

Profile



Enrolment		Staff FTE		Budget		
Normalized	460.000	Custodial	2.500000	Salaries	\$3,835,556	96.47%
Weighted	645.740	Exempt	0.000000	Supplies, Equip., Services	\$140,533	03.53%
Regular	482	Support	16.400000			
		Teacher	23.070000			
Year Opened	1990	Total 41.970000			Total \$3,976,089	100.00%

School Philosophy

Bisset School strives to provide a high level of learning in a supportive and inclusive environment for all students. We are committed to enhancing pathways for student success, encouraging professional collaboration and learning for all staff, and providing a structured environment encouraging attainable achievement results for every student. We envision a school that is responsive to the needs of our school community and global community and challenges every child to develop core 21st century competencies in a safe, supportive, welcoming and motivating environment.

Community Profile

Bisset School is located in the southeast corner of the city and serves students from the Ridgewood and Silver Berry West neighborhood. 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 involvement in our school from all community partners and families.

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 experience for all of our diverse learners. Outstanding learning opportunities are provided with a focus on growth in literacy and numeracy. Targeted literacy and numeracy intervention and supports for English as an Additional Language Learners (EAL) are provided as needed for all students. French as a Second Language (FSL) programming is provided to students in grades 4 to 6.

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 goals that were established for 2023-2024, 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).

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.

#### Results Achieved:

Students demonstrated measurable growth in reading.

CAT4 results in the spring, compared to results in the fall indicated the following growth:

- 25% increased growth for grade 4
- 12% increased growth for grade 5
- 8% increased growth for grade 6

Reading Achievement Levels indicated the following results:

- 66.7% of students in grades 1 to 6 were reading at or above grade level
- reading levels were generally maintained from the 2022-23 school year (68.4%)

All teachers engaged in collaborative work designed to improve and enhance their teaching. Teachers participated in professional development and training of the UFLI program for use in the upcoming school year for literacy intervention. Universal supports were identified and implemented into all classrooms to support student achievement and targeted supports were provided to all students requiring reading intervention as indicated by provincial screener results and CAT4 results. Dedicated intervention time was provided to English as an Additional Language Learners in the final term. Teachers participated in professional development provided by the Division and province in the areas of new curriculum and English as an Additional Language Learners.

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

#### Results Achieved:

Students with individual needs were identified through monthly SLS team meetings and teachers were provided access to materials, resources and professional learning to support students and families. All staff collaborated in catchment professional development and Division professional development provided through Professional Development Registration (PDR). Two teachers increased their leadership capacity by participating as leads in the "Journey to Anti-Racism" catchment program. They in turn facilitated professional learning for all staff during monthly staff meetings. 30 grade five and six students received training in the LEADs program, which built their capacity for understanding and resolving issues, and provided positive modelling for younger students at recess. Monthly "TREK" catchment artwork honoring diversity was on display and materials were available for teachers to recreate the artwork with their classes. School-wide community activities that strengthened school culture and a sense of belonging included: Autism awareness activities, Best Buddies Program, Mini Legends, Mental Health and Wellness Day, teacher-lead clubs, Family Literacy Night, and various Bisset Parent Association events and activities.

Results from the AEA (Alberta Education Assurance Survey) for welcoming, caring, respectful and safe learning environments were maintained at 86.7%. DFS (Division Feedback Survey) results were as follows:

Students strongly agreed/agreed:

- I feel safe at school, 82%
- My school is a place where all students feel like they belong, 79%
- I feel like I belong at my school, 78%
- I feel I can be myself at school, 75%
- At my school, I have opportunities to be involved in activities that support my sense of belonging, 89%

Families strongly agreed/agreed:

- I feel my child is safe at school, 96%
- School has helped my child develop skills that support their wellness, 81%
- My child feels like they belong at school, 89%
- I feel welcome in my child's school community, 100%
- I feel connected to my child's school, 82%
- Through school my child has built relationships that support their wellness, 82%
- I feel the staff in my child's school care about my child, 89%

Staff strongly agreed/agreed:

- The Division is taking actions that support truth and reconciliation, 100%
- My school is a place where all students feel like they belong, 89%
- My school takes steps to support a sense of belonging and inclusion for everyone, 100%
- I feel safe in my workplace, 77%
- I feel a sense of belonging at my workplace, 89%
- I feel confident helping students build skills that support their wellness, 100%
- I know how to access resources to help me meet the diverse learning needs of all students, 89%

**What were the biggest challenges encountered in 2023-2024?**

- supporting students and families with complex and sometimes emergent, needs
- increase in class sizes along with increased complexity of learning needs of students in these large classes
- navigating new curriculum expectations in a timely manner

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

- implement the use of UFLI for literacy intervention and continue to provide training to new staff
- measure growth of writing with "on demand" writing tasks at least three times a year
- increase staff capacity in supporting students with complex needs through professional learning and reading
- continue to engage students and staff in school-wide and catchment-wide activities that promote well-being and a greater sense of belonging
- continue to align work with the Division's actions towards anti-racism and reconciliation
- participate in the catchment's "Journey to Anti-Racism" program, and continue to build staff and student capacity
- continue a partnership with Edmonton Immigrant Services Association and invite families to access support at the school as needed
- continue to develop student leaders through the LEADs Program

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	87.6	91.3	86.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.8	87.0	85.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	80.3	75.3	75.3	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	30.3	20.5	20.5	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	91.4	90.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	93.6	90.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	70.4	78.9	78.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.9	81.4	80.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

## 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

## 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, reflective questions have been included in the 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 2025, all students will demonstrate measured growth in reading and writing.

Achievement of this goal will be supported by:

- the increase in availability and use of decodable books in all classrooms
- regular monitoring of all students for reading growth using large scale assessments
- providing targeted literacy support in grades 1 to 6 through the use of an explicit and systematic reading program such as UFLI for students reading below grade level
- training new staff in UFLI
- delivering extension opportunities for students reading at or above grade level
- supporting literacy growth for non-verbal students with the use of assistive communication technology such as Clicker 8 and Touch Chat
- establishing a baseline of writing for all students in grades 1 to 6 by implementing a common "on demand" writing task in term 1
- aligning individual writing instruction and targeted intervention for all students with baseline writing evidence
- providing staff with three opportunities to collaborate and assess "on demand" writing (3 reporting terms) as a learning team
- increasing staff capacity, leadership and efficacy by participating in literacy professional learning available through the Division and collaborating with colleagues across grades

#### What data will you use to track continuous improvement?

Provincial Screener results (grades K-3), CAT 4 reading results (grades 4-6), school generated "on demand" writing data (term 1 and 2), HLATs, UFLI, BAS (at, above, below grade level), IPP goals, teacher observations and teacher generated assessments

### Division Priority 3

By June 2025, students and staff will experience growth in their sense of belonging and well-being at Bisset School.

Achievement of this goal will be supported by:

- providing engagement and leadership opportunities to students and staff, responsive to culture, diversity and equity
- staff and students continuing to participate in the "*Journey to Anti-Racism*" W.P. Wagner catchment initiative; aligned with the Division's actions towards anti-racism and reconciliation
- dedicating monthly collaboration time to develop and facilitate engagement opportunities that promote healthy school culture
- providing professional development opportunities for all staff in the areas of anti-racism, diversity, trauma informed support, and building school culture and positive mental health
- school wide initiatives to increase understanding and appreciation of Indigenous culture and cultural diversity

#### What data will you use to track continuous improvement?

Alberta Educational Assurance Survey (AEA), Division Feedback Survey (DFS), Youth Resilience Survey, family participation in engagement opportunities and qualitative data (professional growth plans, anecdotal conversations with staff, students and families)

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,728,361		3,976,089
Internal Revenue		0		0
REVENUE TOTAL		3,728,361		3,976,089
Classroom	21.044000	2,274,288	21.070000	2,277,098
Leadership	2.000000	271,449	2.000000	272,993
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	50,000	.000000	68,977
TOTAL TEACHER	23.044001	2,595,737	23.070000	2,619,068
(% of Budget)		69.62%		65.87%
Exempt (Hourly/OT)	.000000	25,000	.000000	30,000
Support	13.400000	826,570	16.400000	1,008,643
Support (Supply/OT)	.000000	3,250	.000000	8,500
Custodial	2.500000	159,645	2.500000	159,645
Custodial (Supply/OT)	.000000	3,500	.000000	9,700
TOTAL NON-TEACHER	15.900000	1,017,965	18.900000	1,216,488
(% of Budget)		27.3%		30.6%
TOTAL STAFF	38.944000	3,613,702	41.969999	3,835,556
(% of Budget)		96.92%		96.47%
SUPPLIES, EQUIPMENT AND SERVICES		45,459		69,091
INTERNAL SERVICES		68,200		70,942
OTHER INTEREST AND CHARGES		1,000		500
TOTAL SES		114,659		140,533
(% of Budget)		3.08%		3.53%
TOTAL AMOUNT BUDGETED		3,728,361		3,976,089