

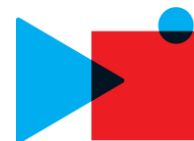


# REPORT 2019 / 2020

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Combined  
Education Plan and  
Annual Education Results

Sturgeon Heights School  
3-Year Plan update



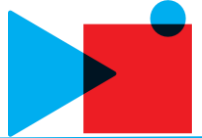
## Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Sturgeon Heights School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	<b>94.8</b>	92.3	91.2	<b>89.0</b>	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	<b>86.7</b>	91.5	87.4	<b>82.2</b>	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	<b>88.9</b>	90.4	88.5	<b>90.2</b>	90.0	90.1	High	Maintained	Good
	Drop Out Rate	<b>0.0</b>	0.0	0.0	<b>2.6</b>	2.3	2.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	<b>90.4</b>	90.2	88.7	<b>73.8</b>	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	<b>26.5</b>	36.3	26.3	<b>20.6</b>	19.9	19.6	Very High	Maintained	Excellent
	Work Preparation	<b>80.8</b>	82.6	81.5	<b>83.0</b>	82.4	82.6	High	Maintained	Good
	Citizenship	<b>91.0</b>	87.9	86.7	<b>82.9</b>	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	<b>91.0</b>	82.2	84.9	<b>81.3</b>	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	<b>87.1</b>	85.0	84.1	<b>81.0</b>	80.3	81.0	Very High	Maintained	Excellent

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort



## Priority: High Quality Teaching and Learning for all Students

### Introduction

Student achievement and success are foundational to the work of our schools. Achieving success for students is dependent on common agreement and an understanding around shared responsibility for all students. High quality teaching and learning is an essential element of student achievement and success as is focusing on learning together. Exemplary teaching engages students, honors their contribution to learning, and provides timely and personable feedback for growth. Focusing on learning together supports the needs of students, develops connection, and encourages creativity. Our culture of shared learning at Sturgeon Public Schools ensures all staff and leaders are working together, pursuing opportunities to grow professionally, while considering multiple sources of data to plan success for all students.



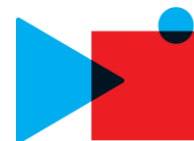
At Sturgeon Public Schools, we recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations, which promotes wellbeing and global citizenship. Strengthening our community connections, we are working together with First Nations, Métis, and Indigenous knowledge keepers to apply foundational knowledge to benefit all students. Sturgeon Public Schools support student success in inclusive, welcoming, caring, respectful and safe learning environments.

Goal 1: Success for Every Student

Goal 2: A Culture of Learning

Goal 3: Safe, Caring and Respectful Public School Communities





# Sturgeon Heights School

## School Context

Sturgeon Heights School is a thriving Pre-K to grade nine School located in St. Albert, Alberta. Serving 550 students, we are reimagining learning through several unique programming options. We host a **vibrant Early Childhood Education (ECE)** offering Headstart and Preschool Enrichment programs (PEP) as well as alternating full day kindergarten classes and morning Kindergarten Enrichment Programs (KEP). Our ECE and Primary programs are **Reggio Emilia Inspired**. This student centered approach focuses on enriched learning environments, and teaching that extends students' knowledge, creativity and problem solving skills,



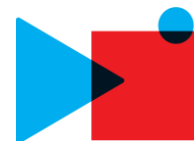
**Progressive Literacy and Numeracy learning**, with a focus on strong fundamentals, are the cornerstones of our primary and elementary programs. We track individualized literacy and numeracy growth for each student. Starting in grade six, we are "Bring Your Own Device" (BYOD); students engage with the **Google Platform** to engage in innovative, challenging, and relevant learning. Our parents stay closely connected to student learning and achievement through our focus on direct communication, Google Classrooms, digital agendas and the Powerschool Pro assessment platform.

At Sturgeon Heights, we believe in supporting our students to find their personal passions while learning lifelong skills. We are proud to offer a wide range of extra and co-curricular opportunities for our students. Our award winning **Arts education**, including Music, Traditional Band, Rock Band, Ukulele, Choir, Musical Theater, Art, Drawing Club, and Drama, are a thriving and vital part of our school community. Science, Technology, Engineering, Arts, and Mathematics (**STEAM**) Education continues to be a major focus school-wide. We offer primary Lego/maker club, Elementary and Jr. High STEAM Club (District Champions two years running) as well as, Programming, Maker Space, Robotics, 3D Printing, Animation, Video Editing and Creation, Green Screen, and other advanced learning opportunities in our school's **Innovation Lab**. Our **Eagles Athletics** programs are thriving with opportunities in Running Club, Disc Golf, Cross Country Running, Volleyball, Basketball, Badminton, Intramurals, and Ski Club, We currently offer a Jr. High **Sport For Life Academy**, *Sturgeon Heights Flight School*, that allows interested students to partake in enriched weekly sporting and athletic opportunities at school and in the community.

We offer a comprehensive counselling and student support program that includes our **Wellness Hub: the Oasis**. This space provides students an opportunity to regulate and connect with our school counsellor, access academic support, or work in small groups on specific skills and learning. We are also proud to offer an enriched Health program, focusing on our Jr. High students' physical, emotional, social wellbeing.





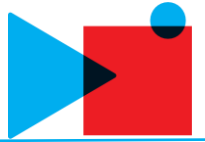


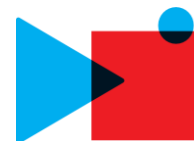
## Goal 1: Success for Every Student

### Strategies to Achieve Goal 1

By focusing on high expectations and optimal universal supports, all students at Sturgeon Heights are nurtured to succeed. With school-wide professional development focus on supporting diverse learners, comprehensive numeracy and literacy instruction, and innovative engagement of diverse students, we connect our students to meaningful and joyful learning experiences. We know achievement soars when our students are passionately engaged in rigorous learning.

Division Strategies	School Strategies
A. Schools develop exemplary teaching practices to advance and improve student learning.	School-wide focus on: <ul style="list-style-type: none"> <li>Supporting Diverse Learners</li> <li>Comprehensive Numeracy and Literacy Instruction</li> <li>Investigation of Concept-based Learning.</li> <li>Instructional leadership focused on collaboration and coaching</li> <li>High expectations for all students paired with an ethic of responsibility for all teachers</li> </ul>
B. Teachers build engaging experiences to meet the diverse learning needs of our students.	<ul style="list-style-type: none"> <li>Focus on active, varied, and student centered learning Pre-K to grade 9</li> <li>Foster Reggio Emilia Inspired programming ECE to grade 3</li> <li>Engage Google Platform, Assistive Technology, and interactive media with a focus on grades 4-9</li> <li>Pilot projects around gamification in grades 5 and Junior High Language Arts.</li> </ul>
C. Schools provide diverse programming to ensure success of students in an inclusive learning environment.	<ul style="list-style-type: none"> <li>Comprehensive Individual Program Plans built as teams with interdisciplinary support</li> <li>Oasis (Wellness Hub), Sensory and Regulation Spaces provide supervised alternate learning spaces</li> <li>Knowledge and Employability (K&amp;E) options for grades 8&amp;9</li> </ul>
D. Technologies will be used to improve student learning, expression, and collaboration.	<ul style="list-style-type: none"> <li>BYOD, Google Platform, multimedia and digital resources, Read and Write for Google, and C-Pens are key strategies</li> </ul>





## Accountability Pillar 2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.8	89.2	86.5	90.2	90.4	91.0	Very High	Maintained	Excellent	91.0	91.5	92.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.0	23.3	19.4	36.3	26.5	37.0	Very High	Maintained	Excellent	27.0	27.5	28.0

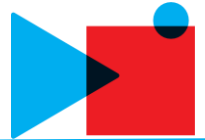
Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	89.6	86.3	84.6	91.5	86.7	92.0	Very High	Maintained	Excellent	87.5	88.0	88.5

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	87.7	87.4	90.4	88.9	91.0	High	Maintained	Good	90.0	91.0	92.0

## First Nations, Métis and Inuit

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	*	n/a	*	n/a	*	*	*	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	*	n/a	*	n/a	*	*	*	n/a	n/a	n/a





## Our School Survey

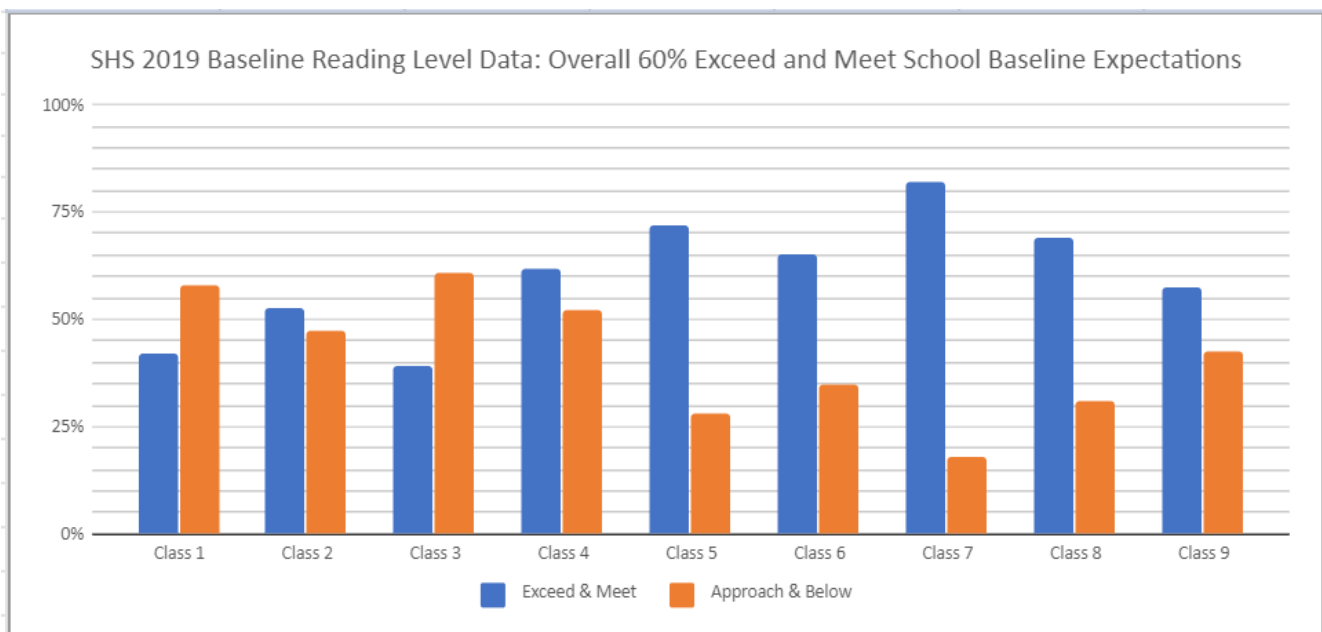
PERFORMANCE MEASURES		Results					
		2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
Elementary							
Intellectual Engagement: Interest and Motivation		80	86%	83	87%	82	86%
Quality Instruction: Effective Learning Time	(out of 10)	7.7	8.1	8.4	8.1	7.8	8.2
Quality Instruction: Relevance	(out of 10)	7.8	8.1	8.0	8.1	8.0	8.1
Secondary							
Intellectual Engagement: Interest and Motivation		46	43%	49	43%	42	43%
Quality Instruction: Effective Learning Time	(out of 10)	7.1	6.9	7.3	7.0	7.4	7.0
Quality Instruction: Relevance	(out of 10)	6.2	6.2	6.3	6.2	6.3	6.2

## Specific Benchmark Assessments

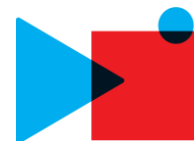
In Sturgeon Public Schools, the Fountas and Pinnell Benchmark Assessment continues to be used in elementary grades. This assessment allows teachers to better determine students' reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

**Literacy Target:** Our school's literacy target is one year's growth in reading achievement for every student, grades 1 to 9, as measured using Fountas and Pinnell Leveled Literacy and Readtheory.org. Result intervals measured in October, December, March and June.

Please find below a snapshot of our initial Fountas and Pinnell data for grades 1 to 4:



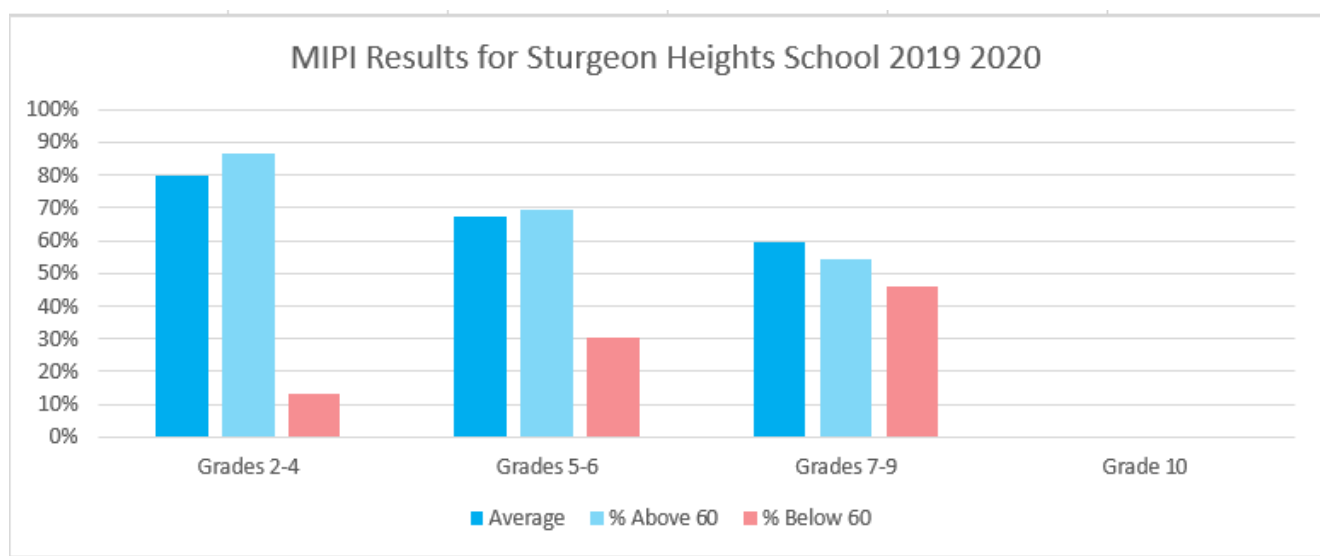




Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.

**Numeracy Target:** Our school's numeracy target is one year's growth in mathematics achievement for every student, grades 1 to 9, as measured using Mathletics. Result intervals are measured in September (MIPI), and December, March and June. We also explore MIPI Data comparing how many students reached acceptable standard of achievement (60% +). Find below a snapshot of our 2019 MIPI data:

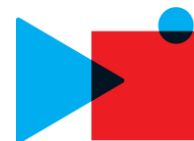
Sturgeon Heights		Administrator	Shannon Requa
Classes	Avg	% Above 60	% Below 60
<a href="#">Grades 2-4</a>	80%	87%	13%
<a href="#">Grades 5-6</a>	68%	70%	30%
<a href="#">Grades 7-9</a>	60%	54%	46%



## Analysis of Results

### Successes

This year, we improved or maintained in every single measure of our overall summary. Specifically, we celebrate success with safe and caring environments and citizenship. These two areas lay



groundwork for improved engagement and motivation and are central to our audacious goal of improving student achievement. Our PAT scores continue to exceed provincial standards. Overall, we score excellent overall achievement in both students who reach the acceptable standard and standard of excellence. We all exceed the province when it comes to offering a broad range of programming options. Highlights include fine arts, STEAM, a wide variety of Career and Technology Foundation Courses (CTF) and athletics. Although we do not have enough students who self-identify as First Nation, Metis, or Inuit to measure performance statistically, we work diligently to support a culturally aware and inclusive learning environment that honors Indigenous foundation knowledge. We continue to have excellent literacy and numeracy achievement supporting our philosophy based on tracking individual student growth.

## Opportunities for Growth

### **We continue to work on ways to foster intellectual engagement, interest and motivation**

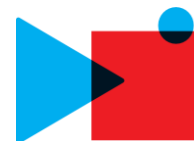
comprehensively with our elementary students and specific to interest and motivation in Jr. High. By incorporating STEAM based learning and piloting a gamification environment (students' classroom context incorporates quests, challenges, teams and rewards), we hope to further capture our students creativity, motivation, and engagement. This focus is designed to strengthen satisfaction with the overall quality of basic education at our school. We are working to further connect our work with enhanced CTF course offerings with our students and parents' perception of work preparedness.

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#### **Correlating Alberta Education Outcomes**

- Alberta's students are successful.
  - Alberta has excellent teachers, school leaders, and school authority leaders.
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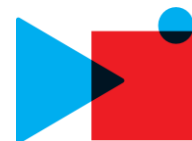
## Goal 2: A Culture of Learning

At Sturgeon Heights, we use data to ensure that all our students are successful. We participate in high quality professional development. Our Assessment strategies are balanced and rigorous.

Division Strategies	School Strategies
A. Instructional leaders use multiple sources of data to inform ongoing school planning and learning, to achieve success.	<ul style="list-style-type: none"> <li>• AERR data, OSS data</li> <li>• Literacy Benchmark 1-6: Fountas &amp; Pinnell</li> <li>• Piloting Literacy Benchmark 5-9: Readtheory.org</li> <li>• Numeracy Benchmark 1-9: MIPI, Mathletics</li> <li>• Numeracy and Literacy Lead Teams &amp; Divisional team provide anecdotal records and evidence of learning</li> <li>• Professional Learning communities (PLC) groups use specific classroom measures to inform improvement</li> </ul>
B. Staff participate in professional development aligned with division priorities.	<ul style="list-style-type: none"> <li>• All staff participate meaningfully in Divisional and School based PD as evidenced by communication, pilot project initiation, and individual professional growth foci.</li> </ul>
C. Leadership development programs will be implemented across the division and aligned with the division's business plan.	<ul style="list-style-type: none"> <li>• Both school based administrators are participating in the Leadership Development Program</li> </ul>
D. Teachers ensure learning and success by communicating timely, personal, and actionable information based on varied assessment strategies.	<ul style="list-style-type: none"> <li>• Teachers engage Powerschool as the primary assessment communication platform</li> <li>• Regular communication in person, via call or email complement this strategy</li> <li>• Assessment strategies review in divisional teams and directly with Administrators</li> </ul>

## Accountability Pillar 2019

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022



Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.4	82.6	90.0	82.2	91.0	90.0	Very High	Maintained	Excellent	91.0	92.0	93.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9	85.1	82.2	85.0	87.1	85.0	Very High	Maintained	Excellent	88.0	88.5	89.0

Measure Category	Measure	Sturgeon School Div No. 24				Alberta		
		Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In-service jurisdiction needs	Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	24	76.4	95.2	86.9	84.3	84.3	82.4

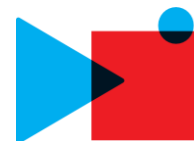
## Our School Survey

PERFORMANCE MEASURES			Results			
			2016-17	AB avg	2017-18	AB avg
Elementary						
Classroom Context: Expectations for Success	(out of 10)	8.9	8.8	8.9	8.8	8.7
Secondary						
Classroom Context: Expectations for Success	(out of 10)	8.0	7.5	8.1	7.5	8.3

## Specific School data

### Division Professional Development

Dates	Division Plan
August 28	Design Thinking



September 13	Conceptualized Learning
October 11	
November 22 - Institute Day for ATA and CUPE Development	
February 21	Design Teaching
March 13	Numeracy across the curriculum
April 17	

#### School Site In-Service and Professional Development

Dates	School Plan
August 29	Environments for Optimal learning; Division Groups
August 30	Call to Action: Reconciliation; Hour Zero Safety training; Assessment, Google Platform
December 13	Call to Action: Reconciliation: School Vision Work
January 31	Student Achievement, Inclusion and Universal Design
May 15	Design Thinking
June 5	Supporting Student Wellness and Academic Achievement During Year End

**Comments:** We are fostering an authentic relationship with elder Joseph Newborn and will frame much of the school based work we are doing around the Seven Teachings (Love, Respect, Courage, Honesty, Wisdom, Humility, Truth) as a focus on sharing foundational Indigenous knowledge. Mr. Newborn joined us August 30<sup>th</sup> and we plan to continue this work throughout the year. By taking a holistic approach (a focus on supports, engagement and wellness along with achievement), we will complement our divisional work around Design Thinking, Numeracy and Conceptualized learning.

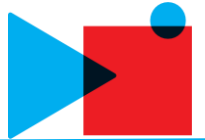
## Analysis of Results

### Successes

We continue to improve our classroom context with parents that are highly involved in decisions about their child's education. We maintain high expectations for success with our Jr. High Students. A very high percentage of teachers, parents and students indicate that our jurisdiction has improved or stayed the same in the last three years.

### Opportunities for Growth

Improving expectations for success for our Elementary students will continue to be a driving focus this year. We will also closely examine how we can best support in-servicing received from the school authority to be focused, systematic and contributed to professional growth.



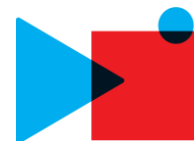
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**Correlating Alberta Education Outcomes**

- Alberta has excellent teachers, school leaders, and school authority leaders.
  - Alberta's education system is well governed and managed.
- 







## Goal 3: Safe, Caring and Respectful Public School Communities

### Strategies to Achieve Goal 3

By valuing the unique contributions of each student and offering exceptional, supportive programming, Sturgeon Heights School continues to focus on safety, care and respect. Using 'The Seven Teachings' as a frame, we connect with foundational Indigenous perspectives in engaging ways with students. Our Wellnes Hub, student support leads, and introduction of Jr. High teams contribute to a safe, connected and engaging learning environment for all students.

Division Strategies	School Strategies
A. Schools develop and implement strategic plans to improve understanding of Indigenous perspectives and knowledge.	<ul style="list-style-type: none"> <li>• Create authentic connection with respected elder to guide our developing understandings</li> <li>• Use the Seven Teaching to Frame our Professional Development work and school wide activities</li> <li>• Facilitate improved resource procurement and sharing between staff</li> </ul>
B. Schools and teachers implement supports and practices to develop physical, social, mental and emotional wellness in students.	<ul style="list-style-type: none"> <li>• Expansion of Oasis Wellness Hub and improved access to counselling and EA support</li> <li>• Development of Jr. High Teams, increased option offerings, Sports Academy, Enhanced Health and twice yearly offsite team building</li> <li>• Sturgeon Heights Intergenerational Program expanded to Jr. High</li> <li>• Support for student led clubs and leadership activities</li> <li>• Continuation of Character Education Courses grades 1-6</li> </ul>
C. Partnerships with external agencies are developed and maintained to leverage support for health and wellness.	<ul style="list-style-type: none"> <li>• We continue to have excellent working relationships with Alberta Health Services, RCMP, and connections to Mental Health Support through Sturgeon County</li> </ul>



## Accountability Pillar 2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.0	87.2	85.0	87.9	91.0	88.0	Very High	Improved	Excellent	91.5	92.0	92.5

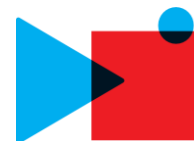
Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.4	92.4	89.0	92.3	94.8	93.0	Very High	Improved	Excellent	95.5	96.0	96.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.2	80.4	81.4	82.6	80.8	81.0	High	Maintained	Good	82.0	83.0	84.0

## Our School Survey

PERFORMANCE MEASURES		Results					
		2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
<b>Elementary</b>							
Emotional Health: Anxiety		25	22%	26	22%	23	22
School Context: Advocacy at School	(out of 10)	5.7	6.7	5.6	6.7	5.5	6.7
Classroom Context: Positive Teacher-Student Relations	(out of 10)	8.3	8.5	8.5	8.5	8.0	8.5
Classroom Context: Positive Learning Climate	(out of 10)	6.8	7.1	6.9	7.1	6.4	7.1
<b>Secondary</b>							
Emotional Health: Anxiety		18	29%	13	29%	25	29%
School Context: Advocacy at School	(out of 10)	2.8	2.6	2.8	2.7	2.8	2.6
Classroom Context: Positive Teacher-Student Relations	(out of 10)	6.7	6.7	6.5	6.7	7.2	6.7
Classroom Context: Positive Learning Climate	(out of 10)	6.4	6.5	6.6	6.5	6.7	6.5

## Our School Survey – First Nations, Métis and Inuit

PERFORMANCE MEASURES		Results					
		Indigenous 2016-17	Non	Indigenous 2017-18	Non	Indigenous 2018-19	Non
<b>Elementary Grades 4 to 6</b>							
Emotional Health: Anxiety		40%	19%	50%	23%	33%	19%
School Context: Advocacy at School	(out of 10)	3.9	5.9	5.1	5.6	6.7	5.3
Classroom Context: Positive Teacher-Student Relations	(out of 10)	7.5	8.4	8.3	8.6	8.4	8.0



Classroom Context: Positive Learning Climate	(out of 10)	5.4	6.8	6.5	7.1	6.2	6.6
<b>Secondary Grades 7 to 9</b>							
Emotional Health: Anxiety		no data	18%	no data	10%	50%	23%
School Context: Advocacy at School	(out of 10)	4.1	2.6	no data	2.7	4.6	2.6
Classroom Context: Positive Teacher-Student Relations	(out of 10)	5.8	6.8	no data	6.6	7.6	7.1
Classroom Context: Positive Learning Climate	(out of 10)	7.3	6.3	no data	6.7	7.0	6.6

\*Note: table only reports data for students who identified FNMI or non-FNMI. Data does not include students who did not answer

## Specific School Data

Key areas our school is collaborating with the community to build a safe, caring and respectful school:

1. Relationship building with Elder Joseph Newborn
2. Partnership with Alberta Health Services for health, wellness and vaping prevention
3. Partnership RCMP for DARE (violence and vaping prevention)
4. Excellent parental connections and incredible volunteerism within the school. Parent support enables fresh fruit for students in need, snack shop and hot lunch operation, and additional literacy support.

## Analysis of Results

### Successes

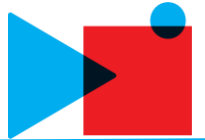
This year, we celebrated that our students model active citizenship. Students are safe, respected and respectful at Sturgeon Heights School! We are proud to note improvements and an excellence rating in both of these areas. We have recorded a decrease in elementary students' anxiety and an increase in Jr. High student's Advocacy at School, Positive Teacher-Student Relations, and Positive Learning Climate! Our school environment creates an ideal space for learning and connection.

### Opportunities for Growth

We continue to focus on Jr. High Students' anxiety as this area demonstrates a significant increase. By increasing access to counselling support, the Oasis (wellness hub), and revamping our Jr. High lounge and learning area (The Nest) as well and incorporating an enhanced health option course, we will work diligently to support our Jr. High students. We notice a slight decrease in elementary student's Advocacy at School, Positive Teacher-Student Relations, and Positive Learning Climate. Our elementary group remains on our radar as we strive to ensure that every single student in our care feels safe, respected and engaged in their learning. We will continue to focus on being more explicit about teaching attitudes and behaviors that will make students successful at work.

### Correlating Alberta Education Outcomes

- Alberta's students are successful.



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- Alberta's education system supports First Nations, Métis and Inuit students' success.
  - Alberta's education system respects diversity and promotes inclusion.
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