Annual Education Results Report (AERR)

2023 - 2024

Sturgeon Public Schools

Dare to reimagine learning

Table of Contents

Accountability Statement 2
Public Interest Disclosure (Whistleblower Protection Act) Regulation 2
Executive Summary 3
2023 - 2026 Education Plan Outcomes and Strategies 4
Foundational Statements 5
Priority - Optimal Student Learning 5
Domain: Student Growth & Achievement 7
Domain: Teaching and Leading 17
Domain: Learning Supports 21
Continuum of Supports and Services 25
Indigenous Student Success and Applying Foundational Knowledge 26
Domain: Governance 27
Financial Planning and Reporting 32
Domain: Local and Societal Context 37
Appendices With Measure Detail 41

Accountability Statement

The Annual Education Results Report for Sturgeon Public Schools for the 2023/2024 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 2023 - 2024 was approved by the Board on November 27, 2024.

Tasha Oatway-McLay, Chair
Board of Trustees, Sturgeon Public Schools

Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In the 2023 - 2024 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*.

Executive Summary

The 2023-2024 Annual Education Results Report (AERR) for Sturgeon Public School Division reviews the Division's progress in achieving the goals of its 2023-2026 Education Plan. This report celebrates successes and identifies areas where continued focus is essential to support both student success and community trust.

Highlights Across the Five Assurance Domains:

Student Growth and Achievement: The Division celebrates improved literacy at certain grade levels and strong outcomes in Indigenous student high school completion rates. Overall Grade 9 Math and Grade 12 Math need targeted support to reach provincial standards. Citizenship and peer respect scores are also below the provincial average, signaling a need for enhanced strategies to foster a respectful, inclusive school culture.

Teaching and Leading: High levels of educator engagement, with strong satisfaction in professional development and data-informed practices, underscore the Division's commitment to impactful teaching. Ongoing focus on effective instructional strategies and Indigenous cultural understanding will support further inclusivity and responsiveness in classrooms.

Learning Supports: Schools offer welcoming and supportive environments with robust mental health and individualized resources. While these supports are well-regarded, the Division recognizes the need for greater accessibility to mental health services and enhanced resources for diverse learners, especially in middle years.

Governance: Parent involvement in educational decisions is a strength, with improvement over last year's levels. However, parental engagement remains slightly below provincial benchmarks, signaling the need for improved communication and transparency to deepen parent involvement and trust.

Local and Societal Context: Parent feedback highlighted appreciation for the Division's diverse programming, including STEAM and Career Pathways, which support community-connected learning experiences and career readiness. Despite this, student connection to their school community remains below provincial levels, highlighting the need to foster stronger ties through leadership and volunteer opportunities.

This AERR measures progress in relation to the 2023-2026 Education Plan, which is summarized on the following page. (https://www.sturgeon.ab.ca/download/416909.)

The insights from this AERR will shape the Division's approach for the coming year, emphasizing targeted math support, student respect and citizenship, and strengthened community connections. These findings will directly inform the updated Education Plan in May 2025, ensuring data-driven strategies that promote student success and community confidence.

2023 - 2026 Education Plan Outcomes and Strategies

Student Growth & Achievement

AB Ed. Outcome 1 & 2

1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.
2. Students demonstrate citizenship and respect the uniqueness of all learners.
3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.

Teaching & Leading

AB Ed. Outcome 3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.
5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.
6. Continuous leadership development is prioritized division wide.

Learning Supports

AB Ed. Outcome 1

7. Public School Communities are safe, caring, respectful and inclusive.
8. Mental Health supports are recognized as critical components to overall student success and wellbeing.
9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.

Governance

AB Ed. Outcome 4

10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.
11. Resources are allocated and managed in the interests of ensuring student success.

Local & Societal

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.
14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

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.

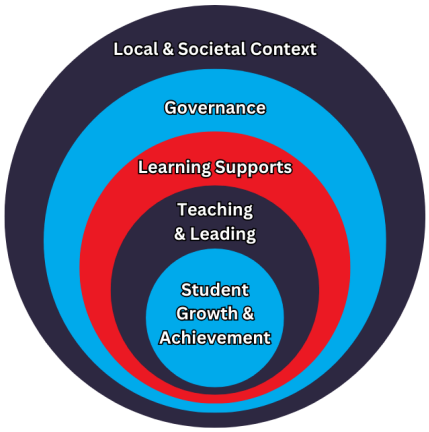
Communication

To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

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 & Achievement
- Teaching & Leading
- Learning Supports
- Governance
- Local & Societal Context



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

Domains and Outcomes

Each domain functions as part of an interconnected system supporting student success. Outcomes within each domain illustrate expected practices, while strategies outline the Division's approach to achieving these outcomes. Measures are used and communicated to all stakeholders as part of our Annual Education Results Report (AERR) to illustrate success and inform the next cycle of improvement.

Measures in Context

The Alberta Education Assurance (AEA) survey collects feedback on the quality of education within school authorities and their schools 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.

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.

2023 - 2024 Outcomes

Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.

Students demonstrate citizenship and respect the uniqueness of all learners.

First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.

All Students	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	**81.3**	83.1	83.2	**83.7**	n/a	Declined	n/a
Citizenship	**77.9**	77.2	78.4	**79.4**	High	Maintained	Good
HS Completion (3Y)	**81.3**	76.9	78.9	**80.4**	Intermediate	Maintained	Acceptable
HS Completion (5Y)	**79.6**	89.0	85.8	**88.1**	Low	Declined	Issue
6 PAT: Acceptable	**65.2**	64.7	64.7	**68.5**	Low	Maintained	Issue
6 PAT: Excellence	**17.8**	13.3	13.3	**19.8**	Intermediate	Improved	Good
9 PAT: Acceptable	**64.0**	67.5	67.5	**62.5**	Low	Declined	Issue
9 PAT: Excellence	**9.9**	15.9	15.9	**15.4**	Low	Declined Significantly	Concern
DIP: Acceptable	**80.5**	78.5	78.5	**81.5**	Intermediate	Maintained	Acceptable
DIP: Excellence	**12.9**	13.7	13.7	**22.6**	Intermediate	Maintained	Acceptable
Indigenous Students	**Current SPS**	**Previous SPS**	**3 Year Average**	**Current Alberta**	**Achievement**	**Improvement**	**Overall**
HS Completion (3Y)	76.6	65.8	70.3	58.6	Intermediate	Maintained	Acceptable
HS Completion (5Y)	73.1	78.4	80.2	69.4	Low	Maintained	Issue
6 PAT: Acceptable	56.5	54.7	54.7	48.7	Very Low	Maintained	Issue
6 PAT: Excellence	14.5	3.1	3.1	7.3	Intermediate	Improved	Good

9 PAT: Acceptable	55.0	65.4	65.4	41.4	Very Low	Declined	Concern
9 PAT: Excellence	7.1	11.8	11.8	6.1	Very Low	Maintained	Concern
DIP: Acceptable	75.0	82.9	82.9	76.9	Low	Maintained	Issue
DIP: Excellence	13.8	7.9	7.9	11.8	Intermediate	Maintained	Acceptable

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	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	1323	83.5	1590	83.2	1586	83.1	1614	81.3
Alberta: Overall	n/a	n/a	230956	85.6	249740	85.1	257214	84.4	265079	83.7
									SPS Change from previous year:	-1.8
									SPS Relative to province:	-2.4

Engagement Detail	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	220	86.0	245	85.9	225	85.2	246	80.8
SPS: Students	n/a	n/a	850	66.9	1061	68.2	1046	67.6	1,044	66.1
SPS: Teachers	n/a	n/a	253	97.5	284	95.6	315	96.4	324	97.0

Engagement Analysis

Student engagement continues to be an area of focus for the Division. Student and teacher responses are within 5% of the provincial average, however, overall achievement and parent responses have declined. Most notably, parent responses were 5.9% below the provincial average and represented a drop of 4.4% from the previous year. Upon further analysis of individual responses, parents of grade 7 students reported a significant decline (-19% from the previous year) in those who agreed or strongly agreed that “Your child is learning what they need to know” while Grade 4 and 10 parent responses remained much more consistent from previous years.

As Sturgeon Public Schools refines future Education Plans, the Division will focus on communicating widely with parents about the excellent, active and engaging learning

experiences of students, especially in the middle years. Through social media, classroom, and school communications, our parents will be more informed about the engaging, meaningful learning taking place throughout Sturgeon Public Schools.

Implications of this data highlight the continuing need for systematic focus on meaningful and engaging learning experiences. Throughout all levels of professional development, the Division will focus on data-informed, evidence-based, best practice strategies.

Citizenship

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

Citizenship Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1536	82.2	1323	80.5	1590	79.5	1583	77.2	1,611	77.9
Alberta: Overall	264413	83.3	230843	83.2	249770	81.4	257231	80.3	265100	79.4
SPS Change from previous year:										+0.7
SPS Relative to province:										-1.5

Citizenship Detail	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	277	78.7	221	78.4	245	76.1	224	73.3	246	73.1
SPS: Students	982	73.7	849	69.3	1061	71.0	1044	68.9	1041	69.3
SPS: Teachers	277	94.2	253	93.8	284	91.5	315	89.3	324	91.3

Citizenship Analysis

Citizenship is an area of celebration as the Division maintained high achievement overall. It is noted that parent responses were 5.6% below provincial average. We saw small increases with student and teacher respondents, reversing a previous downward trend with teachers, and landing within 5% of the provincial average for both groups.

Implications for the Education Plan include a continued focus on modeling and supporting good citizenship and communicating these efforts with parents. These results highlight the importance of working with leadership, staff and students to support the development of citizenship skills through leadership opportunities and broader community engagement.

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 2019 is reported in 2021 - 2022 as 76.9%. The completion rate for this same cohort at 5-year completion is reported in 2023 - 2024 as 79.6%.

3 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	273	76.3	289	83.5	277	76.2	259	76.9	295	81.3
SPS: Indigenous Students	34	71.0	35	74.9	47	70.2	38	65.8	34	76.6
Alberta: All Students	45354	80.3	46245	83.4	47675	83.2	48340	80.7	49297	80.4
Alberta: Indigenous Students	3750	55.9	3814	62.0	3972	59.5	3943	57.0	46	58.6
SPS Change from previous year: All Students										+4.4
SPS Relative to province: All Students										+0.9
SPS Relative to province: Indigenous Students										+18.0

5 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
SPS: All Students	287	84.8	266	84.3	273	84.1	288	89.0	275	79.6
SPS: Indigenous Students	23	91.5	31	77.5	36	84.6	34	78.4	46	73.1
Alberta: All Students	44988	85.3	44972	86.2	45344	87.1	46238	88.6	47659	88.1
Alberta: Indigenous Students	3407	65.0	3469	68.4	3593	68.0	3719	71.3	3909	69.4
SPS Change from previous year All Students:										-9.4
SPS Relative to province: All Students										-8.5
SPS Relative to province: Indigenous Students										+3.7

High School Completion Analysis

The Division increased the 3-year high school completion rate by 4.4% from last year, maintaining acceptable achievement. Sturgeon Public Schools continues to support 5-year completion in future education plans by focusing on a wide variety of learning choices through enriching alternative learning, credit recovery, and work experience opportunities. Additionally, by focusing on re-engagement and comprehensive support, the Division can accommodate students who need additional time to complete high school. By focusing on an inclusive approach, the Division will strengthen support for a variety of personalized paths to graduation.

Achievement for students who self-identify as First Nations, Métis or Inuit continue to be significantly above the provincial levels for 3-year high school completion and academic achievement. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools.

Summative Evaluations: Provincial Achievement Test and Diploma Examination Results

Provincial Achievement Tests	Sturgeon Public Schools (%)						Alberta (%)				
	2020	2021	**2022**	**2023**	**N**	**2024**	2020	2021	2022	2023	2024
6 All Students Acceptable Standard %	n/a	n/a	64.9	64.7	437	65.2	n/a	n/a	64.3	63.3	68.5
6 All Students Standard of Excellence %	n/a	n/a	14.9	13.3	437	17.8	n/a	n/a	17.7	16.0	19.8
9 All Students Acceptable Standard %	n/a	n/a	62.6	67.5	422	64.0	n/a	n/a	62.9	62.6	62.5
9 All Students Standard of Excellence %	n/a	n/a	15.4	15.9	422	9.9	n/a	n/a	16.8	15.5	15.4

Diploma Exams	Sturgeon Public Schools (%)						Alberta (%)				
	2020	2021	**2022**	**2023**	**N**	**2024**	2020	2021	2022	2023	2024
All Students Acceptable Standard %	n/a	n/a	70.5	78.5	368	80.5	n/a	n/a	75.2	80.3	81.5
All Students Standard of Excellence %	n/a	n/a	8.5	13.7	368	12.9	n/a	n/a	18.2	21.2	22.6

Summative Assessment Analysis

Overall, the Division sees a slight increase in grade 6 Provincial Achievement Test results from last year in both acceptable and standard of excellence achievement. The Division is

within 5% of the provincial averages in both measures. The Division is above the provincial average for grade 9 Acceptable standard of achievement.

This data reveals a need for continued focus on grade 9 PAT standard of excellence across disciplines. When examining the individual subject areas, Mathematics 9 (including K&E Standard of Excellence), French Language Arts, English Language Arts standard of excellence, and Social Studies standard of excellence are areas of concern. Areas of celebration include Science 6 acceptable standard (improved significantly), Social Studies 6 standard of excellence (improved), and K&E standard of Excellence (improved).

In terms of diploma exam achievement, the Division has maintained acceptable achievement overall. Math 30-1, Math 30-2, Chemistry 30 standard of excellence are areas of concern. The Division will also focus on English Language Arts 30-2 acceptable standard, Social Studies 30-1 standard of excellence, Social Studies 30-2 acceptable standard, and Biology 30 standard of excellence.

Implications for future education plans include a divisional shared, strategic focus on high impact numeracy instruction (HITS), effective classroom-based interventions in mathematics, as well as continued need to support standard of excellence across disciplines.

Early Years Literacy & Numeracy Assessments

Sturgeon Public Schools participated in the provincial literacy and numeracy assessments, which include 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 14 months behind grade level after their initial assessments, Participating “At Risk” students in grades 1 to 4 averaged 12 months behind grade level after the end of year assessment.

	Early Years Literacy & Numeracy Assessments 2023/2024 Students At Risk			
	Total Students N	**Grade**	**Number of Students At Risk Beginning**	**At Risk End**
Alberta Education Literacy Screens	351	1	41	18
	374	2	58	36
	386	3	65	39
Alberta Education Numeracy Screen	337	1	21	17
	374	2	49	21
	386	3	22	15
Both Alberta Education Literacy Screens and Alberta Education Numeracy Screen	351	1	48	46
	374	2	61	54
	386	3	46	40

	Early Years Literacy & Numeracy Assessments 2023/2024 Students At Risk French Immersion			
	Total Students N	**Grade**	**Number of Students At Risk Beginning**	**At Risk End**
Alberta Education Literacy Screens	15	1	2	1
	23	2	19	7
	28	3	15	13
Alberta Education Numeracy Screen	14	1	5	6
	23	2	13	9
	28	3	7	10

Overall, the Division saw a reduction in the number of students at risk across all assessments and grade levels. One highlight is the decrease in students identified as at-risk by Alberta Education Literacy Screens, from 164 (14.8%) to 93 (8.6%)—a statistically significant drop of 6.2%. The Division remains focused on supporting students with diverse learning needs in both literacy and numeracy.

In 2023/24, pull-out interventions targeted grades 4 and 5 in line with the COVID Learning Interruption Grant, emphasizing foundational literacy and numeracy skills. Literacy instruction followed the *Layers of Reading* framework, focusing on explicit skill development for comprehension. In math, emphasis was placed on counting principles, place value, number relationships, and fact fluency. For grades 1-3, "at risk" support was provided through classroom-based, universal strategies such as guided math and targeted progressions. Teachers also accessed professional development to strengthen these approaches, aided by divisional resources like Math Fact Fluency Kits, *Mathology*, and Michael Heggerty's phonemic awareness tools.

Further analysis showed that some schools significantly reduced their at-risk student numbers by implementing systematic, data-informed, evidence-based teaching practices. This success will inform future plans to expand and support such unified approaches to increase student achievement.

Looking forward, future plans include supporting teachers in administering assessments with fidelity and using data meaningfully in the classroom. Through collaborative, research-informed professional development focused on High Impact Teaching Strategies (HITS), teachers will be equipped to better support even the most complex learners.

Achievement Across Local Measures

Student Survey

Sturgeon Public Schools engages students in a variety of ways to gather feedback and insight into learning experiences. During the 2023 - 2024 school year, the Division designed a survey that all grades 4 to 12 students completed in spring. **2506 students**, from 17 schools and learning centres, participated in the locally developed survey. The survey was divided into sections aligned with Alberta Education Assurance Domains: Student Growth and Achievement, Teaching and Learning, Learning Supports, and Governance and Local Context. All questions were asked with the following answer selections: Strongly Agree, Agree, Neither Agree or Disagree, Disagree, and Strongly Disagree. For analysis purposes, we examined responses in the categories of Strongly Agree and Agree and Strongly Disagree or Disagree. This local measure will be referenced throughout the domains of this report.

Student Growth and Achievement: Sturgeon Public Schools **Grades 4-12 Student Survey (n=2506)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I am successful at school	(%)	75.2	5.4
The things I learn in school are useful	(%)	58.3	12.4
I look forward to Math	(%)	48.8	27.1
I look forward to Language Arts	(%)	44.6	27.7
Students are kind to one another at my school	(%)	41.6	24.9

Analysis of Student Survey

In terms of student growth and achievement, the Division asked a series of questions that uncovered the following information: Areas of strength included responses to the questions, "I am Successful at School" (75% agreed or strongly agreed); and, "Things I learn in school are useful" (58% agreed or strongly agreed). Areas of focus included responses to the questions, "I look forward to English Language Arts" (28% disagreed or strongly disagreed); "I look forward to Math" (27% disagreed or strongly disagreed); and, "Students are kind to one another at my school" (25% disagreed or strongly disagreed).

Widely, students reported a strong sense of success at school with only 5.4% of students disagreeing or strongly disagreeing. This is a celebration that the vast majority of our unique learners feel they experience success at school.

The Division continues to focus on creating environments that foster student growth and achievement. This data further informs our education plan to focus on creating core learning environments that are conducive to engagement.

"Great job for making this school every year a better place and making it a safe environment to learn new things" - 2024 Student Survey Respondent

Parent Survey

Sturgeon Public Schools invited all parents, Pre-K to grade 12, to participate in a locally developed survey. **370 Parents** participated from 17 school sites providing over 5000 data points of feedback. Again, the survey was designed around the assurance outcomes (Student Growth and Achievement, Teaching and Leading, Learning Support, and Governance and Local Context). This local measure will be referenced throughout the domains of this report. Results of the parent survey were shared in a division publication and included in the Early Stakeholder Engagement Results.

Student Growth and Achievement: Sturgeon Public Schools **Parent Survey (N = 370)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I am satisfied with numeracy/ Mathematics education	(%)	79.7	8.7
I am satisfied with the education my child is receiving	(%)	78.7	10.0
I am satisfied with literacy/ English Language Arts education	(%)	76.5	10.5
SPS is helping my child develop skills of good citizenship	(%)	70.3	10.0
Students understand that all learners have unique needs	(%)	68.4	12.4
Students demonstrate respect for each other	(%)	67.0	18.1
SPS is helping prepare my child for life outside of school	(%)	67.0	18.1

In terms of Student Growth and achievement, areas of strength included responses to the questions, “I am satisfied with numeracy/mathematics education” (80% agreed or strongly agreed), and, “I am satisfied with the education my child is receiving (79% agreed or strongly agreed). Identified areas for focus included questions related to, “Preparing my child for life outside of school” (18% disagreed or strongly disagreed), and, “Students demonstrate respect for each other” (18% disagreed or strongly disagreed).

“Thank you for everything you have done. I feel like things are dealt with appropriately and with consideration to help guide students to become better citizens. All of my kids have had a very good experience with extra curricular options, field trips and a learning experience. Thank you again!” - 2024 Parent Survey Respondent”

Staff Survey

395 staff members from 17 school sites responded to a locally developed staff survey. This survey is also referenced in the teaching and leading domain. In terms of student growth and achievement, Sturgeon Public School Staff are overwhelmingly dedicated to helping students achieve learning outcomes. 92% of all staff describe that they strongly agree and 8% that they agree, that they are personally dedicated to helping students achieve learning outcomes. 94% of staff agree or strongly agree that at their school, staff work as a united team to help students achieve learning outcomes. 98% of staff believe they directly impact student learning - demonstrating high degrees of collective efficacy.

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.

2023 - 2024 Outcomes

Continuous leadership development prioritized division-wide.

Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.

Teachers and leaders use a range of data to implement effective assessment and evaluation practices.

Education Quality

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

Education Quality Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	1536	89.9	1321	86.8	1585	88.0	1590	86.6	1614	86.7
Alberta: Overall	264623	90.3	230814	89.6	249532	89.0	257584	88.1	265643	87.6
									SPS Change from previous year:	+0.1
									SPS Relative to province:	-0.9

Education Quality Detail	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	277	84.0	220	79.9	245	83.6	225	81.6	246	79.6
SPS: Students	982	87.3	848	83.1	1057	84.8	1050	83.1	1044	84.5
SPS: Teachers	277	98.3	253	97.4	283	95.7	315	95.0	324	96.0

Education Quality Analysis

By AEA indicators, education quality has maintained acceptable achievement across the division overall, with parents, and students. Teachers maintained good achievement. The Division saw a slight decrease from parents, with slight increases from students and teachers, all within 5% of the provincial averages.

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		
	2020	**2021**	2022	2023	**N**	2024	**Achievement**	**Improvement**	**Overall**
SPS: Teachers	76.8	76.0	85.4	89.7	316	91.0	High	Improved	Good

Sturgeon Public Schools continues to note consistent improvement since 2021 in terms of In-Service (PD) division wide with good achievement overall. The Division exceeds the provincial average in this area by 9.9%.

2023 - 2024 PD and Operational / No Student Days

Division PD Days	Site-Based PD Days	Operational, no Classes
- August 30, 2023 - March 11, 2024	- August 28, 2023 - August 29. 2023 - October 10, 2023 - December 4, 2023 - January 31, 2024 - April 29, 2024 - May 17, 2024 (am only) - June 3, 2024	- June 30, 2024
Teachers Convention (ATA PD)		**Day in Lieu**
- February 8 & 9, 2024		- November 10, 2023 - March 22, 2024

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

Sturgeon Public Schools Survey: Teaching and Leading

Student Survey

Student Growth and Achievement: Sturgeon Public Schools **Grades 4-12 Student Survey (N = 2506)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
My teachers treat me kindly	(%)	85.0	4.1
My teachers treat me fairly	(%)	75.8	7.4
My teachers keep us on task	(%)	75.3	7.5
My teachers help and encourage me	(%)	74.7	6.6
My teachers like teaching me	(%)	68.6	8.3
My school work is hard, but not too hard	(%)	62.5	10.5
My teachers deal with students who misbehave	(%)	71.4	10.5
My Principal or Vice Principal cares about me	(%)	61.3	13.0

Areas of strength from our student survey include that students believe they are treated kindly, fairly and are kept on task by teachers. The Division notes themes of rigor (my work is hard, but not too hard), citizenship (my teachers deal with students who misbehave) and leadership (my Principal or Vice Principal cares about me) as areas to focus on moving forward.

Parent Survey

Teaching and Leading: Sturgeon Public Schools **Parent Survey (N = 370)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I am satisfied with my child(ren)'s teacher(s)	(%)	80.8	9.2
I am satisfied with the education my child is receiving	(%)	68.7	14.9

80% of parents report being satisfied with teachers. There is room for focus and improvement with parental satisfaction surrounding the education received at 14.9% (disagree or strongly disagree).

Staff Professional Development Survey
395 staff members from 17 school sites responded to a locally developed staff survey inquiring about professional development needs. The following themes emerged from the data collected.

Planning and Effective Use of Data
96% of staff describe that they agree or strongly agree that they have the skills to plan effectively and 81% that they have the skills to assess students effectively. 91% of staff responded that they agree or strongly agree that they have the skills to design and support inclusive learning environments. 89% of staff agree or strongly agree that they use a wide range of data to inform their work.

Indigenous Ways of Knowing and Being
93% of staff agree or strongly agree that their school is committed to truth and reconciliation and 82% agree or strongly agree that Indigenous ways of knowing and being are weaved throughout learning in their school. 86% of staff agree or strongly agree that Indigenous students have access to appropriate support. In our commitment to truth and reconciliation, weaving throughout Indigenous ways of knowing and being and providing appropriate support for staff development will continue to be a focus moving forward.

Professional Development Needs
62% of staff agree or strongly agree that they value division PD days and 87% of staff agree or strongly agree that they value school-based PD days. 77% of staff agree or strongly agree that they value TCIS (Therapeutic Crisis Intervention for Schools) professional development.

In terms of future professional development needs, staff identified the following key areas for future learning:

- Supporting student behaviour (51% of respondents)
- Supporting mental health and wellness of students (50% of respondents)
- Supporting diverse learners (45% of respondents)
- New curriculum (30% of respondents)

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.

2023 - 2024 Outcomes

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

Mental Health Supports are recognized as critical components to student success and wellbeing.

All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.

Learning Supports	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE	83.7	83.0	83.6	84.0	n/a	Maintained	n/a
Access to Supports	81.4	81.0	81.0	79.9	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	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	1327	84.9	1582	84.9	1587	83.0	1614	83.7
Alberta: Overall	n/a	n/a	231091	87.8	249941	86.1	257391	84.7	265321	84.0
									SPS Change from previous year:	+0.7
									SPS Relative to province:	-0.3

WCRSLE	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	221	85.7	245	85.9	225	83.0	246	82.5
SPS: Students	n/a	n/a	853	73.7	1063	75.2	1047	73.9	1044	75.4
SPS: Teachers	n/a	n/a	253	95.2	284	93.6	315	92.2	324	93.2

By AEA indicators, the percentage of Sturgeon Public teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe has been maintained. The Division saw slight improvements with teachers and students and a 0.5% decrease with parents from last year.

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	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	n/a	n/a	1323	79.5	1589	80.5	1584	81.0	1610	81.4
Alberta: Overall	n/a	n/a	230761	82.6	249570	81.6	256994	80.6	265321	79.9
									SPS Change from previous year:	+0.4
									SPS Relative to province:	+1.5

Access to Supports and Services	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	n/a	n/a	221	73.6	245	71.4	225	72.8	246	71.5
SPS: Students	n/a	n/a	849	76.4	1060	81.2	1045	79.3	1041	80.8
SPS: Teachers	n/a	n/a	253	88.5	284	88.8	314	90.9	323	91.8

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school has also been maintained and the Division slightly exceeded the provincial average in this area.

Achievement Across Local Measures

Sturgeon Public Schools Survey: Learning Supports

Student Survey

Learning Supports Sturgeon Public Schools **Grades 4-12 Student Survey (N = 2506)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I learn about First Nations, Métis and Inuit in school	(%)	82.4	6.4
I learn about residential schools	(%)	81.5	6.2
Our School is safe	(%)	70.3	9.9
If I have a serious problem, I can get help at school	(%)	65.9	13.8
At our school, it is ok to be different	(%)	63.9	17.2
Our school is caring	(%)	62.2	12.2
Our school is respectful	(%)	59.1	14.2

An area of celebration is that a high percentage of students strongly agree or agree that they learn about First Nations, Métis and Inuit and residential schools. The Division continues to focus on acceptance and inclusivity (at our school it is ok to be different) and respect (our school is respectful). This information informs future planning with a renewed focus on creating healthy school communities based on relationships of mutual respect.

Parent Survey

Learning Supports: Sturgeon Public Schools **Parent Survey (N = 370)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
Our school community is caring	(%)	79.7	7.0
Our school community is safe	(%)	78.7	9.5
Our school community is respectful	(%)	76.5	10.3

Our school community is inclusive	(%)	74.9	7.8
Our school demonstrates respect for Indigenous ways of knowing and being	(%)	73.8	3.2
Our school is committed to truth and reconciliation	(%)	68.9	3.2
Students have access to appropriate mental health supports	(%)	62.2	9.7

Parents view safe and caring school environments as a strength within the Division. Our school community is respectful (10.3% disagree or strongly disagree) and students have access to appropriate mental health support (9.7% disagree or strongly disagree). Of interest is a higher number of parents who were neutral when asked if “our school demonstrates respect for Indigenous ways of knowing and being”, and “our school is committed to truth and reconciliation”. This may indicate a need to strengthen communication around learning and cultural exchange opportunities division-wide.

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, and considers each student's unique needs, parental choices and our community resources.

The Division remains committed to strengthening behavioural supports for students. The Division has taken significant steps to provide comprehensive assistance, including the introduction of the TCIS (Therapeutic Crisis Intervention for Schools) program, dedicated behaviour lead teachers and the establishment of a behaviour 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 maintained 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 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, and Behaviour Lead. The School-Based Team focuses on enhancing the skills of teachers and assumes a leadership role in establishing comprehensive support throughout the school.

The School-Based Teams:

- Analyze data related to universal, targeted and individualized support to ensure effectiveness.
- Plan and coordinate academic and behavioural 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 continues to work in partnership 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. The development of measurable, public goals informed a system-wide approach designed to 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.

The Indigenous Education Lead Team, including: Métis Learning Coach, Indigenous Student Counsellor, Indigenous Student Success Coaches, and Indigenous Student EAs, worked collaboratively to support students and staff throughout the Division. Through this team, the Division supported a number of school-based Indigenous Family Nights (5 events) and developed the SPS Indigenous Parent Advisory Committee which saw parents gather from across the Division. Positive momentum and parent involvement is instrumental in supporting the Division's priorities in this area.

The Call to Action Cohort brought staff leaders from each school site to engage in relationally focused, experiential, and holistic professional development to provide guidance 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 were supported with professional learning around Indigenous ways of knowing and being so they may incorporate these practices from the onset of their careers. The Division also had the opportunity to focus the March division PD day on Indigenous Foundational Knowledge, and land-based and experiential learning, which included a multitude of breakout sessions and hosting a keynote panel of Indigenous Educator Scholars from the University of Alberta.

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.

2023 - 2024 Outcomes

Students, families, staff and community members are committed to a shared vision for optimal learning, with opportunities for all to be involved.

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

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

Governance	Current SPS	Previous SPS	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Parental Involvement	78.0	74.7	77.0	79.5	n/a	Maintained	n/a

Parental Involvement

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

Parental Involvement	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Overall	554	82.5	470	77.4	524	78.2	538	74.7	564	78.0
Alberta: Overall	70377	81.8	60919	79.5	62412	78.8	63935	79.1	64949	79.5
SPS Change from previous year:										+3.3
SPS Relative to province:										-1.5

Parental Involvement	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
SPS: Parents	277	70.5	220	64.1	245	64.6	225	62.0	245	65.5
SPS: Teachers	277	94.5	250	90.7	279	91.8	313	87.4	319	90.5

The Division continues to maintain acceptable (overall and parent) and good achievement (teachers) in parental involvement division-wide. The Division saw rebounds from the previous year's results from all stakeholders.

Parent Engagement

During the 2023 - 2024 school year, the Division conducted 6 parent engagement events hosted throughout Sturgeon County. The Division hosted more than 195 participants and collected over 1000 insights directly from parents and through discussion. Insights from the events can be categorized in the following key themes:

- **Caring staff in Connected Rural Communities**: Parents celebrated and acknowledged the care and attention of dedicated staff members in the context of connected, smaller school communities. Strong sense of community and belonging were evident throughout the comments

- **Learning Choices**: Parents were very supportive of the wide variety of exceptional programming offered throughout the Division. Outdoor learning, STEAM education, Nutrition Programs, CTF and Option course offerings, and extracurricular clubs, teams and activities were greatly appreciated. The wide variety of programming creates opportunities for students to engage with their education.

- **Communication**: Parents recognized and celebrated the Division's focus on improving communication at the school and Division levels.

Several parents commented on improved transportation which demonstrates marked growth from previous survey data.

What values are important to your school community?
In terms of values important to school communities, communities shared the importance of respect, community, inclusivity, trust and accountability. Open and timely communication paired with accountability at school surfaced as overarching themes around how the Division can best work with parents to support these values in young people. Media and technology, not feeling heard/low trust, and social/ home influences emerged as key themes impacting students' ability to display characteristics of good citizenship.

When asked what values are important to your school community, parents' combined responses resulted in the following word cloud (words represented more often in the feedback are represented larger in size).

Key themes by community were as follows:

Gibbons & Landing Trail School
- Diversity
- Community
- Respect
- Acceptance

Bon Accord & Lilian Schick School
- Trust
- Inclusion
- Respect
- Communication

Guthrie, Namao & Sturgeon Composite High School
- Communication
- Respect
- Integrity

Redwater & Ochre Park School
- Safety
- Respect
- Quality of education

Four Winds & Morinville Public School
- Kindness
- Respect
- Accountability
- Inclusion

Camilla & Sturgeon Heights
- Inclusion
- Outdoor Learning
- Communication
- Accountability
- Community

Emerging from the parent engagement events, was a desire to gather further understanding. As themes of inclusion were included in all engagement events, the Division will be hosting a follow-up parent engagement specifically inviting parents of students with diverse learning needs. We will also host an Indigenous parent engagement event. These follow-up events will allow the Division to capture a more fulsome understanding of parent perspectives and insights.

When asked what the Division should prioritize in the 2024/2025 school year, parents reported insights around several key themes:
- Prioritizing academic excellence and options for many career paths
- Engaging learning (less unintentional screen time & technology access, more time outdoors / active learning)
- Classroom size and student support
- Effective, consistent communication from the school level
- Demonstrating care for students and supporting diversity and inclusion

Student Survey

Governance Sturgeon Public Schools **Grades 4-12 Student Survey (N = 2506)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
My parents play a big role in my education	(%)	71.1	10.1

Parent Survey

Governance: Sturgeon Public Schools **Parent Survey (N = 370)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I have opportunities to be involved in my school community	(%)	84.6	3.5
My perspective is valued by school staff	(%)	62.4	13.0

Parent Engagement Analysis

As the student result uncovers, finding ways to actively and meaningfully engage parents in students' education will continue to be a Division focus moving forward. While parents report strong opportunities to be involved in school communities, there is room for growth around perceived value of parental perspectives by school staff.

Accountability/Assurance System for Schools

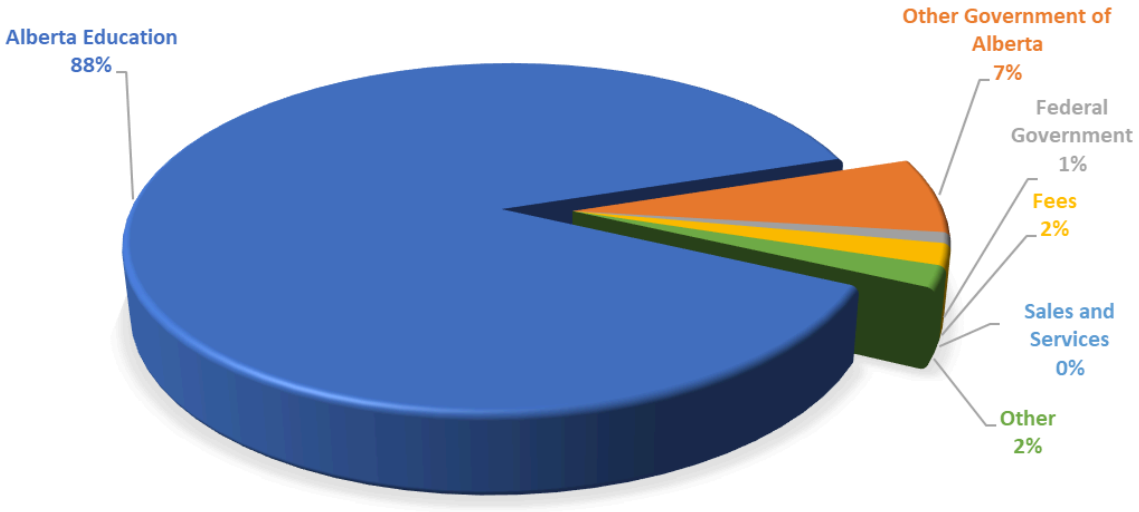
Sturgeon Public Schools ensures that schools are providing assurance to their communities and demonstrating continuous improvement. As per Sturgeon Public School Division's Administrative Procedure 243: School Education Plans and Annual Results Report, all schools develop annual education plans that 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.

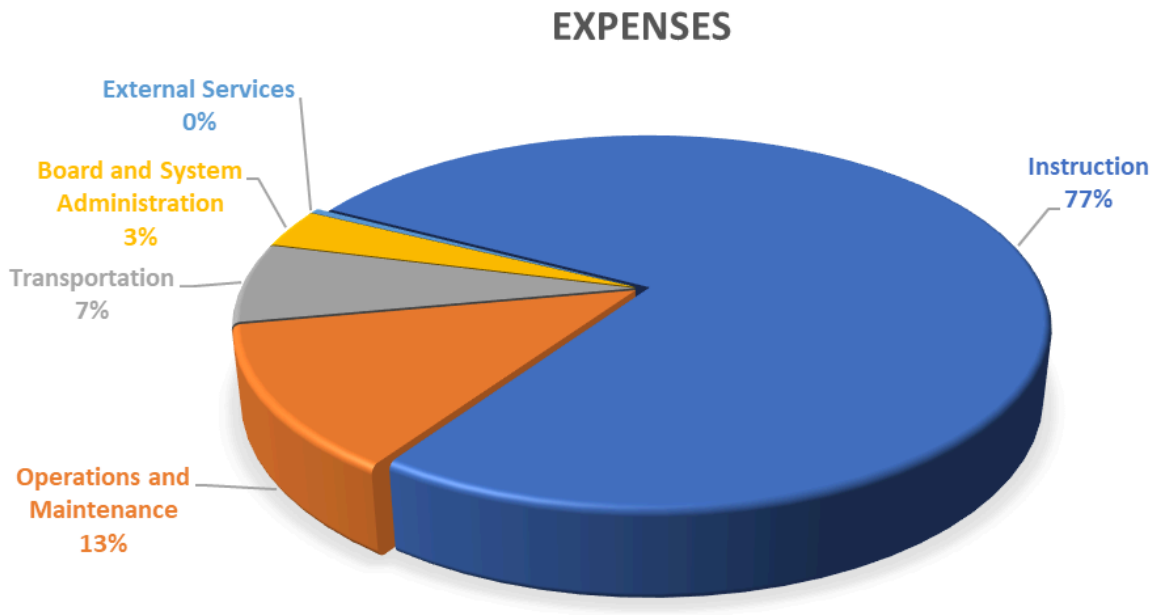
2023 - 2024 Budgeted Revenue by Source

Revenue Source	Totals	%
Alberta Education	$70,519,443	88%
Other Government of Alberta	$5,514,692	7%
Federal Government	$1,086,100	1%
Fees	$1,940,675	2%
Sales and Services	$189,904	0%
Other	$797,156	2%
Total	**$80,047,970**	**100%**



2023 - 2024 Budgeted Expenses by Program

Program	Expenses	%
Instruction	$64,700,156	77%
Operations and Maintenance	$10,536,442	13%
Transportation	$5,825,109	7%
Board and System Administration	$2,842,693	3%
External Services	$359,762	0%
Total	**$84,264,162**	**100%**



Summary of 2023 - 2024 Financial Results

Actual vs. Budget Operating Results (2023 - 2024)

Revenues	2024 Actual	2024 Budget	Variance Amount	Variance %
Total Revenues	$81,668,990	$80,047,970	$1,621,020	2%

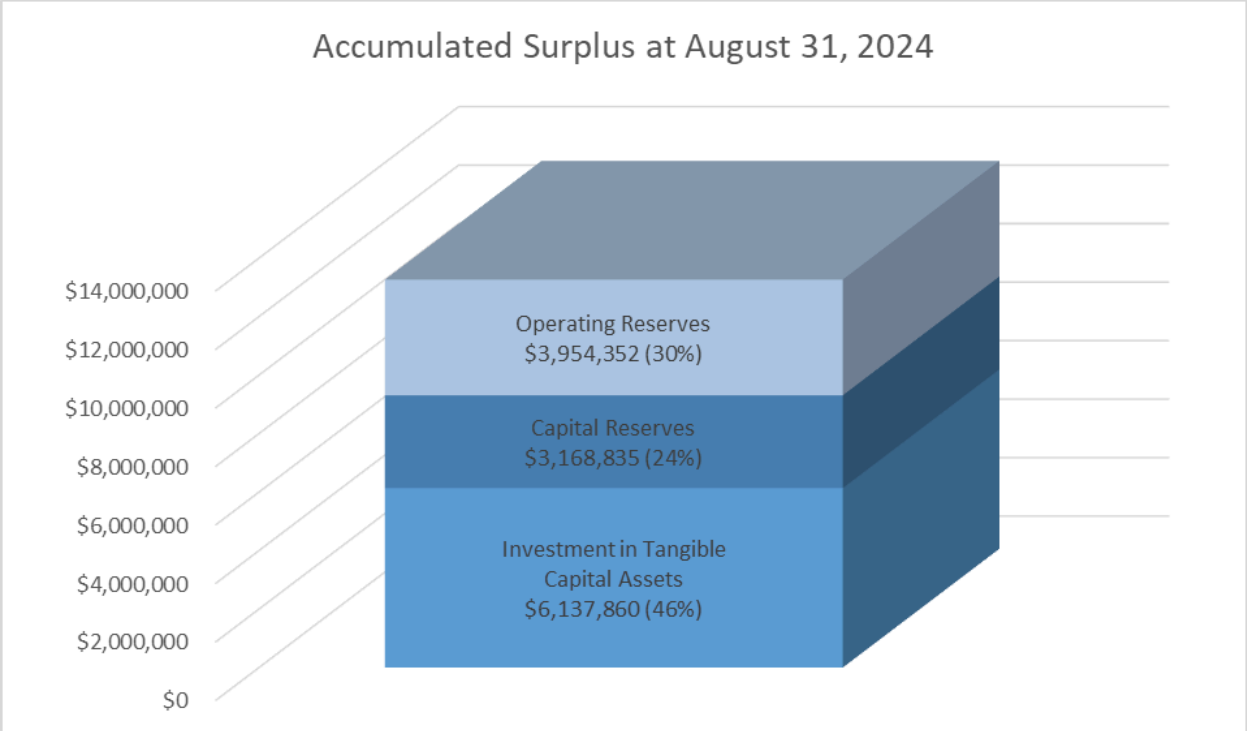
Expenses by Programs	2024 Actual	2024 Budget	Variance Amount	Variance %
Instruction Grades ECS to 12	$65,032,700	$64,700,156	$332,544	1%
Operations and Maintenance	$10,894,333	$10,536,442	$357,891	3%
Transportation	$6,102,089	$5,825,109	$276,980	5%
System Administration	$2,830,799	$2,842,693	($11,894)	0%
External Services	$376,449	$359,762	$16,687	5%
Total	$85,236,370	$84,264,162	$972,208	1%

Variance Explanation

The Division experienced a 2% increase in actual over budgeted revenues. The increase comes from the unbudgeted deferral of funding from the prior year into the 2023-2024 school year. This funding was used to support our student learning. Actual expenditures were 1% higher than budgeted - primarily from actual utility costs experienced by the Division.

2023 - 2024 Accumulated Surplus

The Division finished the year with a total accumulated surplus of $13,261,047.



Proposed 3 Year Capital Plan

Each year, school divisions across the province are required to submit a Three-Year Capital Plan to Alberta Education. The Three-Year Capital Plan (2024-2027) is a summary of the Division's capital priorities for the next three years and includes many assumptions and estimates.

Sturgeon Public School Division's Three-Year Capital Plan priorities have been tailored to mitigate environmental concerns, high maintenance drain on CMR, IMR and operational funding. The capital plan priority school sites have a higher VFA condition rating, higher annual operational costs and increasing annual deferred maintenance costs for the Division. The key drivers for the Division's capital priorities are health & safety, reducing annual operational costs, accessibility issues, sustainability, aging infrastructure solutions, energy conservation and end of life mechanical and electrical systems. The two priorities for the 2024-2027 Capital Plan are:

Sturgeon School Division 2024-2027 3-Year Capital Plan				
Priority	School Name	Grade	Jurisdiction	Solution Description
#1	Gibbons and Landing Trail Solution	K-9	Town of Gibbons	Amalgamate of Gibbons and Landing Trails schools to K-9 on a new site.
#2	New School - Morinville Public School	K-6	Town of Morinville	The Division is requesting a replacement school with a capacity for 740 students, accompanied by a change in grade configuration from K-4 to K-6. This adjustment aims to alleviate enrolment pressures at Four Winds Public School

Further Information

- Sturgeon Public School Division's Audited Financial Statements are posted on our website:
    - https://www.sturgeon.ab.ca/division/plans-reports-documents/finance-capital-plans.
- K to 12 education financial statements for all provincial school divisions can be found at:
    - https://www.alberta.ca/k-12-education-financial-statements
- For more information on Sturgeon Public School Division financial results, contact the Executive Director, Corporate 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.

2023 - 2024 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.

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

Contextual Information

Sturgeon Public Schools has a longstanding commitment to delivering high-quality rural education across Sturgeon County. From its origins in a small, two-classroom school, the Division has grown to serve over 5,000 students across 17 locations, including traditional schools, Learning Centres, a Virtual Academy, and a Colony school, providing Pre-Kindergarten to Grade 12 programs that foster lifelong learning.

Guided by a mission to create safe, respectful, and collaborative environments, the Division works alongside trustees, parents, community members, staff, and students to support individual growth and success. Sturgeon Public Schools fosters open communication and shared responsibility, collaborating with rural community partners to provide diverse programs that inspire and engage students. Schools prioritize environments where students feel secure, respected, and valued, celebrating diversity and fostering belonging through initiatives like gay-straight alliances, which affirm a welcoming atmosphere for all.

To prepare students for their future paths, Sturgeon Public Schools offer a range of academic, technological, and vocational programs designed to meet diverse needs. By promoting STEAM education and specialized programs, the Division equips students with the skills and knowledge necessary for success. Whether in academics, athletics, arts, or Career Pathways, Sturgeon Public Schools students' are empowered to pursue their passions and develop essential skills for post-secondary education and vocational opportunities.

The Division values partnerships that expand opportunities for students and strengthen community connections. For example, the Jessica Martel Memorial Foundation works with Four Winds Public School through the Inspire Program, which empowers junior high female students by exploring leadership, positive relationships, and self-image. Additionally, the

Mental Health Capacity Building Grant (HYPE - Helping Young People Excel) enables collaboration with Alberta Health Services and local organizations to enhance mental health resources, ensuring students and families have access to critical supports. These partnerships exemplify Sturgeon Public's dedication to fostering student well-being and success.

Career Pathways Education includes programs like the Work Experience and Career Internship Program, Registered Apprenticeship Program (RAP), Dual Credit Program, and Alberta Agriculture's Green Certificate Program. These experiences allow students to explore career interests while earning high school credits. In the past year, 215 students participated, collectively earning over 1,490 credits through experiences that include college-level courses with institutions such as Olds College and NAIT and hands-on work placements in local businesses.

Sturgeon Public Schools are dedicated to excellence in teaching, open communication, and inclusivity. This commitment to fostering student success and community engagement creates an environment where every learner is supported on their unique path to future success.

Student Survey

Local and Societal Context Sturgeon Public Schools **Grades 4-12 Student Survey (N = 2506)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
I feel like I am a part of Sturgeon Public Schools	(%)	64.3	12.6
I have volunteered at school or in the community this year	(%)	55.2	23.7
Students are proud of our community	(%)	54.2	14.5
I have been a leader at school in some way this year	(%)	54.1	21.3
Students are proud of our school	(%)	51.4	20.4

Parent Survey

Local and Societal Context: Sturgeon Public Schools **Parent Survey (N = 370)**		% Strongly Agree or Agree	% Strongly Disagree or Disagree
Community and volunteer involvement is encouraged at my school	(%)	73.2	6.2

Students are proud of their community	(%)	72.4	6.0
Students are proud of their school	(%)	71.6	9.2
My child feels connected to SPS	(%)	63.8	13.0

Local Context Analysis

The opportunity for Improved opportunities for student leadership and community involvement are evident through the student survey responses. This information will inform future Education Plans as the Division prioritizes student leadership and citizenship both within the school community and within the broader community. Relative strengths identified by parents were student pride in their community (72.4% strongly agree or agree) and that students are encouraged to be involved in community or volunteer activities (73.2% strongly agree or agree).

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		
Four Winds Public School	Grade 5 to Grade 9	825.349.0021
Morinville Learning Centre	Grade 10 to 12, Adult Learning	780.939.4341
Morinville Public School	Pre-K to Grade 4	780.939.3445
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	**72.0**	72.8	76.7	*	n/a		n/a
	5-year High School Completion	*	*	n/a	**88.1**	88.7	87.2	*	n/a		n/a
	6 PAT: Acceptable	**25.0**	33.3	33.3	**64.6**	65.4	65.4	Very Low	Maintained		Concern
	6 PAT: Excellence	**0.0**	0.0	0.0	**16.5**	15.7	15.7	Very Low	Maintained		Concern
	9 PAT: Acceptable	**13.9**	29.2	29.2	**52.7**	55.3	55.3	Very Low	Maintained		Concern
	9 PAT: Excellence	**0.0**	4.2	4.2	**10.1**	11.0	11.0	Very Low	Maintained		Concern
	Diploma: Acceptable	*	*	n/a	**66.3**	67.1	67.1	*	n/a		n/a
	Diploma: Excellence	*	*	n/a	**14.0**	13.8	13.8	*	n/a		n/a
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a		n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	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. Caution should be used when interpreting high school completion rate results over time, as 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

8. 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.
9. 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	243	17	51	19	6	7	67
The literacy skills your child is learning at school are useful	244	25	61	8	2	4	86
The numeracy skills your child is learning at school are useful	243	23	66	5	2	3	89

Engagement Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Do you like learning language arts	416	64	29	7	64
Do you like learning math	414	68	25	7	68

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	354	25	49	16	6	3	75
	10	257	18	54	21	7	0	72
I understand how the mathematics I am learning at school is useful to me	7	355	25	48	18	5	4	73
	10	258	20	54	17	7	2	74
I understand how the science I am learning at school is useful to me	7	356	24	54	15	4	3	78
	10	261	20	60	14	4	2	79
I understand how the social studies I am learning at school is useful to me	7	358	15	37	27	16	5	51
	10	257	9	34	30	20	7	43
The language arts I am learning at school is interesting to me	7	355	15	44	24	10	2	64
	10	256	12	43	30	14	0	55
The mathematics I am learning at school is interesting to me	7	558	16	39	30	12	4	55
	10	255	15	40	33	12	0	55
The science I am learning at school is	7	356	26	48	17	6	3	74

interesting to me	10	258	19	55	20	6	1	74
The social studies I am learning at school is interesting to me	7	357	17	41	24	14	3	59
	10	254	9	52	22	17	1	61

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	324	40	56	3	0	1	96
The literacy skills students are learning at your school are useful	321	54	44	2	0	0	98
The numeracy skills students are learning at your school are useful	320	55	42	1	0	2	98

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	240	14	43	17	5	22	57
Students at your child's school help each other when they can	244	16	56	9	2	17	72
Students at your child's school respect each other	244	13	54	16	3	14	66
Your child is encouraged at school to be involved in activities that help the community	239	19	57	8	2	13	76
Your child is encouraged at school to try their best	243	35	59	3	1	2	94

Citizenship Student - Grade 4(%)	N	Yes %	No %	Don't Know %	Top 2 Box %
At school, are you encouraged to try your best	415	95	3	2	95
At school, do most students follow the rules	415	65	18	17	65
At school, do most students help each other	414	84	5	11	84
At school, do most students respect each other	414	72	11	17	72

Citizenship Student - All (%)		N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
At school, I am encouraged to get involved in activities that help people in my community	7	353	16	58	15	4	8	73
	10	241	10	63	15	6	5	74
At school, I am encouraged to do my best	7	359	31	58	7	3	2	89
	10	262	22	65	9	1	3	87
At school, students follow the rules	7	355	1	37	34	16	12	38
	10	243	6	37	29	20	7	44
At school, students help each other	7	354	9	53	21	8	9	61
	10	247	6	65	14	8	6	71
Students at your school respect each other	7	351	6	45	26	11	11	51
	10	241	4	51	27	12	7	55

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	319	43	46	8	1	3	88
Students are encouraged at your school to try their best	322	65	33	2	0	1	98
Students at your school follow the rules	321	17	72	9	2	0	89
Students at your school help each other when they can	323	36	59	4	0	0	95
Students at your school respect each other	319	23	63	11	2	1	86

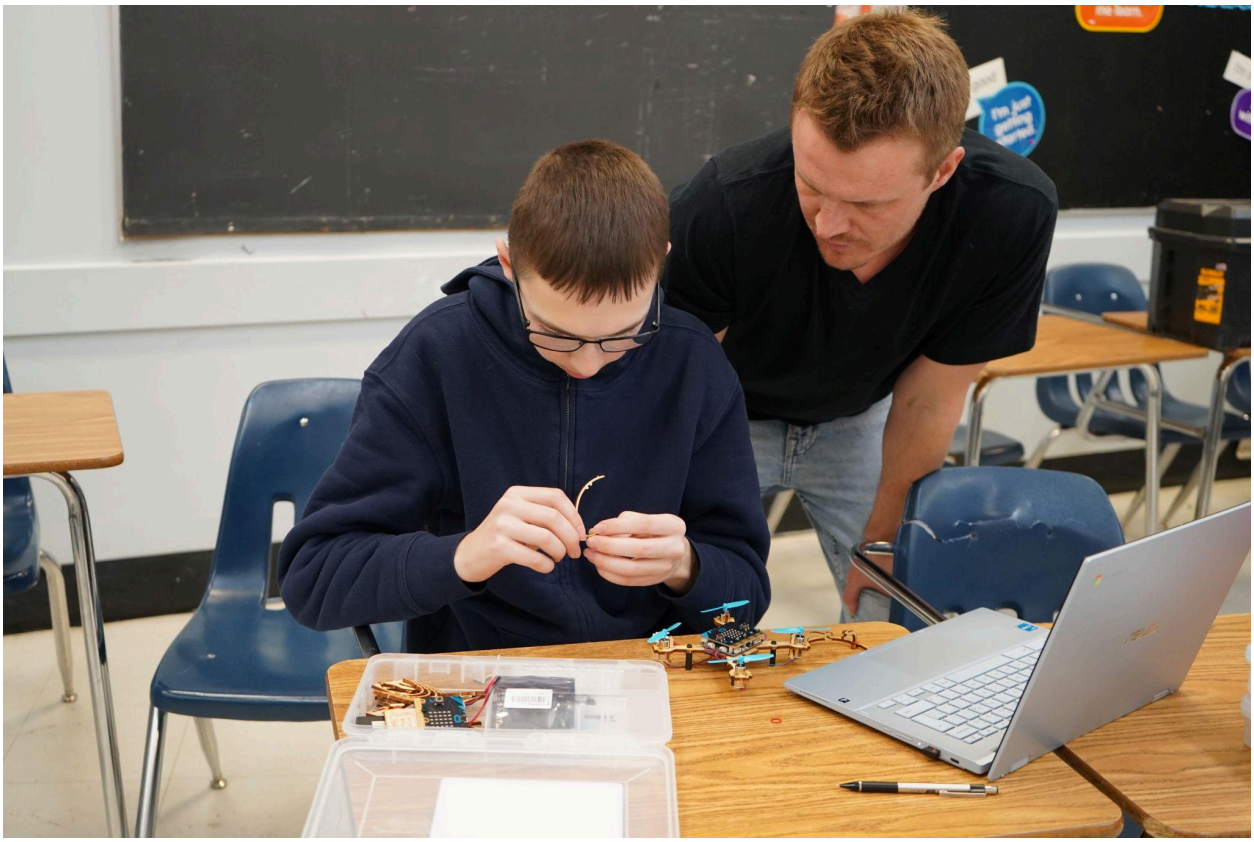
Provincial Achievement Test Detail by Course and Cohort

2024 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
French Language Arts 6 année	Number Writing	14	n/a	14	1870	3131			
	Acceptable Standard	28.6	n/a	28.6	69.9	77.6	n/a	n/a	n/a
	Standard of Excellence	0.0	n/a	0.0	9.3	12.5	n/a	n/a	n/a
Science 6	Number Writing	356	395	398	53806	54859			
	Acceptable Standard	75.0	74.2	67.1	68.8	66.7	+6.0	-0.8	+7.1
	Standard of Excellence	22.2	22.5	19.8	24.8	21.8	-2.3	+0.3	+2.7
Social Studies 6	Number Writing	361	437	399	60804	57655			
	Acceptable Standard	71.5	65.2	64.7	68.5	66.2	-3.3	-6.3	+0.5
	Standard of Excellence	14.7	17.8	13.3	19.8	18.0	-2.0	+3.1	+4.5
English Language Arts 9	Number Writing	288	398	319	59096	56255			
	Acceptable Standard	87.5	75.9	79.0	69.5	71.4	+4.5	-11.6	-3.1
	Standard of Excellence	14.2	8.3	12.9	11.8	13.4	-3.5	-5.9	-4.6
K&E English Language Arts 9	Number Writing	29	24	32	1465	1254			
	Acceptable Standard	86.2	70.8	78.1	49.6	50.2	+21.2	-15.4	-7.3
	Standard of Excellence	13.8	0.0	12.5	5.6	5.7	-5.6	-13.8	-12.5
French Language Arts 9	Number Writing	7	14	8	3308	3215			
	Acceptable Standard	42.9	64.3	37.5	76.6	76.1	-12.3	+21.4	+26.8
	Standard of Excellence	14	0.0	0.0	10.6	10.9	-10.6	-	-
Mathematics 9	Number Writing	287	392	316	58577	55447			
	Acceptable Standard	59.2	43.6	53.8	52.7	54.4	-9.1	-15.6	-10.2
	Standard of Excellence	12.5	7.1	11.4	14.0	13.5	-6.9	-5.4	-4.3
K&E Mathematics 9	Number Writing	33	30	36	1967	1815			
	Acceptable Standard	81.8	70.0	75.0	52.2	52.7	-17.8	-11.8	-5.0
	Standard of Excellence	39.4	3.3	36.1	9.9	11.3	-6.6	-36.1	-32.8
Science 9	Number Writing	284	396	322	59072	56311			
	Acceptable Standard	82.7	71.2	73.0	67.6	66.3	+3.6	-11.5	-1.8
	Standard of Excellence	22.5	14.4	19.9	20.8	20.1	-6.4	-8.1	-5.5
K&E Science 9	Number Writing	27	26	29	1411	1197			
	Acceptable Standard	77.8	61.5	72.4	52.3	52.9	+9.2	-16.3	-10.9
	Standard of Excellence	29.6	15.4	27.6	8.9	10.9	+6.5	-14.2	-12.2
Social Studies 9	Number Writing	283	395	321	59125	56309			
	Acceptable Standard	70.0	63.8	61.7	60.5	58.4	+3.3	-6.2	2.1
	Standard of Excellence	19.8	10.1	17.4	15.8	15.9	-5.8	-9.0	-7.3

2024 Provincial Achievement Tests by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
K&E Social Studies 9	Number Writing	29	27	31	1351	1140			
	Acceptable Standard	79.3	70.4	74.2	50.4	49.6	+20.0	-8.9	-3.8
	Standard of Excellence	10.3	22.2	9.7	11.3	10.6	+10.3	+11.9	+12.5

2023 Provincial Achievement Tests by Course Indigenous Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
French Language Arts 6 année	Number Writing	n/a	n/a	n/a	102	132			
	Acceptable Standard	n/a	n/a	n/a	56.9	65.9	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	2.9	5.3	n/a	n/a	n/a
Science 6	Number Writing	64	60	64	3851	3990			
	Acceptable Standard	59.4	66.7	59.4	51.4	46.0	+15.3	+7.3	+7.3
	Standard of Excellence	7.8	20.0	7.8	12.3	9.0	+7.7	+12.2	+12.2
Social Studies 6	Number Writing	64	69	64	4556	4332			
	Acceptable Standard	54.7	56.5	54.7	48.7	45.3	+7.8	+1.8	+1.8
	Standard of Excellence	3.1	14.5	3.1	7.3	6.5	+7.2	+11.4	+11.4
English Language Arts 9	Number Writing	53	53	53	4465	4375			
	Acceptable Standard	75.5	64.2	75.5	49.5	49.2	+14.7	-11.3	-11.3
	Standard of Excellence	5.7	1.9	5.7	4.7	4.4	-2.8	-3.8	-3.8
K&E English Language Arts 9	Number Writing	8	7	8	388	297			
	Acceptable Standard	87.5	71.4	87.5	42.8	43.8	+28.6	-16.1	-16.1
	Standard of Excellence	12.5	0.0	12.5	4.9	3.7	-4.9	-12.5	-12.5
French Language Arts 9	Number Writing	2	n/a	n/a	160	136			
	Acceptable Standard	*	n/a	n/a	63.8	65.4	n/a	n/a	n/a
	Standard of Excellence	*	n/a	n/a	5.6	4.4	n/a	n/a	n/a
Mathematics 9	Number Writing	53	53	53	4361	4197			
	Acceptable Standard	45.3	32.1	45.3	28.7	28.7	+3.4	-13.2	-13.2
	Standard of Excellence	7.5	7.5	7.5	4.8	3.8	+2.7	0.0	0.0
K&E Mathematics 9	Number Writing	8	7	8	485	440			
	Acceptable Standard	100.0	57.1	100.0	43.7	48.9	+13.4	-42.9	-42.9
	Standard of Excellence	62.5	0.0	62.5	6.2	11.1	-6.2	-62.5	-62.5
Science 9	Number Writing	53	53	53	4477	4380			
	Acceptable Standard	67.9	66.0	67.9	46.0	42.1	+20.0	-1.9	-1.9
	Standard of Excellence	13.2	9.4	13.2	8.5	7.1	-0.9	-3.8	-3.8
K&E Science 9	Number Writing	8	7	8	373	281			

	Acceptable Standard	87.5	57.1	87.5	46.6	48.4	-10.5	-30.4	-30.4
	Standard of Excellence	37.5	14.3	37.5	7.2	8.2	+7.1	–23.2	-23.2
Social Studies 9	Number Writing	53	53	53	4498	4393			
	Acceptable Standard	60.4	54.7	60.4	39.0	34.1	+15.7	-5.7	-5.7
	Standard of Excellence	9.4	7.5	9.4	6.3	4.9	+1.2	-1.9	-1.9
K&E Social Studies 9	Number Writing	8	7	8	351	262			
	Acceptable Standard	87.5	57.1	87.5	46.2	45.4	+10.9	-30.4	-30.4
	Standard of Excellence	12.5	28.6	12.5	9.4	7.3	+19.2	-16.1	-16.1



Diploma Exam Detail by Course and Cohort

2023 Diploma Results by Course All Students		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	100	120	100	33001	31493			
	Acceptable Standard	84.0	90.8	84.0	84.2	83.7	+6.6	+6.8	+6.8
	Standard of Excellence	6.0	9.2	6.0	10.1	10.5	-0.9	+3.2	+3.2
English Lang Arts 30-2	Number Writing	146	185	146	19219	17112			
	Acceptable Standard	95.2	90.3	95.2	85.7	86.2	+4.6	-4.9	-4.9
	Standard of Excellence	15.8	19.5	15.8	12.9	12.7	+6.6	-3.7	-3.7
Mathematics 30-1	Number Writing	67	76	67	21035	19763			
	Acceptable Standard	67.2	53.9	67.2	75.4	70.8	-21.5	-13.3	-13.3
	Standard of Excellence	25.4	7.9	25.4	34.9	29.0	-27.0	-17.5	-17.5
Mathematics 30-2	Number Writing	66	77	66	15676	14418			
	Acceptable Standard	72.7	58.4	72.7	70.9	71.1	-12.5	-14.3	-14.3
	Standard of Excellence	10.6	3.9	10.6	15.4	15.2	-11.5	-6.7	-6.7
Social Studies 30-1	Number Writing	106	102	106	25167	24023			
	Acceptable Standard	72.6	86.3	72.6	85.2	83.5	-1.1	+13.7	+13.7
	Standard of Excellence	5.7	6.9	5.7	18.7	15.9	-11.8	+1.2	+1.2
Social Studies 30-2	Number Writing	150	184	150	23985	21045			
	Acceptable Standard	72.7	74.5	72.7	77.6	78.1	-3.1	+1.8	+1.8
	Standard of Excellence	3.3	8.7	3.3	12.7	12.3	-4.0	+5.4	+5.4
Biology 30	Number Writing	80	78	80	24414	23270			
	Acceptable Standard	81.3	87.2	81.3	83.1	82.7	+4.1	+5.9	+5.9
	Standard of Excellence	25.0	21.8	25.0	33.7	32.8	-11.9	-3.2	-3.2
Chemistry 30	Number Writing	64	77	64	19955	18364			
	Acceptable Standard	70.3	83.1	70.3	82.9	80.5	+0.2	+12.8	+12.8
	Standard of Excellence	26.6	13.0	26.6	38.0	37.0	-25.0	-13.6	-13.6
Physics 30	Number Writing	31	32	331	9955	9241			
	Acceptable Standard	67.7	81.3	67.7	85.1	82.3	-3.8	+13.6	+13.6
	Standard of Excellence	16.1	28.1	16.1	43.1	39.9	-15.0	+12.0	+12.0
Science 30	Number Writing	36	49	36	8439	8007			
	Acceptable Standard	86.1	89.8	86.1	81.3	79.4	+8.5	+3.7	+3.7
	Standard of Excellence	27.8	22.4	27.8	24.6	23.1	-2.2	-5.4	-5.4

2023 Indigenous Diploma Results by Course		Sturgeon Public School Division			Alberta		Sturgeon Public School		
		2023	2024	Prev 3 Year Average	2024	Prev 3 Year Average	AB Gap	Previous Year	To SPS Average
Course	Measure	%	%	%	%	%	+/-	+/-	+/-
English Lang Arts 30-1	Number Writing	7	11	7	1402	1286			
	Acceptable Standard	71.4	100	71.4	81.7	78.3	+18.3	+28.6	+28.6
	Standard of Excellence	0.0	18.2	0.0	6.9	6.1	+11.3	+18.2	+18.2
English Lang Arts 30-2	Number Writing	21	29	21	2010	1833			
	Acceptable Standard	100	93.1	100.0	86.0	86.5	+7.1	-6.9	-6.9
	Standard of Excellence	9.5	24.1	9.5	10.8	9.9	+13.3	+14.6	+14.6
Social Studies 30-1	Number Writing	23	8	n/a	1071	986			
	Acceptable Standard	73.9	87.5	n/a	79.1	73.0	+8.4	+13.6	n/a
	Standard of Excellence	8.7	0.0	n/a	10.6	8.6	-10.6	-8.7	n/a
Social Studies 30-2	Number Writing	*	31	23	2091	1933			
	Acceptable Standard	*	67.7	73.9	72.9	72.3	-5.2	n/a	-6.2
	Standard of Excellence	*	6.5	8.7	6.6	5.4	-0.1	n/a	-2.2
Biology 30	Number Writing	7	6	7	1041	902			
	Acceptable Standard	85.7	83.3	85.7	72.8	72.5	+10.5	-2.4	-2.4
	Standard of Excellence	28.6	16.7	28.6	17.0	19.1	-0.3	-11.9	-11.9
Chemistry 30	Number Writing	*	7	n/a	614	550			
	Acceptable Standard	*	71.4	n/a	78.2	70.0	-6.8	n/a	n/a
	Standard of Excellence	*	14.3	n/a	23.5	24.0	-9.2	n/a	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	244	19	63	13	4	2	82
Your child finds school work challenging	243	15	63	18	2	2	78
Your child finds school work interesting	244	16	63	17	2	2	78
Your child is learning what they need to know	243	17	51	19	6	7	67

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	244	27	58	11	2	1	85
How satisfied or dissatisfied are you with the quality of teaching at your child's school	245	35	52	10	1	2	87

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)	414	58	37	1	1	3	95
Do you think your school is... (Very Good, Good, Poor, Very Poor, Don't Know)	417	50	46	1	0	3	96

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	358	22	59	12	2	6	81
	10	263	21	66	10	2	0	87
My school work is challenging	7	356	13	53	23	3	7	67
	10	259	18	64	14	3	2	81
My school work is interesting	7	356	5	58	27	4	7	63
	10	256	6	59	28	4	2	65

The core subjects (mat, language arts, social studies, science) I am learning at school are useful to me	7	358	16	51	24	4	6	66
	10	256	11	61	19	7	2	72

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	357	20	69	8	1	2	89
	10	264	19	73	5	2	0	92
Overall, is the education you are receiving at school	7	360	18	73	5	1	3	91
	10	265	22	73	4	1	1	94

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	324	40	56	3	0	1	96
Students at your school clearly understand what they are expected to learn at school	324	38	56	4	0	2	94
Students at your school find school work challenging	321	37	60	2	0	1	97
Students at your school find school work interesting	322	28	64	7	0	1	92

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	324	45	53	1	0	0	98
How satisfied or dissatisfied are you with the quality of teaching at your school	322	55	44	1	0	0	99

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	243	16	56	12	3	13	72
Students at your child's school respect each other	244	13	54	16	3	14	66
Students treat each other well at your child's school	243	14	53	16	4	12	67
Teachers care about your child	245	41	48	3	2	6	89
Your child is safe at school	244	27	61	8	2	2	88
Your child is safe on the way to and from school	240	38	57	4	1	1	94
Your child is treated fairly by adults at school	244	34	56	4	2	5	90
Your child's school is a welcoming place to be	242	45	47	2	2	3	92

WCRSLE Student - Grade 4 (%)	N	Yes	No	Don't Know	Top 2 Box
Are you treated fairly by adults at your school	414	86	6	9	86
At school, do most students care about each other	415	78	7	15	78
At school, do most students respect each other	414	72	11	17	72
At school, do you feel like you belong	416	83	8	9	83
Do other students treat you well	414	78	11	12	78
Do you feel safe at school	417	86	8	6	86
Do you feel safe on the way to and from school	417	89	4	7	89
Do you feel welcome at school	414	91	4	5	91
Do your teachers care about you	416	91	2	7	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	353	14	50	18	7	10	65
	10	240	14	60	13	8	5	74
At school, students care about each other	7	364	12	43	24	17	4	55
	10	240	7	43	30	12	8	50
At school, students respect each other	7	352	7	41	24	17	11	48
	10	241	4	51	27	12	7	55
I am treated fairly by adults at my school	7	353	17	54	13	7	9	71
	10	256	17	66	9	4	4	83
I feel safe at school	7	350	20	49	15	7	9	69
	10	246	14	64	11	5	6	78
I feel safe on the way to and from school	7	351	28	58	6	4	4	86
	10	251	17	71	6	5	2	87
I feel welcome at my school	7	359	23	53	11	6	7	76
	10	256	19	66	7	4	5	84
My teachers care about me	7	355	20	55	10	5	10	75
	10	250	16	64	7	5	9	79
Other students treat me well	7	353	11	59	15	7	8	70
	10	243	9	74	8	5	3	84

WCRSLE Teacher - All (%)	N	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Top 2 Box
Students are safe at your school	320	48	48	3	0	1	97
Students are safe on the way to and from your school	308	42	48	1	0	9	90
Students are treated fairly by adults at your school	322	62	35	1	0	1	98
Students at your school care about each other	323	30	63	6	1	0	93
Students at your school respect each other	319	23	63	11	2	1	86
Students treat each other well at your school	321	24	65	10	1	1	89
Teachers at your school care about	321	75	24	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	239	24	50	12	7	7	74
When your child needs it, teachers at your child's school are available to help them	245	27	54	7	2	10	81
You can get the support you need from the school to help your child be successful in their learning	240	25	44	13	6	13	68
Your child can easily access programs and services at school to get help with school work	240	20	43	12	4	20	63
Your child can get help at school with problems that are not related to school work	238	19	51	6	3	20	70

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	412	81	9	10	81
Is it easy to get help with school work at your school if you need it	415	88	6	6	88
When you need it, are teachers at your school available to help you	416	90	2	8	90

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	346	16	50	15	9	10	66
	10	239	13	59	15	5	9	72
It is easy to get help with school work at my school if I need it	7	352	23	53	14	5	5	76
	10	258	20	64	9	4	3	84
When I need it, teachers at my school are available to help me	7	357	17	63	11	3	6	81
	10	258	17	72	7	2	3	88

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	320	42	45	7	3	3	88
Students can get help at your school with problems that are not related to school work	323	53	40	5	2	1	93
Supports and services that help students be successful in their learning are available in a timely manner	322	41	48	7	3	1	89
When students need it, teachers at your school are available to help them	316	61	37	1	0	0	98
Your school's continuum of supports and services are responsive to students' needs	320	50	41	5	2	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	244	40	36	17	5	2	76
To what extent are you involved in decisions about your child's school? Would you say	241	16	33	36	13	1	49

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	221	16	48	16	5	15	64
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's overall education	241	19	49	17	5	10	68
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's school	232	17	53	11	4	15	70

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	316	40	48	7	1	4	88
To what extent are parents or guardians involved in decisions about your school? Would you say	313	39	47	7	1	6	87

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	310	44	46	3	1	6	91
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions	315	50	44	3	0	3	94

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	311	48	45	2	0	5	93