



Annual Education Results Report Overview 2020-21

Every year, Elk Island Public Schools (EIPS) publishes an *Annual Education Results Report*, which outlines the Division's *Four-Year Education Plan*, opportunities for growth and how it's supporting students to achieve the best possible outcomes. The report also incorporates feedback from each of its school's education plans, identifies EIPS' key priorities and goals, highlights data from the Alberta Education Assurance survey, and details strategies to enhance learning going forward. What shines through in this year's *Annual Education Results Report* is EIPS continues to meet the priorities set out in the *EIPS Four-Year Education Plan: 2018-22* and find innovative ways to enhance the growth and success of all students. The following is a summary of the *Annual Education Results Report 2020-21*. Read the full report at eips.ca.

EIPS VALUES

- Commitment to being a student-centred learning organization.
- Decisions are made in the best interests of all students.
- Integrity, honesty and respect are essential.
- Flexible and engaging learning opportunities are key to student achievement.
- Recognition that every student can learn and experience success.
- Partnerships play a valuable role in meeting the needs of students.



EIPS' mission is to provide high-quality, student-centred education that builds strong, healthy communities

Alberta Education Assurance Measures

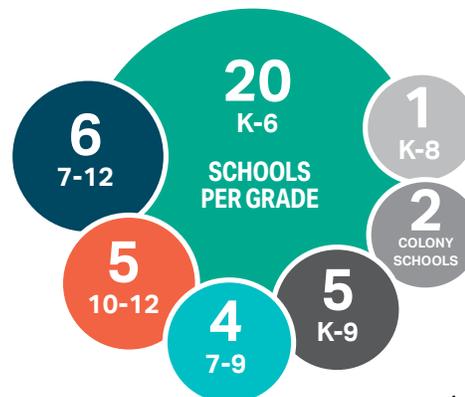
| | |
|--|--------------|
| Student Learning Engagement | High |
| Citizenship | High |
| High School Completion Rate (3 yrs.) | Excellent |
| Provincial Achievement Tests (acceptable) | High |
| Diploma Examinations (acceptable) | High |
| Dropout Rate | Excellent |
| Education Quality | High |
| Welcoming, Caring, Respectful and Safe Learning Environments | High |
| Access to Supports and Services | High |
| Parental Involvement | Intermediate |

*COVID-19 resulted in the cancellation of PATs and diploma examinations in 2019-20 and 2020-21. Achievement ratings in these areas are from the 2018-19 school year.

2021-22 Expenses by Program

(All dollar amounts are expressed in thousands)

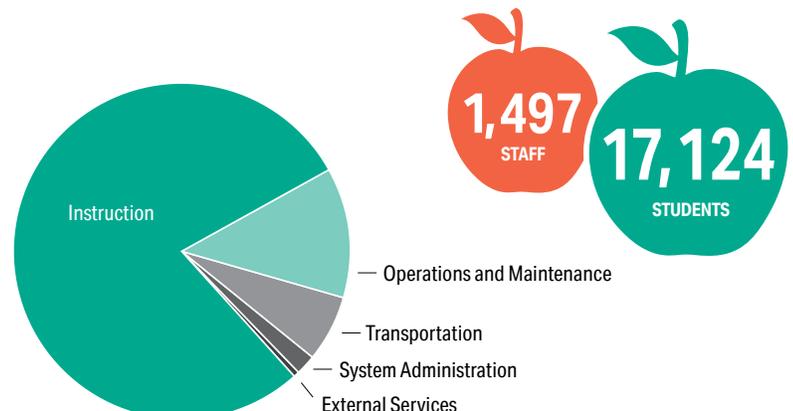
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|----------------------------|------------------|-------------|
| Instruction | \$156,018 | 78.7% |
| Operations and Maintenance | \$24,829 | 12.5% |
| Transportation | \$12,413 | 6.3% |
| System Administration | \$4,156 | 2.1% |
| External Services | \$843 | 0.4% |
| TOTAL | \$198,259 | 100% |



43
SCHOOLS
TOTAL

Schools by location

- 19: Sherwood Park
- 5: Strathcona County
- 6: Lamont County
- 9: City of Fort Saskatchewan
- 4: Vegreville, County of Minburn



Accumulated surplus, as of Aug. 31, 2022: \$18.99 million



Priority 1: Promote Growth and Success for All Students

Goal 1: An Excellent Start to Learning

RESULTS

- 1,589 children were enrolled in Early Childhood Services.
- 124 children were provided with ongoing speech-language or occupational therapy.
- 100% of families agree their child grew developmentally because of the PALS program.
- 94% of families agree their child's ready for Grade 1 because of the kindergarten program.

STRATEGIES 2021-22

- Build staff capacity related to early intervention, literacy, numeracy and the new curriculum.
- Use the EYE-TA to support students at risk of not meeting developmental milestones.

Goal 2: Success for Every Student

RESULTS

- Student Learning Engagement scored an 85%.
- Education Quality scored an 89%.
- Citizenship scored an 80%.
- 89% of students completed high school within three years, and 90% within five years.
- The dropout rate is 1.4%.
- 62% of students transitioned to post-secondary or apprenticeships within six years of entering Grade 10.
- The achievement gap is closing between self-identified First Nations, Métis and Inuit students and all other students—in some cases, Indigenous students outperformed all others.
- 84% of families feel their child's taught attitudes and behaviours that will make them successful at work when they finish school.
- 82% of parents feel their child is taught skills, knowledge and attitudes to be successful in life.

STRATEGIES 2021-22

- Develop support plans for students negatively affected by learning disruptions during COVID-19.
- Build teacher capacity in literacy, numeracy, CTF and CTS programming, Indigenous resources and the new curriculum.
- Develop common assessments in the four core subject areas for students in grades 7 to 12.
- Continue to support land-based learning initiatives within EIPS schools.
- Develop a plan to identify First Nations, Métis and Inuit students who aren't experiencing success and at risk of dropping out.
- Continue benchmarking assessments to target strategies for ESL learners across all classrooms.
- Work to prepare students in career planning, the world of work and transitions to post-secondary school—including apprenticeships and work experience opportunities.
- Continue to apply for grants to develop dual-credit courses, and work with post-secondary institutions to offer university-transfer courses.

Priority 2: Enhance High-Quality Learning and Working Environments

Goal 1: Positive Learning and Working Environments

RESULTS

- Welcoming, Caring, Respectful and Safe Learning Environments scored an 87%.
- 90% of families agree their child is safe at school and taught how to be responsible, respectful and engaged citizens.
- 95% of staff feel they have the materials and equipment needed to do their work.
- 93% of staff are satisfied with their school or department as a place to work.

STRATEGIES 2021-22

- Develop social and emotional well-being plans to support students impacted by COVID-19.
- Expand resources and offer professional learning on managing personal wellness.
- Ensure consistent implementation of all necessary health-and-safety protocols.
- Provide professional learning; awareness; and resources on welcoming, inclusive, respectful and safe learning environments.
- Find efficiencies, reduce redundancies and ensure equity in resource allocations.

Goal 2: Quality Infrastructure for All

RESULTS

- Six modular classroom units were relocated, and Facility Services completed 9,470 work orders.
- Improved network stability to ensure seamless access to core education and business systems.
- 7,380 students were transported on 161 EIPS buses—the average ride time was 27.5 minutes.

STRATEGIES 2021-22

- Continue to build communication between Facility Services and schools and departments.
- Continue to support an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable IT environment.
- Continue to enhance tools and software to ensure safe and efficient transportation.

Goal 3: A Culture of Excellence and Accountability

RESULTS

- 90% of parents are satisfied with the overall quality of basic education.
- 94% of certificated staff report professional learning is focused on the Division's priorities.
- 87% of certificated staff report professional learning contributed to their professional growth.
- 97% of employees agree professional learning's encouraged within the Division.

STRATEGIES 2021-22

- Build capacity related to staff competencies for leadership, teaching and support positions.
- Provide onboarding sessions for new hires.

Priority 3: Enhance Public Education Through Effective Engagement

Goal 1: Parents Engagement

RESULTS

- Parental Involvement scored a 77%.
- 87% of families report EIPS schools keep them informed about their child's progress and achievement.
- 79% of families are satisfied with engagement efforts on matters affecting public education.
- 85% of families feel there is open and honest communication within their child's school.
- 78% of families are satisfied with the opportunity to be involved in decisions at the school.
- Topics discussed at the Committee of School Councils meetings were shared with school council groups.
- The annual Assurance Reviews offered school communities a more holistic understanding of how schools are doing.
- Parent engagement focused on five key areas: early learning, health and wellness, Indigenous education, career pathways and online learning.

STRATEGIES 2021-22

- Build capacity for families to support their child in the areas of literacy, numeracy, career planning, and health and wellness.
- Implement the assurance framework.
- Disseminate timely information, internally and externally, to ensure everyone's well informed.
- Offer consistent experiences to ensure families learn about school results and provide input into school education plans, the *Four-Year Education Plan* and budget priorities.
- Build school council capacity.

Goal 2: Engaged and Effective Governance

RESULTS

- The Board worked diligently to ensure the Division's voice was heard on various topics impacting the Division, including:
 - education funding;
 - school re-entry planning;
 - early learning funding;
 - changes to the draft K-6 curriculum;
 - ageing infrastructure; and
 - autonomous school boards.
- 138 advocacy-related media articles, radio and television interviews.

STRATEGIES 2021-22

- Promote effective communication and build relationships with elected government officials.
- Develop and maintain focused advocacy plans.
- Strategically partner with organizations, levels of government, school boards and media to advance advocacy efforts.
- Develop new initiatives to continue to engage families and school communities.
- Utilize the Division's public engagement strategy to guide all consultation efforts.