

The Vancouver Waldorf School **Annual Report**



2007-2008

Throughout the year in Waldorf schools, we celebrate festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Many festivals celebrated in our school originated in ancient cultures and have been adapted over time. Festivals help us to nourish our souls through the sharing of stories, food, songs and activities linked to the seasons and expressed with beauty and reverence.



ADMINISTRATOR'S REPORT

REA GILL

It is with great pleasure that I introduce the Vancouver Waldorf School's second annual general report for the fiscal year 2007 to 2008. It is gratifying to see how far we have come since this time last year. Last year's report focused on the changes engendered by the in-depth examination of our school's governance systems. These changes resulted in a more streamlined, transparent, efficient and enlivened organization. In addition to a renewed working structure, the perspective gained by looking at the history and evolution of our mission, mandate and operations gave us a clear vision of how to move forward. So if last year's report dealt with learning from the past, this year's will outline the ways we have consolidated our present strong position in order to facilitate even more significant growth in the near future.

As you will see in our Financial Report, we ended 2007-2008 in our strongest fiscal position in recent memory. Our decision to substantially raise tuition fees played a great part in this, but not in the manner you might think. Our restructuring gave us a much clearer picture of where we needed to strengthen our programs and the increased resources required to achieve this. As a result, a decision was made to raise our fees to bring us into line with the majority of independent schools in North America, Waldorf and otherwise. An overwhelming number of new and existing families supported our commitment to our school's financial health by consciously choosing to value the place Waldorf education has within their lives. True to our social mission to make Waldorf education available to everyone, our Accessible Tuition Program was able to address all requests so that no one was turned away. While it may seem that increasing adjusted tuitions negated the intended benefit of raised fees, this is not the case. Retaining and valuing our community members results in contributions to our school equally as significant and valuable as those of a monetary nature. The resulting higher enrolment, in concert with responsible budgeting and meticulous accounting, enabled us to qualify for the maximum government grant. Our ability to qualify for this funding is a major contributor to our strong financial position, and made it possible for us to allocate \$123,000 in bonuses for our faculty and staff. Many thanks to Dave Diebolt who stepped down as our treasurer this past February and whose prudent direction played a part in solidifying our financial picture.

The end of 2007-2008 also saw a changing of the guard within our faculty. We were able to say goodbye to many long-standing and valued friends and colleagues in a spirit of celebration as our commitment to program development and increased salaries finds us with an extremely strong and dedicated group of new and returning teachers. You can find the details in our Pedagogical Report.

We also benefited from an increase in outreach and community development activities due to our newly created Community and Resource Development Department, and the addition of a Director of Development, a position capably filled by Mary Paradis. Mary was able to confidently promote our stable financial picture and resulting improvements to our programs and consequently we experienced increased interest in and support for our school, including several dedicated donations. Please see Mary's Development Report for a full picture of all that is being done to strengthen and enrich the life of our school.

Finally, secure in our fiscal affairs and with skilled administrative staff and effective systems in place, we were able to look forward with true vision and purpose. This past year saw the launch of our Strategic Planning Process and the identification of what we feel are the five key objectives that will lead our school strongly into the future. Please take the time to familiarize yourself with the work of this vital committee, ably chaired by trustee Brad Douville, and consider becoming a part of this process by participating on one or more of the five sub-committees. Working together makes it possible to provide the support that this unique and wonderful education truly deserves.



pg 2&3: Michaelmas Celebration at the Lower School

FESTIVALS AND CELEBRATIONS

MICHAELMAS FESTIVAL

On September 29th, the autumn festival traditionally known as Michaelmas is celebrated in Waldorf schools around the world. As one of the English Quarter Days, Michaelmas has long been a time of new beginnings. By the equinox the shortening of the days and lengthening of the nights is well underway. As the life forces of nature recede, turning toward a winter sleep, we also turn inward to a time of mindful focus and inner awakening. It is a time of reflection, as we contemplate our relationship to the light and darkness in the world around us.

This ancient festival was named for the Archangel Michael, conqueror of the powers of darkness, the harvester of the deeds of humanity. It is at this time

that the image of Michael with the dragon appears before us as a mighty imagination, challenging us to develop strong, brave, free wills, to overcome anxiety and fear. At our school Michaelmas is celebrated through a wonderful play performed by Grades



I through 4, depicting the valour of St. George, Michael's earthly counterpart, as he overcomes the dragon. Grade One children play the gnomes, forging the breastplate and shield of protection. Grade Two children are the shooting stars: each falling star made of iron, the iron that we need to strengthen the resolution of the heart. Grade Three children play the dragon and younger villagers; the Grade Four students are the people of the village with their King and Queen.

Today, as we face the rampant "dragon" forces in our world, such a celebration prepares us to stand for what is true and good, to overcome obstacles and to have courage in our tasks.

SEPTEMBER



STRATEGIC PLANNING

BRAD DOUVILLE
ON BEHALF OF THE VWS BOARD OF TRUSTEES

Thanks to the participation and contribution from over 100 parents and alumni who attended the community meetings conducted in February 2008 and the 145 parents who participated in the survey, significant progress has been made in the launching and development of our VWS Strategic Plan. The input received from parents, alumni, faculty, staff, students, and the Board of Trustees is helping shape the future of our school. Our consultant, ISPG Managing Director, Reed Sumida, who conducted the community meetings and survey, collated the data, extracted the themes that emerged, then reported the information to the Board. Over the next couple of months, the Board took this input, combined it with the results from the all-community envisioning process undertaken five years ago, and, on behalf of the school community, articulated the following vision of a “desired future” that is achievable by September 2011:

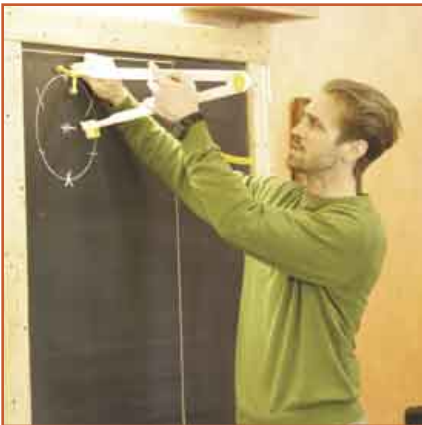
Our students are learning in our new, beautiful and healthy facility with full enrolment and a waiting list. VWS is widely known, respected for our leadership in education, and highly sought after in the broader community. Our teachers are well trained, well paid, and delivering a comprehensive Waldorf education. Our parent body is informed, active and engaged. We conduct ourselves in a manner that is effective, respectful and transparent.

To attain any desired future, articulating it is one thing, but constructing the roadmap to get there is quite another. The above vision statement clearly expresses a future with enhanced classroom resources. The way to reasonably obtain these without losing our inclusive culture valued so highly and without increasing tuition is to increase enrolment. Increased enrolment requires additional capacity in a larger grade school and high school. With this logic as the basis, the Board has identified the following five objectives as the critical enablers for reaching our desired future:

1. Deliver an abundantly supported Waldorf educational experience.
2. Build and occupy, by September 2011, a facility that supports excellence in Waldorf Education.

3. Expand and retain the number of students and families in the VWS community.
4. Inspire dynamic and enduring participation from VWS community members and from the greater community.
5. Define and empower the leadership of VWS.

The above vision statement and five objectives provide the underpinnings for the creation of the VWS Strategic Plan. There is still much to do, but important and significant progress was made. In the Fall of 2008, sub-committees will be struck and comprised of members from the Board of Trustees, faculty, parent body and alumni to establish strategic initiatives in support of each objective with clear measures defined for each to gauge progress. ISPG will be consulted where needed. The results of this work will form the final Strategic Plan, and once approved by the Board of Trustees and the Pedagogical Carrying Group it will be presented to the entire community.



This exciting new future for the VWS will only become a reality through the passion, energy and contribution of the school community members. We encourage you to think about which of the five objectives means the most to you and consider joining one of the sub-committees.



*“Whatever you can do,
or dream you can,
begin it.
Boldness has genius,
power and magic in it.”
Goethe*



FESTIVALS AND CELEBRATIONS

THANKSGIVING

The harvest season is universal and harvest festivals are among the most ancient known to mankind. To celebrate and give thanks for the bountiful gifts the earth bestows upon us, the Lower School hosts a Thanksgiving Lunch for children in grades 1 - 8, faculty, staff, and invited guests. On Fri Oct 5 the school was filled with the rich aromas of hearty soup and homemade bread, with laughter and joyous celebration.



Thanksgiving lunch at the Lower School prepared by Grade Eight students

FINANCIAL REPORT

REA GILL

The Statement of Operations for the year ending June 30, 2008, shows a significant turnaround in operating results and a stronger financial position from that experienced in recent years. The revenue from tuition and educational grants increased by approximately \$570,000 or 28% over the previous year. \$280,000 of this came as tuition fees due to an increase of full-time equivalent students (FTEe) – 235 FTEe in 2008 versus 215 in 2007. Please note that the FTEe numbers reflect full time equivalent students and only include students from Kindergarten age five and up through Grade Twelve and not the actual number of enrolled students. (see Figure 1 on page 8) \$292,000 of 2008 revenue came from an increase to the educational grants received from the Ministry of Education. (see Figure 2 on page 8) This amount rose so substantially because of greater enrolment due to strengthened programs, excellent teachers, community development and outreach, and the Accessible Tuition Program enabled us to keep our Per Student Operating Cost (PSOC) below the district average and consequently receive the maximum level of funding. We also received a total of \$125,000 in donations, much of it for dedicated projects. (see Figure 3 on page 9)

Our operating expenses grew by approximately \$261,000 or 12.5% over the previous year. (see Figure 4 on page 9) This reflects an increase to existing faculty and staff salaries through the payment of \$123,000 in bonuses as well as new salaries for additional pedagogical staff including the Social Inclusion Program Coordinator and several classroom aides. There was also an increase in expenditures for teacher professional development, the funding of the construction of a stage-extension to

increase the usability of the hall for student productions, and support provided for more workshops, lectures and community events, many extended to the greater community of the Lower Mainland. The Independent Schools Performance Group was engaged to assist with launching a Board-led strategic planning process, and a centralized data management software program was purchased.

Under the wise direction of outgoing treasurer, Dave



OCTOBER

Diebolt, the VWS restructured its financing to allow long-term assets (land, building and equipment) to be financed by long-term rather than short-term debt. Interest and amortization costs increased by approximately \$57,000, however, the refinancing resulted in a significant savings in the short-term by reducing short-term debt and interest costs on that debt. The long-term debt increased from \$1,507,402 at June 30, 2007 to \$1,652,518, which reflects a more appropriate and fiscally prudent financing structure.

The result of this refinancing and our increased revenue is a net surplus for the 2008 year of \$17,080, compared to a loss of \$233,392 for the previous year. This net surplus improves our working capital position. The VWSS has an operating line of credit of \$200,000, which was not used as of June 30, 2008; instead, the VWSS showed a positive cash balance of \$214,103, compared to a balance of \$18,882 at June 30, 2007.



Grade Two Martinmas Lantern walk and Play

FESTIVALS AND CELEBRATIONS

Martinmas

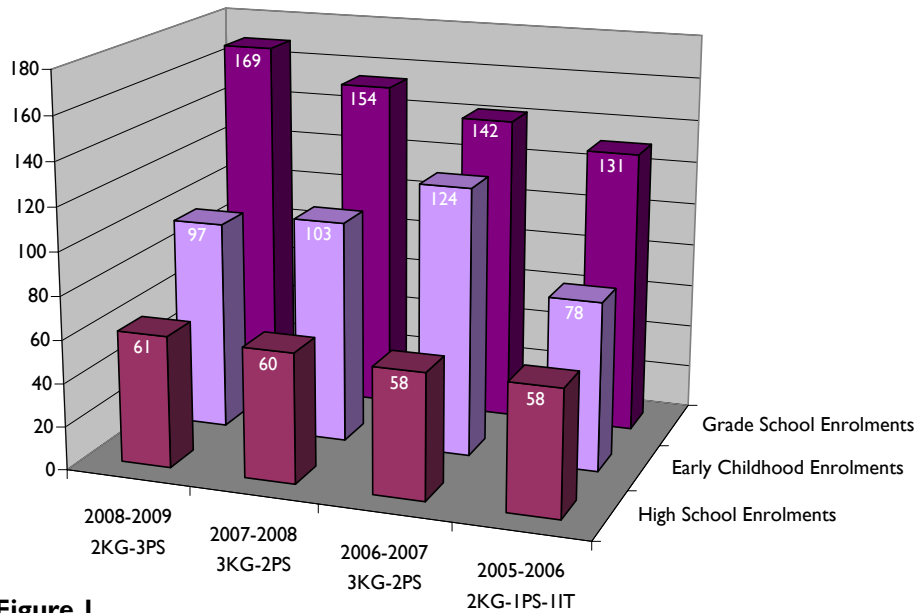
November 11, our memorial day in honour of soldiers' sacrifices, also marks Martinmas, a festival in honour of a Roman soldier elevated to sainthood for his selfless kindness. Martin is the patron saint of the poor and the homeless, known for his gentleness and his ability to bring warmth and light to those in darkness. His deed of mindful sharing was to cut his red woolen cloak in two to share with a beggar; it is significant that he does not offer the whole cloak, for he well knew that his life might depend on its warmth. On the evening of Martinmas, Martin's act of kindness is remembered with singing and a Festival of Lanterns. Children in kindergarten and the younger grades, together with teachers and families, go for an evening walk with handmade lanterns. A story recognizing "the light" of another gives us all an experience of sharing as we move toward the darkness of winter.

In the grade school Martinmas Assembly, Grades 1 to 5 presented verses and stories, and Grade 2 presented a traditional play about the life of Saint Martin. The older grades undertook outreach projects in celebration of the spirit of St. Martin; and Grades 6 to 8 held a community drive to collect warm, used coats to take to the downtown eastside.

In high school, festivals often take a different form; this year students reflected on Martinmas during a High School assembly. One of the faculty gave a short talk about Saint Martin, the significance of the day and its celebration, and another led students in an activity practicing an aspect of sharing. Together, they began to look toward the deepening of the inner light that Advent brings.

NOVEMBER

HIGH SCHOOL, GRADE SCHOOL & EARLY CHILDHOOD ENROLMENTS 2006-2009



The increase in operating revenue was used in part to increase classroom resources and staff salaries, for additional teacher professional development, and to host more community events, workshops and lectures.

Figure 1

NET INCOME & ENROLMENTS 2006-2008

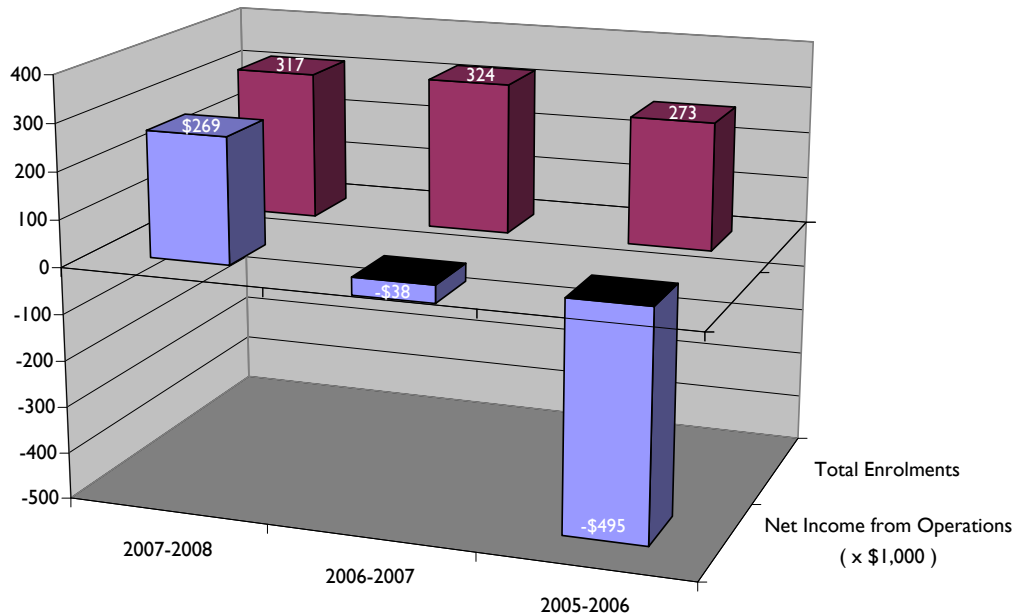


Figure 2

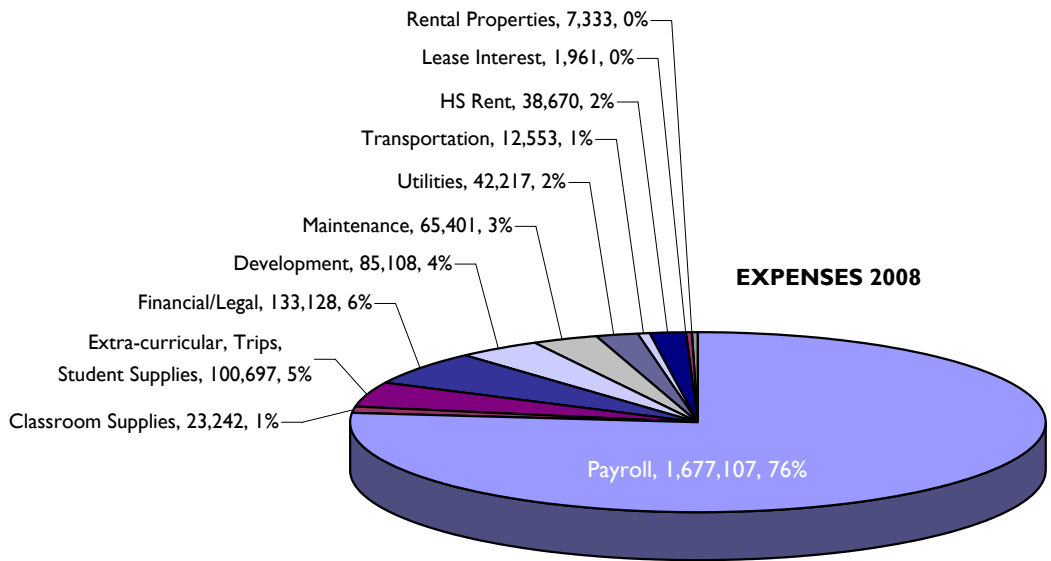


Figure 3

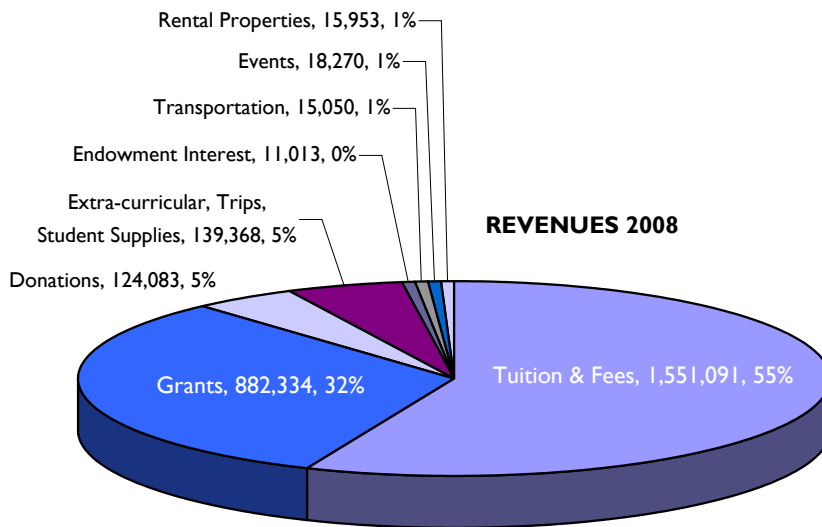


Figure 4

Revenues and Expenses differ from 2008 VVSS Financial Statements with the addition of externally funded extra-curricular, student supply and trip expenditures.

THE VWS ACCESSIBLE TUITION PROGRAM MEETING THE NEEDS OF EVERY FAMILY

GOALS FOR OUR COMMUNITY

As a community, we are burdened by misconceptions about tuition and the process of adjusting tuitions. The system we currently use is a 'fixed' tuition system. This provides a stable financial base which, coupled with grants, gifts, and fundraising, comprises our operating budget. We have created the Accessible Tuition Program (ATP), with its process of adjusting tuition, in order to accommodate those families who could not afford to pay the published tuition rate. A common misconception is that this program is the same as financial aid or tuition assistance. The reality is that we do *not* take from those that 'can' and give to those that 'cannot'. In fact, by refusing to meet the needs of those who are eligible for adjusted tuitions, we would place an even greater burden on the 'can' families by removing from our revenues the amounts that the 'cannots' contribute through reduced tuition and grants. (see Figures 5 & 6 on page 12)

We must acknowledge an unfortunate inequity in our system as it now stands. When tuition is a fixed amount, only those who cannot pay the published rate must go through the tuition adjustment process. This creates a false image that the work of the school is that of 'doling out financial aid' and gives the illusion that families who pay less than the fixed rate are somehow not doing their share. Families who go through the ATP process must be consciously reminded that their financial contributions are often proportionally greater in relation to their resources than are those of families who pay the published rate.

In an effort to counteract this misconception, we must be very conscious of our language when we talk about our school's finances. Our goal is to encourage the community to think of our tuition system as a modified sliding scale based on adjusted tuitions, and consciously avoid using terms like 'financial aid' or 'tuition assistance'.

Another term that requires conscious consideration is 'tuition' itself—should we view enrolment solely as a financial issue? We must be careful that our concept of tuition does not become merely transactional. Without conscious intent, we pay our tuition as we pay any other bill or purchase any commodity. But education is not a commodity—it is a priceless spiritual gift to the adults of the future and to society, which ultimately will benefit from the capacities that those that receive Waldorf education develop.

The money that we pay to the school in tuition should be thought of in the same light as the time and effort we contribute. The gift they represent is our participation in the quality of our children's (and our own) cultural experience—a gift that enhances the promise of their individual futures. The education each of our children receives at the VWS is comprised of experiences shared with every other child in the school. In this way, each parent's tuition contributes not only to their own child's education, but to that of all the other children as well.

The social health of our community requires that we work together creatively to help each other view financial issues in new ways. With our situation as it now stands, families who are able to pay the published rate do so without having to engage in any further economic dialogue with the school. The passive payment of a fee for tuition can be at odds with the goal of fostering a community, for it feeds a sense that the school exists as an institutional entity apart from our relationships to one another. For those families who do go through the ATP process, the stigma of paying less than 'full' tuition may cause them to agree to or propose an adjusted tuition that is in actuality, unmanageable for them, and an unhealthy situation can develop.

Ideally, every family would have a picture of the financial life of the school, and make a realistic and effective

contribution based on their own circumstances as a member of the community. The sum of these contributions would comprise what the school needs to function. As we work together to accommodate our needs, we hope to acknowledge that the spiritual forces which shape our social evolution are currently at work in our finances.

Healthy economic policies must meet and balance our financial realities. These can only be found through the difficult and soul-searching struggles of people working together to build a sustainable community—one which is both socially as well as financially responsible.

THE ATP PROCESS

The review process does not begin with new students until we have notice of acceptance from the Admissions Office. When an ATP application is received, the information is reviewed and the family may be contacted by phone to gain further clarity. The application, which includes, among other items, income and expense information as well as the previous year's tax return, is then reviewed.

In the majority of cases it is possible to make objective comparison to what other families with similar income levels and life situations are paying, and then consider extenuating circumstances. Given such exceptions, most families that go through the process are asked to pay an adjusted tuition that represents a specific percentile 'window' of their income. A family's history with the school and their commitment to Waldorf education is also considered in establishing a financial relationship that is healthy for both the family and the school.

By adjudicating all of the applications together, the entire ATP budget can be worked with and kept in mind thereby achieving greater consistency in offering adjustments. Afterwards, there may be follow-up discussions or meetings with families.

Once an adjusted tuition has been assessed, the family is notified with a letter containing a Tuition Agreement, which when signed and returned to the school office, formally accepts the adjusted tuition level. If the assessed adjusted tuition is unworkable for the family, further conversation takes place to determine if there is new information about the family's situation that would warrant a further adjustment.

Families are further contacted in the new year to determine whether there are any changes in their financial situation which would cause a review of the adjusted tuition.

FUNDING

Unlike other independent schools, the VWS does not have an established endowment for scholarship funds. It has been suggested that a bursary be established to pay for the adjustments we offer, thereby providing the school with additional revenue. We encourage this type of activity and suggest an effort be launched as a fundraising and development initiative. Until such time as another model is presented however, we will continue to make assessments based on the policies, procedures and budgets as approved by the Board of Trustees. Tuition adjusted amounts are reported as a discount of our posted tuition and represent approximately 24% of operating revenue, which is similar to other schools of our size throughout North America. The ATP budget is based on a projection only and varies from year to year.

Families experiencing temporary difficulties which warrant an adjusted tuition are asked to consider paying back some portion of the difference once their finances improve.

While we attempt to project and work within a specified annual ATP budget, with a minimum tuition per student (30%) and a maximum adjustment per family (70%) as guidelines, the budget and guidelines are flexible. Our ability to offer adjusted tuition is also affected by the number of applications received in any given year.

Tuition, Fees & G1/G2 Grant Revenue 2006-2008

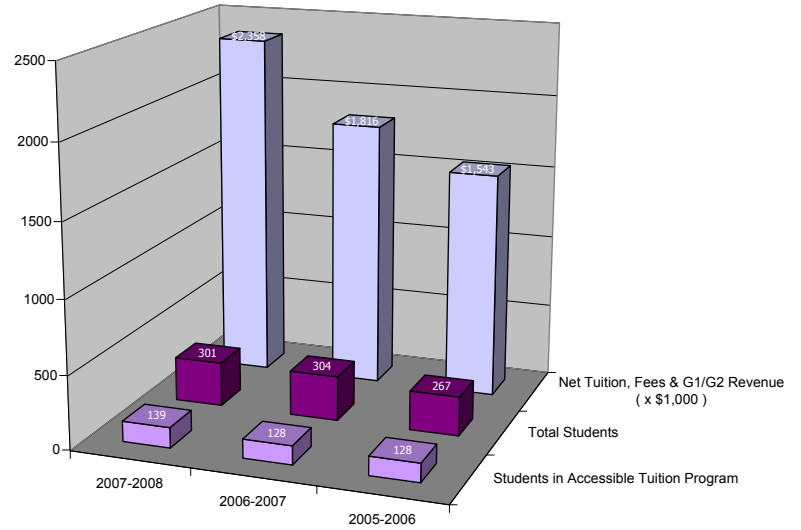


Figure 5

How would our 2008 Tuition, Fees & G1/G2 Grant Revenue have been affected if there was no Accessible Tuition Program?

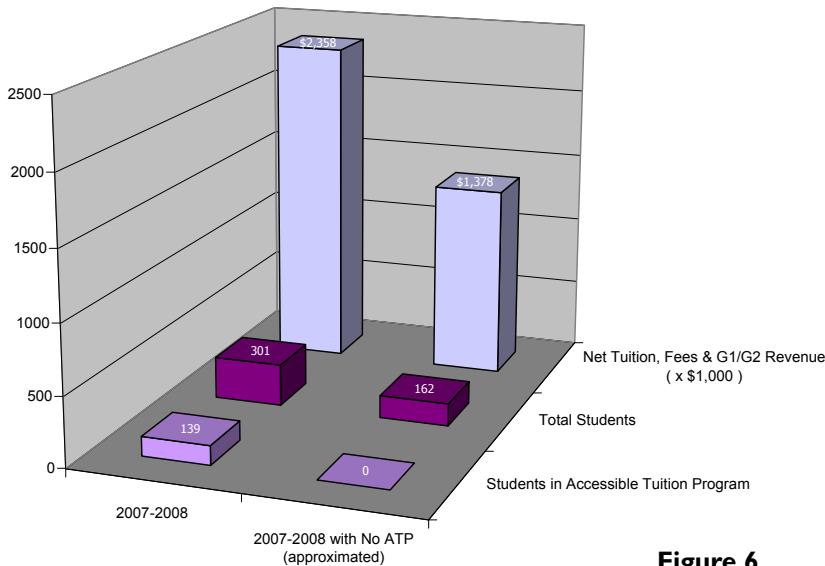


Figure 6

FESTIVALS AND CELEBRATIONS

ADVENT

Although Advent is traditionally known as a Christian festival encompassing the four Sundays before Christmas, pre-Christian peoples who lived far north and who suffered the loss of life and light with the disappearance of the sun also had ways of wooing back life and hope. In Waldorf schools, the Advent festival invites us to be vulnerable to our longing and open to our hope. In December the days grow noticeably shorter, the cold winter nights approach their longest, and we all begin to yearn for the light. In our high school, students and faculty light a candle every morning and sing traditional carols together. Children in our preschool, kindergarten and grade school classes participate in the Advent Spiral as a symbol of this yearning. A path is laid out of green boughs of evergreens and stars of gold card shine inside the path. A single candle in the center of the spiral lights the room. Soft music sets the mood as, one at a time, the children walk the path of the spiral. They light their own candle from the center candle, and on the journey back they place their candle in their apple on a gold star. When all the children have walked the path, the whole spiral is aglow with beautiful light – the promise of the returning sun, and a symbol of the divine Light within each of us.



DECEMBER

COMMUNITY & RESOURCE DEVELOPMENT

MARY PARADIS, DIRECTOR OF DEVELOPMENT

Enrolment in 2007-2008 continued to follow a trend of a steady increase from previous years with a particular increase and improved retention in the grade school. Our school hosted five Open Houses and eight Waldorf Welcome Introductory Sessions, and had booths at the Private Schools Fair at Canada Place and at the North Shore Preschool Fair. The First Seven Years Series parenting lectures and evening presentations by visiting master teacher Eugene Schwartz also opened our doors to prospective parents and the broader community. Continued improvements in our intake protocol and new family orientation all played an important role in increasing retention.

Our thanks go to the many generous donors who have benefited our school over the last year. A variety of one time donations (\$33,466), Raising More Money pledges (\$14,203) and funds raised through the Annual Giving Campaign (\$8,690) provided valuable support for the school's general operations. We also received substantial dedicated donations from several community members. We are very grateful to Keith Schaefer and Rosemary Renstad for their generous gifts that supported the salary of our Social Inclusion Coordinator, renovations and new furniture for the high school, and workshops co-hosted by Lifeways Childcare. We also gratefully acknowledge Helen Babalos for her substantial gift to support operations and dedicated donation that helped launch the Vancouver Waldorf School (VWS) strategic planning process in which the Board of Trustees and the community is currently engaged.

We wish to thank Alan Berge and Christiane Rolland who have established a \$10,000 annual bursary program to assist VWS students to go on exchange to other Waldorf schools and international Waldorf students to come on exchange to the VWS. Several of our high school students have already benefited from this bursary.

We are also thankful to have received a generous grant and endowment interest from two foundations, \$15,000 from the Valmont Stiftung Foundation to support operations in the Early Childhood programs and \$11,000 from the Vancouver Foundation. We were also the grateful recipients of a bequest of \$10,000 from the Gordon A. Hall Estate.

As an independent school in British Columbia we are fortunate to receive grants from the Ministry of Education to support our operations, including grants for our French language program and Special Education grants to provide enriched programs to students with special needs. We are grateful to the Ministry of Health and Families for funding both capital improvements and operations in our licensed Early Childhood Programs.

We would like to thank all the parents and members of the Vancouver Waldorf School community for the dedication and steady efforts you have shown in supporting our school and Waldorf education for your children. The VWS Parent Council and Class Representatives form the core of leadership and support within our parent body and we greatly appreciate all the fine work done by these committed parents. We especially express great appreciation to Susan Drury, Meg Cameron and Tina Thorndycraft, who 'retired' from the Parent Council mid-year, for their leadership and commitment to this group since its inception five years ago.

The Parent Council creates imaginative and inspiring ways to build parental involvement in the unfolding of the school's mission and its day-to-day operations. This includes supporting the parent Class Representatives whose work at the class level provides the foundation for parent orientation and healthy communication between parents and teachers. We are grateful to Chair Sally McDermott who was instrumental in establishing sound policies and procedures for this group including the Class Representative Guide.

Last year the Parent Council hosted many successful community events including the Fall Community Dance, festival and graduation receptions, social teas, the May Fair reception, and our annual Christmas Fair. This is our largest school event of the year and a major undertaking with hundreds of people involved in its production, with net proceeds for 2007 at approximately \$10,500. The Parent Council managed the Community Fund which received the proceeds from the Christmas Fair and other fundraising efforts and grant monies. The Fall Dance, festival and play receptions, the lower school



Saint Nicholas and Black Peter visiting Lower School

FESTIVALS AND CELEBRATIONS

SAINT NICHOLAS

Every year on December 6th, Grades 1 through 8 are visited by St. Nicholas and his rascal assistant, soot faced Black Peter (also known as Rupert).

Who was Bishop Nicholas on whom the modern Santa Claus is based?

By common legend, he was born in the third century in Syria to rich parents who died, leaving him a fortune. When still in his teens, Nicholas became the Bishop of Myra, and was well known for his compassion and generosity, in particular his anonymous gifts to the poor. Tradition has it that he left these offerings in the houses of selected recipients, sneaking in during the night to leave gold, fruit, nuts and honey cakes in the shoes or stockings of the poorest children. These sweets to the needy became the gifts given on Nicholas' Day. In various countries in Europe December 6th, St Nicholas's official day, is also Children's Day, and is considered just as important as Christmas Day itself.

DECEMBER

FESTIVALS AND CELEBRATIONS

SANTA LUCIA

On December 13th, the Lower School celebrates one of the most traditional Scandinavian festivals—Lucia's day, the festival of light, celebrated in memory of the Italian Santa Lucia.

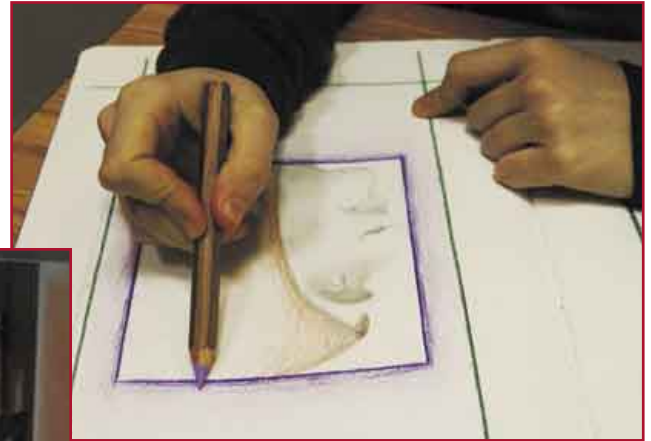
In the early hours of the morning a young woman, dressed in white and wearing a crown of blazing candles, brings light into the dark winter by serving coffee and saffron buns to students, faculty, and staff. Our 'Lucia Queen' (Grade 12 student Ani Trevillion) led a beautiful procession of Grade 2 children singing traditional carols throughout the halls of the lower school. Lucia's day symbolically opens the Christmas celebrations in Scandinavia, bringing hope and light during the darkest months of the year.

Lucia – 'light' in Italian – symbolizes light and growth for human and beast as she emerges out of the darkness. Before the Reformation, Saint Lucy's Day was one of unusual celebration and festivity because, for the people of Sweden and Norway, she was the great 'light saint' who turned the tides of their long winter and brought the light of the day to renewed victory. Before the calendar reform, her original feast day happened to fall on the shortest day of the year: the winter solstice was December 13th by the Julian calendar rather than December 21st.



grounds and school photos were some of the areas of school life that the Community Fund supported last year.

Every contribution of human and financial resources is an essential thread in the weaving of a vibrant school and community, modeling for our children a healthy working together and a striving for the common good. As we enter another school year with all of its joys and challenges, I wish for all that we seek the best within ourselves and that we meet each other often and with goodwill.



Santa Lucia and her helpers visiting the classrooms



PEDAGOGICAL REPORT

There have been many highlights and achievements in the pedagogical realm at the Vancouver Waldorf School this year. Financial stability and increased resources and salaries have truly enabled us to collectively focus on both professional and curriculum development, furthering our ability to bring the richness of Waldorf education to our students. First, we welcome Arnold Grimm as our full time Pedagogical Administrator. While our pedagogy stresses the value of engaging teachers in school governance, the sheer amount of administrative work required in running a Waldorf school and the amount of detail and specialized information required to efficiently and successfully liaise with the Ministry of Education requires a skill set and time availability, over and above that of a classroom teacher. Just as our financial affairs have benefited from dedicated attention, the expertise and focused attention brought by Arnold will ensure that our programs' teachers and fine students are awarded the support and recognition they deserve from the VWS and from the greater academic community.

This year has also seen much support from the VWS for individual professional development and Waldorf training, including sending one teacher from each of the three faculties (Early Childhood, Grade School and High School) to the World Teachers' Conference in Dornach, Switzerland. Many faculty members were able to attend preparatory and enrichment workshops at various Waldorf Colleges and Centres around the globe. For example, Grade School teacher and Faculty Chair, Gerard MacIntosh, completed the Teaching Sensible Science training series. Sponsored by the Research Institute for Waldorf Education, this series focused on the challenges of bringing Science meaningfully to Grades 6-8 in a manner relevant to our quickly changing world. Special recognition is due to our present Grade 11 guardian, Karin Burns, who completed her Waldorf High School teacher training this summer, adding full Waldorf certification to her already existing Bachelor of Education degree. She also represented us at an International High School Conference in Sacramento, California. Congratulations KB!

FESTIVALS AND CELEBRATIONS

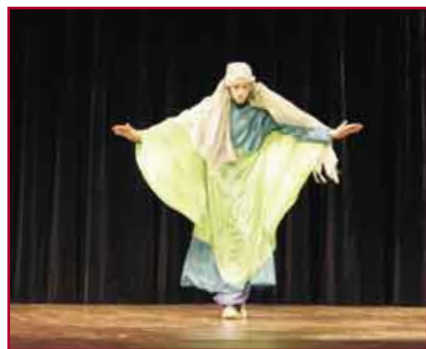
FESTIVAL OF THE ARTS 20TH ANNIVERSARY

On the evening of March 12th, over 400 audience members took in a fabulous showcase of the artistic elements of the Waldorf curriculum at the VWS. Upon arrival, guests were met with a stunning array of visual and practical works of art in the theatre lobby. We were then treated to an outstanding show of varied performances from Grades 2 through 12, from a delightful French play, lively folk dancing, beautiful, harmonious singing and graceful eurythmy, to a funky ethnic fashion show of student designed and made clothing.

New to the Festival this year was a classical French Clowning scene presented with verve and finesse by the Grade 9 class and prepared by our upper grades Eurythmy teacher Daniela Fiess. And a success it was, with the entire audience rolling with laughter and clown imitations gracing the halls of the lower school for days afterward.



MARCH



FESTIVALS AND CELEBRATIONS

MAY FESTIVAL AT THE EARLY CHILDHOOD CENTRE

During the first week of May our Kindergartens greet the arrival of spring and the coming of summer with joyous celebrations. The children make May crowns with ivy and flowers and sing songs and verses of spring. They dance with colourful ribbons around the



Maypole, a traditional symbol representing the tree of life and fertility. Gone are the dark cold days of winter; welcome beautiful spring!



MAY

Teachers and parents alike had the benefit of working with Waldorf master teacher Eugene Schwartz. Eugene will continue to visit the VWS in the next school year and hopefully beyond to mentor our teachers and to provide insightful and valuable lectures on parenting, child development and Waldorf education. Also, our faculty attended the Waldorf teachers' conference *Spirit in Matter, Teaching with Imagination* with keynote speaker Dennis Klocek from the Consciousness Studies Program at Rudolf Steiner College, hosted by the Association of Waldorf Schools of North America (AWSNA), Pacific Northwest Region, in Bellingham.

2007-2008 will also be remembered as a changing of the guard, with the period between last year's report and this full of hellos and goodbyes. First we welcomed Brian Gohlke, who agreed to step in mid-year in April 2007 and take over the very lively Grade 2 class from their beloved teacher, Ms. Beni Johnston, who happily became a full-time mom. Brian came to us having completed his Waldorf training at Taruna College in New Zealand. He has extensive experience having previously taught children of all ages for many years in bilingual settings in Taiwan. Sarah Nelson joined us as the new Grade One teacher in September of 2007. She comes to us with impressive credentials and strong recommendations, bringing with her much enthusiasm and experience at both the grade and nursery and preschool levels and has proved to be an inspiring teacher and valued colleague. In addition to her Waldorf training, Sarah has a Bachelor's degree in Psychology and a MEd from Antioch University in New Hampshire.

We also began the 2007 school year with a new practical arts teacher. Brian Lehto comes to us with extensive training and work experience in the fields of fine art, woodworking, metalsmithing, theatrical design and teaching both in the Waldorf classroom and in other institutions. Brian's credentials include a BFA and an MFA in sculpting, which is balanced with a huge heart and warmth of feeling for his students, colleagues, friends, family and the communities of North Vancouver and the Vancouver Waldorf School.

In a rich year full of achievements, the Farewell Celebration for retirees stands out as a memorable honouring of the spirit and soul of our VWS community and a public recognition of the huge contributions made by these long serving individuals who blazed the trail for the growth and development of our school. After 24 years of teaching in our high school,

Elaine Mackee retired at the end of the past school year but will continue to be engaged by the VWS to provide mentoring for high school teacher Jen Brant, who has bravely stepped into the very large shoes left by Elaine's retirement. Jen has taken on her new full-time teaching position in her areas of expertise, art, art history, and architecture. Jen, a VWS alumnae and a Waldorf Graduate, holds a BFA from Emily Carr University, and a BEd from UBC. She has now embarked on the Waldorf High School Teacher Training offered by the Center for Anthroposophy in New Hampshire.

After 32 years, the VWS's first and only remedial Extra-Lesson teacher, Kyle Morton, officially became the school's "Grandma", as she retired from remedial teaching. Kyle remains connected to the school and children she so dearly loves by continuing to assist with volunteer activities ... yes, it is true ... we will still smell the bread baking as Kyle works with the Grade Threes to make those mouthwatering loaves. Kyle officially passes the remedial baton to Ute Grimm, coming to the VWS from Germany. Beginning in September 2008, Ute takes over the VWS remedial program with almost a quarter century of teaching experience behind her. She is a trained and experienced Eurythmist, class teacher and an Anthroposophically trained Special Education teacher.

Traudi Schneider, eurythmy accompanist extraordinaire, left the keys after 27 years during which time she worked with ten eurythmists! Also, retiring after 20 years as eurythmy accompanist and music support teacher is



Marilyn Lange. Marilyn, one of a handful of specially trained Waldorf music teachers in North America, will continue to work with the school as a music consultant and will bring her knowledge and support to both the teachers and students. Stepping up to the piano bench at the VWS starting in September 2008 are two capable and talented pianists. We welcome Rosamond Hughes, an alumni parent and long time supporter of Waldorf Education and the Vancouver Waldorf School, and Evgeny Shcherbakov, who comes to us from Russia with an outstanding background. He is an accomplished musician, conductor and composer with over 20 years of professional experience. He holds degrees and certificates in choir, symphony and folk orchestra conducting, as well as post-graduate level studies in composition. We are truly blessed that Evgeny has come to Canada with his family and agreed to join our staff.

We were very fortunate to have Cynthia Trevillion join the faculty for one year to take over D'Arcy Colby's class for their Grade 8 year. Cynthia is a capable and sought after Waldorf-trained and experienced teacher with a background in remedial education and experience in admissions, outreach and marketing. Cynthia has now returned to her home in Chicago but her contributions to the VWS are much appreciated.

We look forward with confidence, anticipating the future accomplishments of those who have stepped in to continue the legacy of excellent work with our students left by our dedicated pioneering teachers and support staff.

VISION

The Vancouver Waldorf School

endeavours to offer an academic, artistic and practical education that integrates independent thinking with social responsibility in a way that will enable its students to fulfill their life tasks and contribute to world renewal

using the Waldorf curriculum, works out of a recognition of and respect for an understanding of the human being as a spiritual being as indicated by Rudolf Steiner

envisions a school community where each individual participates and contributes to the school's vision and mission while working out of its shared values

VALUES

Out of a commitment to Waldorf Education, and a recognition of and respect for the understanding of the human being that underlies it,

we value an education that integrates body, soul, and spirit — thinking, feeling, and willing — inspires confidence in oneself, social feeling for others, and respect for all living things, awakens independent thinking and enables our graduates to fulfill their life tasks

we value Rudolf Steiner's understanding of child development and of the unique destiny of each child as a spiritual being

we value an educational environment that awakens the child's moral awareness and safeguards his or her healthy development through the actions of the school community's adult members

we value the recognition of the spiritual essence of the human being and an environment and education that nurtures reverence for that essence

we value a school community in which the integrity of each member is respected, a diversity of gifts is recognized, and the participation in service to the school's vision and mission is encouraged

we value the individuality and integrity of each and every person within the social fabric of the school and the skills that each individual can bring to the school's life and mission

MISSION

deliver Waldorf education using Rudolf Steiner's understanding of child development and the Waldorf curriculum to enlighten and inform our teaching

provide an environment that nurtures childhood through rhythm, ritual, relationships, reverence and respect, which supports the incarnating spirit

provide a curriculum that balances academic with artistic and practical learning, and integrates the faculties of thinking

provide and sustain a beautiful and healthy environment that supports the education of the children

support and nourish the teachers through providing opportunities for spiritual and professional development

recognize the reality of different learners and provide the professional development needed to serve these children

provide opportunities for parents to deepen their understanding of Waldorf education

ensure that Waldorf education is available to any child regardless of financial circumstance

support the teachers by providing financial security

operate out of financial stability and abundance and create an environment that fosters the spirit of giving

operate out of a recognition of life's threefold principles and create a school that is a living, evolving organism

foster strength of community between teachers, parents, children, alumni and friends

promote a greater public awareness of the values of Waldorf education

actively enhance cultural, social and financial diversity within the life of the school



Highlights through the Grades

DRAMA IN THE WALDORF CURRICULUM

The class play, or 'pedagogical theatre', has a prominent place in the Waldorf School. Class plays are a vehicle for presenting to an audience the stories that form the foundation of the language arts curriculum of each grade. Class plays transform imaginative play into *play acting*, build speech and memory skills, build self confidence and provide one of the highest forms of social learning for students.

GRADE ONE: THE RUMPELSTILTSKIN



GRADE TWO: BROTHER FRANCIS AND SISTER CLAIRE

In Grade Two, stories of the saints and fables are a theme of the year, often with a strong focus on Francis of Assisi. The deep reverence and sweet nature of the Grade Three class inspired Ms. Fisher-Lang to dust off a play, *Brother Francis and Sister Claire*, which she had written for her first Grade Two class in 1995. The play was performed once for members of the Cascadia community. Two of Ms. Fisher-Lang's previous students, Emily Spence and Elena Mathias, both now 21, were in the audience on 'opening night'. Grade Two also travelled to the beautiful little chapel of Saint Francis in the Wood in West Vancouver, where the VWS had its humble beginnings with a Kindergarten program almost four decades ago.



GRADE FOUR: A FINNISH TALE OF HEROES AND MAGIC

Grade Four performed the stories from *The Kalevala*, the National Epic of Finland. Traditionally this story is sung or chanted, and the poems or runes of the Kalevala are an integral part of Finnish culture. The Finns sing when they are alone or afraid. They sing as they fix their nets, or while rowing and fishing. They sing for courage and to soothe their children. The meter of the Kalevala lends itself to the rhythmic activities in life. The rocking and rowing motions of their chanting are traditional movements used by story-singers in Finland.

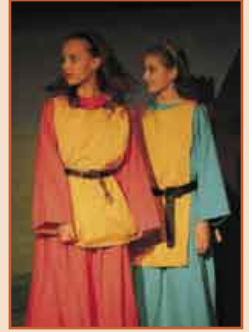


GRADE FIVE: TROUBLE ON MT. OLYMPUS

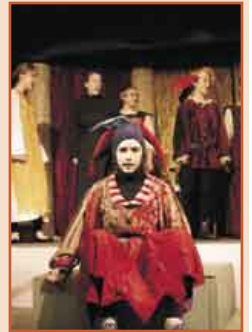
Grade Five enjoyed presenting the play *Trouble on Mt. Olympus*, a tragi-comedy-musical. The story is based on Prometheus' theft of fire from Mt. Olympus, one of the Greek myths that the class heard this year. It was a wonderful learning experience for all. Grade Five thanks Wendalyn von Meyenfeldt, Traudi Schneider, Wendy Noel, and Suzanne Glick for their support in dance, music, acting and costumes.



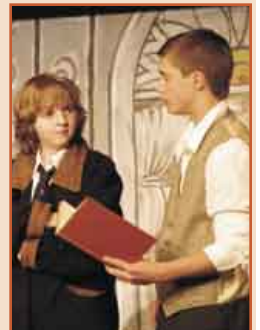
GRADE SIX: SIR GARETH OF ORKNEY



GRADE SEVEN: THE MUSIC OF THE SPHERES (MUSICAL)



GRADE EIGHT: ARSENIC AND OLD LACE



GRADE TEN: HECUBA

In the early fall of 2007, the Vancouver Waldorf High School was chosen to participate in Blackbird Theatre's educational outreach program. The mandate of this award winning professional company centres on presenting the classics of Western Theatre with a strong commitment to educating and supporting young artists. One aspect of this is the Shadow Cast program in which a group of high school age students is given an opportunity to work in tandem with the company on a particular production. In this case, the piece was a new adaptation of Euripides' Hecuba by Vancouver's poet laureate, George MacWirth, which was a perfect fit given the fact that a study of The Odyssey is part of our Grade 10 curriculum. In addition to this wonderful script, Blackbird Theatre provided our students with design and technical support and on January 8, 2008, the Grade 10 class had the unique opportunity of performing their production of Hecuba at the Vancouver East Cultural Centre on the company's stunning set (created by acclaimed designer Marti Wright) with full lights and sound. Each member of the class rose to the occasion and the clarity and maturity of their performances moved and impressed all who attended.

To Ms. Sandra Ferens, VWS Drama Teacher,

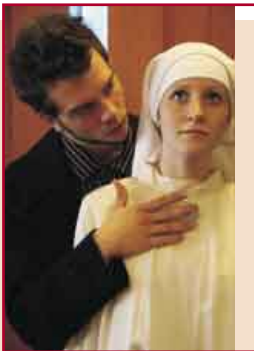
Congratulations to you and your cast for the excellent work you have done in bringing your Hecuba to the stage. It was a very clear reading of a challenging text and the staging of the action was highly imaginative. I was impressed with the intelligent, disciplined performances that so often predominated in each scene and the refreshingly mature and unsentimental interpretations. I found the whole experience fascinating, as did the audience—I think there were over 100 seats filled!

I would also like to commend the Vancouver Waldorf School for supporting the study of theatre. I think the success of your Grade Ten class in preparing and presenting Hecuba speaks volumes on the direct and indirect benefits of experiential training in the arts.

It is also a testament to your own extraordinary gifts as a teacher/director.

John Wright, Artistic Director of Blackbird Theatre

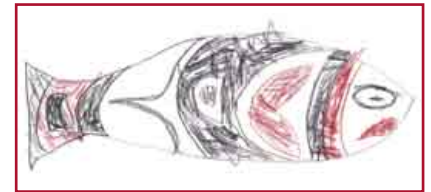
GRADE TWELVE: MEASURE FOR MEASURE





GRADE FOUR TRIP TO THE BIGHOUSE

Grade Four attended the Bighouse program in Squamish as part of their First Nations History/BC Geography block. For two days and one night they lived as the Coast Salish people did pre-contact. They cooked with hot lava rocks, and heated their longhouse with wood that they had split themselves using bone and wood tools. They learned how the plant world can support their health, and how to create clothing and rope out of cedar, and blankets out of wool. They learned how important it is to honour the animals and fish that give their lives so people can eat. The class painted a carved salmon and presented it to the Bear Totem at the Bighouse, symbolizing the permission given to the class by the care-takers of the land to use the Bighouse home for the two days. The Salmon returned to the VWS with the class with their Bighouse names written on the back of it to help remember this incredible adventure of April 2008.



GRADE THREE, FOUR & FIVE EURYTHMY FAIRY TALE TROUPE

The VWS Grade School eurythmy performance group of students in Grades Three, Four and Five, The Fairy Tale Troupe, presented the story of *The Ball of Crystal and the Saucer of Silver*. The students performed for classes at the VWS and also toured to the Sun Haven Waldorf School on the Sunshine Coast.



GRADE FIVE GREEK GAMES

After several weeks of training with Mr. Jeremias, the VWS Grade Five class travelled to Camp Qwanoes on Vancouver Island, where the Sunrise Waldorf School hosted the Greek Games. The class was joined by over eighty fifth grade Waldorf school students from Whistler, Qualicum Beach, Nelson, Kelowna and Calgary. The VWS students performed well in all events and showed excellent sportsmanship and leadership.



GRADE FIVE GREEK GAMES

The Grade Five year is considered the year of harmony, where the children are seen to be in a state of balance between childhood and the threshold of adolescence.

Part of the fifth grade curriculum explores the life of the ancient Greeks, focusing on Grecian art, culture, language and movement. The students learn about many ancient Greek contributions to the present day, including ideas about beauty, truth, courage and the social order.

Waldorf students in fifth grade around the world participate in a Waldorf Olympiad event as part of their study of ancient Greece. Several Waldorf schools meet in one location and the students from different schools form different City States. The Greek Games bring an opportunity for children to experience firsthand, the wonderful harmony of body and soul that led the Greeks to feel themselves at home in the physical world. Students train in the same original pentathlon events: javelin, discus, Greek wrestling, running and long jump, complementing their main lesson work in Greek history and culture. The children are expected to live up to the ideal of this ancient Greek epoch in their entire approach to the games; learning to honour every individual's effort and to see that the ultimate goal is to improve one's own performance. The witnessing or judging of the events also exemplifies these ideals, assessing form, dynamics and measure.





HIGH SCHOOL FALL TRIP 2007: STEIN VALLEY NLAKA'PAMUX HERITAGE PARK

"I have worked full-time on environmental issues, especially wilderness protection, for over 20 years. It is very easy to become jaded and cynical about humanity in doing this work. After spending a week with the VWS faculty and students on their high school wilderness trip, my faith in humanity has been restored."

Gordon White, Wilderness Guide and author of "The Stein Valley Wilderness Guide Book"



As the sun rose early on the morning of September 9th, High School students and teachers gathered with sleepy eyes and heavy packs to embark on their first main lesson of the year, the Fall Trip, a five-day hiking and backpacking trip in the Stein Valley Nlaka'pamux Heritage Park.

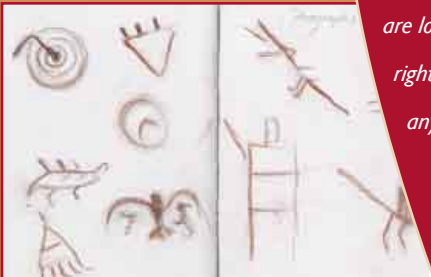
One group was led by Gordon White, an experienced guide and long-time environmental activist, and they began at the main trailhead of the Stein Valley. The group followed the powerful Stein River, travelling along the valley bottom experiencing the culturally rich rock paintings of the Lytton First Nations which date back over 4,000 years. Teachers Elaine Mackee, Dennis Scott and Brian Lehto led students through various artistic exercises inspired by the beauty and power of the river. Students sketched ancient pictographs, created delicate rock sculptures and cairns, wrote inspired poetry and participated in solo expeditions.



A second group led by Matthias Starzner, an experienced guide with great skill and passion for wilderness tripping with adolescents, began at the main trailhead and traveled into the remote southeast corner of the Stein Valley. In following the Stryen Creek, the group ascended steep switchbacks and navigated through dense bush before arriving at immense boulder fields and sub-alpine meadows in the shadows of Mt Roach and Nikaia Mtn. Teachers Tibor Jeremias and Karin Burns were greatly impressed by the leadership and teamwork that developed in the

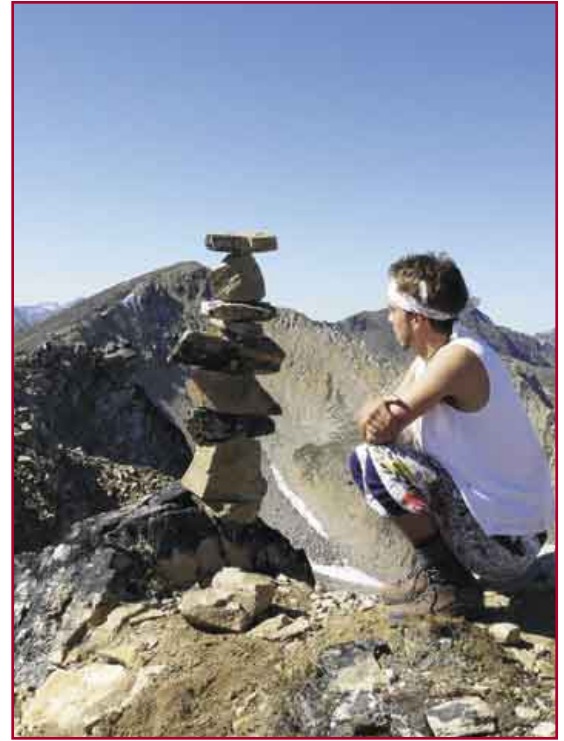
"If you are sitting in Nature somewhere right now and are wanting to be somewhere else, you are lost. For what exists around you right now can provide more for you than anything else"

Jett Pace, Grade Twelve



group over the five days, as well as the spirit that lived in the group and expressed itself in gales of laughter echoing through the mountains.

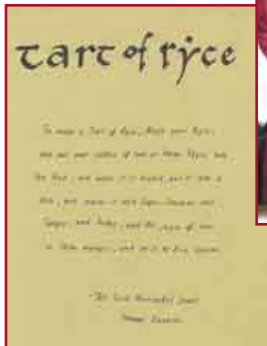
The third group led by Alan Formanek, an experienced guide, mountaineer and VWS parent, completed the 60 km Mini-traverse of the Stein Valley. The group traveled through incredible alpine terrain in the northwest corner of the park and ascended Gott Peak (2505m), before hopping/crawling/scrambling over and under the sub-alpine debris along Blowdown Pass. They entered the valley bottom from the west following the Stein River to the main trailhead. Teachers Paul Clark, Elke Schmidt and parent Dave Gill applauded the individual and group initiative taken up by students on this trip, as well as the technical skills such as bear-caching food in sub-alpine forests and bare-handed salmon fishing.



GRADE ELEVEN MEDIEVAL FEAST



This year, for the grade eleven main lesson block on Rome and Medieval History, the students had two weeks to research authentic recipes and period costumes in preparation for a Medieval Feast. They gathered in their finery and had a midday feast fit for kings and queens, clergy and peasant folk.



GRADE TWELVE ZOOLOGY MAIN LESSON & FIELD TRIP TO VANCOUVER ISLAND



This Biology Main Lesson is an experiential and theoretical exploration of zoology, evolutionary theory and genetics. The studies in zoology are centred on investigating the distinguishing physical features of animal life with the aim of uncovering the essential relationship between human beings and the animal world. The class with their science teacher Karin Burns and guest naturalist, Mathias Starzner went on a four-day field trip to Vancouver Island where students observed, sketched and explored marine, inter-tidal and rainforest animal life. Students also engaged in research projects, which included oral and artistic presentations and a formal paper. Environmental stewardship and activism play a foundational part in this Main Lesson.

STUDENTS' REFLECTIONS



When I got home, it took me a little while to re-adjust to civilized life. By this I mean following clocks, relying on lights, and distracting myself with electronics. For



the first time, I felt a really strong disconnection and isolation to Nature and the elements. The way we live is completely independent from the earth we live on; they are like two separate worlds. Being outside in the dark and the pouring rain (and the cold), really connected me with nature. When it got dark, my body was more

able to sense tiredness, and so I went to bed.

But at home with clocks and lights, I wasn't able to listen to my body's internal signals, and I ended up going to bed a lot later. I think this is significant.

~ Sasha Cooke



It is always interesting to look back on a camping trip after you're home and warm and clean. For me, it felt slightly different from all the other camping trips I've been on in the high school. I realized that it was the last school camping trip our class will be on and it felt bittersweet to me. Even though I'm certainly not a camping person, it was sad to think that this was the last camping trip for us. So many memories exist in my mind of our class together and I feel as though every time we go somewhere together our class bonds more and more. I think by camping and being away from home and comfort, there is an aspect of all of us that comes out that does not go away. Being in Grade Twelve with this group of friends, it's become apparent to me that everything that we do will be the last time this group of individuals has the chance to do it together.

~ Forestt Wuest





VWS-DOWNTOWN EASTSIDE COMMUNITY ART PROJECT

In January and February, our high school students participated in a joint art project with the First United Church in Vancouver and the residents of the downtown eastside community. Students started their visit by joining the community residents for lunch. Everyone was then given a panel to paint, with complete artistic license. The panels are mounted together to form a mural in the chapel of the Church. The Chapel is the first room that residents enter in the morning after a long night of being cold and wet—the mural is a colourful welcoming, a symbol of caring

and hope, of two very different communities joining together for positive change. This event offered the residents an opportunity to express themselves and participate with pride in a project to beautify a place for which for many is their only home.



GRADE TWELVE PROJECT PRESENTATIONS

Colyn Cameron Can the Artistic Medium of Poetry Fully Capture the Essence of Human Divinity?

"Things aren't so tangible and assertive as most people would have it believed; most experiences happen in the place that words will never enter."

Rainer Maria Rilke

Karda Rolland-Berge A Movement toward Change within the Brazilian Culture

"Not everything that is faced can be changed, but nothing can be changed until it is faced." James Baldwin

Misha Daroshin The Dark Side of Control – Why and How We Assume and Maintain It

"To what purpose is a man's life but to earn his daily bread?" Mario Puzo

Ani Trevillion Music and Emotion

"Music is the art ... that most completely realizes the artistic idea, and is the condition to which all the arts are constantly aspiring." Oscar Wilde

Zoë Jones The Moment

"There never was any more inception than there is now, nor any more youth or age than there is now, and will never be any more perfection than there is now, nor any more heaven or hell than there is now." Walt Whitman





Nakya Grimm The Human Being in Science

"Life is a process of becoming, a combination of states we have to go through. Where people fail is that they wish to elect a state and remain in it. This is a kind of death." Anaïs Nin

Tavi Parusel Segregation through Religion – A Look at Islam and Christianity

"If in thirst you drink water from a cup, you see God in it. Those who are not in love with God will see only their own faces in it." Rumi

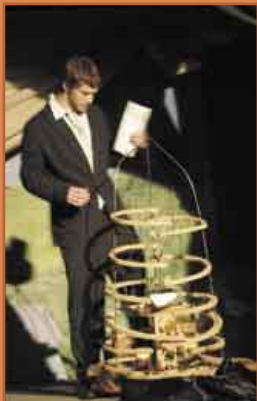
Camie Ishibata Segregation through Religion – A Look at Islam and Christianity

"The Christian ideal has been tried and found wanting; it has been found difficult and left unwanted." G.K. Chesterton



Malcolm Dow Opening to Your Inner Being – Releasing the Bonds of the Modern Human Condition

"You knock at the door of reality, shake your thought-wings, loosen your shoulders, and open." Rumi



Jett Pace The I in the Infinite – The Interwoven Aspects of Universal Unification

"Within all finite boundaries lies the possibility of infinite potential."
Nassim Haramein

Forestt Wuest America, 9/11 – A Country in Crisis

"As we act, let us not become the evil we deplore."
Congresswoman (D) Barbara Lee



Azul Siliceo-Parra Laughter – A Serious Investigation

“Death is not the greatest loss in life. The greatest loss is what dies inside us while we live.” Norman Cousins

Sasha Cooke Stillness Moving – Exploring Creativity through the Art of Dance

“The deepest level of communication is not communication but communion ... It is beyond words, and it is beyond speech, and it is beyond concept.”
Thomas Merton

James Gill Consciousness into Form – The Art of Film and Photography

“The artist alone sees spirits. But after he has told of their appearing to him, everybody sees them.” J.W. von Goethe

Stuart Dow Man and Nature – A Need for Change

“All things are connected. Whatever befalls the earth befalls the sons and daughters of the earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself.”
Chief Seattle



The Vancouver Waldorf School Employees 2007-2008



Welcoming in 2008-2009

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 Ramona Aston
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 Asha Bereza
 Valeriana Bojidar
 Jennifer Brant
 Karin Burns
 Mariella Carmona
 Esther Chase
 Martin Chiu
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 Sandra Ferens
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 Cynthia Trevillion
 Wendalyn von Meyenfeldt
 Bruce Wilkinson

Chris Bennett
 Stacy Cambell

Rosamond Hughes
 Marilyn Lange
 Arnold Grimm
 Ute Grimm
 Evgeny Shcherbakov

High School Administration
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 Grade School French Teacher
 Aftercare Caregiver
 Parent & Tot Program
 High School Teacher
 High School Teacher
 Bookkeeper
 Early Childhood Educator
 Bus Driver
 High School Teacher
 Tuition Adjustment Adjudication
 Early Childhood Educator
 Class Teacher
 Drama Teacher
 Eurythmy Teacher
 Class Teacher
 Early Childhood Educator
 Outreach & Publications
 Cello Teacher
 Administrator
 Handwork Teacher
 Class Teacher
 Classroom Aide
 Cello Teacher
 Receptionist
 PE Teacher
 Teacher/Tutor
 Practical Arts Teacher
 Eurythmy Accompanist
 Class Teacher
 Classroom Aide
 High School Teacher
 Class Teacher
 Remedial Teacher
 Class Teacher
 Social Inclusion Program Coordinator
 Director of Development
 Early Childhood Educator
 Librarian
 Parent & Tot Program
 High School Teacher
 Eurythmy Accompanist
 Early Childhood Educator
 High School Teacher
 Early Childhood Educator
 Violin Teacher
 Early Childhood Educator
 Class Teacher/Human Resources
 Pedagogical Administrator
 Eurythmy Accompanist
 Director of Admissions
 High School Teacher
 Class Teacher
 Eurythmy Teacher
 Information Systems Administrator/
 Publications Specialist
 Class Teacher
 Early Childhood Educator/
 Aftercare Caregiver
 Eurythmy Accompanist
 Music Consultant
 Pedagogical Administrator
 Remedial Teacher
 Eurythmy Accompanist



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mandated by the VWS Board of Directors

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Lucinda Jones
Martina Parusel



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Dennis Scott
Esther Chase
Gerard MacIntosh
Mary Paradis
Mary-Anne Taylor
Rea Gill
Susanne Schonthaler
Elaine Mackee
Kyle Morton

Welcoming in 2008-2009:

Karin Burns
Arnold Grimm

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mandated by the PCG and staffed by full-time faculty members:

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Chair: Christopher McLaughlin

Human Resources Committee
Chair: Mary-Anne Taylor

Practical Needs Committee
Chair: Gerard MacIntosh



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The Vancouver Waldorf School
Annual Report
2007-2008

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Published by

Vancouver Waldorf School
2725 St Christophers Road
North Vancouver, BC
V7K 2B6

Printed at

Artistat
339 West Hastings Street
Vancouver, BC
V6A 1P3

