



# Georges P. Vanier 2015-16 Community Report

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<b><u>Literacy Assessments</u></b>		
<b>Grade 8 Provincial</b>		
Reading	85%	76%
Writing - Ideas	97%	91%
Writing - Organization	89%	80%
Writing - Language Use	90%	82%
Writing - Conventions	79%	70%
<b><u>Math Assessments</u></b>		
<b>Grade 8 Provincial</b>		
Mathematics	71%	63%

This is the second year of our five-year Student Success Plan (SSP). We have worked diligently on improving student achievement in reading comprehension of informational text in Language Arts and extending that knowledge to other content areas. In numeracy our focus was on improving mathematical problem solving. We work together as a team to identify students who require additional support and provide interventions in a timely manner. This teamwork approach has shown assessment scores which are quite impressive. Our 2015-2016 assessment results, when compared to the school board overall, are either 8% or 9% higher in each area as illustrated in the Provincial Assessments chart.

As lifelong learners, our teachers engaged in a variety of professional development opportunities in order to enhance their curriculum delivery and student success. Some examples include but are not limited to:

- Google Apps for Education training
- E-genda App training
- Inaugural year participating in Entrepreneurial Adventure program
- NSTU Provincial conferences in teaching subject areas
- English Language Arts training on incorporating the use of reading strategies into the content areas.
- In-house staff mentoring
- French Language Arts - focusing on literacy training
- Technology Education conferences
- Mimio training
- Experiential education conference
- Staff member on the planning team for the Art Teachers Association
- Mathematics Assessment Comments

- Restorative Justice inservice
- Stress Management and Anxiety inservice
- Teacher Go-To training
- Friends for Life Resource training

Teachers continued to use student strengths such as finding the main idea in literacy, and mental math in mathematics to make connections to areas that need more development such as problem solving skills and making inferences. Instruction has evolved to include a variety of technologies such as iPads, Chromebooks, Mimio, and Google Apps for Education to provide interactive and engaging learning activities such as Kahoot and Gizmos. Use of technology in the classroom was encouraged to support learning through speech-to-text applications and taking pictures of learning activities for review.

To make connections to real life applications, students have been encouraged to utilize their prior understanding of current events in Literacy and Math through writing comprehension responses to articles in the news and using real life problems that support mathematical concepts, like using algebra to calculate the cost of a cell phone contract. There has also been a focus on providing a variety of opportunities to demonstrate understanding of open-ended problems and using personal interests to develop pieces of writing that have different purposes (persuasion, informative, and entertainment).

Along with the work that students produce, assessment practice also includes conversations and observations. An example of this could be a student discussing with their teacher what they learned that week in Science or a teacher observing which students are being fair and helpful in Physical Education. Having a variety of assessment opportunities allows teachers to gain a more in-depth perspective on student progress and where they are in relation to meeting their learning outcomes.

A major part of our response to our school data was coordinated in our Professional Learning Communities (PLCs). PLCs are dedicated meeting times where teachers discuss, create and implement strategies to address the school's learning goals. In mathematics, teachers began the year by discussing the strengths and challenges of each student, the new math curriculum, familiarizing themselves with new resources and discussing how it aligns with our school goals. The focus was on problem solving in all units, which involved utilizing our resources and technology to engage students with real life applications of math. The rationale behind this was to focus and continually enhance our teaching practices and assessments to help students improve.

This year our Language Arts teachers provided some professional development for all staff on how to incorporate reading strategies into content areas. Teachers were provided with exemplars of student reading assessments from the previous year in order to see what the standard was in terms of understanding non-fiction texts, assessed using Levels 1, 2, 3, and 4. Teachers also developed "I can" statements that could be used in all subjects and related to our learning goals. For example, "I can identify pieces of evidence to support my ideas". During PLCs, Language Arts teachers examined the Grade 6 and 8 Provincial Reading Assessments to determine strengths and weaknesses. Teachers then utilized this data with their own in-class assessments to develop mini-lessons in the areas identified as being more difficult for students to comprehend. Additionally, the school has accumulated various non-fiction magazines and resources that cover different content areas including science, history, and music.

Informing staff about the availability of these resources continues to occur during staff meetings and the collection of available resources continues to grow with the diverse needs and interests of our students.

Our 2015-2016 Getting to Great Survey data indicated that 96.4% of our student population reported that they were respected at school, 97.5% felt like they belonged and 97.6% reported that their teachers really cared about them. As we celebrate our successes we are also cognisant of the fact that there is always more work to do.