



Education Plan and Annual Education Results Report

October 2021 Update

2021 Alberta Education Assurance Measures Overall Summary

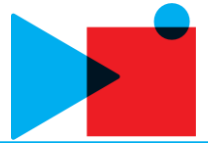
Assurance Domain	Measure	Sturgeon Composite High			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	76.3	n/a		85.6	n/a		n/a		
	Citizenship	69.4	75.9	73.5	83.2	83.3	83.0			
	3-year High School Completion	85.0	79.6	81.6	83.4	80.3	79.6	High	Maintained	Good
	5-year High School Completion	86.2	87.4	87.9	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a		81.9	n/a		83.6	n/a		
	Diploma: Excellence			14.0			24.1			
Teaching & Leading	Education Quality	80.4	87.8	87.3	89.6	90.3	90.2			
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.1	n/a		87.8	n/a				
	Access to Supports and Services	77.5			82.6					
Governance	Parental Involvement	70.5	77.7	78.2	79.5	81.8	81.4			

Notes:

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

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





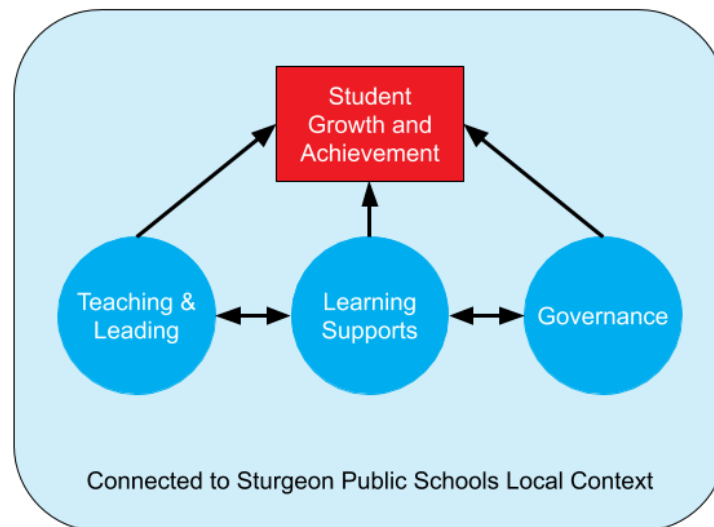
Priority

Student Achievement

Assurance Domains and Student Achievement

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



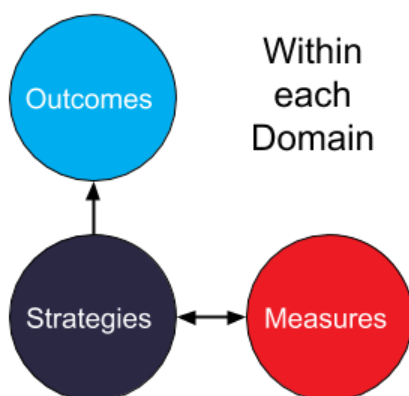
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.



School Highlight or Context

Sturgeon Composite High School is one of the largest rural high schools in Alberta. It is a dynamic and comprehensive high school that serves students in grades 10 through 12 from the Sturgeon County, St. Albert, Fort Saskatchewan, Onoway, and Edmonton. Sturgeon Composite High School prepares students to be successful in their chosen paths through a balance of excellent academics, CTS, Fine Arts, Languages, Inclusive education, off campus programming, optional programs, and extracurricular activities.



Sturgeon Composite provides a safe, welcoming environment with a broad selection of programs to help students achieve their goals. It offers unique and increasing options in [fine arts](#), [second languages](#), [inclusive education](#), [athletics](#) and [career and technology studies](#) courses. The school has a province-wide reputation for trades-oriented programs and excelling at Skills competitions.

Sturgeon Composite High School is highly respected by top post-secondary institutions, including the University of Alberta, NAIT and MacEwan University. Students can also gain marketable job skills through the school's Dual Credit, Work Experience, Green Certificate, and RAP program.





Domain: Student Growth & Achievement

Assurance occurs:

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

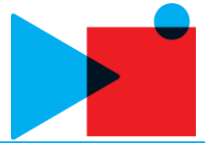
SPS Outcomes

- 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.

Strategies

Division	School
<ul style="list-style-type: none"> • Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> • Staff will collaborate on some Professional Development days with Redwater staff and other certificated staff in surrounding areas. • Staff meetings will continue to be an opportunity to collaborate and share best practices, create department standards and expectations, create and modify common assessments, and create lessons with 'hands-on' learning and real-world application. • Rigorous CTS programming and the development of a much clearer picture of module-based assessment. • Goals inclusion.
<ul style="list-style-type: none"> • Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • Formative assessment provided to lead instructional focus (baseline English and Math assessment). • Variety of differentiated instructional strategies/assessments connected to differentiated instruction (UDL). • A variety of inclusive programming delivered from GOALS to K&E. • Resource support through In Reach
<ul style="list-style-type: none"> • Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> • Power school • Google classroom • Parent teacher interviews and student conferencing • Student self-reflection (formative) and comparison to exemplars before the final mark • Parent/ student emails and phone calls • Teacher feedback on assessments





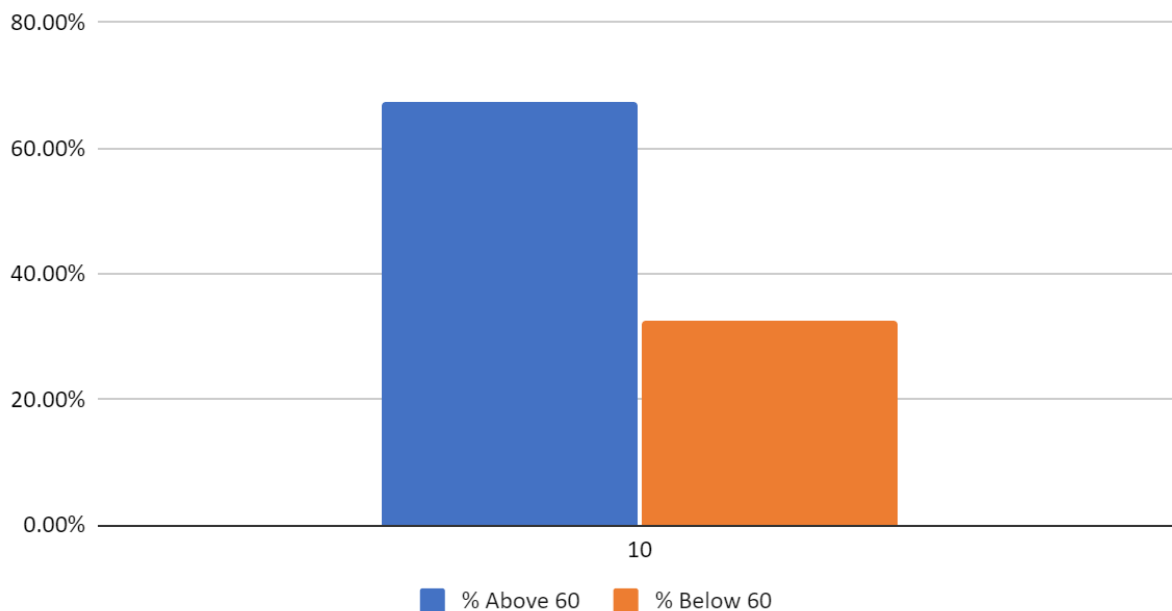
Local Measures

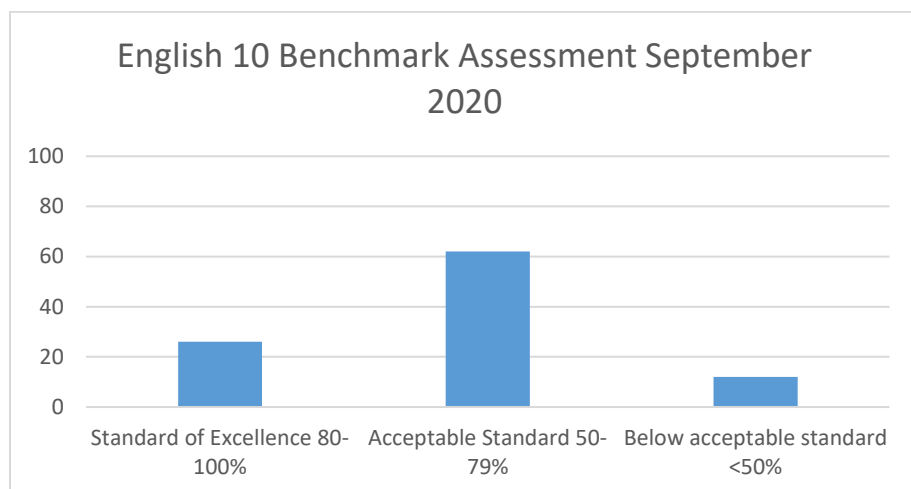
SCHS updated OurSchool Tables

Measures			Results			
Student Growth & Achievement			2018	AB avg	2019	AB avg
Secondary 10-12					2020	AB avg
Intellectual Engagement: Interest and Motivation			33	43%	36	43%

SCHS		2021		Meets Expectations	Approaches Expectations
Grade Level	Avg	#		% Above 60	% Below 60
10	64.94%	104		67.31%	32.69%

Percent of Students Meeting or Approaching Expectations for Mathematic Skill and Understanding Recall entering Math 10C





English Diploma Examination Results – Measure Details

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	94.9	11.1	91.2	8.8	85.4	6.8	94.4	8.4	n/a	n/a
	Authority	89.8	9.4	89.1	9.5	76.5	6.6	91.5	7.1	n/a	n/a
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a
English Lang Arts 30-2	School	95.9	11.4	91.2	18.7	94.3	11.4	91.9	12.8	n/a	n/a
	Authority	95.0	12.6	91.1	17.7	94.5	13.8	91.3	13.5	n/a	n/a
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a

Table 7.1
English Language Arts 30-1
Part B – Raw Score Results, by Reporting Category

Reporting Category	Number of Items (70)	Average		Standard Deviation	
		Prov.	School	Prov.	School
1. Construct Meaning from Content and Context, and Engage Contextual Knowledge	37	24.2	26.0	6.4	5.6
2. Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect	25	16.6	17.6	4.1	3.5
3. Connect Self, Culture, and Milieu to Text and Text Creators	8	5.6	6.1	1.6	1.3
A. Form Literal Understandings	12	8.4	9.3	2.2	1.9
B. Infer, Apply, and Analyze	34	22.6	24.1	5.7	4.7
C. Assess and Form Generalizations	24	15.4	16.4	4.2	3.6

Our Grade 10 English and Math classes contain benchmark assessments that identify skill areas that are opportunities for growth.





Analysis of Results

Through the introduction of Math 10T there has been an increased group of students who have now passed Math 10C who would have previously failed Math 10C or taken Math 10-3 and closed many doors for post-secondary.

Successes

Over the last three years English focused on Reading Comprehension and having regular monthly assignments. Student achievement improved as marks increased in gradebooks and the results showed in our Diploma exams at the time. All departments continue to work on common assessment, expectations, and differentiation.

Opportunities for Growth

Our focus is on student engagement in core classes. This focus is important for all areas of instruction at Sturgeon Composite High School. Lessons are developed to enhance student interest and engagement. Staff use storytelling, real life examples, and inquiry to engage students to think critically and creatively. The English department is sharing their passion for reading with monthly trips to the learning commons, highlighting novels, and increasing the types of genres found in the library. The library highlights new novels by social media and stands in the Learning commons.

Domain: Teaching and Leading

Assurance occurs:

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

SPS 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.

Strategies

Division	School
<ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> • Analysis on diploma exam results, final grades, outcome-based results are used to inform teaching at all levels and all units • Newsletters/social media and parent groups are used for community and parent feedback that will inform school planning. • New ideas and seeking feedback (recipe changes is an example)





	<ul style="list-style-type: none"> School surveys SKILLS work and client services engage community stakeholders in our CTS programming
<ul style="list-style-type: none"> Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> Our overall staff focus will be UDL while integrating positive Mental Health, First Nation, Metis, Inuit inclusion and differentiated instruction methods.

Local Measures

Measures			Results				
Teaching and Leading		2018	AB avg	2019	AB avg	2020	AB avg
Secondary 10-12							
Quality Instruction: Rigor	(out of 10)	6.4	6.6	6.3	6.6	6.5	6.7

Analysis of Results

Successes

Rigor continues to be a priority to enhance interest and motivation. Teachers continue to be more explicit with their classes regarding learning outcomes and goals of lessons. Teachers continue to provide examples of successful work, explain steps, processes and procedures in different ways, and provide timely feedback to students.

Opportunities for Growth

Teachers are actively working to provide a safe and caring school. Opportunities are given to students to allow them to take risks and develop their critical and creative thinking. Staff are working towards improving common assessment, common units plans and reliability review of assessment practices.

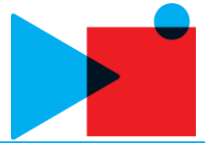
Professional Learning in 2021-2022

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

Date	Location	Focus
August 30	Virtual Delivery	Division Direction - Superintendent/CEO First Nations Keynote, cohort and team learning sessions. Universal Design for Learning – Subject and Grade Level focus.
March 14	Virtual Delivery or In-person	First Nations Keynote, cohort and team learning sessions. Curriculum meetings K to 6.





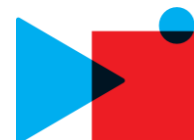
May 20 (pm)	In-person	Staff Recognition Event
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Site-Based PD Days

Site-based days provide the opportunity to continue division-initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff and used to inform practice.

August 27	Focus: Welcome Back /Our guiding values this year / Board Policy and Procedures / Course outlines / Long range plans / Collaboration
Details	<p>Staff meeting</p> <p>Department PLC. Focus on assessments and policies</p> <p>PLC time & reflection “How are you going to build relationships with students and families in a positive supportive way?”</p> <ul style="list-style-type: none"> - Common assessments, base line data, reflections on last year (where is the gap)
August 31 Operational – No classes	
September 20	Focus: Hour zero, Indigenous education – John V, celebration of great things happening at SCHS, IPP / SLP Pyramids of Intervention – LSL including IPP's and LP, behavior plan, wellness coach, Grade level reporting on benchmark assessment (English and Math)
Details	<p>Staff meeting</p> <p>AM: John V – Indigenous education presentation</p> <p>Adele J – Pyramids of intervention, IPP's and LP's</p> <p>PM – Grade level benchmark assessment reflection and PLC time</p> <p>UDL and UBD</p>
October 12	Focus: Pyramids of Intervention – LSL including IPP's and LP, behavior plan, and wellness coach
Details	<p>Staff meeting</p> <p>AM: How do we meet the needs of everyone? How are we using differentiation, UBD and UDL to support student achievement? Students at risk meetings by grade.</p> <p>PM - Teachers meet in the AM with curriculum leads to discuss and work on curriculum readiness.</p>
January 31	Focus: Wellness Activity/Mental Health Capacity Building with Gibbons and RWS IPP / SLP transition plans





Details	<p>Staff meeting</p> <p>Presentation from HYPE at Redwater School.</p> <p>Mental Health and Wellness Coach presentation.</p>
February 10/11	Operational, no students, ATA Annual Convention for Teachers
April 19	Focus: First Nation, Metis, Inuit Focus
Details	<p>Staff Meeting</p> <p>Implementing First Nation, Metis, Inuit content across the curriculums.</p> <p>ATA Speaker, school planning</p>
May 20	Focus: Mental Health and Wellness /Division Staff Appreciation PM
Details	<p>Staff Meeting</p> <p>AM –Health and Wellness Activity – all staff</p> <p>guest speaker TBA</p> <p>PM - Division Staff Appreciation Event</p>
June 6	Focus: UDL / with K to 6 Curriculum
Details	<p>Staff Meeting</p> <p>Visible Learning – Extending from previous year’s PD on universal design and effective instruction.</p> <p>IPP, behavior Plans</p>
June 30 Operational – No classes	





Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

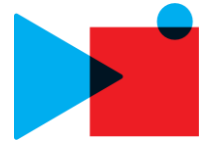
SPS Outcomes

- 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.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • Classroom environment is positive and inclusive • Respectful / positive interactions between staff and students • Leadership class develops school community and involvement • Student services support for ALL students • Students feel at home at SCHS. This is emphasized in assemblies, student conversations, communication, and building safe relationships.
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • Chromebooks available for use in all classrooms • Resources are digital for read write access • Inclusion of GOALS students in classrooms • Instruction provided in a variety of platforms
<ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> • Indigenous professional development will continue to be implemented through Seven Sacred Teachings. • Indigenous success coach working with students to provide support and guidance. • Research was completed on Indigenous students and their graduation roadblocks. Staff was made aware of the environmental and actionable ways to improve. • Increased Indigenous resources in the Learning Commons. Resources are displayed in a specific area. • Canadian Heritage foods module focuses on traditional aboriginal food. Welding and CTS introducing more Indigenous themes. • Installation of First Nation focused art that Recognizes significant cultural events/days- a more in-depth discussion and reflection on these days



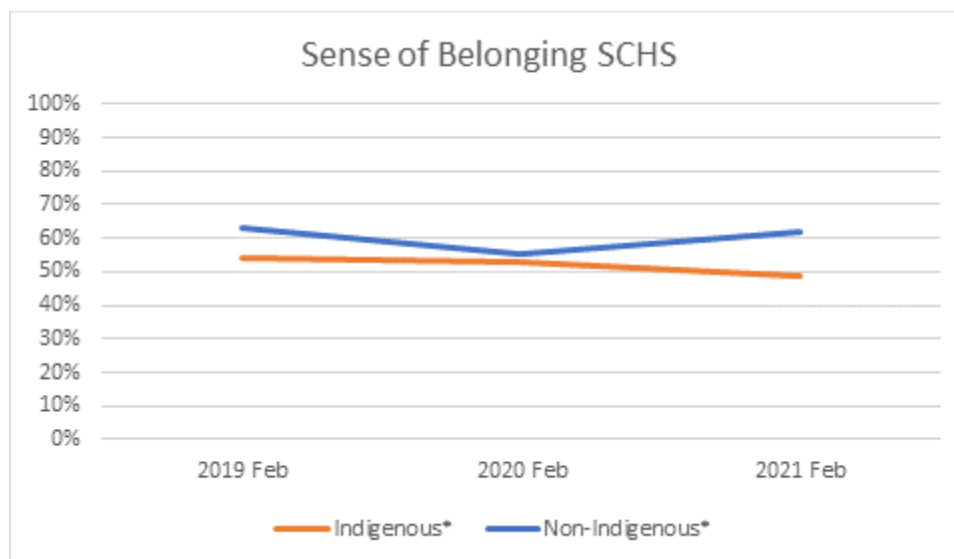


<ul style="list-style-type: none"> Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> AHS/ FSLW support our students outside of school Growth mindset activities/conversation continue to be a focus in classrooms Teacher student relationships remain important Ensure that one on one conversations occur to promote student sense of belonging Mental Health and wellness coaches to support teachers, students and events in the school Additional health and wellness focused classes and activities (i.e. leave one take one) Leadership focuses on wellness support through “kids help phone” awareness and support through donations Extracurricular activities and clubs (Beading club, Table top games club)
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Local Measures

Measures		Results					
Learning Supports		2018	AB avg	2019	AB avg	2020	AB avg
Secondary 10-12							
Emotional Health: Anxiety		32	29%	39	29%	36%	27%
School Context: Advocacy at School	(out of 10)	2.6	2.6	2.6	2.6	2.7	2.8

Our School Survey – First Nations, Métis and Inuit





Analysis of Results

Successes

We have focused extensively on the inclusion of Indigenous content to be included in classes. All students will benefit from this knowledge. We have hired an Indigenous success coach.

An example from our English department with their work from last year:

First Nations Texts

Course: English 10-2

Text: *Crossroads 10*

Selections:

- “Tom Jackson” (pg. 32) - profile
- “Blue Against White” (pg. 92) - short story
- “Tuning in to Aboriginal TV” (pg. 132) - article
- “The Saga of Filming Never Cry Wolf” (pg. 154) - article
- “Running Eagle” (pg. 227) - expository essay
- “Cree Ponies” (pg. 289) - poem

Novels:

- *The Marrow Thieves* by Cherie Dimaline

Course: English 10-1

Text: *Sighlines 10*

Selections:

- “Self-Portrait” (pg. 30) - image
- “Shanawdithit” (pg. 228) - poem
- “In There Somewhere” (pg. 230) - poem
- “Bannock: The Native Staff of Life” (pg. 233-235) - a recipe
- “Keeper’n Me” (pg. 279-281) - memoir

Novels:

- *The Education of Little Tree* by Forest Carter (watch it - inauthentic voice)

Course: English 20-2

Text: *Passages 11*

Selections:

- “Song” (pg.10) POEM
- “Sooshewan” (pg. 36) SHORT STORY
- “Multi-Media Child: Buffy Sainte-Marie” (pg.73) PROFILE
- “Fences” (pg. 96)- POEM
- “As Good a Man as I Know” (pg. 98), PROFILE
- “Works on a Page” (pg. 110) PROFILE
- “History Lesson” (pg. 200) POEM
- “Butterflies” (pg. 221) SHORT STORY

Novels:





- *Indian Horse* by Richard Wagamese

Course: English 20-1

Text: *Imprints 11*

Selections:

- “Soul-Catcher” (pg.135) SHORT STORY
- “Demasduit’s Dream” (pg. 176) SONG
- “Universal Soldier” (pg. 200) POEM
- “The Song My Paddle Sings” (pg. 238) POEM
- “What Colour is a Rose” (pg. 323) NONFICTION
- “Sports Logos an Insult” (pg. 426) OPINION PIECE
- “Laughter Soothes His Soul” (pg. 464) PROFILE

Course: English 30-2

Text: *Passages 12*

Selections:

- Mud Woman’s First Encounter with the World... (pg. 36) - NARRATIVE POEM
- Facing Extinction (pg. 59) - NEWSPAPER ARTICLE
- Crying Totem Pole (pg. 76) - OIL PAINTING
- Babu Chhiri (pg. 127) - OBITUARY
- The Reluctant Black Hawk (pg. 133) - BIOGRAPHICAL PROFILE
- Justice (pg. 248) - POEM
- A Thousand Supperless Babes: The Story of the Metis (pg. 294) - PLAY EXCERPT

Novels:

- *Medicine Walk* by Richard Wagamese

Course: English 30-1

Text: *Imprints 12*

Selections:

- Groom Service (pg. 12) - SHORT STORY
- I Grew Up (pg. 175) - POEM
- Loneliness (pg. 244) - POEM
- Art History (pg. 273) - SPEECH
- Interview with Artist George Littlechild (pg. 369) - TELEVISION INTERVIEW
- Tom King’s Traditional Aboriginal Decorating Tips (pg. 489) - RADIO COMEDY SKETCH

Novels:

- *One Flew Over the Cuckoo’s Nest*

The Break by Katherine Vermette (watch it - edgy content!)

We have moved from a limited number of examples of indigenous ideas to many opportunities to include these ideas in each subject.

Opportunities for Growth

PD will enhance knowledge and comfort levels of all staff. We continue to provide school wide events and activities that allow for true inclusion. Our leadership team, First Nations,





Métis and Inuit Student Success Coach, and our Mental Health and Wellness coaches provide activities that encourage a sense of belonging and understanding for all. We are concentrating on building a respectful, safe and caring welcoming culture.

Domain: Governance

Assurance occurs:

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

SPS 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.

Strategies

Division	School
<ul style="list-style-type: none"> • Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Schools engage staff, parents, and community leaders in local surveys. • Principal will work with school council to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principal report school annual budget and update on progress to the school council during the year. • Appropriate and new learning resources are provided and updated regularly

Local Measures

From April 13 to April 20, 2021 566 participants shared 520 thoughts and gave 5,866 ratings on the thoughts of others answering this question: What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?

Key thoughts that represent recurring themes aligned directly to Student Achievement and which affirm the current initiatives implemented within Sturgeon Public Schools included:

- Teaching students the curriculum in different ways (differentiated instruction). It is important to have differentiated instruction, as it allows different types of learning styles/abilities.
- Connecting student achievement with enhanced experiences that are available at Sturgeon Public Schools. As a rural Public-School Division with access to places like the Outdoor classroom, this should continue to be one of our most utilized assets for reimagined learning.





- Sturgeon Public Schools' staff are recognized by our communities as caring staff who are dedicated to working with their students. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

Analysis of Results

Successes

We will continue to include our community and stakeholders in our educational decision making.

Opportunities for Growth

There is a need to provide more scholarships to students to ease the transition to post-secondary. We are adding two new scholarships at \$10 000 each for 2021 2022 school year.

Domain: Local and Societal Context

Assurance occurs:

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

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity, and work ethic.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> • Culinary challenge, REACH club • Skills competitions • Indigenous research and lessons done throughout the school • Athletics provincials
<ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> • Grade 9 tours • Open house • Awards night • Meet the teacher • Sturgeon night of music and fine arts • Art class projects that vary with the celebration associated with the time of year





	<ul style="list-style-type: none"> • Community businesses have reached out to our CTS department for signage work • Work experience, RAP, Dual credit
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School Partnerships

1. Increased professional collaboration
2. Partnership with Redwater High School and other schools provincially.

Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a local site-based survey designed in partnership with school principals and division leadership. We have engaging programming that “not only offers the academic base they may need if students go that route but gives them a head start and strong advantage in the trade sector as well”. Teachers have expertise and passion “It’s awesome to hear my child come home and share stories that show the teacher’s passion for the subject”. Our school is safe & caring “students feel welcomed and reassured that they are in a safe and caring environment in order to work towards their academic achievements.

Analysis of Results

Successes

It has been great to see the increased partnerships occurring within the last year. This has been accomplished though most subject areas. Students are integrated into regular classes with no cohorting hallways increasing a sense of belonging and community.

Opportunities for Growth

We are growing our partnership with post-secondary institutions through dual credit. We continue to build relationships with post-secondary institutions to provide ease with the transition to post-secondary education. We continue to work with all stakeholders, post-secondary institutions, and businesses to implement the best programming for all students.

We want to bring back the history of Sturgeon Composite High School and celebrate those that have graduated from SCHS.

We have heard from parents the following key points:

1. Stick to strong academic principles.
2. Provide innovative programs.
3. Create a strong community environment.

We continue to work hard to meet the needs of all stakeholders. We had added CISCO, Drumline, and Daycare to our programs. We have split classes to increase the one on one time with teachers.

A student council group along with the will be developed to provide increased partnership work for SCHS. This will be a new introduction to our student life at Sturgeon Composite High School.

