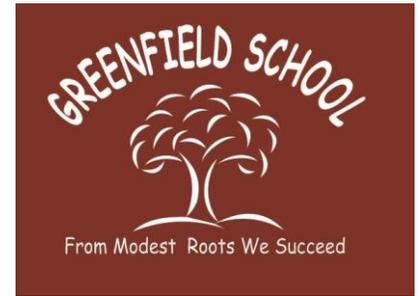


Annual Report to the Community

September 2014 – June 2015

Greenfield Elementary School



A note from the Vice-principal

I want to extend my sincerest thanks to all of our staff, students, parents and volunteers for making our small school such a large welcoming place everyday. I would also like to extend special thanks to new staff members this year: Hilary Huskison, Judy Frail and Kayla Rafuse and also our music program volunteer, Nancy Herman, for making the 2014-2015 school year such a memorable one for our students.

This year we were able to purchase musical instruments such as chimes, drums, guitars, xylophones and cases to develop our music program. Nancy Herman volunteers many hours, including weekly guitar lessons. This initiative was indeed a highlight for our students.

Another highlight this year was our after school program of activities that endorse a physically active lifestyle. This program ran Monday to Wednesday, every day for one hour, and was free of charge for students. This program was a great success because of the hard work and commitment of our staff and many volunteers.

~ Dawn Uhlman (Vice-principal)



Data and Results

Although GES does not have school goals that relate directly to literacy and mathematics, here is a snapshot of how our students performed this year on provincial assessments at one grade level (Grade 4), compared to other students in our school board.

	GES	SSRSB
Grade 4 Reading	60.0%	68.5%
Grade 4 Writing	75.0%	66.1%
Grade 4 Mathematics	75.0%	70.4%



Professional Learning

Teachers at GES are continually involved in professional development and learning. Each teacher has a plan for growth that determines their professional area of focus for the year.

During school-based inservice days, teachers learned about how to implement *Mindful* and *Trauma-informed* practices in schools.

During embedded time Wednesday afternoons, teachers at GES examined the board's SELL and EXSELL literacy results. They also worked together to interpret the scoring scale and apply it to score student work. Another task (related to a school goal) was to develop learning targets for students to be displayed in class.

School Goals

Writing a school improvement plan involves close examination of all possible sources of data and challenges identified through our school's self-assessment, self-reflection process. This is where we engage in powerful, collaborative decision making to identify areas of focus that stand out the most as priorities for filling in gaps in our students' learning experiences and achievement so far. The first step in this process is to identify meaningful and purposeful goals with student learning and achievement in mind. During the 2014-2015 school year, the staff at GES worked with students to help them move forward in meeting these two goals:

Goal 1: By June of 2016, all students will demonstrate improvement in their use of assessment for learning to monitor their learning. (New goal this year.)

Goal 2: Students will improve in their levels of confidence and competence when participating in physical activities at school. (Continued – last year.)



Continuous School Improvement

Parents and community members may sometimes wonder what school improvement goals look like in action. For instance, one might wonder: What does “*assessment for learning*” look like in the classroom? To answer that question, here are a few examples:

- Teachers communicate learning targets to students so they know what they are aiming for before they begin their work on a task.
- Teachers guide students to self-assess their work in ways that can improve their learning.
- Teachers also provide feedback to students to inform them on how to improve.
- Teachers provide opportunities for students to make use of the feedback they receive to improve their work and demonstrate further understanding.

Similarly, parents and community members may wonder how the staff at GES goes about improving students' levels of confidence and competence when participating in physical activities. Here are a few examples of that is achieved:

- Teachers provide students with physically active time on a daily basis.
- Teachers collaborate with community members to organize extra-curricular opportunities for students.

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<http://greenfieldele.ednet.ns.ca>

5060 Highway 210 Greenfield, NS B0T 1E0 (902) 685-5400