

2015–2016

AERR Overview

Elk Island Public Schools • Annual Education Results Report

About Us

Elk Island Public Schools (EIPS) is one of the largest school divisions in Alberta, serving approximately 17,150 students from Kindergarten to Grade 12. The system has 42 schools located in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona and Lamont counties, and the western portion of the County of Minburn. EIPS currently employs approximately 920 full-time equivalent (FTE) teachers and 595 FTE non-teaching staff.

ELK ISLAND PUBLIC SCHOOLS FOUNDATION STATEMENTS

VISION

To inspire a passion for lifelong learning

MISSION

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society

BELIEF STATEMENTS

Our belief statements define our Division, guide our behaviour, structure our operations and shape the strategies we use as we face opportunities and challenges.

- We are a student-centred learning organization.
- We offer welcoming, caring and safe places to learn and work.
- Integrity, honesty and respect are fundamental in all we do.
- Every student can learn and experience success.
- We make decisions in the best interests of all students.
- Flexible and engaging learning environments are essential to our students' successes.
- Partnerships are key in meeting the needs of students.

EIPS Fast Facts

Elementary schools (K-6): **20**
Elementary/junior high schools (K-9): **4**
K-12 schools: **1**
Junior high schools (7-9): **4**
Junior/senior high schools (7-12): **6**
Senior high schools (10-12): **5**
Colony schools: **2**
Student enrolment, Sept. 30, 2016: **17,150**

SCHOOLS BY LOCATION:
Sherwood Park: **17**
Lamont County: **6**
Rural Strathcona County: **7**
Vegreville (Minburn): **4**
City of Fort Saskatchewan: **8**



Our Students



Elk Island Public Schools (EIPS) students show their learning, talents and achievements in a variety of ways.

Students have engaging and collaborative learning experiences that prepare them to be active, creative, knowledgeable and contributing members of a global society. The extensive character education, citizenship initiatives and student-leadership opportunities offered in EIPS are reflected in provincial surveys as students, teachers and parents continue to report a high degree of satisfaction on the Safe and Caring and Active Citizenship Accountability Pillar measures. Similarly, the Accountability Pillar shows both teachers and parents are in agreement students are being taught the attitudes and behaviours that

will make them successful at work. Of particular note, EIPS high school completion rate increased to a five-year high.

EIPS students achieve excellent results on Provincial Achievement Tests (PATs) and Diploma Examinations. In 2015–2016:

- EIPS' PAT and Diploma Examination performance at the acceptable standard was at the high level of achievement.
- EIPS' PAT performance at the standard of excellence continued a multi-year trend of improvement, to a four-year high.

The *Combined Education Plan and Annual Education Results Report 2015–2016* is available at www.eips.ca/about-us/planning-and-results.

Our Staff

The recruitment, retention and development of high-quality staff continues to be a key component in EIPS strategic plan, and is critical to our growth and progress in all goal areas. The 2015–2016 school year was a busy one for Human Resources (HR) as it led and supported various initiatives.

ACCOMPLISHMENTS:

- 46 employees were acknowledged for professional-growth achievements along with excellence in teaching, certifications in various occupations and leadership and community awards.
- Supervision and evaluation training was provided to supervisors.
- Off to a Good Start (OTAGS) sessions were offered to all new principals, assistant principals, teachers, school support staff and Central Office positions.
- New administrators attended the Start Right Program in Olds, Alta.
- StrengthFinders sessions were facilitated for two Central Office departments.
- New staffing guidelines and processes were implemented for spring 2016.
- 201 teaching staff were hired and 30 student teachers welcomed into the Division.
- Specialty areas were targeted for employee recruitment.
- A major reorganization of Human Resources was completed and an external consultant hired to audit and assess HR practices and efficiencies.
- An internal HR Committee was tasked to review HR processes and procedures.
- A new School Leadership Development Program was established to identify and develop staff interested in initial positions of leadership.
- An employee-engagement survey was conducted.

Teaching & Learning

At EIPS both staff and students are encouraged to pursue opportunities for growth and to discover their passions. The Division prides itself on providing high-quality educational programming in inclusive and innovative learning environments. EIPS believes focusing on engaging and collaborative learning experiences result in improvements to both student achievement and students' feelings about their school experiences.

KEY DIVISION PROJECTS/ INITIATIVES IN 2015–2016:

- Support Emergent Literacy in Kindergarten.
- Offer Kindergarten Programming Enhancement for students requiring additional support.
- Utilize digital citizenship resources to increase student understanding of responsible use.
- Staff and student collaboration through Google for Education.
- Develop action plans for First Nations, Métis and Inuit students.
- Create welcoming environments that are respectful of First Nations, Métis and Inuit cultures, histories and diversities.
- Advance principles of High School Redesign for all high schools.
- Support literacy and numeracy initiatives and determine benchmarking tools.
- Implement online Individual Support Plans (ISP) for students with diverse needs.
- Pilot Communicating Student Learning digital, outcomes-based report card.
- Further Healthy Schools Initiative
- Continue with a blend of Division-wide, school-based and self-directed professional learning.

Funding

The EIPS budget provides stability for schools, maintains essential central services required for Division operations and supports the Vision, Mission and Belief Statements of EIPS.

KEY HIGHLIGHTS FROM 2015–2016

- A year-end surplus of \$1.7 million resulted from revenue (\$196 million) exceeding expenses (\$194.3 million).
- Instruction spending comprises 78.8 per cent of the total budget and 80.6 per cent when capital is excluded—this equates to \$9,393 per student.
- Board and system administration spending was 3.3 per cent of total expenses.
- Internally restricted operating reserves are \$16.8 million providing financial stability for the Division and will be used to support the 2016–2017 school year and future years.
- Revenue exceeded budget by \$4.6 million primarily due to increased instructional funding as a result of enrolment increases, funding for Infrastructure and Maintenance Renewal and supported amortization.
- Expenses were \$3 million less than budget primarily due to originally budgeted expenses not being incurred by schools and departments and savings achieved on the standard cost conversion to actual.

SCHOOL-GENERATED FUNDS

Unexpended school-generated funds (SGF) were \$2.2 million at Aug. 31, 2016. SGF revenues in the 2015–2016 school year were \$7.1 million comprised of:

- Fees (field trips, athletics noon hour supervision etc.) of \$3.3 million;
- sales and services (cafeteria and food programs, graduation, etc.) of \$2.6 million;
- fundraising of \$500,000; and
- donations and grants of \$700,000.

SGF expenses during the year were \$7 million

Detailed financial information is available at www.eips.ca/about-us/financial-information/audited-financial-statements.