

Priority 2

Provide welcoming, high quality learning and working environments.

What is a Priority?

The strategic goals for each of our three priorities respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

GOAL

1

A focus on well-being and student citizenship

Outcome

Our learning and working environments are welcoming, inclusive, safe and healthy.

Why is it important?

To help students become active members of local and global communities, the District supports their growth and development academically, socially and emotionally. To do this, we aim to provide classroom and school environments that give students a sense of safety and acceptance. This allows students to focus on preparing for their futures in post-secondary studies or the world of work, and helps them gain a strong sense of citizenship and social responsibility.

PRIORITY 2 | GOAL 1

Safe, caring, respectful schools

Percentage of teachers, parents and students who agree students are safe at school, are learning the importance of caring for and respecting others, and are treated fairly in school (Source: [Accountability Pillar](#), May 2017)

Alberta Education surveys teachers, parents and students to measure their level of satisfaction around the factors that influence safe, caring and respectful learning and working environments.

89.8%

Parents, teachers and students agree students are safe and learning caring, respect for others

PRIORITY 2 | GOAL 1

Active citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship (Source: [Accountability Pillar](#), May 2017)

Every year, Alberta Education surveys teachers, parents and students to measure their level of satisfaction with the degree to which students model the characteristics of active citizenship.

84.9%

Teachers, parents and students satisfied students model active citizenship

GOAL 2

Quality infrastructure for all

Outcome

Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

Why is it important?

The quality of the District’s infrastructure provides a foundation for high quality teaching and learning. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more effectively and supports students as they learn.

PRIORITY 2 | GOAL 2

Capital plan progress

Number of District-requested capital projects that received provincial funding

(Source: [Ten-Year Facilities Plan](#), 2015-2024)

Edmonton is expanding. New schools are needed to accommodate the growing number of students in suburban areas. At the same time, some mature neighbourhoods have aging populations and declining student enrolment. The District also has aging buildings that need major modernizations to maintain high quality environments for learning and working.

Each year, the District submits a [Three-Year Capital Plan](#) to the Government of Alberta outlining these needs. Realization of the projects are based on provincial funding, which is influenced by economic trends and other projects being considered by the Province.

The Capital Plan is based on the District’s [Ten-Year Facilities Plan](#) and the District Infrastructure Strategy, which provide an overview of the District’s facilities and long-range facility needs. The plan includes information about growth and development, demographic shifts, enrolment trends, building conditions, building locations and capacity in relation to where students live, and needs to add to, reduce or modernize existing school buildings.



PRIORITY 2 | GOAL 2

Bus ride times

Percentage of yellow bus riders whose one-way trip is under 60 minutes at end of September. (Source: Student Transportation, 2017)

Edmonton Public Schools is committed to providing safe and timely transportation for students who depend on buses to get to school each day. The District aims to ensure that one-way yellow bus ride times for all students are 60 minutes or less.



PRIORITY 2 | GOAL 2

Using our space

Percentage of school space used across the District

(Source: [Three-Year Capital Plan](#), 2018-2021)

Each year, the Province measures use of school space in each school and by the District overall. Provincial facility funding for schools is impacted by the District’s usage rate.

Even if a school district’s overall utilization rate is low, certain areas or schools in that district may have very high utilization rates, indicating the need for more space for students in those areas. In this case, the district may be eligible for expansion funding in those specific areas needing more space.

For Edmonton Public Schools, this means that some areas of the city are in critical need of more space for students, even though the District-wide utilization rate is relatively low.



GOAL
3
Building capacity through a culture of collaboration and distributed leadership
Outcome

Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

Why is it important?

High quality teaching and leadership are at the heart of student success. Providing quality education and learning environments, along with supports and services that help students succeed, is a responsibility all District staff share. Through a culture of collaboration and shared leadership, including regular opportunities for professional learning, each and every staff member contributes to student success.

PRIORITY 2 | GOAL 3
Leadership development
Number of registrations in professional growth opportunities through the Leadership Development Framework (Source: Human Resources, 2016-17)

The District monitors and tracks participation in its Leadership Development Framework (LDF). This framework provides opportunities for emerging and experienced leaders to grow professionally through formal learning, mentorship, peer-to-peer learning and job-embedded experiences.

616

Registrations in the leadership development framework

GOAL
4
A culture of excellence and accountability
Outcome

The District is grounded in effective, efficient, equitable and evidence-based practices.

Why is it important?

To achieve its vision of transforming the learners of today into the leaders of tomorrow, the District must effectively use limited resources to meet the increasingly diverse needs of students and their families.

The District does this by working in a way that makes sure it's accountable to the public, uses resources efficiently and distributes resources based on the specific needs of each school or department.

PRIORITY 2 | GOAL 4
Excellence and accountability

The District's business practices and reporting procedures demonstrate excellence and accountability.

The District has put in place business practices and reporting procedures to ensure it demonstrates excellence and accountability to the public it serves.

These include:

- 3-Year Education Plan and Annual Education Results Report (3-YEP/AERR): epsb.ca/ourdistrict/results/aerr
- Annual District Results Review process for schools and central departments: epsb.ca/ourdistrict/budget/resultsreview
- District Feedback Survey: epsb.ca/ourdistrict/results/survey
- Board Policies and Administrative Regulations: epsb.ca/ourdistrict/policy
- Provincial Achievement Tests and Diploma Exam results: epsb.ca/ourdistrict/results/testresults