

**Sturgeon  
Public Schools**  
Dare to reimagine learning

# Education Plan 2025-2028

# Table of Contents

Message from the Board	2
Foundational Statements	3
Measures and Stakeholder Voice	6
Priority and Goals	7
Goal One: Empowered Learning	8
Goal Two: Healthy School Communities	12
Highlight - Indigenous Student Success and Building a Culture of Belonging	16
Goal Three: Future Readiness	18
Partnerships	21
System Assurance and Plan Structure	24
Accountability Statement	24
Budget and Capital Plan	25

## Message from the Board

The Board of Trustees is excited to share our Education Plan for 2025-2028. This plan reflects the hard work and dedication of our staff, parents and the wider community.

We are committed to fostering a safe, caring, and inclusive environment. Our achievements are the result of collective efforts, and through collaboration, we can create enriching educational experiences that empower our students. Community involvement is crucial in achieving our educational goals.

In today’s rapidly changing world, we are dedicated to providing innovative and diverse educational opportunities. We will equip students with the skills and knowledge they need to succeed.

As we move forward, we invite each of you to continue to be active participants in our journey. Your input, involvement and support are invaluable as we work together to fulfill our mission and vision.

Together, let’s celebrate our successes, embrace our challenges, and continue to strive for excellence in education.

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



Trustees for Sturgeon Public Schools. (L to R, Janine Pequin, Irene Gibbons, Tasha Oatway-McLay, Joe Dwyer, Cindy Briggs, Trish Murray-Elliott, Stacey Buga.)



# 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.



# Division Profile



## Largest Employer

Sturgeon Public Schools is the largest employer in Sturgeon County with more than 320 teachers and 250 support staff.



## 5,192 Students

Serving students from Pre-Kindergarten to Grade 12.



## Rural Public Schools

Sturgeon Public School Division has a total of 17 schools.



## Unique Programming

We offer specialized, innovative programs tailored to meet the diverse needs of our students.

## Programs

### Alternative Learning

We offer alternative learning options to meet diverse student needs, including the Learning Centres—with campuses in Morinville and Gibbons—and a flexible Home Education program.

### Kindergarten

Kindergarten helps children transition into school and prepare for Grade 1. Many schools offer supplemental programs focused on STEAM and Outdoor Learning to spark curiosity, support healthy development, and build connections to the environment.

### Athletics

Our athletes compete across various leagues: Junior High students in the Sturgeon Interschool Sports League, Sturgeon Composite High School in Edmonton Metro Athletics, and Redwater High School in the Alberta Schools' Athletic Association (North Central Zone).

### Land & Agriculture

Land and agriculture-based learning programs enrich education by immersing students in nature and agriculture, fostering a deeper understanding of ecology and sustainability. These hands-on experiences enhance students' knowledge, health, and environmental responsibility, promoting lifelong stewardship of the land.

### Pre-Kindergarten

Pre-Kindergarten supports the developmental needs of children aged 2 years 8 months to 4 years 7 months, laying the foundation for future success.

### STEAM

Hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Mathematics prepare students with skills for the future.





**French Immersion**

Our French Immersion program at Morinville Public School, Four Winds Public School, and Sturgeon Composite High School enables non-French speakers to become bilingual, preparing them for international careers and providing academic and professional skills.



**Flight School**

The Aviation-Flight courses align with Transport Canada standards, providing students with real-world curricula to develop career and life skills. Through hands-on experiences, including flight simulator training, students enhance their knowledge and critical thinking skills, beginning the process to obtain a private pilot's license.



**Off Campus & Dual Credit**

Students have the opportunity to expand their horizons and gain valuable skills while still in high school. Our program encompasses a variety of pathways, including the Dual Credit Program, Registered Apprenticeship Program (RAP), and Work Experience, all aimed at providing students with unique learning experiences beyond the traditional classroom setting.



**Building Futures**

Building Futures is a unique opportunity for incoming Grade 10 students to spend the school year building a house from the ground up. Students earn high school credits while gaining hands-on experience in construction and learning directly from professionals such as carpenters, electricians, plumbers, interior designers, and project managers.



**Music & Fine Arts**

Arts education forms a core part of our curriculum, fostering creativity, critical thinking, and self-expression from Kindergarten through High School. Our diverse programs in visual arts, music, dance, and drama allow students to explore and develop their talents comprehensively.



**Religion**

Students have the opportunity to participate in optional faith-based instruction. Our programs offer a non-denominational Christian environment within the public school setting, allowing students to complement the faith practiced in their homes. Through these programs, students can engage in prayer and fellowship, fostering a supportive environment for spiritual growth.

**Inclusive Learning & Supports**



**Differentiated Learning**

Inclusive education practice based on the Universal Design for Learning (UDL) which ensures all children can access the curriculum, and demonstrate their learning.



**Specialized Programming**

Specialized Programming supports students with significant learning challenges, focusing on meaningful inclusion, independence, and tailored instruction. Available across all division schools, it offers varied educational settings to enhance student experiences and learning opportunities. Supported by teachers, educational assistants, and other services, the programming is designed to meet each student's specific needs.



**Therapeutic Crisis Intervention**

We implemented the Therapeutic Crisis Intervention In Schools (TCIS) philosophy, training educators in crisis management and emotional support techniques. TCIS emphasizes proactive strategies for creating safe, nurturing educational environments, enabling students to thrive academically and emotionally while empowering educators to handle crises effectively and foster positive student behavior and resilience.



**CASA Mental Health Classrooms**

Sturgeon Public Schools is leading the way provincially and working alongside CASA to provide two CASA classrooms within Sturgeon to assist with meeting the Mental Health needs of students.

# Measures and Stakeholder Voice

## Engagements and Measures Influencing this Plan (2025 - 2028)

The following provincial and local measures, along with survey and engagement feedback, informed the development of this Education Plan, which reflects a commitment to empowered learning, healthy school communities, and future readiness. Full results are available in the [2023/24 Annual Education Results Report \(AERR\)](#).

### Provincial

- Survey - Alberta Education Assurance (AEA)
- Results - Provincial Achievement Tests and Diploma Exams
- Results - High School Completion, Drop Out and Rutherford Rates

### Local Division and School

- Survey - Student, Education Plan Goals
- Survey - Parent and Guardian, Education Plan Goals
- Survey - Staff, Education Plan Goals
- Survey - Staff Professional Learning Survey
- In-Person - Business and Community Engagement
- In-Person - Student Advisory Committee
- In-Person - Student Led Student Engagement Conversations in Schools
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP and SALT)

Primary measures and data are reported in the 2023/24 AERR. Early analysis of spring 2025 engagement feedback was also considered, particularly in shaping strategies that respond to local needs and student experience. Building on these measures and feedback, the following activities are planned to ensure ongoing reflection, responsiveness, and alignment with divisional goals.

## Engagements and Measures Planned for 2025 - 2026

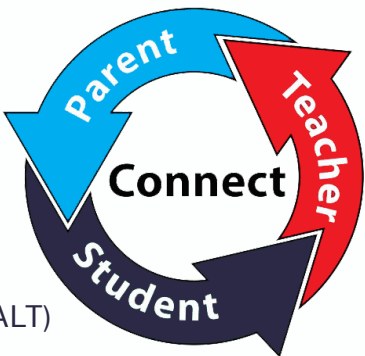
Assurance is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. In the coming year, Sturgeon Public Schools will track the following measures, build relationships with stakeholders through the following events and provide the following opportunities for direct feedback to refine the Education Plan.

### Provincial

- Continue all required surveys, provincial assessments and statistics.

### Local Division and School

- Lead Measures - Consider the lead measures of success as outlined for each Goal below
- Survey - Student, Education Plan Goals
- Survey - Parent and Guardian, Education Plan Goals
- Survey - Staff, Education Plan Goals
- Survey - Staff Professional Learning Survey
- In-Person - Business and Community Engagement
- In-Person - Student Advisory Committee
- In-Person - Stakeholder Engagement Event
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP and SALT)





## Priority and Goals

**Priority:** Student Success and Division Wellness

To achieve student success within a healthy and sustainable school division, Sturgeon Public Schools has identified three priority goals to be achieved over the next three years:

1. **Empowered** Student and Staff Learning
2. **Healthy**, Safe, School Communities
3. **Future Readiness**, and Innovative Learning

By focusing on these three goals, Sturgeon Public Schools will empower students to succeed in a changing world and foster a safe, respectful, and collaborative learning environment for all.



## Goals, Outcomes and Strategies

In alignment with Alberta’s assurance framework, education partners commit to continuous improvement through a shared focus on student needs, evidence-informed decisions, and local context. This collective approach supports the Division’s commitment to empowered learning, healthy communities, and responsive leadership.

Each of the three goals includes a set of outcomes—statements that describe what success will consistently look like across the Division. Strategies are designed to help achieve these outcomes and are measurable, evolving as needed to ensure meaningful progress.

Empowered Learning	Healthy Communities	Future Readiness
<ul style="list-style-type: none"><li>• Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners.</li><li>• Students actively engage in relevant learning that fosters competencies like critical thinking, problem solving, collaboration, citizenship, creativity, and personal growth.</li><li>• Learning experiences meet students' current level of achievement and focus on growth through effective, data-informed assessment.</li><li>• Educators understand foundational Indigenous knowledge and design learning experiences that honor multiple ways of knowing, contribute to truth and reconciliation, and foster equity and belonging.</li></ul>	<ul style="list-style-type: none"><li>• Staff, students and families collaborate to create a school community that is equitable, safe, caring and respectful.</li><li>• Staff, students, and families model active citizenship and respond to diverse learning needs with appropriate supports and programming.</li><li>• School communities actively promote mental health, well-being, and resilience through shared responsibility and coordinated supports.</li><li>• School communities are committed to truth and reconciliation, create safe, respectful, culturally responsive learning environments, and maintain meaningful relationships with local Indigenous Elders, Knowledge Keepers, and communities.</li></ul>	<ul style="list-style-type: none"><li>• Staff and students actively participate in and lead school and community projects.</li><li>• Students pursue personalized pathways and develop the skills, mindsets, and experiences to adapt, innovate, and lead in a changing world.</li><li>• Board and Division leaders foster partnerships that expand programming and strengthen connections between schools, communities, and Provincial partners.</li><li>• Resources are stewarded to support student success and respond to emerging needs and community priorities.</li></ul>

Goal One: Empowered Learning

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

17.8% & 12.9%

PAT and Diploma Standard of Excellence

Provincial exam excellence results were mixed. Grade 6 saw strong gains, improving PAT excellence results, while Diploma excellence remained stable at 12.9%, a result that continues to track below the provincial average.

81.3%

3-Year High School Completion (All Students)

Sturgeon students exceed the provincial average for on-time high school completion.

76.6%

3-Year Completion (Indigenous Students)

A 10.8% increase over the previous year. Well above provincial average (58.6%).

LOCAL

Student Engagement Survey 2024-2025:  
"The things I learn in school are useful" —  
63%  
"I look forward to Language Arts" - 50%  
"I look forward to Math" - 51%

These averages reflect a steady decline from Grades 4–6 to Grades 10–12, where only 35% of students report looking forward to core subjects.

SPS Parent Survey 2024-2025:  
"I am satisfied with mathematics education"  
— 80%

Outcomes that will be consistently achieved

- Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners.
- Students actively engage in relevant learning that fosters competencies like critical thinking, problem solving, collaboration, citizenship, creativity, and personal growth.





- Learning experiences meet students' current level of achievement and focus on growth through effective, data-informed assessment.
- Educators understand foundational Indigenous knowledge and design learning experiences that honor multiple ways of knowing, contribute to truth and reconciliation, and foster equity and belonging.

**Highlighted Data from the 2023-24 AERR with early 2024-25 Stakeholder Feedback**

For the 2023-2024 provincial measures, approximately 246 parents, 1044 students and 324 teachers responded to the surveys. For the 2023-2024 local measures, approximately 370 parents, 2506 students and 395 staff responded to the surveys. For the 2024-2025 local measures, approximately 460 parents, 327 staff and 2323 students completed the surveys. (Longitudinal data for PAT, Diploma, and Completion Rates are available in the Division’s 2023–2024 AERR.)

**Key Indicators: 2023–2024 Snapshot with 2024-2025 Local Surveys**

Measure	2022 2023	2023 2024	Commentary
Grade 6 PAT – Acceptable	64.7%	65.2%	Slight increase, nearing AB average
Grade 6 PAT – Standard of Excellence	13.3%	17.8%	Notable improvement
Grade 9 PAT – Acceptable	67.5%	64.0%	Drop, though above provincial avg
Grade 9 PAT – Standard of Excellence	15.9%	9.9%	Significant decline – area of need
Diploma Exams – Standard of Excellence	13.7%	12.9%	Stable but below AB average
3-Year Completion Rate (All Students)	76.9%	81.3%	Improved and above AB average
3-Year Completion Rate (Indigenous)	65.8%	76.6%	Significant improvement
5-Year Completion Rate (All Students)	89.0%	79.6%	Decline, now below AB average
5-Year Completion Rate (Indigenous)	78.4%	73.1%	Slight drop, but above AB average
Learning Engagement – Student Report	67.6%	66.1%	Slight decrease, sustained concern
“My school work is interesting” (Gr. 10)	59%	59%	Persistently low
Parent: Preparing child for life after school	57%	67%	Improved, but still under 70%

**Reflective Summary**

Sturgeon Public Schools continues to demonstrate areas of academic strength, particularly at the Grade 6 level, where both acceptable and excellence indicators improved. Encouragingly, the 3-Year High School Completion rate has risen above the provincial average, with notable gains among Indigenous students. These results reflect a positive trajectory for foundational learning and student transitions.

However, areas for focused attention remain. Grade 9 results, especially at the standard of excellence, declined significantly — highlighting a need to reinforce engagement and rigour in middle years. Similarly, the drop in 5-Year Completion suggests the need to re-examine strategies supporting student re-engagement and alternative pathways. While parent perceptions have improved regarding life readiness, student responses suggest limited

engagement with core subjects such as math and language arts. Nearly 1 in 4 students disagreed that they look forward to these subjects, reinforcing the need for engaging, experiential and culturally relevant instruction.

These trends shape the strategic adjustments in the sections that follow, with continued emphasis on high-impact assessment and instruction, Indigenous knowledge integration, and real-world connections that foster lifelong learning. Staff survey data indicates strong confidence in their ability to impact student learning, reinforcing the Division's readiness to implement high-impact strategies effectively. Low engagement in core subjects may also affect students' perceptions of future readiness — reinforcing the need for relevant, real-world learning opportunities across grade levels.

### **Strategies to reach the desired outcomes of [Empowered Student & Staff Learning](#).**

- Educators will prioritize active, experiential, and land-based learning that builds understanding, critical thinking, collaboration, and core competencies for lifelong learning.
- Leaders and educators will deepen their understanding of assessment through professional learning focused on outcomes-based practices, shared grading scales, and triangulated strategies (conversations, observations, and products).
- Teachers and leaders will use a range of student data—including screening tools, diagnostic assessments, and learning progressions—to determine current proficiency levels, inform instruction, and design targeted learning experiences.
- Schools will continue to implement High Impact Teaching Strategies to enhance instruction, cross-curricular connections, and student engagement.
- To address challenges in mathematics achievement and support new curriculum implementation, the Division has adopted MathUP, a comprehensive, research-based resource developed by Canadian educator Dr. Marian Small. MathUP supports concept-based, inclusive numeracy instruction in Grades K–9 and aligns with Alberta's curriculum.
- Staff will deepen their understanding of Indigenous foundational knowledge and collaborate with Call to Action leads and community members to design learning experiences that contribute to truth and reconciliation, and foster equity, identity, and success for Indigenous learners.
- Indigenous perspectives will be woven throughout curricula, land-based learning, and school experiences to strengthen cultural awareness, understanding, and appreciation across all grade levels.
- At Sturgeon Composite High School, holistic student support will continue to be provided in Apiw'kamik, the Indigenized learning space, through the leadership of the Division's Cultural Liaison.

### **Measures to illustrate success and inform the next cycle**

Lead measures that occur within the year.

- Collaboration and sharing of effective practices through school-based professional learning communities and division cohorts.
- Implementation of the Division's updated assessment driving documents and introducing a 4 point grade scale in instructional planning and professional development.
- Use of MathUP as a core numeracy instructional tool in Grades K–9 to support student learning and teacher practice aligned to the new Alberta curriculum.
- Differentiated instruction informed by classroom assessments, screeners, and diagnostic tools (e.g., LeNS, CC3, RCAT, and Numeracy Screeners).
- Ongoing school-based review of Indigenous student achievement, with targeted supports aligned to cultural responsiveness and reconciliation outcomes.
- Collection and analysis of local data on student engagement, motivation, and perceptions of relevance and success.



## 2025 - 2028 Education Plan

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- Provincial Achievement Tests (Grades 6 & 9) – Acceptable and Excellence.
- Diploma Examinations – Acceptable and Excellence.
- Early Years Screeners (LeNS, CC3, Numeracy) -% reduction in students identified as "at risk."
- 3-Year and 5-Year High School Completion Rates (All Students and Indigenous Students).
- Alberta Education Assurance (AEA) Survey: Learning Engagement and Education Quality.
- Division Student Survey: Measures of perceived success, subject interest, and relevance of learning.
- Parent Survey: Satisfaction with literacy and numeracy instruction.

### Implementation

In 2025–2026, Sturgeon Public Schools will continue to focus on fostering high-quality, engaging learning environments grounded in strong instruction and meaningful student connections. Implementation priorities will respond directly to division data, staff capacity, and provincial curriculum direction.

Key areas of action include:

- **MathUP Implementation:**  
To address identified areas of need in mathematics achievement, particularly at the Grade 9 level, the Division will implement MathUP as the core K–9 resource. Aligned with Alberta’s new curriculum and rooted in the work of renowned educator Dr. Marian Small, MathUP will support concept-based, inclusive numeracy instruction across classrooms.
- **Effective Assessment Practices:**  
Schools will deepen their use of outcome-based assessment aligned to the new curriculum. Through professional learning focused on a shared grade scale, teachers will improve the accuracy and reliability of reporting. By triangulating assessment and offering students engaging ways to demonstrate learning, educators will more clearly reflect progress toward outcomes.
- **Assessment-Informed Instruction:**  
Teachers will make purposeful use of provincial screeners and classroom assessments (e.g., LeNS, CC3, RCAT, Numeracy Screeners) to determine students’ current levels of understanding and adjust instruction accordingly. Professional learning and school-based collaboration will focus on using this data to support differentiated learning.
- **Indigenous Education and Truth & Reconciliation:**  
Educators will deepen their engagement with Indigenous foundational knowledge by integrating land-based learning, cultural perspectives, and relationship-building into their classroom practices. The Division will continue to support school teams in collaborating with Call to Action leads and Indigenous community members.
- **STEAM and Cross-Curricular Learning:**  
The Division will expand hands-on learning opportunities through continued support of STEAM programming, including the Division-wide STEAM Games. These Division-wide experiences, including the SPS STEAM Games, support real-world problem solving, collaboration, and creativity, and address student feedback on the need for engaging and meaningful learning.
- **Professional Learning Focus Areas:**  
Division and school-based professional learning will prioritize:
  - Effective assessment practices
  - High impact instructional strategies
  - Numeracy through MathUP
  - Indigenous education and cultural responsiveness
  - Use of classroom data to inform growth

Goal Two: **Healthy School Communities**

Public assurance is built when all students belong and learn in environments that meet their needs, and when system resources are used effectively to support learning for all.

77.9%

**Citizenship, Overall**

Slight increase over the prior year, though still 1.5% below the provincial average.

81.4%

**Access to Supports and Services**

Now exceeds the provincial average, reflecting progress in providing responsive services to students.

83.7%

**Welcoming, Caring, Respectful and Safe Learning**

Continues to trend slightly below the provincial average (84.0%), though improving.

LOCAL

Student Engagement Survey 2024-2025:

**“My school is safe” — 73%**

**“My school is caring” — 69%**

**“My school is respectful” — 66%**

Agreement with statements about safety, caring, and respect declines sharply from elementary to high school.

Parent Survey 2024-2025:

**“Students have access to appropriate mental health supports” — 58%**

Staff Survey 2024-2025:

**Student behaviour (51%) and mental health and wellness (50%) should be top PD priority**

**Outcomes that will be consistently achieved**

- Staff, students and families collaborate to create a school community that is equitable, safe, caring and respectful.
- Staff, students, and families model active citizenship and respond to diverse learning needs with appropriate supports and programming.





2025 - 2028 Education Plan

- School communities actively promote mental health, well-being, and resilience through shared responsibility and coordinated supports.
- School communities are committed to truth and reconciliation, create safe, respectful, culturally responsive learning environments and maintain meaningful relationships with local Indigenous Elders, Knowledge Keepers and communities.

Highlighted Data from the 2023–24 AERR and recent local survey feedback

The following measures reflect provincial results and recent feedback from students, parents, and staff on school climate, well-being, and learning environments.

Key Indicators: 2023–2024 Snapshot with 2024-2025 Local Surveys

Measure	2022 2023	2023 2024	Commentary
AEA Survey – Citizenship	77.2%	77.9%	Slight increase, still below AB avg
AEA Survey – Welcoming, Caring, Respectful, and Safe Learning Environments	83.0%	83.7%	Upward trend, near AB avg
AEA Survey – Access to Supports & Services	79.3%	81.4%	Improved, now above AB avg
AEA Survey – Professional Learning	84.0%	84.2%	Stable, staff continue to value PD
Student: “My school is safe”	70.0%	73.0%	Improved overall, but wide gaps across grades
Student: “My school is caring”	68.0%	69.0%	Slight increase, declines at upper grades
Student: “My school is respectful”	66.0%	66.0%	No change overall, low in Grades 7 to 12
Staff PD Priority - Behaviour	48%	51%	Most requested area of PD
Staff PD Priority - Mental Health	46%	50%	Steady increase in demand

Reflective Summary

Provincial measures show steady improvement across key areas, with results in Citizenship, Access to Supports, and WCRSLE either matching or exceeding provincial averages. Staff continue to report strong access to professional learning opportunities.

Local data shows slight gains in students' perceptions of safety, caring, and respect. However, agreement with these statements declines significantly at the junior and senior high levels, highlighting the need for targeted support during adolescence. Notably, the percentage of students who agreed that their Principal or Vice Principal cares about them rose to 69%, up from 61% the year prior — a sign of strengthened relationships between students and school leadership.

Mental health remains a shared priority. Over half of staff identified student behaviour and wellness as top professional learning needs, and only 58% of parents agreed that students have adequate access to mental health supports. These results highlight the need to continue whole-school approaches like SWPBS, TCIS, and trauma-informed practices to strengthen supports and promote well-being across school communities.

### **Strategies to reach the desired outcomes of **Healthy, Safe, School Communities****

- Staff develop curricular and co-curricular opportunities that build a shared understanding of equity, citizenship, wellness, and respectful relationships.
- School leaders engage multidisciplinary teams to deliver responsive programming focused on student well-being, academic success, and family involvement.
- Educators communicate proactively with students and families to support diverse learning and behavioural needs, and to strengthen inclusive, collaborative school communities.
- Schools promote mental health and resilience through whole-school approaches such as School-Wide Positive Behaviour Supports (SWPBS), Therapeutic Crisis Intervention for Schools (TCIS), trauma-informed practices, and access to internal and external supports.
- School communities honour Indigenous perspectives by inviting Elders, Knowledge Keepers, families, and communities into learning environments nurturing relationships with local Indigenous partners.

### **Measures to illustrate success and inform the next cycle**

Lead measures that occur within the year.

- Implementation of school-wide initiatives that promote active citizenship, equity, and respectful behaviour (e.g., SWPBS, leadership opportunities, school-wide campaigns).
- Use of Therapeutic Crisis Intervention for Schools (TCIS) strategies such as Life Space Interviews to support student regulation and safety planning.
- Engagement of Elders, Knowledge Keepers, families, community and local Indigenous partners in school activities and events.
- Staff participation in professional learning focused on student behaviour, mental health, and trauma-informed practices.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- AEA Survey – Citizenship
- AEA Survey – Welcoming, Caring, Respectful and Safe Learning Environment
- AEA Survey – Access to Supports and Services
- AEA Survey – Professional Learning
- Local surveys – student, staff, and parent perception of school safety, kindness, and respectful relationships
- Local staff survey – perceptions of professional learning priorities and impact

### **2025 - 2028 Implementation**

Collaboration among teachers, school leaders, counsellors, and specialized teams will promote a whole-school approach to active citizenship, positive mental health, and inclusive learning environments. This work is guided by a shared commitment to equity, resilience, and student well-being.

A key component of this work is the implementation of School-Wide Positive Behaviour Supports (SWPBS) to foster respectful and caring school cultures. This includes:

- Leadership commitment and stakeholder engagement
- Ongoing analysis of school climate and behaviour data
- Clear, values-aligned expectations for behaviour
- Consistent reinforcement and modelling of expectations
- Use of equitable restorative practices
- Comprehensive professional learning for staff
- Meaningful engagement of families and community partners
- Data-informed decision-making and continuous improvement

## 2025 - 2028 Education Plan

In addition, school teams will continue to implement and refine the Therapeutic Crisis Intervention for Schools (TCIS) framework to support student self-regulation and de-escalation. This includes:

- Proactive, trauma-informed strategies to prevent crises
- Safe, sensitive crisis response aligned with individualized plans
- Reflective practices (e.g., Life Space Interviews) to build student capacity for emotional regulation and positive coping
- Annual training to ensure staff competency and confidence in these approaches

Sturgeon Public Schools is also committed to strengthening reciprocal relationships with Indigenous families and communities. Elders and Knowledge Keepers, and families are welcomed into school spaces to guide learning and deepen understanding of truth and reconciliation. These partnerships support relevant and respectful integration of Indigenous perspectives into all learning environments.

Tailored programming and supports such as Individualized Program Plans (IPPs), Learning Plans, Behaviour Plans, and Safety Plans will continue to reflect each student's strengths and needs. Together, these strategies ensure students experience school as a safe, caring, and respectful environment where they are supported to thrive.





## Highlight - Indigenous Student Success and Building a Culture of Belonging

The Division's commitment to fostering strong community connections has led to remarkable achievements and celebrations. Partnerships and working relationships have flourished, creating a vibrant tapestry of collaboration. Through multiple Culture Camps, inter-school sports contests, student success meetings and collaborative professional development sessions, the Division has seen neighbouring students and staff come together in powerful ways.

At SCHS, Language Learning opportunities have been bolstered through Aboriginal Studies Classes and partnership with Kipohtakaw Education Centre (KEC), Alexander First Nation. This initiative aims to preserve and promote Indigenous languages, fostering cultural pride and understanding. Furthermore, initiatives like the SCHS Health Pathways Class's exploration of traditional medicines and healing practices with a local Knowledge Keeper have provided students with enriching learning experiences grounded in Indigenous knowledge.



Strength of community and a sense of belonging continues to flourish in schools throughout the Division. Sturgeon Composite High School features an Indigenous hub in a meeting room known as “Apiw’kamik” which translates to “living room” in Cree. This meeting place is aptly named and it truly lives up to its name. It has become a welcoming, inclusive space where students not only feel at home, but also feel seen, supported, and valued. The uniqueness of this meeting space is more than just a room for learning—it’s an open and welcome community space. Students are supported not only by the staff in the space, but also by one another. School staff had the privilege of witnessing students from all different friend groups come together in this space, helping each other with schoolwork and supporting each other emotionally and socially.

The Division's Indigenous Education Lead Team involves an Indigenous Education Coordinator, a First Nations Cultural Liaison, and a Métis Learning Coach. The team members work with Elders, Knowledge Keepers, and community resource personnel and offer cultural teachings, Indigenous land-based learning initiatives, and traditional knowledge systems to staff and students throughout the Division.

The invaluable guidance and support provided by multiple Elders, including Adam North-Peigan who attended the College of Alberta School Superintendent (CASS) First Nations, Métis and Inuit Gathering as a guest of Sturgeon Public Schools, have enriched the journey towards truth and reconciliation and cultural understanding. The Division looks forward to working closely with Adam to bring a deeper understanding of Indigenous history to the learning community.

Looking ahead to the coming school year, Sturgeon Public Schools has identified several areas for growth and development:

- Expansion of Cultural Exchange Learning Experiences: Offer more overnight culture camps to provide high school students with immersive learning experiences rooted in Indigenous traditions. Continue to strengthen and expand the Penpal Cultural Exchange program in partnership with Kipohtakaw Education Center (in Alexander First Nation).
- Enhanced Curricular Connections: Continue to explore and develop opportunities for curricular connections that integrate Indigenous perspectives across various subject areas.



## 2025 - 2028 Education Plan

- Empowering Student Leadership: Plans are underway to develop and empower student leadership groups at Sturgeon Composite High School, Lilian Schick, Four Winds, Redwater, and Camilla School, fostering a sense of agency and pride among Indigenous youth.
- National Indigenous Peoples Day Celebration: Expand National Indigenous Peoples Day Celebration, bringing together students from grades 5-9 to honor and celebrate Indigenous culture and heritage. Celebrations and festivities will occur at Division-wide events as well as at the individual school level.
- Expansion of Indigenous Family Engagement: Building on the success of Indigenous Family nights; continue to work with an Indigenous Parent Advisory group and create spaces for meaningful dialogue and collaboration.
- Additionally, the Call to Action cohort, composed of 31 dedicated staff, continues to drive positive change and foster authentic engagement with Indigenous ways of knowing and being in their respective schools across the Division. The Division is grateful for the participation of partners from Alexander First Nation in the Call to Action Cohort. Additionally, we recognize the contributions of community scholars, facilitators, knowledge keepers and Elders whose wisdom and guidance enrich the journey towards reconciliation and understanding.
- The Division's commitment to strengthening community connections remains steadfast. Through collaborative efforts and a deep respect for Indigenous knowledge, the Division continues to create inclusive learning environments where all students thrive.





Goal Three: **Future Readiness**

Public assurance occurs when Sturgeon Public Schools engages transparently with stakeholders, stewards resources responsibly and focuses on preparing students for a changing world. Innovative, real-world learning fosters future-ready citizens and leaders.

78.0%

**Parental Involvement in Education**

Slight improvement from the previous year and 1.5% below the provincial average (79.5%), reinforcing the need to strengthen parent-school engagement.

79.6%

**High School Completion (5-Year)**

A notable 9.4% drop from the previous year, now sitting 6.3% below the provincial average (85.9%), highlighting a need to support long-term student success.

LOCAL

*Student Engagement Survey 2024-2025:*  
**“I have been a leader at school in some way this year” — 54%**  
**“I have volunteered at school or in the community this year” — 55%**

*Parent Survey 2024–2025:*  
**“My child is being prepared for life outside of school” — 57%**  
**“My perspective is valued by school staff” — 62%**

*Community Engagement 2025:*  
**Stakeholders emphasized a need for real-world learning, student mentorship, and future-readiness across sectors including trades, agriculture, aviation, and entrepreneurship.**

**Outcomes that will be consistently achieved**

- Staff and students actively participate in and lead school and community projects.
- Students pursue personalized pathways and develop the skills, mindsets, and experiences to adapt, innovate and lead in a changing world.





2025 - 2028 Education Plan

- Board and Division leaders foster partnerships that expand programming and strengthen connections between schools, communities and Provincial partners.
- Resources are stewarded to support student success and respond to emerging needs and community priorities.

Highlighted Data from the 2023–24 AERR and recent local survey feedback

The following measures reflect provincial results and recent feedback from students, parents, staff, and community partners on student leadership, future readiness and access to meaningful learning opportunities.

Key Indicators: 2023–2024 Snapshot with 2024-2025 Local Surveys

Measure	2022 2023	2023 2024	Commentary
AEA Survey – Parental Involvement in Education (Just Parents)	62.0%	65.5%	Slight improvement; continued focus on engagement
Local Parent Survey – Preparing child for life after school	—	57.0%	Underscores need for future-readiness programming
Local Student Survey – “I have been a leader at school this year”	—	54.1%	Baseline for student leadership involvement
Local Student Survey – “I have volunteered at school or in the community”	—	55.1%	Reflects moderate engagement; room to grow
Local Student Survey – “The things I learn in school are useful”	—	58.0%	Perceived relevance remains a challenge
High School Completion (3-year)	76.9%	81.3%	Strong improvement; encouraging outcome
High School Completion (5-year)	89.0%	79.6%	Decline suggests a need to support long-term success
Local Parent Survey – My perspective is valued by school staff	—	62.4%	Highlights need for inclusive, responsive leadership
Local Staff Survey – School fosters Truth and Reconciliation	—	93.0%	Reinforces commitment to inclusive, community-connected leadership
Business/Community Engagement – Key Themes	—	✓	Clear demand for innovation, real-world learning, and mentorship

## Reflective Summary

Just over half of students report participating in leadership (54%) or volunteering (55%) opportunities, suggesting a foundation for civic involvement with room to grow. Only 57% of parents agree their child is being prepared for life after school, pointing to the need for stronger life and career readiness programming.

Career-focused learning continues to expand. In 2023–24, 215 students earned a combined 1,490 credits through Dual Credit, RAP, Flight School and Green Certificate programs. Staff and community partners strongly support growing these opportunities—especially those connecting students to local industries, emerging sectors and real-life responsibilities.

Parental involvement remains stable at 74.7%, but below the provincial average, reinforcing the need to strengthen school–home connections. Feedback from surveys and community engagement events highlights a strong appetite for innovation, mentorship, life skills development, and immersive learning experiences.

Together, these results support a focused effort on building personalized pathways, strengthening early exposure to careers, and expanding real-world experiences in partnership with local organizations. By fostering confidence, capability, and community connection, Sturgeon Public Schools will equip students with the skills to thrive in an evolving world.

## Strategies to reach the desired outcomes of **Future Readiness & Innovative Learning**

- Staff, students and families will continue to engage in leadership and volunteer opportunities that contribute to school and community life, fostering civic responsibility, ethical participation and life-ready habits.
- Students will be supported in exploring personalized learning pathways through expanded opportunities for career exploration, mentorship and immersive, real-world learning. This includes the enhanced use of myBlueprint to facilitate self-discovery, goal setting and informed decision-making.
- Schools will begin career awareness and mentorship programming in earlier grades. Starting in junior high, students will access age-appropriate, community-connected opportunities that also support life skills such as communication, time management, and personal well-being.
- Division leadership, in partnership with schools, will continue to host annual stakeholder engagements to assess progress, inform planning and understand community needs.
- The Board of Trustees will direct a budget that advances the Mission, Vision and Values of Sturgeon Public Schools, stewarding resources to maximize access to innovative learning opportunities.
- Partnerships with community organizations, post-secondary institutions, municipalities and local industry will be expanded to enhance programming such as Dual Credit, Building Futures and Aviation Pathways—providing students with mentorship, hands-on learning and career-connected experiences.
- Schools will integrate experiential and community-connected learning into programming, including opportunities in skilled trades, agriculture, aviation, tourism, entrepreneurship and technology, allowing students to apply their learning in authentic settings that mirror real-life challenges and opportunities.

## Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.

- Students and staff initiate or participate in leadership, volunteer, or community-based projects
- myBlueprint is used regularly across schools to support student career/life planning and goal setting

## 2025 - 2028 Education Plan

- Stakeholder engagement sessions are held to gather input and assess progress on innovative learning goals
- New or expanded partnerships are established to support real-world programming (e.g., Dual Credit, Building Futures, Aviation)
- Schools report on implementation of experiential and community-connected learning within programming

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- High School Completion rates (3-year and 5-year)
- AEA Survey – Parental Involvement in Education
- Local Survey – Parent satisfaction with future-readiness (“My child is being prepared for life outside of school”)
- Local Survey – Student participation in leadership and volunteerism
- Local Survey – Student engagement in career planning or pathway exploration

## 2025 - 2028 Implementation

Sturgeon Public Schools will continue to strengthen student engagement through leadership, mentorship and hands-on learning that reflects the priorities of local families, businesses and community partners. The Student Advisory Committee will remain a key structure for student voice and leadership, offering meaningful opportunities for students to inform Division decision-making and contribute to school and community life. These efforts ensure students are not only heard, but also actively involved in shaping their learning environment and broader school culture.

Programming that connects students to local industries will continue to expand, including Dual Credit, Flight School, Registered Apprenticeship (RAP) and the Building Futures partnership with San Rufo Homes. These initiatives reflect the Division’s growing emphasis on immersive, career-connected learning and have been strongly endorsed by community stakeholders.

The Division will also continue exploring out-of-the-box, experiential programming models—such as school as a village, student-run businesses and farm-based learning environments—that promote engagement, leadership and applied learning. To support this work, the Marketing and Communications department will build on the success of its staff spotlight series by showcasing innovative programs through video features, student stories, and targeted campaigns—raising awareness of future-ready opportunities while strengthening school–community connections.

To support student career planning across all schools, myBlueprint will be re-emphasized as a Division-wide tool for helping students explore pathways, set goals and document progress. Its expanded use responds directly to feedback from students, staff and families for more personalized, accessible and forward-looking planning resources.

Sturgeon Public Schools will also continue to pursue emerging opportunities in areas such as aviation, skilled trades, technology, and agriculture—aligning educational experiences with workforce needs and regional strengths. Community partnerships will remain central to this work, ensuring students learn in relevant, future-focused contexts while strengthening local connections. Additionally, core learning experiences will focus on Alberta Education’s Student Competencies, fostering critical thinking, communication, problem solving, collaboration, cultural and global citizenship, creativity and personal growth.

Together, these efforts will ensure students are equipped with the knowledge, skills and confidence to thrive in a changing world.



## Partnerships

Sturgeon Public Schools values its many partnerships that develop student entrepreneurship, cultural understanding and sustain wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups and government helps to build ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.

- Fearless in the Forest and Pioneer Trails North Foundation to improve and promote outdoor education.
- Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
- SOGI 123 to support sexual and gender diverse students and staff.
- Alberta Health Services, Military Family Resource Centre (MFRC) and Sturgeon County in sustaining a comprehensive school health program in all schools.
- Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of all school communities.
- Organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the Mental Health Capacity Building Grant (MHCB) - HYPE (Helping Young People Excel).
- S.H.I.N.E (Supporting Hope and Independence in Natural Environments) provides a wealth of community connection related to Families Support for Children with Disabilities connecting parents to community partners, therapists and consultants within Sturgeon County who can provide families with a variety of supports or avenues for further assessment. This group also connects with Sturgeon Public School therapists to provide consistent and appropriate support to children across their environments.
- Dr. Chandra Lebenhagen, founder of Including Autism, supports Division staff by bringing the most relevant and evidence based research to support Autistic Students.
- CASA Mental Health to deliver mental health service in classrooms to address the need for services closer to students by bridging a child's mental health and school needs.
- The Jessica Martel Memorial Foundation created the Inspire Program designed for junior high female students to explore and embrace their full potential. Working with Four Winds Public School, this transformative program delves into important topics such as leadership, building healthy relationships, overcoming bullying, fostering positive self-image, navigating societal pressures and embracing overall wellness.
- Therapeutic Crisis Intervention for Schools (TCIS) through Cornell University to create a trauma-sensitive environment where students and adults are safe and feel safe.


## 2025 - 2028 Education Plan

- Partnerships with other school divisions to meet the needs of all learners. Including support for students with Complex Communication Needs.
- Kipohtakaw Education Center, and partners at Alexander First Nation Education are close educational allies. The Division values and honours their leadership and insight and works together to support all students including those supported through the education services agreement.
- Students receive high school credit as well as credit for the course at the post secondary level through Dual Credit partnerships. Currently, students from across the school division are working with NAIT in their welding and heavy equipment tech programs, as well as various others through Norquest College, Olds College, SAIT, and Northern Lakes College.
- Collaborative working relationships with Capital Region School divisions in sharing dual credit opportunities for students.
- Partnership with CAREERS assists students in finding apprenticeship opportunities and career internships. The coordinator provides support to off campus coordinators and hosts online job safety courses for students.
- Numerous local businesses provide work experience placements and partner with schools in Registered Apprenticeship Programs.
- Partnership with Sturgeon County on a Youth Emergency Services Camp where students are exposed to a variety of Emergency Services Careers over a 3 day camp.
- Schools work in collaboration with Sturgeon County recruiting students for the summer JET program - Job Experience Training. High School students may receive work experience credits for this training.
- Partnership with Centennial Flight School by providing the ground school portion of a Private Pilot's License for our students in flight courses.
- Aboriginal Teacher Education Program (ATEP) at the University of Alberta - student teachers will bring indigenous perspectives to our schools in their field experience program

# System Assurance and Plan Structure

Assurance in Alberta’s education system is achieved when school authorities, education partners, and community members engage meaningfully across five domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context.

The strategic goals of Sturgeon Public Schools—Empowered Learning, Healthy Communities, and Future Readiness—reflect these domains and demonstrate alignment with the 2025–2028 Alberta Education Business Plan. The table below outlines how each divisional goal supports both the provincial assurance framework and key ministry outcomes.

Sturgeon Public Schools Goal	Aligned Assurance Domains	Aligned Alberta Education Business Plan Outcomes	
Empowered Learning	<ul style="list-style-type: none"><li>- Student Growth &amp; Achievement</li><li>- Teaching &amp; Leading</li><li>- Governance</li></ul>	<ul style="list-style-type: none"><li>- Alberta’s students are successful</li><li>- K-12 system and workforce are well-managed</li></ul>	
Healthy Communities	<ul style="list-style-type: none"><li>- Learning Supports</li><li>- Local &amp; Societal Context</li><li>- Governance</li></ul>	<ul style="list-style-type: none"><li>- Alberta’s students are successful</li><li>- First Nations, Métis and Inuit students are successful</li><li>- K-12 system and workforce are well-managed</li></ul>	
Future Readiness	<ul style="list-style-type: none"><li>- Local &amp; Societal Context</li><li>- Student Growth &amp; Achievement</li><li>- Governance</li></ul>	<ul style="list-style-type: none"><li>- Alberta’s students are successful</li><li>- Access to learning opportunities in a modern economy</li><li>- K-12 system and workforce are well-managed</li></ul>	

This table illustrates alignment between Sturgeon Public Schools’ strategic goals, the five Assurance Framework domains, and the four outcomes from Alberta Education’s 2025–2028 Business Plan.

## Accountability Statement

The Education Plan for Sturgeon Public Schools was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2025 - 2028 on May 28, 2025.

“original signed by”

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



# Budget and Capital Plan

## Budget Report Documents

For information on Sturgeon Public School’s Budget and Financial Statements, see our website at:

[www.sturgeon.ab.ca/division/plans-reports-documents](http://www.sturgeon.ab.ca/division/plans-reports-documents)

## Capital Planning

For Information on Sturgeon Public School’s IMR and Capital Plan see our website at:

[www.sturgeon.ab.ca/division/plans-reports-documents](http://www.sturgeon.ab.ca/division/plans-reports-documents)

For additional  
information please  
contact:  
  
Corporate  
Services  
780.939.4341