



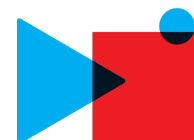
Sturgeon  
Public Schools

Dare to reimagine learning



# Annual Education Results Report (AERR) 2021 - 2022





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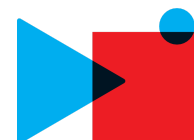
## Accountability Statement

The Annual Education Results Report for Sturgeon Public Schools for the 2021/2022 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on November 23, 2022, with amendments approved on January 25, 2023.

Joe Dwyer, Chair  
Board of Trustees, Sturgeon Public Schools





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

In the 2021/2022 school year, there were no internal disclosures of wrongdoing made in good faith by any Sturgeon Public Schools' employees under the terms of the *Public Interest Disclosure (Whistleblower Protection) Act*.

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

Participation in the Provincial Diploma Examinations was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22.

- Results for the 2021/22 Diploma Examination are limited to a single June writing (as a January writing was not available).
- 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.

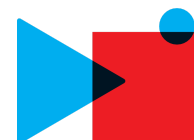
Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic

- As last year marked the introduction of several of the assurance measures, previous three year average data is not available for some measures. Longitudinal data is shared whenever it is available. Measures introduced in the 2020/21 school year are 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.

## Province-wide Security Breach of Provincial Achievement Tests

Due to a province-wide security breach, caution should be exercised when interpreting Provincial Achievement Test (PAT) results. Alberta Education has removed from the provincial cohort the results of many students who wrote over the last few days of the administration window. The provincial results are still representative of the Alberta student population. The number of students reported for each school authority and each school was not adjusted.





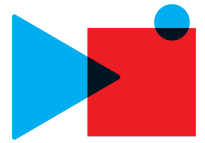
## 2021 Alberta Education Assurance Measures - Summary

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	<b>83.2</b>	83.5	n/a	<b>85.1</b>	85.6	n/a	n/a		
	Citizenship	<b>79.5</b>	80.5	80.8	<b>81.4</b>	83.2	83.1	High	Maintained	Good
	3-year High School Completion	<b>76.2</b>	83.5	79.4	<b>83.2</b>	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	<b>84.1</b>	84.3	85.4	<b>87.1</b>	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	<b>67.3</b>	n/a	76.3	<b>67.3</b>	n/a	73.8	n/a		
	PAT: Excellence	<b>14.5</b>		17.0	<b>18.0</b>		20.6			
	Diploma: Acceptable	<b>70.5</b>		84.6	<b>75.2</b>		83.6			
	Diploma: Excellence	<b>8.5</b>		17.3	<b>18.2</b>		24.0			
Teaching & Leading	Education Quality	<b>88.0</b>	86.8	90.2	<b>89.0</b>	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>84.9</b>	84.9	n/a	<b>86.1</b>	87.8	n/a	n/a		
	Access to Supports and Services	<b>80.5</b>	79.5		<b>81.6</b>	82.6				
Governance	Parental Involvement	<b>78.2</b>	77.4	82.1	<b>78.8</b>	79.5	81.5	Intermediate	Declined	Issue
Assurance Domain	Measure	Sturgeon School Division			Alberta			Measure Evaluation		
First Nations, Métis, and Inuit Student Growth Achievement	3-year High School Completion	<b>70.2</b>	74.9	73.1	<b>59.5</b>	62.0	58.4	Low	Maintained	Issue
	5-year High School Completion	<b>84.6</b>	77.5	82.9	<b>68.0</b>	68.1	65.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	<b>51.5</b>	n/a	68.4	<b>46.4</b>	n/s	54.0	n/a		
	PAT: Excellence	<b>9.2</b>		14.5	<b>6.4</b>		7.4			
	Diploma: Acceptable	<b>66.7</b>		89.5	<b>68.7</b>		77.2			
	Diploma: Excellence	<b>10.3</b>		27.9	<b>8.5</b>		11.4			

1. Participation in the 2019/20 and 2020/21 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.
2. 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).
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
4. 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.







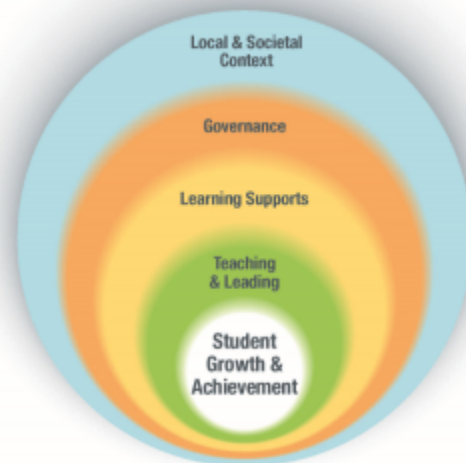
## Priority - Student Learning and Success

### Assurance Domains and Student Success

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.

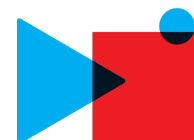
Student success is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure Sturgeon Public students meet, and excel at, the challenges presented by the global community.



### 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:

#### Outcome 1

Students achieve provincial learning outcomes and solve problems with real-world applications.

#### Outcome 2

Students use assessment feedback to identify strengths and areas of need and set learning goals.

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

### Measures Included in Domain

#### Alberta Education Assurance Measures (AEAMs)

- Provincial Achievement Tests
- Diploma Examinations
- High School Completion
- Citizenship
- Student Learning Engagement

#### Local Measures

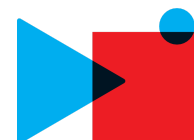
- Intellectual Engagement: Interest and Motivation (OurSchool)

### Achievement Across Alberta Education Assurance Measures

Citizenship		Results (in percentages)						Measure Evaluation		
		2018	2019	2020	2021	N	2022	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	77.6	79.4	82.2	80.5	1590	79.5	High	Maintained	Good
	Parent	68.8	71.9	78.7	78.4	245	76.1	High	Maintained	Good
	Student	70.3	71.0	73.7	69.3	1061	71.0	High	Maintained	Good
	Teacher	93.6	95.2	94.2	93.8	284	91.5	Intermediate	Declined	Issue

Student Learning Engagement		Results (in percentages)						Measure Evaluation		
		2018	2019	2020	2021	N	2022	Achievement	Improvement	Overall
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	n/a			83.5	1590	83.2	n/a		
	Parent	n/a			86.0	245	85.9			
	Student	n/a			66.9	1061	68.2			
	Teacher	n/a			97.5	284	95.6			





High School Completion	Results (in percentages)					Measure Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Drop Out Rate	2.4	2.9	3.0	3.2	3.0	High	Maintained	Good
3 Year Completion	82.0	78.5	76.3	83.5	76.2	Intermediate	Maintained	Acceptable
4 Year Completion	85.7	84.1	82.1	82.8	87.9	Intermediate	Improved	Good
5 Year Completion	84.1	87.3	84.8	84.3	84.1	Intermediate	Maintained	Acceptable
ESL 3 Year Completion	*	n/a	n/a	*	*	n/a		
ESL 5 Year Completion	*	n/a	n/a	n/a	n/a			

### Provincial Assessments

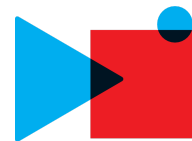
Provincial Achievement Tests	Sturgeon Public Schools (%)						Alberta (%)				
	2018	2019	2020	2021	N	2022	2018	2019	2020	2021	2022
Acceptable Standard %	78.0	76.3	n/a		736	67.3	73.6	73.8	n/a		67.3
Standard of Excellence %	18.9	17.0	n/a			14.5	19.9	20.6	n/a		18.0
Diploma Exams	Sturgeon Public Schools (%)						Alberta (%)				
	2018	2019	2020	2021	N	2022	2018	2019	2020	2021	2022
Acceptable Standard %	75.3	84.6	n/a		252	70.5	83.7	83.6	n/a		75.2
Standard of Excellence %	11.7	17.3	n/a			8.5	24.2	24.0	n/a		18.2

### Achievement Across Local Measures

Intellectual Engagement: Interest and Motivation (OurSchool)		Results			
		2019/20	2020/21	2021/22	2016/2017 Alberta Average‡
Elementary 4-6*	(%)	81	77	73	86
Secondary 7-12**	(%)	35	32	31	40

\*Elementary Student Number (1,076), \*\*Secondary Student Number (1,553), ‡Norms built in 2016-2017





## Key Insights and Implications

### Results

When examining citizenship (the number of teachers, parents and students who are satisfied that students model the characteristics of active citizenship), the Division has maintained high achievement overall and with students. There is a slight decline with parents from last year. Of note, teachers' satisfaction with citizenship has declined slightly each year since 2019 and Sturgeon Public teachers align with a provincial decrease in 2022.

In terms of student learning engagement, the Division saw an increase in the number of students who agree that "students are engaged in their learning at school", while students across the province reported a decrease. Parents and teachers reported slight decreases in engagement.

The Division saw a decrease in students who report that they are interested and motivated in their learning. In elementary, the highest report of interest and motivation is in grade 4 (79%) with declines in grades 5 and 6. For grades 7 - 12 students, the highest report of interest and motivation is in grades 7 (72%) and grade 10 (65%) with mixed results throughout the rest of the grades.

After being canceled for 2020 and 2021, Provincial Achievement Testing was reinstated in June of 2022. Diploma exams were canceled in 2020, became optional for 2021, and were reinstated for the June 2022 writing only (canceled in January). It is clear that Division results are impacted by learning disruptions experienced through the Pandemic.

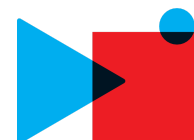
A relative strength in Division Diploma programming continues to be English Language Arts courses where the Division has exceeded the provincial average in acceptable achievement. The Division is below provincial averages in the other subjects. Math 30-1 and 30-2, along with Physics 30 achievement levels, are well below provincial averages. A relative strength in PAT results is Grade 6 Social Studies where the Division outperforms provincial averages in both standards of acceptable and excellence achievement. An area of focus will be Grade 9 Mathematics where the Division was below provincial averages in both standards of acceptable and excellence.

There is an increase in the 4 year completion rate, raising the Division achievement measure to good. The Division reports a small decrease in drop-out rate and 3 year completion rate and has overall maintained intermediate achievement.

Achievement for students who self-identified as First Nations, Métis or Inuit continue to be significantly above the provincial levels for high school completion and PAT measures. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools and below provincial average for our diploma results.







## Domain: Teaching and Leading

### Assurance occurs:

#### Outcome 3

Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.

#### Outcome 4

Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

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

#### Measures Included in Domain

Alberta Education Assurance Measures (AEAMs)

- Education Quality
- In-service - Staff PD

Local Measures

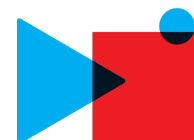
- Quality Instruction: Rigor (OurSchool)
- Division PD Survey (Staff)

### Achievement Across Alberta Education Assurance Measures

Education Quality		Results (in percentages)						Measure Evaluation		
		2018	2019	2020	2021	N	2022	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	87.0	90.5	89.9	86.8	1585	88.0	High	Declined	Acceptable
	Parent	77.0	84.3	84.0	79.9	245	83.6	High	Maintained	Good
	Student	86.9	88.6	87.3	83.1	1057	84.8	Intermediate	Declined Significantly	Issue
	Teacher	97.0	98.6	98.3	97.4	283	95.7	High	Declined	Acceptable

In-Service (PD)		Results (in percentages)						Measure Evaluation		
		2018	2019	2020	2021	N	2022	Achievement	Improvement	Overall
In-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.		89.6	91.2	76.8	76.0	275	85.4	Intermediate	Maintained	Intermediate





### Achievement Across Local Measures

Quality Instruction: Rigor (OurSchool)		Results			
		2019/20	2020/21	2021/22	2016/2017 Alberta Average‡
Elementary 4-6*	out of 10	8.0	8.0	7.7	8.3
Secondary 7-12**	out of 10	6.3	6.5	6.5	6.6

\*Elementary Student Number (1,076), \*\*Secondary Student Number (1,553), ‡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 29, 2022</li> <li>- March 13, 2023</li> </ul>	<ul style="list-style-type: none"> <li>- August 26, 2022</li> <li>- October 11, 2022</li> <li>- December 5, 2022</li> <li>- January 31, 2023</li> <li>- April 24, 2023</li> <li>- May 19, 2023 (am only)</li> <li>- June 5, 2023</li> </ul>	<ul style="list-style-type: none"> <li>- August 30, 2022</li> <li>- June 30, 2023</li> </ul>
Teachers Convention (ATA PD)		Day in Lieu
<ul style="list-style-type: none"> <li>- February 9 &amp; 10, 2023</li> </ul>		<ul style="list-style-type: none"> <li>- November 10, 2022</li> <li>- March 24, 2023</li> </ul>

## Key Insights and Implications

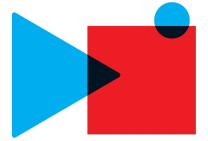
### Results

Education quality (the percentage of teachers, parents and students satisfied with the overall quality of basic education) received the achievement measure of high overall, with parents, and teachers. Both parents and students reported higher levels of quality over last year. Although, with teachers, there has been a slight, but steady, decline since 2019. The achievement measure for students was intermediate and represented a significant decrease compared to the previous three year average. In 2022, overall achievement in this area demonstrates growth over the 2021 data and is closer to the provincial average.

The Division saw a decrease in students' reporting of Rigor (students who find classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn). This measure has decreased slightly from last year in both the elementary and secondary student groups.

In-service ratings by teachers increased significantly from last year. The Division saw a near 10 percent increase in the number of teachers who reported that in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. A division-wide professional development survey was distributed to all staff after the March 14, 2022 division PD day. Respondents were asked to





consider the sessions they attended in the morning and afternoon. 100 responses were collected.

Results of the survey:

**Question:** Considering the particulars of the morning session that you attended, was it relevant to your work with students? (100 responses)

**82% Indicated:** Relevant or Very Relevant

**Question:** How likely are you to recommend this session to another staff if it is offered again next year? (100 responses)

**73% Indicated:** Likely or Very Likely

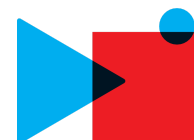
**Question:** Considering the particulars of the afternoon session that you attended, was it relevant to your work with students?

**92% Indicated: Relevant or Very Relevant**

**Question:** How likely are you to recommend this session to another staff if it is offered again next year? (93 responses)

**80% Indicated:** Likely or Very Likely





## Domain: Learning Supports

### Assurance occurs:

#### Outcome 5

Public School Communities are safe, caring, respectful and inclusive.

#### Outcome 6

First Nations, Métis and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.

#### Outcome 7

Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

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.

### Measures Included in Domain

#### Alberta Education Assurance Measures (AEAMs)

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)
- Access to Supports and Services

#### Local Measures

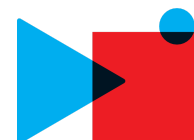
- Emotional Health: Anxiety (OurSchool)
- School Context: Advocacy at School(OurSchool)



### Achievement Across Alberta Education Assurance Measures

WCRSLE		Sturgeon Public Schools (%)						Alberta (%)				
		2018	2019	2020	2021	N	2022	2018	2019	2020	2021	2022
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	n/a			84.9	1592	84.9				87.8	86.1
	Parent	n/a			57.7	245	85.9				88.2	86.9
	Student	n/a			73.7	1063	75.2				79.8	77.7
	Teacher	n/a			95.2	284	93.6				95.3	93.6





Access to Supports		Sturgeon Public Schools (%)						Alberta (%)						
		2018	2019	2020	2021	N	2022	2018	2019	2020	2021	2022		
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	Overall	n/a				79.5	1589	80.5	n/a				82.6	81.6
	Parent	n/a				73.6	245	71.4	n/a				78.9	77.4
	Student	n/a				76.4	1060	81.2	n/a				80.2	80.1
	Teacher	n/a				88.5	284	88.8	n/a				88.7	87.3

### Achievement Across Local Measures

Emotional Health: Anxiety (OurSchool)		Results			
		2019/20	2020/21	2021/22	2016/2017 Alberta Average‡
Elementary 4-6*	(%)	27	29	36	22
Secondary 7-12**	(%)	39	40	41	29
School Context: Advocacy at School (OurSchool)		Results			
		2019/20	2020/21	2021/22	2016/2017 Alberta Average‡
Elementary 4-6*	out of 10	5.9	6.3	6.0	6.7
Secondary 7-12**	out of 10	2.7	2.7	2.8	2.6

\*Elementary Student Number (1,076), \*\*Secondary Student Number (1,553), ‡Norms built in 2016-2017

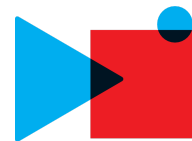
## Key Insights and Implications

### Results

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe has remained consistent overall from last year while the provincial average decreased. The number of parents who agree that learning environments are welcoming, caring, respectful and safe increased significantly (28.2%). The Division also noticed a slight decrease from teachers and conversely an increase from students. This remains a new measure with only a single year to reference against.

Again from a single year reference point, the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school has overall remained consistent. However, there is a clear increase from students who report





access to appropriate supports and a clear decrease from parents who report access to appropriate supports from last year.

It is noted that anxiety reported by students remains higher than in previous years. The Division saw an increase in students reporting anxiety from grade 4 to grade 9. After peaking at 45% in grade 9, student reports decreased steadily until the lowest report in grade 12 at 34%. At 44%, Elementary girls were a demographic that reported the highest number of students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations in elementary school.

Secondary students reported increased advocacy (students who feel they have someone at school who consistently provides encouragement and can be turned to for advice) and surpassed the pre-pandemic 2016 - 2017 provincial norms. Elementary students reported a decline in advocacy.

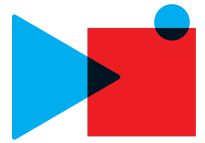
## Indigenous Student Success and Applying Foundational Knowledge

Indigenous student success and improving teacher capacity around foundational knowledge continues to be a priority for Sturgeon Public Schools. Through a multifaceted and strategic approach, the Division intentionally provides opportunities for decolonization and indigenization throughout the Division. By supporting the roles of Indigenous High School Student Coach, Indigenous Student Counselor, and six Educational Assistants who work directly with students, the Division is working to reduce barriers and improve drivers of student achievement. Indigenous and Métis learning coaches work with teaching staff and school administrators to honour and incorporate Indigenous knowledge and approaches to learning within all classrooms and schools. Sturgeon Public students experience age appropriate, locally designed blanket exercises and participate in intentional outdoor learning experiences. The Indigenous Education Cohort brings staff representatives from each school site to engage in rigorous and holistic professional development to provide further leadership and ‘elbow to elbow’ support at the school level. Division and school-based administrators participate in monthly foundational knowledge professional learning and dialogue around championing equity across schools. Additionally, beginning teachers are supported with professional learning and pedagogy support around Indigenous ways of knowing and being so they may incorporate these practices from the onset of their careers.

## Continuum of Supports and Services

In Sturgeon Public Schools, inclusive educational programming is based on meeting students’ needs, focusing on strengths, and providing optimal and enabling learning environments. Programming options are responsive, allow for flexible settings, and take into account a student's individualized needs, parental preferences, and local resources. This year, Sturgeon Public School Division shifted from a segregated program setting for students with complex needs, towards supporting individual student growth, fostering connection and independence, and achievement of personalized goals.





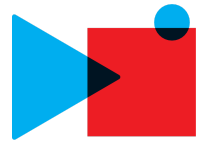
School-based Learning Teams continue to address the needs of all students and children. The teams consist of the Principal and/or Vice-Principal, Learning Support Lead, Learning Coach(es), Counsellor, and Strategies Teacher. The School-based Learning Team builds teacher capacity and provides leadership 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 Division Learning Services Team uses a collaborative, integrated model to support students with complex learning needs and disabilities. The Division organizes offerings based on the individual services and supports needed by students. Pre-Kindergarten programming continues to be offered at nine different locations.





## Domain: Governance

### Assurance occurs:

#### Outcome 8

Students, families, staff and community members are committed to a shared vision for student achievement.

#### Outcome 9

Resources are allocated and managed in the interests of ensuring student success.

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

### Board of Trustees

Sturgeon Public School Division Board of Trustees consists of seven Trustees, charged with the responsibility of providing an organized and responsive Public Education system for the students and families 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 Buga, Irene Gibbons, Joe Dwyer, Janine Pequin, Tasha Oatway-McLay, Cindy Briggs)

Ward 1 - Redwater / Coronado

Ward 2 - Bon Accord / Legal

Ward 3 - Alcomdale / Villeneuve

Ward 4 - Sturgeon Valley / West St Albert

Ward 5 - Morinville

Ward 6 - Cardiff / Garrison

Ward 7 - Gibbons / Lamoureux

Janine Pequin

Cindy Briggs

Joe Dwyer, Chair

Trish Murray-Elliott

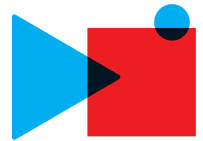
Stacey Buga

Tasha Oatway-McLay

Irene Gibbons, Vice-Chair





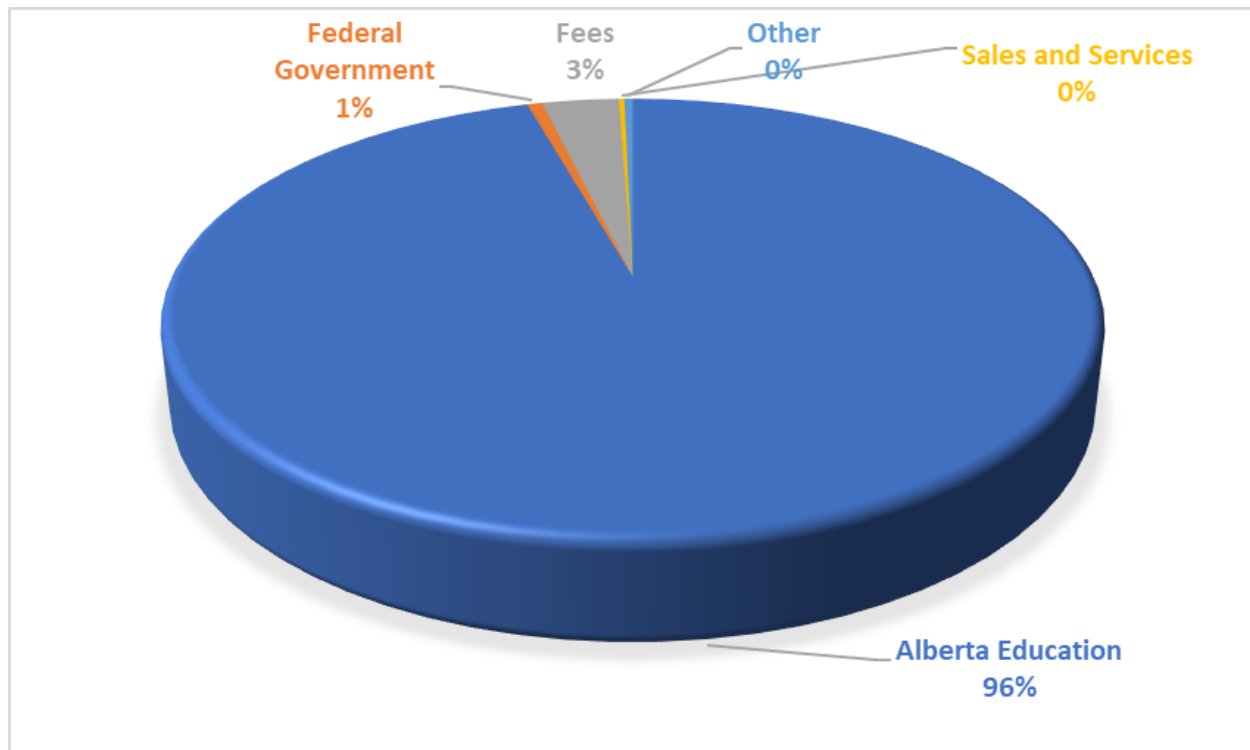


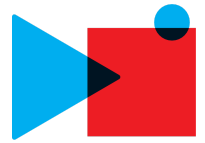
## Financial Planning and Reporting

Sturgeon Public School Division's primary focus is to ensure each student has the opportunity to achieve their full potential. Through the Budgeting and Education Plan processes, the Division establishes the goals and objectives of the Board in accordance with the Vision, Mission and Values and priorities of the school year.

### 2022 - 2023 Budgeted Revenue by Source

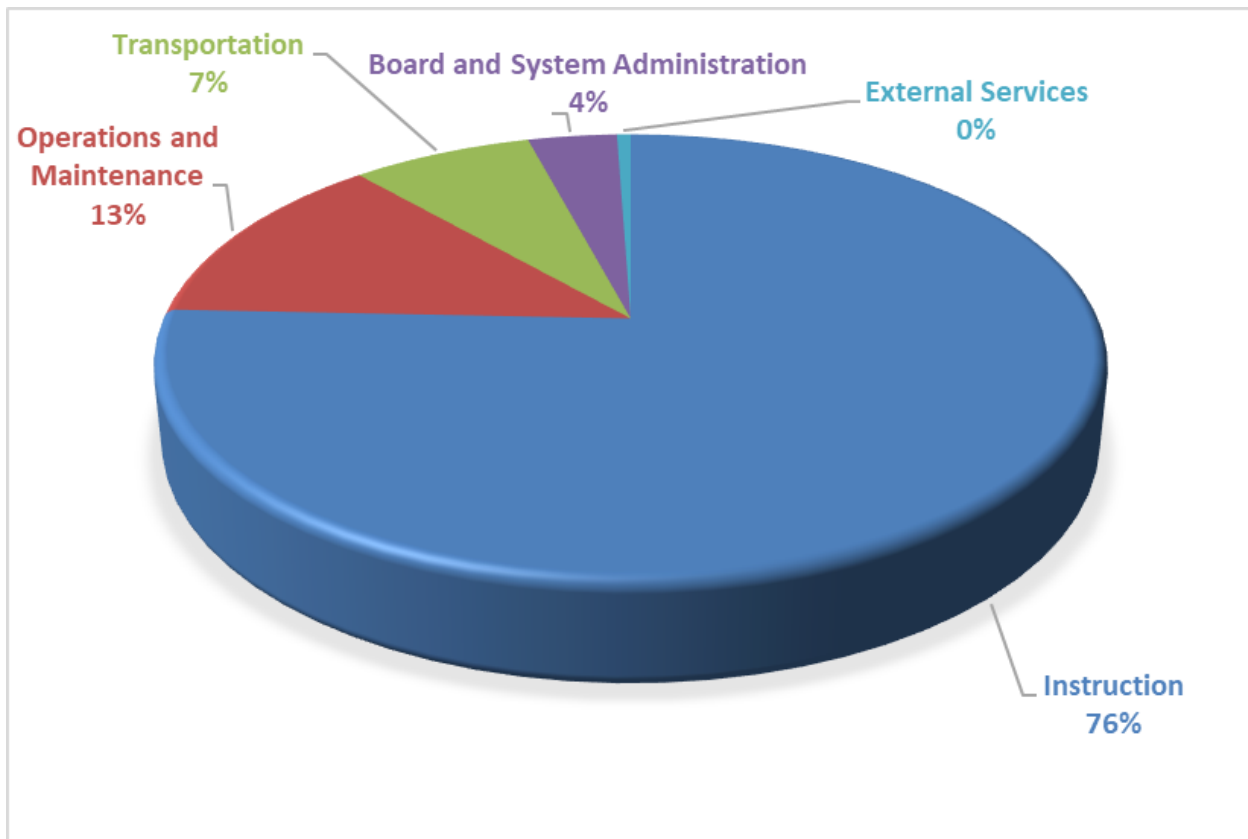
<b>Alberta Education</b>	\$71,764,882	<b>95.2%</b>
<b>Federal Government</b>	\$515,000	<b>0.7%</b>
<b>Fees</b>	\$2,550,802	<b>3.4%</b>
<b>Sales and Services</b>	\$232,485	<b>0.3%</b>
<b>Other</b>	\$290,310	<b>0.4%</b>
<b>TOTAL</b>	<b>\$75,353,479</b>	

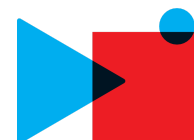




**2022 - 2023 Budgeted Expenses by Program**

<b>Instruction</b>	\$ 58,784,742	<b>75.7%</b>
<b>Operations and Maintenance</b>	\$ 9,991,525	<b>12.9%</b>
<b>Transportation</b>	\$ 5,693,792	<b>7.3%</b>
<b>Board and System Administration</b>	\$ 2,789,294	<b>3.6%</b>
<b>External Services</b>	\$ 432,098	<b>0.6%</b>
<b>TOTAL</b>	\$ 77,691,451	





## Summary of 2021 - 2022 Financial Results

### Actual vs. Budget Operating Results (2021 - 2022)

#### Variance Analysis for the Year Ended August 31, 2022 (in dollars)

	2022 Actual	2022 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% and \$100K; or lower than -10% and -\$100K) see below
Total Revenues	\$76,672,050	\$74,013,269	\$2,658,781	4%	
<b>Expense by Programs</b>					
Instruction - Pre K & K	4,051,681	4,162,794	111,113	3%	Less actual EA's than budgeted.
Instruction - 1 - Grade 12	49,618,208	51,008,613	1,385,405	3%	Savings in the substitute program and capitalizing of projects
Operations and maintenance	11,244,191	9,524,076	(1,720,115)	-18%	IMR projects not budgeted, WMA adjustment funding allocated to O&M for Projects.
Transportation	5,318,343	5,031,137	(287,206)	-6%	Average daily distance increased by 3.8%
System administration	2,697,974	3,370,898	672,924	20%	Budgeted Legal expenses did not incur.
External services	501,759	613,574	111,815	18%	One less secondment.
<b>Total Expenses</b>	<b>\$ 73,432,156</b>	<b>\$ 73,711,092</b>	<b>\$ 278,936</b>		

### Variance Explanation

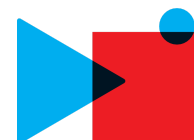
We received \$2.67M more in revenue, mainly from Alberta Education: FY20-21 WMA adjustment \$1.77M increased the actual funding in FY 21-22 by the same amount and unbudgeted funding for \$566k (Fuel Price Contingency, Learning Disruption, School Start-up, Teacher Salary Settlement).

### 2022 - 2023 Projected Accumulated Surplus

The Division is projecting a \$8.8 million accumulated surplus, as of August 21, 2023. The Accumulated Surplus will contain:

1. \$6.8 million in operating reserves (\$300K Division Unrestricted Surplus, \$5.9 million Instructional Reserves, \$0.6 million Board and System Administration)
2. \$2.0 million Capital Reserves
3. \$3.6 million Investment in Board-funded Capital Tangible Assets





## Proposed 3 Year Capital Plan

### New Construction, Modernization, Preservation and Studies

	2022-2023		2023-2024		2024-2025	
Gibbons School	Solution	1				
École Morinville Public	Solution	2				
Sturgeon Heights School	Modernization	3				
Redwater School			Replacement	1		
Landing Trail			Modernization	2		
Bon Accord					Replacement	1

### Further Information

- For information on [Sturgeon Public School Division 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 School Division financial results, contact the Director, Financial Services at 780-939-4341.

### Measures Included in Domain

#### Alberta Education Assurance Measures (AEAMs)

- Parental Involvement

#### Local Measures

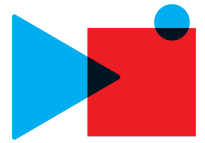
- Division Wide ThoughtExchange for Parents and Staff

### Achievement Across Alberta Education Assurance Measures

Parental Involvement		Results (in percentages)						Measure Evaluation		
		2018	2019	2020	2021	N	2022	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	77.0	81.7	82.5	77.4	524	78.2	Intermediate	Declined	Issue
	Parent	59.7	68.1	70.5	64.1	245	64.6	Intermediate	Declined	Issue
	Teacher	94.2	95.3	94.5	90.7	279	91.8	High	Declined	Acceptable







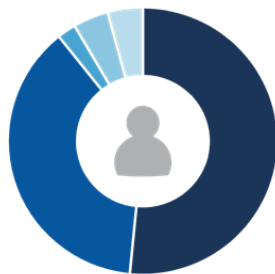
## Achievement Across Local Measures

### Stakeholder Engagement

Sturgeon Public School Division reached out to stakeholders in 2021-2022 through the Alberta Assurance survey, the OurSchool student survey, a division-wide ThoughtExchange, and the Professional Development survey for staff. In 2021 and 2022 all parents, guardians, and staff were invited to provide and rate key thoughts on improving student learning. The question for 2022 was:

*“What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student learning in our schools next year?”*

Breakdown of Participation for spring of 2022:

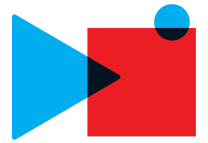


%	Person Icon	Answer
52%	(306)	■ Parent or Guardian
38%	(222)	■ Teacher
2%	(13)	■ Educational Assistant
4%	(20)	■ Administration
4%	(24)	■ Other Staff
0%	(2)	■ Community Member

The following are the top thoughts shared and voted on across the division.

<b>Maintain reasonable class sizes. Reduce demands on teachers time.</b> Teachers need time to adequately and effectively respond to the needs of individuals and whole class. With large classes this is very difficult.	4.4	★★★★★ (22)	Ranked #1 of 474
<b>Smaller class sizes, ea support in each class, literacy support</b> Individual student success	4.4	★★★★★ (17)	Ranked #2 of 474
<b>Staffing. We need more staff allocated to each school. VP time and EA time are our hot spots. We need more manpower</b> We have more needs than we have staff to manage them. We are just constantly putting out fires	4.3	★★★★★ (43)	Ranked #3 of 474
<b>Additional Support for literacy for grades 2-5</b> Covid has had significant impact on childrens early learning	4.3	★★★★★ (39)	Ranked #6 of 474
<b>Teacher Wellness</b> When teachers are healthy they will perform better	4.3	★★★★★ (35)	Ranked #10 of 474





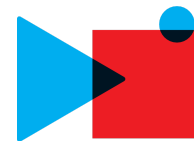
## Key Insights and Implications

### Results

Although the Division is still reporting a decline in the area of parental involvement as compared to the previous three year average, there is a rebound from last year's results. Overall, Parent and Teacher achievement measures demonstrate improvement from last year after a large decrease reported in 2021. This decrease aligns with extended pandemic related limitations on the ways parents could be physically present in schools.

Through the ThoughtExchange stakeholder engagement it was clear that overwhelmingly stakeholders supported reasonable class sizes, additional staffing, and support for students. The largest responding groups were parents with 306 respondents and teachers at 222 respondents.





## Domain: Local and Societal Context

### Assurance occurs:

#### Outcome 10

Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.

#### Outcome 11

Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.

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.

#### Measures Included in Domain

##### Local Measures

- Division Wide ThoughtExchange for Parents and Staff

#### Contextual Information

Sturgeon Public Schools has a long history of providing quality rural public education in Sturgeon County and bordering municipalities. Located on Treaty 6 Territory and starting in a two-classroom school house, the Division has grown to serve 5000+ students in 19 learning sites including 15 Schools, 2 Learning Centres, a Virtual Academy, and a Colony school, encompassing Pre-K and grades K-12.

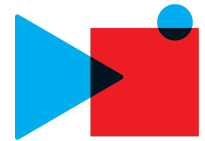
Sturgeon Public Schools fosters a strong sense of community, where students learn in an atmosphere of inclusion and caring. Achieving student success is the focus of Sturgeon Public School Divisions programming. Sturgeon Public schools are special places, where an open and collaborative relationship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

Each year Sturgeon Public Schools celebrates diversity and uniqueness. The Division 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 2021-22. Instead, school principals were given results specific to their school community from the division-wide ThoughtExchange conducted in April 2022.

Find below the key takeaways from questions asked around building community and celebrating successes. General themes include additional staffing, intervention programming, inviting community back into schools, showcasing student learning, and hosting school and community events.

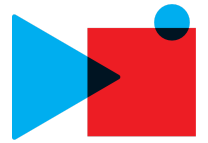
### Local & Societal Context / Build Community

<p><b>It might be nice to see some more staff - teachers, EA's, administration and volunteers</b> It would be nice to re-establish connections and communication between teachers, students and parents.</p>	4.1	★★★★☆	(35 👤)
<p><b>Implement a targeted one on one intervention program for reading, using parent volunteers.</b> Edm Catholic and Public boards both run programs like this. It could alleviate workload from the teachers. We need much more community involvement.</p>	4.0	★★★★☆	(26 👤)
<p><b>Positive Events that will motivate students - science fairs, outdoor classrooms, nickle drives, etc.</b> Community involvement, invites parents and families back into the schools, allows kids to take pride in their work and public speak. Challenges Knowle</p>	3.8	★★★★☆	(36 👤)

### Local & Societal Context / Celebrate Success

<p><b>Love to see group pics of events happening in the junior high classrooms and during their options.</b> Let's showcase our amazing junior high students and acknowledge what they accomplish through the year. Children will feel valued and acknowledged</p>	3.9	★★★★☆	(35 👤)
<p><b>Positive Events that will motivate students - science fairs, outdoor classrooms, nickle drives, etc.</b> Community involvement, invites parents and families back into the schools, allows kids to take pride in their work and public speak. Challenges Knowle</p>	3.8	★★★★☆	(36 👤)
<p><b>Having activities again</b> Having activities this helps inspire school spirit and enjoyment in your school. Having 'spirit week' is particularly enjoyable as you get to dress up</p>	3.6	★★★★☆	(35 👤)





## Key Insights and Implications

### Results

Principals analyzed this direct and local feedback from parents and staff in their school communities and may report on these results in their Education Plans for 2022-23.

"Continue to provide exciting and thought provoking learning experiences for our kiddos"

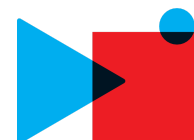
- ThoughtExchange  
3.9 ★★★★★ (40)

"Continue to make student learning hands on, fun and engaging"

-ThoughtExchange  
4.1 ★★★★★ (40)







## Sturgeon Public Schools

9820- 104 Street, Morinville, AB T8R 1L8

Telephone: 780.939.4341 Website: sturgeon.ab.ca

Community	Grades Served	Telephone
TOWN OF BON ACCORD <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
TOWN OF GIBBONS <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 780.939.4341 780.939.4341
LANCASTER PARK MILITARY BASE <a href="#">Guthrie School</a>	Pre-K to Grade 9	780.973.3111
TOWN OF LEGAL <a href="#">Legal Public School</a>	Pre-K to Grade 4	780 961 0133
TOWN OF MORINVILLE <a href="#">École Morinville Public</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 780.939.4341
HAMLET OF RIVIÈRE QUI BARRE <a href="#">Camilla School</a> <a href="#">Colony School</a>	Pre-K to Grade 9 K to Grade 9	780.939.2074 780.939.2012
HAMLET OF NAMAQ <a href="#">Namao School</a> <a href="#">Sturgeon Composite High School</a>	K to Grade 9 Grade 10 to Grade 12	780.973.9191 780.973.3301
TOWN OF REDWATER <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
CITY OF ST. ALBERT <a href="#">Sturgeon Heights School</a>	K to Grade 9	780.459.3990

