



Annual Education Results Report Overview 2022-23



Every year, Elk Island Public Schools 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. Collectively, the Division uses the report to guide its work and enhance learning going forward. Read the full report at eips.ca.

MISSION

To provide high-quality, student-centred education

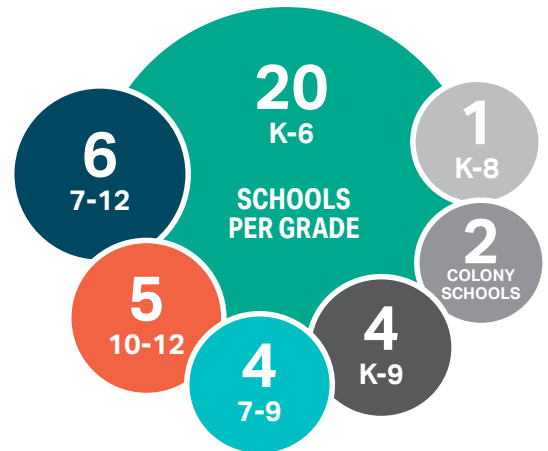
BELIEF STATEMENTS

- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
- Student growth and success are a shared responsibility between all stakeholders.
- Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
- Decisions are informed by reliable data and made in the best interest of all students.

"We acknowledge with respect the history and culture of the peoples with whom Treaty 6 was entered and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation and our responsibility, as Treaty 6 members, to honour the heritage and gifts of the First Peoples" — EIPS Board of Trustees

Alberta Education Assurance Measures

	EVALUATION SCORE
Student Learning Engagement	High
Citizenship	High
High School Completion Rate	High
Provincial Achievement Tests	Intermediate
Diploma Examinations	High
Dropout Rate (1.6%)	Excellent
Education Quality	High
Welcoming, Caring, Respectful and Safe Learning Environments	High
Access to Supports and Services	High
Parental Involvement	Intermediate

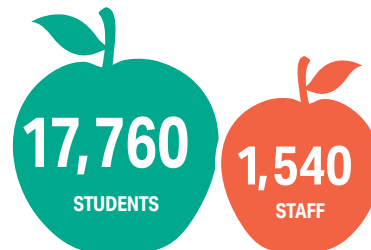


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TOTAL SCHOOLS

Schools by location

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



As of Sept. 29, 2023

Annual Education Results Report

Local Profile and Context

EIPS is Alberta's sixth largest school division, serving approximately 17,760 students from kindergarten to Grade 12 in 42 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of Minburn County. The Division also employs 1,540 people who work collectively to inspire students to learn, grow and succeed.

Thanks to its size, EIPS is able to provide students with a range of learning opportunities, from pre-kindergarten to Grade 12. These include specialized, faith-based, language, career pathways, academic and outreach programs. That, coupled with strong extracurricular opportunities, family supports and numerous student services, ensures all learners receive a well-rounded education that develops their skills and knowledge.

The 2022-23 school year was a big year for EIPS. Operations returned to normal, the new elementary curriculum launched, funding for a replacement school was approved, and multiple engagements and Division strategies were underway. It required an incredible amount of work. To make it happen, everyone within EIPS came together and stayed committed to the priorities and goals listed in the [Four-Year Education Plan](#).

New Elementary Curriculum Launch

In spring 2022, the province released the new elementary curriculum, with three subjects launching in the 2022-23 school year—mathematics and English language arts and literature (K-3) and physical education and wellness (K-6). The Division had to build capacity and an implementation plan.

The Board allocated resources for EIPS to quickly create an implementation plan, develop high-quality resources and ensure smooth transitions.

Student Capacity

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. The Division identified four areas of concern, related to student accommodations.

The Board directed EIPS to develop a public engagement strategy to determine community-derived solutions to address the areas of concern.

Learning Loss and Mental Health

With school operations back to normal, significant work went into addressing learning gaps and mental health challenges resulting from the pandemic. Many students showed signs of learning loss, and a higher than normal number of students presented with heightened mental health challenges—stress, anxiety, dysregulation.

The Board invested significant resources into a recovery plan to enhance supports for students, families and staff. Schools initiated intervention plans, and the Division launched a new Mental Health Strategic Plan.

School Closure

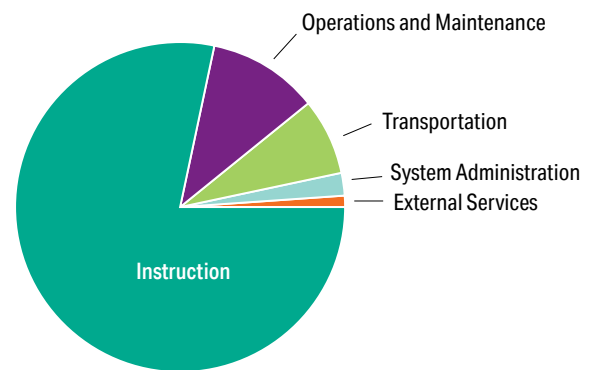
Andrew School's poor facility conditions, repair costs and declining enrolments made providing required education experiences impossible.

The Board approved the closure of Andrew School, effective June 30, 2023.

2023-24 Expenses by Program

NOTE: All dollar amounts are expressed in thousands

Program	Amount (\$)	Percentage
Instruction	\$162,800	78.5%
Operations and Maintenance	\$22,550	10.9%
Transportation	\$15,656	7.5%
System Administration	\$4,588	2.2%
External Services	\$1,909	0.9%
TOTAL	\$207,503	100%



78.5% INSTRUCTION (\$9,448 PER STUDENT)

Includes teacher and support staff salaries for schools. School allocations increased because of higher standard costs.

10.9% OPERATIONS & MAINTENANCE

Includes school building maintenance, utilities, insurance and custodial services. Costs are higher because of rising inflation.

7.5% STUDENT TRANSPORTATION

Costs to transport EIPS riders—funding is up from last year, thanks to the new student transportation funding model.

2.2% SYSTEM ADMINISTRATION

Includes Board costs and central administration costs. Expenses are below the \$6.19 million grant provided by Alberta Education. Unused funds can go toward other divisional uses.

0.9% EXTERNAL SERVICES

Includes contracted services, secondments, facility rentals, and before-and-after school care.

Priority Summary

Priority 1: Promote Growth and Success for All Students

Results

Early learning: Families agree the kindergarten program prepares children for Grade 1.

Literacy and numeracy: PAT and diploma examination results are consistently higher than the province.

Indigenous education: Overall educational outcomes for Indigenous students are improving, and consistently higher than the province.

Career pathways: EIPS continues to see strong results related to senior high achievement—thanks, in part, to the myriad career pathway programming.

Assurance: Stakeholders are confident students develop the skills needed to succeed after finishing school.

Priority Strategies 2023-24

- Continue building teacher capacity in literacy, numeracy, student engagement and assessment practices.
- Continue using multi-disciplinary teams to support complex learners.
- Implement high-leverage instructional and assessment practices to support growth in literacy and numeracy.
- Continue developing foundational knowledge about First Nations, Métis and Inuit perspectives.
- Continue efforts to prepare students in career planning and transitions to post-secondary.

Priority 2: Enhance High-Quality Learning and Working Environments

Results

Learning environments: Families are satisfied with the quality of education their child receives at school.

Working environments: Staff agree EIPS is a positive place to work.

Infrastructure: Families are satisfied with EIPS' infrastructure.

Assurance: EIPS stakeholders are confident the Division's environments are welcoming, inclusive, respectful and safe.

Priority Strategies 2023-24

- Build capacity related to staff competencies for leadership, teaching and support positions.
- Implement Year 3 of EIPS' Mental Health Strategic Plan to better support students and staff.
- Expand services for students with learning, developmental and health needs.
- Execute Year 3 of EIPS' Three-Year Engagement Plan.
- Continue efforts to enhance secure, safe, robust and reliable technology access.

Priority 3: Enhance Public Education Through Effective Engagement

Results

Engagement: Families agree schools keep them informed about their child's progress and achievement.

Governance: The Board worked diligently to ensure it communicated EIPS' standpoint on a range of topics—the value of public education, funding, new curriculum, mental health, supports and infrastructure projects.

Assurance: Stakeholders are confident EIPS provides meaningful opportunities for family involvement.

Priority Strategies 2023-24

- Build capacity for families to help support their child's education journey.
- Continue assurance framework efforts.
- Continue developing new ways to engage families and school communities.
- Promote effective communication and build relationships with elected government officials.
- Develop and maintain focused advocacy plans.

BUILDING ASSURANCE

In addition to providing high-quality education to students, EIPS is also responsible for assuring the public its fulfilling its responsibilities, through reporting, engagement and relationship building.

In 2022-23, some of the ways EIPS built assurance, include:

- Annual Assurances Reviews
- *EIPS Annual Education Results Report*
- Year-in-Review Survey
- School Fee Consultations
- Four-Year Education Plan review
- Alberta Education Assurance Survey
- EIPS Annual Feedback surveys – families, staff and students
- Spring budget – using survey feedback
- *EIPS Four-Year Education Plan: 2022-26*
- Three-Year Engagement Plan – Year 2
- *Advocacy in Action* – quarterly newsletter
- *EIPS Quarterly Update* – quarterly newsletter
- Regular communication – school newsletters, news releases and email

FALL

WINTER

SPRING

ONGOING

EIPS Four-Year Education Plan: 2022-26

Mission: To provide high-quality, student-centred education

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

Outcome: Students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education.

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

Outcome: The Division is committed to engagement and advocacy to enhance public education.

