

# Annual Education Results Report 2023-24



**Aspen View**  
PUBLIC SCHOOLS

**Engage Learning. Ignite Potential. Inspire Success.**

*“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”*

# Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

## **Student Growth & Achievement**

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

## **Teaching & Leading**

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

## **Learning Supports**

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## **Governance**

Processes that determine strategic direction, establish policy and manage fiscal resources.

## **Local & Societal Context**

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.

## Required Alberta Education Assurance Measures Overall Summary Fall 2024 (insert table here)

Assurance Domain	Measure	Edwin Parr Composite Comm. Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	75.2	74.0	76.7	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	55.3	55.6	62.3	79.4	80.3	80.9	Very Low	Declined	Concern
	<a href="#">3-year High School Completion</a>	79.7	82.0	84.0	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	88.3	89.8	88.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	67.4	75.1	75.1	62.5	62.6	62.6	Intermediate	Declined	Issue
	<a href="#">PAT9: Excellence</a>	12.0	19.3	19.3	15.4	15.5	15.5	Low	Declined	Issue
	<a href="#">Diploma: Acceptable</a>	77.1	73.5	73.5	81.5	80.3	80.3	Low	Maintained	Issue
	<a href="#">Diploma: Excellence</a>	13.4	12.8	12.8	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	<a href="#">Education Quality</a>	78.3	77.1	80.9	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	66.1	68.6	74.1	84.0	84.7	85.4	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	71.9	72.6	74.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	66.6	71.6	71.5	79.5	79.1	78.9	Very Low	Maintained	Concern

## Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Edwin Parr Composite School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	na	81.5	79.3	74	75.2	na	85.6	85.1	84.4	83.7
	Citizenship	77.8	72.9	68.9	55.6	55.3	83.3	83.2	81.4	80.3	79.4
	PAT: Acceptable	na	na	67.6	75.1	67.4	na	na	64.3	63.3	62.5
	PAT: Excellent	na	na	12.5	19.3	12.0	na	na	17.7	16.0	15.4
	Diploma: Acceptable	na	na	67.6	73.5	77.1	na	na	75.2	80.3	81.5
	Diploma: Excellent	na	na	12.4	12.8	13.4	na	na	18.2	21.2	22.6
Teaching & Leading	Education Quality	85.9	86.9	84.8	77.1	78.3	90.3	89.6	89.0	88.1	87.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	81.0	79.5	68.6	66.1	na	87.8	86.1	84.7	84.0
	Access to Supports and Services	na	79.2	77.1	72.6	71.9	na	82.6	81.6	80.6	79.9
Governance	Parental Involvement	78.6	70.4	71.4	71.6	66.6	81.8	79.5	78.8	79.1	79.5

Assurance Domain	Measure	Edwin Parr Composite School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	3-year high school completion	81.8	87.1	82.9	82.0	79.7	80.3	83.4	83.2	80.7	80.4
	5-year high School Completion	86.0	91.0	85.5	89.8	88.3	85.3	86.2	87.1	88.6	88.1

<b>Priority One</b>	<b>Student Success and Completion</b>
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p> <p>Students complete a high school program and are connected to future career and post-secondary pathways.</p>

<b>Provincial Achievement Tests (Standards Demonstrated by All Students)</b>					
Subject	Number of Students	Edwin Parr Composite Acceptable (%)	Alberta Acceptable (%)	Edwin Parr Composite Excellent (%)	Alberta Excellent (%)
PAT Overall					
English Language Arts 9	113	69.2	69.5	7.7	11.8
Math 9	101	55.3	51.4	11.7	13.7
Mathématiques 9	14	92.9	72.5	57.1	18.9
Science 9	82	72.9	66.8	8.2	20.9
Sciences 9	14	100	79.6	42.9	19.3
Social Studies 9	91	60.2	60	10.8	15.9
Etudes Sociales 9	10	71.4	67.9	28.6	14.5
French Language Arts 9	14	92.9	76.6	0.0	10.6

K&E ELA 9	Not administered				
K&E Math 9	Not administered				
K&E Sci 9	18	66.7	52.3	5.6	9
K&E Social 9	10	70	50.4	10	11.3

Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		Edwin Parr Composite Acceptable (%)	Alberta Acceptable (%)	Edwin Parr Composite Excellent (%)	Alberta Excellent (%)	Edwin Parr Composite Acceptable (%)	Alberta Acceptable (%)	Edwin Parr Composite Excellent (%)	Alberta Excellent (%)
English 30-1	39	94.9	84.2	5.1	10.1	100.0	98.6	35.9	42.1
English 30-2	56	91.1	85.7	8.9	12.9	100.0	96.7	14.3	19.1
Social Studies 30-1	33	100.0	85.2	18.2	18.7	100.0	99.3	45.5	50.1
Social Studies 30-2	71	70.4	77.6	2.8	12.7	97.2	96.9	7.0	23.9
Biology 30	43	93.0	83.1	46.5	33.7	97.7	97.3	65.1	51.3
Chemistry 30	43	79.1	82.9	25.6	38.0	97.7	97.4	46.5	57.4
Physics 30	17	76.5	85.1	0.0	43.1	100.0	97.8	35.3	60.9
Science 30	23	65.2	81.3	0.0	24.6	100.0	96.7	4.3	36.0
Math 30-1	48	64.6	75.4	16.7	34.9	95.8	96.4	41.7	54.8
Math 30-2	29	20.7	70.9	0.0	15.4	93.1	94.3	13.8	30.9



\*Data values have been suppressed where the number of students is fewer than 6

Diploma Exam Participation Rates										
	Edwin Parr Composite 2019-2020	AB 2019-2020	Edwin Parr Composite 2020-2021	AB 2020-2021	Edwin Parr Composite 2021-2022	AB 2021-2022	Edwin Parr Composite 2022-2023	AB 2022-2023	Edwin Parr Composite 2023-2024	AB 2023-2024
English 30-1	na	na	na	na	9.0	27.7	34.8	56.4	56.4	41.9
English 30-2	na	na	na	na	15.0	13.3	51.8	28.1	29.5	47.0
English 1 or more	na	na	na	na	24.0	40.5	83.9	81.3	82.8	87.2
Math 30-1	na	na	na	na	10.0	10.9	24.1	32.1	34.4	33.3
Math 30-2	na	na	na	na	8.0	12.1	15.2	24.6	25.2	19.7
Math 1 or more	na	na	na	na	18.0	22.9	39.3	54.8	57.7	53.0
Social 30-1	na	na	na	na	17.0	22.5	23.2	45.0	44.9	33.3
Social 30-2	na	na	na	na	17.0	17.4	60.7	36.2	38.3	55.6
Social 1 or more	na	na	na	na	34.0	39.8	83.0	80.6	82.5	87.2
Bio 30	na	na	na	na	3.0	18.0	31.3	38.1	41.2	35.9
Chemistry 30	na	na	na	na	15.0	15.6	31.3	32.5	33.6	35.9
Physics 30	na	na	na	na	9.0	9.0	8.0	16.7	17.2	15.4
Science 30	na	na	na	na	3.0	7.9	12.5	14.3	14.1	17.1
Science 1 or more	na	na	na	na	29.0	41.4	48.2	59.4	60.4	58.1

## Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

When looking at the most recent results and the historical trends in the Provincial Achievement Test (PAT) and Diploma Exam Data, there are noticeable observations and areas for growth.

When looking specifically at results for the Grade 9 Provincial Achievement Tests, EPC students performed at or above the provincial average for all four core subjects written in both English and French as well as K&E. Notably, students exceeded the provincial average for the acceptable standard in Science 9 (6.1% higher), Sciences 9 (100% of students received the acceptable standard which is 20.4% higher), French Language Arts 9 (16.3% higher), K&E Science 9 (14.4%), K&E Social 9 (19.6% higher).

There is a greater variance in the standard of excellence between EPC students and the Alberta average. Most notably, EPC students in Science 9 were 12.7% below where the Alberta average was. Students in French Immersion were consistently higher than the provincial average when achieving the standards of excellence in Mathématiques 9 (38.2% higher), Etudes Sociales (14.1% higher) and Sciences 9 (23.6% higher).

While many of the subjects have EPC students being closely comparable to the average Alberta student when writing the Provincial Achievement Tests, there are still areas of growth that need to happen to bring more students to the acceptable standard of achievement.

When looking at the data from EPC students writing Diploma Exams, EPC students are close to or above the provincial average when achieving the acceptable standards. Notably students are well above the provincial average in English 30-1 (10.7% higher), Social Studies 30-1 (14.8% higher) and Biology 30 (9.9% higher) and with Biology 30 EPC students were 12.8% higher than the provincial average when achieving the standard of excellence.

A notable observation regarding Diploma Exams highlights the disparity between school-awarded marks and Diploma Exam marks. Social Studies 30-1 had 100% of EPC students achieving an acceptable standard on both the school awarded and Diploma Exam marks. The discrepancy in school awarded and Diploma Exam marks for English 30-1 (5.1%), English 30-2 (8.9%), and Biology 30 (4.7%) are all within a sufficient range, where the EPC school awarded grade was slightly higher than the Diploma Exam grade for acceptable standard. The remainder of diploma courses showed disparity with school awarded marks exceeding diploma marks. This discrepancy is greater than expected and is cause for concern.

Faculty at EPC are engaged in ongoing conversations and professional development regarding student success and achievement. This year professional development for teachers is focussing on deepening our understanding of assessment which includes blueprinting exams, writing good test questions that correlate to the program of studies, collaborative work around examinations, using data to inform instruction and pedagogy in general. Professional learning opportunities are taking place on all of our Professional Learning Days as well as during monthly department head meetings and in department meetings. All EPC teachers are also part of a division-wide collaboration group where they are working with other teachers from across the division in their chosen subject area. Groups are also working on delving into the program of studies, looking at assessment practices and creating common assessments.

All junior high students at EPC this year are part of a levelled intervention group for both numeracy and literacy. These groups allow students support that is at a level to support development and is a scheduled class that is additional to regular English Language Arts and Mathematics programming.

EPC continues to grow in offering courses in the career pathways and providing opportunities for students to learn about post high school careers and post-secondary options. This will be done through a career fair, as well as opportunities for students to attend post secondary schools for tours and learning experiences. We will continue to work with students in grade 9 and through high school to ensure they are enrolled in the correct courses when they start high school while working to keep as many options open to them as possible. We will support students in looking at their courses, their capabilities and help them focus on different career pathways options available to them, allowing students to think about potential career opportunities and potential post-secondary planning earlier, preparing them to work towards their goals.

<b>Common Writing Assessment June 2024 Grade in June 2024</b>				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
7	24.0	46.1	25.1	4.8
8	14.7	53.5	27.2	4.6

<b>High School Completion</b>					
	Edwin Parr Composite 2023	Edwin Parr Composite Comparison to 2022 (+/-)	Edwin Parr Composite Comparison to Alberta 2023 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
3 Year Completion	79.7	-2.3	-0.7	81.5	81.4
5 Year Completion	88.3	-1.5	+0.2	87.9	87.9

<b>Drop Out Rate</b>					
	Edwin Parr Composite 2023	Edwin Parr Composite Comparison to 2022 (+/-)	Edwin Parr Composite Comparison to Alberta 2023 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Drop Out Rate	2.6	+1.4	+0.1	1.5	2.4
Returning Rate	*	*	*	na	17.0

Student Learning Engagement					
	Edwin Parr Composite 2024	Edwin Parr Composite Comparison to 2023 (+/-)	Edwin Parr Composite Comparison to Alberta 2024 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Overall	75.2	+1.2	-8.5	76.2	84.4
Parent	72.0	+6.1	-14.7	71.8	87.6
Student	66.1	-0.5	-3.2	68.0	70.5
Teacher	87.6	-1.9	-7.5	88.8	95.2

Citizenship					
	Edwin Parr Composite 2024	Edwin Parr Composite Comparison to 2023 (+/-)	Edwin Parr Composite Comparison to Alberta 2024 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Overall	55.3	-0.3	-24.1	59.9	80.4
Parent	56.7	+2.8	-22.0	57.0	79.5
Student	53.9	+0.9	-15.3	58.4	71.0
Teacher	55.2	-4.6	-34.6	64.5	90.6



## Observations and Next Steps

Students at EPC continue to graduate High School at a rate that is on par with the province. EPC saw a slight decrease in the number of students who graduated from high school in both the 3 year and 5 year completion categories, however it remains consistent with the rates in both categories at the provincial level.

There was an overall increase of +1.2 in the area of Student Learning Engagement, most noticeably in the parent results. When looking at the teacher and student results, there is a slight decrease. Despite the overall increase, EPC Student Learning Engagement at all levels (Parent, Student and Teacher) continues to lag behind the provincial averages in these areas. An area of struggle at EPC has been staffing and the inconsistencies that come with not being able to fill positions or having multiple teachers teaching a course. High teacher absences can create inconsistencies in expectations for students, which in turn, decrease student engagement. In the 2024-2025 school year, staff will work collaboratively to communicate clear, consistent expectations with students and ensure that those are left for substitute teachers. EPC staff will also communicate clearly and consistently with students and families about the responsibilities that students have for being prepared for class. Improving communication with families will also be paramount in the 2024-2025 school year. This includes regular communication from teachers regarding upcoming tests and assessments, communication home when students are absent or missing work, communication from school sponsored activities (like sports) about tryouts for students.

Perceptions of citizenship in all categories are significantly lower than the provincial averages. In order to effectively address this, it will be important to engage all stakeholders in conversations to better understand the narrative behind these numbers. There have been many changes at EPC in the last few years. There have been significant changes in administration over multiple years, staffing changes and changes to schedules (bell schedule, Peds (flex) Time). All of these changes created some inconsistency in expectations and people may have needed time to process the changes. When big changes happen, it can create an inconsistency in expectations, a need to develop new relationships and rebuild trust. When multiple changes happen in a relatively short period of time, barriers can be created to moving things forward and a sense of distrust can develop. In order to rebuild that, it will take time and many conversations will need to be had with all stakeholders - staff, students, parents and community.

Conversations will need to be meaningful and provide opportunity for authentic feedback and allow for the creation of actionable goals. Regular Faculty meetings and department meetings along with Department Head meetings will help to create a feedback loop where celebrations as well as items of concern can be addressed and collaboratively actioned on. EPC School Council has expressed an interest in exploring the creation of a parent engagement survey. Opportunities for student voices to be heard will be explored, looking to create opportunities for students to engage purposefully with school administration. Exploring ways to have parent/caregiver feedback other than at School Council meetings will be explored. Creating an environment that welcomes feedback in a positive and respectful way will be needed.

For the past two school years, students had a variety of opportunities to become actively engaged in student clubs through Student Council and the Interact Club. Student Council (Student Activities) meets regularly and is an integral part of organizing student activities including the Terry Fox Run, School Dances, seasonal activities. As an arm of the Rotary Club, students involved with the Interact Club meet weekly creating opportunities for students to engage in service and charitable based

activities throughout the school year such as Taste of Athabasca, bottle collection for Athabasca Cares, assisting with Christmas hampers and more. During the 2023-2024 school year, graduating students had an opportunity to get actively engaged in a Student Grad Council where they were able to help plan and organize events and activities for graduating students over the course of the school year as well as their Prom.



Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	<p>Students and staff are able to resolve conflicts in a healthy manner and feel safe.</p> <p>Staff and students are well-regulated.</p> <p>Staff and students have equitable access to supports.</p> <p>Schools implement collaborative support processes to effectively address diverse learning needs.</p>

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Edwin Parr Composite 2024	Edwin Parr Composite Comparison to 2023 (+/-)	Edwin Parr Composite Comparison to Alberta 2024 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Overall	243	78.3	+1.2	-9.3	80.1	88.2
Parent	56	72.3	+7.1	-11.5	72.1	84.8
Student	152	76.6	-1.7	-8.3	79.5	85.5
Teacher	35	86.1	-1.7	-7.8	88.5	94.5

**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)**

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Edwin Parr Composite 2024	Edwin Parr Composite Comparison to 2023 (+/-)	Edwin Parr Composite Comparison to Alberta 2024 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Overall	243	74.3	-0.2	-12.8	78.0	87.8
Parent	56	76.0	+2.8	-12.0	77.6	88.5
Student	152	72.8	+2.5	-7.6	76.4	81.5
Teacher	35	74.1	-5.7	-18.8	80.1	93.4

**Access to Supports and Services:** Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Edwin Parr Composite 2024	Edwin Parr Composite Comparison to 2023 (+/-)	Edwin Parr Composite Comparison to Alberta 2024 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Overall	243	67.7	-3.6	-4.2	72.4	72.5
Parent	56	54.6	-8.2	-13.2	59.0	67.9
Student	152	67.2	-5.0	-5.8	76.8	73.6
Teacher	35	81.3	+2.2	+6.5	81.3	75.9

**Edwin Parr Composite Professional Development 2023 2024**

The 2023-2024 school year at EPC was centered around the theme of “Creating Community”, with a particular focus on fostering a positive school culture in light of a new administration and many new staff members. This year of transition was seen as an opportunity to build strong connections, trust, and a supportive environment for both students and staff.

A key component of the year was the professional development (PD) provided to staff, which

addressed a wide range of important topics. These PD sessions included areas such as student learning supports, inclusion, anti-racism, reconciliation, mental health supports, and the enhancement of numeracy and literacy skills. In addition, monthly faculty meetings provided short but impactful learning opportunities on essential topics, including Individualized Program Plans (IPPs), Violence Threat Risk Assessment (VTRA), and PowerSchool usage. These meetings were designed to give staff timely support to help address student needs in a responsive way.

Additionally, a division-wide PD day focused on Education for Reconciliation, which helped staff understand the importance of reconciliation in education, fostering a culturally inclusive environment for Indigenous students and the broader community.

Teachers also had the opportunity to pursue more specialized professional development. Topics included mental health supports, autism, and subject-specific councils (e.g., for English Language Arts, Math, and Social Studies). Furthermore, a notable PD focus was on Assessment, with several staff members actively engaging in the development and marking of Alberta Diploma Examinations in key subjects. These opportunities allowed teachers to sharpen their expertise and contributed to their professional growth, which in turn is expected to enhance student success in future years.

Overall, the 2023-2024 school year at EPC was a year of professional and community-building development, with a commitment to fostering a positive and inclusive learning environment. These efforts in staff development and collaboration will have a lasting impact on both the school culture and student achievement moving forward.

### **Edwin Parr Composite Wellness Continuum of Supports**

At EPC, a comprehensive continuum of support is established under the Wellness Priority, aimed at fostering holistic well-being for both students and staff. Central to this initiative are the counseling services provided by both school counselors and career counselors, who assist students in navigating academic challenges and personal issues. Educational assessments are also conducted to identify individual student needs, ensuring that targeted interventions can be implemented effectively. In addition to these services, EPC offers robust support for students and families transitioning to post-secondary life, helping them prepare for future educational and career opportunities. For those requiring additional therapeutic assistance, occupational therapy (OT) and physical therapy (PT) services are available as appropriate.

EPC's commitment to wellness extends beyond the school environment through strong partnerships with local organizations, including the RCMP and Family and Community Support Services (FCSS). The Education for Reconciliation family liaison further enhances these community connections, providing additional resources and support for families.

Moreover, the employee benefit plan at EPC, provided by Aspen View Public Schools, is designed to promote wellness among staff, recognizing that a healthy workforce is essential for creating a supportive learning environment. This multifaceted approach not only addresses the diverse needs of students but also fosters mental, emotional, and social well-being throughout the entire school community.

Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	<p>Positive community relations contribute towards student success</p> <p>Staff and students have a sense of belonging and are engaged in their learning.</p> <p>Students and staff attend regularly.</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.</p>

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Number of Responses	Edwin Parr Composite 2024	Edwin Parr Composite Comparison to 2023 (+/-)	Edwin Parr Composite Comparison to Alberta 2024 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Overall	91	66.1	-5.0	-12.9	69.9	79.1
Parent	56	61.1	+1.0	-13.3	62.4	73.1
Teacher	35	72.1	-11.0	-12.5	77.3	85.2

Alternative Programming					
	Work Experience	Registered Apprenticeship Program	Green Certificate	Dual Credit	Locally Developed Courses
Number of Students	44	6	na	na	26
Number of Credits	552	200	na	na	110

Student Attendance Rates 2023 2024 (%)	90+	75 - 89	50 - 74	<50
Percentage of Students	32.46	51.22	13.54	2.77

Engagement Observations and Next Steps
<p>At EPC, school programming reflects a commitment to supporting student engagement, academic success, and personal development.</p> <p>Counselor Support for Post-Secondary Transitions: The 1-1 meetings between students, parents, and counselors are a great initiative for providing personalized guidance during a critical time in students' lives. By focusing on career planning, post-secondary pathways, and practical work placements (like the RAP program), the school is fostering a bridge between education and the workforce. This proactive approach to career counseling ensures that students feel prepared and confident about their future, thereby increasing engagement as they see tangible benefits of their school efforts.</p> <p>Education for Reconciliation and Indigenous Support: The integration of an Education for Reconciliation liaison is an excellent strategy for both promoting cultural understanding and supporting Indigenous students. Through tailored support for FMNI (First Nations, Métis, and Inuit) students, including a focus on success in both school and post-graduation, the school is fostering a more inclusive and equitable learning environment. The various reconciliation initiatives, such as Land-Based Learning, National Day for Truth and Reconciliation activities, and an Indigenous Grad celebration, help students from all backgrounds develop a deeper understanding of Indigenous cultures and histories. This not only enriches their educational experience but also cultivates a more connected and respectful school community.</p> <p>Junior High Literacy and Numeracy Interventions: Addressing the foundational skills of literacy and</p>

numeracy in junior high is key for building academic confidence and success. By providing intervention in these areas we can help prevent students from falling behind and allow them to develop the necessary skills for future academic challenges. This proactive approach ensures that students are better prepared for high school and beyond, leading to higher engagement as they feel supported in overcoming academic obstacles.

Providing opportunities for students to participate in a wide range of extracurricular activities—such as sports, drama, and clubs like Interact Group—plays a significant role in increasing student engagement. These activities offer students a chance to explore their interests outside the classroom, develop teamwork and leadership skills, and build a sense of belonging. Additionally, activities like grade planning help students feel invested in their school community, strengthening their connection to the institution and their peers.

By implementing these strategies, EPC is creating a more holistic approach to student engagement—one that supports academic achievement, personal growth, cultural understanding, and future planning. This multifaceted approach is likely to foster a positive and inclusive learning environment, encouraging students to remain engaged and succeed throughout their educational journey.

Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	<p>All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives</p> <p>First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity</p>

First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	Edwin Parr Composite Acceptable (%)	Alberta Acceptable (%)	Edwin Parr Composite Excellent (%)	Alberta Excellent (%)
PAT Overall	24	42.3	41.4	2.1	6.1
English Language Arts 9	24	54.2	49.5	0.0	4.7
Math 9	24	25.0	28.7	4.2	4.8
Science 9	16	43.8	46.0	6.3	8.5
Social Studies 9	20	30.0	39.0	0.0	6.3
French Language Arts 9	*				

\*Results are suppressed for sample sizes less than 6.

First Nations, Métis and Inuit Student Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		Edwin Parr Composite Acceptable (%)	Alberta Acceptable (%)	Edwin Parr Composite Excellent (%)	Alberta Excellent (%)	Edwin Parr Composite Acceptable (%)	Alberta Acceptable (%)	Edwin Parr Composite Excellent (%)	Alberta Excellent (%)
English 30-1	3	*	81.7	*	6.9	*	98.0	*	33.0
English 30-2	9	88.9	86.0	0.0	10.8	100.0	95.1	0.0	15.5
Social Studies 30-1	6	100.0	79.1	0.0	10.6	100.0	98.8	33.3	38.1
Social Studies 30-2	10	90.0	72.9	10.0	6.6	100.0	95.2	10.0	14.5
Biology 30	6	100.0	72.8	33.3	17.0	100.0	94.7	66.7	34.9
Chemistry 30	6	100.0	78.2	33.3	23.5	100.0	97.2	50.0	42.5
Physics 30	3	*	80.4	*	23.2	*	97.1	*	44.6
Science 30	na	na	78.1	na	18.5	na	95.0	na	27.3
Math 30-1	6	66.7	64.4	0.0	17.0	100.0	97.0	33.3	41.8
Math 30-2	4	*	64.8	*	10.1	*	93.8	*	24.6

\*Results are suppressed for sample sizes less than 6.



FNMI High School Completion					
	Edwin Parr Composite 2023	Edwin Parr Composite Comparison to 2022 (+/-)	Edwin Parr Composite Comparison to Alberta 2023 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
3 Year Completion	71.9	+11.8	+13.3	68.3	58.4
5 Year Completion	80.0	+0.2	+10.6	81.4	69.6

FNMI Drop Out Rate					
	Edwin Parr Composite 2023	Edwin Parr Composite Comparison to 2022 (+/-)	Edwin Parr Composite Comparison to Alberta 2023 (+/-)	Edwin Parr Composite 3 Year Average	Alberta 3 Year Average
Drop Out Rate	5.0	+3.8	-0.2	2.4	5.1
Returning Rate	*	*	*	*	*

## Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

### Assurance Reporting and Stakeholder Engagement at EPC

At EPC, we prioritize regular and transparent communication with our key stakeholders—students, parents, staff, and community members—ensuring that they are informed, involved, and heard. This will be done through various processes, meetings, and tools designed to gather feedback, address concerns, and assess the effectiveness of our practices.

#### Engagement with Stakeholders

##### 1. School Council Meetings:

- Our school council serves as a vital platform for engaging with parents and community members. In our recent meetings, there has been a discussion about conducting a survey during this school year initiated by the School Council

members.

- We also share the results of this report as well as other school based data and allow for discussion and feedback from stakeholders at various meetings throughout the school year. These discussions will help provide clarity on how we interpret and use survey results to shape school policies and practices. Council members will be given opportunities to ask questions, express their opinions, and offer suggestions on how we could improve the survey process and how results are communicated.

## **2. Student Engagement:**

- Before administering the surveys, we facilitated discussions with students about the process. This included explaining the different measures used in the survey, helping them understand the purpose of each question, and how their feedback would be used.
- By engaging students early on, we aim to create an open and honest environment for them to share their thoughts, knowing their responses would have a meaningful impact on school improvement initiatives.

## **3. Incorporating Survey Language into Regular Communications:**

- To build a culture of feedback and continuous improvement, we will work on embedding the "survey language" in our routine communications with parents, staff, and students. This will be done through social media posts, newsletters, and messaging to parents and staff as well as students.
- The goal is to make our community feel more familiar with the terminology used in the surveys, creating a shared understanding of how data is collected, analyzed, and acted upon. This will also reinforce the importance of ongoing dialogue and feedback.

### **Reflection on Engagement and Learning**

The engagement with stakeholders through these activities will be both insightful and valuable. Key learnings include:

- **Increased Understanding and Trust:** By explaining the purpose and use of surveys to both students and parents, we anticipate a greater understanding of how their input contributes to school decisions. This will help to foster trust in the process and demonstrate the school's commitment to acting on feedback.
- **Student Voice:** The discussions with students allows us to recognize areas where they felt the survey could be clearer or where additional context might be needed.
- **Reinforcing or Shifting School Practice:** Feedback from parents and school council

members in the past has revealed a desire for more frequent updates.

### **Contextual Considerations**

Our approach to stakeholder engagement will also be informed by the broader local and societal context:

- **Enrolment Changes:** With fluctuations in enrolment, we recognize the importance of adapting our engagement strategies to ensure that all voices, including those of new or smaller student populations, are represented in our surveys in the best ways possible.
- **Provincial Directions:** We also considered provincial directives and priorities, which focus on equity, inclusivity, and improving student outcomes. These priorities influenced how we framed our surveys, ensuring that we were aligned with broader educational goals while still meeting the unique needs of our school community.

In summary, the stakeholder engagement process—through surveys, meetings, and regular communication— is a powerful tool for improving school practice. It has reinforced our commitment to transparency, accountability, and responsiveness. We plan to continue evolving our practices based on the insights gained, ensuring that every stakeholder feels heard and valued in our school community.