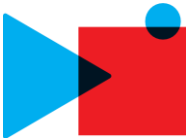




2019 - 2022

**Combined Three-Year Education Plan
and Annual Education Results Report**



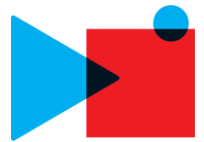
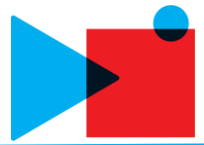


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Message from the Board

The Board of Trustees is very pleased to share with our constituents, the Sturgeon Public Schools' Three Year Education Plan for 2019 to 2022. We believe this plan reflects the wisdom and interests of the students, staff and communities that we are privileged to serve.

We have also included the Sturgeon Public Schools' Annual Education Results Report. This Report provides an overview of the many areas where our Division has done well and areas, which our Board has identified for closer attention.

The Board of Trustees is proud of our staff and the work that they undertake each day across our Division. The positive working relationships that our Sturgeon family enjoy enable Sturgeon Public Schools to provide our students with many opportunities to achieve success.

On behalf of the Board of Trustees, thank you for your continued commitment to and support of Public Education.

Terry Jewell, Chair

Board of Trustees
Sturgeon Public Schools

Accountability Statement

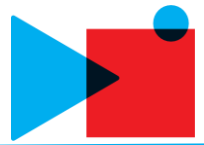
The Annual Education Results Report for the 2018-2019 school year and the Three Year Education Plan commencing September 1, 2019 for Sturgeon Public Schools were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three Year Education Plan for 2019/2022 on January 29, 2020.

Terry Jewell, Chair

Board of Trustees
Sturgeon Public Schools





Vision, Mission, & Values

Vision

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

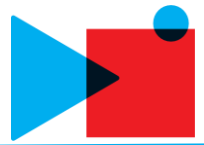
Mission

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

Values

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





Sturgeon Public Schools Profile

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;
- **Honor 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.

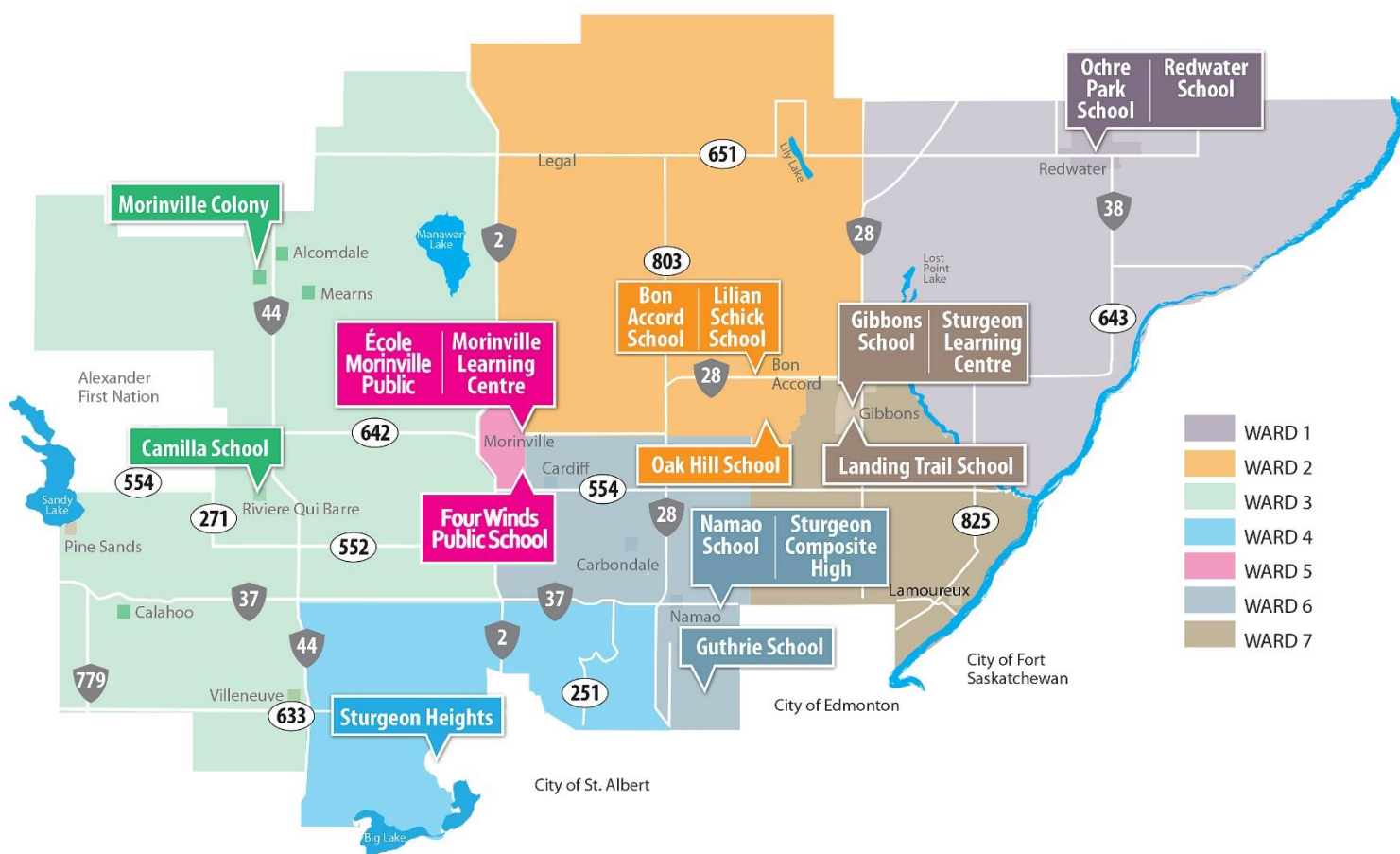
When we acknowledge Treaty 6 Territory, the Division's programs and services provide awareness of the Indigenous community's rich history, while respecting their diversity within the Sturgeon community.

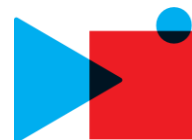




A year ago, Sturgeon Public Schools contracted INCITE Marketing. The firm surveyed students, parents, staff, the community and Trustees. A new Sturgeon Public Schools' brand was developed that is bold, entrepreneurial, focused on excellence, and celebrates public education. The new brand reflects the 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 and every day.





Sturgeon Public School Communities

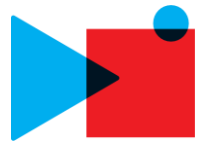
Sturgeon Public Schools

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	Headstart 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 Headstart 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	Headstart to Grade 9	780.973.3111
TOWN OF MORINVILLE École Morinville Public School Four Winds Public School Morinville Learning Centre	Headstart 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	Headstart to Grade 9 Headstart to Grade 9	780.939.2074 780.939.2012
HAMLET OF NAMAQ Namao School Sturgeon Composite High School	Headstart to Grade 9 Grade 10 to Grade 12	780.973.9191 780.973.3301
TOWN OF REDWATER Ochre Park School Redwater School	Headstart to Grade 4 Grade 5 to Grade 12	780.942.2901 780.942.3625
CITY OF ST. ALBERT Sturgeon Heights School	Headstart to Grade 9	780.459.3990





Governance

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



Public Interest Disclosure (Whistleblower Protection Act) Regulation

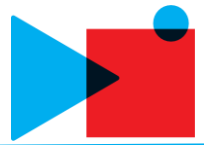
In the 2018/2019 school year, there were no disclosures of wrongdoing made in good faith by any Sturgeon Public Schools' employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.

Central Office

Located in Morinville, Alberta, the Frank Robinson Education Centre houses the Division's senior executive and administrative staff members. It supports the Division's community of 17 schools including a colony school and two outreach campuses. The Senior Executive team includes:

- Mary Lynne R. Campbell, ICD.D – Superintendent / CEO
- Ruth Kuik – Deputy Superintendent, Education Services
- Dr. Charmaine Brooks – Associate Superintendent, Corporate Services
- Lisa Lacroix – Associate Superintendent, People Services





Parent/Community Involvement

Sturgeon Public Schools engaged the community in a comprehensive process to shape the 2018/2021 Three Year Education Plan. They invited the community to share their thoughts about what the Division was doing well and where they can improve. This was done through an online process where 1,000+ participants engaged in a conversation about public education in Sturgeon Public Schools. From there, students, staff, trustees, parents and community members were invited to continue the conversation from the themes that were brought forward. The feedback and information gathered through this process was fundamental to the development of this Three Year Education Plan for Sturgeon Public Schools (click on the link to view our process) [Working Together to Develop the 3 Year Plan](#).

In the fall of 2018, Sturgeon Public Schools partnered with INCITE Marketing to once again 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 provided a more precise and focused update on the Three-Year Education plan for 2019-2022. These goals and condensed strategies cover the depth of the plan, while giving schools and leaders a more explicit framework to ensure success for students, cultures of learning, and safe, caring and respectful public school communities.

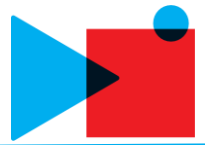
Each school in the Division completes a School Action Plan and an Annual Education Results report that outlines the results achieved by the school and identifies strategies implemented at the school level to achieve the goals identified in Sturgeon Public Schools' Three Year Education Plan.

School Councils



Parent or guardian involvement is essential in a child's public education. One way to achieve this is through participating in School Councils. School Councils consist of parents/guardians, school staff and representatives from each community. Councils act in an advisory capacity to the school principal. Members of the Board of Trustees attend the regular monthly School Council meetings. Please check the school websites for the dates of the School Council meetings. The link [Alberta School Councils' Association](#) provides an overview of the work of School Councils in Alberta.





Engaging Student Voice

Students really do have a voice!

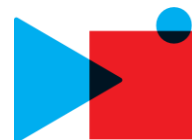
Younger people can feel that organizations don't care; this is a chance to prove that wrong!

Good leadership experience!

The opportunity to work on this project is great!

The School Board wants to hear student input!





Division Highlights

An Innovative Learning Style Environment



Located in Morinville, Four Winds Public School is a progressive, student-centered environment with the capacity for 600 students. In partnership with Werklund School of Education, University of Calgary, Four Winds Public School has adopted an inspiring learning style that instills and promotes growth, innovation and commitment to learning. Four Winds offers flexible curriculum delivery, collaborative open spaces, together with an amphitheater and a learning garden that encourages students to connect with nature and land-based learning.

Nurturing Young Students in Legal

June 2019 saw the construction of a greenhouse in Legal with thanks to federal government funding, countless hours of volunteer support and a strong partnership with Homeland Housing. Throughout the summer, the greenhouse came alive with flowers and vegetables because of the commitment of many talented green thumbs and gardeners. The Chateau Sturgeon Lodge residents continue to work with and learn from young students in the Intergenerational Program.

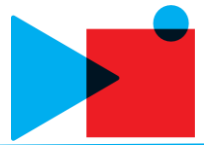


Limitless Opportunities Await Sturgeon Public High School Students



Whether a student's passion is robotics, trades, outdoor learning, athletics, or the arts, Sturgeon's unique approach to public education provides high school students with the right skills and knowledge to succeed. Sturgeon Public Schools offers many specialized programs to bring out the full potential of every student. Partnerships with post-secondary schools provide Dual Credit Programs where students can receive both high school and college credits while attending high school. Opportunity to participate in the Registered Apprenticeship Program (RAP) and the Green Certificate Program provides authentic experiences to ensure student success in the trades and agriculture. Sturgeon Public Schools is provincially recognized for strong CTS programming with award winning welding, cosmetology, and music programs. Students interested in technology have access to Computer Science classes and the Robotics Club. Whatever the student's needs, learning style, interest or dream – Sturgeon Public Schools has a program that can support, inspire and prepare them for the future.





What's all the HYPE About?



HYPE (Helping Young People Excel) is a student-initiated program aimed at increasing awareness of mental health and wellness for students, families and staff at Ochre Park and Redwater Schools. Since June 2018, the program manager and two wellness coaches provide general and targeted wellness programming and activities in the schools and community of Redwater. Funding for the program is provided through Alberta Health Services Mental Health Capacity Building in Schools Initiative.

An Evening to Celebrate Gifted Musicians and Artists

At Sturgeon Public Schools, Music and Fine Arts are an integral part of a vibrant public education. Student participation is encouraged from primary to high school, across the Division. Programs transcend traditional ideas, channel students' creativity, and sharpen imaginations. Sturgeon Night of Music and Fine Arts, held each spring, showcases many talented students. It is where family, friends and the community come together to celebrate these creative and gifted students.

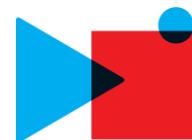


Creating Learning Experiences for Students



Learning environments that are bright, welcoming, flexible and environmentally sustainable, are key features in Sturgeon Public's school renovations and new builds. Students can enjoy comfortable spaces for reading, as well as a central hub, where everybody belongs. Sturgeon Public Schools understands and appreciates students' desire to connect with nature. Several schools have outdoor learning spaces, gardens or learning farms for students. This connection with, and respect for, nature is another example of how Sturgeon Public Schools is growing with the communities they serve.





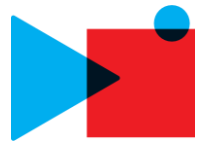
Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Sturgeon 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	88.3	86.1	86.8	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	82.9	81.3	80.6	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	90.5	87.0	88.1	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	2.9	2.4	3.1	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	78.5	81.7	80.1	79.1	78.0	77.5	High	Maintained	Good
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)	41.7	45.8	41.2	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	54.4	51.0	51.3	64.8	63.4	62.2	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.9	51.4	52.2	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	80.7	80.2	80.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	79.4	77.6	78.1	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	81.7	77.0	78.2	81.3	81.2	81.1	High	Improved	Good
Continuous Improvement	School Improvement	83.4	79.2	79.7	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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.





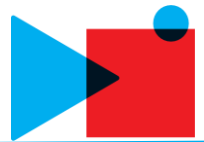
Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Sturgeon 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	1.2	2.5	3.7	5.4	4.8	5.6	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	73.3	92.0	71.0	56.6	53.3	52.4	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)	27.2	52.0	29.1	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	41.7	55.6	43.6	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.1	31.5	35.0	34.2	33.0	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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.





Annual Education Results Report with Priorities and Goals

Priority: High Quality Teaching and Learning for all Students

Introduction

Student achievement is foundational to the work of Sturgeon Public Schools. High quality teaching and learning is an essential element of student achievement and success, as is focusing on learning together. A culture of shared learning at Sturgeon Public Schools ensures all staff and leaders are working together, pursuing opportunities to grow professionally, while considering multiple sources of data to plan success for all students.



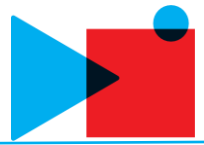
At Sturgeon Public Schools, we recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations, to promote well-being and global citizenship. Sturgeon Public Schools' is working together with First Nations, Métis, and Indigenous knowledge keepers to apply foundational knowledge to benefit all students. Sturgeon Public Schools support student success in inclusive, welcoming, caring, respectful and safe learning environments.

Goal 1: Success for Every Student

Goal 2: A Culture of Learning

Goal 3: Safe, Caring and Respectful Public School Communities





Goal 1: Success for Every Student

Strategies to Achieve Goal 1

Sturgeon Public Schools embraces the diversity of our learners and builds engaging learning environments aimed to meet the needs of all our students. Our teachers create and share exemplary practices that include all learners, which aligns programming with student needs for success.

Division Strategies

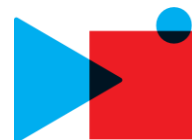
- A. Schools develop exemplary teaching practices to advance and improve student learning.
- B. Teachers build engaging experiences to meet the diverse learning needs of our students.
- C. Schools provide diverse programming to ensure success of students in an inclusive learning environment.
- D. Technologies will be used to improve student learning, expression, and collaboration.

Ministry Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.3	78.3	78.3	78.0	76.3	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).	18.1	16.7	16.9	18.9	17.0	19.0	Intermediate	Maintained	Acceptable	18.0	19.0	19.5

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.9	83.9	77.0	75.3	84.6	77.0	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).	14.8	12.3	13.1	11.7	17.3	12.0	Intermediate	Improved	Good	17.5	18.0	18.2



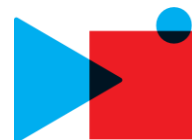


Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	75.0	76.1	82.5	81.7	78.5	82.0	High	Maintained	Good	79.5	81.0	82.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.6	39.1	38.8	45.8	41.7	46.0	Low	Maintained	Issue	43.0	44.5	46.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	3.4	3.3	2.4	2.9	2.3	High	Maintained	Good	2.5	2.4	2.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.9	52.7	52.4	51.4	53.9	52.0	Intermediate	Maintained	Acceptable	54.0	54.2	54.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	52.7	50.3	51.0	54.4	51.5	Low	Maintained	Issue	55.0	56.0	57.0

Ministry Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.0	72.5	65.9	64.0	68.4	66.5	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).	8.0	18.9	11.3	11.0	14.5	12.0	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).	82.2	86.8	82.4	69.1	89.5	71.0	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).	11.1	11.0	18.7	10.6	27.9	11.5	Very High	Improved	Excellent	28.0	28.0	28.2





Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	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.	57.0	44.6	76.6	92.0	73.3	81.0	Intermediate	Maintained	Acceptable	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.	17.1	8.9	26.5	52.0	27.2	52.5	Very Low	Maintained	Concern	28.0	28.5	29.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.8	3.4	5.1	2.5	1.2	2.5	Very High	Improved	Excellent	1.2	1.1	1.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.3	34.3	39.2	31.5	32.1	32.0	Very Low	Maintained	Concern	32.5	33.0	33.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	29.4	45.7	55.6	41.7	56.0	Very Low	Maintained	Concern	43.0	44.0	45.0

OurSchool Survey

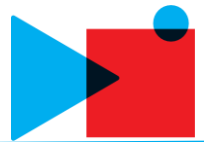
PERFORMANCE MEASURES	Results					
	2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
Elementary Grades 4 to 6						
Intellectual Engagement: Interest and Motivation	83%	86%	82%	87%	80%	86%
Quality Instruction: Effective Learning Time (out of 10)	8.2	8.1	8.1	8.1	8.0	8.2
Quality Instruction: Relevance (out of 10)	8.0	8.1	7.8	8.1	7.8	8.1
Secondary Grades 7 to 12						
Intellectual Engagement: Interest and Motivation	41%	43%	36%	43%	32%	43%
Quality Instruction: Effective Learning Time (out of 10)	6.9	6.9	6.8	7.0	6.9	7.0
Quality Instruction: Relevance (out of 10)	6.2	6.2	5.9	6.2	5.8	6.2

Division Benchmark Assessments

At multiple points during the academic year, schools conduct benchmark assessments to identify student growth and build strategies to encourage learning. Literacy benchmarks in Sturgeon Public Schools include the use of Fountas and Pinnell and Readtheory.org.

In the fall of 2018, Sturgeon Public Schools students in Grade 2 through 10 wrote the Math Intervention/ Programming Instrument (MIPI). Together with other numeracy benchmark tools, including Mathletics and IXL, the MIPI allows our teachers to identify where students are achieving in their math knowledge skills early in the year and build, support or develop strategies for student success in mathematics.





Analysis of Results

Results

The student population writing provincial achievement tests (PAT) and diploma examinations has remained consistent over the past five years.

All students from Grade 4 to 12 have the opportunity to complete the OurSchool Survey in February each year. Over the past three years, an average of 1052 students in Grades 4, 5, and 6, and an average of 1383 students in Grades 7 through 12 have responded annually to the survey. The School Survey measures 25 indicators of effectiveness in elementary schools and 40 indicators of effectiveness in secondary schools.

Successes

In 2018/19 Sturgeon Public Schools renewed its focus on student achievement. Teachers met with earlier grade partners to develop consistent approaches to literacy and numeracy outcomes. PAT and Diploma level teachers met with Alberta Assessment leaders to unpack results and build lessons of instruction to address underperforming outcomes. Professional learning encouraged teachers to consider proven practices and supported collaboration at each site and across the division to develop measurable goals in student achievement.

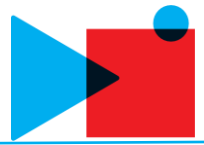
This focus resulted in significant improvement at the acceptable standard for Grade 9 Provincial Achievement Tests and Diploma exams. Sturgeon Public Schools also improved in the standard of excellence for Diploma exams and in both acceptable and excellence for PATs and Diploma exams for students who identify as First Nation, Métis, or Inuit.

Parents, teachers and students continue to recognize the excellent work of Sturgeon Public Schools in offering a broad program of studies and a high quality of education. Many of the schools offer early childhood education that is influenced by the Reggio Emilia philosophy, and several schools offer enriched learning with student centered and experiential approaches. Sturgeon Public Schools offers sport and dance academies, and high school programming offers enhanced CTS, Dual Credit, and Fine Arts programs. All upper elementary and junior high schools are now using the CTF framework to increase the breadth of option or complementary programming for students. Sturgeon Public Schools continues to reimagine learning to ensure all students are engaged and ready to make an impact.

In 2019/20, all teachers are coming together for six division-wide professional development days. Several leaders on design thinking and teaching numeracy will work with all teachers on these days and then with focused groups to develop exemplary teaching practices.

The three-year high school completion rate for Sturgeon Public Schools has been maintained. The four-year completion rate is greater than the province. Students are successful in career and post-secondary pursuits while choosing to complete fewer Diploma exam courses. Principals and division leadership continue to focus on programming to support student engagement, achievement and success in high school.





Opportunities for Growth

Sturgeon Public Schools' achievement at both the acceptable and excellence standard for PATs in 2018/19 was below previous years. Achievement at the acceptable standard is still above the province when considering all provincial achievement tests written in Sturgeon Public Schools, however grade 6 dropped below the province. Significant improvement was shown on Diploma exams. The standard of excellence reached on PATs and Diploma exams continues to be below provincial average

Sturgeon Public Schools' leaders meet with teachers to review provincial assessment results and use student performance on specific underperforming outcomes as a guide to focus on improvement strategies. On division-wide PD days, teachers in Grade 5 and 6 discuss results, learn from experts, and create common approaches to challenging outcomes. Our leadership teams participate in professional development designed to support numeracy, continue to support proven teaching practices such as guided reading, and guided math in schools up to junior high.

Students continue to write the Math Intervention/Programming Instrument (MIPI) from Grades 2 to 10. This data provides evidence of trends in grade-level performance and growth numeracy. Fountas and Pinnell continues to be used by all teachers from Grades 1-6. Junior and Senior High teachers use Readtheory.org to determine reading the levels of students and design targeted lessons and learning activities.

In November 2019, school-based administrators present their school Accountability Pillar Results to the Board of Trustees. This provides an opportunity for the Board to engage in discussions relative to success and challenges evidenced at each school.

We have seen growth in measures for students who identify as Indigenous and, in many measures, we exceed the province. This results from schools hosting activities such as blanket exercises, drumming and dancing where students can learn and celebrate First Nation, Métis, and Inuit history and culture. School counselors continue to monitor the academic success of First Nation, Métis, and Inuit students and build strategies to improve a sense of belonging for all students.

Correlating Alberta Education Outcomes

- Alberta's students are successful.
 - First Nations, Métis, and Inuit students in Alberta are successful.
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Goal 2: A Culture of Learning

Strategies to Achieve Goal 2

Sturgeon Public Schools creates learning environments that challenge and support all students and staff in growth through public education. Each school has a culture of learning that uses clear data to set achievable goals, develop meaningful strategies, and communicate successes with all stakeholders. Leadership development is a priority and teams meet regularly to discuss school specific and division measures to gauge success and align strategies to areas needing improvement. Sturgeon Public Schools has strong mentorship programs at all levels and has partnered with the University of Alberta, Executive Education to ensure the schools and the Division have strong visionary leadership positioned to reimagine learning and support student achievement.

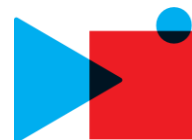
Division Strategies

- A. Instructional leaders use multiple sources of data to inform ongoing school planning and learning, to achieve success.
- B. Staff participate in professional development aligned with division priorities.
- C. Leadership development programs will be implemented across the division and aligned with the division's business plan.
- D. Teachers ensure learning and success by communicating timely, personal, and actionable information based on varied assessment strategies.

Ministry Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	81.4	81.0	79.4	81.3	82.9	82.5	Very High	Improved	Excellent	83.0	83.5	84.0





Ministry Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.7	88.4	88.8	87.0	90.5	88.0	Very High	Improved Significantly	Excellent	90.5	91.0	91.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	77.7	80.1	77.0	81.7	80.0	High	Improved	Good	82.0	82.2	82.5
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.	81.1	82.3	77.5	79.2	83.4	83.0	Very High	Improved Significantly	Excellent	83.5	83.7	84.0

Measure Category	Measure	Sturgeon School Div No. 24				Alberta		
		Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In-service jurisdiction needs	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.	270	91.2%	89.6%	85.8%	84.3%	84.3%	82.4%

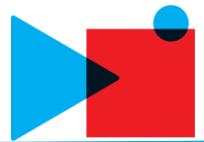
OurSchool Survey

PERFORMANCE MEASURES		Results					
		2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
Elementary Grades 4 to 6							
Classroom Context: Expectations for Success	(out of 10)	8.8	8.8	8.7	8.8	8.7	8.8
Secondary Grades 7 to 12							
Classroom Context: Expectations for Success	(out of 10)	7.5	7.5	7.4	7.5	7.4	7.5

Division Surveys or Measures

- Each year Sturgeon Public Schools seeks to engage students, staff, parents and community in a discussion of our goals and strategies for education. To ensure learning at all levels and clearer communication of results with parents and community, the following additional measures or reports will be considered for 2019-2020:
- Reports provided at the division and school level to indicate professional opportunities accessed by staff.





- Post surveys of teachers and school staff after division-wide professional development days to understand the effectiveness of speakers and breakout sessions to improve learning in each school.
- Pre and Post surveys of administrators and teachers to measure the effectiveness of leadership development within the division.
- Host parent engagement activity with each school council to measure satisfaction with communication of student learning and report results to school administration and the Board.

Analysis of Results

Results

Sturgeon Public Schools creates a learning environment for 5400+ students and 650 teachers, administrators and support staff. Each year the Board has approved a calendar with 10 division-wide professional development days. This professional time ensures staff can learn from leaders in public education, meet with each other, and jointly develop lessons and learning activities to enhance student learning.

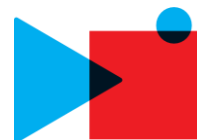
The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved has significantly increased over the previous year. Parental involvement with schools and teacher's satisfaction with professional development have improved over last year and the previous three-year average. 2019 was the first year schools were provided with the opportunity to request parental codes to complete the Accountability Pillar online while attending a school event. Sturgeon Public Schools encouraged a greater number of parents to participate in the survey and this remains an area of focus.

Successes

Sturgeon Public Schools promotes and celebrates a strong culture of learning. Professional development days have allowed schools to review results, share lesson ideas, and create strategies for improvement. In 2018/2019, the Alberta Teachers Association Local No. 27 hosted an Institute Day for staff. Sessions brought in provincial leaders through Edmonton Regional Learning Consortium (ERLC), and teachers from each Sturgeon Public School hosted sessions and discussion. In spring, the schools and division leadership attended the uLead conference in Banff, Alberta to meet with world-recognized thought leaders in education.

The Division supported several cohorts of teachers and school leaders focused around areas of learning with the goal of continuous improvement. In 2018/2019, cohorts met three times during the year and focused on; Call to Action, Behavior Supports, Health Champions, Safe Contact, Nature-based instruction, Literacy, Numeracy, Education Technology, CTF courses, Music, and Art Education.





Creating opportunities for parents and communities to learn with staff is critical for building a strong culture of learning. Last year the division's Early Childhood team hosted six evenings for parents to understand how to support their child's learning, and reduce anxiety and stress. The division brought in Dr. Jody Carrington to work a full day with school staff to understand the power of relationships, and an additional day for parents to understand the importance of children's mental health. Sturgeon Public Schools continues to promote parental involvement in School Councils and various school activities

Opportunities for Growth

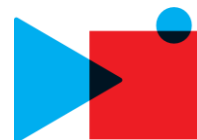
Growth and development of leadership ensures schools can meet their goals and builds capacity to continue success. This year all school and division leaders will complete the Executive Leadership program facilitated by Executive Education, University of Alberta. Leaders meet on select Friday nights and Saturdays throughout the year to discuss current issues in leadership and affecting sustain positive change. Sturgeon Public Schools is also expanding its formal mentorship programs to include principals and vice-principals. The Executive Leadership program and dedicated time for mentorship conversations will build competence and ensure continued focus to improve student achievement across all schools.

Classrooms that have high expectations for success often results in higher levels of academic achievement. During the past three years, our students have reported teachers have high expectations for academic success. In 2019-2020 school leaders will work alongside teachers to build strategies for the classroom which encourage students to organize time, work hard and balance expectations. Teachers and leaders will provide clear communication of expectations and clear understanding of how students can meet learning goals while acknowledging varied ability and student interest.

Correlating Alberta Education Outcomes

- Alberta has excellent teachers, school leaders, and school authority leaders.
 - Alberta's K-12 education system is well governed and managed.
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Goal 3: Safe, Caring and Respectful Public School Communities

Strategies to Achieve Goal 3

Sturgeon Public Schools is an inclusive learning community where every person is valued, accepted and belongs. Students no matter their ability, language, cultural background, gender, or sexual orientation make meaningful contributions to our communities. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations to promote their well-being and development. We believe that student success is connected to student well-being and the development of mental, emotional, social and physical competencies that build resiliency.

Division Strategies

- A. Schools develop and implement strategic plans to improve understanding of Indigenous perspectives and knowledge.
- B. Schools and teachers implement supports and practices to develop physical, social, mental and emotional wellness in students.
- C. Partnerships with external agencies are developed and maintained to leverage support for health and wellness.

Ministry Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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	88.1	86.3	86.1	88.3	86.5	Very High	Improved	Excellent	88.5	88.7	89.0
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.	75.9	80.3	80.5	80.2	80.7	80.5	High	Maintained	Good	81.0	81.2	81.5
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.7	79.5	77.2	77.6	79.4	78.0	High	Maintained	Good	79.5	79.8	80.0

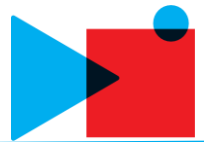


PERFORMANCE MEASURES	Results					
	2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
Elementary						
Emotional Health: Anxiety	24%	22%	27%	22%	27%	22%
School Context: Advocacy at School (out of 10)	6.2	6.7	6.1	6.7	6.1	6.7
Classroom Context: Positive Teacher-Student Relations (out of 10)	8.5	8.5	8.4	8.5	8.3	8.5
Classroom Context: Positive Learning Climate (out of 10)	7.0	7.1	6.8	7.1	6.8	7.1
Secondary						
Emotional Health: Anxiety	26%	29%	27%	29%	32%	29%
School Context: Advocacy at School (out of 10)	3.0	2.6	2.6	2.7	2.8	2.6
Classroom Context: Positive Teacher-Student Relations (out of 10)	6.5	6.7	6.2	6.7	6.4	6.7
Classroom Context: Positive Learning Climate (out of 10)	6.3	6.5	6.0	6.5	6.2	6.5

OurSchool Survey – First Nations, Métis and Inuit

PERFORMANCE MEASURES	Results					
	Indigenous 2016-17	Non	Indigenous 2017-18	Non	Indigenous 2018-19	Non
Elementary						
Emotional Health: Anxiety	27%	19%	38%	22%	30%	22%
School Context: Advocacy at School (out of 10)	6.5	6.3	6.2	6.2	6.3	6.1
Classroom Context: Positive Teacher-Student Relations (out of 10)	8.5	8.6	8.3	8.5	8.3	8.4
Classroom Context: Positive Learning Climate (out of 10)	7.0	7.1	6.9	7.0	6.8	6.9
Secondary						
Emotional Health: Anxiety	30%	23%	33%	25%	36%	29%
School Context: Advocacy at School (out of 10)	3.2	2.9	3.0	2.5	3.2	2.6
Classroom Context: Positive Teacher-Student Relations (out of 10)	6.4	6.6	6.0	6.3	6.1	6.5
Classroom Context: Positive Learning Climate (out of 10)	6.3	6.4	6.0	6.1	6.0	6.3





Division Connections

As the largest employer in the region, Sturgeon Public Schools values many partnerships. These partnerships develop student entrepreneurship, cultural understanding and sustains wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups, and government builds ethical citizens, expands opportunities for supporting students and parents, and creates diverse and resilient communities.

Community connections developed in the past that will continue for 2019-2020 are;

1. Partnership with Homeland Housing in Legal and the Federal Government to program for an Intergenerational Program.
2. Partnership with Pioneer Trails North Foundation to improve and promote outdoor education.
3. Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
4. Partnership with Regional Collaborative Service Delivery for co-ordination of target services.
5. Partnership with SOGI 123 to support sexual and gender diverse students and staff.
6. Partnership with Alberta Health Services, CFB Lancaster Park and Sturgeon County in sustaining a comprehensive school health program in all schools.
7. Partnerships with Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of the schools' communities.
8. Partnerships with organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the creation of HYPE (Helping Young People Excel).

Analysis of Results

Results

The measure of Safe and Caring improved in 2019; Transition Rate (6yr), Work Preparation, and Citizenship were maintained. The improvement in the Safe and Caring measure was evident across parents, students and teachers, with teachers reporting the highest level of agreement that students are safe, learn the importance of caring, respect and are treated fairly at school. When considering Work Preparation, teachers reported increasing levels of agreement while parents reported a slight decrease in agreement that students are being taught attitudes and behaviors to make them successful at work.





Students report slightly higher rates of anxiety than provincial average through the OurSchool survey. This difference was 5% in elementary students and 3% in secondary students. Self-reported rates of anxiety were also higher in students who identified as First Nation, Métis or Inuit. Based on our continuing monitoring, school teams are focusing on resiliency skills in young students. It is interesting to note that the same population of students report a high level of advocacy in their schools.

Successes

Sturgeon Public Schools is a leader in health and wellness. In 2017, the Healthy School Communities policy was updated to ensure the pillars of comprehensive wellness are in place in each of the schools. Partnership with Alberta Health Services has also enabled professional development for teachers and school leaders to assess each school's wellness and build annual improvement goals. School counselors continue to meet together and with school leadership to maintain and improve three-year wellness plans. Health Champions at each school support these plans. In 2018, Sturgeon Public Schools designated two mindfulness coaches who met twice during the year with teachers in each school to provide guidance in using mindfulness with students in the classroom.

All students are safe, cared for and respected within Sturgeon Public Schools. Partnership with the Alberta Teachers Association Local No. 27 will continue to provide a trained Safe Contact in each school. This group meets three times a year and leads learning for school staff during professional development days.

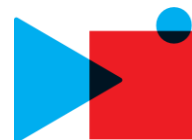
In 2018/2019 Sturgeon Public Schools hosted 17 blanket exercises where First Nation or Métis elders, Knowledge Keepers helped students to understand the Residential School history in Canada. A few schools invited parents to participate in a blanket exercise in the evening to extend understanding into the communities served by Sturgeon Public Schools. Each school had representatives on the division Call to Action cohort that met three times during the year to learn more about First Nation, Métis, and Inuit history and culture. The school sites now display the Treaty 6 Acknowledgement, and several have worked with elders to raise and fly the Métis or Treaty flag. This year, the Call to Action work has expanded to include several sessions on teaching First Nation, Métis, and Inuit foundational knowledge. This will provide additional teacher training and access to resources to ensure every classroom is safe, caring and respectful of all students.

Opportunities for Growth

In 2019/2020, Sturgeon Public Schools will establish an Indigenous Education Advisory Committee. The Committee will consist of local Indigenous Elders and Knowledge Keepers, division leadership and all school principals. The Committee will meet throughout the year to provide advice and guide practices and protocols to promote cultural understanding and reconciliation within Sturgeon Public Schools.

Sturgeon Public Schools continues to host blanket exercises for all students in Grades 4, 7 and 10. Blanket exercises will be held for parents and members of the community to broaden understanding and work towards reconciliation.





Comprehensive School Health continues to guide several initiatives in schools to improve wellness and increase student resiliency. Health Champions and school counselors in each school support programs that build social and physical wellness. Together with classroom teachers, they will work to ensure learning environments include positive behavior supports that are student-centered, fair and predictable and focus on building strengths to optimize success. School counselors meet with school administrators to update three-year comprehensive wellness plans with strategies to build student resiliency. School administrators work with all school staff to ensure participation in meeting the goals of these plans. Land based learning continues to be a focus for Sturgeon Public Schools and schools are considering wellness gardens or outdoor classrooms and spaces to create opportunities for students to connect with the land and natural surroundings.

This year, Sturgeon Public Schools created a Student Advisory Committee with student representatives from across the Division. In collaboration with the Board's Advocacy Committee, students meet throughout the year to discuss issues of mutual interest.

In 2018, the Superintendent established Key Communicator meetings at each school site. The purpose of the meeting is to engage in a dialogue with a small group of support and teaching staff to learn about the great things that are happening in Sturgeon Public Schools. These meetings continue to provide a clear staff voice in improving schools.

Schools will improve staff voice by continuing with or establishing teacher leadership teams. Teachers on school teams facilitate communication with school administration on relevant issues and develop teacher leadership in supporting school-wide goals. In 2019-2020, division leadership have developed plans to meet with parents, guardians, and community members in a series of engagement activities. These engagements will gather feedback and inform the jurisdiction in developing the goals and priorities for the next Three Year Education Plan beginning in 2021.

Correlating Alberta Education Outcomes

- Alberta's students are successful.
 - First Nations, Métis, and Inuit students in Alberta are successful.
 - Alberta's K-12 education system is well governed and managed.
-





Class Size Report 2018/2019

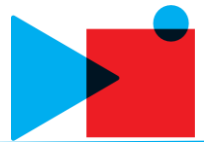
Core Subjects Only

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Bon Accord School	19.6	21.3	21.8	23.5	31.0	21.5						
Camilla School	22.7	21.4	22.7	21.2	21.3	21.6	25.2	24.8	24.6			
Gibbons School				26.1	28.2	25.5	26.5	26.2	25.6			
Guthrie School	21.1	17.7	19.3	24.2	21.9	21.8	22.5	19.4	26.5			
Landing Trail	19.3	19.2	20.3	18.5	22.3	18.3						
Lilian Schick School				26.0	24.6	22.9	25.1	25.7	26.9			
École Morinville Public	18.5	19.9	22.1	23.0	23.1	25.4	24.5	27.1	23.0			
Namao School	19.9	22.6	23.0	22.1	21.9	21.1	22.0	20.2	21.8			
Ochre Park School	17.3	18.9	18.2	23.0	23.3	19.5						
Redwater School				26.2	28.0	26.2	21.9	23.0	26.1	18.1	15.6	14.5
Sturgeon Composite High										25.2	26.8	27.4
Sturgeon Heights	20.9	19.8	20.2	22.6	24.6	24.0	26.9	25.6	23.0			
Division Totals	19.7	20.0	21.1	23.1	23.7	23.0	24.4	24.1	24.6	23.8	24.4	25.3

All Subjects

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Bon Accord School	19.6	21.3	21.8	23.5	31.0	21.5						
Camilla School	22.1	21.3	22.7	20.2	20.3	21.7	24.3	22.9	23.3			
Gibbons School				26.3	28.5	25.4	25.0	24.1	25.0			
Guthrie School	21.1	17.7	19.3	24.4	21.9	21.8	19.2	16.8	25.3			
Landing Trail	19.3	19.2	20.3	18.5	22.3	18.3						
Lilian Schick School				26.0	24.5	23.2	24.6	24.9	26.3			
École Morinville Public	18.5	19.9	22.1	23.1	23.0	25.6	24.3	25.0	21.6			
Namao School	19.9	22.6	23.0	22.1	22.0	21.1	21.4	20.0	20.6			
Ochre Park School	17.3	19.1	18.3	21.9	23.7	20.0						
Redwater School				25.8	27.4	25.9	20.8	22.5	25.6	18.2	15.4	12.1
Sturgeon Composite High										23.6	23.1	24.4
Sturgeon Heights	21.0	20.0	20.4	22.0	24.1	24.0	25.8	23.6	22.4			
Division Totals	19.7	20.0	21.1	22.9	23.6	23.1	23.4	22.7	23.7	22.7	21.8	22.0



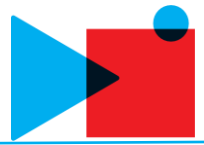


Financial Statement 2018/2019

Revenues		
Instruction	56,806,413	76%
Plant Operations and Maintenance	7,923,208	11%
Transportation	5,704,985	8%
Board and System Administration	3,145,138	4%
External Services	783,743	1%
TOTAL REVENUES	74,363,487	100.0%
Expenditures		
Instruction	54,744,315	75%
Plant Operations and Maintenance	8,415,937	12%
Transportation	5,843,732	8%
Board and System Administration	3,032,403	4%
External Services	778,501	1%
TOTAL EXPENDITURES	72,814,888	100.0%
OPERATING SURPLUS (DEFICIT)	1,548,599	
Expenses by Object		
Certificated Salaries and Benefits	36,440,659	50%
Uncertificated Salaries and Benefits	17,994,748	25%
Services, Contracts and Supplies	15,437,137	21%
Amortization of Tangible Capital Assets & Other	2,942,344	4%
	72,814,888	100.0%
Number of Students		
Grade 1-12	4,390	
ECS @ 0.5	453	
	4,843	
Total Cost/Student	\$15,035	

For more information of Sturgeon Public Schools Financial Reports and Audited Financial Statements, visit our [website](#) or contact the Director, Financial Services at 780.939.4341





Highlights of Financial Reports/Plans 2018/2019

In 2018 - 2019 school year, Board of Trustees continued to:

- support special education programs and inclusion programming;
- provide significant support for the professional development of Division staff;
- support First Nation, Métis, and Inuit students;
- model deep respect for the stewardship of trust that is public education.

Highlights of Facility and Capital Plans 2018/2019

The construction of Four Winds Public School continued throughout the year and two modular classroom installations were completed at Namao School and Sturgeon Heights School. In addition, several capital improvement projects were completed across the Division.

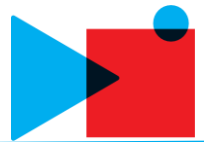
- Retrofit upgrade of Sturgeon Composite High School's septic tank and risers.
- Re-roofing projects in substantial areas of Namao School, Gibbons School, Bon Accord School, and Sturgeon Heights School.
- Replacement of final boiler unit and control valve at Gibbons School.
- Completed parking lot and sidewalk repairs/ replacements at Sturgeon Heights, Bon Accord and École Morinville Public Schools.
- Kitchen renovations at Lilian Schick School.
- Critical maintenance at École Morinville Public and Gibbons Schools to ensure continued operations.
- Window replacements in multiple schools.

For further information, see [Sturgeon Public School's website](#).

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

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



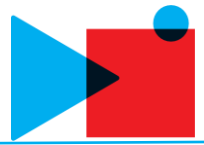


Budget 2019/2020 School Year

REVENUES	PRELIMINARY 2019 - 2020	FALL UPDATE 2019 - 2020
Alberta Education	66,863,876	65,203,742
Amortization of Capital Revenues	3,066,465	3,066,465
Other Government of Alberta	1,631,862	1,631,194
Federal Government and/or First Nations	340,000	300,000
Fees	1,283,827	1,766,016
Other Sales and Service	301,320	286,077
Investment Income	160,000	160,000
Gifts and Donations	194,000	194,000
Rental of Facilities	40,177	40,177
Fundraising	87,000	87,000
Other Revenues	64,000	67,000
TOTAL REVENUES	\$ 74,032,527	\$ 72,801,671
EXPENSES		
Certificated Salaries and Benefits	36,793,286	35,999,243
Non-Certificated Salaries and Benefits	19,119,418	18,249,214
Services, Contracts and Supplies	15,230,894	16,566,323
Amortization of Capital Assets	3,215,677	3,215,677
Interest on Capital Debt	0	0
TOTAL EXPENSES	\$ 74,359,275	\$ 74,030,457
Projected Operating Surplus (Deficit)	(326,748)	(1,228,786)

For more information on Sturgeon's Budget, see our [website](#) or contact the Director, Financial Services at 780-939-4341





Highlights of Financial Plans 2019/2020

The preliminary 2019 - 2020 budget projects a deficit.

1. The mid-year provincial budget announcement has created a significant impact on the divisions' ability to provide quality public education to our constituents.
2. A midyear insurance adjustment of one million dollars adds to the funding challenges in this budget.
3. The Division continues to experience insufficient funding in Operation and Maintenance and Transportation Programs.
4. Sturgeon Public School Division administrators are responsible for developing education plans that, within the resources available, ensure:
 - a. an instructional program appropriate for each student's learning needs
 - b. provision of division support services
 - c. accountability for resources and results.

Highlights of Facility and Capital Plans 2019/2020

The 2019-2020 school year will be an exciting one as we open Four Winds Public School in January 2020 and welcome approximately 400 students in grades 5 to 9. In addition, the Camilla Replacement School project began in September 2019 and is expected to open early in 2021. We are focusing our planning efforts on new improvements and projects including:

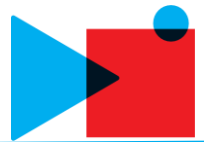
- Gibbons School Replacement;
- École Morinville Public K-4 Replacement;
- Sturgeon Heights Public School Modernization and Addition;

For further information, see [Sturgeon Public School's website](#).

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

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

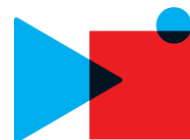




Appendix 1A – Accountability Measures 2019/2023

<p>Outcome One:</p> <p>Alberta’s students are successful.</p>	<p>Performance Measures</p> <ol style="list-style-type: none"> 1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of students within three years of entering Grade 10. 4. Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. 5. Annual dropout rate of students aged 14 to 18. 6. High school to post-secondary transition rate of students within six years of entering Grade 10. 7. Percentage of Grade 12 students eligible for a Rutherford Scholarship. 8. Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
<p>Outcome Two:</p> <p>First Nations, Métis, and Inuit students in Alberta are successful</p>	<p>Performance Measures</p> <ol style="list-style-type: none"> 1. Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2. Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations. 3. High school completion rate of self-identified First Nations, Métis and Inuit students within three years of entering Grade 10. 4. Percentage of self-identified First Nations, Métis and Inuit students writing four or more Diploma Examinations within three years of entering Grade 10. 5. Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18.





	<ol style="list-style-type: none"> 6. High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10. 7. Percentage of self-identified First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship.
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<p>Outcome Three:</p> <p>Alberta has excellent teachers, school leaders, and school authority leaders.</p>	<p>Performance Measures</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education
<p>Outcome Four:</p> <p>Alberta's K-12 education system is well governed and managed</p>	<p>Performance Measures</p> <ol style="list-style-type: none"> 1. Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. 2. Overall teacher, parent and student satisfaction with the overall quality of basic education. 3. Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. 4. Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 5. 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.

