the "Wednesday Notice"), distributed to all parents, faculty, and staff, as well as to alumni (students, parents, teachers, and staff), friends, supporters, and stakeholders who request the Wednesday Notice.
- ❖ Presentation and discussion at our Annual General Meeting on February 15, 2018 - the AGM being open to anyone in our school community.
- ❖ The upcoming all-school / whole-community process as we engage in creating our next Five-Year Strategic Plan, following from our all-school / whole community work of the past two years on our Self-Study processes and reports for our AWSNA Re-Accreditation and AWSNA and WECAN Full Member Renewal.

## APPENDIX – Measure Details

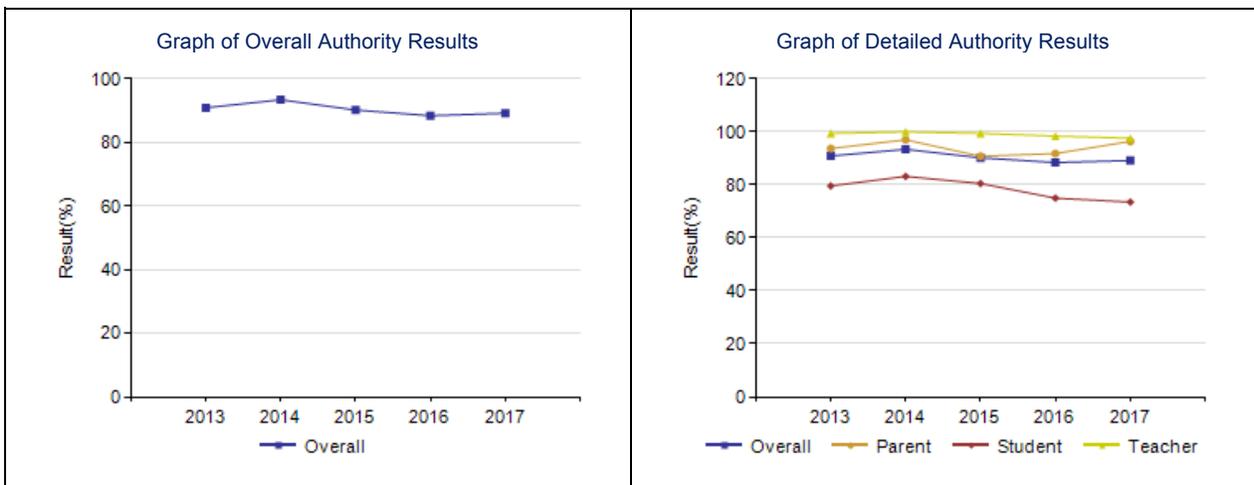
The following pages include tables and graphs that provide more detailed data for some of the Performance Measures presented and discussed above.

Please note:

In the tables and graphs below, the term “Authority” refers to the Calgary Waldorf School.

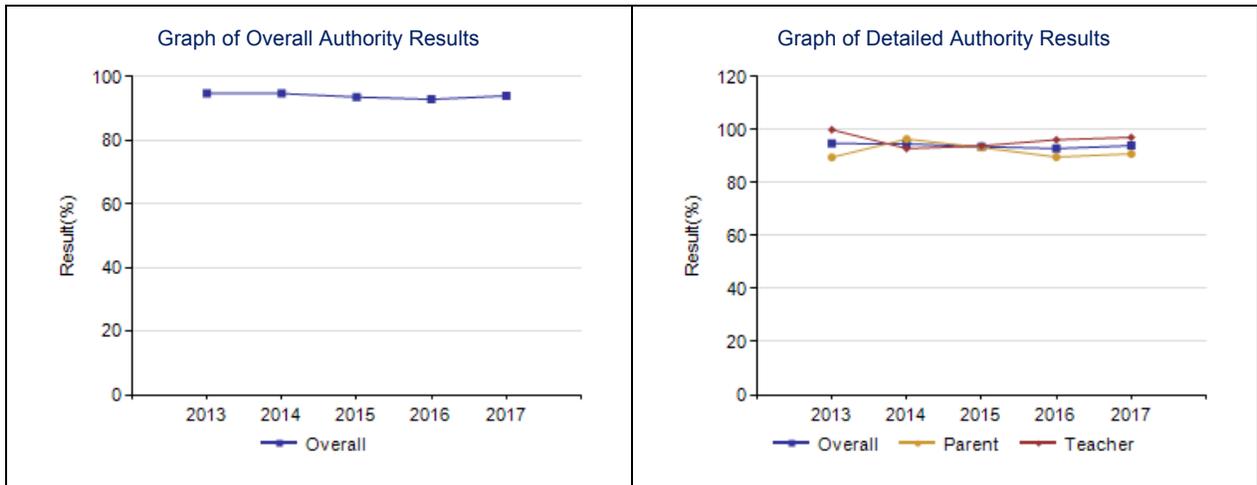
### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.9	93.4	90.2	88.4	89.2	83.4	83.4	83.5	83.9	83.7
Teacher	99.4	100.0	99.4	98.4	97.6	93.6	93.8	94.2	94.5	94.0
Parent	93.7	97.0	90.8	91.8	96.4	80.3	81.9	82.1	82.9	82.7
Student	79.6	83.2	80.5	75.0	73.5	76.2	74.5	74.2	74.5	74.4



### Work Preparation – Measure Details

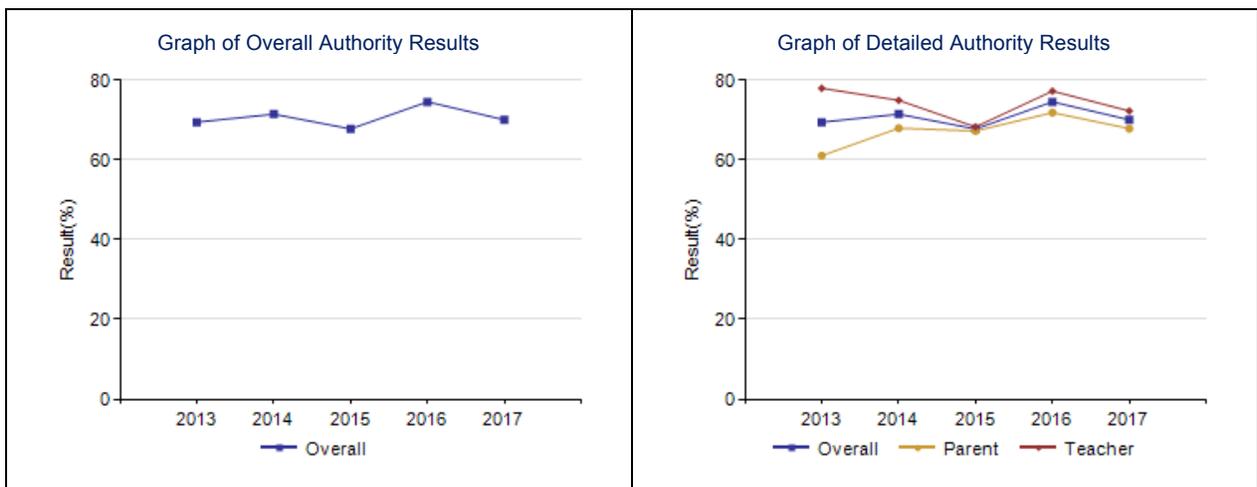
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.8	94.7	93.6	92.9	94.0	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	92.9	93.9	96.2	97.1	89.4	89.3	89.7	90.5	90.4
Parent	89.6	96.5	93.3	89.7	90.9	71.1	73.1	74.2	74.8	75.1



### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	69.5	71.5	67.8	74.6	70.1	68.5	69.5	70.0	70.7	71.0
Teacher	78.0	75.0	68.3	77.3	72.3	75.7	76.0	76.0	77.3	77.3
Parent	61.1	68.0	67.3	71.9	67.9	61.2	63.0	64.0	64.2	64.8

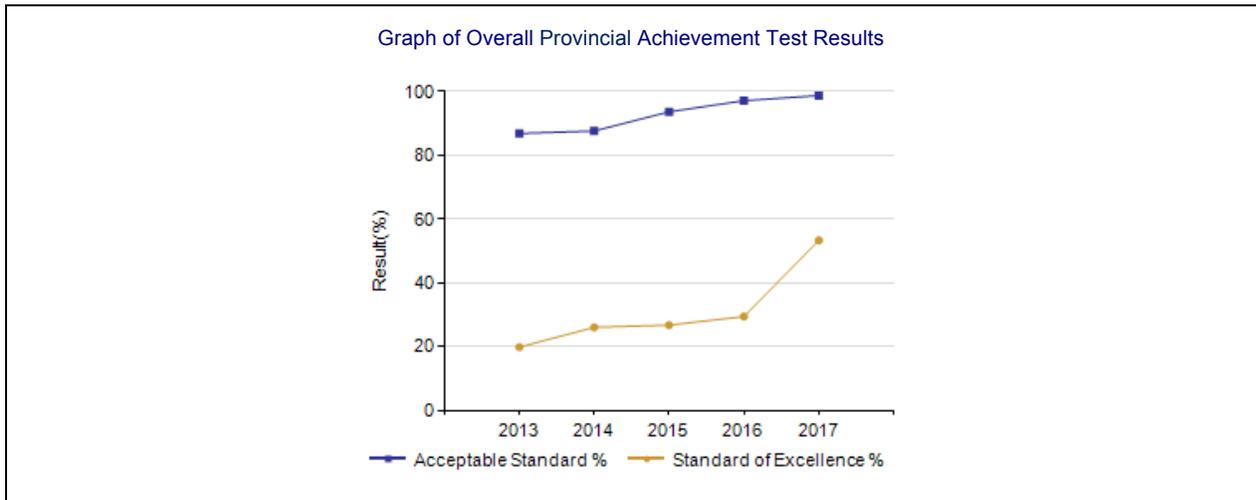


## Provincial Achievement Test (“PAT”) Results – Measure Details

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	88.9	11.1	90.9	22.7	100.0	28.0	100.0	43.5	100.0	57.7		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	Authority	72.2	22.2	90.5	47.6	92.0	16.0	100.0	13.0	92.3	34.6		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	77.8	27.8	95.2	42.9	92.0	40.0	100.0	34.8	100.0	76.9		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	83.3	5.6	66.7	4.8	96.0	4.0	100.0	30.4	100.0	57.7		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	100.0	23.5	95.2	28.6	94.4	33.3	100.0	18.2	100.0	50.0		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
Mathematics 9	Authority	n/a	n/a	81.0	14.3	94.4	38.9	90.9	18.2	100.0	41.7		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Science 9	Authority	n/a	n/a	90.5	19.0	94.4	44.4	81.8	36.4	100.0	58.3		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Social Studies 9	Authority	100.0	29.4	90.5	28.6	83.3	16.7	90.9	36.4	100.0	33.3		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		

Notes:

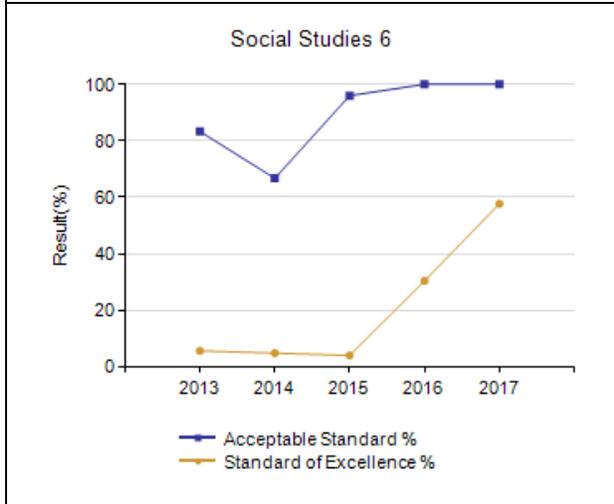
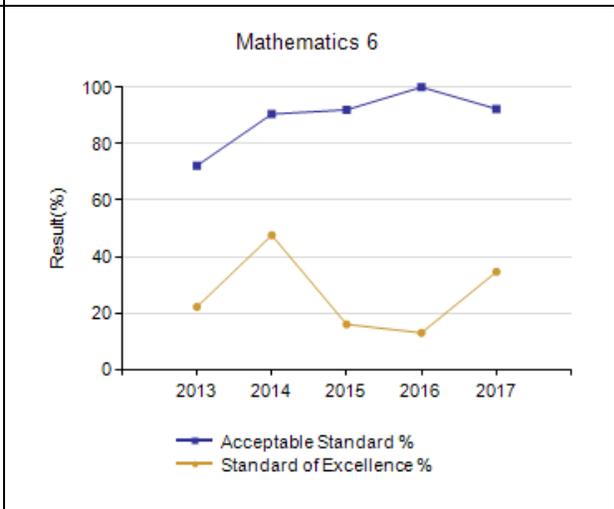
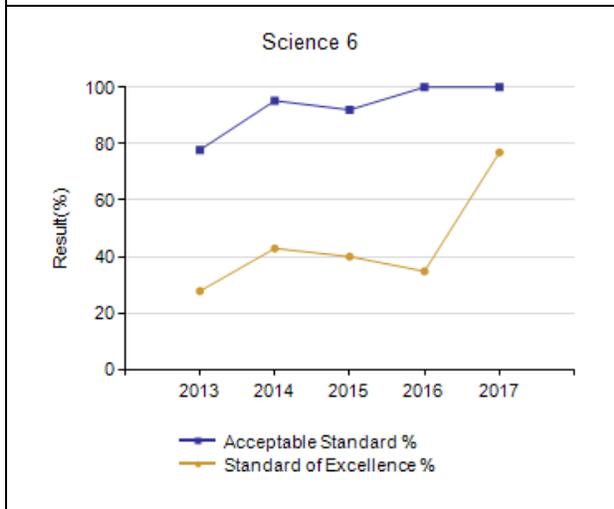
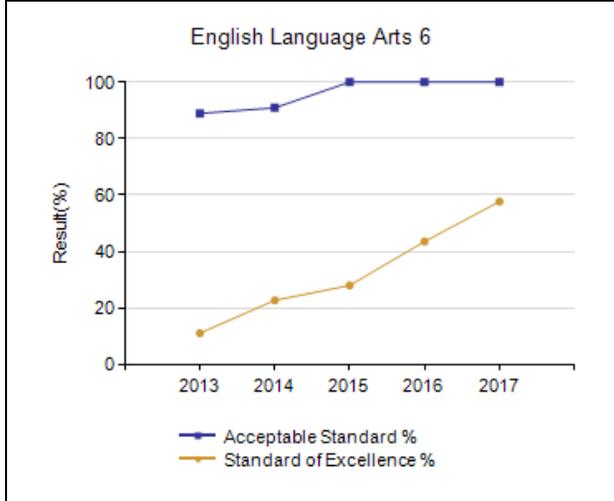
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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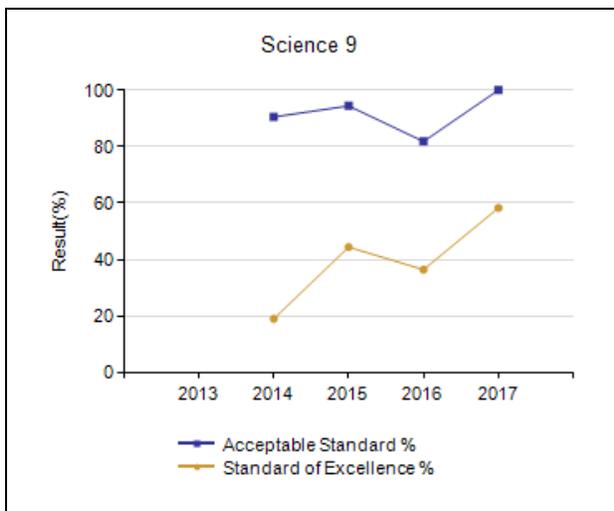
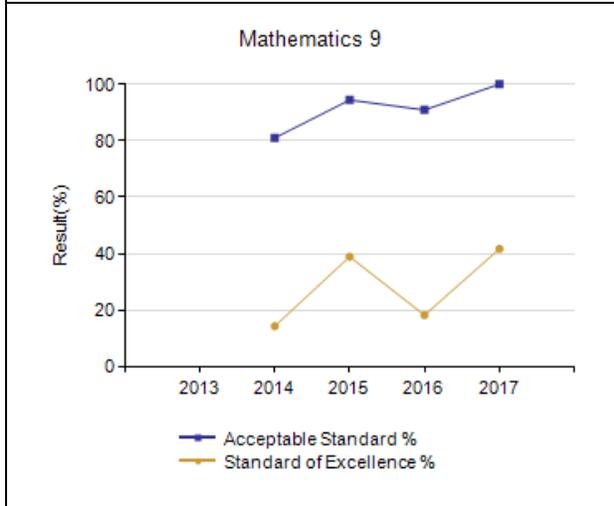
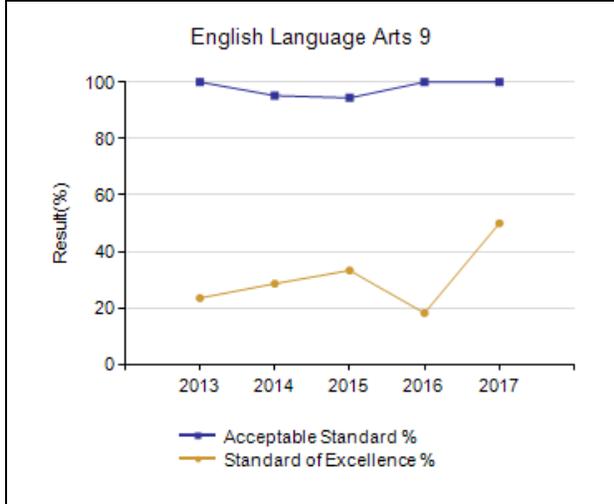
Graphs of Provincial Achievement Test Results by Course (for Grade Six at CWS)

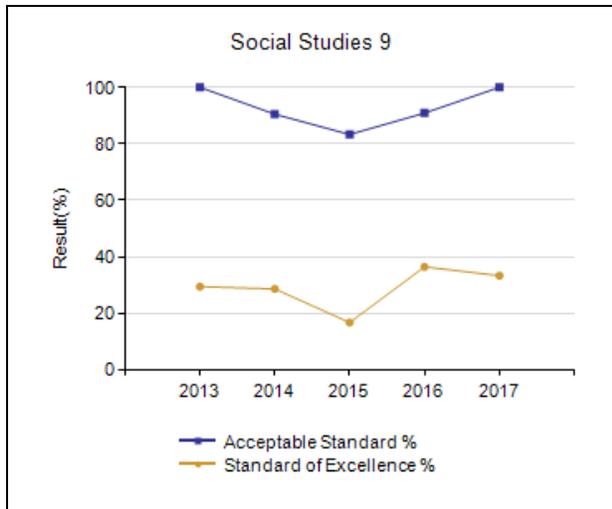


Notes:

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 Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graphs of Provincial Achievement Test Results by Course (for Grade Nine at CWS)





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 Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**PAT Results Course by Course Summary by Enrolled with Measure Evaluation**

		Calgary Waldorf School Soc						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	26	100.0	23	97.0	49,572	82.5	46,989	82.5
	Standard of Excellence	Very High	Improved	Excellent	26	57.7	23	31.4	49,572	18.9	46,989	19.2
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	26	92.3	23	94.2	49,507	69.4	46,906	73.0
	Standard of Excellence	Very High	Maintained	Excellent	26	34.6	23	25.6	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very High	Improved	Excellent	26	100.0	23	95.7	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	26	76.9	23	39.2	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	26	100.0	23	87.6	49,485	72.9	46,903	70.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	26	57.7	23	13.1	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	12	100.0	17	96.6	45,487	76.8	43,746	76.3
	Standard of Excellence	Very High	Improved	Excellent	12	50.0	17	26.7	45,487	14.9	43,746	14.9
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	12	100.0	17	88.8	45,020	67.2	43,295	66.7
	Standard of Excellence	Very High	Improved	Excellent	12	41.7	17	23.8	45,020	19.0	43,295	17.6
Science 9	Acceptable Standard	Very High	Improved	Excellent	12	100.0	17	88.9	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Improved	Excellent	12	58.3	17	33.3	45,445	21.4	43,808	22.4
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	12	100.0	17	88.2	45,484	67.0	43,722	65.1
	Standard of Excellence	Very High	Maintained	Excellent	12	33.3	17	27.2	45,484	20.2	43,722	19.2

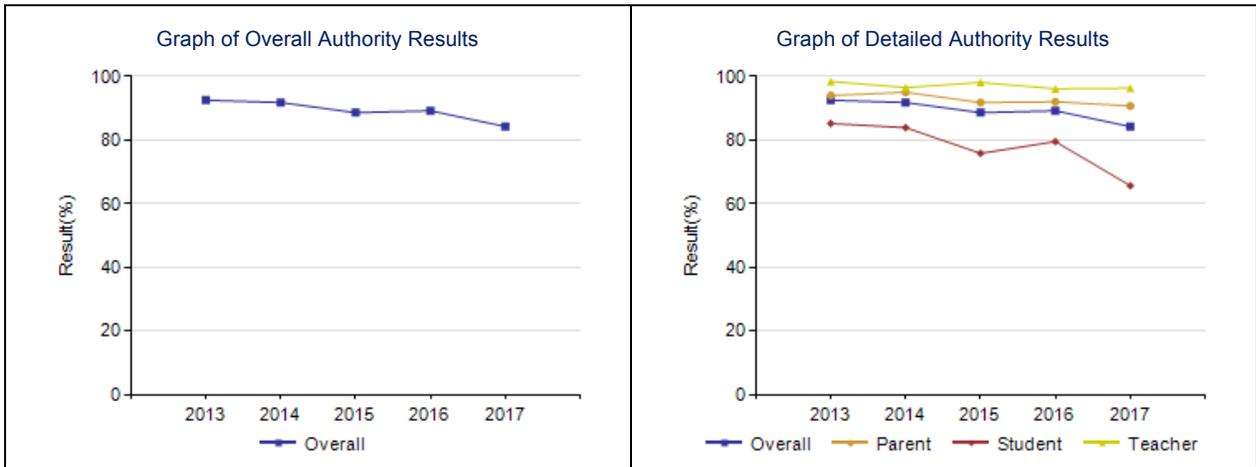
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

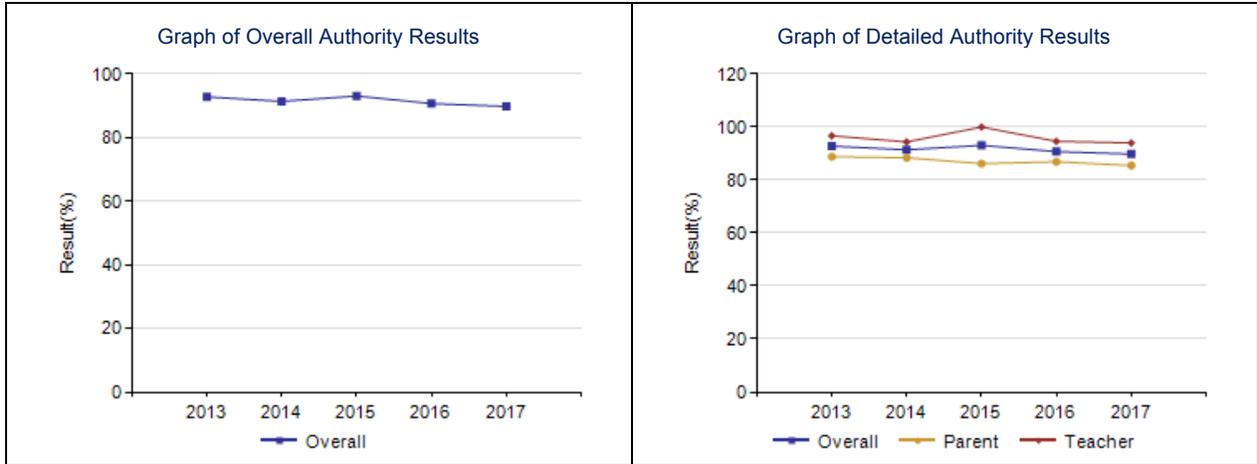
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.5	91.8	88.6	89.2	84.2	81.5	81.3	81.3	81.9	81.9
Teacher	98.4	96.5	98.1	96.1	96.3	87.9	87.5	87.2	88.1	88.0
Parent	94.0	95.0	91.8	92.0	90.7	78.9	79.9	79.9	80.1	80.1
Student	85.2	83.9	75.8	79.5	65.6	77.8	76.6	76.9	77.5	77.7



### Parental Involvement – Measure Details

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

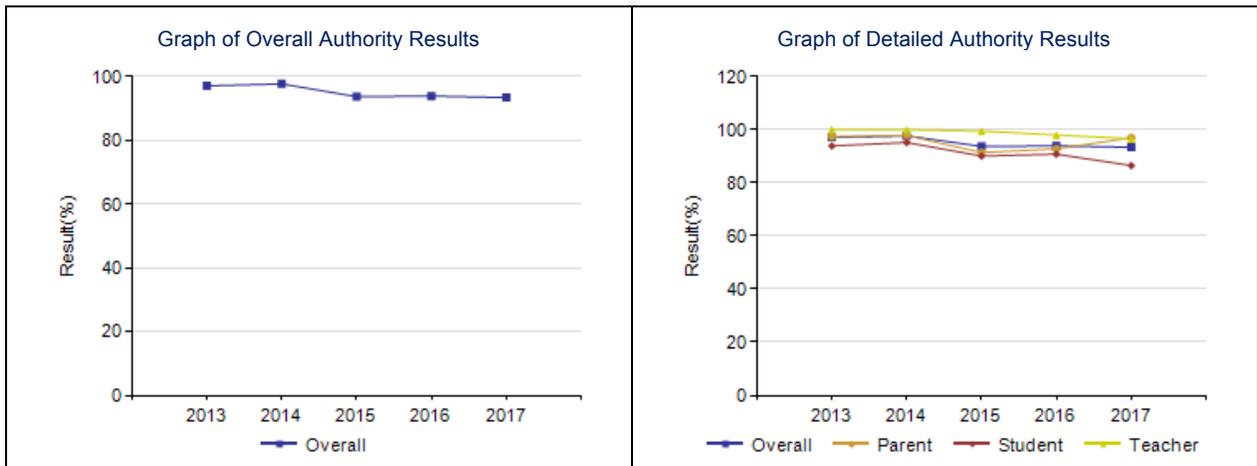
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.8	91.4	93.1	90.7	89.8	80.3	80.6	80.7	80.9	81.2
Teacher	96.7	94.4	100.0	94.6	94.0	88.5	88.0	88.1	88.4	88.5
Parent	88.8	88.4	86.2	86.9	85.5	72.2	73.1	73.4	73.5	73.9



### Education Quality – Measure Details

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

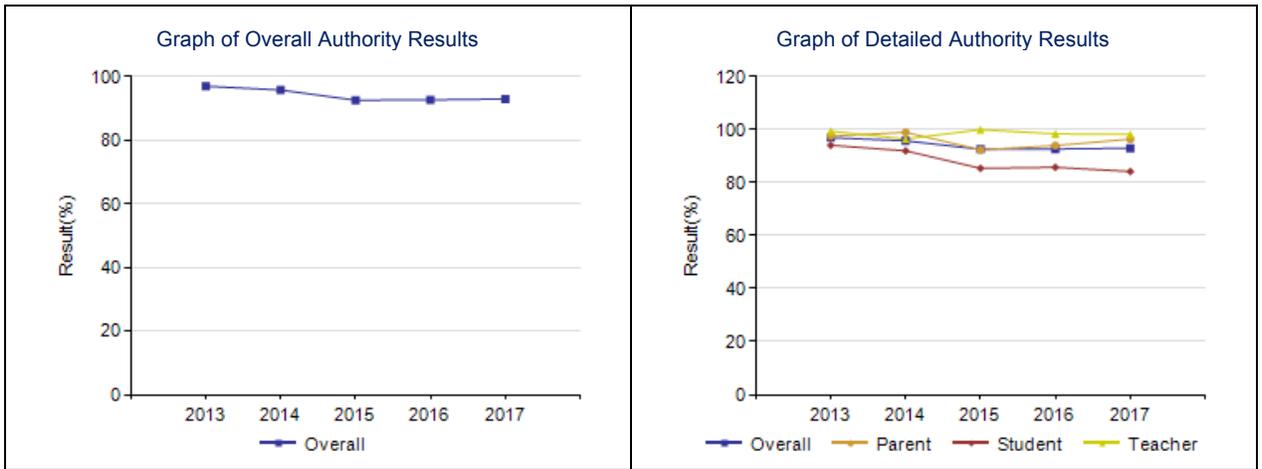
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	97.1	97.7	93.7	93.9	93.4	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	100.0	99.5	98.0	96.6	95.7	95.5	95.9	96.0	95.9
Parent	97.4	97.8	91.4	92.8	97.0	84.9	84.7	85.4	86.1	86.4
Student	93.9	95.2	90.1	90.8	86.5	88.7	87.3	87.4	88.0	88.1



### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	97.0	95.8	92.6	92.7	93.0	89.0	89.1	89.2	89.5	89.5
Teacher	99.4	96.5	100.0	98.4	98.2	95.0	95.3	95.4	95.4	95.3
Parent	97.6	99.0	92.4	94.0	96.4	87.8	88.9	89.3	89.8	89.9
Student	94.1	92.0	85.4	85.8	84.2	84.2	83.1	83.0	83.4	83.3



### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.5	83.0	82.2	82.9	83.6	80.6	79.8	79.6	81.2	81.4
Teacher	96.7	82.1	93.5	84.6	90.9	80.9	81.3	79.8	82.3	82.2
Parent	90.0	95.1	84.7	95.5	94.6	77.9	77.0	78.5	79.7	80.8
Student	78.8	71.8	68.4	68.5	65.2	82.9	81.2	80.7	81.5	81.1

