

*Sturgeon School Division
Three Year Plan and Results Report
2015/16 – 2017/18*

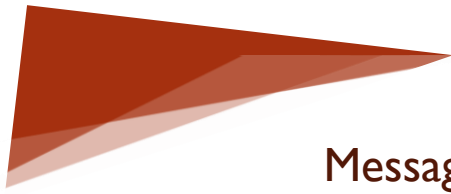


...where great things are happening!

This document is available on line at:
<http://www.sturgeon.ab.ca/News/PublicationsandReports/Three Year Plan and Results Report 2015-2018> available at <http://www.sturgeon.ab.ca> under "Quick Links"

Table of Contents

Message from the Board.....	2
Sturgeon School Division Profile	3
Parent Involvement.....	4
Vision, Mission, Values Statement	5
Three Year Plan Priority Themes	6
Academics	6
Embracing Uniqueness	7
Building Relationships.....	8
Highlights of Financial Plans 2015-2016.....	9
Budget 2015-2016 School Year.....	10
Accountability Pillar Results Summary Report	11
Annual Education Results Report	12
Desired Outcome 1: Every Student is Successful	12
Desired Outcome 2: Alberta has Quality Teaching and School Leadership	15
Desired Outcome 3: Alberta's Education System is Governed Effectively.....	16
Combined 2015 Accountability Pillar FNMI Summary	17
Desired Outcome 4: First Nations, Métis and Inuit Students are Successful.....	18
Class Size Report (2014/2015).....	19
Highlights of Financial Reports	20
Highlights of Facility and Capital Plans 2014-2015.....	21
Appendix	22
1A AE Accountability Measures 2014-2015	22
2A AE Accountability Measures 2015-2020	23
1B Ministerial Order (#001/2013)	24



Message from the Board

The Board of Trustees and Sturgeon schools are proud to support the division's 2015-2018 revised Three Year Education Plan. This plan continues to enhance the work to bring to life our Vision, Mission and Values Statement which was created in partnership with the many members of our community, including students; staff; parents; Trustees; business and community members. Numerous consultative forums, led by student facilitators, shared their hopes and dreams for education in the coming years. Those hopes and dreams are clearly reflected in our Vision, Mission and Values Statement as well as the following Three Year Education Plan.

Our main priorities for 2015-2018, identified in this latter document—Academics; Embracing Uniqueness; and Building Relationships—all contribute to a vibrant and responsive educational experience for Sturgeon students. Our focus on learning and developing potential as well as the strength of the partnerships we enjoy with our parents and our community will serve students well as, together, we prepare our young people for the futures to which they aspire.

In the coming years Albertans expect their school system to graduate students who are “engaged thinkers” and “ethical citizens,” demonstrating the kind of “entrepreneurial spirit” that will help them to be successful in the 21st Century. Sturgeon School Division's Three Year Education Plan 2015-2018, founded on the hopes and dreams of our community members, will support our students in achieving that goal.

The Annual Education Results Report for the 2015-2018 school year and the Education Plan for the three years commencing September 1, 2015 for Sturgeon 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 2014/2015 school year and the three-year Education Plan for 2015-2018 on November 25, 2015.

ACADEMICS:

Critical Thinking and Problem Solving Skills

EMBRACING UNIQUENESS:

Recognition of the Individual and Opportunities for Success

BUILDING RELATIONSHIPS

BETWEEN:

Students and their peers,
students and adults,
students and curriculum,
school and home/community

Sturgeon School Division Profile

Formed by Ministerial Order on January 1, 1939, the Division consisted of primarily one and two room schools in the eighty nine four by four districts amalgamated within five sub-divisions. It now celebrates its seventy-fifth year of operation; 16 schools with over 5000 students. These schools offer a variety of grade configurations and program offerings including programming alternatives for students whose learning needs require special services and settings, Reggio inspired instruction at the primary level, LOGOS programs, two hockey academies, and a variety of pre-school programming to meet a variety of needs. Within our Division, we celebrate the history and heritage of our various school communities.

Bon Accord Community School, established in 1898, has undergone many transitions and now provides instruction to approximately 210 students at the K-4 level. As its name implies the school plays a crucial role in community.

Camilla School, established in 1898, remains true to its long-standing roots in the community, embracing individuality while supporting the strengths and weaknesses of each of its students at the K-9 level.

Gibbons School, established in 1880, is a place that always has been and always will be “All About Kids” and provides programming at grades 5-9.

Guthrie School was originally built as a DND school in 1952 for children of military families. Rebuilt in 2003, it provides programs for over 400 students at the K-9 level.

Landing Trail School opened in 1982 surrounded by 200 acres of farmland. It is now surrounded by the community and has become a school where over 400 K-4 students have developed a sense of belonging and feeling of being at home.

Lilian Schick School opened in 1984 to accommodate the growing student population in Bon Accord. It provides instruction, and as a “Leader in Me” school, its grade 5-9 students learn with passion and lead with confidence.

Morinville Public School opened in 2011 to serve the public education needs of the students in the Town of Morinville. 2014-2015 marked the introduction of junior high programming with instruction provided to over 700 students in grades K-8.

Morinville Colony School provides instruction for K-9 students at the Morinville Hutterite Colony.

Namao School held its first classes in a Presbyterian Church in 1885 with thirteen students. Now serving nearly 500 students at the K-9 level in a newly renovated building, the school continues to meet the ever-changing needs of its students while maintaining a legacy for responsibility and hard work.

Oak Hill School provides educational services for boys with emotional and behavioral challenges within an institutional setting.

Ochre Park School originally opening its doors in 1983 continues to unite generations of Redwater and area residents while strengthening the educational and development experiences of its 200 grade K-4 students.

Redwater School, bringing together a number of small one room schools in 1952, is extremely proud of the strong community relations that have been built between the grade 5-12 school, and the district it serves.

Sturgeon Composite High School opened in 1977, is currently undergoing major renovations in order to provide quality high school programming to Sturgeon residents. It is well respected for its wide variety of successful academic, vocational, fine arts and athletic programs.

Sturgeon Heights School, since its opening as a K-9 school in 1971, has developed a strong academic reputation, incorporating an ingenuity and a pioneering spirit to promote programs such as Reggio, Enrichment and the Learning Garden.

Morinville and Sturgeon Learning Centres provide high school programming in an alternate setting. Established in the mid 1990’s, both schools provide a strong culture of caring and support while assisting young people to complete their high school program.

1880	1885	1897	1899	1952	1952	1971	1977	1982	1983	1984	1995	1996	2011
Gibbons School	Namao School	Bon Accord School	Camilla School	Redwater School	Guthrie School	Sturgeon Heights School	Sturgeon Composite High School	Landing Trail School	Ochre Park School	Lilian Schick School	Sturgeon Learning Centre	Morinville Learning Centre	Morinville Public School



Parent Involvement

During the 2014/2015 school year, the Board undertook a comprehensive review of the Division Vision, Mission and Values statement. Unique and innovative, this process was in large part guided by a lead team of high school students. It included forums for students, parents, trustees, staff, and community members, as well as opportunity to contribute through social media, aligned with the direction of 'Inspiring Education'. The information gathered through this process was foundational in the development of the Division Three Year Plan. 2015-2016 will include a similar process to prepare for the development of the 2016/17 – 2018/19 Three Year Plan for the division.

The Division has also developed a standard template for a combined School Action Plan and Annual Education Results report for our schools. This document outlines the results achieved by the school in the previous year, identifies strategies implemented at the school level to achieve both the goals identified in the Division Three Year Plan and additional goals and strategies specific to that school. Each school establishes procedures to involve school councils to update this plan prior to its completion and posting on the school website by November 30, 2015.



Division Highlights

- Sturgeon School Division to undertake an extensive, collaborative review of the division three year plan
- Morinville Public School expands to include grade eight with a total student enrolment of over 750 students.
- Sturgeon Composite High School undergoes major renovation. Completion targeted for September 2016

Sturgeon Vision, Mission, Values

Our Vision

(what we want to become)

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

Our Mission

(what we do and for whom)

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

(how we behave and what becomes our moral compass when we make decisions)

We Value:

- **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.

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION ACT) REGULATION.

In the 2014-2015 school year there were no disclosures of wrongdoing made in good faith by any Sturgeon employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.

Academics:

Critical Thinking and Problem Solving Skills

Indicators:

1. Students meet outcomes identified within the Ministerial Order 001/2013. (see Appendix)
2. Students develop grade/program appropriate language, numeracy, and communication skills on an ongoing basis.
3. Students use technology to support, and demonstrate, their learning.

Division Expectations:

1. Maintain focus, throughout the Division, to support K-1 transition.
2. Schools support the Division focus on Literacy.
 - ▶ Guided reading strategies will be implemented in all classrooms at the grade K-6 level.
 - ▶ Junior and senior high teachers will implement strategies which support reading across the content areas (subjects).
3. Ongoing focus to understand and maintain instructional practice to meet outcomes identified within the Ministerial Order 001/2013.
4. Schools create action plans specific to the ongoing improvement of student achievement.
5. Teachers provide instruction with respect to digital citizenship to all students.
6. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills.
7. Introduce Career and Technology Foundation (CTF) programs at the elementary and junior high level.
8. Schools will have short and long term strategies to align with targets for PAT and diploma exam results.

Measures:

- Accountability Pillar results.
- Principal end of year reports specifically addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical thinking skills.
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools.

Targets for 2015-2016

•Provincial Achievement Test Results

*Level of Excellence
Target*

20% for 2015/2016

*Acceptable Level
Target*

80% for 2015/2016

82% for 2017/2018

•Literacy strategies implemented in all classrooms, in all subjects and at all grades

Target

100% for 2015/2016

Alberta Education Accountability Pillar Connections

Desired Outcome I: Every student is successful

- Students achieve learning outcomes.
- Students demonstrate a strong foundation in literacy and numeracy.

Targets for 2015-2016

• *Increase High School
Completion 3 Year Rate*

*Target
77% for 2015/2016
80% by 2016/2017*

Alberta Education Accountability Pillar Connections

Desired Outcome 1: *Every student is successful*

- Students achieve learning outcomes.

Desired Outcome 2: *Alberta has quality teaching and school leadership*

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning is achieved through collaborative leadership.

Desired Outcome 4: *First Nations, Metis and Inuit students are successful*

- The achievement gap between FNMI students and all others is eliminated.

Embracing Uniqueness:

Recognition of the Individual and Opportunities for Success

Indicators:

1. Instructional practice reflects the Sturgeon School Division Values, Excellence in Teaching and Learning Choices.
2. Students are engaged in their learning.
 - ▶ Students are supported to set and achieve personal goals.
 - ▶ Students work collaboratively.
 - ▶ Students demonstrate their learning in a variety of ways.
 - ▶ Students strive to achieve personal excellence.
3. Students have access to a diversity of program and instruction.
4. Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills.
5. Students complete their high school program.

Division Expectations:

1. School professional development plans support the development of teacher excellence with a focus on division and school priorities.
2. Teachers support all students by embedding differentiated instructional strategies into teaching practice.
 - ▶ In particular, teachers support FNMI students to ensure they complete their academic programs successfully.
3. Teachers incorporate inquiry based learning within instructional practice.
4. Schools provide a wide range of complementary and optional programs.
 - ▶ Introduce CTF programming at the elementary and junior high level.
5. The Division and its schools support a committed focus to foster instructional leadership capacity.
 - ▶ Support administrators to develop evidence based strategies to monitor overall student academic performance.
6. Provide a diversity of pathways to academic success and graduation.
7. Program Review: Knowledge and Employability Program. (K and E)
8. All schools will have staff members who have a working knowledge of the Neurosequential Model in Education. (NME)

Measures:

- Accountability Pillar Results.
- The provision of quality professional development opportunities focused on instructional excellence and leadership development.
- Principal end of year reports specifically regarding the embedding of effective differentiated instruction into teaching practice.



Building Relationships Between:
Students and their peers
Students and adults
Students and curriculum
School and home/community

Indicators:

1. Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication.
2. All members of the school community, students and adults, experience positive and respectful personal interactions.
 - Students in particular, have a sense of being cared for and demonstrate caring for others.
3. Members of the school community, students and adults, contribute to their school and community.
4. Students are meaningfully engaged in their learning.

Division Expectations:

1. Schools undertake activities which support “student voice”.
2. Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community.
3. The division and school professional development plans provide opportunities for teachers to collaborate.
4. All teachers meet or exceed division and school based requirements in their use of Powerschool to communicate with parents regarding student learning/achievement.
5. Schools ensure that all students are involved in projects which contribute to the school or community.
6. All schools provide ongoing support to facilitate their Comprehensive Counselling Plans.
7. Develop policy and practice to ensure all students have access to safe, caring, and inclusive learning environments.
8. All schools and departments will identify and implement practices which contribute to a safe and respectful learning and working environment.
9. All schools and departments will ensure that ‘Healthy Interaction’ principles provide the foundation for mutual respect and open communication.

Measures:

- Accountability Pillar Measures related to provincial Goals 2, 3, 4.
- Principal end of year reports particularly with respect to implementation of activities which support student voice, building positive relationships, and contribution to community and school.
- Division and school professional development plans.
- Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments.

**Targets for
2015-2016**

Supporting Student Voice

Each school will identify activities which support building positive relationships between students.

*Target (safe and caring)
91% for 2015/2016*

**Alberta Education
Accountability Pillar
Connections**

**Desired Outcome 1: Every
student is successful**

- Students achieve learning outcomes.

**Desired Outcome 3:
Alberta’s education is
governed effectively**

- The education system demonstrates collaboration and engagement.
- Students and communities have access to safe and healthy learning environments.

Highlights of Financial Plans 2015 - 2016

The 2015/2016 budget reports a surplus budget.

- A. 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 with a rotational team cleaning, and we slightly increased class sizes in K-9 to cover the operational deficit. In transportation we increased transportation fees.
- B. The Division's budget is centrally administered.
- C. Sturgeon School Division administrators are responsible for developing education plans that, within the resources available, ensure:
 - an instructional program appropriate for each student's learning needs
 - provision of Division support services
 - accountability for resources and results.
- D. This budget establishes a process that places an emphasis on learning in our schools, supporting and focusing on continuous improvement of student achievement.
- E. The budget is fiscally sound and continues to support Alberta Education guidelines ensuring budget consistency and accountability.

The Capital Priorities are:

- Replacement of Camilla School
- Modernization of Gibbons School
- Modernization of Morinville Public School, ECS to Grade 4

The Modular Priorities are:

- 8 modulars and 1 modular washroom unit for Morinville Public School
- 1 modular for Sturgeon Heights School

Highlights of Facility and Capital Plan 2015-2016

In the summer of 2015 SSD received six new modular classrooms for Morinville Public School, and one modular for Sturgeon Heights School. We were able to have them installed for the 2015-2016 school year. In 2015-2016 we will attempt to finish heating initiative with four boilers left to replace; complete the Camilla School repairs; and continue to upgrade security systems. We will also continue with our reroofing initiative and complete as many as possible in this undertaking. The Sturgeon Composite High School modernization continues. Planning for the new school in Morinville is currently underway.

2015-2016 Budget

	MAY 2015-2016	NOV 2014-2015
Revenues		
Alberta Education	62,167,025	60,025,447
Government of Alberta	345,442	412,972
Federal Government	240,000	300,000
Other School Authorities	20,522	20,522
Fees	1,761,544	1,504,199
Other Sales and Service	248,222	309,401
Investment Income	55,000	40,000
Gifts and Donations	105,857	105,857
Rental of Facilities	36,746	41,166
Fundraising	328,795	328,795
Total Revenues	65,309,153	63,088,359
Expenses		
Certificated Salaries	27,512,001	26,461,020
Certificated Benefits	6,254,585	6,277,899
Non Certificated Salaries	12,128,232	11,400,942
Non Certificated Benefits	3,269,517	3,055,391
Services, contracts and supplies	14,254,486	14,165,968
Amortization of Tangible Capital Assets	1,570,125	1,667,298
Interest on Capital Debt	1,986	8,275
Total Expenditures	64,990,932	63,036,793
Projected Operating Surplus	318,221	51,566

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

THE JURISDICTION'S
 BUDGET REPORT
 FORM IS AVAILABLE
 ONLINE AT
[www.sturgeon.ab.ca/news/
publicationsandreports/
financialdocuments](http://www.sturgeon.ab.ca/news/publicationsandreports/financialdocuments)

Accountability Pillar Overall Summary

Combined Accountability Pillar Overall Summary Annual Education Results Report – October 2015 Authority: 1110 Sturgeon School Division No. 24

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	88.1	89.3	87.7	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	81.4	82.7	82.2	81.3	81.3	81.2	High	Maintained	Good
		Education Quality	88.7	90.1	88.9	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	2.9	4.1	4.5	3.4	3.3	3.3	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	75.0	74.0	73.3	76.4	74.9	74.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	77.3	80.6	80.2	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	18.1	17.9	19.6	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	85.3	86.0	86.5	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	15.3	17.3	17.6	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Issue	Diploma Exam Participation Rate (4+ Exams)	38.8	45.0	43.4	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	50.3	54.9	58.0	61.2	60.9	61.3	Intermediate	Declined Significantly	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	51.6	54.9	55.8	59.8	59.2	59.0	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Work Preparation	75.9	76.3	78.3	82.0	81.2	80.4	Intermediate	Maintained	Acceptable
		Citizenship	79.7	83.3	80.7	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Good	Parental Involvement	81.2	81.9	79.8	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	81.1	80.7	79.8	79.6	79.8	80.1	Very High	Maintained	Excellent

*
*

*SY
2013/
2014

Notes:

1. Sturgeon schools continue to provide a safe and caring learning environment for our students.
2. A High or Very High level of achievement was reached in eight measures.
3. An overall rating of Good or Excellent rating was achieved in eight measures.
4. The 'Current Results' provided for the Drop Out Rate, High School Completion Rate, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate, and Transition Rate, are based on data for the 2013/2014 school year.

Strategies for Ongoing Improvement:

1. Schools will develop specific action plans to address the improvement of students achievement as measured by the Provincial Achievement and Diploma Examinations.
2. Note expectations and targets in the 'Three Year Education Plan'.
3. A comprehensive review of the K/E programming at the junior/senior high level is to be undertaken during the 2015/16 school term.
4. Support administrators' and teachers' professional learning.
5. In the areas of instructional and assessment best practices.
6. Continue to support the development of school climate and culture through work on SSD's mission, vision and goals.
7. Continue to provide teacher cohort opportunities in literacy and numeracy.
8. Continue the refinement and enhancement of best practices associated with assessment and reporting.
9. Schools collect and analyze reading level data as part of literacy intervention.
1. Continue to support all schools to review their continuum of supports (Pyramid of Interventions) to align with their Collaborative Response model and assess programming effectiveness.

Annual Education Results Report – Desired Outcome One

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.0	85.5	88.1	86.0	85.3	87.0	Intermediate	Maintained	Acceptable	87.0		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.0	15.9	19.6	17.3	15.3	18.0	Intermediate	Maintained	Acceptable	18.0		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.4	70.3	75.6	74.0	75.0	76.0	High	Maintained	Good	77.0		
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.6	5.0	4.4	4.1	2.9	4.0	High	Improved Significantly	Good	3.0		
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.6	60.6	52.0	54.9	51.6	56.0	Intermediate	Declined	Issue	53.0	55.0	56.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	54.2	58.1	61.0	54.9	50.3	56.0	Intermediate	Declined Significantly	Issue	52.0	54.0	56.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.6	38.3	46.7	45.0	38.8	48.0	Low	Declined	Issue	42.0	45.0	48.0

Notes:

1. 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 Examinations for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. 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.
3. The 'Current Results' provided for the Drop Out Rate, High School Completion Rate, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate, and Transition Rate, are based on data for the 2013/2014 school year.

Strategies for Ongoing Improvement:

1. Professional development activities targeted to curriculum mapping and articulation at senior high level to align with changing curriculum, addressing in particular, Math, Chemistry, and Social Studies.
2. Focus on strategies for best teaching practices relative to numeracy and literacy at the high school level.
3. Support administrators' and teachers' professional learning in the areas of instructional and assessment best practices.
4. Review K and E programming to ensure effective and relevant programs meet student needs.
5. Continue with Reggio review in order to identify the positive effect upon student learning.
6. Initiate professional development plan with school based administrators to promote the use of evidence based decision making to improve student achievement.
7. Review and implement opportunities for more flexible learning at the high school level, including the Learning Centres.
8. Investigate dual credit model.
9. Continue to offer flexible programming at our Learning Centres to meet student needs.
10. Continue with curriculum mapping.

Specific Outcome: Students achieve student learning outcomes. (con't)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.3	79.5	79.5	83.3	79.7	85.0	High	Maintained	Good	85.0		
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.	71.8	80.8	77.9	76.3	75.9	78.0	Intermediate	Maintained	Acceptable	78.0		

Notes:

1. 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. 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 SSD's mission, vision and goals
3. Continue to advocate for the increased opportunities for the expression of student voice in our schools.

Specific Outcome: Students achieve student learning outcomes. (con't)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	59.9	65.8	63.2	66.7	68.1	68.0	n/a	n/a	n/a	70.0		

Notes:

1. The results for this measure have consistently continued to improve over a five year period.
2. A significant number of parents respond "Don't Know" to this measure.

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.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.6	78.2	81.7	80.6	77.3	n/a	Intermediate	Declined	Issue	80.0	81.0	82.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.6	19.8	21.0	17.9	18.1	n/a	Intermediate	Maintained	Acceptable	20.0		

Notes:

- The elimination of grade 3 PAT's as a data source skews the overall results and required an adjustment of the targets for this measure.
- 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 K and E), Mathematics (Grades 6, 9, 9 K and E), Science (Grades 6, 9, 9 K and E), Social Studies (Grades 6, 9, 9 K and E).

Strategies for Ongoing Improvement:

- Each school will include in their 'School Action Plan specific strategies with respect to the improvement of student achievement as measured by Provincial Achievement exams at the grade six and nine level.
- Continue to provide teacher cohort opportunities in literacy and numeracy.
- Continue the refinement and enhancement of best practices associated with assessment and reporting.
- Schools collect and analyze reading level data as part of literacy intervention, 'Opportunities for Student Voice', and 'Tell Them from Me' surveys.
- Continue to support all schools to review their continuum of supports (Pyramid of Interventions) to align with their Collaborative Response model and assess programming effectiveness.
- The division will undertake a review of the K and E Program to ensure programs meet student need.
- School and division professional development plans will target the improvement of student achievement.
- Continue to support the development of school climate and culture through work on SSD's mission, vision and goals.



Annual Education Results Report – Desired Outcome Two

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	79.4	81.0	82.9	82.7	81.4	84.0	High	Maintained	Good	84.0		

Notes:

- The 1.3% decline is a result of a small decline in student and parent satisfaction levels, in particular with respect to the availability of instruction in the areas of Drama and Second Languages. Additionally, a significant number of parents have indicated they are unaware of course offerings, particularly at the high school level.

Strategies for Ongoing Improvement:

- The division and its schools will develop a communication plan which clearly communicates available programming and course options to our parents
- Career and Technology Foundation courses will be made available to students in a number of our elementary and junior high schools.



Annual Education Results Report – Desired Outcome Three

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.5	80.0	77.5	81.9	81.2	83.0	High	Maintained	Good	83.0		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.4	87.7	88.8	90.1	88.7	91.0	High	Maintained	Good	91.0		

Notes:

1. Parents and students indicate that a significant number of students do not find school work interesting.
2. Students in general are well pleased with the quality of teaching at their school. (90% plus)

Strategies for Ongoing Improvement:

1. Schools will support a continued focus on developing inquiry based learning strategies.

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	86.7	86.8	86.8	89.3	88.1	91.0	Very High	Maintained	Excellent	91.0		
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.	77.3	79.0	79.6	80.7	81.1	81.0	Very High	Maintained	Excellent	82.0		

Notes:

1. Students in particular rated this measure slightly lower than in the previous year. The most significant discrepancy was in the rating of how students felt they were treated by other students.
2. With an approval rating of 81.1, this measure has improved consistently over the past five years.

Strategies for Ongoing Improvement:

1. Sturgeon School Division will develop policy and practice to ensure all students have access to safe, caring and inclusive learning environments.
2. Schools will identify and implement specific strategies to foster the development of positive relationships between students.

Combined 2015 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	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
Student Learning Opportunities	n/a	Drop Out Rate	3.8	9.0	7.3	8.0	7.8	8.4	High	Improved	Good
		High School Completion Rate (3 yr)	54.7	54.4	58.5	46.0	43.6	42.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	62.0	69.7	66.5	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	8.0	12.7	10.9	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	82.1	90.3	84.7	78.3	78.4	76.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	10.3	22.6	15.0	9.4	10.1	9.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	23.4	41.9	31.4	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	31.3	54.2	55.4	31.5	33.0	34.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	33.7	49.2	42.8	30.3	32.1	31.5	Very Low	Maintained	Concern

Notes:

1. The 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 K and E), Mathematics (Grades 6, 9, 9 K and E), Science (Grades 6, 9, 9 K and E), Social Studies (Grades 6, 9, 9 K and E).
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The Current Results provided for the Drop Out Rate, High School Completion Rate, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate, and Transition Rate, are based on data for the 2013/2014 school year.
4. While efforts to improve will continue, the current results achieved by Sturgeon FNMI students meet or exceed results achieved at the provincial level in ALL measures.
5. This cohort is under 95 students.

Strategies for Ongoing Improvement:

1. School by school review of services/programming available to FNMI students.
2. Increase the focus on identifying and monitoring at risk students to ensure targeting of intervention program to FNMI students.
3. Review of K and E program at junior/senior high with particular respect to the tracking of students' graduation rates and routes.
4. Investigating opportunities for dual credit.
5. Education Services agreement.
6. Flexible planning at the Learning Centres.

Annual Education Results Report – Desired Outcome Four

Desired Outcome Four: First Nations, Métis and Inuit students are successful

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.0	53.6	76.3	69.7	62.0	n/a	Very Low	Maintained	Concern	65.0	70.0	75.0
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).	12.5	5.1	14.7	12.7	8.0	n/a	Very Low	Maintained	Concern	10.0	12.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	83.3	76.3	87.5	90.3	82.1	90.0	Intermediate	Maintained	Acceptable	85.0		
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2.1	12.9	9.4	22.6	10.3	12.0	Low	Maintained	Issue	12.0	13.5	15.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	52.5	54.8	66.2	54.4	54.7	55.0	Very Low	Maintained	Concern	57.5	60.0	62.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.1	7.5	5.3	9.0	3.8	7.0	High	Improved	Good	3.5		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	68.6	43.3	35.8	49.2	33.7	50.0	Very Low	Maintained	Concern	50.0	52.5	55.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	45.0	50.0	62.1	54.2	31.3	55.0	Very Low	Declined	Concern	40.0	45.0	55.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	30.6	23.5	28.8	41.9	23.4	45.0	Very Low	Maintained	Concern	30.0	35.0	40.0

Notes:

1. While efforts to improve will continue, the current results achieved by Sturgeon FNMI students meet or exceed results achieved at the provincial level in ALL measures.
2. The number of self-identified FNMI students is relatively low.

Strategies for Ongoing Improvement:

1. Additional staff will be added in the counselling department of our major high school with a specific focus to support FNMI students.
2. Each school will undertake measures to better identify at risk and FNMI students in order to build and target support for those students.

Class Size Report 2014/2015

Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Bon Accord School	18.9	18.5	18.8	16.0	30.0	22.0						
Camilla School	19.6	19.8	19.6	22.6	21.8	22.3	22.8	27.2	26.9			
Gibbons School				25.3	25.4	28.2	19.3	20.1	21.0			
Guthrie School	21.2	21.0	21.5	27.7	28.3	22.9	20.7	22.3	24.0			
Landing Trail	20.5	20.5	21.0	24.0	20.0	19.8						
Lilian Schick School				17.1	21.2	24.5	18.2	18.3	25.9			
Morinville Public	17.7	19.6	20.5	22.0	18.8	27.5			14.0			
Namao School	19.6	20.0	20.6	22.7	25.6	26.4	17.4	21.3	16.3			
Ochre Park School	20.5	18.3	18.3	19.0	21.8	23.1						
Redwater School				22.7	21.3	21.1	21.4	19.0	22.1	17.0	13.5	14.1
Sturgeon Composite High										24.7	23.7	25.8
Sturgeon Heights	20.8	20.3	19.2	29.3	28.0	22.5	23.0	24.5	26.7			
Division Totals	19.9	19.8	20.1	22.4	23.2	23.8	19.8	21.2	22.0	23.3	21.9	23.3

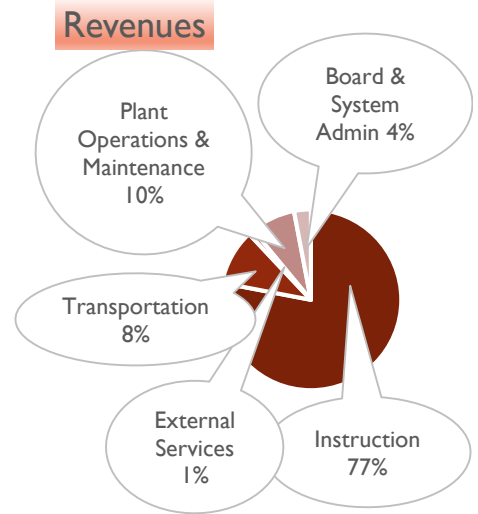
All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Bon Accord School	18.9	18.8	18.6	16.0	30.0	22.0						
Camilla School	19.6	18.9	20.1	22.6	20.3	22.0	22.8	23.8	25.4			
Gibbons School				25.3	26.2	27.9	20.3		21.8			
Guthrie School	21.1	20.7	21.3	27.7	28.3	25.8	19.2	18.5	21.1			
Landing Trail	20.5	20.5	21.1	24.0	20.2	19.8						
Lilian Schick School				18.0	21.7	24.5	19.2	19.9	24.7			
Morinville Public	17.7	19.6	20.4	22.0	19.4	27.1			19.1			
Namao School	19.6	20.0	20.5	22.7	26.8	27.2	19.3	21.3	18.4			
Ochre Park School	20.8	18.6	18.4	21.5	22.5	22.1						
Redwater School				27.2	23.5	22.6	21.4	19.2	22.1	17.4	17.4	16.8
Sturgeon Composite High										23.3	22.7	23.8
Sturgeon Heights	21.2	20.1	19.9	29.3	27.5	24.8	21.7	24.5	24.6			
Division Totals	19.9	19.7	20.2	23.2	23.4	24.2	20.3	21.0	22.2	22.3	21.8	22.5

Financial Statement 2014-2015

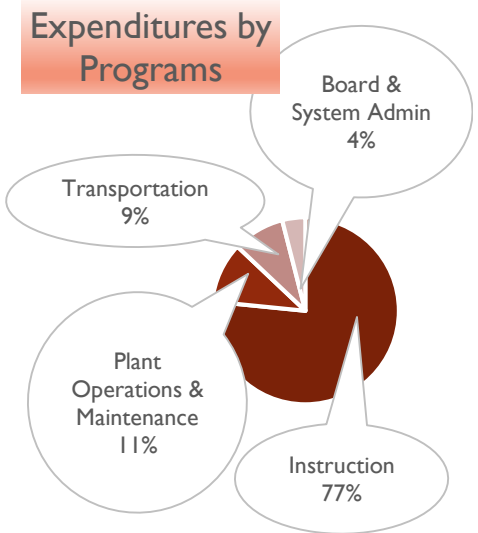
REVENUES

Instruction	50,119,932	77.76%
Plant Operations and Maintenance	6,640,851	10.30%
Transportation	5,267,474	8.17%
Board and System Administration	2,354,665	3.65%
External Services	70,998	0.11%
TOTAL REVENUES	64,453,920	100.0%



EXPENDITURES

Instruction	47,949,194	76.57%
Plant Operations and Maintenance	7,001,379	11.18%
Transportation	5,401,920	8.63%
Board and System Administration	2,195,664	3.51%
External Services	70,998	0.11%
TOTAL EXPENDITURES	62,619,155	100.0%

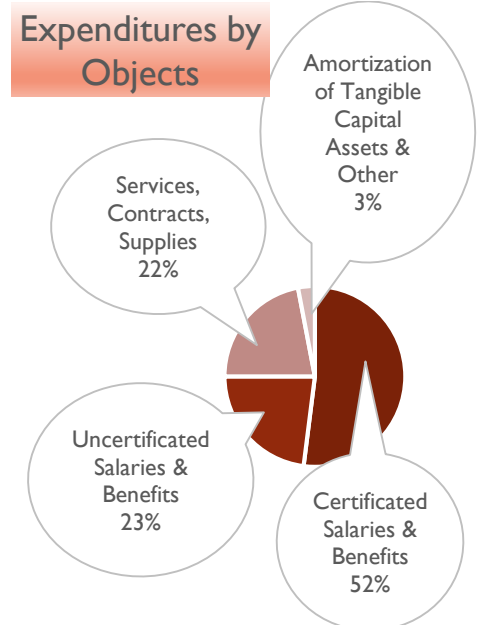


OPERATING SURPLUS

1,834,765	100.0%
------------------	---------------

EXPENSES BY OBJECT

Certificated Salaries and Benefits	32,529,752	52.0%
Uncertificated Salaries and Benefits	14,539,216	23.2%
Services, Contracts and Supplies	13,860,844	22.1%
Amortization of Tangible Capital Assets and Other	1,687,549	2.7%
TOTAL	62,617,361	100.0%



Number of Students

Grade 1-12	4,008
ECS @ 0.5	456
Total	4,464

Cost per Student

Total Cost/Student	\$14,029
--------------------	----------

Highlights of Financial Report 2014-2015

In 2014-2015 school year, the Division

- maintained lower class sizes by keeping instructional dollars in the classrooms.
- continued to support special education programs and inclusion programming.
- used instructional dollars to offset Plant Operations and Maintenance deficit instructional dollars.
- introduced transportation fees to help underwrite the increasing cost of transporting students to school .
- provided financial support to the literacy project.
- continued to provide significant support for the professional development of division staff.
- maintained a balanced budget for the 2014/2015 school year with revenues of \$64,453,920 and expenditures of \$62,619,155.

• 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

• The School Generated Funds document can be found at <http://www.sturgeon.ab.ca/news/publicationsandreports/otherdocuments>

Highlights of Facility and Capital Plans 2014-2015

In 2014-2015 the school division focused on a heating replacement initiative. In addition, several schools received upgraded security systems. In Spring and Summer we commenced a reroofing program. Before the end of the school year the emergent situation at Camilla School was attended to.

The 2014-2015 modular priorities were:

1. Six modulars for Morinville Public School.
2. Two modulars for Sturgeon Heights School.
3. Two replacement modulars for Landing Trail School.

The 2014-2015 capital priorities were:

1. A new school in Morinville, Grades 5-9, Core Capacity 1,000.
2. Modernization at Camilla School.
3. Modernization at Gibbons School.



APPENDIX I – ACCOUNTABILITY MEASURES 2014 - 2015

<p>GOAL ONE: An excellent start to learning</p>	<p>OUTCOME: Students demonstrate proficiency in literacy and numeracy. There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.</p>
<p>GOAL TWO: Success for every student</p>	<p>OUTCOME: Students achieve student learning outcomes. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. High school completion rate of students within three years of entering Grade 10. Annual dropout rate of students aged 14 to 18. High school to post-secondary transition rate of students within six years of entering Grade 10. Percentage of Grade 12 students eligible for a Rutherford Scholarship. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10.</p> <p>OUTCOME: Students demonstrate proficiency in literacy and numeracy. Overall percentage of students in Grades 3, 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).</p> <p>OUTCOME: Students demonstrate citizenship and entrepreneurship. Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</p> <p>OUTCOME: The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated. Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence of Provincial Achievement Tests. Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. High school completion rate of self-identified FNMI students within three years of entering Grade 10. Annual dropout rate of self-identified FNMI students aged 14 to 18. High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. Percentage of self-identified FNMI students writing four or more Diploma Examination within three years of entering Grade 10.</p>
<p>GOAL THREE: Quality teaching and school leadership</p>	<p>OUTCOME: Teacher prep and professional growth focus on competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership. 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>
<p>GOAL FOUR: Engaged and effective governance</p>	<p>OUTCOME: The education system demonstrates collaboration and engagement. Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. Overall teacher, parent and student satisfaction with the overall quality of basic education.</p> <p>OUTCOME: Students and communities have access to safe and healthy learning environments. 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. 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.</p>

<p>DESIRED OUTCOME ONE: Every student is successful</p>	<p>SPECIFIC OUTCOME: Students achieve student learning outcomes. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
<p>DESIRED OUTCOME TWO: Alberta has quality teaching and school leadership.</p>	<p>SPECIFIC OUTCOME: Students demonstrate a strong foundation in literacy and numeracy. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • 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)
<p>DESIRED OUTCOME THREE: Alberta’s education system is governed effectively.</p>	<p>SPECIFIC OUTCOME: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • 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>DESIRED OUTCOME FOUR: First Nations, Metis and Inuit students are successful</p>	<p>SPECIFIC OUTCOME: The education system demonstrates collaboration and engagement. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
<p>DESIRED OUTCOME FOUR: First Nations, Metis and Inuit students are successful</p>	<p>SPECIFIC OUTCOME: Students and communities have access to safe and healthy learning environments. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • 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. • 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.
<p>DESIRED OUTCOME FOUR: First Nations, Metis and Inuit students are successful</p>	<p>SPECIFIC OUTCOME: The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated. PERFORMANCE MEASURES</p> <ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.

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 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

Board of Trustees:

Alcomdale / Villeneuve	Shelley Porter
Bon Accord / Legal	Elizabeth Kohle – Vice chair
Cardiff / Garrison	Tracy Nowak - Chair
Gibbons / Lamoureux	Terry Jewell
Morinville	Misty Featherley
Redwater / Coronado	Michelle Mychasiw
Sturgeon Valley / West St Albert	Wendy Miller



Superintendent of Schools	Michele Dick
Secretary Treasurer	Iva Paulik
Associate Superintendent, Education Services	Ruth Kuik
Associate Superintendent, Human Resources and Leadership Support	Dave Johnson

