



HIGH QUALITY
TEACHING AND
LEARNING FOR ALL
STUDENTS

SAFE, CARING AND
INCLUSIVE LEARNING
ENVIRONMENTS

A CULTURE OF MENTAL,
EMOTIONAL, SOCIAL
AND PHYSICAL
WELLNESS



2017- 2020

THREE YEAR
EDUCATION PLAN
AND RESULTS REPORT

This document is available on line at:
[www.sturgeon.ab.ca/Our Division/Three Year Plan](http://www.sturgeon.ab.ca/Our%20Division/Three%20Year%20Plan)
and
[www.sturgeon.ab.ca/In the News at Sturgeon](http://www.sturgeon.ab.ca/In%20the%20News%20at%20Sturgeon)

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Message from the Board



The Board of Trustees is pleased to have approved the division's new Three Year Education Plan for 2017-2020. From its inception, the plan has sought to incorporate the voices of our many stakeholders including students, staff, parents and community members. We are extremely proud of the extensive consultations that were undertaken and the broad number of individuals who shared their thoughts regarding the educational experience for Sturgeon students in the coming years.

This plan reflects the tenets of the division's Vision, Mission and Values statement which was crafted by students and we are proud to support the identified priorities for 2017-2020 — High Quality Teaching and Learning for All Students; Safe, Caring, and Inclusive Learning Environments; A Culture of Mental, Emotional, Social, and Physical Wellness — all of which will serve to enhance teaching and learning while continuing to support all of our students in achieving to their fullest potential.

In addition to the Three Year Education Plan, this document also features the division's Annual Education Results Report, which assists staff in determining areas of particular strength as well as challenges that may require additional attention. It is these results that support the establishment of targets for student performance and division improvement.



Accountability Statement

The Annual Education Results Report for the 2017-2020 school years and the Education Plan for the three years commencing September 1, 2017 for Sturgeon Public School Division was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017-18 school year and the Three Year Education Plan for 2017-2020 on November 22, 2017.



Public Interest Disclosure (Whistleblower Protection Act) Regulation

In the 2016-2017 school year there were no disclosures of wrongdoing made in good faith by any Sturgeon Public School Division employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.

Vision, Mission, & Values



OUR VISION

Sturgeon Public School Division: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

OUR MISSION

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet, and excel at, the challenges presented by the global community.

VALUES

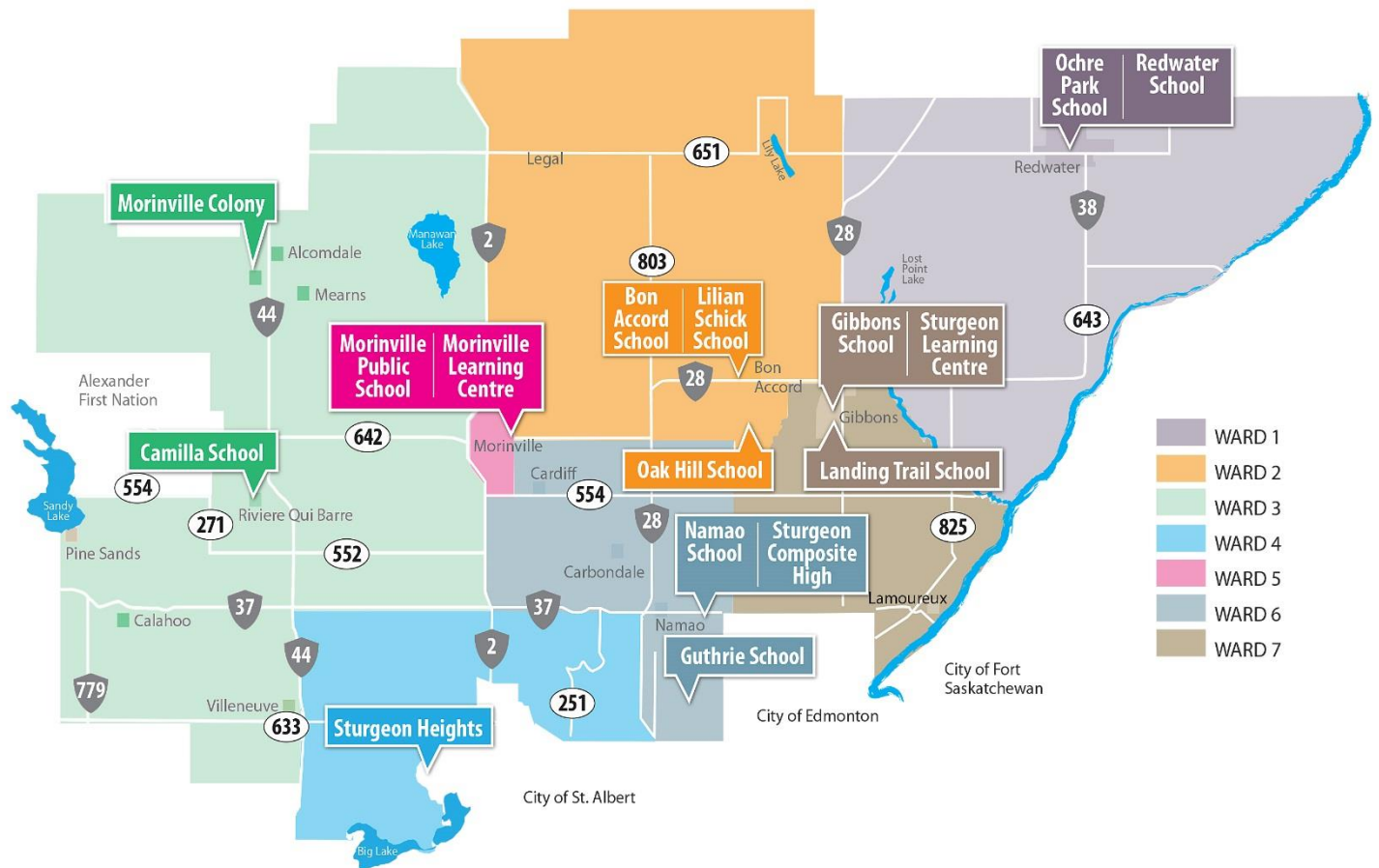
- **Excellence in teaching.** We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- **Shared responsibility.** We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.
- **Mutual respect.** Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- **Belonging.** Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.
- **Learning choices.** One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- **Communication.** To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.



The Board of Trustees thanks the following student leaders who, in 2013, contributed to developing the Vision, Mission & Values for Sturgeon Public School Division:

Sarah Bidniak (grade 12, Sturgeon Composite High School),
 Alicia Bigelow (grade 10, Redwater School),
 Spencer Elliott (grade 11, Sturgeon Composite High School),
 Miranda From (grade 12, Sturgeon Learning Centre),
 Maddison Lumsden (grade 10, Redwater School),
 Habba Mahal (grade 11, Sturgeon Composite High School),
 Grace Turner (grade 11, Sturgeon Composite High School).

Sturgeon Public School Division Profile



Welcome to Sturgeon

Sturgeon Public School Division acknowledges that the land on which we gather is Treaty 6 territory and a traditional meeting ground for many Indigenous peoples. Their spiritual and practical relationships to the land create a rich heritage for our learning and our life as a community.

You will find Sturgeon Public School Division just north of Edmonton, in the rural communities stretching from Rivière Qui Barre in the west to Redwater in the east. Our sixteen schools are special places, where an open and collaborative relationship with parents and the community not only enhances the quality of our education but also makes our students happier. We support the entire individual, providing diverse programming that inspires and develops each student, as well as maintaining caring schools that make our youth feel safe, secure and accepted. Our unique approach to education equips students with the right skills, knowledge and characteristics to succeed in the 21st century.

Our School Communities

Sturgeon Public School Division
9820- 104 Street, Morinville, AB T8R 1L8
Telephone: 780-939-4341; Toll Free: 1-888-459-4062
Fax: 780-939-5520 Website: www.sturgeon.ab.ca

<p>Town of Bon Accord Bon Accord Community School Lilian Schick School Oak Hill School</p>	<p>GRADES SERVED Headstart – 4 5 – 9 3 – 10</p>	<p>TELEPHONE 780-921-3559 780-921-2200 780-921-3011</p>
<p>Town of Gibbons Gibbons School Landing Trail School Sturgeon Learning Centre</p>	<p>GRADES SERVED 5 – 9 Headstart – 4 10 – 12</p>	<p>TELEPHONE 780-923-2240 780-923-2898 780-923-2443</p>
<p>Lancaster Park Military Base Guthrie School</p>	<p>GRADES SERVED Headstart – 9</p>	<p>TELEPHONE 780-973-3111</p>
<p>Town of Morinville Morinville Learning Centre Morinville Public School</p>	<p>GRADES SERVED 10 – 12 Headstart – 9</p>	<p>TELEPHONE 780-939-4033 780-939-3445</p>
<p>Hamlet of Rivière Qui Barre Camilla School Colony School</p>	<p>GRADES SERVED Headstart – 9 Headstart – 9</p>	<p>TELEPHONE 780-939-2074 780-939-2012</p>
<p>Hamlet of Namao Namao School Sturgeon Composite High School</p>	<p>GRADES SERVED Headstart – 9 10 - 12</p>	<p>TELEPHONE 780-973-9191 780-973-3301</p>
<p>Town of Redwater Ochre Park School Redwater School</p>	<p>GRADES SERVED Headstart – 4 5 - 12</p>	<p>TELEPHONE 780-942-2901 780-942-3625</p>
<p>City of St. Albert Sturgeon Heights School</p>	<p>GRADES SERVED Headstart – 9</p>	<p>TELEPHONE 780-459-3990</p>



G o v e r n a n c e

Sturgeon Public School Division's Board of Trustees consists of seven trustees, charged with the responsibility of providing an organized and responsive education system for the students and parents in Sturgeon County. Our trustees represent the best interests of the community, parents and students by setting direction for the division, developing policy and approving the budget.

Ward 1- Redwater / Coronado	Janine Pequin
Ward 2- Bon Accord / Legal	Elizabeth Kohle
Ward 3- Alcomdale / Villeneuve	Joe Dwyer
Ward 4- Sturgeon Valley / West St Albert	Shane Sherwin
Ward 5- Morinville	Misty Featherley
Ward 6- Cardiff / Garrison	Tasha Oatway-McLay, Vice Chair
Ward 7- Gibbons / Lamoureux	Terry Jewell, Chair

C e n t r a l O f f i c e

Sturgeon Public School Division's Central Office is located in the Frank Robinson Education Centre in Morinville, Alberta. The administrative center houses the Division's senior executive and administrative staff, and supports the Division's community of fourteen schools and two outreach campuses. The departments located in the Frank Robinson Education Centre include:

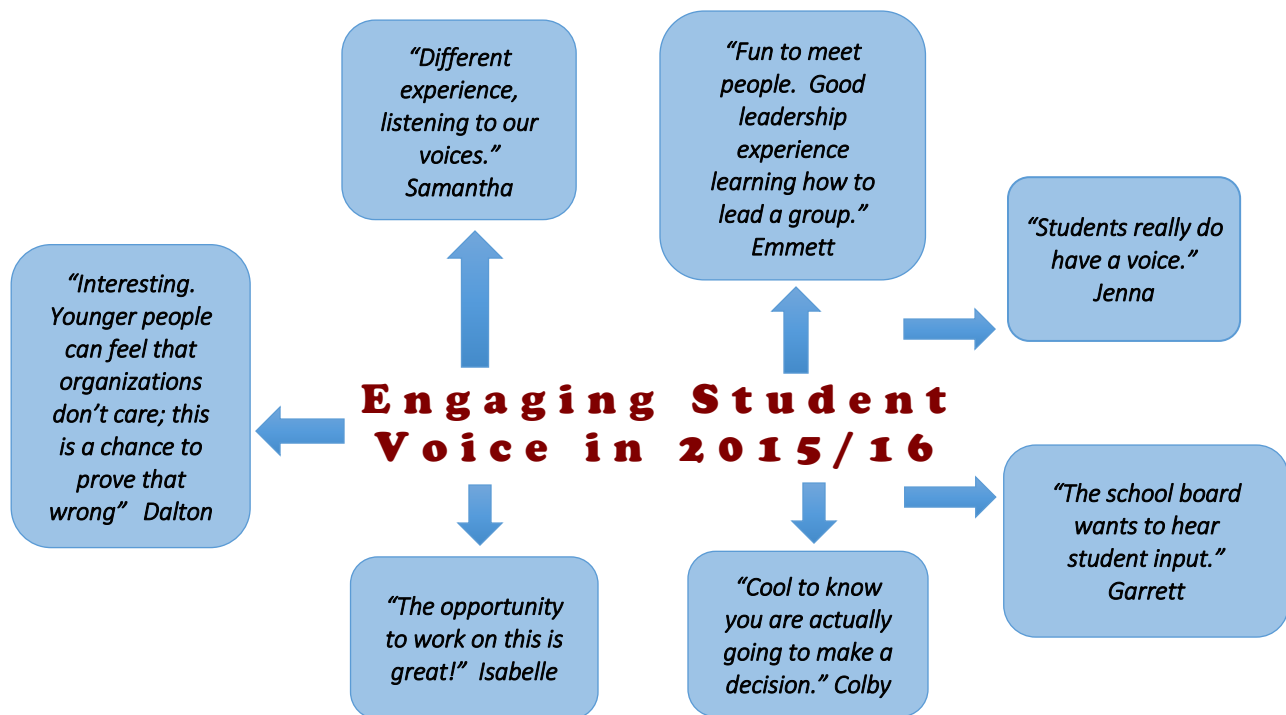
- Superintendent's Office
 - Dr. Michèle Dick- Superintendent
- Finance & Payroll
 - Iva Paulik- Secretary-Treasurer
 - Cam-Van Mackie, Assistant Secretary-Treasurer
- Education Services
 - Ruth Kuik- Associate Superintendent
- Human Resources
 - Thomas Holmes- Associate Superintendent
 - Lisa Lacroix- Manager
- Operations & Maintenance
 - James Barnes- Acting Manager
- Technology Services
 - Dave Webster- Manager
- Transportation
 - Sherri Davidson- Manager

Parent / Community Involvement

Sturgeon engaged the community in a very comprehensive process in shaping our new Three Year Education Plan during the 2015-16 school year. In January, we invited our community to share their thoughts about what we are doing well and where we can improve. This was done through an online process where we saw more than 1,000 participants engage in a conversation about education in Sturgeon Public School Division. From there we invited students, staff, trustees, parents and community members to continue the conversation from the themes that were brought forward. The feedback and information gathered through this process was foundational to the development of this Three Year Education Plan for Sturgeon Public School Division (please see the link below).

[Working Together to Develop the 3 Year Plan](#)

Each school in our division completes a School Action Plan and an Annual Education Results report that outlines the results achieved by the school in the previous year and identifies strategies implemented at the school level to achieve the goals identified in the Division's Three Year Education Plan.



School Councils

Education is a community effort and our schools welcome parent and guardian involvement in their child's education. Every school in Sturgeon Public School Division is required to have a school council. The council is comprised of a collaborative group of parents, school staff and representatives from the community who act in an advisory role to the school principal. Members of the Board of Trustees attend the regular monthly school council meetings. Please check school websites for the dates of the school council meetings. The link below provides an overview of the role of school councils in Alberta.

[Alberta School Councils' Association](#)

1. **Reggio-Inspired Learning**
The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. In its most basic form, it is a way of observing what children know, are curious about and what challenges them. Teachers record these observations to reflect on developmentally appropriate ways to help children expand their academic and social potentials.
2. **French Immersion**
Being bilingual opens doors to a wider world of opportunities. It produces excellent students and creative thinkers fluent in both languages. French immersion allows students to become fluent in French while achieving all the objectives of the regular school program.
3. **LOGOS**
LOGOS offers an excellent academic education enhanced by daily activities (prayer, scripture reading, and praise), periodic chapel times and assemblies that build faith and fellowship.
4. **Athletic Academies**
Dance Academy develops students as athletes using the technical aspects of various styles of dance.
Hockey Academy offers youth the opportunity to have hockey training and skills development within the school environment.
5. **Leader In Me**
This program teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

For more information about Sturgeon's programs, please click [here](#).

Student Health and Wellbeing

1. **Neuro-Sequential Model in Education (NME)**
The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behavior and performance. The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process.
2. **Comprehensive School Health**
Comprehensive School Health is an internationally-recognized and effective approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education, and social outcomes for children and youth.



GOAL 1: **High Quality Teaching and Learning for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- The systemic education achievement gap between First Nations.
- Alberta has excellent teachers, school and school authority leaders.
- The education system is well governed and managed.

Sturgeon Public School Division will:

Priority:

Continue a **culture of inquiry and a targeted professional growth plan**, focused on the Division's Three Year Education Plan priorities as it relates to instructional and assessment practices.



Strategies:

1. Facilitate and support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/ Of Learning, Power Teacher, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/ Project-based Learning.
3. Continue to focus on research informed practices to support teaching and learning.

Priority:

Continue to support, program and fund **effective early learning programs** and interventions for students enrolled in our Early Childhood Education (ECE) programs.



Strategies:

1. When possible, facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.

Priority:

Continue to research, support and monitor high quality instructional strategies that improve **students' literacy and numeracy** skills across the Division.



Strategies:

1. Report twice yearly Literacy Strategies supported by Classroom Improvement Fund (CIF).
2. Research and implement numeracy instructional strategies in K to grade 12.
3. Report to the office of the Director, Curriculum and Instruction, the rigor and fidelity of Guided Reading.
4. Monitor literacy strategies across curriculums in Junior and Senior High schools.

GOAL 1: **High Quality Teaching and Learning for All Students**

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
- Alberta has excellent teachers, school and school authority leaders.
- The education system is well governed and managed.

Sturgeon Public School Division will:

<p><u><i>Priority:</i></u> Continue to research, support and monitor the most <u>effective use of technology</u> to support students and staff with their learning.</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Support the technology infrastructure for all schools through the Centralized Technology Services department. 2. Support the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education. 3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports. 4. Support and expand the role of a Coordinator of Instructional Technology and Innovation to support teachers with applying technologies effectively for instruction and learning.
<p><u><i>Priority:</i></u> Continue to <u>strive for improvement on provincial assessment measures</u>; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Analysis of 5 year trends and implications of achievement. 2. Analysis and response to the Division’s AERR, including student achievement on the PAT’s and DIP’s. 3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services. 4. Participate in data collection and resulting analysis to inform next steps in decision-making.
<p><u><i>Priority:</i></u> <u>Communicate effectively</u> with parents about their child’s achievement</p>		<p><u><i>Strategies:</i></u></p> <ol style="list-style-type: none"> 1. Provide an implementation schedule for the new grade book, Power Teacher Pro. 2. Require scheduled Parent- Teacher conferences twice a year at all of our schools. 3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.
<p><u><i>Measures:</i></u></p> <ul style="list-style-type: none"> • ‘Our School Survey’ (formerly <i>Tell Them From Me Survey</i>) • Provincial Achievement Test Results • Diploma Exam Results • Accountability Pillar Measures 		<p style="text-align: center;"><u><i>Highlighted Targets:</i></u> 2017/18 P.A.T excellence: 18% Diploma excellence 14%</p>

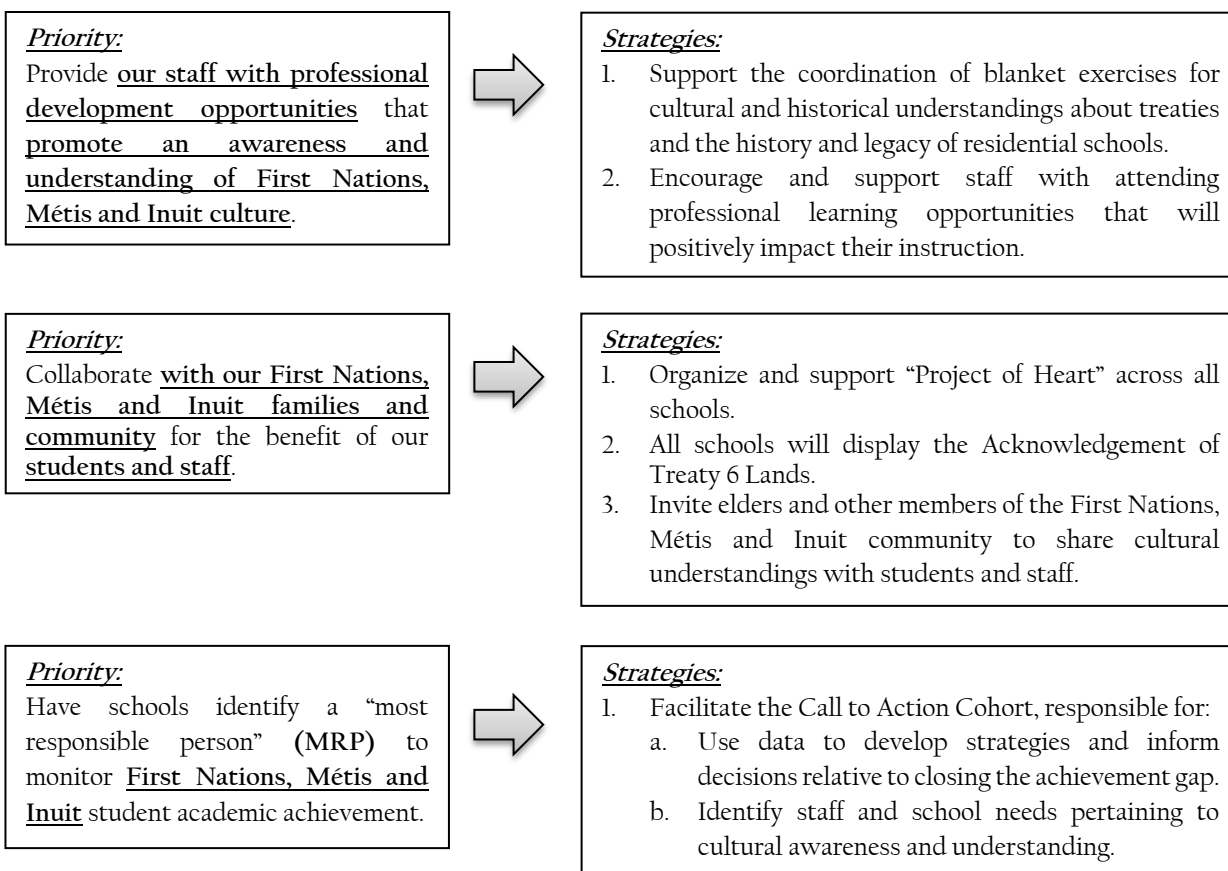
GOAL 1: **High Quality Teaching and Learning for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- The systemic education achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.
- Alberta has excellent teachers, school and school authority leaders.
- The education system is well governed and managed.

Sturgeon Public School Division will:



<p><u><i>Measures specific to our First Nations, Métis and Inuit students:</i></u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p><u><i>Highlighted Targets:</i></u> 2017/18 P.A.T. Acceptable 79 % Diploma Acceptable 80%</p>
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GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system is inclusive.
- The education system is well governed and managed.
- Alberta has excellent teachers, school and school authority leaders.

Sturgeon Public School Division will:

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Require schools to continuously review their school library resources to ensure diversity is represented.

Priority:

Explore, share and support best practices for the inclusion of all students.



Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Support a Divisional Inclusive Learning Team (ILT) who are a multidisciplinary team that collaborates with school staff and parents to ensure targeted programming for students with diverse needs.

GOAL 2: **Safe, Caring, and Inclusive Learning Environments**

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system is inclusive.
- The education system is well governed and managed.
- Alberta has excellent teachers, school and school authority leaders.

Sturgeon Public School Division will:

Priority:

Communicate and consistently reinforce clear expectations of conduct.



Strategies:

1. Research and support effective teaching and learning resources pertaining to digital citizenship.
2. Review the division's resources for digital citizenship.
3. School Board Policies and Administrative Practices clearly outline expectations of conduct.
4. Ensure each school has an aligned policy and practice that is communicated yearly with students, staff and parents.

Priority:

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



Strategies:

1. Continue our partnership with Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision which streamlines services for parents and ensures consistency of program support for families.

Priority:

Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



Strategies:

1. All school administrators will be trained in VTRA Level 1.

Measures:

- 'Our School Survey'
- Accountability Pillar Measures

Highlighted Targets:

2017/18
Safe and Caring Schools: 88%

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system is inclusive.
- The education system is well governed and managed.

Sturgeon Public School Division

Priority:

Implement teaching approaches that **improve** students' mental and emotional wellness within a 'Response to Intervention Model'.



Strategies:

1. Implement a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - a. Neurosequential Model for Education (NME).
 - b. Positive Behavior Supports (PBS).
 - c. Collaborative Problem Solving (CPS).
 - d. Webs of Support: Creating Resilient Youth.

Priority:

Continue to improve and promote a **Comprehensive School Health approach** to supporting all students in each school.



Strategies:

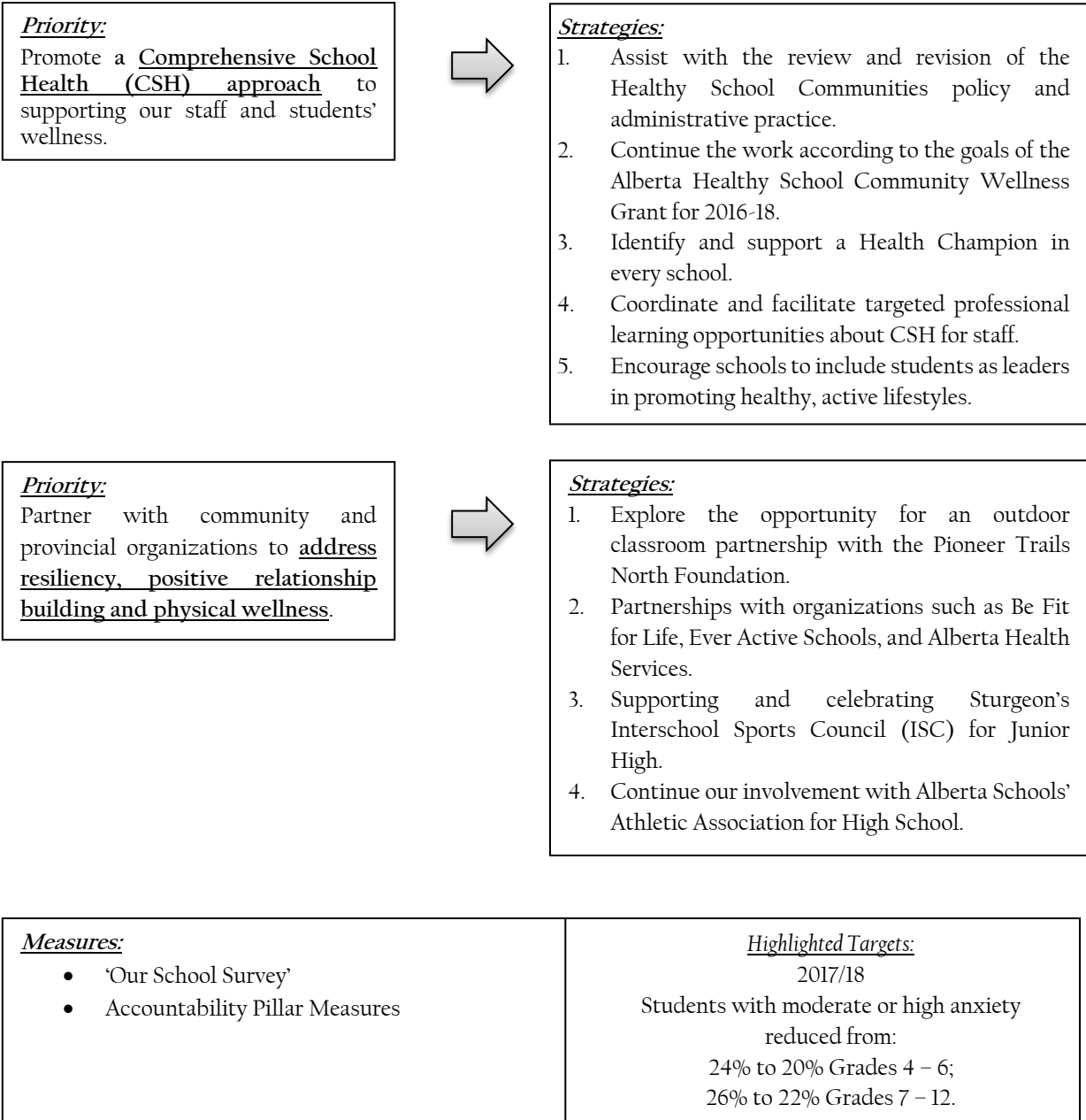
1. Facilitate the development of School Counselling and Wellness Plans (CWP) at each school.
2. Maintain dedicated counselling time at each of our schools.
3. Provide input into the review of the Administrative Practice for counselling.
4. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
5. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling

GOAL 3: **A Culture of Mental, Emotional, Social and Physical Wellness**

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system is inclusive.
- The education system is well governed and managed.

Sturgeon Public School Division



**Combined 2017 Accountability Pillar Overall Summary Annual
Education Results Report – October 2017
Authority: 1110 Sturgeon School Division No. 24**

Measure Category	Measure	Sturgeon School Div No. 24			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.3	88.1	88.5	89.5	89.5	89.3	High	Declined Significantly	Issue
Student Learning Opportunities	Program of Studies	79.4	81.0	81.7	81.9	81.9	81.5	High	Declined	Acceptable
	Education Quality	88.8	88.4	89.1	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	3.3	3.4	3.4	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	82.5	76.1	75.7	77.9	76.5	76.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.3	78.3	78.7	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.9	16.7	17.6	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.0	83.9	83.4	83.0	82.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	13.1	12.3	14.8	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	38.8	39.1	41.2	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	50.3	52.7	52.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.4	52.7	52.9	57.9	59.4	59.3	Intermediate	Maintained	Acceptable
	Work Preparation	80.5	80.3	77.5	82.7	82.6	81.9	High	Improved	Good
	Citizenship	77.2	79.5	80.8	83.7	83.9	83.6	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	80.1	77.7	80.2	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	77.5	82.3	81.3	81.4	81.2	80.2	High	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. Of note, approximately 2% of parents/guardians responded to the survey.

Annual Education Results Report - Desired Outcome One

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.7	80.6	77.3	78.3	78.3	79.0	Intermediate	Maintained	Acceptable	80.0	81.0	81.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.0	17.9	18.1	16.7	16.9	18.0	Intermediate	Maintained	Acceptable	18.5	19.0	19.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Strategies for Ongoing Improvement

1. Ten division PD days allocated to facilitate teacher learning and collaboration.
2. Math 6 teachers to work on results analysis and responsive strategies.
3. Each school will include in their 3 Year Education Plan specific strategies relative to improvement of student achievement as measured by the Provincial Achievement Exams in Grades 6 and 9.
4. Teachers responsible for teaching Math 6 will participate in PD at the division level as well as attending external PD Workshops.
5. Division Professional Development Plan and Grade 6 Math cohort to address areas of challenge in the grade 6 math results as well as develop strategies in response to results.
6. Continue with enhancing implementation and delivery of Guided Math and continue to support the program fidelity of Guided Reading.
7. Develop K and E resources as per the program review completed in 2015/16.
8. Monitor literacy strategies across curriculums in Junior and Senior High.
9. Continue with school leader PD in evidence based decision making.



“Tell me and I will forget,
teach me and I will remember
involve me and I will learn.”
-Benjamin Franklin

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.4	84.5	81.9	83.9	77.0	80.0	Low	Declined Significantly	Concern	80.0	81.0	82.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.3	17.4	14.8	12.3	13.1	14.0	Intermediate	Maintained	Acceptable	14.5	15.0	15.5

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	76.6	76.0	75.0	76.1	82.5	77.0	Very High	Improved Significantly	Excellent	78.0	78.5	79.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.2	3.9	3.0	3.4	3.3	2.5	High	Maintained	Good	2.0	1.5	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.0	54.2	51.9	52.7	52.4	54.0	Intermediate	Maintained	Acceptable	54.5	55.0	55.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	52.7	50.3	54.0	n/a	Maintained	n/a	52.0	52.5	53.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.9	45.8	38.6	39.1	38.8	43.0	Low	Maintained	Issue	40.0	40.5	41.0

Comment on Results
<ol style="list-style-type: none"> Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Overall evaluations can only be calculated if both improvement and achievement evaluations are available. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available. Improvement is noted in high school completion rates and drop out rate.
Strategies for Ongoing Improvement
<ol style="list-style-type: none"> Schools will investigate and respond to the analysis of school awarded marks and diploma scores. Strategies will be presented and discussed with the Associate, Education Services and with the Director of Curriculum and Instruction. Each school will include in their School Action Plans specific strategies to improve achievement as measured by diploma exams and Provincial Achievement Exam results. Monitor fidelity of Assessment of/for Learning and Guided Reading. Ten division PD days to facilitate teacher learning and collaboration. School leaders continue to collaborate and share best practices during monthly PLC time. The division continues to support school initiatives and innovative practice in teaching and learning.

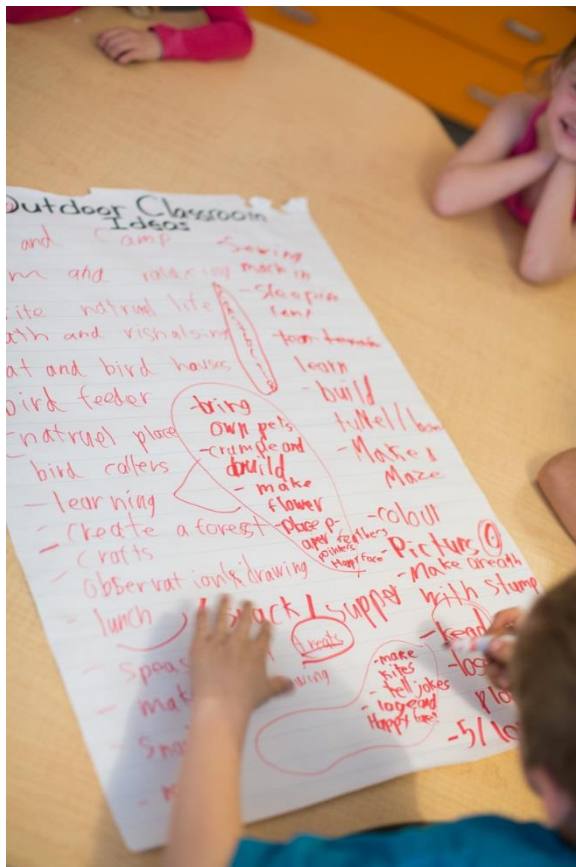
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	83.3	79.7	79.5	77.2	80.0	Intermediate	Declined Significantly	Issue	78.0	79.0	80.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.9	76.3	75.9	80.3	80.5	80.0	High	Improved	Good	81.0	82.0	83.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
3. Parents, students, and teachers continue to believe that students model the characteristics of active citizenship, maintaining a **HIGH** level of achievement and an overall rating of **GOOD**.

Strategies for Ongoing Improvement:

1. Continue to develop a communication plan in each of our schools to better inform parents with respect to the activities undertaken at the school to teach attitudes and behaviours that will make students successful at work.
2. Continue to support the development of school climate and culture through work on SPSPD's mission, vision and goals
3. Continue to advocate for the increased opportunities for the expression of student voice in our schools.
4. Schools identify activities and events to deepen student understanding of their local and regional community.
5. Students are provided opportunity for a wide range of learning opportunities through Career and Technology Foundations.



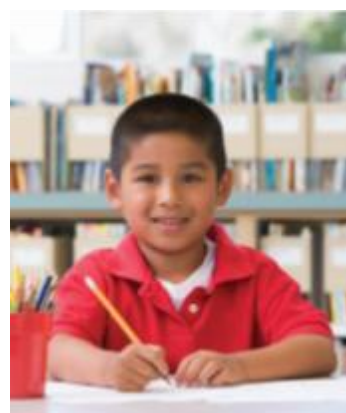
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	63.2	66.7	68.1	68.2	70.1	70.0	n/a	n/a	n/a	71.0	72.0	73.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
3. The results for this measure have consistently continued to improve over a five year period.

Strategies for Ongoing Improvement:

1. Develop a communication plan in each of our schools to better inform parents with respect to the activities undertaken at the school in order to be better able to respond to this measure.
2. Enhance and support the effective use of technologies in learning to increase access to learning.
3. Through the Education Technology Advisory Committee, encourage teacher professional development focussing on effective and innovative use of technology to support student learning. Continue to look to technology to remove barriers to learning.
4. Continue to promote and support instructional practices to personalize learning.



Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Sturgeon School Div No. 24 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.1	3.4	5.4	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	76.6	44.6	48.3	53.6	50.2	47.8	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	65.9	72.5	69.4	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	11.3	18.9	13.6	6.7	6.3	6.3	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	86.8	87.0	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.7	11.0	14.4	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	26.5	8.9	19.2	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	45.7	29.4	29.4	34.2	31.9	31.9	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	39.2	34.3	41.4	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Annual Education Results Report - Desired Outcome Two

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.9	73.7	62.0	72.5	65.9	74.0	Very Low	Maintained	Concern	67.0	68.0	69.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.8	14.0	8.0	18.9	11.3	11.0	Low	Maintained	Issue	12.0	13.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.5	92.1	82.2	86.8	82.4	85.0	Intermediate	Maintained	Acceptable	83.0	83.5	84.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.0	21.1	11.1	11.0	18.7	12.0	Intermediate	Maintained	Acceptable	13.0	14.0	15.0

Comment on Results

- Students in Sturgeon Public School Division who self identify as First Nations, Métis and Inuit exceed Provincial standards in the above measures.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- CTF programming includes Outdoor Classroom Opportunities.

Strategies for Ongoing Improvement

- Counsellor will monitor student success, attendance and identify students at-risk.
- Call to Action (FNMI) Cohort with membership from each school in the division. Focus will be on developing relationships and building cultural and historical sensitivity.
- All staff experience and/or participate in a Blanket Exercise to deepen understanding of treaty creation, colonization, resistance and reconciliation.
- Partnership with Regional Collaborative Service Delivery for co-ordination of targeted services.
- P.D. opportunities will be identified to develop and enhance understanding of First Nations, Métis and Inuit needs.
- Comprehensive School Health will focus on a wide range of outdoor activities connecting students to the land and nature.
- All schools will display the Treaty 6 Acknowledgement statement.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
(continued)

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020	
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	67.1	43.5	57.0	44.6	76.6	65.0	High	Improved Significantly	Good	77.0	77.5	78.0	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.1	9.0	3.8	3.4	5.1	3.5	Intermediate	Maintained	Acceptable	3.5	3.0	2.5	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	42.7	51.7	38.3	34.3	39.2	50.0	Very Low	Maintained	Concern	50.0	51.0	51.5	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	29.4	45.7	n/a	n/a	Improved	n/a	46.0	47.0	48.0	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	28.8	31.6	17.1	8.9	26.5	17.0	Very Low	Maintained	Concern	27.0	28.0	29.0	

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. Improvement is noted in students eligible for Rutherford Scholarships.

Strategies for Ongoing Improvement

1. First Nations, Métis and Inuit (FNMI) exceed the province in the above measures.
2. School counsellors will monitor academic success of FNMI students as part of the Comprehensive School Counselling Plan.
3. Flexibility in programming continues to be a goal of the division allowing students increased time to acquire a high school diploma.
4. Within each school, schools will identify factors which improve a sense of belonging for FNMI students.
5. All schools shall display the Treaty 6 Acknowledgement statement.

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux.

We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.



Annual Education Results Report - Desired Outcome Three

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	89.3	88.1	88.1	86.3	89.0	High	Declined Significantly	Issue	87.0	88.0	89.0

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. All schools will participate in Our School Survey.
2. Safe Contact Cohort developed at a divisional level to address diversity and develop a sense of belonging.
3. Division involvement with SOGI (Sexual Orientation and Gender Identity).
4. Schools will establish clubs which address diversity and inclusion.
5. Schools continue to identify strategies to create safe, caring, respectful learning environments.
6. Students have access to support services they require to be successful.
7. Teaching practice recognizes the diversity of learning styles and needs.
8. The division continues to seek partnership opportunities with provincial and regional organizations.

In This School...
We do second chances
We apologize
We forgive
We respect each other
We keep our promises
We never give up
We encourage one another
We laugh often
We belong...
We Are A Family



Annual Education Results Report

Desired Outcome Four

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.9	82.7	81.4	81.0	79.4	82.0	High	Declined	Acceptable	80.5	81.0	81.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. Division wide implementation of Career and Technology Foundations (CTF) to expand learning opportunities.
2. Expansion of CTF programming to include outdoor classrooms.
3. Continue to communicate clearly to students and parents/guardians variety and flexibility in programming.
4. Continue the implementation of division wide of Comprehensive School Wellness.
5. The division continues to support innovative programming in schools.
6. Professional development in schools continues to focus on effective instructional practice and student engagement.



Annual Education Results Report - Desired Outcome Five

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.6	80.7	81.1	82.3	77.5	83.0	High	Declined Significantly	Issue	80.0	81.0	82.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.5	81.9	81.2	77.7	80.1	80.0	High	Maintained	Good	80.5	81	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	90.1	88.7	88.4	88.8	89.0	High	Maintained	Good	89.5	90.0	90.5

Comment on Results

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Strategies for Ongoing Improvement

1. Continue to encourage collaboration between schools and sharing of best practices.
2. Continue to build leadership skills of school leaders (administrative teams, counsellors, health champions, learning support leads).
3. Continue to promote school based innovation and practice.
4. Schools continue to strive for parental involvement in school councils and school activities.
5. The division continues to support school administrators through allocated PLC time.
6. The division continues to develop school leadership opportunities.



CLASS SIZE REPORT

2016-17

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Bon Accord School	18.8	19.4	19.3	22.0	20.0	23.5						
Camilla School	19.6	19.2	22.7	22.3	25.8	21.2	26.9	21.1	24.3			
Gibbons School				28.2	28.0	27.8	21.0	23.0	25.6			
Guthrie School	21.5	21.4	20.6	22.9	25.5	24.2	24.0	17.8	22.5			
Landing Trail	21.0	20.6	19.6	19.8	20.8	18.5						
Lilian Schick School				24.5	21.2	26.0	25.9	23.8	23.5			
Morinville Public	20.5	19.2	18.0	27.5	24.0	23.3	14.0	20.7	22.9			
Namao School	20.6	19.6	19.8	26.4	24.2	20.3	16.3	21.5	20.3			
Ochre Park School	18.3	19.7	17.1	23.1	22.0	23.0						
Redwater School				21.1	22.0	23.3	22.1	22.8	21.1	14.1	16.9	17.9
Sturgeon Composite High										25.8	24.7	25.2
Sturgeon Heights	19.2	20.5	20.7	22.5	23.1	21.0	26.7	27.2	29.0			
Division Totals	20.1	19.9	19.5	23.8	23.6	22.7	22.0	22.2	23.5	23.3	23.1	24.0

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Bon Accord School	18.6	20.7	19.6	22.0	20.0	23.5						
Camilla School	20.1	20.8	22.1	22.0	25.8	20.2	25.4	22.1	24.3			
Gibbons School				27.9	27.9	26.3	21.8	22.9	25.0			
Guthrie School	21.3	21.4	21.1	25.8	25.5	24.4	21.1	17.2	19.2			
Landing Trail	21.1	20.4	19.3	19.8	20.8	18.5						
Lilian Schick School				24.5	21.2	26.0	24.7	25.3	24.6			
Morinville Public	20.4	19.4	18.5	27.1	23.7	23.1	19.1	20.1	24.3			
Namao School	20.5	19.1	19.9	27.2	23.7	22.1	18.4	21.8	21.4			
Ochre Park School	18.4	19.6	17.3	22.1	22.0	21.9						
Redwater School				22.6	25.8	25.8	22.1	22.8	20.8	16.8	17.4	18.2
Sturgeon Composite High										23.8	23.7	23.6
Sturgeon Heights	19.9	20.9	21.0	24.8	24.5	22.0	24.6	23.7	25.8			
Division Totals	20.2	20.2	19.7	24.2	23.9	22.9	22.2	22.2	23.4	22.5	22.5	22.7

FINANCIAL STATEMENT 2016-17

REVENUES

Instruction	54,215,320	78.25%
Plant Operations and Maintenance	6,879,997	9.93%
Transportation	5,401,638	7.80%
Board and System Administration	2,670,434	3.85%
External Services	119,723	0.17%
TOTAL REVENUES	69,287,112	100.0 %

EXPENDITURES

Instruction	52,855,534	77.16%
Plant Operations and Maintenance	7,388,458	10.79%
Transportation	5,581,778	8.15%
Board and System Administration	2,553,612	3.73%
External Services	119,723	0.17%
TOTAL EXPENDITURES	68,499,105	100.0%

OPERATING SURPLUS

788,007

EXPENSES BY OBJECT

Certificated Salaries and Benefits	34,918,081	50.98%
Uncertificated Salaries and Benefits	16,643,125	24.30%
Services, Contracts and Supplies	15,222,190	22.22%
Amortization of Tangible Capital Assets & Other	1,715,709	2.50%
	68,499,105	100.0%

Number of Students

Grade 1-12	4,284
ECS @ 0.5	468
	4,752

Cost per Student

Total Cost/Student	14,416
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For more information on Sturgeon's Financial Reports and Audited Financial Statements, see our website: www.sturgeon.ab.ca or contact the Secretary Treasurer at 780-939-4341

HIGHLIGHTS OF FINANCIAL REPORTS

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In 2016-2017 school year, the division

1. maintained lower class sizes by keeping instructional dollars in the classroom.
2. continued to support special education programs and inclusion programming.
3. used instructional dollars to offset Plant Operations & Maintenance and Transportation deficit.
4. continued to provide significant support for the professional development of division staff.
5. continued support for FNMI students.
6. maintained a balanced budget for the 202016/2017 school year with revenues of \$69,287,112 and expenditures of \$68,499,105.

HIGHLIGHTS OF FACILITY & CAPITAL PLANS

Most of the capital improvements for the fiscal year 2016-17 centered around mechanical, completing the furnace replacement program and upgrading of the Building Management Systems. In addition, roof replacement continued at Sturgeon Heights and Redwater School. The Division completed parking lot/sidewalk site improvements at all schools, and finished the replacement of the gymnasium floor at Morinville Public School as well as Sturgeon Composite High School.

The 2016-2017 modular priorities were:

1. 3 modulars for Morinville Public School
2. 2 modulars for Sturgeon Heights School

The 2016-2017 capital priorities were:

1. Replacement of Camilla School
2. Modernization of Gibbons School
3. Modernization of Sturgeon Heights School

For information on the provincial roll up of Audited Financial Statements information, see [Alberta Education website](#).

Detailed information on the jurisdiction's sources of school-generated funds and their uses can be obtained in [Sturgeon School Division's Audited Financial Statement](#).

B U D G E T 2 0 1 7 - 1 8 S C H O O L Y E A R

	MAY 2017-2018	NOV 2016-2017
Revenues		
Alberta Education	65,482,777	63,485,786
Other Government of Alberta	908,280	768,600
Federal Government and/or First Nations	290,000	280,000
Other Alberta School Board Authorities	21,677	21,677
Fees	1,316,271	1,755,615
Other Sales and Service	345,552	452,566
Investment Income	68,000	80,000
Gifts and Donations	101,000	101,000
Rental of Facilities	35,677	29,177
Fundraising	87,200	120,000
Amortization of Capital Revenues	1,644,306	1,543,159
Other Revenues	0	113,742
Total Revenues	70,300,740	68,751,822
Expenses		
Certificated Salaries and Benefits	35,604,882	34,980,514
Non Certificated Salaries and Benefits	17,498,733	17,114,229
Services, Contracts and Supplies	15,405,741	14,789,308
Amortization of Capital Assets	1,791,384	1,708,890
Interest on Capital Debt	0	363
Total Expenditures	70,300,740	68,593,304
Projected Operating Surplus	0	158,518

For more information on Sturgeon's Budget, see our website:
www.sturgeon.ab.ca or contact the
 Secretary Treasurer at 780-939-4341

HIGHLIGHTS OF FINANCIAL PLANS 2017-18

The preliminary 2017-2018 budget reports a balanced budget.

1. The Division continues to experience insufficient funding in the Plant Operations and Maintenance and Transportation Programs. In order to address the situation in Plant Operations and Maintenance, we continue to use instructional dollars.
2. The Division's budget is centrally administered.
3. Sturgeon Public School Division administrators are responsible for developing education plans that, within the resources available, ensure:
 - a. an instructional program appropriate for each student's learning needs
 - b. provision of division support services
 - c. accountability for resources and results.
4. This budget establishes a process that places an emphasis on learning in our schools, supporting and focusing on continuous improvement of student achievement.
5. This budget is fiscally sound and continues to support Alberta Education guidelines ensuring budget consistency and accountability.

HIGHLIGHTS OF FACILITY & CAPITAL PLANS 2017-18

In the summer of 2017 Sturgeon Public School Division received a total of 5 new modular classrooms. 3 modulars were added to Morinville Public School, and 2 modulars were added to Sturgeon Heights School. They were installed and operational for the 2017-18 school year.

Capital improvements for the fiscal year 2017-18 will reflect the replacement/upgrade of electrical panels/breakers, the continuation of roof repair/replacement program, upgrading of school facilities for accessibility, and the finalization of our security/access control program.

The Division will commence the modernization of central office building project, which is scheduled to take 2 years and is to be funded by board system and administration capital reserves.

The Capital Priorities are:

- Modernization of Gibbons School
- Modernization of Sturgeon Heights School
- Modernization of Morinville Public School (K – 4)

The Modular Priorities are:

- 4 evergreening modulars for Landing Trail School

APPENDIX 1A – ACCOUNTABILITY MEASURES – 2017-2018

<p>OUTCOME ONE: Alberta's students are successful.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of students within three years of entering Grade 10. 4. Annual dropout rate of students aged 14 to 18. 5. High school to post-secondary transition rate of students within six years of entering Grade 10. 6. Percentage of Grade 12 students eligible for a Rutherford Scholarship. 7. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. 8. Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 9. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
<p>OUTCOME TWO: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10. 4. Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18. 5. High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10. 6. Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship. 7. Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10.
<p>OUTCOME THREE: Alberta's education system is inclusive.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
<p>OUTCOME FOUR: Alberta has excellent teachers, and school and school authority leaders.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
<p>OUTCOME FIVE: Alberta's education system is well governed and managed.</p>	<p>PERFORMANCE MEASURES</p> <ol style="list-style-type: none"> 1. Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 2. Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 3. Overall teacher, parent and student satisfaction with the overall quality of basic education.

APPENDIX 1B – MINISTERIAL ORDER (#001/2013)

WHEREAS an Ethical Citizen understands that it is not all about them, has learned about and is appreciative of the effort and sacrifice that built this province and country and sees beyond self-interests to the needs of the community; is committed to democratic ideals; contributes fully to the world economically, culturally, socially and politically; as a steward of the earth, minimizes environmental impacts; builds relationships through fairness, humility and open mindedness, with teamwork, collaboration and communication; engages with many cultures, religious and languages, compassion for all people; cares for themselves physically, emotionally, intellectually, socially and spiritually; is able to ask for help, when needed, from others, and also for others; and assumes the responsibilities of life in a variety of roles.

WHEREAS an individual with an Entrepreneurial Spirit is motivated, resourceful, self-reliant and tenacious; continuously sets goals and works with perseverance and discipline to achieve them; through hard work, earns achievements and the respect of others; strives for excellence and personal family and community success; is competitive and ready to challenge the status quo; explores ideas and technologies alone or as part of diverse teams; is resilient, adaptable, able and determined to transform discoveries into products or services that benefit the community and, by extension, the world; develops opportunities where others only see adversity; has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back; and has the courage to dream.

WHEREAS graduation requirements, education delivery and standards for student learning are set out in other legislative and policy instruments.

1. Ministerial Order No. 004/98, dated February 10, 1998, is hereby repealed by this order.
2. The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes:
 - a. be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
 - b. strive for engagement and personal excellence in their learning journey;
 - c. employ literacy and numeracy to construct and communicate meaning; and
 - d. discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:
 - i. know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others;
 - ii. think critically; conceptualize, apply, analyze, synthesize and evaluate to construct knowledge;
 - iii. identify and solve complex problem;
 - iv. manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - v. innovate: create, generate and apply new ideas or concepts;
 - vi. create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit;
 - vii. apply multiple literacies: reading, writing, mathematics, technology, languages, media and personal finance;
 - viii. demonstrate good communication skills and the ability to work cooperatively with others;
 - ix. demonstrate global and cultural understanding, considering the economy and sustainable development; and
 - x. identify and apply career and life skills through personal growth and well-being.
3. This Order shall be effective on the date of signing.

Sturgeon Public School Division Board of Trustees thanks the following participants who contributed to the consultation process:

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Drew Baldwin	Rebecca Luger
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Sienna Courteoreille- Morin	Rory McKenzie
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Community:

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Investors Group -
Joel Chevalier

Morinville Veterinary
Clinic - Elyse Prince

No Frills Morinville -
Tracey Mansbridge

Redwater School -
Sherri Devolder

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