

**B O A R D**  
MEMORANDUM

**Date:** November 24, 2021  
**To:** Board of Trustees  
**From:** Shawna Walter, Acting Superintendent  
**Originator(s):** Jonathan Konrad, Acting Deputy Superintendent, Education Services  
**Subject:** Sturgeon Public Schools Annual Education Results Report (AERR) – November 2021



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**Background:**

Attached for Trustee review and discussion is the proposed DRAFT Annual Education Results Report (AERR) for November 2021.

In the past, the Education Plan and the Annual Education Results Report (AERR) were combined into one report. Alberta Education has directed that the two documents be separated; the Education Plan is reviewed and approved in May, the AERR is reviewed and approved in November. The Division's Education Plan articulates the Board's approved outcomes, measures, and strategies to meet Board priorities. Using key insights from the Annual Education Results Report, the Division's Education plan directs the work in schools and at a system level.

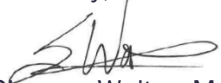
The Division's Annual Education Results Report (AERR) provides information on results for all required provincial measures and Sturgeon Public Schools' local measures. The 2019/2020 school year did not have Provincial Achievement Tests or June Diploma Exams. The 2020/2021 school year did not have Provincial Achievement Tests or Diploma Exams; therefore, the results are not reported. An overview of the jurisdiction's financial results, once approved, will be included in the AERR.

Administration is prepared to respond to questions at the November 24, 2021, Public Board Meeting.

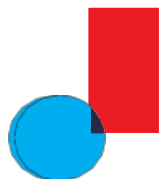
**Recommendation:**

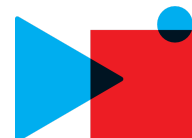
That the Board of Trustees approve the *DRAFT* Sturgeon Public Schools Annual Education Results Report (AERR).

Sincerely,

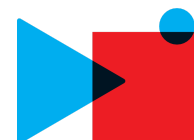
  
Shawna Walter, M. Ed.  
Acting Superintendent

Attachment





# Annual Education Results Report (AERR) 2020 - 2021




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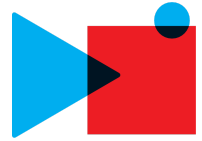
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## Accountability Statement

The Annual Education Results Report for Sturgeon Public Schools for the 2020/2021 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.

  
Joe Dwyer, Chair  
Board of Trustees  
Sturgeon Public Schools





## Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In the 2020/2021 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*.

## Impact of COVID-19 Pandemic on Assessments and Measures

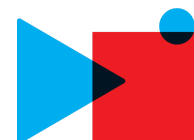
Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic in 2019/20 and 2020/21.

- Results for the 2019/20 and 2020/21 school years are not available for the PATs, Diploma Examinations, and Diploma Exam Participation Rate.
- Caution should be used when interpreting Rutherford Scholarship Eligibility Rate and High School Completion Rate results over time.

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic

- Caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic.
- The 2020/21 survey results were not:
  - Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
  - Included in the calculation of future provincial standards for new survey measures; or
  - Included in the calculation of 3-year averages used to evaluate improvement of future survey results.
- A new “N/A” (i.e., not applicable) response on the parent, student and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of “N/A” does not count towards the total number of responses in the survey result.
- New measures were introduced to better understand “Student Learning Engagement”, “Welcoming, Caring, Respectful, and Safe Learning Environments”, and “Access to Supports and Services”.
- Caution should be used when interpreting all self-report survey results due to the COVID-19 pandemic. New social guidelines and restrictions were in place throughout the year both in school settings and in society that may have impacted how participants reported levels of anxiety, access to education, or perceived quality.





## 2021 Alberta Education Assurance Measures - Summary

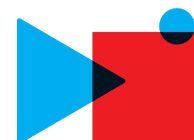
Assurance Domain	Measure	Sturgeon School Division			Alberta			Measure Evaluation					
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall			
Student Growth and Achievement	Student Learning Engagement	83.5	n/a		85.6	n/a		n/a					
	Citizenship	80.5	82.2	79.7	83.2	83.3	83.0						
	3-year High School Completion	83.5	76.3	78.9	83.4	80.3	79.6	Intermediate	Improved	Good			
	5-year High School Completion	84.3	84.8	85.4	86.2	85.3	84.8	Intermediate	Maintained	Acceptable			
	PAT: Acceptable	n/a		77.2	n/a		73.7	n/a					
	PAT: Excellence			17.9			20.3						
	Diploma: Acceptable	n/a		79.9	n/a		83.6						
	Diploma: Excellence			14.5			24.1						
Teaching & Leading	Education Quality	86.8	89.9	89.1	89.6	90.3	90.2				n/a		
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	n/a		87.8	n/a							
	Access to Supports and Services	79.5			82.6								
Governance	Parental Involvement	77.4	82.5	80.4	79.5	81.8	81.4						

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2





## 2021 Alberta Education Assurance Measures - Summary FNMI

Assurance Domain	Measure	Sturgeon Public			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a		n/a	n/a		n/a		
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a			
	3-year High School Completion	74.9	71.0	78.8	62.0	55.9	55.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	77.5	91.5	76.9	68.1	65.0	63.4	Low	Maintained	Issue
	PAT: Acceptable	n/a		66.2	n/a		52.9	n/a		
	PAT: Excellence			12.7			7.0			
	Diploma: Acceptable	n/a		79.3	n/a		77.1			
	Diploma: Excellence			19.3			11.2			
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a			
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a		n/a	n/a				
	Access to Supports and Services	n/a			n/a					
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a			

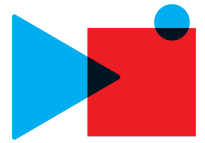
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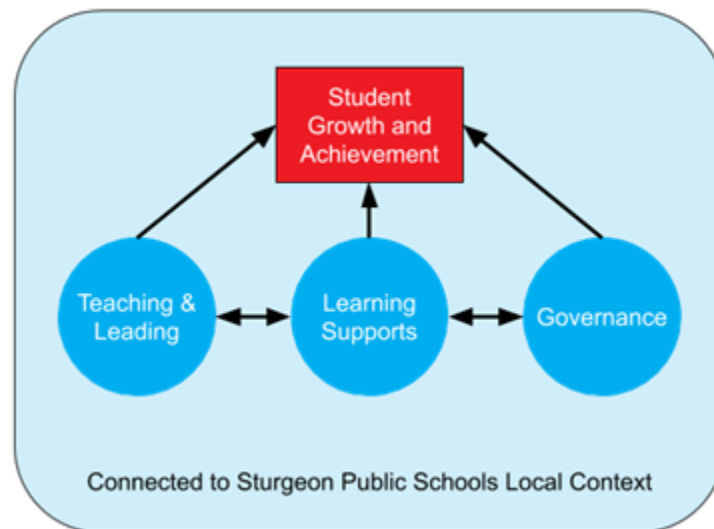


## Priority - Student Achievement

### 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.

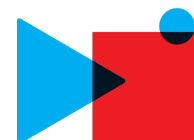


Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.

### 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

#### Required Alberta Education Assurance Measures (AEAMs)

##### Provincial Achievement Tests

Overall cohort results	Results (in percentages)					Target
	2017	2018	2019	2020	2021	2021
Acceptable Standard	78.3	78.0	76.3	n/a	n/a	79.0
Standard of Excellence	16.9	18.9	17.0	n/a	n/a	18.0

##### Diploma Examinations

Overall cohort results	Results (in percentages)					Target
	2017	2018	2019	2020	2021	2021
Acceptable Standard	77.0	75.3	84.6	n/a	n/a	85.0
Standard of Excellence	13.1	11.7	17.3	n/a	n/a	17.5

##### High School Completion

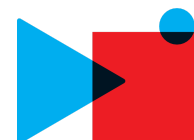
Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Drop Out Rate	3.3	2.4	2.9	3.0	<b>3.2</b>	2.9
3 Year Completion	82.5	82.0	78.5	76.3	<b>83.5</b>	79.5
5 Year Completion	80.4	84.1	87.3	84.8	<b>84.3</b>	n/a

##### Citizenship

Measure	Sturgeon Public Schools (%)						Alberta (%)				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.2	77.6	79.4	82.2	<b>80.5</b>	82.2	83.7	83.0	82.9	83.3	83.2







## New Alberta Education Assurance Measures (AEAMs) in 2021

### Student Engagement

Measure	Sturgeon Public Schools (%)						Alberta (%)				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	new measure				83.5	n/a	new measure				85.6

### Local Measures

Intellectual Engagement: Interest and Motivation (OurSchool)		Results			
		2018/19	2019/20	2020/21	Alberta Average‡
Elementary 4-6*	(%)	80	81	77	86
Secondary 7-12**	(%)	32	35	32	43

\*Elementary Student Number (1,886), \*\*Secondary Student Number (1,409), ‡Norms built in 2016-2017

## Key Insights and Implications

### Results

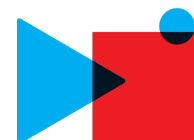
Provincial achievement tests were canceled for 2020 and 2021. Diploma exams were also canceled in 2020 and became optional for 2021. Not enough students wrote Diploma exams in 2021 to generate division averages. Targets have remained in place for the next writing, however when writing resumes, results will be impacted by learning disruptions experienced through the Pandemic.

Significant improvement is noted in the 3-year High School completion rate with the highest result in 5 years.

Agreement that students model active citizenship is down from the previous year result but remained above the 5-year average.

The new provincial measure of engagement includes results from teachers, parents and students. It is slightly below the provincial average, which is consistent with the OurSchool student only result. Both of these measures ask questions on engagement with specific subjects and classroom learning. For example, “The Mathematics I am learning is interesting to me”, or “I enjoy Language Arts classes so much that I lose track of time”.





It is important to note that many local classrooms or individual schools shifted to online learning during the school year, and all students changed from in-class learning to online learning from home for January and May 2021, with grade 7 to 12 students also moving online for the end of November and all of December 2020.

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

#### Required Alberta Education Assurance Measures (AEAMs)

##### Education Quality

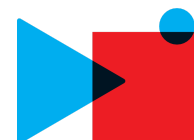
Measure	Sturgeon Public Schools (%)						Alberta (%)				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	87.0	90.5	89.9	<b>86.8</b>	90.5	90.1	90.0	90.2	90.3	89.6

### Local Measures

Quality Instruction: Rigor (OurSchool)		Results			
		2018/19	2019/20	2020/21	Alberta Average‡
Elementary 4-6*	out of 10	8.1	8.0	8.0	8.3
Secondary 7-12**	out of 10	6.5	6.3	6.5	6.6

\*Elementary Student Number (1,886), \*\*Secondary Student Number (1,409), ‡Norms built in 2016-2017





### PD and Operational / No Student Days

Division PD Days	Site-Based PD Days	Operational, no Classes
<ul style="list-style-type: none"> <li>- August 28 (am only)</li> <li>- April 23</li> <li>- May 21 (pm only)</li> </ul>	<ul style="list-style-type: none"> <li>- August 28 (pm only)</li> <li>- September 18</li> <li>- October 16</li> <li>- November 13</li> <li>- December 18</li> <li>- January 29</li> <li>- March 25</li> <li>- May 21 (am only)</li> <li>- June 4</li> </ul>	<ul style="list-style-type: none"> <li>- August 31</li> <li>- June 28</li> </ul>
<b>Teachers Convention (ATA PD)</b>		<b>Day in Lieu</b>
<ul style="list-style-type: none"> <li>- February 4 &amp; 5</li> </ul>		<ul style="list-style-type: none"> <li>- November 12</li> <li>- March 26</li> </ul>

## Key Insights and Implications

### Results

Student report of instructional Rigor remained the same or improved during 2020-2021. This is a measure of lesson clarity, provision of improvement strategies, and actionable feedback on assessments. It is noted that the percentage of teachers, parents and students satisfied with the quality of basic education decreased in 2020-2021.

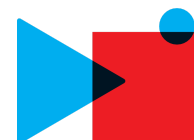
The Professional Development survey was distributed to all staff after the April 23, 2021 Professional Development Day. staff feedback on differentiating instruction and Indigenous learning indicated the following:

- Reflecting and discussing differentiation and Universal Design for Learning (UDL) is important or very important to improve student achievement in classrooms.
- Division FNMI PD supported their growth in Indigenous Foundational Knowledge and Understanding. Deeping Indigenous Knowledge and bringing lessons into all classrooms is important for staff in 2021.

There was strong agreement from staff related to teaching and learning approaches discussed in Professional Development, as illustrated by these direct quotes from staff:

- “Differentiation doesn't have to be time-intensive; it can flow naturally in the moment, responsive to students' needs. Differentiation is a mindset, not a technique or trick.”
- “Access points for every student and ensuring that we are setting the bar high with entry points for all, pushing students to do better and be more rigorous while also having relevant learning and activities is important.”





- “Throughout the year I have used Indigenous authors during our reading time in class. Often that has factual things that these people lived through. I also try to use hands-on activities with students to support Indigenous learning.”

88.2% of staff indicated that 2 division-wide Professional Development days a year was the right balance of division to school lead PD days.

## 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

#### New and Required Alberta Education Assurance Measures (AEAMs) in 2021

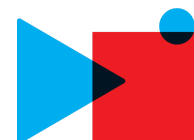
##### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Measure	Sturgeon Public Schools (%)						Alberta (%)				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	new measure				84.9	n/a	new measure				87.8

##### Access to Supports and Services

Measure	Sturgeon Public Schools (%)						Alberta (%)				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	new measure				79.5	n/a	new measure				82.6





## Local Measures

Emotional Health: Anxiety (OurSchool)		Results			
		2018/19	2019/20	2020/21	Alberta Average‡
Elementary 4-6*	(%)	27	27	29	22
Secondary 7-12**	(%)	32	39	40	29
School Context: Advocacy at School (OurSchool)		Results			
		2018/19	2019/20	2020/21	Alberta Average‡
Elementary 4-6*	out of 10	6.4	5.9	6.3	6.7
Secondary 7-12**	out of 10	2.8	2.7	2.7	2.6

\*Elementary Student Number (1,886), \*\*Secondary Student Number (1,409), ‡Norms built in 2016-2017

## Key Insights and Implications

### Results

It is noted that anxiety reported by students is slightly higher than previous years; however, grade 7 to 12 students reported consistent, above average levels of advocacy while at school, and there was improvement in grades 4 to 6 students reporting having an advocate.

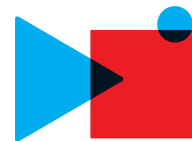
It is noted that the new measure for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) is below the provincial average. It is also noted that the new measure for teachers, parents and students reporting access to supports and services in school is below the provincial average. Neither measure has been asked of stakeholders before the 2020-21 school year and trends and context will need to be better understood.

## Indigenous Student Success and Applying Foundational Knowledge

In 2020-21, Sturgeon Public Schools deepened its commitment to Indigenous student success and the application of Indigenous foundational knowledge by creating new staff positions and acquiring school and classroom level resources. The Indigenous High School Student Coach, Indigenous Student Counselor, and six Educational Assistants work directly with students and their families to reduce barriers and improve drivers of student achievement. The Indigenous and Métis learning coaches work with teaching staff and school administrators to honour and naturalize Indigenous knowledge and approaches to learning within all classrooms and schools.

Each school received Métis Culture Resource kits from the Gabriel Dumont Institute out of Saskatchewan, and Indigenous Literacy Seed Kits through Audreys Books to ensure each school library had culturally relevant resources. Classroom level resources were introduced





into each grade 1, 3, and 5. The Mathology series, written by Indigenous authors, was purchased for each grade 3 classroom, and the leveled reading materials *Under One Sun* featuring authentic, modern indigenous content was purchased for each grade 1 and 5 classrooms in every school.

## Continuum of Supports and Services

The work of creating inclusive schools belongs to everyone. Sturgeon Public Schools endeavors to build the capacity of school-based teams and teachers to ensure access to excellent programming for all students: to foster a culture of high expectations, ensure accessible curriculum with authentic learning experiences and remove any barriers from learning.

School Learning Teams address the needs of all students and children. The teams consist of the Principal and/or Vice-Principal, the Learning Support Lead, the Learning Coach (Grades 5-9 for 20-21), the Counsellor, the Behaviour Lead and the Teacher Leader. The School Learning Team provides leadership to develop school-wide support.

School Learning Teams:

- review data from universal, targeted and individualized supports to ensure effectiveness;
- plan and coordinate academic and behavioural interventions for each level of student need;
- develop data-based decision rules for various levels of intervention and/or support;
- monitor the fidelity of the implementation of interventions; and
- provide support, such as training, coaching and resources to staff regarding various levels of intervention and/or support.

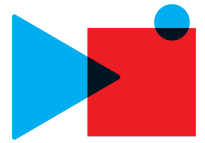
The Complex Services Team (CST) uses an integrated approach to support students with complex learning needs or severe disabilities. The focus is consultation to support mobility, communication, self-help, safety and access to learning for students with significant needs. The specialized supports and interventions implemented increase student independence, participation and successful integration in the school community.

Due to the high number of students with complex needs living in the Bon Accord, Gibbons and Redwater catchment areas, the Division expanded the GOALS (Growing Opportunities and Life Skills) program to offer the program at Redwater School beginning the 20-21 school year.

Pre-Kindergarten programming was offered at nine different locations as well as a PUF Pre-K Continuity of Learning online program. A pilot project with additional programming hours was offered three half days a week for Pre-K PUF children at Bon Accord Community School, Guthrie, Ochre Park and Sturgeon Heights.







## 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.

### Board of Trustees

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.



(L to R, Trish Murray-Elliott, Stacey Lee Buga, Irene Grace Gibbons, Joe Dwyer, Janine Pequin, Tasha Oatway-McLay, Cindy Briggs)

Ward 1 - Redwater / Coronado

Janine Pequin

Ward 2 - Bon Accord / Legal

Cindy Briggs

Ward 3 - Alcomdale / Villeneuve

Joe Dwyer, Chair

Ward 4 - Sturgeon Valley / West St Albert

Trish Murray-Elliott

Ward 5 - Morinville

Stacey Lee Buga

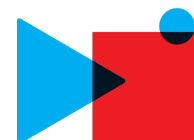
Ward 6 - Cardiff / Garrison

Tasha Oatway-McLay

Ward 7 - Gibbons / Lamoureux

Irene Grace Gibbons, Vice-Chair





## Budget-Actual Comparison

### Budget 2021-2022

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.

**[Tables and Graphs will be added when the Audited Financial Statements are approved and released.]**

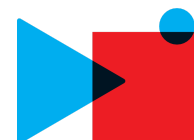
## Summary of 2020-2021 Financial Results

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

**[Tables and Graphs will be added when the Audited Financial Statements are approved and released.]**

- For information on Sturgeon Public Schools 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.





## Provincial Measures

### Required Alberta Education Assurance Measures (AEAMs) Parental Involvement

Measure	Sturgeon Public Schools (%)						Alberta (%)				
	2017	2018	2019	2020	2021	Target	2017	2018	2019	2020	2021
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.1	77.0	81.7	82.5	<b>77.4</b>	82.5	81.2	81.2	81.3	81.8	79.5

## Local Measures

### Stakeholder Engagement

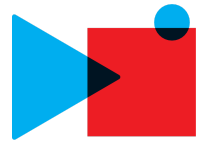
Sturgeon Public Schools reached out to stakeholders in 2020-2021 through the Alberta Assurance survey, the OurSchool student survey, a division wide Thoughtexchange, and the Professional Development survey for staff.

The division wide Thoughtexchange was open from April 13 to April 20, 2021, and allowed 566 participants to share 520 thoughts and give 5,866 ratings on the thoughts of others answering this question: What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?

Key thoughts from the Thoughtexchange representing recurring themes aligned directly to Student Achievement affirmed the current initiatives implemented within Sturgeon Public Schools. These included:

- Teaching students the curriculum in different ways (differentiated instruction). It is important to have differentiated instruction, as it allows different types of learning styles/abilities.
- Connecting student achievement with enhanced experiences that are available at Sturgeon Public Schools. As a rural Public School Division with access to places like the Outdoor classroom, this should continue to be one of our most utilized assets for reimagined learning.
- Sturgeon Public Schools' staff are recognized by our communities as caring staff who are dedicated to working with their students. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students to support their needs is crucial.





## Key Insights and Implications

### Results

It is noted that teachers and parents reported a lower satisfaction with parental involvement in decisions about their child's education. In 2020-2021 there were significant restrictions on how parents accessed the school and their child's teachers or administration due to Chief Medical Officer of Health (CMOH) Orders in place.

### Domain: Local and Societal Context

#### Assurance occurs:

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

### Contextual Information

Sturgeon Public Schools has a long history of providing quality rural public education in Sturgeon County and bordering municipalities. Sitting on Treaty 6 Territory and starting in a two-classroom school house, the Division has grown to serve 5000+ students in 17 schools, encompassing Pre-K and grades K-12.

Sturgeon Public Schools fosters a strong sense of community, where students learn in an atmosphere of inclusion and caring. Achieving student success is the focus of Sturgeon Public Schools' programming. Our schools are special places, where an open and collaborative relationship with parents and the rural community enhances the quality of our education and sees our students thrive. We support the entire individual, providing diverse specialty programming that inspires and develops each student, while maintaining caring schools that make our youth feel safe, secure, and accepted.




**LARGEST EMPLOYER**  
in Sturgeon County  
300 Teachers | 327 Support Staff



**5,089 Students**  
Preschool to Grade 12



**HIGHLIGHTS**  
2021



**17 Rural Public Schools**

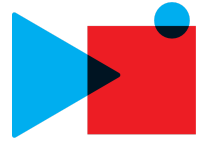


SP Virtual Academy  
CISCO Networking Academy  
Dual Credit | Child Care  
Construction | Welding | Mechanics  
French Immersion  
Knowledge & Employability  
Outdoor Classrooms  
Computing Science | Game Design



**UNIQUE PROGRAMMING**





Each year Sturgeon Public Schools celebrates our diversity and uniqueness. Our community supports activities and gay-straight alliances to ensure everyone is safe and welcome in their schools.

Sturgeon Public Schools provides academic, vocational, and technological programming to prepare students to be successful in the careers of today. Students learn the skills to excel in post-secondary education, find vocational careers, and think outside of the box in entrepreneurial pursuits.

Incredible teachers + outstanding programming + inclusive atmosphere and peer support = Sturgeon Public Schools.

### Local Measures

COVID-19 impacted the ability to host separate, school level engagements in 2020-21. Instead, school principals were given results specific to their school community from the division-wide Thoughtexchange conducted in April 2021.

## Key Insights and Implications

### Results

Principals analyzed this direct and local feedback from parents and staff in their school communities and will report on these results in their Education Plans for 2021-22.

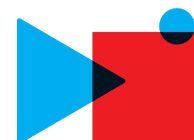
**Promoting a well-rounded approach to education such as community projects, wellness activities, outdoor classroom, etc.**

This helps engage students in their learning and builds a connection to our community.

**Mental Health for Teachers.**

Teachers need healthy bodies and minds to help support our students. It's challenging to pour from an empty cup.





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
<b>TOWN OF BON ACCORD</b> <a href="#">Bon Accord Community School</a> <a href="#">Lilian Schick School</a> <a href="#">Oak Hill School</a>	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 3 to Grade 10	780.921.3559 780.921.2200 780.921.3011
<b>TOWN OF GIBBONS</b> <a href="#">Gibbons School</a> <a href="#">Landing Trail School</a> <a href="#">Sturgeon Learning Centre</a> <a href="#">Sturgeon Virtual Academy</a>	Grade 5 to Grade 9 Pre-K to Grade 4 Grade 10 to 12, Adult Learning Grade 5 to 9, Online	780.923.2240 780.923.2898 780.923.2443 780.939.4341
<b>LANCASTER PARK MILITARY BASE</b> <a href="#">Guthrie School</a>	Pre-K to Grade 9	780.973.3111
<b>TOWN OF MORINVILLE</b> <a href="#">École Morinville Public School</a> <a href="#">Four Winds Public School</a> <a href="#">Morinville Learning Centre</a>	Pre-K to Grade 4 Grade 5 to Grade 9 Grade 10 to 12, Adult Learning	780.939.3445 825.349.0021 780.939.4033
<b>HAMLET OF RIVIÈRE QUI BARRE</b> <a href="#">Camilla School</a> <a href="#">Colony School</a>	Pre-K to Grade 9 Pre-K to Grade 9	780.939.2074 780.939.2012
<b>HAMLET OF NAMAQ</b> <a href="#">Namao School</a> <a href="#">Sturgeon Composite High School</a>	Pre-K to Grade 9 Grade 10 to Grade 12	780.973.9191 780.973.3301
<b>TOWN OF REDWATER</b> <a href="#">Ochre Park School</a> <a href="#">Redwater School</a>	Pre-K to Grade 4 Grade 5 to Grade 12	780.942.2901 780.942.3625
<b>CITY OF ST. ALBERT</b> <a href="#">Sturgeon Heights School</a>	Pre-K to Grade 9	780.459.3990

