

Annual Education Results Report (AERR) 2019 – 2020

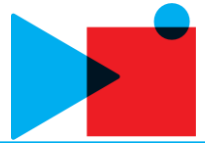


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Accountability Statement

The Annual Education Results Report for Sturgeon Public Schools for the 2019/2020 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2019/2020 was approved by the Board on November 25, 2020.

Terry Jewell, Chair
Board of Trustees
Sturgeon Public Schools

Public Interest Disclosure (Whistleblower Protection Act) Regulation

In the 2019/2020 school year, there were no disclosures of wrongdoing made in good faith by any Sturgeon Public Schools' employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act





May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Sturgeon Public School Division			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	89.9	88.3	86.9	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	82.7	82.9	81.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.9	90.5	88.8	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	3.0	2.9	2.9	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	76.2	78.5	80.9	79.7	79.1	78.4	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*76.3	78.0	78.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	*17.0	18.9	17.5	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*84.6	75.3	78.7	83.6	83.7	83.1	Intermediate	Improved Significantly	Good
	Diploma: Excellence	*17.3	11.7	12.4	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	*44.6	41.7	42.1	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	61.1	54.4	51.9	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.8	53.9	52.6	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	85.3	80.7	80.5	84.1	83.0	82.7	High	Improved Significantly	Good
	Citizenship	82.2	79.4	78.1	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	82.5	81.7	79.6	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	83.9	83.4	80.0	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

*2019 results reported. 2020 PATs and June Diplomas were canceled due to COVID-19 pandemic

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.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort



May 2020 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Sturgeon Public School Division (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	4.0	1.2	2.9	5.5	5.4	5.3	High	n/a	n/a
	High School Completion Rate (3 yr)	71.0	73.3	80.6	55.8	56.6	54.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	*PAT: Acceptable	68.4	64.0	67.5	54.0	51.7	51.9	Low	Maintained	Issue
	*PAT: Excellence	14.5	11.0	13.7	7.4	6.6	6.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	*Diploma: Acceptable	89.5	69.1	79.5	77.2	77.1	76.7	Very High	Improved	Excellent
	*Diploma: Excellence	27.9	10.6	13.4	11.4	11.0	10.6	Very High	Improved	Excellent
	*Diploma Exam Participation Rate (4+ Exams)	38.5	27.2	35.2	24.4	24.6	23.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	40.5	41.7	47.6	39.1	37.1	35.7	Very Low	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.7	32.1	34.2	35.0	34.2	33.0	Low	Maintained
	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

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Notes:

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- 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.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort



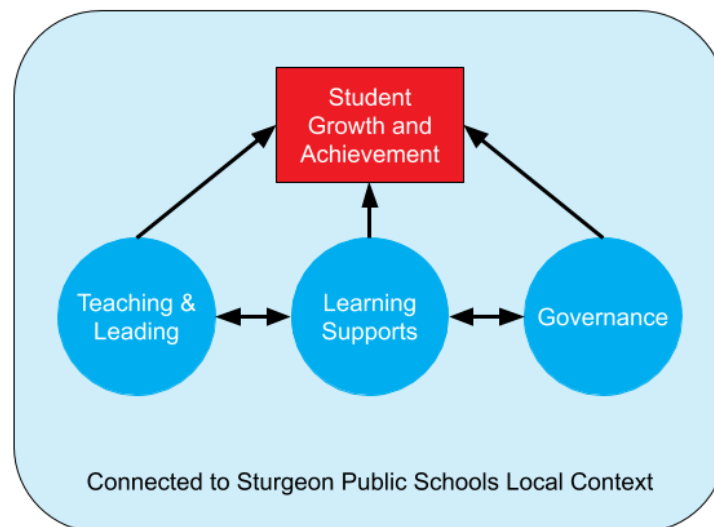
Priority

Student Achievement

Assurance Domains and Student Achievement

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

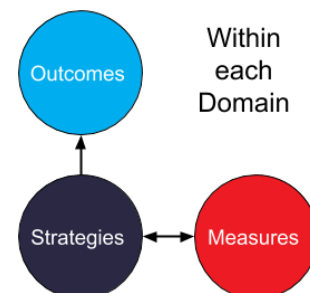
- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.

Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.3	78.3	78.0	76.3	n/a	79.0	Intermediate	Maintained	Acceptable	79.0	79.5	80.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	16.9	18.9	17.0	n/a	18.0	Intermediate	Maintained	Acceptable	18.0	18.5	19.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.9	77.0	75.3	84.6	n/a	85.0	Intermediate	Improved Significantly	Good	85.0	85.2	85.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.3	13.1	11.7	17.3	n/a	17.5	Intermediate	Improved	Good	17.5	18.0	18.2

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	76.1	82.5	81.7	78.5	76.2	79.5	High	Maintained	Good	79.5	81.0	81.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.1	38.8	45.8	41.7	44.6	43.0	Intermediate	Maintained	Acceptable	45.0	45.5	46.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	3.3	2.4	2.9	3.0	2.5	High	Maintained	Good	2.9	2.8	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.7	52.4	51.4	53.9	50.8	54.0	Intermediate	Maintained	Acceptable	52.0	53.0	54.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	52.7	50.3	51.0	54.4	61.1	55.0	Intermediate	Improved	Good	61.1	61.2	62.0





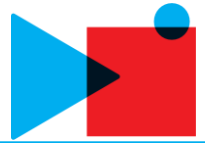
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	77.2	77.6	79.4	82.2	79.5	Very High	Maintained	Excellent	82.2	82.5	83.0

First Nation, Métis and Inuit

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.5	65.9	64.0	68.4	n/a	68.5	Low	Maintained	Issue	68.5	69.0	69.5
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).	18.9	11.3	11.0	14.5	n/a	14.5	Intermediate	Maintained	Acceptable	14.5	15.0	15.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	86.8	82.4	69.1	89.5	n/a	89.5	Very High	Improved	Excellent	89.5	89.8	90.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.0	18.7	10.6	27.9	n/a	28.0	Very High	Improved	Excellent	28.0	28.0	28.2

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	44.6	76.6	92.0	73.3	71.0	75.0	Intermediate	Declined	Issue	75.0	75.5	76.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	8.9	26.5	52.0	27.2	38.5	28.0	Low	Maintained	Issue	38.5	38.5	40.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.4	5.1	2.5	1.2	4.0	1.2	High	Maintained	Good	3.0	2.8	2.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	34.3	39.2	31.5	32.1	42.7	32.5	Low	Improved	Acceptable	42.7	42.7	43.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	29.4	45.7	55.6	41.7	40.5	43.0	Very Low	Declined	Concern	43.0	44.0	45.0





Local Measures

Measures	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Student Growth & Achievement						
Elementary 4-6						
Intellectual Engagement: Interest and Motivation	82%	87%	80%	86%	81%	n/a
Secondary 7-12						
Intellectual Engagement: Interest and Motivation	36%	43%	32%	43%	35%	43%

Key Insights and Implications

Results

Provincial achievement tests and Diploma examinations were cancelled in June 2020. Targets have remained in place for the next writing. Improvement is noted in the number of students eligible for a Rutherford scholarship and the number of students writing four or more diploma exams within three years of entering grade 10.

Achievement for students who self-identified as FNMI continues to be above the provincial levels for all measures. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools.

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship moved up to Very High in 2020. This continues to be a strength in Sturgeon Public Schools.





Domain: Teaching and Leading

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	81.0	79.4	81.3	82.9	82.7	83.0	Very High	Maintained	Excellent	83.0	83.5	84.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.4	88.8	87.0	90.5	89.9	90.5	Very High	Maintained	Excellent	90.5	91.0	91.5

Measure	Sturgeon Public School Division				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	275	76.8	91.2	87.6	85.0	85.2	84.6

Local Measures

Measures	Results							
	Teaching and Leading		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 4-6								
Quality Instruction: Rigor	(out of 10)	8.2	n/a	8.1	8.3	8.0	n/a	
Secondary 7-12								
Quality Instruction: Rigor	(out of 10)	6.4	n/a	6.5	6.6	6.3	6.6	

Key Insights and Implications

Results

It is noted that a very high level of achievement was maintained for both the program of studies and education quality in 2020. In 2019-2020 the six site-based professional development days were changed into division-wide PD days where all staff gathered in a single place to learn. It is noted that the percentage of teachers reporting that PD contributed significantly to their ongoing professional growth decreased significantly in 2020.





Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	88.1	86.3	86.1	88.3	89.9	88.5	Very High	Maintained	Excellent	89.9	89.9	90.0
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.	80.3	80.5	80.2	80.7	85.3	81.0	High	Maintained	Good	85.3	85.3	86.0

Local Measures

Measures Learning Supports	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Elementary 4-6						
Emotional Health: Anxiety	27%	22%	27%	22%	27%	n/a
School Context: Advocacy at School (out of 10)	6.1	6.7	6.1	6.7	5.9	n/a
Secondary 7-12						
Emotional Health: Anxiety	27%	29%	32%	29%	39%	29%
School Context: Advocacy at School (out of 10)	2.6	2.7	2.8	2.6	2.7	2.6

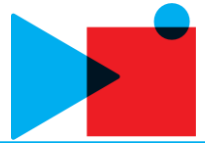
Key Insights and Implications

Results

The achievement level for the 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 is the highest achieved in the past five years.

It is noted that the percentage of students at the secondary level who report being anxious continues to be high and above the provincial average.





Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.7	80.1	77.0	81.7	82.5	82.0	Very High	Maintained	Excellent	82.5	82.5	83.0
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.	82.3	77.5	79.2	83.4	83.9	83.5	Very High	Maintained	Excellent	83.9	83.9	84.0

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



Ward 1 - Redwater / Coronado

Janine Pequin, Vice Chair

Ward 2 - Bon Accord / Legal

Elizabeth Kohle

Ward 3 - Alcomdale / Villeneuve

Joe Dwyer

Ward 4 - Sturgeon Valley / West St Albert

Trish Murray-Elliott

Ward 5 - Morinville

Misty Featherley

Ward 6 - Cardiff / Garrison

Tasha Oatway-McLay

Ward 7 - Gibbons / Lamoureux

Terry Jewell, Chair





Budget-Actual Comparison

Budget 2020-2021

Sturgeon Public School Division's Budget is the fiscal plan intended to achieve the stated goals and objectives of the Board in accordance with the Vision, Mission and Values, Education Plan Priorities and the Board Priorities.

Revenues

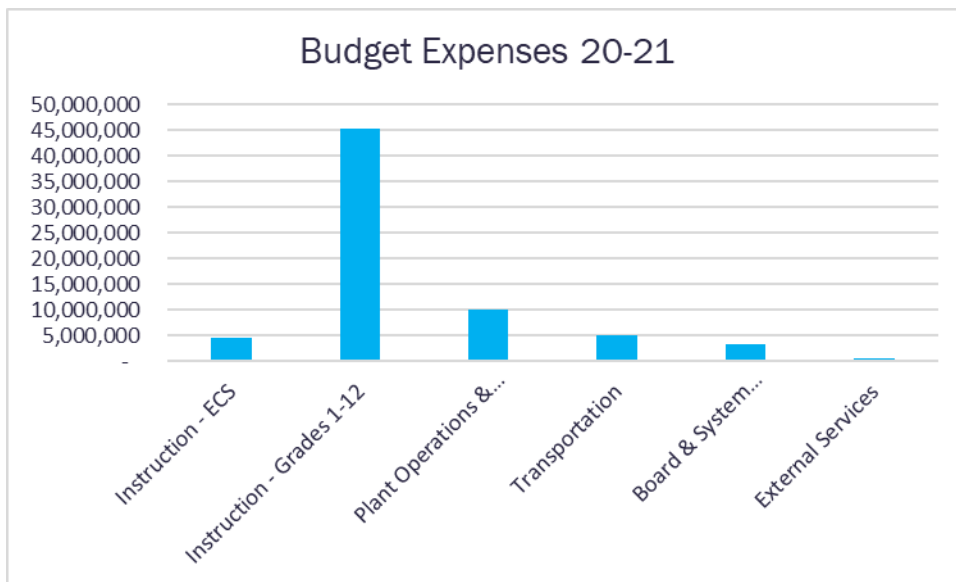
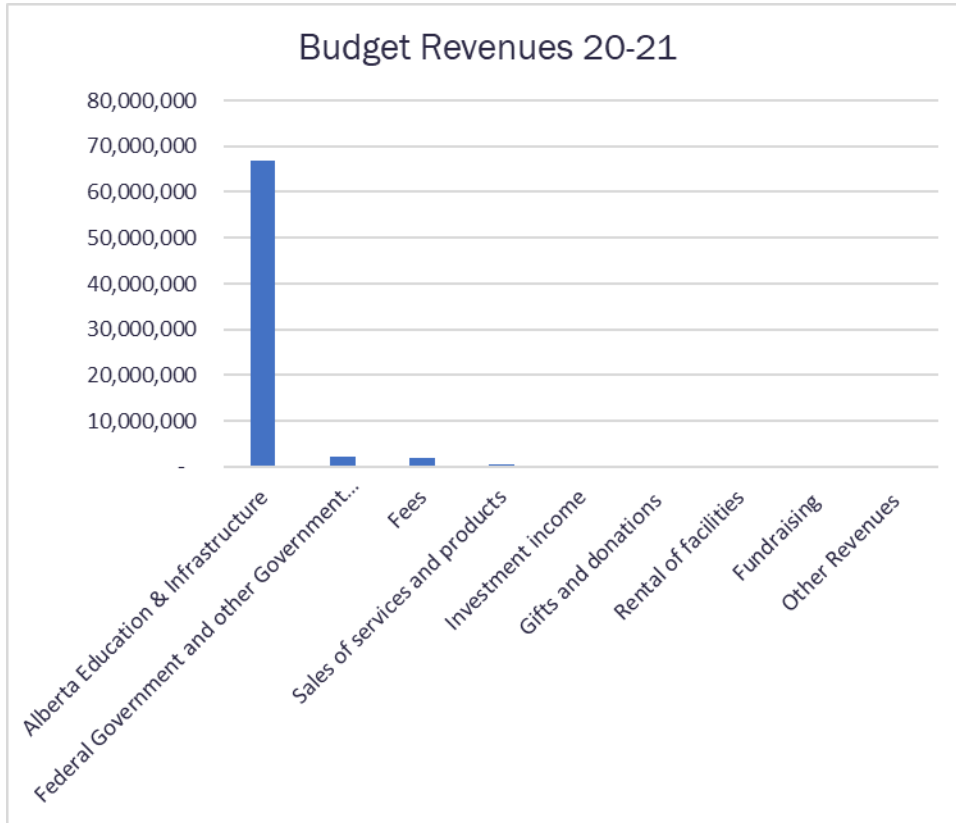
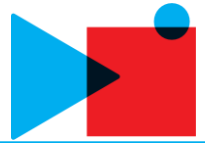
Alberta Education & Infrastructure	66,978,408
Federal Government and other Government Grants	2,127,000
Fees	2,016,389
Sales of services and products	430,491
Investment income	170,000
Gifts and donations	195,000
Rental of facilities	37,477
Fundraising	115,000
Other Revenues	48,000
Total Revenues	72,117,765

Expenses

Instruction - ECS	4,663,218
Instruction - Grades 1-12	45,321,873
Plant Operations & Maintenance	10,092,831
Transportation	5,100,848
Board & System Administration	3,379,294
External Services	443,912
Total Expenses	69,001,976

Operating Surplus (Deficit)	3,115,789
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Local Measures

Summary of 2019-2020 Financial Results

The Board allocates funding based on the needs of the students at all locations. Basis of allocation is primarily driven by enrollment numbers.

Operations

Revenues

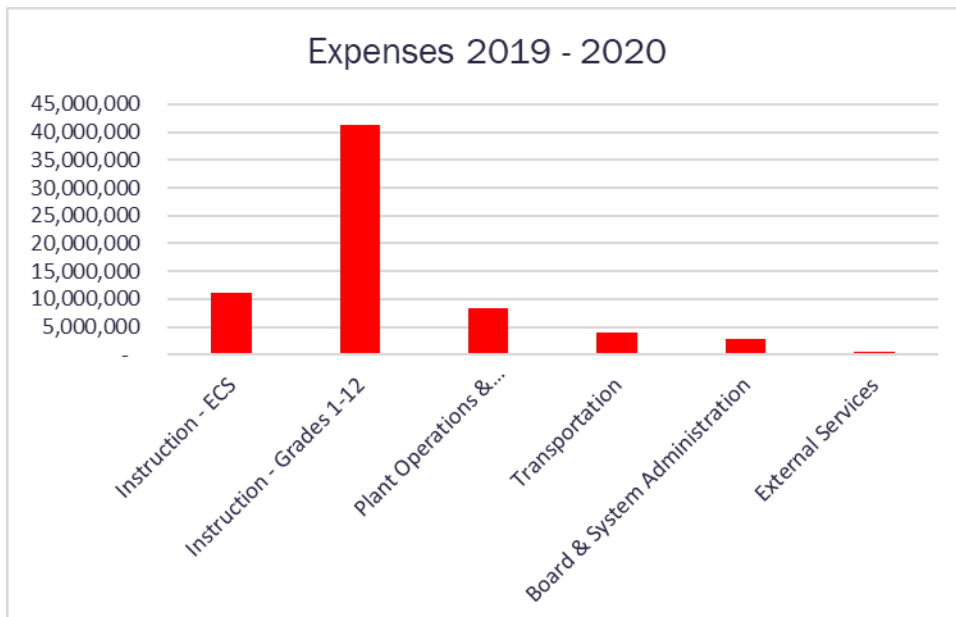
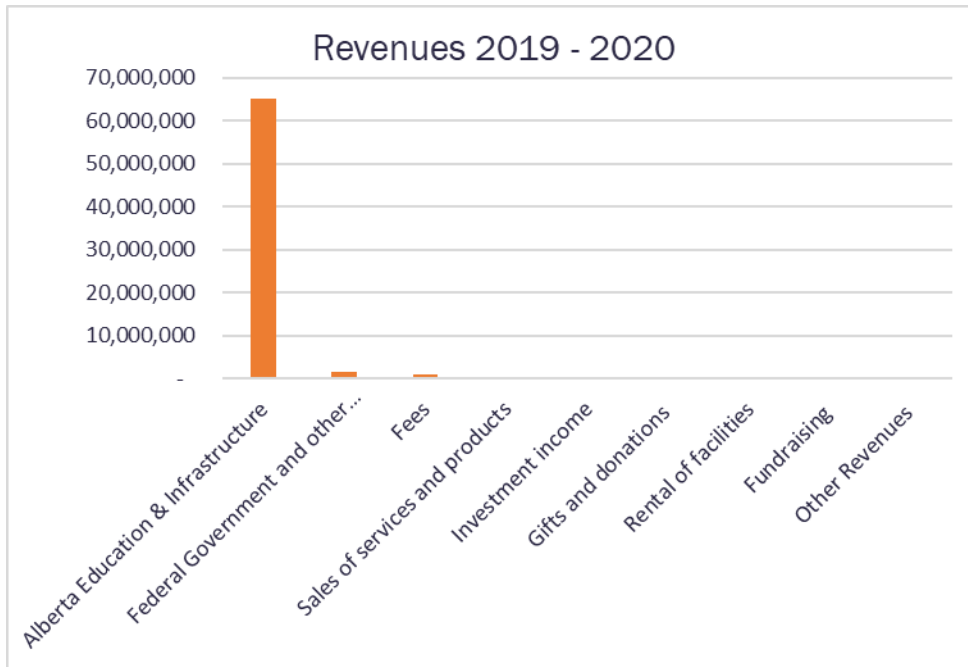
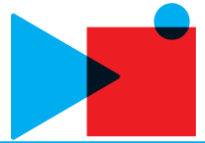
Alberta Education & Infrastructure	65,192,148
Federal Government and other Government Grants	1,730,142
Fees	1,115,980
Sales of services and products	199,677
Investment income	120,107
Gifts and donations	122,229
Rental of facilities	31,003
Fundraising	79,715
Other Revenues	80,276
Total Revenues	68,671,277

Expenses

Instruction - ECS	11,168,677
Instruction - Grades 1-12	41,338,837
Plant Operations & Maintenance	8,357,989
Transportation	3,997,202
Board & System Administration	2,765,125
External Services	620,276
Total Expenses	68,248,106

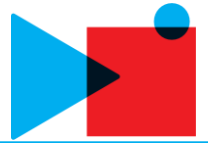
Operating Surplus (Deficit)	423,171
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- For information on Sturgeon Public School’s Audited Financial Statements, see our [website](#), or contact the Director, Financial Services at 780-939-4341.
- For more information on the provincial roll-up of Audited Financial Statements information, see the [Alberta Education website](#).
- For more information on Sturgeon Public Schools’ financial results, contact the Director, Financial Services at 780-939-4341.





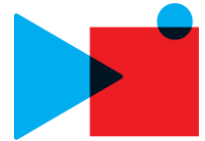
Stakeholder Engagement

In the fall of 2018, Sturgeon Public Schools partnered with INCITE Marketing to engage with stakeholders and partners in public education. Early feedback from focus groups, interviews and online surveys was presented to the Board and Senior Executive in January 2019. Using this feedback and responding to the Board's desire to focus on improving student achievement, Education Services conducted a comprehensive stakeholder engagement in 2019-2020 to inform the Education plan for 2020-2023.

Summary of 2019-2020 Engagement

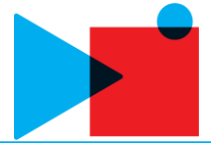
Education services led in-person discussions and activities in each school, with each school council, with the Student Advisory Committee and hosted an evening with community leaders. Local results were shared with school administrators following each meeting and broad division themes were presented to the Board of Trustees and the Student Advisory Committee.





<p>Student Engagement Grade 1 through 12. Each school visited.</p>	<p>Staff Engagement Representatives and all school principals.</p>
<p>15 Face to Face Meetings 231 Students 1501 thoughts and suggestions</p>	<p>2 Face to Face Meetings 254 thoughts and suggestions</p>
<p>Best part of learning in Sturgeon Public:</p> <ul style="list-style-type: none"> Teachers who are connected, take time for students, and use many different strategies. <p>How to capture interest in classes more:</p> <ul style="list-style-type: none"> Encourage hands on and active learning. Including building, making, and learning in different environments. <p>What our parents should know about school:</p> <ul style="list-style-type: none"> Help parents understand the specific parts of learning and expectations in the classroom. 	<p>Best part of learning in Sturgeon Public:</p> <ul style="list-style-type: none"> Understand individual student needs and create learning environments that allow all students to grow and succeed. <p>How to continue to improve achievement:</p> <ul style="list-style-type: none"> Teacher collaboration and PD with teachers and principals determining focus and more time with local school staff. <p>How to improve communication with parents:</p> <ul style="list-style-type: none"> Host a variety of events, activities or evenings that bring parents into the school to celebrate student self-achievement. <p>How to improve connection among schools:</p> <ul style="list-style-type: none"> Continue to collaborate across schools in PLC or cohort groups. Consider partner schools or zones.
<p>Parent Engagement All school councils were visited.</p>	<p>Community Engagement Leaders from our communities.</p>
<p>13 Face to Face Meetings 113 Parents 864 thoughts and suggestions</p>	<p>12 Community Leaders Designed to bring consensus 139 thoughts and suggestions</p>
<p>Best part of learning in Sturgeon Public:</p> <ul style="list-style-type: none"> Healthy, welcoming schools with high morale, and staff who express care for students and families. <p>How to continue to improve achievement:</p> <ul style="list-style-type: none"> Understanding individual student needs and creating learning environments that allow all students to grow and succeed. <p>How to improve communication of learning:</p> <ul style="list-style-type: none"> Teachers communicating directly with parents about the specific learning activities their children are engaged in. 	<p>Key values students should embody:</p> <ul style="list-style-type: none"> Respect for self, others, and our community. Integrity. Hard working, with pride in community. <p>How SPS can build and promote these values:</p> <ul style="list-style-type: none"> Promote sport teams, clubs, and groups during lunchtime and afterschool in all schools that model these values. <p>How to strengthen community partnership:</p> <ul style="list-style-type: none"> Build volunteer opportunities for students in the community. School activities crossover with community programs.





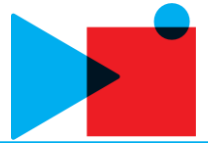
Key Insights and Implications

Results

Stakeholder feedback and discussions were used with provincial measures to inform outcomes and strategies in Sturgeon Public Schools' Education Plan for 2020-2023. Each year, in November, Principals meet with their school councils to discuss AERR results and the annual update of their Education plan. In 2021, Sturgeon Public Schools will engage stakeholders in a Thoughtexchange to gather feedback on our progression toward stated outcomes across each domain, and how to make improvements. In addition to a broad Thoughtexchange, each school will conduct a local Thoughtexchange with local stakeholders in April. The results will be discussed with school councils and incorporated into school Education plans for 2021.

It is noted that the achievement level for the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has moved from intermediate to very high within three years.





Domain: Local and Societal Context

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

Contextual Information

Sturgeon Public Schools is located just north of Edmonton, in the rural communities stretching from Rivière Qui Barre in the west to Redwater in the north-east. All 17 schools, including a colony school and two learning centres are inviting, unique places, where an open and collaborative relationship with parents and the community enhances the quality of Public Education for all children.

ACHIEVING
CREATIVE
CONNECTED
VIBRANT
CARING
WELCOMING

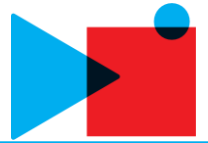
Sturgeon Public Schools is committed to maintaining safe and caring schools that respect diversity and foster a sense of belonging for all students and staff, including those who identify as sexual or gender minorities. The Division established a partnership with the Alberta Teachers Association Local No. 27 to ensure each school has staff who are knowledgeable in supporting diversity. In 2016, Sturgeon Public Schools joined two other jurisdictions to begin working with SOGI 123 in Alberta. This partnership supports teachers with professional development and resources to build inclusive learning environments.

Each year Sturgeon Public Schools celebrates Pride Week to honour diversity and uniqueness. In 2017 and 2018, Sturgeon students, parents and staff marched in the Edmonton Pride Parade, along with their CUPE and ATA local associations. Sturgeon Public Schools continues to support activities and gay-straight alliances to ensure everyone is safe and welcome in their schools.

Our Division develops and applies foundational knowledge about Indigenous perspectives for the benefit of all students. Working collaboratively, school and Division staff ensure we:

- Create Positive Learning Experiences: high levels of engagement and student success to ensure students are connected and supported in their learning;
- Honour Culture and History: all students are learning about Indigenous peoples, culture and history.
- Create Meaningful Contributions: empowering opportunities for students and staff to grow as individuals and actively contribute as part of a whole community.
- Look to the future: staff and students are preparing to lead our communities through learning from Elders and Knowledge Keepers.

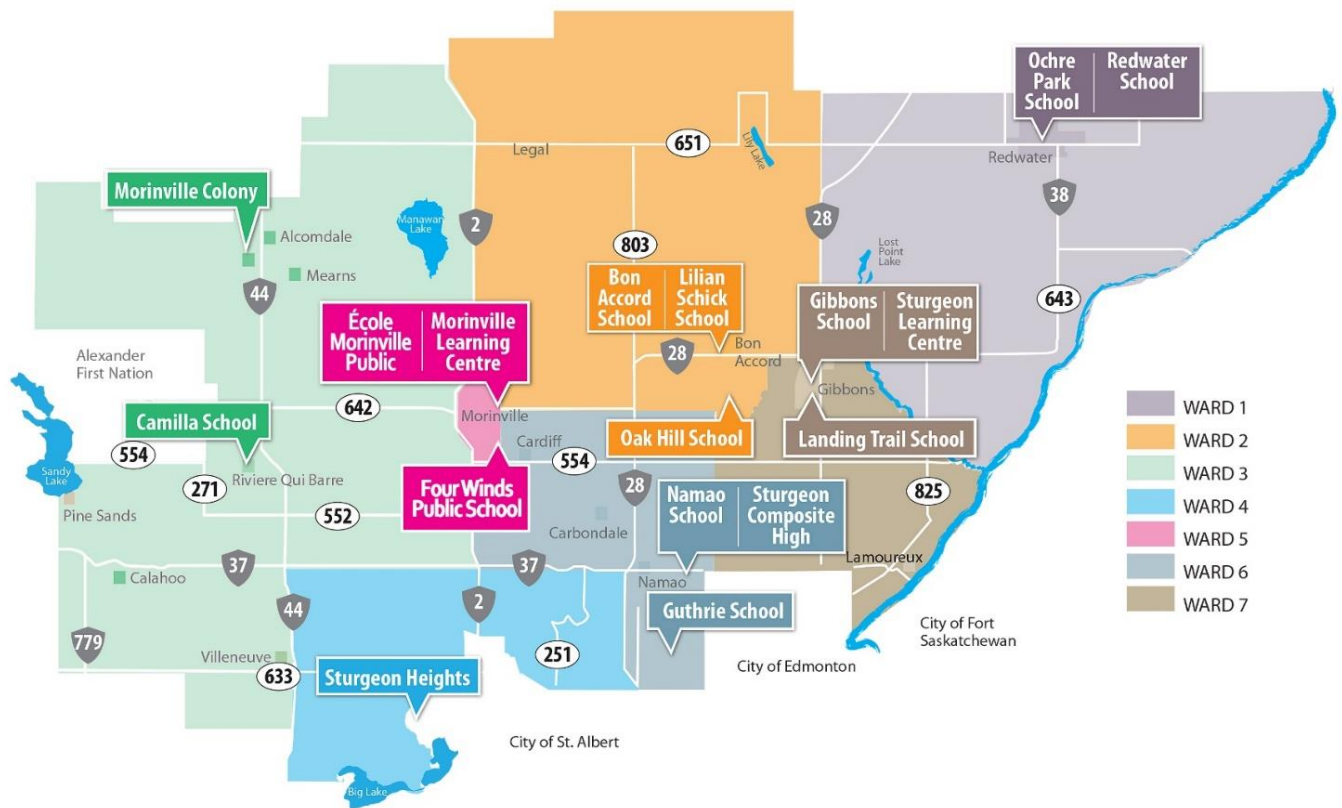




When we acknowledge Treaty 6 Territory, the Division’s programs and services provide awareness of the Indigenous community’s rich history, while respecting their diversity within the Sturgeon community.

Sturgeon Public Schools contracted INCITE Marketing to survey students, parents, staff, the community and Trustees. As a result of the survey, a new Sturgeon Public Schools’ brand was developed that is bold, entrepreneurial, focused on excellence, and celebrates Public Education. The new brand reflects the vibrant, creative, connected and welcoming culture of the Division. Sturgeon Public Schools is growing with the communities it serves and creating rich learning experiences for all students.

Along with a new logo, a compelling tagline was added; **Dare to reimagine learning**. It captures the progressive manner in which Public Education is delivered. Sturgeon Public Schools does not rely on traditional methods; learning is done differently so that students have many opportunities to experience success each day.





Sturgeon Public Schools
9820- 104 Street, Morinville, AB T8R 1L8

Telephone: 780.939.4341 Toll Free: 1.888.459.4062 Fax: 780.939.5520 Website: sturgeon.ab.ca

Community	Grades Served	Telephone
TOWN OF BON ACCORD Bon Accord Community School Lilian Schick School Oak Hill School	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 3 to Grade 10	780.921.3559 780.921.2200 780.921.3011
TOWN OF GIBBONS Gibbons School Landing Trail School Sturgeon Learning Centre	Grade 5 to Grade 9 Pre-K to Grade 4 Grade 10 to Grade 12, Adult Learning	780.923.2240 780.923.2898 780.923.2443
LANCASTER PARK MILITARY BASE Guthrie School	Pre-K to Grade 9	780.973.3111
TOWN OF MORINVILLE École Morinville Public School Four Winds Public School Morinville Learning Centre	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 10 to Grade 12, Adult Learning	780.939.3445 825.349.0021 780.939.4033
HAMLET OF RIVIÈRE QUI BARRE Camilla School Colony School	Pre-K to Grade 9 Pre-K to Grade 9	780.939.2074 780.939.2012
HAMLET OF NAMAQ Namao School Sturgeon Composite High School	Pre-K to Grade 9 Grade 10 to Grade 12	780.973.9191 780.973.3301
TOWN OF REDWATER Ochre Park School Redwater School	Pre-K to Grade 4 Grade 5 to Grade 12	780.942.2901 780.942.3625
CITY OF ST. ALBERT Sturgeon Heights School	Pre-K to Grade 9	780.459.3990

Local Measures

In April 2021, each school will conduct a local Thoughtexchange with local stakeholders to gather feedback on our progression toward stated outcomes across each domain, and how to make improvements. The results will be discussed with school councils and incorporated into school Education plans for 2021.

