



K to 9 School Education Plan and Annual Education Results Report

October 2020 Update



**Sturgeon
Public Schools**

Dare to reimagine learning



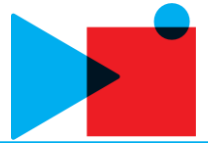
Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Camilla 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	88.2	86.5	83.0	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	79.1	78.1	76.4	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	92.7	93.5	89.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.8	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	88.0	81.5	87.1	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	25.9	22.6	25.2	20.6	19.9	19.6	Very High	Maintained	Excellent
	Work Preparation	80.7	86.3	81.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	81.5	82.7	77.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.1	82.1	78.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.1	77.5	76.7	81.5	81.0	80.9	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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; and Social Studies 30-2.
- 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.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 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





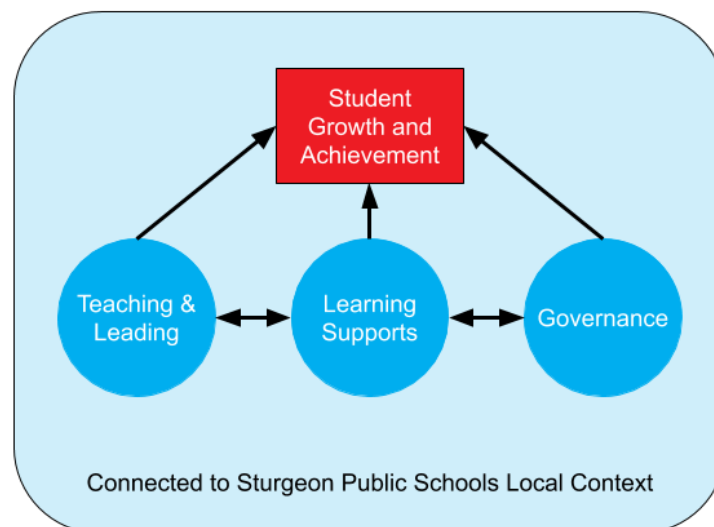
Priority

Student Achievement

Assurance Domains and Student Achievement

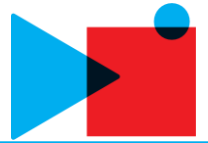
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

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



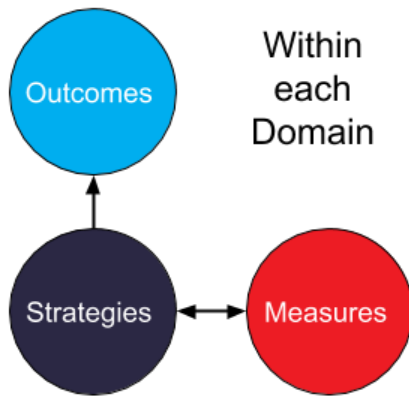
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





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

Our school is located in the Hamlet of Riviere Qui Barre. Camilla School serves students from Pre-K to Grade 9. Under our school motto, “Catch the Dream...Build the Future,” we nurture a positive, enriching experience for all students. We are committed to high-quality instruction, placing special focus on improving literacy skills. We work hard to uphold our reputation for professional staff, friendly and cooperative students and a supportive parent community.



Our school appreciates the value of the rural and multi-cultural heritage within our community. We meet the needs of individual students through a wide variety of academics, career and technology studies, fine arts, and extracurricular programs. Students are taught values of character education and global citizenship.

We offer exciting and engaging programs that suit every student’s ability, interests and goals. These programs include Leadership, Character Education and an optional Religion program. Several exciting Career and Technology Foundations (CTF) courses exist for junior high classes, including Makerspace, Sports Leadership, and Industrial



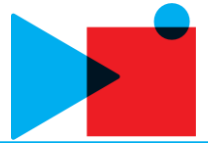


Arts (woods). Throughout the grades, students are given opportunities for project-based and inquiry-based learning.

Our school has the opportunity to collaborate with Kipohtakaw Education Centre, which helps build our community and make meaningful connections with our First Nations heritage and culture.

We have the highlight of moving into a brand-new replacement school in 2021. The new school has been something, school staff, students and the community have been looking forward to for some time.





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"> • Teachers will program appropriately for individual student needs using the division focus of UDL. This will give the students the opportunities for hands on and active learning environments. • Teachers will make use of technologies available such as google classroom to ensure students’ needs are met where ever and whenever they need. • Teachers will implement a home reading programs for students in Grades 1-6 either online or paper copy. • PLC’s - Benchmarks completed in September. 0.6FTE sub who was used to complete the benchmark assessments. Teachers looked at the results to see where the gaps were. PLCs are based on those findings. • Learning Sprints - October PD Day spent time looking at data and what do we need to do. Worked in Grade groups/ Jr. High Humanities/Science/Math. First Sprint will wrap up the middle of December
<ul style="list-style-type: none"> • Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • Learning coach will work with teachers to help design instruction, creating and sourcing resources, and collaborating on IPP’s.





<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"> Achievement of outcomes will be communicated through PowerSchool on an individual student basis. School wide reports and surveys will be made available to Parent council
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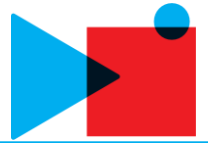
Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.2	92.5	81.5	88.0	n/a	89.0	TBD	TBD	TBD	90.0	91.0	92.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25.0	28.1	22.6	25.9	n/a	26.0	TBD	TBD	TBD	27.0	28.0	29.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.8	89.6	64.8	89.8	n/a	90	TBD	TBD	TBD	90.5	91.0	91.5
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).	31.3	24.0	17.0	27.3	n/a	28.0	TBD	TBD	TBD	28.5	29.0	29.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.7	73.8	76.0	82.7	81.5	83.0	Very High	Maintained	Excellent	84.0	85.0	86.0





Local Measures

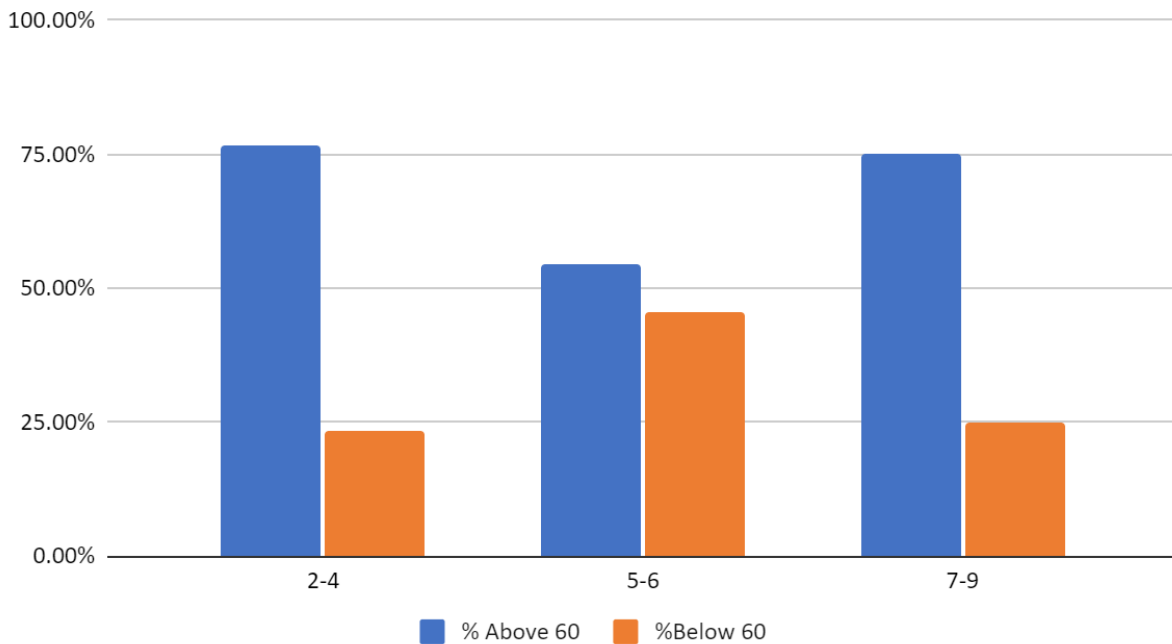
Measures	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Student Growth & Achievement						
Elementary 4-6						
Intellectual Engagement: Interest and Motivation	83%	87%	80%	86%	80%	n/a
Secondary 7-9						
Intellectual Engagement: Interest and Motivation	36%	43%	22%	43%	31%	43%

Reflections on Engagement

There is a large decline in interest and motivation once students start Junior high. This a province wide issue but seems more drastic at Camilla. A few things we will try are creating greater sense of community amongst our Junior high students. Students that feel a sense of belonging will feel more engaged. Teachers will continue to use UBD/UDL thinking ad lessons to increase engagement within their classrooms.

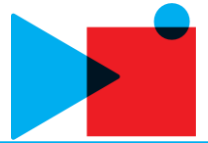
Math Intervention Programming Initiative (MIPI)

MIPI Summary - September 2020



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.



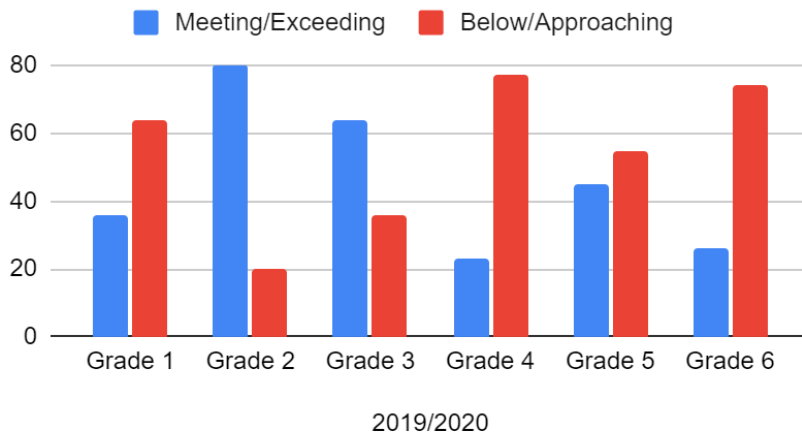


Reflections on MIPI

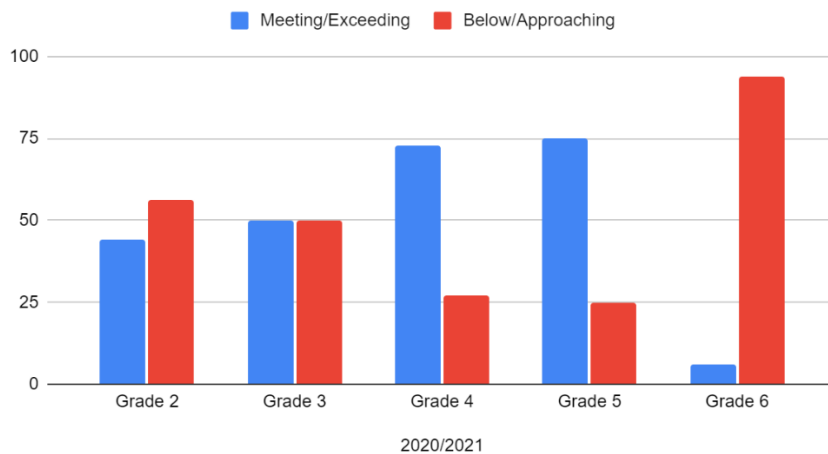
Our Math Intervention/Programming Instrument (MIPI) results show that we have a very high percentage of our students achieving greater than 60% on this particular assessment from grades 2 through 9. Our continued work on numeracy at the school level will only improve those numbers over time.

Fountas and Pinnell (F&P)

September 2019 F&P Results



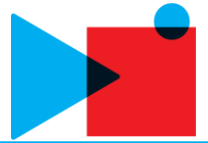
September 2020 F&P Results



Reflections on Fountas and Pinnell

Our Results show that we have strong results in the primary grades, however our other grades need work on improving their level of literacy. As a staff will align our classroom strategies and assessment practices to better support our students in their literacy growth.





Analysis of Results

Successes

Camilla school has many successes to celebrate. The targeted approach to literacy and numeracy in the school is evident in both MIPI and Fountas and Pinnell results. Student and staff aptitude for technology increased this past year. The use of Ed. Camps to become proficient in the assistive technology was advantageous given how the school year ended.

Opportunities for Growth

We need to continue focusing on literacy and numeracy to maintain or improve both our MIPI and F&P results. We will have students participate in targeted reading intervention groups as well as work to implement a home reading program in grades 1 through 6. Our Learning Coach will support teachers in the classroom to develop lessons which foster the ability to build numeracy and literacy skills through differentiation.





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"> • Our School will use Accountability Pillars, OurSchool data as well as other sources to determine out School PD.
<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"> • Teachers will participate in Division led PD focused on UDL. Teachers will also continue work on teaching sprints with their grade level PLC

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	71.3	73.9	77.1	78.1	79.1	81.0	High	Maintained	Good	82.0	83.0	84.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.9	92.1	83.3	93.5	92.7	94.0	Very High	Maintained	Excellent	93.5	94.0	94.5





To be Updated with October Data Release

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
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.	22	50.8	72.0	71.9	85.0	85.2	84.6

Local Measures

Measures	Results						
	2017	AB avg	2018	AB avg	2019	AB avg	
Teaching and Learning							
Elementary 4-6							
Quality Instruction: Rigor	(out of 10)	8.5	n/a	8.1	8.3	8.2	n/a
Secondary 7-9							
Quality Instruction: Rigor	(out of 10)	6.6	n/a	6.1	6.6	6.6	6.6

Analysis of Results

Successes

In an uncertain year, the staff worked together as a team to come up with common resources and shared goals for students that could be used both in classroom and online. The commitment to a positive learning culture was evident in the attempts at the Division PD focus of inquiry-based learning.

Opportunities for Growth

The upcoming year, we would like to have an increased emphasis on data collection throughout the year to better inform our teachers. Teachers will use this data as the foundation for future learning sprints. The new division IPP program will be available to teachers which will inform their practice to better meet the academic, social and behavioural needs of our students.





Professional Learning in 2020-2021

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.

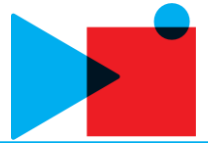
Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, and cohort/team sessions
April 23	SCHS or Four Winds	UDL: Action and Expression Keynote, breakout, and cohort/team sessions
May 21	In-person	Staff Recognition Event

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.

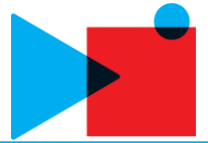
September 18	Focus: Values (the work of Brene Brown)
Details	<p>9:00 – 11:00: Review with staff the Values we chose as a school (Belonging). Work together to determine how we as a staff will live it, and how we are activate it for students. Suggestion: Do a survey with students. What is their sense of belonging at Camilla School? (Retest mid-year and end of year for data)</p> <p>11:00 – 12:00: Communication/wellness activity</p> <p>1:00 – 2:00: Learning Sprints</p> <p>2:00 – 3:00: Staff Meeting</p>
October 16	Focus: UDL





Details	<p>9:00 – 10:00: Review with staff the Values we chose as a school (Integrity). Work together to determine how we as a staff will live it, and how we activate it for students. Suggestion: Do a survey with students. Do they feel they have integrity? (Retest mid-year and end of year for data)</p> <p>10:00 – 12:00: UDL: UDL introduction. Teachers group with another teacher that works in that same grade level and design a lesson that will be successful for <u>all</u> of the students in the class. The next step is to use ideas learned from UDL to make the lesson fit all learners. Now go back and teach it and reflect on it after.</p> <p>1:00 – 2:00: Learning Sprints 2:00 – 3:00: Staff Meeting</p>
December 18	Focus: Indigenous Foundational Knowledge
Details	<p>9:00 – 12:00:</p> <ul style="list-style-type: none"> • What is protocol and when is it given? (Amy or Admin research) • Grade level/subject level teams plan lessons in their grade/ subject that builds the knowledge and history of the First Nations people. Lessons will be taught to classes/reflected on/ brought back to the group to share. Lessons to be shared in Grade level folder. <p>1:00 – 2:00: Learning Sprints 2:00 – 3:00: Staff Meeting</p>
January 29	Focus: Ed Camps
Details	<p>9:00 – 10:00: UDL: Teachers bring a lesson that they have designed for one of their classes/subjects. Group with another teacher that works in that same grade level, and critique that lesson together to see if the lesson will be successful for <u>all</u> of the students in the class. The next step is to use ideas learned from UDL to make the lesson fit all learners. Now go back and teach it and reflect on it after.</p> <p>Sharing UDL & First Nations lessons taught and reflections</p> <p>10:00 – 12:00 (Ed Camps): Teachers form into 3-4 stations to share the following:</p> <ul style="list-style-type: none"> • How to read a psych. Ed. In order to support students • Using assistive tech to support student learning • Using F & P. • STEM <p>1:00 – 2:00: Learning Sprints 2:00 – 3:00: Staff Meeting</p>
March 25	Focus: UDL
Details	<p>9:00 – 11:00: Use Day 4's reflections to determine comfort and strength of teacher practice with UDL. Work with your Grade level/subject level partners to create another lesson. This time you will be able to use the knowledge gained</p>





	<p>throughout the year. Bonus if the lesson has tie-ins to FNMI, uses assistive tech, and/or is inquiry based.</p> <p>1:00 – 2:00: Learning Sprints:</p> <p>2:00 – 3:00: Staff Meeting</p>
June 4	Focus: Transitions and Supporting Students
Details	<p>9:00 – 10:00: Share your day 4 lesson and feedback from teaching with a group of 3-4 staff.</p> <p>11:00 – 2:00: Work to finalize classes, meet with next year’s teachers to transition students and set them up for success for the 2021/22 school year.</p> <p>2:00 – 3:00 Staff Meeting</p>





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"> • Our Staff will continue our work with DARE TO LEAD. Values discussion amongst teachers and students will increase a sense of belonging
<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"> • Diverse programming and differentiated instruction is a focus of our division PD and staff will continue to work on implementing this through teaching sprints.
<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"> • Staff will continue their committee work to build an understanding of indigenous culture and teachings. We will continue to work with and look for more partnerships with Kiphtakaw Education Centre in Alexander.
<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"> • We will work with external agencies such as Alberta Health Services, FCSS, and others to support the health and wellbeing of students. • We are supported by our parent council and fundraising association to support students that needs snacks and lunches.





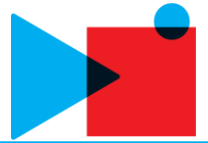
Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	89.0	80.2	82.2	86.5	88.2	90.0	Very High	Maintained	Excellent	91.0	92.0	93.0
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.	73.7	76.4	82.6	86.3	80.7	83.0	High	Maintained	Good	84.0	85.0	86.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	47.9	59.6	62.2	59.3	55.6	60.0	Very Low	Maintained	Issue	61.0	62.0	63.0

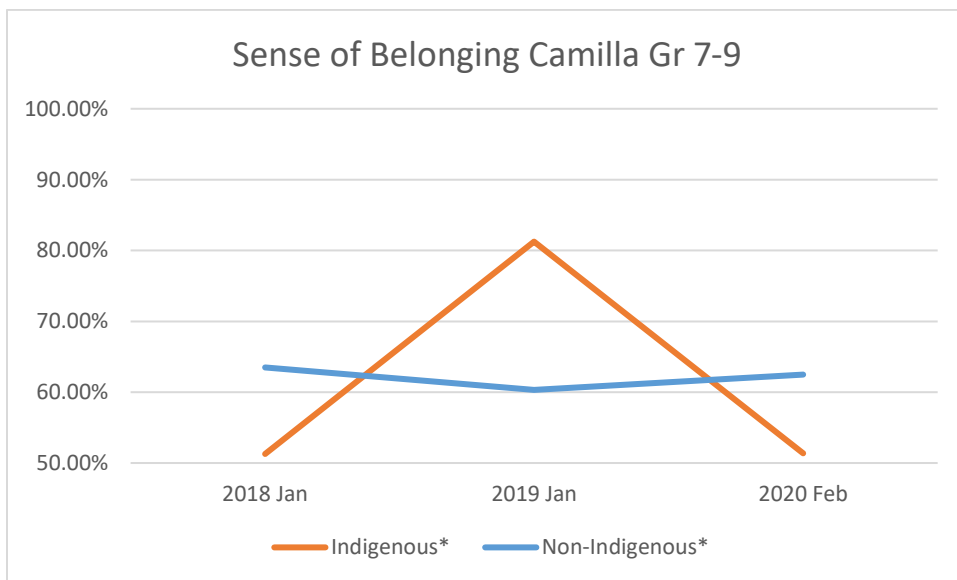
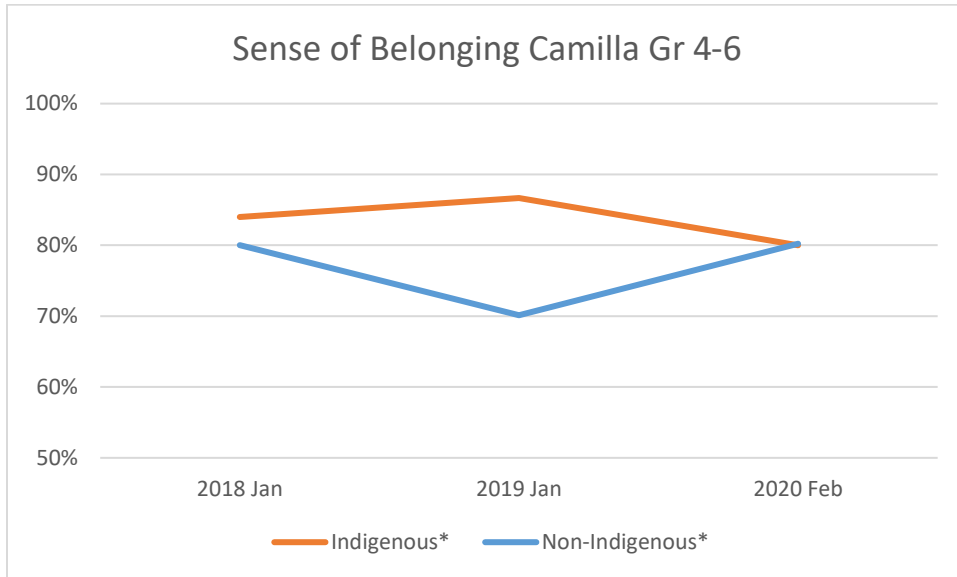
Local Measures

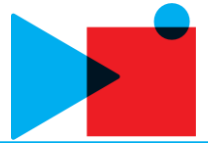
Measures Learning Supports	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Elementary 4-6						
Emotional Health: Anxiety	21%	22%	23%	22	17%	n/a
School Context: Advocacy at School (out of 10)	6.3	6.7	5.9	6.7	6.1	n/a
Secondary 7-9						
Emotional Health: Anxiety	24%	29%	30	29%	33%	29%
School Context: Advocacy at School	3.0	2.7	3.0	2.6	2.7	2.6





Our School Survey – First Nations, Métis and Inuit





Analysis of Results

Successes

Camilla has a strong relationship with Kipohtakaw Education Center (KEC) on Alexander First Nation. Although the relationship is somewhat diminished because of COVID, Camilla school wants to continue to build on this relationship moving forward,

Staff has worked with Parent Council to discuss which values they would like to see instilled in the school, that fit with the community. The two values they wanted to see instilled in our students were belonging and integrity. Our staff has worked together to help students understand what those values mean and school wide activities are planned to instill those values in our students.

Opportunities for Growth

We would like to continue to build on our Indigenous connectivity. We would like to find a way to keep them engaged and feel a sense of belonging throughout the whole year. As we move to the new school, here are many architectural aspects that highlight indigenous culture. This would lead to authentic conversations and increase belonging.





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 a local survey. • Principals will work with school councils 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"> • Principals report school annual budget and update on progress to the school council during the year.

Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	66.3	80.1	72.2	82.1	83.1	75.0	Very High	Maintained	Excellent	83.0	84.0	85.0
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.	82.5	74.0	78.7	77.5	78.1	80.0	High	Maintained	Good	81.0	82.0	83.0

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.





Analysis of Results

Successes

More than ever, Parents are able to be feel a part of the education process from home. Teachers students and parents are all more comfortable communicating with each other in multiple ways and accessing material in multiple ways. This increased engagement and communication has led to parents being a part of the shared vision of student achievement.

Opportunities for Growth

Camilla School should be the hub of activity for the surrounding community. We would like to have more nights where the school is an extension of the engagement at home. Post - COVID we aim to have more community involvement activities such as literacy and numeracy nights, and stem evenings. This will be a great opportunity for parents to come to the school and be actively engaged in what the students are doing.





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"> • Students and staff participate in local events such as indigenous celebrations, STEAM Competitions, and hopefully athletic events
<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"> • The school is looking for ways that students can volunteer in local events with community partners. • Develop relationships with community partners including Ag. Societies, 4H, and Rotary Clubs • Create Virtual connections with community partners as a way of sharing information with each other.

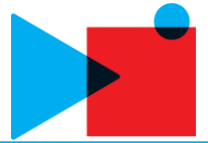
School Partnerships

1. Rotary Club
2. St. Emerence Catholic Parish

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a local site-based survey designed in partnership with school principals and division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.





Analysis of Results

Successes

We have had some success getting our students out into the community. Our primary grades have established relationships with the seniors home in Villeneuve. This is something that will continue to be built on when the conditions are more favorable

Opportunities for Growth

We need to search out more partnerships with local groups to allow for opportunities for our students. I hope with a consistent team for a few years, we can start to establish those relationships.

