



2024-25 EIPS Annual Feedback Survey: For Students

Elk Island Public Schools (EIPS) invites students in Grade 9 and Grade 12 to complete the 2024-25 EIPS Annual Feedback Survey.

Made up of two sections, the survey gauges the Division's progress toward meeting the goals and priorities outlined in its [Four-Year Education Plan](#). The feedback also helps guide future planning, decision-making and strategies—all aimed at enhancing student learning and better serving the wider community.

Survey Sections

Section A: Annual Feedback - For all students in Grade 9 and Grade 12

Questions focus on your experiences with EIPS and school, the quality of education provided to students and areas for improvement.

Section B: Stakeholder Confidence - For Grade 12 students ONLY

Questions focus on your confidence in the Division's priorities and strategic direction as a whole—student growth and achievement, learning supports, teaching and leading, and overall governance.

Before You Start

EIPS encourages you to review the following documents to help answer the survey questions:

- [EIPS Annual Education Results Report 2023-24](#)
- [EIPS Annual Education Results Report 2023-24: Overview](#)
- [EIPS Four Year Education Plan: 2022-26](#)
- [Survey Preview: EIPS Annual Feedback Survey: For students](#)

Survey Closes March 21, 2025.

The survey is anonymous and takes approximately 10 to 15 minutes to complete.

NOTE: If you attend classes at more than one EIPS school and would like to share feedback about your experiences at the other school, you'll have an opportunity to complete the annual feedback portion of the survey again at that school, or reach out to the school administration for more information.

*** 1. What school do you currently attend?**



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Annual Feedback

Priority 1: Promote growth and success for all students

The following questions relate to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

2. At school, my individual learning needs are met.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

3. At school, I'm encouraged to do my best.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

4. I'm demonstrating growth in literacy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

5. I'm demonstrating growth in numeracy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

6. I have an understanding of First Nations, Métis and Inuit culture and history.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

7. I'm learning the knowledge, skills and attitudes necessary to be successful in life.

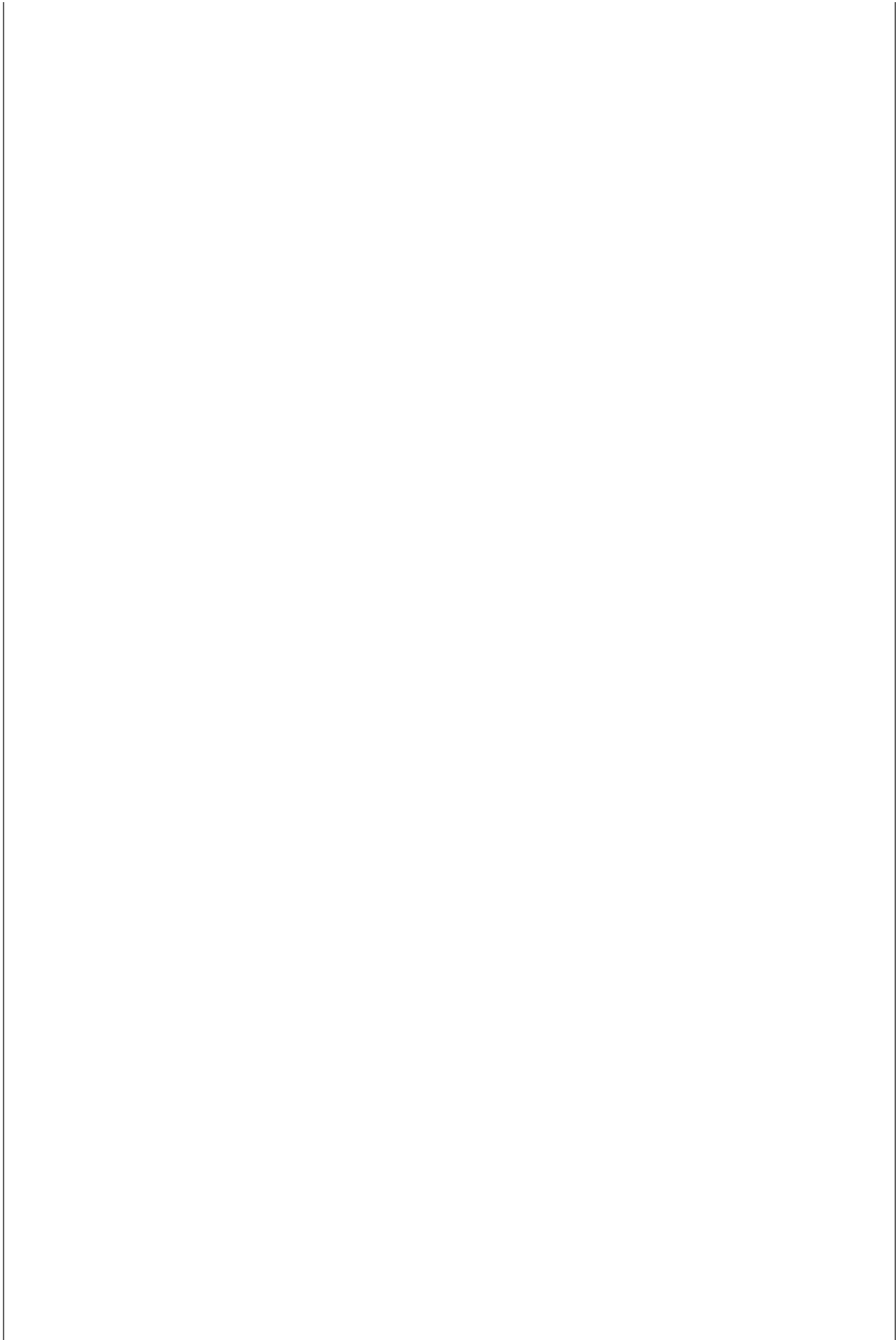
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

8. I feel supported by my school as I prepare for life beyond high school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

9. I find my school work interesting and am engaged in my learning.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know





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Annual Feedback

Priority 2: Enhance high-quality learning and working environments

The following questions relate to Priority 2 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

10. How satisfied are you with the quality of education you're receiving at your school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

11. How satisfied are you with the quality of teaching you're receiving?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

12. How satisfied are you with the leadership at your school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

13. My school encourages students to be responsible, respectful and engaged citizens.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

14. The staff at my school care about me.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

15. My school expects students to behave responsibly, and if not, they're dealt with fairly.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

16. My school is safe.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

17. How satisfied are you with the resources available to support your learning?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

18. In your opinion, has the quality of education you've experienced improved, stayed the same or declined in the past three years?

- Improved
- Stayed the same
- Declined
- Don't know
- Not applicable

19. How do you rate the physical condition of your school?

- Excellent
- Good
- Fair
- Poor



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Annual Feedback

Priority 3: Enhance public education through effective engagement

The following questions relate to Priority 3 in the Division's [Four-Year Education Plan: 2022-26 \(Year 3\)](#).

20. How satisfied are you with the opportunities provided for your parents and caregivers to be involved in your education?

Refer to the [EIPS Parent Engagement overview](#) for examples of involvement and engagement opportunities that help support student success.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

21. Teachers keep me informed about my progress and achievement in my courses.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

22. I can openly and honestly communicate with teachers, staff and students at my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

Now, looking beyond your school, reflect on the Division as a whole when answering the next two questions.

23. How satisfied are you with the Division's commitment to engaging stakeholders—including students—about matters that affect decision-making and public education?

Refer to the list of [recent public engagement efforts](#) throughout EIPS for examples of involvement and engagement opportunities.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

24. How satisfied are you with the Division's commitment to advocating for public education?

Refer to the [Board Advocacy](#) page for examples of ongoing advocacy work of the Board of Trustees.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know



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Annual Feedback

25. The Division and schools often share news and information on social media. Which of the following social media platforms do you use? Check all that apply.

- Facebook
- Instagram
- LinkedIn
- YouTube
- X
- Snapchat
- TikTok



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*** 26. What grade are you currently in?**

- Grade 9
- Grade 12



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Annual Stakeholder Confidence

Reminder: Students only need to complete this next portion of the survey once.

*** 27. Have you completed the annual stakeholder confidence questions on the EIPS Annual Feedback Survey: For Students once already?**

Yes

No



2024-25 EIPS Annual Feedback Survey: For Students

Annual Stakeholder Confidence

PART 1: Student Growth and Achievement

As part of Alberta Education’s Assurance Framework, all school divisions must ensure student growth and achievement. Student growth and achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence students demonstrate citizenship, engage intellectually and grow continuously as learners.

As such, EIPS has included the following priority in its *Four-Year Education Plan*:

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.

28. To what extent are you confident in EIPS related to the following outcomes?

Highly confident Confident Somewhat confident Not confident

Providing supports and services to pre-kindergarten and kindergarten children and preparing them to enter Grade 1

[Learn more](#)

Implementing strategies to support students in demonstrating growth in literacy

[Learn more](#)

Implementing strategies to support students in demonstrating growth in numeracy

[Learn more](#)

Implementing strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students

[Learn more](#)

Implementing strategies to support and prepare students for life beyond high school

[Learn more](#)

29. *OPTIONAL*: Answer if you want to provide context to your responses in Part 1. Otherwise, leave blank.

In terms of student growth and achievement, what are the areas EIPS does well, and what are the areas that need improvement?



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Annual Stakeholder Confidence

PART 2: Learning Supports

As part of Alberta Education’s Assurance Framework, all school divisions must ensure learning supports for all students. Learning supports refers to the mobilization of resources—expertise, facilities, human and community services—required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**As such, EIPS has included the following priority in its *Four-Year Education Plan*:
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.

30. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Learning and working environments are welcoming, caring, respectful and safe Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning is supported through effective planning, managing and investing in Division infrastructure Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. OPTIONAL: Answer if you want to provide context to your responses in Part 2. Otherwise, leave blank.

In terms of learning supports, what are the areas EIPS does well, and what are the areas that need improvement?



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Annual Stakeholder Confidence

PART 3: Governance

As part of Alberta Education’s Assurance Framework, school divisions must ensure effective governance and public assurance. Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading, and optimum learning for all. Meanwhile, public assurance refers to the public’s trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

As such, EIPS has included the following priority in its Four-Year Education Plan: **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.

32. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Provides families with meaningful opportunities to be involved in their child's education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy efforts to enhance public education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. *OPTIONAL*: Answer if you want to provide context to your responses in Part 3. Otherwise, leave blank.

In terms of governance and public assurance, what are the areas EIPS does well, and what are the areas that need improvement?



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Ensure you click "Done" below to submit your responses for this survey.

Thank you for taking the time to provide your feedback. EIPS will share the survey results in next year's Annual Education Results Report 2024-25.

Grade 12 Students

If you attend classes at more than one EIPS school and would like to share feedback about your experiences at the other school, you'll have an opportunity to complete the annual feedback portion of the survey again at that school, or reach out to the school administration for more information.