Recommendation Report

Date: November 29, 2023 **Agenda Item:** 7.5

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Requa, Director, Education Planning

Governance Policy:
Policy 220: Trustee Code of Conduct
Policy 221: Role of the Trustee
Policy 225: Role of the Board
Policy 700: Superintendent of Schools
Policy 701: Board Delegation of Authority

Additional Reference:
AP240: System, School and Program Evaluation
AP810: Protocol for Reporting Provincial Achievement & Diploma Examination Results

Assurance Domain:
Student Growth & Achievement
Teaching & Leading
Learning Supports
Governance
Local & Societal

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies (SLQS / Board Policy 700):
Building Effective Relationships
Modeling Commitment to Professional Learning
Visionary Leadership
Leading Learning
Ensuring First Nations, Métis, and Inuit Education for All Students
School Authority Operations and Resources
Supporting Effective Governance

Subject: **Draft Sturgeon Public Schools Annual Education Results Report (AERR) - November 2023**

Purpose:
For approval. Motion required.

Recommended Motion:
THAT the Board of Trustees approve the Sturgeon Public Schools Annual Education Results Report (AERR).

Background:

Attached for Trustee review is the DRAFT Annual Education Results Report (AERR) for November 2023.

The Division's Annual Education Results Report (AERR) provides information on results for all required provincial measures and local measures Sturgeon Public Schools chooses to include. The report highlights the successes and challenges of the past year and is prepared each year in November for the Board of Trustees to review. The attached AERR specifically reports on progress towards achieving the goals and outcomes of the May 2022 - 2025 Education Plan which was approved by the Board in May 2022.

An overview of the Division's financial results, once approved, will be included in the AERR.

Administration is prepared to respond to questions at the November 29, 2023, Public Board meeting.

Attachment(s):

1. Draft Annual Education Results Report (AERR) - November 2023

Sturgeon Public Schools

Dare to reimagine learning

ANNUAL EDUCATION RESULTS REPORT

(AERR)

2022 - 2023

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Accountability Statement

The Annual Education Results Report for Sturgeon Public Schools for the 2022/2023 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 2022/2023 was approved by the Board on November 29, 2023.

Irene Gibbons, Chair
Board of Trustees, Sturgeon Public Schools

Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In December 2022, there was a disclosure of wrongdoing made in good faith by Sturgeon Public Schools' employees under the terms of the Public Interest Disclosure (Whistleblower Protection) Act. Find the public report linked here.

Executive Summary

In the Annual Education Results Report (AERR), Sturgeon Public School Division aims to showcase the successes and challenges of the past year. Alberta school authorities are required to assess their progress in implementing the Education Plan and report on their achievements. The planning and reporting process focuses on building trust and confidence among diverse stakeholder groups through celebrating progress and clarifying where strategies need to be revised to better support student growth. This report captures stakeholder, school and staff experiences, along with the results of local and provincial measures for the 2022-2023 school year.

Sturgeon Public School Division is accountable for results and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to students and improve student learning and achievement.

The AERR, with its engagement components, serves as both a tool for future education plans and a historical record of the past year. The Division analyzes assurance and derived results, appreciating input from various stakeholder engagements throughout the year.

Effective planning and reporting are essential, given the critical role of education in society's future. Our vision remains that through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

Sturgeon Public School Division expects educators to not only focus on academic goals but also model and teach in an active environment that promotes health and wellness. The Division addresses emerging youth issues and prepares students for a rapidly changing world. Sturgeon Public recognizes that achieving broader educational goals requires community trust, confidence and collaboration with community leaders.

May 2022, Sturgeon Public School Division's Board of Trustees approved the 2022-2025 Education Plan based on insights gained from stakeholder engagements. **This AERR measures progress in relation to the 2022-2025 Education Plan, which is summarized on the following page**. The full plan is available at:

- https://www.sturgeon.ab.ca/download/391238.

Sturgeon Public Schools
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Education Plan 2022 - 2025

Unique Programming

Sturgeon Public Virtual Academy
CISCO Networking Academy
Dance, Hockey, and Sport Academies
STEAM Academies
French Immersion
Outdoor Classrooms, Open Air Kindergarten
LOGOS Program, Reggio Emilia approach
Registered Apprenticeship
Green Certificate
Dual Credit | Child Care | Construction | Welding | Mechanics | Cosmetology | Computer Science | Game Design | Robotics

Every Child

Respect: Honour and include Indigenous knowledge and culture in all classrooms and schools.

Student Growth & Achievement

Engagement: Improve student engagement through hands-on, active, and outdoor learning.

Literacy & Numeracy: Improve literacy and numeracy skills through evidence based approaches in inclusive classrooms.

Teaching & Leading

Collaboration: Create plans and lessons together to best support students entering the new curriculum.

Leadership: Develop strong instructional leadership in and across all schools.

Learning Supports

SEL: Develop student skills in Social Emotional Learning to improve Mental Health and Wellness.

Inclusive: Build safe, caring, respectful and inclusive classrooms and school communities.

Governance

Classroom: Focus resources on classroom and school level initiatives and staffing.

Partnership: Improve opportunities for parents and community members to volunteer at school and partner in education.

Local & Societal

Celebrate: Showcase the diverse skills and accomplishments of Sturgeon Public students.

Volunteer: Build student leadership through serving and supporting our local communities.

OUR VISION

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

Foundational Statements

WHO WE ARE

Our 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.

WHAT WE STRIVE FOR

Our Vision

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

GUIDING PRINCIPLES

Our 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 Choice

One size does not fit all. We recognize that to prepare students for their future, 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.

2022 - 2023 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.

Engaging student learning and high levels of student academic success was the priority for Sturgeon Public Schools in 2022 - 2023. The domain of Student Growth and Achievement directly aligns, while 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.

Measures in Context

As stated by Alberta Education, the Alberta Education Assurance (AEA) survey gathers feedback on the quality of education provided by school authorities and their schools. Schools and school authorities use this information to understand how they are doing and plan for the future.

The AEA survey is sent to parents or guardians of students in Grades 4, 7 and 10. Additionally, students in Grades 4, 7 and 10 and teachers (Pre-k to Grade 12) partake in the AEA survey.

2020/2021 marked the introduction of several assurance measures, therefore, 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 yet evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
- Not yet included in the calculation of future provincial standards for new survey measures; or
- Not yet included in the calculation of 3-year averages used to evaluate improvement of future survey results.

Historic 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 were limited to a single June writing.
- 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 High School Completion Rate results over time.

Domain: Student Growth & Achievement

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

2022 - 2023 Outcomes

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

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

All Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	83.1	83.2	83.2	84.4	n/a	Maintained	n/a
Citizenship	77.2	79.5	80.9	80.3	Intermediate	Declined Sig.	Issue
HS Completion (3Y)	76.9	76.2	78.7	80.7	Intermediate	Maintained	Acceptable
HS Completion (5Y)	89.0	84.1	84.4	88.6	Intermediate	Improved	Good
PAT: Acceptable	66.9	63.1	n/a	63.3	Low	n/a	n/a

PAT: Excellence	15.3	15.2	n/a	16.0	Intermediate	n/a	n/a
DIP: Acceptable	78.5	70.5	n/a	80.3	Intermediate	n/a	n/a
DIP: Excellence	13.7	8.5	n/a	21.2	Intermediate	n/a	n/a
Indigenous Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
HS Completion (3Y)	65.8	70.2	72.0	57.0	Very Low	Maintained	Concern
HS Completion (5Y)	78.4	84.6	84.5	71.3	Low	Maintained	Issue
PAT: Acceptable	63.2	47.6	n/a	40.5	Low	n/a	n/a
PAT: Excellence	10.0	8.7	n/a	5.5	Very Low	n/a	n/a
DIP: Acceptable	82.9	66.7	n/a	74.8	Intermediate	n/a	n/a
DIP: Excellence	7.9	10.3	n/a	11.3	Very Low	n/a	n/a

Engagement in Literacy and Numeracy Learning

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Engagement Overal	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	n/a	n/a	1323	83.5	1590	83.2	1586	83.1
Alberta: Overall	n/a	n/a	n/a	n/a	230956	85.6	249740	85.1	257214	84.4
									SPS Change from previous year:	-0.1
									SPS Relative to province:	-1.3

Engagement Detail	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	n/a	n/a	220	86.0	245	85.9	225	85.2
SPS: Students	n/a	n/a	n/a	n/a	850	66.9	1061	68.2	1046	67.6
SPS: Teachers	n/a	n/a	n/a	n/a	253	97.5	284	95.6	315	96.4

In terms of student learning engagement, as determined by Alberta Education Assurance (AEA) survey, the Division saw an increase in the number of teachers who agree that "students are engaged in their learning at school". Parents and students reported slight

decreases in engagement. Overall, by AEA indicators, the Division maintained achievement in this area.

Citizenship

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Citizenship Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1403	79.4	1536	82.2	1323	80.5	1590	79.5	1583	77.2
Alberta: Overall	265614	82.9	264413	83.3	230843	83.2	249770	81.4	257231	80.3
									SPS Change from previous year:	-2.3
									SPS Relative to province:	-3.1

Citizenship Detail	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	213	71.9	277	78.7	221	78.4	245	76.1	224	73.3
SPS: Students	919	71.0	982	73.7	849	69.3	1061	71.0	1044	68.9
SPS: Teachers	271	96.2	277	94.2	253	93.8	284	91.5	315	89.3

When examining citizenship, by AEA indicators, the Division reports intermediate achievement overall and with parents and teachers. Conversely, by AEA indicators, Alberta Education considers 68.9% for students' self report as high achievement for Citizenship. Although, this result has declined from last year. As the Division notes a significant decline overall, citizenship continues to be an important area of focus for Sturgeon Public Schools. This year, schools across the division focus on increasing opportunities for leadership and service-projects. As part of school education plan collaborative planning, school leadership teams reflected on school-wide positive behaviour supports and opportunities to support citizenship throughout the school and larger community.

High School Completion Rates

High School Completion Rate (3-year & 5-year) results for the same Grade 10 Cohort are outlined in each table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2016 is reported in 2019-2020 as 83.5%. The completion rate for this same cohort at 5-year completion is reported in 2020-2021 as 89.0%.

3 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	266	78.5	273	76.3	289	83.5	277	76.2	259	76.9
SPS: Indigenous Students	37	73.4	34	71.0	35	74.9	47	70.2	38	65.8
Alberta: All Students	44978	79.7	45354	80.3	46245	83.4	47675	83.2	48340	80.7
Alberta: Indigenous Students	3632	57.1	3750	55.9	3814	62.0	3972	59.5	3943	57.0
									SPS Change from previous year: All Students	+0.7
									SPS Relative to province: All Students	-3.8
									SPS Relative to province: Indigenous Students	+8.8

5 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	316	87.3	287	84.8	266	84.3	273	84.1	288	89.0
SPS: Indigenous Students	33	79.6	23	91.5	31	77.5	36	84.6	34	78.4
Alberta: All Students	44842	85.2	44988	85.3	44972	86.2	45344	87.1	46238	88.6
Alberta: Indigenous Students	3266	64.5	3407	65.0	3469	68.4	3593	68.0	3719	71.3
									SPS Change from previous year All Students:	+5.0
									SPS Relative to province: All Students	+0.4
									SPS Relative to province: Indigenous Students	+7.1

Sturgeon Public Schools' 5-year High School Completion rate, for all students, has improved and exceeds the provincial average. The Division continues to focus on 3-year High School Completion, for all students, seeing a slight increase over last year.

Achievement for students who self-identify as First Nations, Métis or Inuit continue to be significantly above the provincial levels for high school completion and academic achievement. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools. Specifically of note is the disparity of 10.6% between 5 year graduation rates of Indigenous students as compared to all students across the Division. In response, the Division continues to build and strengthen supports for academic achievement and holistic wellness of First Nations, Métis and Inuit students. Key strategies implemented in specific schools include building our Student Success Coaching Program at the High School level and including an Indigenous Student Counsellor connected to local community at the elementary and junior high levels.

Summative Evaluations: Provincial Achievement Test and Diploma Examination Results

Provincial Achievement Tests	Sturgeon Public Schools (%)						Alberta (%)				
	2019	2020	2021	**2022**	**N**	**2023**	2019	2020	2021	2022	2023
All Students Acceptable Standard %	76.7	n/a	n/a	63.1	751	66.9	71.1	n/a	n/a	64.3	63.3
All Students Standard of Excellence %	17.4	n/a	n/a	15.2	751	15.3	20.8	n/a	n/a	17.7	16.0

Diploma Exams	Sturgeon Public Schools (%)						Alberta (%)				
	2019	2020	2021	**2022**	**N**	**2023**	2019	2020	2021	2022	2023
All Students Acceptable Standard %	84.6	n/a	n/a	70.5	323	78.5	83.6	n/a	n/a	75.2	80.3
All Students Standard of Excellence %	17.3	n/a	n/a	8.5	323	13.7	24.0	n/a	n/a	18.2	21.2

Overall, the Division sees a slight increase in Provincial Achievement Test results from last year. The Division now exceeds the provincial average for acceptable standard achievement. Sturgeon Public School Division reports PAT achievement of standard of excellence less than one percent (0.7%) below the provincial average overall. A relative strength in Division Provincial Achievement programming is Grade 9 Science. The Division reports a high level of acceptable achievement and a very high level of standard of Excellence achievement in this subject. A relative area of focus is French Language Arts at both the grade 6 and 9 levels. The division is working closely with French Immersion leads and targeting specific professional development for effective French Immersion Instruction. Importantly, the Division also continues to focus strategic attention on Mathematics

achievement at both the grade 6 and 9 levels. Recognizing the Grade 9 K&E Mathematics standard of excellence reported a very high level of achievement, there is still a concerted effort to improve mathematics achievement broadly.

Overall, the Division saw a definitive increase in Diploma Examination results over last year (+8.0% for acceptable standard and +5.2% for excellence standard achievement). The Division is making gains towards provincial averages in both categories. A relative strength of Diploma Examination results continues to be English Language Arts 30-2. An area of focus for Diploma Examination results is Social Studies 30-2. Division High Schools have introduced intentional goal setting per discipline department allowing expert teachers to respond to the needs of students specific to the learning of specific subjects. School Education Plans directly reflect intentional focus on responding to student needs through analysis of Diploma examinations.

Achievement Across Local Measures

Sturgeon Public Schools engages students in a variety of ways to gather feedback and insight into learning experiences. OurSchool is a survey that all grades 4 to 12 students complete in the spring. The measures reported include Intellectual Engagement, Quality Instruction and Emotional Health & School Context.

Local Measure Intellectual Engagement: Interest and Motivation (OurSchool Survey)		Results				
		2019/20	2020/21	2021/22	2022/23	Alberta Norms
Elementary 4-6*	(%)	81	77	73	70	77
Secondary 7-12**	(%)	35	32	31	30	34

*Elementary Student Number (1,117), **Secondary Student Number (1,593)

This year, the Division saw a decrease in students who report they are interested and motivated in their learning. SPS observes a declining trend over time with elementary and high school students. Using this data, the Division has been intentional in supporting teachers to focus on ensuring academic purpose for all students through the use of Universal Design. The Division has also responded by designing new curriculum professional development around active, hands-on/experiential and visible learning. The Division has also focused on providing unique programming including a wide variety of Career and Technology Foundations, Career and Technology Studies courses along with diverse academies and STEAM education programming across schools. Additionally, by strengthening Career Pathways Education offerings (including Work Experience and Career Internship Program, Registered Apprenticeship Program (RAP), Dual Credit Program and the Alberta Agriculture Green Certificate Program) students are empowered to pursue educational experiences that match their unique interests and future pathways.

Early Years Literacy & Numeracy Assessments

Sturgeon Public Schools participated in the provincial literacy and numeracy assessments, which include the the English Letter Name-Sound (LeNS) and The Castles and Coltheart 3 (CC3) :

- Grade 1 students participated in the Alberta Education Literacy Screens (LeNS, CC3) and Alberta Education Numeracy Screen
- Grade 2 students participated in the Alberta Education Literacy Screens (LeNS, CC3) and Alberta Education Numeracy Screen
- Grade 3 students participated in the Alberta Education Literacy Screen (CC3) and Alberta Education Numeracy Screen
- Grade 4 students participated in the Alberta Education Literacy Screen (CC3) Alberta Education Numeracy Screen

Participating “At Risk” students in grades 1 to 4 averaged 12 months behind grade level and gained an average of 12 months by the year end assessment.

Early Years Literacy & Numeracy Assessments	Results (in percentages)			
	N	Grade	Number of Students At Risk Beginning	At Risk End
Alberta Education Literacy Screens	380	1	161	101
	325	2	88	113
	353	3	79	104
	159	4	133	50
Alberta Education Numeracy Screen	380	1	149	115
	325	2	130	112
	353	3	56	103
	159	4	73	58

Overall, all at risk students improved their achievement from the beginning of the year. In grades two and three in literacy and grades three in numeracy, the Division saw an increase in students deemed at risk with the heightened expectations of the year-end writing. The Division recognized the greatest number of students moving out of the at risk category in literacy in grade 4. It is notable that there was focus on supplemental targeted individual or small group intervention in grade 4. Interventions at other grade levels were designed through in-class small group instruction and targeted universal instruction for both literacy and numeracy.

Domain: Teaching and Leading

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.

2022 - 2023 Outcomes

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

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

	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Education Quality	86.6	88.0	88.9	88.1	Intermediate	Declined Sig.	Issue

Education Quality

The percentage of teachers, parents and students who are satisfied with the overall quality of basic education.

Education Quality Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1404	90.5	1536	89.9	1321	86.8	1585	88.0	1590	86.6
Alberta: Overall	265841	90.2	264623	90.3	230814	89.6	249532	89.0	257584	88.1
									SPS Change from previous year:	-1.4
									SPS Relative to province:	-1.5

Education Quality Detail	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	213	84.3	277	84.0	220	79.9	245	83.6	225	81.6
SPS: Students	920	88.6	982	87.3	848	83.1	1057	84.8	1050	83.1
SPS: Teachers	271	98.6	277	98.3	253	97.4	283	95.7	315	95.0

By AEA indicators, Education quality received the achievement measure of intermediate which represents a significant decline overall. By focusing on aligned professional development, the Division contributes to ongoing professional growth of leaders, teachers and staff. By implementing a division-wide behaviour support system (Therapeutic Crisis Intervention for Schools - TCIS) the Division will further empower staff to address classroom complexity and serve students to their highest ability.

In-Service Professional Development

In-servicing received from the school authority has been focused, systematic and contributed significantly to a teacher's ongoing professional growth.

In-Service (PD)	Results (in percentages)						Measure Evaluation		
	2019	2020	2021	2022	N	2023	Achievement	Improvement	Overall
SPS: Teachers	91.2	76.8	76.0	85.4	301	89.7	High	Improved	Good

2022 - 2023 PD and Operational / No Student Days

Division PD Days	Site-Based PD Days	Operational, no Classes
- August 29, 2022 - March 13, 2023	- August 26, 2022 - October 11, 2022 - December 5, 2022 - January 31, 2023 - April 24, 2023 - May 19, 2023 (am only) - June 5, 2023	- August 30, 2022 - June 30, 2023
Teachers Convention (ATA PD)		**Day in Lieu**
- February 9 & 10, 2023		- November 10, 2022 - March 24, 2023

Again this year, the Division saw a definitive and significant 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. The division reports improved and high achievement in this area.

Professional Learning Supervision and Evaluation

Sturgeon Public Schools are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes. Sturgeon Public Schools' Teacher Growth, Supervision and Evaluation Policy is implemented through careful oversight that all professional staff promote a positive public school division culture and climate that fosters continuous professional learning while meeting the Teaching Quality Standard and the Code of Professional Conduct. Principals are empowered to provide support, supervision and evaluation of all teaching professionals.

Achievement Across Local Measures

OurSchool: Quality Instruction - Rigor

Students respond to questions regarding the degree to which they perceive their learning environment to be organized and purposeful, and the degree to which they are provided regular feedback.

Quality Instruction: Rigor (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	2022/23 Canadian Norms***
Elementary 4-6*	out of 10	8.0	8.0	7.7	7.9	7.8
Secondary 7-12**	out of 10	6.3	6.5	6.6	6.6	6.8

*Elementary Student Number (1,117), **Secondary Student Number (1,593), *** Alberta Norms not available

OurSchool: Quality Instruction - Relevance

Students respond to questions regarding the relevance of classroom instruction.

Quality Instruction: Relevance (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	2022/23 Canadian Norms***
Elementary 4-6*	(%)	7.6	7.6	7.2	7.3	7.2
Secondary 7-12**	(%)	5.7	5.8	5.8	5.9	6.3

*Elementary Student Number (1,117), **Secondary Student Number (1,593)), *** Alberta Norms not available

OurSchool: Quality Instruction - Effective Learning Time

Students respond to questions regarding the effective use of classroom time.

Quality Instruction: Effective Learning Time (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	2022/23 Canadian Norms***
Elementary 4-6*	(%)	7.9	7.9	7.6	7.8	7.7
Secondary 7-12**	(%)	6.7	6.9	6.9	6.9	7.2

*Elementary Student Number (1,117), **Secondary Student Number (1,593), *** Alberta Norms not available

The Division saw a slight increase in students' reporting of rigor (students who find classroom instruction is well-organized, has a clear purpose, and includes immediate and appropriate feedback that helps them learn) at the elementary level exceeding Canadian norms for this measure. Secondary students' (7-12) remained consistent from last year in their reporting of rigor. The Division also saw slight improvement with relevance and effective learning time for elementary students. Secondary students increased their reporting of relevance by 4 percentage points, representing the largest change across the Our School Survey. It should be noted that Canadian norms were used as a reference point in the absence of provincial norms for these measures.

Staff Professional Development Surveys

As a local measure, a division-wide professional development survey was distributed to all staff after the March 2023 Division PD day. Respondents were asked to consider the sessions they attended and answer pertinent questions. 91 responses were collected.

Highlights of results of the March 2023 Professional Development Survey:

Question: Considering the particulars of the morning session that you attended, was it relevant to your work with students? (91 responses)

79% Indicated: Relevant or Very Relevant

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

67.5% Indicated: Relevant or Very Relevant

Question: If you attended a session, did the activities or discussion help support your growth in [the area of Indigenous Foundational Knowledge and Understanding]

85.7% Indicated: Agree or Strongly Agree

In order to continue to be responsive to staff professional learning needs, SPS designed an additional staff survey around professional learning needs. 305 staff (209 teachers, 70 Educational Assistants, and 25 other staff) responded to the 2023 Professional Learning Needs Staff Survey.

The survey assessed the professional comfort and confidence of teachers of the following topics:

- Comprehensive Literacy,
- Comprehensive Numeracy,
- Assessment,
- Teacher Collective Efficacy,
- Universal Design for Learning,
- Indigenous Foundational Knowledge, Truth and Reconciliation, and Student Success,
- Behaviour Support (TCIS),
- Trauma Informed Practice, and
- Restorative Practices.

The division identified Restorative Practices and Indigenous Foundational Knowledge, Truth and Reconciliation, and Student Success as two areas for focus for the upcoming school year. Assessment and Universal Design for Learning were the top two areas of strength divisionally.

Within the Professional Learning Needs Survey, the Division also delivered *The Enabling Conditions for Collective Teacher Efficacy Questionnaire* (Donohoo, 2017*) which will further equip school leaders to impact effective instructional leadership within their unique settings. This scale gauges staff collective efficacy, "collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students" (Donohoo, 2017*).

*Collective Efficacy: How Educators' Beliefs Impact Student Learning by Jenni Donohoo. Thousand Oaks, CA: Corwin, www.corwin.com.

Domain: Learning Supports

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.

2022 - 2023 Outcomes

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

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

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

Learning Supports	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE	83.0	84.9	84.9	84.7	n/a	Declined	n/a
Access to Supports	81.0	80.5	80.5	80.6	n/a	Maintained	n/a

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WCRSLE	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	n/a	n/a	1327	84.9	1582	84.9	1587	83.0
Alberta: Overall	n/a	n/a	n/a	n/a	231091	87.8	249941	86.1	527391	84.7
									SPS Change from previous year:	-1.9
									SPS Relative to province:	-1.7

WCRSLE	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	n/a	n/a	221	85.7	245	85.9	225	83.0
SPS: Students	n/a	n/a	n/a	n/a	853	73.7	1063	75.2	1047	73.9
SPS: Teachers	n/a	n/a	n/a	n/a	253	95.2	284	93.6	315	92.2

By AEA indicators, the percentage of Sturgeon Public teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe decreased from last year. This was similar across the province for this measure WCRSLE remains a new measure with only two years to reference against.

Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Access to Supports and Services	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	n/a	n/a	1323	79.5	1589	80.5	1584	81.0
Alberta: Overall	n/a	n/a	n/a	n/a	230761	82.6	249570	81.6	256994	80.6
									SPS Change from previous year:	+0.5
									SPS Relative to province:	+0.4

Access to Supports and Services	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	n/a	n/a	221	73.6	245	71.4	225	72.8
SPS: Students	n/a	n/a	n/a	n/a	849	76.4	1060	81.2	1045	79.3
SPS: Teachers	n/a	n/a	n/a	n/a	253	88.5	284	88.8	314	90.9

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school has increased slightly over the course of the last two years. There are increases from parents and teachers who report access to

appropriate supports and a slight decrease from students who report access to appropriate supports from last year.

Achievement Across Local Measures

OurSchool Survey: Emotional Health & School Context

Students describe the extent to which they experience feelings of or display symptoms of anxiety and whether or not they have someone at school who consistently provides encouragement and who they can turn to for advice.

Emotional Health: Anxiety (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	Alberta Norms
Elementary 4-6*	(%)	27	30	36	34	24
Secondary 7-12**	(%)	39	41	41	44	32
School Context: Advocacy at School (OurSchool)		Results				
		2019/20	2020/21	2021/22	2022/23	Alberta Norms
Elementary 4-6*	out of 10	5.9	6.3	6.0	6.2	6.5
Secondary 7-12**	out of 10	2.7	2.7	2.9	3.3	2.8

*Elementary Student Number (1,117), **Secondary Student Number (1,593)

The Division saw a decrease in the number of elementary students reporting anxiety. Secondary (7-12) students report an increase in anxiety. Upon further analysis, the Division observed a substantial difference between male and female students. Female students reported higher levels of intense feelings of fear, intense anxiety or worry about particular events or social situations in elementary school across every grade level. The Division observes a striking disparity in Grade 10 (71% of female students reported experiencing anxiety compared with 30% of male students). Male students consistently fall within provincial norms where Sturgeon Public female students report significantly higher levels of anxiety.

Both Elementary and Secondary students reported increased advocacy (students who feel they have someone at school who consistently provides encouragement and can be turned to for advice). The greatest increase was at the secondary level with reporting of 3.3 / 10 compared to the provincial norm of 2.8 / 10.

Continuum of Supports and Services

At Sturgeon Public Schools, inclusive education centers on addressing students' needs, emphasizing their strengths, and creating conducive and empowering learning environments. Our educational programming is adaptable, flexible, responsive, considers each student's unique needs, parental choices and our communities resources.

Sturgeon Public Schools is committed to enhancing behavioral support for students.The Division has taken significant steps to provide comprehensive assistance, including the introduction of the TCIS (Therapeutic Crisis Intervention in Schools) program, dedicated behavior coaches and the establishment of a behavior cohort. Additionally, the Division has implemented the ABLLS-R (Assessment of Basic Language and Learning Skills - Revised) to address programming gaps. To further bolster inclusive education efforts, the Division has introduced an inclusive programming coach to support teachers, educational assistants and students in accessing learning. With these initiatives, the Division aims to create a supportive and inclusive environment where every student can thrive and reach their full potential.

School-Based Learning Teams remain dedicated to addressing the needs of all students and children. These teams typically consist of the Principal and/or Vice-Principal, Learning Support Lead, Learning Coach(es), Counsellor, Mental Health and Wellness Coach and Behaviour Lead. The School-Based Learning Team focuses on enhancing the skills of teachers and assumes a leadership role in establishing comprehensive support throughout the school.

The School Learning Teams:

- Analyze data related to universal, targeted and individualized support to ensure effectiveness.
- Plan and coordinate academic and behavioral interventions according to student needs.
- Create decision-making guidelines based on data for various levels of intervention and support.
- Monitor the fidelity of implementation of these interventions.
- Offer support, including training, coaching and resources to the staff concerning different levels of intervention and support.

The Division Learning Services Team utilizes a variety of service delivery models that emphasize the need for collaborative multi-disciplinary approaches to support individualized student needs. The Division arranges its services based on multi-tiered systems of support. Pre-Kindergarten programs are available at seven distinct locations.

Indigenous Student Success and Applying Foundational Knowledge

Sturgeon Public Schools is working strategically to support First Nations, Métis, and Inuit students towards holistic success while systematically improving the Division's collective understanding of Indigenous foundational knowledge and truth and reconciliation. Through a multifaceted and planned approach, the Division intentionally provides opportunities for strengthening community connections and voice, improving teacher practice and understanding and evolving systems to meet the needs of all students.

The Division has been intentional in collaborating with community partners to inform and improve education within Sturgeon Public Schools for the benefit of all students. The Division is grateful to the knowledge keepers and elders who have shared time and teachings with staff and students division-wide.

By supporting the roles of Indigenous Student Success 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. Concrete support for academic and socio-emotional success is prioritized to meet individual student needs.

The Métis Learning Coach works with school staff and school administrators to honor and incorporate Indigenous knowledge and approaches to learning within all classrooms and schools. The Call to Action 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 and aspiring leaders are supported with professional learning around Indigenous ways of knowing and being so they may incorporate these practices from the onset of their careers.

Domain: Governance

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

2022 - 2023 Outcomes

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

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

Board of Trustees

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

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.

Ward 1 - Redwater / Coronado	Janine Pequin
Ward 2 - Bon Accord / Legal	Cindy Briggs, Vice-Chair
Ward 3 - Alcomdale / Villeneuve	Joe Dwyer
Ward 4 - Sturgeon Valley / West St. Albert	Trish Murray-Elliott
Ward 5 - Morinville	Stacey Buga
Ward 6 - Cardiff / Garrison	Tasha Oatway-McLay
Ward 7 - Gibbons / Lamoureux	Irene Gibbons, Chair

Governance	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Parental Involvement	74.7	78.2	80.3	79.1	Intermediate	Declined Sig.	Issue

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Parental Involvement	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	483	81.7	554	82.5	470	77.4	524	78.2	538	74.7
Alberta: Overall	68116	81.3	70377	81.8	60919	79.5	62412	78.8	63935	79.1
SPS Change from previous year:										-3.5
SPS Relative to province:										-4.4

Parental Involvement	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	212	68.1	277	70.5	220	64.1	245	64.6	225	62.0
SPS: Teachers	271	95.3	277	94.5	250	90.7	279	91.8	313	87.4

The Division is focused on improving engagement opportunities with parents. The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has significantly decreased, with teachers noting the greatest decline. By engaging families and community members through multiple avenues, including continuing with a survey and re-introducing in-person engagements for families and community members during the 2023-2024 school year, the Division will work to increase opportunity for parent voice and involvement. At the school level, Administrators create specific goals to address local community needs in order to support increased opportunities for parental involvement.

Stakeholder Engagement

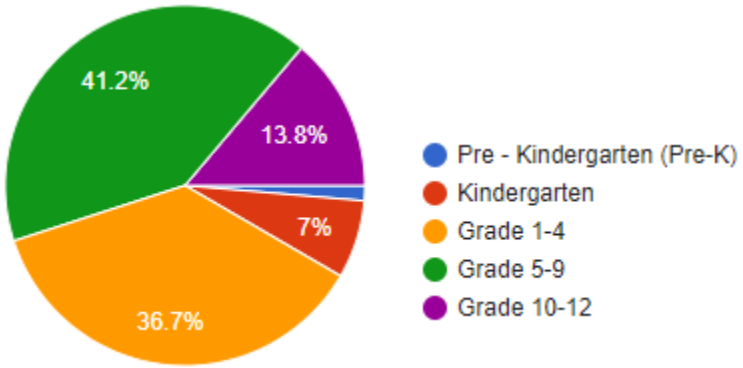
Sturgeon Public School Division reached out to stakeholders in 2022-2023 through the Alberta Education Assurance Measure Survey, the OurSchool Student Survey, the division-wide Parent and Community Survey, the Staff Professional Development Survey, Staff Professional Learning Needs Assessment Survey and in-person engagements with students through the Division Student Advisory Council by school. In 2022-2023, all

parents, guardians, students and staff were invited to provide key thoughts on what the Division is doing well, what can be improved and how parents can be more involved in their child's education.

Gathering survey data from families and community members is a vital component of our stakeholder engagement plan. The survey provided feedback across the following dimensions:

- Quality of Education,
- Supports and Resources to Support Student Needs,
- Developing Attitudes and Behaviour for LifeLong Learning,
- Teacher support, guidance and Availability outside of class,
- Citizenship and Effective Discipline in Schools; and
- Policies and Procedures that Support Student Success.

440 parents and 2 community members answered the survey. Parents answering the survey identified themselves as having children in the following grade levels:



"The teachers at our school are caring, compassionate and dedicated to their students' success. The teachers do their best with what resources they are given."
- 2023 Parent Respondent

When asked, **what Sturgeon Public Schools is doing well** the following top themes emerged:

- Teachers and staff were acknowledged continuously for their care and dedication towards students.
- Schools were seen as safe and caring.
- Communication was highlighted as effective and clear.

When asked, w lowing themes emerged:

- Dealing with safety issues related to student behavior and discipline.
- Supports for inclusion of learners with diverse needs.
- Issues related to transportation.

When asked, **What do you think parental or guardian involvement should look like in schools**, the following themes emerged:

- Parents want to continue to volunteer in schools. Schools should ensure these opportunities are well communicated.
- School Council is a common way to be involved.
- Parents are happy with the opportunities they have to be involved in school.
- Parents are content with the general information they are receiving from schools.

When asked, **How can Sturgeon Public Schools support parents / families to take a more active role in ensuring students' success in education**, the following themes emerged:

- Schools could communicate more around volunteer opportunities in schools.
- Communication could be improved around discipline, academic achievement, and weekly or monthly activities and events.
- More workshops or learning opportunities for Parents would be appreciated.
- More parents could be involved through School Councils.

Through the parent and community survey, it is evident that fostering positive student behavior, supporting diverse learning needs and working together to resolve transportation issues are vitally important. By introducing school and division wide-initiatives to support safe, caring and welcoming school environments and creating opportunities for rich professional learning, the Division will be able to respond effectively to the needs communicated within this result.

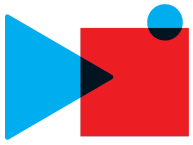
A series of in-person student engagement sessions were held throughout Sturgeon Public Schools. These sessions were led by students from the Student Advisory Council and hosted in every school with Junior or Senior High Classes.

These in-person discussions focused on four key questions. Themes and data were collected around the survey items listed below:

What does Sturgeon Public Schools do well?

Caring Staff:

> "[our school] is amazing at having the best teachers. Each and every one is extremely kind, caring, and patient and will often give up much of their time just to help their students. They'd each go about their day putting all their energy into teaching us and helping us learn what we need for the future. Even though it is very, very, very, very, very, very difficult most of the time due to some kids who don't know when to shut



up and listen to them. Yet they do it over and over again everyday, and I appreciate it with every part of me."

Innovative Programming:

"Field Trips" "Lots of options" "STEAM activities"

How can Sturgeon Public Schools improve education for all students?

Engaging learning activities:

"Give more hands on work instead of tests"

What does parental or guardian involvement in school mean to you?

Parental support:

"Parental involvement means parents being aware of their child's grades and feelings throughout the school year"

Do you feel like you have an adult that you connect with at school?

Wide majority report yes:

"I feel that I have many adults to connect with all the time who offer support in all needed things"

Summary results of the aforementioned survey were also shared directly with families through a division publication: 2023 Parent Engagement Report, through the 2023 Early Stakeholder Engagement Report presented publicly to the Board of Trustees and can be found under "Stakeholder Feedback" on the Division website.

Accountability/Assurance System for Schools

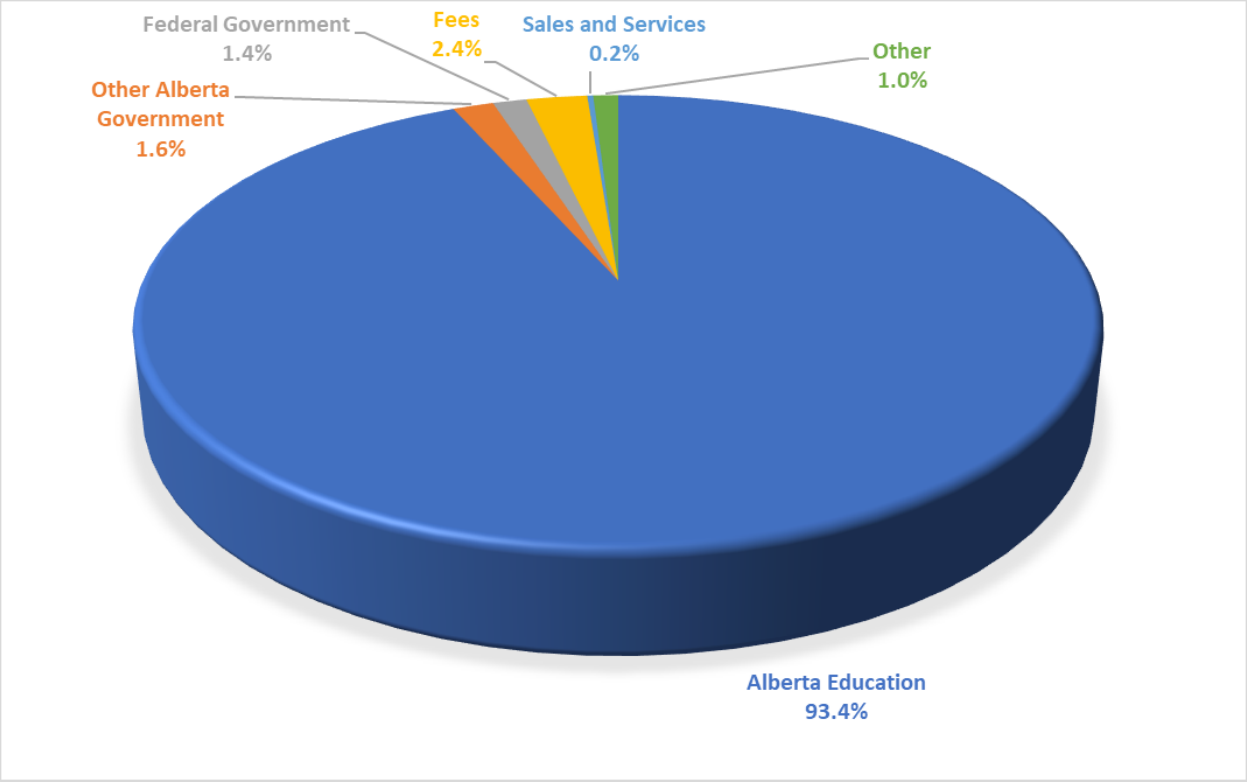
Sturgeon Public Schools ensures that schools are providing assurance to their communities and demonstrating continuous improvement. As per Sturgeon Public School Division's Administrative Practice 243: School Education Plans and Annual Results Report, all schools develop annual education plans that align with the division's education plan and report of school results. School Councils are given the opportunity to provide insight and advice on the development of the school plans at school council meetings. School plans are posted on school websites by November 30.

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.

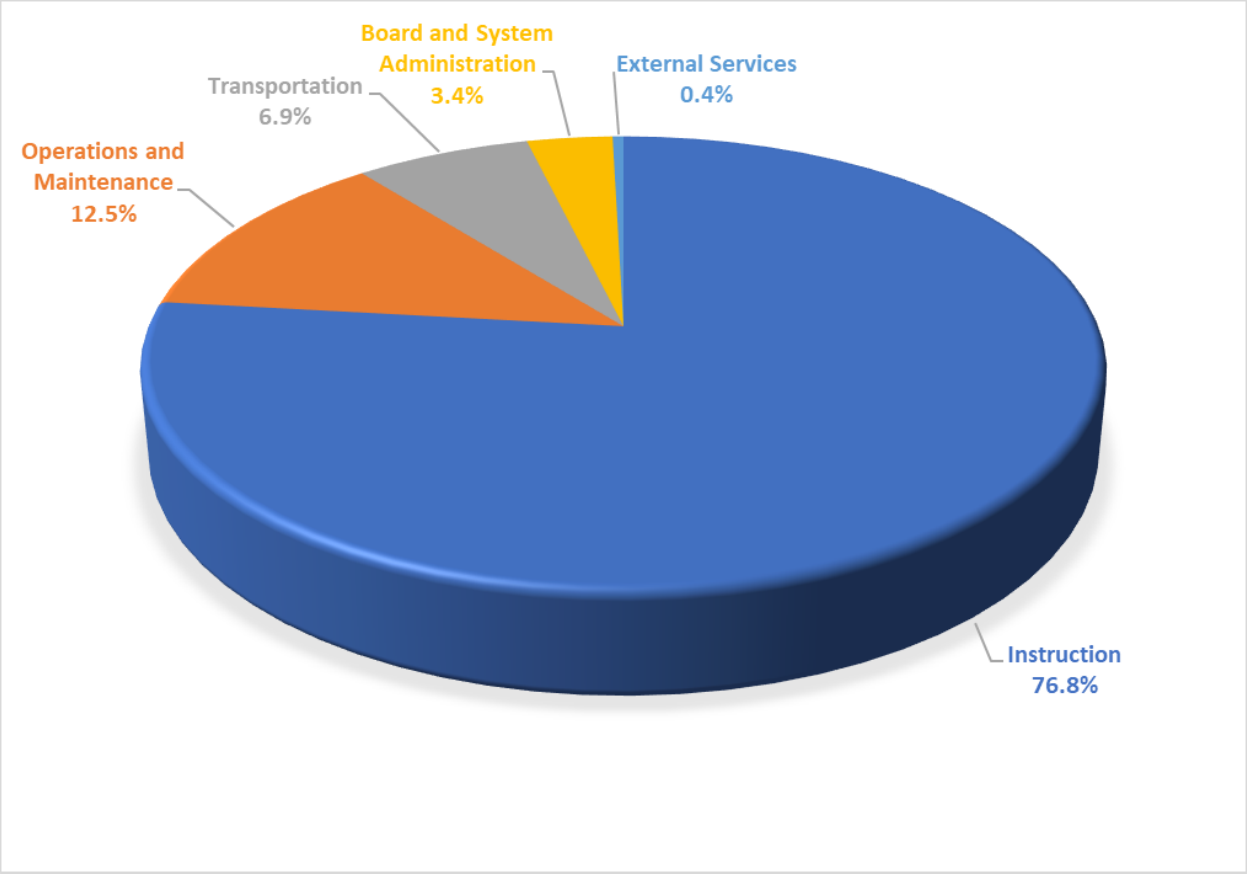
Alberta Education	$74,734,335	**93.4%**
Other Alberta Government	$1,299,797	**1.6%**
Federal Government	$1,086,100	**1.4%**
Fees	$1,940,675	**2.4%**
Sales and Services	$189,907	**0.2%**
Other	$797,156	**1.0%**
TOTAL	**$80,047,970**	

2023 - 2024 Budgeted Revenue by Source



2023 - 2024 Budgeted Expenses by Program

Instruction	$64,700,156	**76.8%**
Operations and Maintenance	$10,536,442	**12.5%**
Transportation	$5,825,109	**6.9%**
Board and System Administration	$2,842,693	**3.4%**
External Services	$359,762	**0.4%**
TOTAL	$ 84,264,162	



Summary of 2022 - 2023 Financial Results

Actual vs. Budget Operating Results (2022 - 2023)

Variance Analysis for the Year Ended August 31, 2023 (in dollars)

	2023 Actual	2023 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% and $100K; or lower than -10% and -$100K) see below
Total Revenues	$78,263,206	$75,353,479	$2,909,7275	4%	
Expense by Programs					
Instruction - Pre K & K	3,360,815	5,625,510	-2,264,695	-40%	A portion of the ECS budget was shared with 1-12 for supports
Instruction - 1 - Grade 12	58,080,628	53,159,232	4,921,396	9%	Additional grants were provided from AB Ed unbudgeted. Budget was increased for Mental Health and Wellness programs
Operations and maintenance	10,448,613	9,991,525	457,088	5%	Increased costs for utilities and snow removal
Transportation	5,608,632	5,693,792	-85,160	-1%	
System administration	2,958,978	2,789,295	169,683	6%	Legal Costs were lower than budget
External services	335,069	432,098	-97,029	-22%	Budgeted for an additional secondment than actual
Total Expenses	**$ 80,792,735**	**$ 77,691,452**	**$ 3,101,283**	4%	

Variance Explanation

We received additional $2.9M more in revenue than budgeted, with a large portion from Alberta Education. Unbudgeted funding of additional grants $1.2M (Mental Health in Schools, Curriculum planning, training and resources, Learning Disruption, Supports for Ukrainian students, Dual Credit, School Start-up). Indigenous Student special education Federal funding increased $300K, Investment income increased 761K above budget.

2023 - 2024 Projected Accumulated Surplus

The Division is projecting a $4.4 million accumulated operating surplus, as of August 31, 2024. The Accumulated Surplus will contain:

1. $3.1 million in operating reserves, including $588K in School Generated Funds reserves.
2. $2.1 million Capital Reserves
3. $5.8 million Investment in Board-funded Capital Tangible Assets

Proposed 3 Year Capital Plan

New Construction, Modernization, Preservation and Studies

	2023-2024		2024-2025		2025-2026	
Gibbons School	Solution	1				
École Morinville Public School	Solution	2				
Sturgeon Heights School	Modernization	3				
Redwater School			Replacement	1		
Landing Trail School			Modernization	2		
Bon Accord School					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.

Domain: Local and Societal Context

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.

2022 - 2023 Outcomes

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

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

Contextual Information

Sturgeon Public Schools has a rich history of delivering quality rural education throughout Sturgeon County. Starting in a small two-classroom school, the Division has grown to serve over 5,000 students in 19 different locations, including traditional schools, Learning Centres, a Virtual Academy and a Colony school, catering to Pre-Kindergarten through grade 12.

The Division places a strong emphasis on community and inclusivity, with a focus on student success. Sturgeon Public fosters open collaboration with parents and rural community partners, providing diverse programs to inspire individual growth. Schools create safe and caring environments, where students feel secure and accepted. Diversity and uniqueness are celebrated every year, with support for activities like gay-straight alliances to ensure everyone feels welcome.

Sturgeon Public Schools offer academic, technological and vocational programs to prepare students for success in various careers. This includes promoting STEAM education and creating opportunities for students to explore their passions through specialized academies. Whether pursuing academics, athletics, arts, STEAM or Career Pathways Education experiences, Sturgeon Public students are equipped with the skills and knowledge they need to excel in today's rapidly evolving world. Students are prepared for the challenges of tomorrow: primed for success in post-secondary education and vocational opportunities. STEAM education and specialized academies are integral components of the Divisions' innovative approach.

Career Pathways Education consists of the Work Experience and Career Internship Program, Registered Apprenticeship Program (RAP), Dual Credit Program, and the Alberta Agriculture Green Certificate Program. These unique learning experiences offer students opportunities to explore career goals while obtaining high school credits. 162 students participated, earning over 1335 credits, in a wide variety of unique and vocationally focused

learning experiences. From earning college level credits from Olds College, Lakeland College, and NAIT, to Alberta Agriculture's Green Certificate, to work experience at local businesses, Sturgeon Public students are prepared and challenged to pursue unique interests and viable career opportunities.

Sturgeon Public Schools offer exceptional education shaping students for success within and beyond classroom contexts. In essence, the equation for success at Sturgeon Public Schools is a simple one: incredible teachers, outstanding programming, an inclusive atmosphere and unwavering support collectively equal a transformative educational experience that sets students on a path to a bright and promising future.

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		
Bon Accord Community School	Pre-K to Grade 4	780.921.3559
Lilian Schick School	Grade 5 to Grade 9	780.921.2200
Oak Hill School	Grade 3 to Grade 10	780.921.3011
TOWN OF GIBBONS		
Gibbons School	Grade 5 to Grade 9	780.923.2240
Landing Trail School	Pre-K to Grade 4	780.923.2898
Sturgeon Learning Centre	Grade 10 to 12, Adult Learning	780.939.4341
Sturgeon Virtual Academy	Grade 5 to 9, Online	780.939.4341
LANCASTER PARK MILITARY BASE		
Guthrie School	Pre-K to Grade 9	780.973.3111
TOWN OF LEGAL		
Legal Public School	Pre-K to Grade 4	780 961 0133
TOWN OF MORINVILLE		
École Morinville Public	Pre-K to Grade 4	780.939.3445
Four Winds Public School	Grade 5 to Grade 9	825.349.0021
Morinville Learning Centre	Grade 10 to 12, Adult Learning	780.939.4341
HAMLET OF RIVIÈRE QUI BARRE		
Camilla School	Pre-K to Grade 9	780.939.2074
Colony School	K to Grade 9	780.939.2012
HAMLET OF NAMAO		
Namao School	K to Grade 9	780.973.9191
Sturgeon Composite High School	Grade 10 to Grade 12	780.973.3301
TOWN OF REDWATER		
Ochre Park School	Pre-K to Grade 4	780.942.2901
Redwater School	Grade 5 to Grade 12	780.942.3625
CITY OF ST. ALBERT		
Sturgeon Heights School	K to Grade 9	780.459.3990

Appendices With Measure Detail

Appendix A: Students Accessing English Language Supports

Assurance Domain	Measure	The 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	**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
	3-year High School Completion	*	*	n/a	**72.8**	78.5	77.1	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	**88.7**	86.1	86.0	*	n/a	n/a
	PAT: Acceptable	**n/a**	6.3	n/a	**n/a**	65.8	n/a	n/a	n/a	n/a
	PAT: Excellence	**n/a**	0.0	n/a	**n/a**	15.2	n/a	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam 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

Appendix B: Student Growth and Achievement Data

Engagement Detail

Engagement Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Your child is learning what they need to know	219	10	66	13	3	8	76
The literacy skills your child is learning at school are useful	223	21	70	4	2	4	90
The numeracy skills your child is learning at school are useful	222	19	70	5	1	5	89

Engagement Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Do you like learning language arts	403	73	22	5	73
Do you like learning math	406	71	24	5	71

Engagement Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
I understand how the language arts I am learning at school is useful to me	7	364	24	52	16	6	2	76
	10	257	17	52	21	8	2	69
I understand how the mathematics I am learning at school is useful to me	7	375	28	49	16	6	2	77
	10	261	20	44	23	8	5	64
I understand how the science I am learning at school is useful to me	7	375	27	50	15	7	1	77
	10	255	21	51	19	7	2	72
I understand how the social studies I am learning at school is useful to me	7	372	19	44	25	11	1	63
	10	256	10	51	24	14	1	61
The language arts I am learning at school is interesting to me	7	372	20	44	24	10	2	64
	10	257	11	39	34	14	2	49
The mathematics I am learning at school is interesting to me	7	371	19	41	25	14	1	60
	10	261	13	35	35	15	2	48
The science I am learning at school is interesting to me	7	375	31	40	17	12	1	71
	10	255	23	50	18	7	2	73
The social studies I am learning at school is interesting to me	7	374	25	39	22	13	1	64
	10	256	11	45	26	14	3	56

Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your school are learning what they need to know	313	44	51	4	1	0	95
The literacy skills students are learning at your school are useful	314	52	45	2	1	1	97
The numeracy skills students are learning at your school are useful	312	54	43	1	1	1	97

Citizenship Detail

Citizenship Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your child's school follow the rules	222	10	53	18	2	17	63
Students at your child's school help each other when they can	220	16	55	10	2	16	72
Students at your child's school respect each other	220	13	55	14	4	15	67
Your child is encouraged at school to be involved in activities that help the community	219	21	49	8	2	20	70
Your child is encouraged at school to try their best	224	31	63	3	1	2	94

Citizenship Student - Grades 4, 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are encouraged at your school to be involved in activities that help the community	4	39	36	54	5	3	3	90
	7	83	49	41	7	1	1	90
	10	46	30	50	15	0	4	80
Students are encouraged at your school to try their best	4	44	64	34	2	0	0	98
	7	87	76	22	2	0	0	98
	10	46	41	54	4	0	0	96
Students at your school follow the rules	4	42	24	71	5	0	0	95
	7	85	16	69	13	1	0	86
	10	46	13	59	22	7	0	72

Student at your school help each other when they can	4	43	30	63	7	0	0	93
	7	87	32	60	7	1	0	92
	10	46	24	52	20	4	0	76
Student at your school respect each other	4	44	18	68	11	2	0	86
	7	86	20	64	14	2	0	84
	10	43	21	53	16	9	0	74

Citizenship Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are encouraged at your school to be involved in activities that help the community	307	40	48	7	1	3	88
Students are encouraged at your school to try their best	314	67	32	1	0	0	99
Students at your school follow the rules	312	21	62	14	3	1	82
Students at your school help each other when they can	312	35	57	7	1	0	92
Students at your school respect each other	311	25	60	11	3	1	85

Provincial Achievement Test Detail by Course and Cohort

2023 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Language Arts 6	Number Writing	377	362	n/a	43892	n/a			
	Acceptable Standard	87.8	88.1	n/a	90.4	n/a	-2.3	0.3	n/a
	Standard of Excellence	14.3	11.6	n/a	21.9	n/a	-10.3	-2.7	n/a
French Language Arts 6 année	Number Writing	17	14	n/a	2923	n/a			
	Acceptable Standard	47.1	28.6	n/a	83.1	n/a	-54.5	-18.5	n/a
	Standard of Excellence	5.9	0.0	n/a	13.3	n/a	-13.3	-5.9	n/a
Mathematics 6	Number Writing	377	365	n/a	44458	n/a			
	Acceptable Standard	70.6	67.1	n/a	77.4	n/a	-10.3	-3.5	n/a
	Standard of Excellence	10.3	11.0	n/a	18.8	n/a	-7.8	0.7	n/a
Science 6	Number Writing	374	356	n/a	46184	n/a			
	Acceptable Standard	79.4	75.0	n/a	79.3	n/a	-4.3	-4.4	n/a
	Standard of Excellence	19.5	22.2	n/a	25.9	n/a	-3.7	2.7	n/a
Social Studies 6	Number Writing	371	36.1	n/a	48742	n/a			
	Acceptable Standard	70.6	71.5	n/a	78.3	n/a	-6.8	0.9	n/a
	Standard of Excellence	16.2	14.7	n/a	21.3	n/a	-6.6	-1.5	n/a
English Language Arts 9	Number Writing	275	288	n/a	47191	n/a			
	Acceptable Standard	81.5	87.5	n/a	85.1	n/a	2.4	6	n/a
	Standard of Excellence	12.7	14.2	n/a	15.9	n/a	-1.7	1.5	n/a
K&E English Language Arts 9	Number Writing	22	29	n/a	883	n/a			
	Acceptable Standard	63.6	86.2	n/a	71.2	n/a	15	22.6	n/a
	Standard of Excellence	13.6	13.8	n/a	8.0	n/a	5.8	0.2	n/a
French Language Arts 9	Number Writing	0	7	n/a	3027	n/a			
	Acceptable Standard	*	42.9	n/a	80.8	n/a	-37.9	*	n/a
	Standard of Excellence	*	0.0	n/a	11.5	n/a	-11.5	*	n/a
Mathematics 9	Number Writing	273	287	n/a	46587	n/a			
	Acceptable Standard	52.0	59.2	n/a	64.7	n/a	-5.5	7.2	n/a
	Standard of Excellence	14.3	12.5	n/a	16.0	n/a	-3.5	-1.8	n/a
K&E Mathematics 9	Number Writing	25	33	n/a	1480	n/a			
	Acceptable Standard	76.0	81.8	n/a	64.7	n/a	17.1	5.8	n/a
	Standard of Excellence	8.0	39.4	n/a	13.9	n/a	25.5	31.4	n/a
Science 9	Number Writing	275	284	n/a	47397	n/a			
	Acceptable Standard	76.0	82.7	n/a	78.8	n/a	3.9	6.7	n/a
	Standard of Excellence	22.9	22.5	n/a	23.9	n/a	-1.4	-0.4	n/a

2023 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
K&E Science 9	Number Writing	25	27	n/a	936	n/a			
	Acceptable Standard	64.0	77.8	n/a	67.6	n/a	10.2	13.8	n/a
	Standard of Excellence	20.0	29.6	n/a	13.9	n/a	15.7	9.6	n/a
Social Studies 9	Number Writing	278	283	n/a	47410	n/a			
	Acceptable Standard	67.6	70.0	n/a	69.3	n/a	0.7	2.4	n/a
	Standard of Excellence	19.1	19.8	n/a	18.9	n/a	0.9	0.7	n/a
K&E Social Studies 9	Number Writing	20	29	n/a	915	n/a			
	Acceptable Standard	75.0	79.3	n/a	61.9	n/a	17.4	4.3	n/a
	Standard of Excellence	15.0	10.3	n/a	13.2	n/a	-2.9	-4.7	n/a

2023 Provincial Achievement Tests by Course Indigenous Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Language Arts 6	Number Writing	53	64	n/a	3,891	n/a			
	Acceptable Standard	67.9	82.8	n/a	60.6	n/a	+22.2	+14.9	n/a
	Standard of Excellence	7.5	1.6	n/a	7.1	n/a	-5.5	-5.9	n/a
French Language Arts 6 année	Number Writing	4	n/a	n/a	16	n/a			
	Acceptable Standard	*	n/a	n/a	81.3	n/a	*	*	n/a
	Standard of Excellence	*	n/a	n/a	31.3	n/a	*	*	n/a
Mathematics 6	Number Writing	53	64	n/a	3,907	n/a			
	Acceptable Standard	47.2	48.4	n/a	42.0	n/a	+6.4	+1.2	n/a
	Standard of Excellence	7.5	1.6	n/a	5.6	n/a	-4.0	-5.9	n/a
Science 6	Number Writing	53	64	n/a	3,990	n/a			
	Acceptable Standard	56.6	59.4	n/a	46.0	n/a	+13.4	+2.8	n/a
	Standard of Excellence	15.1	7.8	n/a	9.0	n/a	-1.2	-7.3	n/a
Social Studies 6	Number Writing	53	64	n/a	4,332	n/a			
	Acceptable Standard	39.6	54.7	n/a	45.3	n/a	+9.4	+15.1	n/a
	Standard of Excellence	9.4	3.1	n/a	6.5	n/a	-3.4	-6.3	n/a
English Language Arts 9	Number Writing	40	53	n/a	4,375	n/a			
	Acceptable Standard	72.5	75.5	n/a	49.2	n/a	+26.3	+3.0	n/a
	Standard of Excellence	7.5	5.7	n/a	4.4	n/a	+1.3	-1.8	n/a
K&E English Language Arts 9	Number Writing	4	8	n/a	297	n/a			
	Acceptable Standard	*	87.5	n/a	43.8	n/a	+43.7	*	n/a
	Standard of Excellence	*	12.5	n/a	3.7	n/a	+8.8	*	n/a

French Language Arts 9	Number Writing	n/a	2	n/a	136	n/a			
	Acceptable Standard	n/a	*	n/a	65.4	n/a	*	*	n/a
	Standard of Excellence	n/a	*	n/a	4.4	n/a	*	*	n/a
Mathematics 9	Number Writing	39	53	n/a	4,197	n/a			
	Acceptable Standard	30.8	45.3	n/a	28.7	n/a	+16.6	+6.3	n/a
	Standard of Excellence	5.1	7.5	n/a	3.8	n/a	+3.7	+2.4	n/a
K&E Mathematics 9	Number Writing	5	8	n/a	440	n/a			
	Acceptable Standard	*	100.0	n/a	48.9	n/a	+51.1	*	n/a
	Standard of Excellence	*	62.5	n/a	11.1	n/a	+51.4	*	n/a
Science 9	Number Writing	39	53	n/a	4,380	n/a			
	Acceptable Standard	30.8	67.9	n/a	42.1	n/a	+25.8	+37.1	n/a
	Standard of Excellence	5.1	13.2	n/a	7.1	n/a	+6.1	8.1	n/a
K&E Science 9	Number Writing	5	8	n/a	281	n/a			
	Acceptable Standard	*	87.5	n/a	48.4	n/a	+39.1	*	n/a
	Standard of Excellence	*	37.5	n/a	8.2	n/a	+29.3	*	n/a
Social Studies 9	Number Writing	39	53	n/a	4,393	n/a			
	Acceptable Standard	53.8	60.4	n/a	34.1	n/a	+26.3	+6.6	n/a
	Standard of Excellence	12.8	9.4	n/a	4.9	n/a	+4.5	-3.4	n/a
K&E Social Studies 9	Number Writing	5	8	n/a	262	n/a			
	Acceptable Standard	*	87.5	n/a	45.4	n/a	+42.1	*	n/a
	Standard of Excellence	*	12.5	n/a	7.3	n/a	+5.2	*	n/a

Diploma Exam Detail by Course and Cohort

2023 Diploma Results by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	77	100	n/a	31,493	n/a			
	Acceptable Standard	87.0	84.0	n/a	83.7	n/a	0.3	-3.0	n/a
	Standard of Excellence	5.2	6.0	n/a	10.5	n/a	-4.5	0.8	n/a
English Lang Arts 30-2	Number Writing	72	146	n/a	17,112	n/a			
	Acceptable Standard	87.5	95.2	n/a	86.2	n/a	9	7.7	n/a
	Standard of Excellence	11.1	15.8	n/a	12.7	n/a	3.1	4.7	n/a
Mathematics 30-1	Number Writing	3	67	n/a	19,763	n/a			
	Acceptable Standard	*	67.2	n/a	70.8	n/a	-3.6	*	n/a
	Standard of Excellence	*	25.4	n/a	29.0	n/a	-3.6	*	n/a
Mathematics 30-2	Number Writing	25	66	n/a	14,418	n/a			
	Acceptable Standard	36.0	72.7	n/a	71.1	n/a	1.6	36.7	n/a
	Standard of Excellence	4.0	10.6	n/a	15.2	n/a	-4.6	6.6	n/a
Social Studies 30-1	Number Writing	63	106	n/a	24,023	n/a			
	Acceptable Standard	61.9	72.6	n/a	83.5	n/a	-10.9	10.7	n/a
	Standard of Excellence	4.8	5.7	n/a	15.9	n/a	-10.2	0.9	n/a
Social Studies 30-2	Number Writing	49	150	n/a	21,045	n/a			
	Acceptable Standard	63.3	72.7	n/a	78.1	n/a	-5.4	9.4	n/a
	Standard of Excellence	8.2	3.3	n/a	12.3	n/a	-9	-4.9	n/a
Biology 30	Number Writing	32	80	n/a	23,270	n/a			
	Acceptable Standard	68.8	81.3	n/a	82.7	n/a	-1.4	12.5	n/a
	Standard of Excellence	15.6	25.0	n/a	32.8	n/a	-7.8	9.4	n/a
Chemistry 30	Number Writing	34	64	n/a	18,364	n/a			
	Acceptable Standard	73.5	70.3	n/a	80.5	n/a	-10.2	-3.2	n/a
	Standard of Excellence	17.6	26.6	n/a	37.0	n/a	-10.4	9.0	n/a
Physics 30	Number Writing	16	31	n/a	9,241	n/a			
	Acceptable Standard	25.0	67.7	n/a	82.3	n/a	-14.6	42.7	n/a
	Standard of Excellence	0.0	16.1	n/a	39.9	n/a	-23.8	16.1	n/a
Science 30	Number Writing	19	36	n/a	8,007	n/a			
	Acceptable Standard	73.7	86.1	n/a	79.4	n/a	6.7	12.4	n/a
	Standard of Excellence	10.5	27.8	n/a	23.1	n/a	4.7	17.3	n/a

2023 Indigenous Diploma Results by Course		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2022	2023	Prev 3 Year Average	2023	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	9	7	n/a	1286	n/a			
	Acceptable Standard	88.9	71.4	n/a	78.3	n/a	-6.9	-17.5	n/a
	Standard of Excellence	11.1	0.0	n/a	6.1	n/a	-6.1	-11.1	n/a
English Lang Arts 30-2	Number Writing	7	21	n/a	1833	n/a			
	Acceptable Standard	71.4	100	n/a	86.5	n/a	+13.5	+28.6	n/a
	Standard of Excellence	14.3	9.5	n/a	9.9	n/a	-0.4	-4.8	n/a
Social Studies 30-2	Number Writing	7	23	n/a	1933	n/a			
	Acceptable Standard	71.4	73.9	n/a	72.3	n/a	+1.6	+2.5	n/a
	Standard of Excellence	14.3	8.7	n/a	5.4	n/a	+3.3	-5.6	n/a
Biology 30	Number Writing	1	7	n/a	902	n/a			
	Acceptable Standard	*	85.7	n/a	72.5	n/a	+13.2	*	n/a
	Standard of Excellence	*	28.6	n/a	19.1	n/a	+9.5	*	n/a

Note: Achievement in all other courses are not reported due to lower numbers.

Appendix C: Teaching and Leading Data

Education Quality Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Your child clearly understands what they are expected to learn at school	222	16	64	13	2	5	80
Your child finds school work challenging	223	12	67	15	3	3	79
Your child finds school work interesting	223	10	65	20	3	2	75
Your child is learning what they need to know	219	10	66	13	3	8	76

Education Quality Parent - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	225	23	67	6	1	3	90
How satisfied or dissatisfied are you with the quality of teaching at your child's school	225	30	60	6	2	3	90

Education Quality Student - Grade 4 (%)	N	Very Good	Good	Poor	Very Poor	Don't Know	Top 2 Box
Are the teachers in your school... (Very Good, Good, Poor, Very Poor, Don't Know)	404	69	27	2	0	2	96
Do you think your school is... (Very Good, Good, Poor, Very Poor, Don't Know)	408	60	30	2	1	6	91

Education Quality Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
It is clear what I am expected to learn at school	7	369	25	57	13	3	2	82
	10	261	22	61	14	0	2	83
My school work is challenging	7	366	15	55	23	3	3	70
	10	258	20	62	14	1	3	82
My school work is interesting	7	372	6	56	27	7	3	62
	10	261	7	52	30	8	3	59

The core subjects (mat, language arts, social studies, science) I am learning at school are useful to me	7	368	17	54	20	5	4	72
	10	260	13	57	20	7	3	70

Education Quality Student - Grades 7 and 10 (%)	Gr	N	Very Good	Good	Poor	Very Poor	Don't Know	Top 2 Box
Is the quality of teaching at your school	7	369	26	63	7	2	2	89
	10	256	18	68	11	2	2	85
Overall, is the education you are receiving at school	7	377	24	68	3	2	3	92
	10	257	18	74	5	1	2	92

Education Quality Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your school are learning what they need to know	313	44	51	4	1	0	95
Students at your school clearly understand what they are expected to learn at school	312	42	52	4	1	2	94
Students at your school find school work challenging	314	38	56	4	0	1	95
Students at your school find school work interesting	315	28	64	5	1	1	93

Education Quality Teacher - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	315	49	48	3	0	0	97
How satisfied or dissatisfied are you with the quality of teaching at your school	315	59	38	2	1	1	97

Appendix D: Learning Supports Data

WCRSLE Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students at your child's school care about each other	219	28	45	16	2	9	73
Students at your child's school respect each other	220	13	55	14	4	15	67
Students treat each other well at your child's school	220	14	55	14	3	14	69
Teachers care about your child	223	42	49	4	0	4	91
Your child is safe at school	221	28	64	6	1	1	91
Your child is safe on the way to and from school	216	32	63	3	0	1	95
Your child is treated fairly by adults at school	222	29	59	4	1	6	88
Your child's school is a welcoming place to be	224	44	49	5	1	1	93

WCRSLE Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Are you treated fairly by adults at your school	407	89	6	6	89
At school, do most students care about each other	409	69	11	19	69
At school, do most students respect each other	406	74	12	14	74
At school, do you feel like you belong	405	77	14	9	77
Do other students treat you well	407	78	11	11	78
Do you feel safe at school	407	86	8	6	86
Do you feel safe on the way to and from school	405	84	8	8	84
Do you feel welcome at school	408	82	6	12	82
Do your teachers care about you	405	91	1	8	91

WCRSLE Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, I feel like I belong	7	367	20	45	19	11	5	65
	10	251	12	51	22	9	7	62
At school, students care about each other	7	364	12	43	24	17	4	55
	10	252	6	44	27	13	10	50
At school, students respect each other	7	362	9	50	25	12	4	59
	10	256	7	41	28	7	17	48
I am treated fairly by adults at my school	7	370	25	53	14	5	3	78
	10	253	13	58	14	10	5	72
I feel safe at school	7	367	24	52	12	8	4	77
	10	255	12	58	18	5	7	71
I feel safe on the way to and from school	7	359	31	55	9	2	3	86
	10	254	18	69	7	3	3	87
I feel welcome at my school	7	372	27	51	13	6	3	78
	10	258	13	60	13	6	8	73
My teachers care about me	7	289	32	51	5	7	5	83
	10	259	12	58	14	7	9	69
Other students treat me well	7	367	18	52	16	11	4	70
	10	250	9	68	11	5	7	77

WCRSLE Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are safe at your school	313	48	45	6	1	0	93
Students are safe on the way to and from your school	305	48	43	1	1	7	91
Students are treated fairly by adults at your school	313	70	27	1	1	0	98
Students at your school care about each other	313	32	59	8	1	0	91
Students at your school respect each other	311	25	60	11	3	1	85
Students treat each other well at your school	311	28	60	9	2	0	88
Teachers at your school care about	314	79	20	1	0	0	99

their students							

Supports and Services Parent - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, there are appropriate supports and services available to your child to help with their learning	218	16	58	11	5	9	74
When your child needs it, teachers at your child's school are available to help them	224	21	61	9	2	7	82
You can get the support you need from the school to help your child be successful in their learning	218	18	59	9	6	9	77
Your child can easily access programs and services at school to get help with school work	216	16	47	11	6	21	63
Your child can get help at school with problems that are not related to school work	220	16	52	6	3	23	68

Supports and Services Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Can you get help at your school with problems that are not about your school work	405	80	8	13	80
Is it easy to get help with school work at your school if you need it	405	87	7	5	87
When you need it, are teachers at your school available to help you	405	91	4	5	91

Supports and Services Student - Grades 7 and 10 (%)	Gr	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
I can get help at my school with problems that are not related to school work	7	366	16	52	19	6	7	68
	10	257	11	51	21	7	11	62
It is easy to get help with school work at my school if I need it	7	373	25	57	12	4	2	82
	10	258	18	59	14	5	5	77
When I need it, teachers at my school are available to help me	7	370	24	61	9	3	3	85
	10	256	15	66	8	4	6	81

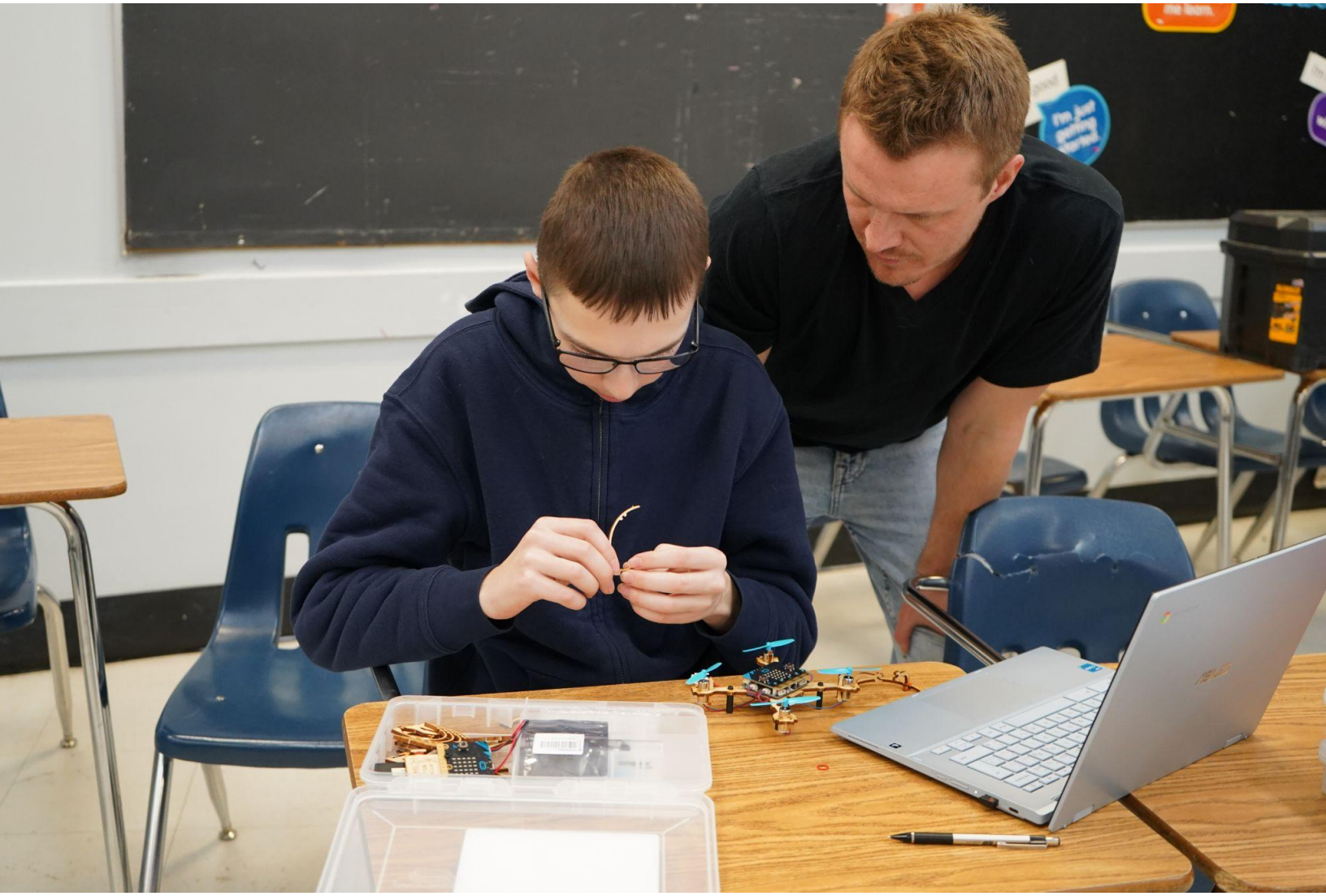
Supports and Services Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students can easily access programs and services at your school to get help with school work	309	47	39	9	2	3	86
Students can get help at your school with problems that are not related to school work	310	59	34	5	1	1	93
Supports and services that help students be successful in their learning are available in a timely manner	309	45	41	10	2	1	86
When students need it, teachers at your school are available to help them	313	69	29	2	0	0	98
Your school's continuum of supports and services are responsive to students' needs	312	54	38	6	1	2	91

Appendix E: Governance Data

Parental Involvement Parents - All (%)	N	A Lot	Some	Very Little	Not At All	Don't Know	Top 2 Box
To what extent are you involved in decisions about your child's overall education? Would you say	225	29	37	25	7	2	66
To what extent are you involved in decisions about your child's school? Would you say	219	12	33	34	14	7	46

Parental Involvement Parents - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	203	12	48	10	4	25	61
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's overall education	220	15	54	15	4	13	69
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school	211	14	55	14	2	15	69

Parental Involvement Teachers - All (%)	N	A Lot	Some	Very Little	Not At All	Don't Know	Top 2 Box
To what extent are parents or guardians involved in decisions about their children's overall education? Would you say	310	38	44	12	2	3	83
To what extent are parents or guardians involved in decisions about your school? Would you say	306	40	42	9	2	8	81

Parental Involvement Teachers - All (%)	N	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Top 2 Box
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	305	46	44	2	0	8	90
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions	309	45	48	4	0	3	93

about their children's overall education							
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	305	50	40	3	0	7	90