



Ochre Park School Education Plan and Annual Education Results Report



October 2020 Update



**Sturgeon
Public Schools**

Dare to reimagine learning



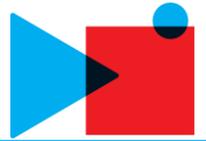
Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Ochre Park 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	98.2	95.3	93.5	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.5	91.7	91.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.3	97.2	96.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Work Preparation	91.7	91.7	94.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	93.5	90.1	92.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.4	95.0	91.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	89.5	92.0	90.2	81.5	81.0	80.9	Very High	Maintained	Excellent

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/TTFM (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





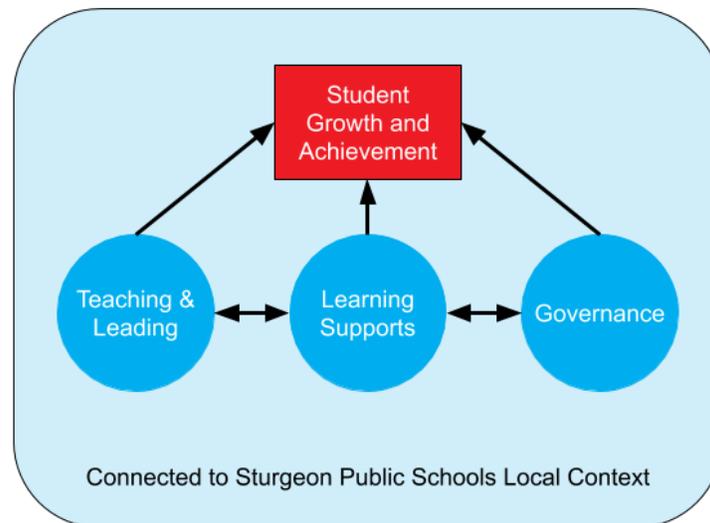
Priority

Student Achievement

Assurance Domains and Student Achievement

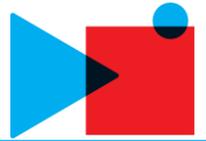
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

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



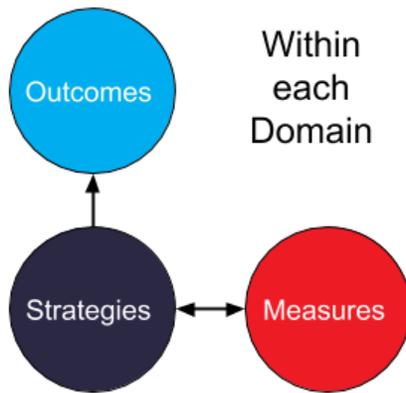
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





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.

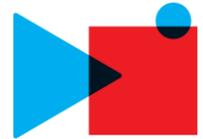


Ochre Park School

Located in the town of Redwater, Ochre Park School offers a range of engaging programs to students from Pre-K to Grade 4. Our school uses a variety of learning tools and approaches to support different learning styles, including using current technology. We focus on strong literacy and numeracy. We teach students to become valued citizens who are creative, critical thinkers and lifelong learners. True to our motto of 'Learning Together,' parents, staff, students and the community are partners who work and learn together along the road to student success. Our school received national recognition and an award for our Generations United Seniors Project.

We offer exciting, engaging programs that suit every student's interests and goals including music, French, Maker Space and Character Education. Extra-curricular options at our school include student leadership, athletics, choir, and various lunch time clubs, we foster a sense of belonging and family through school-wide house leagues for all students and staff to encourage school spirit, cross-grade friendships and comradery.





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.

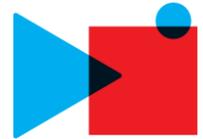
SPS Outcomes

- 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"> • We have formed an Outdoor Classroom committee made up of staff, parents, and community representation to plan and source funds for our Outdoor Classroom. This project became our Executive Education Leadership Opportunity Project late in the Spring of 2020. A grant from Trees Canada has been received and other grants are being applied for. Our Parent Society has committed funding to the Outdoor classroom. The project includes tree planting, garden boxes, repurposing the planters in front of the school into seating/learning areas, building planter benches and creating a walking path in the tree line. One of the goals of the project is to provide our students with the opportunity to grow all of the root vegetables they will need to make borscht with the Generations United Program. • Concept Based learning - teachers will receive PD and co-plan with same grade teachers on PD days in October, January and March.
<ul style="list-style-type: none"> • Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • Teachers will participate in monthly PD on Universal Design for Learning • Principal will use UDL lesson plan framework to provide feedback on classroom walkthroughs.





<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"> MIPI, AERR, Our School survey, Teachers communicate achievement of outcomes of the MIPI with students and parents through formative assessment marks in gradebooks and share at Parent Teacher Interviews. The AERR results will be shared with parents at November Parent Council Meeting and posted on the Ochre Park Website.
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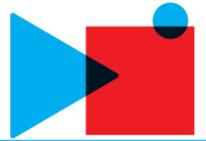
Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.7	98.5	87.7	90.1	93.5	91	Very High	Maintained	Excellent	92	93	94

Local Measures – Our School Survey

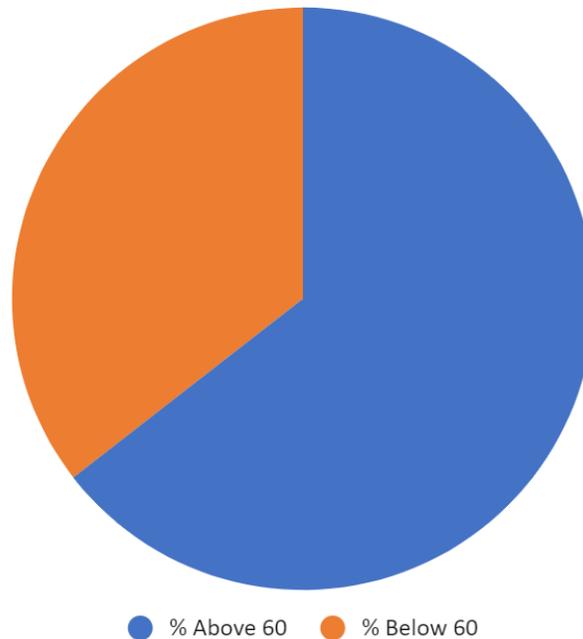
Measures	Results							
	Student Growth & Achievement		2017		2018		2019	
Elementary	2017	AB avg	2018	AB avg	2019	AB avg	2019	AB avg
Intellectual Engagement: Interest and Motivation	94%	87%	85%	86%	94%	n/a		





Math Intervention Programming Initiative (MIPI)

External for Education Plan. Students performing Above or Below 60%



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.

MIPI: in the Fall of 2019, 68% of our students scored 60% or better on the MIPI. In the Fall of 2020 66% of our students in grades 2-4 scored 60% or better. Teachers will analyze the MIPI results in addition to their own classroom assessments to determine specific skills and concepts that need to be identified for more intense instruction through learning sprints.

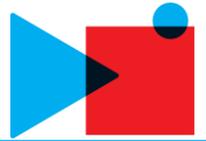
Reading Comprehension

Fountas and Pinnell

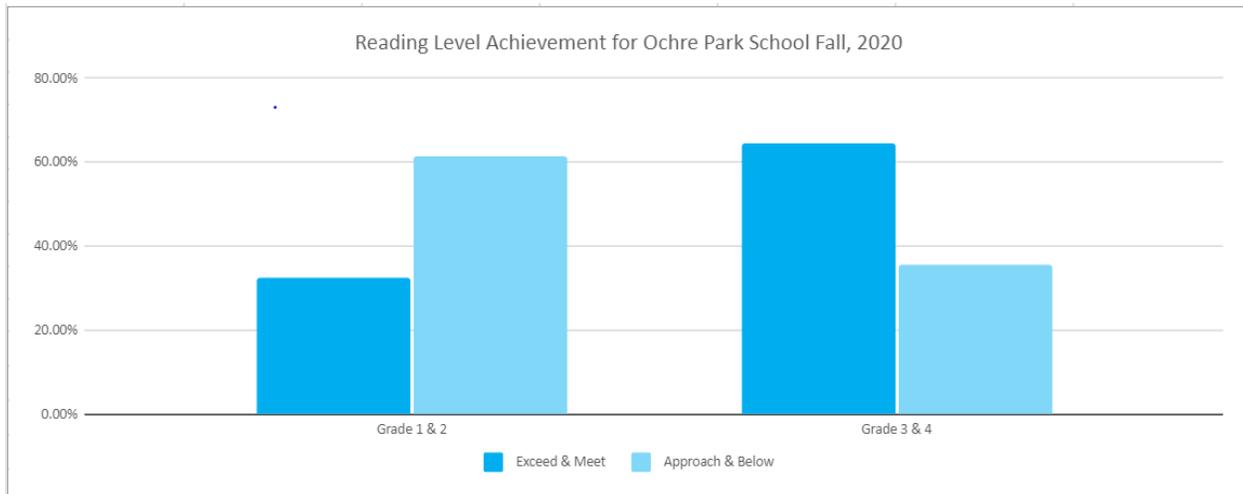
In the fall of 2019, 59% of our students were meeting or exceeding reading level expectations. Our goal was to have 75% of our students achieving one year of growth in their reading. Due to the cancellation of regular classes in March of 2020, we did not have sufficient data to report on reading levels at the end of the 2019 – 2020 school year.

In the Fall of 2020, 47% of our grade 1-4 students are meeting or exceeding grade level expectations for reading. By the end of the 20-21 school year we are striving for 70% of our students to meet or exceed grade level reading expectations.





The strategies we will be using are daily reading, home reading, guided reading, read alouds, individual Reading support and Literacy based learning sprints.



The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student’s reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

Teachers identified areas of need through the MIPI and classroom assessments. Teachers continue to develop professionally in the area of math instruction. Teachers are looking at research-based teaching practices to identify areas of need and be more strategic in teaching math facts.

Success in math Learning Sprints - the grade 3s and 4s worked on fact fluency – grade 3; addition and subtraction and grade 4; all 4 operations for (9 weeks).

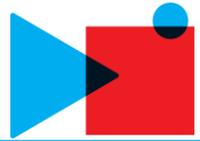
The grade 1s and 2s ran a numeracy sprint on basic facts.

Guided math provided differentiation of instruction and hands on learning opportunities in math.

Opportunities for Growth

Teachers will continue to work in PLC’s, looking at student data to inform instruction and drive the focus for learning sprints in both numeracy and literacy. Teachers are approaching math fact fluency with a different lens this year. They recognized a need to be more strategic and intentional in teaching and labeling specific math fact strategies, rather than only using drill and practice. They will label the strategy, e.g *doubles plus 1*, and make sure students know the name of the strategy and be able to tell someone else about the strategy. They will question students and provide opportunities for feedback on how a student arrived at an answer and how they would teach a friend who does not know how to solve the problem.





Literacy will be a focus for the first term as we have a large number of students that are reading below grade level. Data used are Fountas and Pinnell Benchmark assessments, sight word lists and the developmental spelling inventory. Parents will be informed of ways they can help students at home in relation to learning sprints and extra practice that can be done at home using divisionally purchased software such as RAZ Kids and Mathletics. Diverse needs are met by small group and differentiated instruction while infusing technology to ensure success for all. The principal is working with a guided reading group every day to provide targeted instruction to a group of grade 2's.

Teachers will participate in PD opportunities throughout the year to increase their knowledge on UDL and Concept Based Instruction.

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"> • PLCs – teachers will meet weekly and use their own classroom data to discuss best practices to meet individual and class needs • Learning Sprints – teachers will target areas of needs by designing 4-week teaching sprints targeting an area for improvement
<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 monthly PD on UDL • Teachers will collaborate within our school and with BACS teachers to deepen their understanding of Concept Based Learning

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.	95.8	90.5	93.2	91.7	87.5	92	Very High	Maintained	Excellent	92	92	92.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	99.3	99.3	92.3	97.2	92.3	97	Very High	Maintained	Excellent	93	94	95

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.	10	100	100	95	85	85.2	83

Local Measures – Our School Survey

Measures	Results						
	2017	AB avg	2018	AB avg	2019	AB avg	
Teaching and Leading							
Elementary							
Quality Instruction: Rigor	(out of 10)	8.3	n/a	8.9	8.3	8.7	n/a

Analysis of Results

Successes

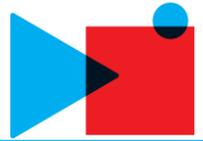
Teachers participated in PD that was aligned to their PGP and school and division priorities. Teachers used student data from benchmark assessments and teacher assessments to guide instruction and plan for learning sprints.

Opportunities for Growth

Teachers will learn about and incorporate the UDL framework into daily lesson planning and delivery to meet the needs of all learners.

Teachers will continue to use data and evidence-based research to guide work in PLCs and to plan for targeted instruction.





Teachers will participate in cross-school collaboration to further enhance their understanding of concept-based teaching.

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.

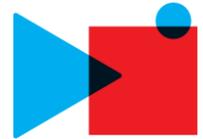
Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, 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: UDL and PLC Focus and Set UP
Details	<p>1. UDL - Watch video on grade 1 Math - pause and talk about evidence of UDL Principles</p> <p>(https://www.youtube.com/watch?v=KuTJJQWnMaQ)</p> <p>2. PLC work- Use Benchmark data to inform instruction Go over MIPI, F and P and Grade 1 assessments</p> <ul style="list-style-type: none"> ○ Analyze (heat map) MIPI ○ Reading levels <p>Use this information to co-create student specific learning activities to improve student achievement – Grade 1-2 and grade 3-4 groupings. (Learning Sprint)</p>
October 16	Focus: Google Apps for Education and Concept Based Instruction





<p>Details</p>	<ul style="list-style-type: none"> a. UDL – lesson framework b. Technology – Using Google Slides c. Mathletics Virtual PD d. Concept Based Instruction - Look at grade specific examples of Concept Based Inquiry in Action, Including related videos Resource: - <u>Concept Based Inquiry in Action</u> (Carla Marschall and Rachel French) e. PLC work – identify learning sprints
<p>December 18</p>	<p>Focus: Indigenous Foundational Knowledge</p>
<p>Details</p>	<p>Sharing from National Gathering for Indigenous Education</p> <p>Dr. Sinclair’s workshop https://www.youtube.com/watch?v=J3jaliDBjAY Relationships are the curriculum https://indspire.ca/wp-content/uploads/2020/11/Relationships-Are-The-Curriculum-NS-EN.p</p> <p>Look at new Resources</p> <p>Discussion</p> <p>Staff member will share about University course, Indigenous Canada</p> <p>Worldviews</p> <p>Continue going through <i>Walking Together</i> Digital Resource http://www.learnalberta.ca/content/aswt/</p> <p>One teacher will share the Well Being stone</p>
<p>January 29</p>	<p>Focus: Concept Based Instruction</p>
<p>Details</p>	<p>Partner with BACS – Using Concept Based Instruction with a UDL framework.</p> <p>a.m. – pick an upcoming unit of instruction – and co-plan</p> <p>grade groupings – planning</p> <p>1/2 group - 6 teachers</p> <p>3/4 group - 6 teachers</p> <p>Pre-K and K group - 4 teachers</p> <p>Depending on the situation, we will meet at BACS or we will have Google meets.</p>





March 25	Focus: Concept based Instruction
Details	Continuation of work started in January on concept based instruction or reflect on work completed. Curriculum mapping of concepts UDL - using technology to support differentiation of instruction PLC work – continue with Sprints
June 4	Focus: Transitions and Supporting Students
Details	Year end results (benchmarking) Inclusion mapping - creating class lists Grade 4 – 5 transition to Redwater School

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"> • Continue with House leagues to create a sense of belonging and school spirit • Integrating indigenous perspectives into cross curricular learning opportunities. • Development of Outdoor Classroom
<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"> • Teachers provide small group and individualized instruction in Guided Reading and Guided Math. • Teachers have support of the inclusion teacher, The Complex Support Team members and Educational Assistants to



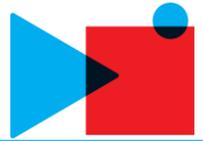


	<p>meet individual student needs and to develop and implement IPPs.</p>
<ul style="list-style-type: none"> Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> Monthly PD using Walking Together resource. Recognize Metis Week through morning announcement, school displays and in class activities using digital resources through Rupertsland and the newly purchased Metis Kit. Lead teacher will attend a conference in November and share with staff on December PD Day. Teachers will be using the new Indigenous resources to enhance learning opportunities.
<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"> Redwater Hype will work within the school 2 days a week directly supporting teachers and students in initiatives supporting positive mental health Nutrition program continues to be offered daily to all students in the school. Additional snacks and lunches are provided to those in need. This year we will take advantage of donation from the Redwater Lions Club and the Telus Payday Lottery to provide a free lunch to all students in the school every Friday from November to March. Parents have access to free school supplies and backpacks from Tools for Schools Outdoor Classroom Committee

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.	99.5	98.6	86.6	95.3	98.2	98.2	Very High	Maintained	Excellent	95	95	95
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.	100.0	100.0	92.9	91.7	91.7	92	Very High	Maintained	Excellent	92	9.5	93

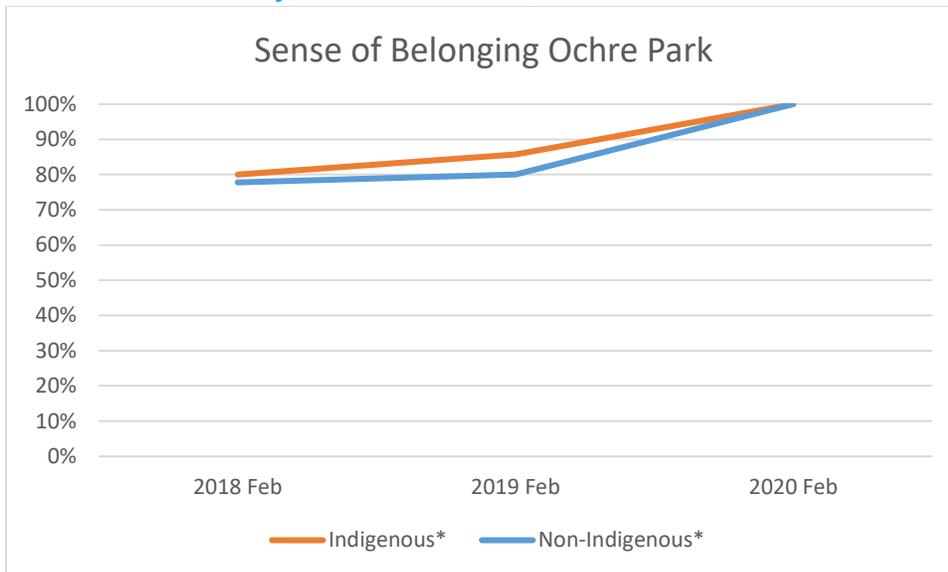




Local Measures – Our School Survey

Measures	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Learning Supports						
Elementary						
Emotional Health: Anxiety	16%	22%	25%	22	18%	n/a
School Context: Advocacy at School (out of 10)	6.2	6.7	7.3	6.7	6.0	n/a

Our School Survey – First Nations, Métis and Inuit



Analysis of Results

Successes

Students were very excited about House League Events. A leader board was implemented to visually track team points. This stirred excitement and motivated students to earn more points for their team. Students looked forward to the chance of being drawn for an ice cream sundae with the principal. Students enjoyed Whole School Assemblies, lunch clubs, seniors cooking and parent volunteers. Teachers took turns leading PD on staff meeting days on the Waking Together resource to acquire and apply foundational knowledge and understanding about First Nation, Metis and Inuit. This will continue from November to May of this year.

Opportunities for Growth





We look forward to continuing our partnership with the Redwater Hype. The wellness coaches will continue to support our students in the areas of mental health and wellness. Currently the students are learning about mindfulness.

House leagues will continue, with theme days, intramurals and opportunities to earn points for their teams to promote comradery and school spirit.

We have formed an Outdoor Classroom committee consisting of school staff, parents, Redwater Hype and a Redwater Town Councillor. This committee will work throughout the winter planning and securing funding for the outdoor classroom. The project will include planting trees (funded by a grant received from Trees Canada), building outdoor garden boxes, repurposing the large round planters in front of the school, creating a meandering path through our existing tree line and creating outdoor learning/seating areas conducive to journaling or drawing activities. The plan is for the outdoor classroom to be complete by the end of June, 2021.

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.

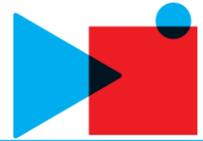
Strategies

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 at three different times during the year.

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 and parents satisfied with parental involvement in	98.3	98.3	81.8	95.0	79.4	95	High	Declined	Acceptable	95	95	95





decisions about their child's education.												
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.	100.0	95.8	82.7	92.0	89.5	92	Very High	Maintained	Excellent	91	91.5	92

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

Opportunities for Growth

We will continue to involve parents in the IPP process. We will continue to promote parental involvement in School Council, With the meetings being virtual, this may in fact make it easier for more parents to be involved. We are looking forward to working with parents on the Outdoor classroom project. We are looking forward to learning from the parent engagement survey.

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.

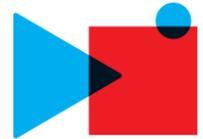
SPS Outcomes

- 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 	<ul style="list-style-type: none"> • Character Education





<p>events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.</p>	<ul style="list-style-type: none"> • School Wide Assemblies – student recognition awards – 3 X a year • Plan event to recognize National Indigenous People’s Day
<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"> • Ten Days of Giving • Participation in STEAM games • Participation in SNOMaFA

School Partnerships

1. Redwater foodbank
2. Diamond Springs Lodge
3. Redwater Hype
4. Redwater School
5. Redwater Arboretum
6. Redwater Lions Club
7. Redwater Legion
8. Redwater Library
9. Redwater IGA
10. Sturgeon Protective Services
11. Redwater RCMP

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

Unfortunately, many of the events did not go as planned due to COVID. However, we were recognized once again for being the largest contributor to the Redwater Foodbank for the year.

Opportunities for Growth

Students will be provided with a variety of opportunities to participate in various school- based and community-based events and activities. We will continue to look for ways to bring our students and Redwater School students together. This will increase awareness of volunteerism, citizenship a and sense of community. We will look for alternative ways to be active and involved in the community during the pandemic.

