



**ANNUAL EDUCATION RESULTS REPORT
for 2019/2020**

and

**THREE YEAR EDUCATION PLAN
2020/2021 to 2022/2023**

December 2020

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

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan commencing September 1, 2020 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 plan to improve student learning and results.

The Board of Directors approved this revised Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2000/21 – 2020/23 on November 16th 2020.

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.

Trend Issues and Noteworthy Events

March 16, 2020 saw Alberta Education and Alberta Health Services close Alberta Schools indefinitely and a switch to Ongoing Learning occurred at Calgary Waldorf School.

Our 2020/21 school year began on September 2, 2020 under Alberta Education's Scenario 1 Re-entry Plan.

Decreased enrolment in September 2020 as families choose to home school during the pandemic.

Provincial Achievement Tests were cancelled in the spring of 2020 due to the Covid-19 Pandemic.

Due to uncertainty of in school attendance due to Covid-19, CWS will not participate in PAT's in 2020/21 school year.

Calgary Waldorf School has had to reimagine their Festival Life for students in the wake of external restrictions on social gatherings.

Combined 2020 Accountability Pillar Overall Summary

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Calgary Waldorf School Soc			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	91.4	89.8	91.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.0	85.5	84.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.9	94.0	93.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	95.7	95.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	45.0	40.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	94.7	93.9	94.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	89.3	87.0	88.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.2	89.6	89.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.8	83.0	83.3	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

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

Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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.

Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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

Outcome One: Alberta's students are successful

The 2019/20 Provincial Achievement Tests were cancelled due to the Covid-19 Pandemic. Calgary Waldorf School in the past three years.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	97.1	98.7	93.2	95.7	n/a		Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	29.4	53.3	23.9	45.0	n/a		Very High	Maintained	Excellent

Comments on Results

Our Sixth Grade Class performed exceptionally well on the 2019 Provincial Achievement tests, with 100% of all students meeting Acceptable Standard in Language Arts, Science and Social Studies, and 23 of our 24 students meeting Acceptable Standard in Mathematics.

The performance of our Ninth Grade Class on the 2019 Provincial Achievement tests was also excellent. 100% of our students achieved Acceptable Standard in every subject, again surpassing their provincial counterparts. As well, the percentages of CWS Ninth Grade students achieving Standard of Excellence in Language Arts, Math and Science were higher than the provincial percentages.

Strategies

- Continue with the work on formats for Student Assessment and Student Reports in each of the three Divisions (i.e., Early Childhood, Elementary, and Middle School Divisions). The process that began last year will continue to finalize the development of a consistent, user friendly approach for teachers. The process will be rolled out this academic year and revised after three years of use.
- Continue working with two written assessments and two parent conversations spaced throughout the year. This was implemented in 2019/2020.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.4	89.2	89.3	87.0	89.3		Very High	Maintained	Excellent

Comment on Results

- In 2020 we see a return to 2018 levels of aggregated confidence between parents, students and teachers

Strategies

Ongoing initiatives include: Expanding our community service work, both locally and farther afield, throughout our Grade School, and increasing the opportunities for our Middle School Student Council to demonstrate their leadership capacities, both internally and externally to our school.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Strategies:

- At Calgary Waldorf School, we continue to do a significant amount of work throughout our curriculum to raise awareness and understanding of indigenous and aboriginal cultures, both historically and in modern times, in the Calgary area, in Alberta, and in Canada (as well as in many other parts of the world).
- We have a dedicated Teacher committee looking at FNMI curriculums and broader inclusion.
- 2019/20 we had a working relationship with Skaronhyase'kó:wa The Everlasting Tree School
- We have had local Indigenous Elders working with classes during Main Lesson on local history and geography.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall
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.	89.2	84.2	85.0	85.5	86.0		Very High	Maintained	Excellent

Comment on Results

- We continue to increase our outcome in this area.

Strategies

- We have a faculty working group looking at ways to consolidate our outdoor-ed program so that it becomes more robust and sustainable.
- We have continued splitting classes for Practical Arts programming to allow for a higher teacher to student ratio.
- Our fine arts program continued into the 2020/21 school year allowing for students to have greater instruction in this area.

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall
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.	92.7	93.0	92.5	89.8	91.4		Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.9	93.4	93.9	94.0	94.9		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.	92.9	94.0	94.5	93.9	94.7		Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.6	70.1	70.7	70.1	73.5		n/a	n/a	n/a

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.7	89.8	88.0	89.6	90.2		Very High	Maintained	Excellent
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.	82.9	83.6	83.4	83.0	85.8		Very High	Maintained	Excellent

Comment on Results

- In all Performance Measures percentages increased from 2019.

Strategies:

- All School Parent Meeting held annually to educate parent body about school governance and communication.
- Remote Town Hall Meetings held to distribute information and garner parent feedback. (this has been a very useful tool during the pandemic.)
- Alternative Volunteer activities being offered.
- The Strategic Plan was presented and approved by the Board of Directors in September 2019 and working sessions for implementation are currently being led by the Board's Strategic Planning Committee to develop strategies to meet the goals of the plan. The Strategic Plan is expected to be fully implemented by the end of 2022.
- Continue to enhance our new models for marketing (with a particular focus on growing our enrollment in our Early Childhood Division and in our Early Grades) which will lead to improvements in our fund enrichment.

Future Challenges

An ongoing 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 Certified teachers. This is very challenging in some of the Subject Specialty teaching areas of the Waldorf curriculum.

Notes:

5. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
6. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Summary of our Budget for the 2019 – 2020 School Year

The following summary of our Budget for the 2019 – 2020 school year was approved by the Calgary Waldorf School Society’s Board of Directors on May 17, 2019.

The complete 2019 – 2020 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 the Financial Manager (Cari Vaughan) via the School office.

Summary of the Budget for the 2019 – 2020 School Year:

Revenue

Tuition and other fees	\$2,529,54
Alberta Education grants	1,157,059
Interest and other income	119,590
Total Revenue	\$3,806,198

Expenses

Salaries and employee benefits	\$3,009,144
Services, contracts, and supplies	925,166
Amortization of capital assets	20,000
Total Expenses	\$3,954,310

Excess (deficit) of Revenue over Expenditures	(\$148,112)
Operating surplus, as at Aug 31, 2018	\$42,328
Net surplus (deficit)	(\$105,784)

Key Financial Information for the 2019 – 2020 School Year:

The 2019 - 20 budget approved by the Board of Directors was based on enrolment of 240 students. Our actual enrolment is 230, thus the current forecast is estimating a deficit of \$168K.

\$42,328 was held in the accumulated Operating Fund surplus at the end of 2018 – 2019 in order to offset this budgeted deficit in 2019 – 2020.

Alberta Education’s funding per student remained the same as the previous year. Our total revenue from Alberta Education grants in 2019 - 2020 is less than in 2018 – 2019, because our budgeted enrolment has decreased by several students.

Summary of our Budget for the 2020-2021 School Year

The following summary of our Budget for the 2020 – 2021 school year was approved by the Calgary Waldorf School Society’s Board of Directors on May 14, 2020.

The complete 2020 – 2021 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 the Financial Manager via the School office.

Summary of the Budget for the 2020 – 2021 School Year:

Revenue

Tuition and other fees	\$2,210,577
Alberta Education grants	1,159,821
Interest and other income	100,500
Total Revenue	<u>\$3,470,898</u>

Expenses

Salaries and employee benefits	\$2,887,610
Services, contracts, and supplies	632,866
Amortization of capital assets	20,000
Total Expenses	<u>\$3,540,476</u>

Excess (deficit) of Revenue over Expenditures	(\$69,576)
Operating surplus, as at Aug 31, 2020	<u>\$544,255</u>
Net surplus (deficit)	\$474,679

Key Financial Information for the 2020 – 2021 School Year:

The 2020 - 21 budget approved by the Board of Directors was based on enrolment of 204 students. Our actual enrolment as of September 30, 2020 is 186, thus tuition revenue is expected to be \$200,000 less.

The Calgary Waldorf School (CWS) received \$465,800 through the Canada Employment Wage Subsidy (CEWS) during the 2019-20 school year. Due to this funding there was an operating surplus of \$544,224 as at August 31, 2020.

Due to significantly decreased enrolment, CWS anticipates continuing to qualify for CEWS funds in the 2020-21 school year. The dollar amount of these funds is uncertain due to the ever-changing nature of the program.

Any accumulated operating surplus as a result of the CEWS grant money will be transferred to our Future Operations Fund to ensure the school remains operational after the impacts of the decreased enrolment experienced in the 2019-20 and 2020-21 school years.

The CWS Tuition Fees were increased by 2%.

The Budget is based on operating revenues and costs and does not include any potential income from fundraising or donations.

Parent 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) 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, 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.

Timelines and Communication for this Annual Report Document

This Annual Education Results Report and Three-Year Education Plan are available to the school community members on the school's website (www.calgarywaldorf.org).

Notice of the posting of the report is delivered to parents and the broader community via the monthly school newsletter.

All parents and members of the CCS community have access to the financial reports, which were also shared at the annual school meeting held in February 2020.

Copies are available from the school upon request at any time during the year.