



Enrolment		Staff FTE		Budget		
Normalized	441.500	Custodial	2.500000	Salaries	\$3,658,608	96.50%
Weighted	606.516	Exempt	0.000000	Supplies, Equip., Services	\$132,601	03.50%
Regular	466	Support	14.500000			
		Teacher	23.044000			
Year Opened	1990	Total		40.044000	Total \$3,791,209	100.00%

School Philosophy

Bisset School is a vibrant learning community where together we engage each other as critical thinkers who care, wonder, question and create to become active leaders and global citizens of the 21st century. Our strengths lie in the diversity of our unique gifts and talents. Together we will build academic achievement, positive self-esteem, social and physical well being. We encourage our children to take responsibility for their own learning with family involvement and support. We are all leaders and learners alike.

Community Profile

Bisset School is located in the southeast corner of the city and serves students from the Ridgewood and Silver Berry West communities. We are a culturally-rich and diverse community with a variety of languages being spoken by our students and families. Our school is a place where students demonstrate leadership and active citizenship within the community. We encourage and support parental and community involvement within our school community.

Programs and Organization

Bisset School offers inclusive programming for students in Kindergarten through to Grade 6. We are also a Division centre for the Interactions Program, accommodating students from Grade 1 to 6. We strive for excellence in teaching that offers the best learning opportunities for our students. A balanced approach to literacy instruction is provided for all students. Levelled Literacy Intervention, and supports for English Language Learners are provided for identified students. French as a Second Language programming is provided to students in Grades 4 to 6. We focus on building student leadership and health within our school community and beyond.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Edmonton Immigrant Services Association
Edmonton Public Library (EPL)

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Bisset staff will engage in collaborative work designed to improve and enhance teaching and learning in the areas of Literacy and Numeracy. Grade level teams will meet to plan, deliver instructions, assess, and provide intervention and strategies to support all students. We will measure the literacy and numeracy results of our total student population, our EAL, Non-EAL and First Nations, Metis and Inuit populations. Universal and targeted strategies to support student literacy and numeracy achievement will be implemented in classrooms and as whole school supports. Support for individual teacher professional learning which targets the new curriculum, literacy, numeracy, First Nations, Metis and Inuit and English as an Additional Language Learners will also be provided. By June 2023, Bisset students will demonstrate measurable growth in the areas of literacy and numeracy achievement as measured by multiple evidence sources including the Alberta Education Assurance Survey, PATs, HLATs, BAS instructional levels, CAT4 assessment, Provincial Literacy and Numeracy assessments (grades 1-3) and teacher professional judgment (triangulated evidence).

Results Achieved: School based measures to monitor reading and writing throughout the year were used to track student growth and inform programming. Using a variety of assessments, baseline data in reading and writing was gathered for each student. Teachers analyzed the data from reading assessments, whole school writing tasks, and formative assessments in mathematics to identify students requiring targeted intervention. Intervention focused on developing reading, writing and math skills. Educational assistants as well as a 0.25 FTE teacher supported literacy and numeracy development to students in grades 1 to 6. The Heggerty Phonemic Awareness Program was used to support literacy programming in Division one. Online programs such as RazKids, Starfall, Epic, Prodigy and Mathletics as well as assistive technology were used to support programming. Despite intervention, our reading, writing and PAT results were lower than expected. A number of factors impacted our reported results such as student absences due to illness and travel, students reading and writing below grade level due to learning loss during the pandemic and a greater number of students being exempted from writing the assessments for various reasons. Many of these students were either identified as special needs or EAL. Although all students demonstrated growth, many did not achieve grade level by June.

Evidenced by:

Division Feedback Survey:

- 91% of families feel the information they receive from the school tells them about their growth in reading and writing, and 94% in math. 94% of families feel that their child's learning needs are supported at school.
- 100% of teachers indicated they have the knowledge and skills to program for/support students who are First Nations, Metis and Inuit.
- 100% of teachers indicated they have the knowledge and skills to support students in their literacy learning and 94% of teachers indicated they have the knowledge and skills to support students in their numeracy learning.
- 85% of teachers indicated they have the knowledge and skills to program for/support students who are English as Additional Language Learners.

Alberta Education Assurance Survey:

- 91.3% of staff, parents and students agreed that students were engaged in their learning at school.
- 100% of parents agreed that the literacy and numeracy skills their child is learning at school are useful.
- 91.4 % of staff, parents and students were satisfied with the overall quality of basic education.

HLAT Writing Task: 57.1% of grade 1 to 6 students were judged to be writing at or above grade level. The 57.1 % included students exempt from writing the test and those who were absent. 62.1% of grade 1 to 6 students who actually wrote the test were judged to be writing at or above grade level.

June 2023 Reading Achievement Levels: 56.6% of students were assessed to be reading at or above grade level.

Provincial Learning Loss Screening Assessments:

- Grade 1 to 3 Numeracy - In the Fall, 30 students were identified at risk. In June, 22 students were identified at risk.
- Grade 1 and 2 LENs Assessment - In the Fall, 39 students were identified at risk. In June, 22 students were identified at risk.
- Grade 1 to 4 CC3 Assessment - In the Fall, 47 students were identified at risk. In June, 30 students were identified at risk.

Grade 4 to 6 Spring CAT4 results showed growth of an average of 6.0% in reading, 4.8% in mathematics and 15% in computation and estimation.

Grade 6 Provincial Achievement Tests:

English Language Arts - 85.1% of students who wrote the test achieved the acceptable standard, 17.9% achieved the standard of excellence.

- Reading - 82.1% of students who wrote the test achieved the acceptable standard, 28.4% achieved the standard of excellence.
- Writing - 94% of students who wrote the test achieved the acceptable standard, 9% achieved the standard of excellence.

Mathematics - 80.6% of students who wrote the test achieved the acceptable standard, 13.4% achieved the standard of excellence.

Social Studies - 85.1% of students who wrote the test achieved the acceptable standard, 22.4% achieved the standard of excellence.

Science - 80.3% of students who wrote the test achieved the acceptable standard, 27.3% achieved the standard of excellence.

Bisset staff will work with students, staff and families to advance action towards anti-racism and reconciliation. By June 2023, students and staff will engage in meaningful

learning activities focused on collaborative work related to anti-racism and reconciliation. Measures include the Alberta Education Assurance Survey and the Division Feedback Survey. Growth will be facilitated through Division professional learning for all staff, and targeted catchment collaborative professional learning and experiences for students and staff.

Results Achieved:

A prioritized element of all W.P.Wagner Catchment school plans was to provide time and resources for the development, facilitation, teaching and learning of Anti-racism lessons. W.P.Wagner Catchment principals engaged in monthly professional development and discussions to create a foundation and baseline understanding of anti-racism. The Anti-Racism and Equity resources in the Diversity Toolkit were shared and discussed with staff at monthly staff meetings. Staff developed a greater understanding about racism, its impact on society and how to stand as an ally against racism. At our October catchment professional development day, Sharlene Bell from Crawford Plains School, presented and shared the website of resources she created on Diversity, Acceptance, Equity, and Inclusion that staff can use with their students. At our June catchment professional development day at Fort Edmonton Park, staff enhanced their collective understanding of Truth and Reconciliation and contributed towards related TQS competencies. We continued to build our library collection of books and materials that represent many diverse cultures in our school community.

Some Initiatives and Events that contributed to the results:

- Journey to Anti-Racism - Catchment Initiative - Junior High Student Ambassadors engaged Division 2 students at the school in conversations to learn about and share experiences about racism.
- Orange shirt, Pink shirt days
- Pride Week Activities
- Multi Cultural Day
- Celebrating Black History Month
- Planning classroom activities around the Multi-faith calendar

Division Feedback Survey:

- 80% of students indicated their school is a place where all students feel like they belong. 91% of families indicated their child feels like they belong at the school and 100% of staff indicated our school takes steps to support a sense of belonging and inclusion for everyone.
- 82% of students indicated they feel they can be themselves at their school.
- 80% of students indicated that many cultures are represented in the books and materials at their school.
- 63% of students indicated they see their identity/culture reflected in the materials used in class.
- 88% of students indicated they are aware of the work our school is doing to support anti-racism and belonging in schools.
- 89% of students indicated that they have opportunities to be involved in activities that support their sense of belonging at the school.
- 83% of students indicated that they would feel safe going to an adult at their school for help if I felt something racist or discriminatory happened
- 95% of students indicated, that in school, they have the opportunity to learn about the contributions of indigenous peoples and about residential schools and their legacy.
- 91% of families indicated that many diverse cultures are represented in the events, activities and environment of their child's school.
- 72% of families indicated their child's school keeps them informed of steps they are taking to support anti-racism and belonging and truth and reconciliation

Alberta Education Assurance Survey:

- 94.7% of teachers, parents and students are in 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.
- 93.6 % of parents, teachers and students agree that their learning environments are welcoming, caring, respectful and safe.

Bisset staff will work with students, families and staff to promote a comprehensive approach to student and staff well-being and mental health. By June 2023, Bisset students and staff will have opportunities to build relationships, and engage in experiences that contribute to resilience and enhance personal wellness through targeted initiatives designed to enhance both understanding of mental health as well as engage in activities to support comprehensive health and promote a positive school culture. Measures include the Alberta Education Assurance Survey and the Division Feedback Survey.

Results Achieved:

Staff continued to engage in professional development, targeted conversations and inquiry that built their capacity in promoting positive mental health and well-being. A concerted effort was made to provide opportunities for staff and students to engage in activities that promote positive mental health and well-being like Positive Mental Health Day, Kindness Week activities, and school spirit days. Staff identified best practices, effective strategies and delivered various mental health lessons and activities. Teachers continued to utilize Go-Zen Social/Emotional Learning Program in Kindergarten to Grade 6 to help students deal with anxiety, stress, anger, and worry. Teachers accessed the Mental Health Capacity Building Wellness Coach. The coach provided mental health support with a focus on building capacity for students, staff and families by providing a variety of social emotional learning and programs aimed at increasing wellness and preventing mental illness. The Catchment Special Learning Supports Social Worker was accessed to support families and students. Bisset was one of the Division schools that piloted the R2 Resilience Program with Dr. Unger. The program helps educators incorporate resilience-promoting factors in their classrooms and embed resilience into the teaching of the curriculum. Due to our late start implementing the program, the school focused on one rugged quality - Communication Skills. We also started the implementation of the LEADs playground/recess initiative that promotes healthy living, regulation through physical activity and how to demonstrate kindness when playing with others.

Evidenced by:

Division Feedback Survey Results

- 89% of students indicated the school helps them develop skills that support their wellness.
- 94% of families indicated the school has helped their child develop skills that support their wellness.
- 87% of staff feel confident helping students build skills that support their wellness.
- 82% of staff indicated they are aware of the range of supports for their well-being available through the Division's benefit program.

Alberta Education Assurance Survey

- 93.6 % of parents, teachers and students agree that their learning environments are welcoming, caring, respectful and safe.
- 67% of parents feel that students can get help at school with problems that are not related to school work. 25% of parents did not know.
- 87% of parents, teachers and students are satisfied that students model the characteristics of active citizenship.
- 78.9% of teachers, parents and students agree that students have access to the appropriate supports and services at school.
- 81.1% of teacher, parent and student agree that programs for children at risk are easy to access and timely.
- 100% of parents indicated that they felt their child safe at school. 92% of students indicated they felt safe at school.

What were the biggest challenges encountered in 2022-2023?

- Increased classroom complexity
- Large class sizes
- Time and resources to provide effective literacy and numeracy interventions for students who were below grade level
- High student absentee rates due to extended travel and illness impacted learning
- Providing support and assistance to the increasing number of diverse learning needs including English Language Learners, especially those arriving part way through the year with little or no English and those with special needs included in the regular classroom.
- Inconsistent reading, writing, and math assessment practices among staff.
- Time to provide effective literacy and numeracy interventions for students across the grade levels.
- Communicating with our large non-speaking English parent population.
- Very few of our parents using SchoolZone to access school, classroom and district news and information.
- Mental health issues continue to be a challenge for many of our students, interfering with their ability to focus and attend to learning.
- Educational Assistant and teacher staffing shortages

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Students who are performing below grade level in reading, writing, and mathematics continues to be a top priority.
- Programming supports for EAL's will be created and used by teachers to support them in differentiating instruction and learning targets. Focus will be on developing and applying academic language and addressing specific learning needs in reading, writing and mathematics.
- Explicit communication strategies will continue to be used. Family events that bring our community together with a focus on building cultural understanding, literacy and numeracy skills will be scheduled.
- Continue to provide support and assistance for special needs, English as Additional Language Learners, and students below grade level in literacy and numeracy through small group instruction and assistive technology.
- Collaboration time for grade level teams to plan lessons, create and administer formative and summative assessments.
- Students going on extended holidays will be encouraged to use websites such as RAZ-kids and Mathletics while abroad.
- Explore options to bridge the communication gap with parents such as promoting the use of SchoolZone, providing translators for conferences, accessing the support of the Immigration Settlement worker and translating important documents into different languages.
- Events such as Numeracy and Literacy Nights will be planned to bring our community together with a focus on building cultural understanding, literacy and numeracy skills
- Supporting resilience and mental wellness of students, staff and families.
- Journey to Anti-Racism Catchment Initiative to include all students and staff members in monthly lessons and professional learning.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7276 Bisset School

Assurance Domain	Measure	Bisset 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
Student Growth and Achievement	Student Learning Engagement	91.3	80.9	80.9	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	87.0	84.4	88.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	75.3	93.1 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.5	51.7 *	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.4	88.7	91.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/CRSLE)	93.6	87.8	87.8	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	78.9	77.7	77.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.4	79.9	81.1	79.1	78.8	80.3	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

- 1. Build on outstanding learning opportunities for all students.
- 2. Advance actions towards anti-racism and reconciliation.
- 3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, Bisset students will demonstrate measurable growth in the area of reading achievement. Achievement of this goal will be supported by:

- Staff engaging in collaborative work designed to improve and enhance teaching and learning in the area of reading. Grade level teams will plan, deliver instructions, assess, and provide intervention and strategies to support all students.
- Universal and targeted strategies to support student reading achievement will be implemented in classrooms and as whole school supports.
- Support for individual teacher professional learning which targets the new curriculum, Literacy, Numeracy, First Nations, Métis and Inuit and English as an Additional Language Learners will also be provided.

What data will you use to track continuous improvement?

EYE-TA ,Fountas and Pinnell Benchmark Assessment System (BAS), Provincial screeners the Castles and Coltheart 3 (CC3) and The English Letter Name-Sound (LeNS), CAT4 Reading (Grade 4–6), Grade 6 ELA PAT (Part A—reading), At, Above or Below grade level data in PowerSchool, teacher observations and teacher awarded marks

Division Priority 1

Bisset School will increase a sense of belonging and well being for students, families and the school community through meaningful communication and collaboration. Staff will enhance their instructional practices in anti-racism and mental health through job-embedded professional learning.
Strategies:

- Accessing the school SLS team for support with materials, resources and support for parents and students.
- Continue to provide leaders and promote professional learning in Diversity Education.
- Implementing Journey to Anti-Racism Program in collaboration with Wagner Catchment; Kindergarten to Grade 6.
- Planning school-wide community projects and activities to build community and culture.
- School Leadership Opportunities for students and staff.
- LEADs - Student Leadership Training to build Social Emotional Training
- R2 - Resilience Program

What data will you use to track continuous improvement?

Youth Resilience Survey Feedback from Division Feedback Survey. Continued growth in the Safe and Caring Schools Measure Category on the Alberta Education Assurance Measure from Alberta Assurance Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,712,528		3,791,209
Internal Revenue		0		0
REVENUE TOTAL		3,712,528		3,791,209
Classroom	21.000000	2,261,133	21.044000	2,265,871
Leadership	2.000000	269,243	2.000000	270,428
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,459	.000000	59,222
TOTAL TEACHER	23.000000	2,590,835	23.044001	2,595,521
(% of Budget)		69.79%		68.46%
Exempt (Hourly/OT)	.000000	28,000	.000000	29,000
Support	13.500000	813,104	14.500000	867,752
Support (Supply/OT)	.000000	4,250	.000000	4,250
Custodial	2.500000	157,586	2.500000	157,586
Custodial (Supply/OT)	.000000	4,500	.000000	4,500
TOTAL NON-TEACHER	16.000000	1,007,440	17.000000	1,063,088
(% of Budget)		27.14%		28.04%
TOTAL STAFF	39.000000	3,598,275	40.044001	3,658,609
(% of Budget)		96.92%		96.5%
SUPPLIES, EQUIPMENT AND SERVICES		52,325		67,731
INTERNAL SERVICES		58,929		61,870
OTHER INTEREST AND CHARGES		3,000		3,000
TOTAL SES		114,254		132,601
(% of Budget)		3.08%		3.5%
TOTAL AMOUNT BUDGETED		3,712,529		3,791,210
Carry Forward Included		0		0
Carry Forward to Future		0		0