



EDMONTON PUBLIC SCHOOLS

ANNUAL EDUCATION RESULTS REPORT SUMMARY

2012-2013 School Year

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.



Quick Facts

- 202 schools and district sites
- Over 86,000 students
- Close to 8,000 staff
- Recognized world-wide for site-based decision making, open boundaries and programs of choice



BUILDING PATHWAYS TO SUCCESS

- On the Accountability Pillar, a set of measures used by Alberta Education to monitor the province's school jurisdictions, Edmonton Public Schools made significant improvement in achieving the acceptable standard, receiving an overall rating of good; and in achieving the standard of excellence on diploma exams, receiving an overall rating of excellent. We also maintained our rating of excellence in educational quality, program of studies, citizenship, school improvement and creating safe and caring learning environments.
- 91.2 per cent of teachers, parents and students are satisfied with the overall quality of basic education. This is an increase from 90.6 per cent the previous year.
- Since 2007-2008, our five year high school completion rate has increased 2.8 per cent, rising to 76.5 per cent. We know there's still room for improvement, but are pleased with the steady growth we're seeing.
- High school students showed strong results this year on diploma exams, slightly exceeding the Province at the standard of excellence in all science subjects. We hope to build on these results in the future, and address some of the decreases in English, social studies and math.
- Students in Grades 3, 6 and 9 continue to perform well on provincial achievement results. Overall, they're achieving at a level that's on par with or exceeding the Province on these tests.
- The District continues to provide a wrap-around model of support for students by partnering with various community organizations across the city.
- The Board of Trustees renewed their commitment to support the Edmonton Public Schools Foundation until 2015. Since its 2010 launch, the Foundation has raised funds to help support some of the full-day Kindergarten programs in 26 schools in high social vulnerability areas.
- The District developed the Early Years Guiding Document, which provides an overall philosophical foundation to support teachers who work with our youngest learners, so they can get the best start in life.
- The Board of Trustees advocated for a more comprehensive approach to developing financial literacy among students as part of the K-12 curriculum.
- In fall 2012, the District opened three new schools: Bessie Nichols (K-9), Michael Strembitsky (K-9) and Major-General Griesbach (replacement K-9).
- The District partnered with the Edmonton Catholic School Board to carry out a feasibility study on joint transportation plans to improve efficiency, reduce ride times and reduce costs for both districts.
- In our Three-Year Capital Plan, we continued to place a high priority on upgrades to existing schools, in addition to new school construction.

SUPPORTING OUR FIRST NATIONS, MÉTIS, AND INUIT STUDENTS

- The District celebrated the success of First Nations, Métis, and Inuit students through district supported events, such as the Honouring Celebration (in recognition of high school achievement and completion) and the Junior High Art Project.
- Learning tools called Edukits were developed to bridge culture and curriculum in a hands-on, dynamic way. These Edukits help students and staff learn about First Nations, Métis, and Inuit education and culture by bringing together reading materials, suggested web and video links and artifacts.
- Our First Nations, Métis, and Inuit Guiding Document has been a year in the making and is near completion. This document provides strategic direction to district staff, parents and community members who will work together to support success for all First Nations, Métis, and Inuit students. We're proud of our leadership in developing this document and look forward to sharing it with surrounding school districts.
- We received a rating of 'Improved significantly' on the Accountability Pillar for the overall percentage of First Nations, Métis, and Inuit students in Grades 3, 6 and 9 achieving the acceptable standard on Provincial Achievement tests; and for an increase in the percentage of students writing four or more diploma exams within three years of entering Grade 10.
- The high school completion rate of our First Nations, Métis, and Inuit learners has steadily increased since 2008, and the drop-out rate has continued to decrease over the same time period.
- Looking ahead, our challenge will be on strengthening and creating new strategies that are aimed at enhancing literacy skills, supporting student retention in school, helping students through key transition points between grades and moving them toward high school completion.

CONNECTING WITH OUR PARTNERS

- The Board of Trustees invited parents and community members to attend the annual budget reviews taking place at the end of November 2013. We value the contributions of all parents and school council members in helping to create school plans.
- Parents and community members were invited to provide their feedback on the revised assessment policy via online survey and a teleconference in December 2012 and a second opportunity to provide feedback via online survey in April 2013.
- Parents and community members were also invited to take part in a teleconference on the district budget for 2013-2014 last May.
- The District continues to support the development of school councils. A school council training session was held in November 2013; topics included the purpose of school councils, tips and tools to support effective fundraising activities and overall operations and the benefits of networking with other school councils.
- We continue to hold parent orientations that focus on bridging school and home to support immigrant and refugee students and families entering the school system for the first time; ongoing supports and resources are also offered through four English Language Reception Centres.
- A district-wide stakeholder engagement strategy is currently being developed, which will place increased focus on ensuring the parent and community voice is heard on complex issues facing the District, such as our ongoing infrastructure challenges. The engagement strategy will play a vital role in helping us find the long-term, sustainable solutions we need moving forward, and will reinforce our belief that student success and building healthy, vibrant communities is a shared responsibility.

FINANCIAL STEWARDSHIP

During the 2012-2013 school year, the Board of Trustees:

- Ensured effective management of district resources through the approval of a balanced budget of \$934 million.
- Focused on minimizing the impact on schools in the face of a difficult provincial budget in 2013. Schools saw an overall reduction of 1.89 per cent.
- Advocated for sustainable, predictable and adequate funding.
- Reached collective agreements with staff groups (Custodial 2011-2014, Maintenance 2011-2014, Support 2011-2014).

EVERYONE'S IN: CREATING INCLUSIVE LEARNING ENVIRONMENTS

- The District added a ninth video to the Everyone's In video series, which takes a compelling look at how our District is building an inclusive education system. The series profiles nine district schools that are doing amazing work to create welcoming learning environments for all students – regardless of their background, needs or abilities. This project was first launched in fall 2012, as part of the District being chosen as a lead change-agent by Alberta Education.
- A series of Everyone's In tip sheets were developed to help principals and their staff better understand how they can create inclusive learning environments in partnership with parents and community.
- We launched the Move to Action: Bullying Prevention Toolkit, which includes a district definition of bullying and a wealth of resources/recommended tools to support bullying prevention efforts and citizenship development strategies.

SUPPORTING TEACHING EXCELLENCE AND DISTRICT-WIDE LEADERSHIP

- Online professional learning modules for teachers were created to support the development of intercultural skills in bilingual program students.
- School staff participated in targeted, job embedded professional learning opportunities through a long-term model that involves schools in specific groupings working together to identify common needs. These sessions help to enhance teaching as well as build leadership capacity of staff across the District.
- Our Leadership Development Framework also continues to play a vital role in building leadership capacity, offering staff the opportunity to participate in job embedded experiences and benefit from mentoring/coaching support. The framework has great potential to help us in succession planning for leadership roles as well.
- All staff were provided access to Google Apps for Education to foster online collaborative opportunities. Through online communities of practice, teachers are able to develop and share resources with each other.

