



Enrolment		Staff FTE		Budget		
Normalized	603.000	Custodial	3.000000	Salaries	\$4,011,162	96.59%
Weighted	739.888	Exempt	0.000000	Supplies, Equip., Services	\$141,572	03.41%
Regular	603	Support	8.400000			
		Teacher	28.235000			
Year Opened	1991	Total			Total \$4,152,734	100.00%
				Internal Revenue	\$21,614	

School Philosophy

S. Bruce Smith School is dedicated to engaging students in a caring and supportive learning environment. We strive to provide quality instruction and programming to meet the needs of all S. Bruce Smith students. At the heart of being our best selves is an abiding commitment to kindness, empathy and a sense of accountability, equity and integrity both for oneself and for others in our school community. These efforts are nurtured through collaborative processes. It is from this lens that our staff strive to enhance the pathways for our students' success through high-quality learning opportunities in our core and complementary courses where every student knows they are cared for and capable of contributing to our community. As a school community, we are committed to engaging all stakeholders to support our students in becoming confident, responsible and productive global citizens and demonstrating the spirit of S. Bruce Smith as their way of being.

Community Profile

Our school, situated in southwest Edmonton, encompasses several neighbourhoods including Dechene, Jamieson, Gariepy, Ormsby, Donsdale, Stillwater, White Birch, The Uplands, Edgemont SE, Wedgewood Heights and Cameron Heights. S. Bruce Smith has an optimal enrollment limit of 615 students and currently serve 610 students and their families.

Programs and Organization

S. Bruce Smith School provides inclusive regular and specialized programming. As a Division site, we provide Interactions, Opportunity, Strategies and our Division's Academic Enrichment (AEP) programming. In addition to core subjects, we endeavour to offer complementary courses that include Instrumental Music, Drama, Art, Leadership and a variety of courses under our Career and Technology Foundations. All students participate in a Guidance and Support Group (GSG) where they have opportunities to develop leadership skills, respectful peer relationships, social awareness and a strong sense of community. S. Bruce Smith School works in partnership with the Jasper Place Catchment Cohort Schools on focused professional development to support enhanced student learning opportunities and successful transitions by intentionally using our Division's Strategic Plan to guide our decision-making and learning.

School Community Relationships

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

SACE (Sexual Assault Centre of Edmonton), The Family Centre

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).

We will continue to work collaboratively as a team within S. Bruce Smith School and intentionally within our Jasper Place Catchment to support continued growth of our students' literacy and numeracy skills. Specifically, we will use strategies such as rapid feedback, formative assessment and targeted interventions identified through our Collaborative Response framework to support our students' achievement. Indicators of success will include, but not be limited to:

- an increase in the number of students reading and writing at or above grade level in each grade
- an increase in the number of students achieving numeracy success in math at or above grade level in each grade
- an increase in our students' belief in the overall quality of education at S. Bruce Smith
- an increase in achievement specific to our students who self-identify as First Nations, Metis or Inuit, are English as an additional language learners and our students with special needs who are on the graded curriculum

Achievement of this goal will be supported by:

- Intentional collaboration to support targeted professional learning opportunities around EAL, addressing curricular areas of challenge identified on formal final assessments through subject specific best practices, and providing students opportunities to demonstrate knowledge retrieval both across curriculums and as students transition through core units.
- Capitalize on scheduled extra-support blocks in conjunction with Collaborative Response Conversations to target appropriate student interventions.

Results Achieved:

Overall, S. Bruce Smith results demonstrate positive growth in literacy and numeracy skills as a result of our collective and collaborative efforts to support teaching and learning using targeted strategies including rapid feedback, formative assessment practices and targeted interventions identified through our Collaborative Response framework. Specifically:

- Each grade demonstrated growth in reading and writing. For example, our Star Longitudinal Report showed a 0.8% increase of growth within one year of Grade 7 and a 8.5% increase in students reading at grade level in Grade 8. Overall, the number of students reading at grade level rose from 72.9% to 73.9% in one year. HLAT data showed 0.8% increase in the overall number of students writing at grade level from 80.8% in 2022-23 to 81.6% in 2023-24. HLAT results also demonstrated that all grade levels showed growth, with our Grade 8 cohort showing the most moving from 80.8 to 84.4% in one year, an increase of 3.6%. CAT4 Reading results demonstrated continuous growth in reading across all grade levels as well. PAT results in ELA and Social Studies trend in the positive direction with an increase of 3.3% of students achieving the acceptable standard in ELA and 7.7% more students in Social Studies achieving the acceptable standard, including almost 7% more students achieving the standard of excellence.
- CAT4 results demonstrate significant growth in numeracy skills across our Grade 8 and 9 cohorts, with more modest growth in our Grade 7 cohort. PAT results show a 5.9% increase in the number of students at meeting the acceptable standard with a 2.7% increase in the number of students meeting the standard of excellence. Science, which uses both numeracy and literacy skills saw a significant increase on the PAT with 10.7% of students meeting the acceptable standard and an increase of 8.4% of students meeting the standard of excellence.
- We only see a slight increase of 0.3% from 82.3 to 82.6% of students indicating they believe in the overall quality of education at SBS. Although 5% lower than the Province, we are trending in a positive direction. Within our Division's Feedback Survey, specifically indicators based on the "Build on outstanding learning opportunities for all students" theme, results indicate that S. Bruce Smith is below Division and Catchment results. However, looking at our achievement results shared in the previous two bullets, a misalignment appears raising our curiosity.
- Our First Nation Metis and Inuit students saw a decrease in their HLAT and CAT4 (reading/math) results, however, a positive increase of 4% of students whose Reading Achievement is at or above grade level. CAT4 results show minimal yet positive growth among our students with special needs in the areas of reading and math, where as our English as an additional language learners demonstrated negligible change in their reading and math results.

At S. Bruce Smith, we support our students who identify as First Nations, Metis and Inuit in an effort to support their connections within their school community including feeling connected to their teachers, having a strong sense of belonging and demonstrating academic success. Through our Collaborative Response framework and by engaging our partners, parents and our Division's Diversity team, and building upon our staff's own foundational knowledge about First Nations, Metis and Inuit, we will enhance our First Nation, Metis and Inuit students' academic success in both literacy and numeracy. Specifically, we will engage in professional learning opportunities to continue to grow our staff's foundational knowledge and provide school-wide student experiences to support learning and understanding in the spirit of reconciliation. These experiences will foster meaningful relationships within our school community and we believe, support improved attendance and academic results in our First Nations, Metis and Inuit students.

Further, we will continue to develop our understanding and actioning of anti-racism strategies and learning such as bias in an effort to advance our Division's Anti-racism and Equity Action Plan by continuing to work with our students, staff and families and through a high degree of staff participation in Division initiatives and professional learning.

Achievement of this goal will be supported by:

- intentional collaboration among our staff, within our community, our Division Diversity consultants and at the catchment level will support teachers development of their foundational knowledge specific to First Nations, Metis and Inuit, and confidence in actioning reconciliation at SBS.
- the development and implementation of a model inviting student voice to support all students' sense of belonging. We will do this using the support of our Creating Schools That Listen cohort, through targeted professional development specific to bias in assessment, the power of language and through community partnerships.

Results Achieved:

As a school community, we engaged with our colleagues within our Division's Diversity Supports of Schools to support staff development with respect to shared language, talking and restorative circles and to support our ongoing learning in the spirit of reconciliation of our foundational knowledge of First Nations, Metis and Inuit. Through this work, we achieved the following results:

- Among students, results were on par with our Catchment and Division students in terms of having opportunities to learn about the contributions of Indigenous peoples, Indigenous perspectives, treaties and agreements with First Nations and to learn about residential schools and their legacy. Staff, to a large extent, indicated that school-level collaboration alongside central unit consultants, enhanced their confidence in supporting the success of our First Nations, Metis and Inuit students, and with using traditional teaching strategies to enhance student learning and problem-solving. Parents, however, strongly indicated via our Division Feedback Survey that we failed to communicate well the steps our school was taking to support truth and reconciliation with only 40% of parents who engaged in the survey strongly agreeing they were aware.
- With respect to our ongoing efforts to develop our collective understanding and actioning of anti-racism strategies and learning to better advance our Division's Anti-racism and Equity Action Plan among our school community, Division Feedback Survey results indicate that we continue to have work to do among our student and parent stakeholders. Although the majority of parents agree their child feels like they belong at S. Bruce Smith and that they feel welcome in our school community, 32% expressed concerns about their child's sense of belonging and 20% of parents indicated that they did not feel welcome in our school community last school year. Further, only 63% of parents believe diverse cultures are represented at S. Bruce Smith School. Although 74% of students indicated that diverse cultures are represented at SBS, only 37% agreed that S. Bruce Smith was a school where all students feel like they belong and only half indicated that they can be themselves at school. Yet, over 70% of students stated they have opportunities to be involved in activities that support their sense of belonging and 77% agree that they are aware of what we are collectively doing to support anti-racism and belonging in schools. Staff demonstrated a more positive perspective as 100% of staff agreed that we are collectively taking steps to support student sense of belonging and inclusion for everyone.

What were the biggest challenges encountered in 2023-2024?

- Students through the Assurance Survey indicated that students didn't treat one another as well as they have in previous years. As well, qualitative feedback from our Division's Feedback Survey showed that bullying and the use of inappropriate language needs to be addressed moving forward. Specifically, as a school community, we struggled greatly with racialized language and online bullying this past year, particularly within our Grade 7 cohort. Further, outside social media use (social media use outside of school hours or assumingly under parent supervision) often negatively impacted our students' sense of safety and belonging throughout the school year, as well as at times, strained parent/school relationships when holding students accountable and when identifying steps to support students.
- We also struggled to engage our First Nation, Metis and Inuit community this past year even though it was and continues to be one of our school's key goals.
- Student mental health and well-being continues to be a challenge as we try to support our students in-house and advocate for further supports, either within our Division or community.

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

- Students do not see their identities reflected in the materials used in class. 34% of students disagreed or strongly disagreed with the statement that they see their identity/culture reflected in the materials used in class, with 25% unsure.
- Students want more engaging learning opportunities. A number of qualitative responses in the Division Feedback Survey indicated that students would like to see a more "interactive/fun" learning environment with less emphasis on independent work and homework.
- An increase in negative student interactions. Students, through the Assurance survey, noted that they do not treat each other as well as in previous years. Additionally, qualitative responses from students in the Division Feedback Survey showed that bullying and the use of inappropriate language are problems that need to be addressed.
- Students have at least one adult in their school who they would go to for help if needed. In the 2022-2023 school year, 69% of students agreed or strongly agreed with this statement, increasing to 71% in the 2023-2024 school year. However, in the context of students feeling safe, this data aligns with only two thirds of our students feeling safe at school and feeling like they belong.
- 71% of parents believe their child builds relationships and are developing skills that support their wellness. There is an opportunity to engage parents more as well as share information more timely, or more often, sharing the initiatives we have at SBS to support our students' mental health.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7571 S Bruce Smith School

Assurance Domain	Measure	S Bruce Smith 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	83.0	82.8	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.1	72.6	73.4	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	63.1	56.1	56.1	62.5	62.6	62.6	Low	Improved	Acceptable
	PAT9: Excellence	15.7	11.8	11.8	15.4	15.5	15.5	Intermediate	Improved	Good
	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	82.6	82.3	83.3	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.1	77.5	79.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.6	75.2	75.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	78.2	72.4	71.0	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

We will continue to work collaboratively as a team within S. Bruce Smith School and intentionally within our Jasper Place Catchment to support continued growth of our students' literacy and numeracy skills. Specifically, teachers will use strategies including rapid feedback, formative assessmentst and targeted intervention strategies to meet individual student needs as identified through our Collaborative Response framework to support our students' achievement. Success will be measured in the following manner:

- 3-5% increase in the number of students reading and writing at or above grade level using STAR and CAT4 Reading measures, and the HLAT writing assessments.
- 3-5% increase in the number of students achieving numeracy success in math at or above grade level using the CAT4 Math and Computation/Estimation measures.
- 3-8% increase in the number of Grade 9 students achieving the acceptable standard or standard of excellence in all Provincial Achievement Tests.
- 5-10% increase in our students' belief in the overall quality of education at S. Bruce Smith as indicated through the Alberta Education Assurance Measures Survey.

Achievement of this goal will be supported by:

- Intentional collaboration addressing curricular areas of challenge identified on formal final assessments through subject specific best practices, and providing students opportunities to demonstrate knowledge retrieval both across curriculums and as students transition through core units.
- Capitalize on scheduled extra-support blocks in conjunction with Collaborative Response Conversations to target appropriate student interventions.

What data will you use to track continuous improvement?

Data from our STAR program, as well as teacher observation and analysis of subject specific assessments, will be used to track growth throughout the year. When analyzing our students' success for the 2024-2025 school year, we will engage in a comparative analysis of the following data sets: HLAT, STAR, Grade 9 PATs, CAT4 measures, the AEAM, our DFS and our SBS Student Engagement/Voice Survey.

Division Priority 2

S. Bruce Smith students and staff will continue to engage in developing understandings of our First Nations, Metis and Inuit cultures and teachings through a spirit of truth and reconciliation. By June 2025,

- there will be a 5 to 10% increase in the number of students parents who can identify and are aware of the actions and steps that support truth and reconciliation.
- there will be a 3 to 5% increase in the number of students that feel they have the opportunity to learn about the contributions, perspectives of Indigenous peoples, as well as treaties, agreements and the legacy of residential schools as identified through our Division Feedback Survey.
- there will be a 5 to 10% increase in the number of students who feel welcome at SBS as well see students positively demonstrating the characteristics of active citizenship.

We will continue to develop our understanding and actioning of anti-racism strategies and learning such as bias in an effort to advance our Division's Anti-racism and Equity Action Plan by continuing to work with our students, staff and families and through a high degree of staff participation in Division initiatives and professional learning. By June 2025,

- at least 10% more students, as indicated by the DFS, will feel like they can be themselves at S. Bruce Smith and that SBS is a school where they feel like they belong.
- 5 to 10% more students will indicate that many diverse cultures are represented in the books and materials at SBS and that 10% more students will indicate that they see their identity/culture reflected throughout our school.
- 5 to 10% more parents will indicate that their child feels like they belong at SBS and that they are informed of the steps we are taking to support anti-racism and belonging.

Achievement of this goal will be supported by:

- intentional collaboration among our staff, within our community, our Division Diversity consultants and at the catchment level will support teachers development of their foundational knowledge specific to First Nations, Metis and Inuit, and confidence in actioning reconciliation at SBS.
- a formal partnership with an Elder to work with our students, staff and school community to support our learning of First Nations, Metis and Inuit culture and traditions.
- the development and implementation of a model inviting student voice to support all students' sense of belonging. We will do this using the support of our Creating Schools That Listen cohort, through targeted professional development specific to bias in assessment, the power of language and through community partnerships.

What data will you use to track continuous improvement?

We will utilize ongoing conversations with our students through our Youth Advisory Committee and the results of our December Student Engagement and Voice Survey to track our improvement and growth throughout the year. The Division Feedback Survey and the AB Education Assurance Measure Survey will also be used to demonstrate our success in relation to these goals.

Division Priority 3

By June 2025, students at S. Bruce Smith will demonstrate a 10% increase in feeling safe at school and that they belong. Further, survey results will demonstrate that:

- 5% more students than in June 2024 will indicate that their school helps them develop skills supporting their wellness.
- 5 to 10% more students will feel that the adults here care about them.
- 5 to 10% more students and parents will feel that SBS is a welcoming, caring, respectful and safe learning environment.
- 10% more parents will feel connected to S. Bruce Smith.

Achievement of this goal will be supported by a number of initiatives, including:

- Ongoing partnership with The Family Centre with a part-time in house Success Coach.
- Ongoing partnership with the Elizabeth Fry Society and the Sexual Assault Centre of Edmonton to promote positive healthy student self-images and peer relationships.
- Ongoing partnership with AHS through our Group Awareness Program (GAP) which provides in house group therapy for students who have experienced loss.
- Developing the capacity of identified staff to support and mentor students and facilitate proactive problem-solving and communication skills.
- Targeted Health classes and "Health Days" dedicated to our R2 resiliency themes.
- Review and diversify curriculum materials to include a range of cultural backgrounds.
- Involve students in selecting texts and topics that reflect their experiences.
- Invite diverse guest speakers and engage community partners to support classroom discussions.

What data will you use to track continuous improvement?

Our Division's Feedback Survey, alongside our Alberta Education Assurance Measure Survey, our in house Student Engagement and Voice Survey, alongside our youth agency initiatives such as our Youth Advisory Committee and partnership within Creating Schools That Listen, will afford us opportunities to reflect and understand the impact of this work within our school community.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,113,828		4,131,120
Internal Revenue		0		21,614
REVENUE TOTAL		4,113,828		4,152,734
Classroom	24.898000	2,690,801	25.235000	2,727,222
Leadership	3.000000	404,272	3.000000	404,100
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	105,000	.000000	105,958
TOTAL TEACHER	27.898001	3,200,073	28.235001	3,237,280
(% of Budget)		77.79%		77.96%
Support	8.400000	520,213	8.400000	520,213
Support (Supply/OT)	.000000	8,000	.000000	13,260
Custodial	3.000000	225,409	3.000000	225,409
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER	11.400000	768,622	11.400000	773,882
(% of Budget)		18.68%		18.64%
TOTAL STAFF	39.298000	3,968,695	39.635000	4,011,162
(% of Budget)		96.47%		96.59%
SUPPLIES, EQUIPMENT AND SERVICES		83,983		84,272
INTERNAL SERVICES		60,400		56,800
OTHER INTEREST AND CHARGES		750		500
TOTAL SES		145,133		141,572
(% of Budget)		3.53%		3.41%
TOTAL AMOUNT BUDGETED		4,113,828		4,152,734