

Annual Report to the Community

September 2015 – June 2016

Greenfield Elementary School



A note from the school staff

During the 2015-2016 school year we made the following progress in relation to our school goal strategies. First of all we Implemented formative assessment practices by sorting student samples of work to determine which student were meeting and not meeting expectations in order to provide students with feedback on their progress and to inform our teaching. We also accessed the services of one of the SSRSB mathematics coaches, Trisha DeMone, to work with us on differentiating instruction in the mathematics classroom. Trisha was in our school for two three-week blocks. The technology technician for our school, M. J. Storm, helped us set up our students to use the *Showbie* app on iPads and Google classroom.

In relation to the second goal, GES students have access to after school extra-curricular activity four days a week, three of which are dedicated to physical fitness. As a result, our school now has three established extra-curricular sports teams with about 90% of our students participating. Our students are proud to wear their new school uniforms which were donated by the Acadia First Nation. Some of our extra-curricular activities include soccer, basketball, cross-country running. We also offer running, guitar club and music. We look forward to offering a new drumming program in 2016-2017.

In relation to our last strategy "*to monitor students' levels of confidence and competence when participating in physical activities on a regular basis*" (side 2), GES students have reported 100% on the TTFM survey that their confidence is strong in this area.

Provincial and Board Assessment Results

SSRSB students participate in provincial and board-wide assessments. The information gained through these assessments help teachers determine their next steps in improving student achievement in literacy and mathematics. (Please note that the percentages are rounded to the nearest whole number.)

Assessments	School Results	Board Results
Grade 3 Reading (Provincial Assessment)	67%	64%
Grade 3 Writing (Provincial Assessment)	67%	60%
Grade 6 Reading (Provincial Assessment)	25%	63%
Grade 6 Writing (Provincial Assessment)	63%	60%
Board's SELL/EXSELL Reading Assessment (All grades combined)	80%	74%
Board's SELL/EXSELL Writing Assessment (All grades combined)	73%	71%
Grade 4 Mathematics (Provincial Assessment)	60%	75%
Grade 6 Mathematics (Provincial Assessment)	75%	63%
Tell Them From Me Survey Grades 4 to 6 (2015-2016)	School Results	Canadian Norm
Positive Sense of Belonging	100%	86%
Sense of Safety	100%	72%
Interested and Motivated	100%	76%
Effort (Tries hard to succeed)	100%	92%

Continuous School Improvement and Professional Learning

One of the advantages of working in a small school is that every teacher does their best to meet the needs (learning and social emotional) of all students in the building. Because of our size we are able to follow very closely the progress of each student, grade by grade, outcome by outcome. The ability to monitor student progress this closely is accomplished in several ways including collaborative team meetings held on embedded time Wednesday afternoons. This year, our work focused on two priorities that were linked to our school's improvement plan; assessment practices and athletic development and opportunities. Some of our tasks included examining the use of the *Showbie* app for students to submit work and receive feedback; look at provincial *Lessons Learned* documents from provincial assessments and implement strategies that apply to GES students' needs; exploring ways to support students in working with informational text.

Our Primary to Grade 3 teachers attended two district-wide professional learning days on September and November on the theme of the new grades Primary to 3 streamlined curriculum that came into effect in 2015-2016. Topics included curriculum integration, culturally responsive practices, guided groups for math and reporting progress. Later in the year, grades 4 to 6 teachers attended a district-wide professional learning day in May on the theme of the new grades 4 to 6 streamlined curriculum that is to be in effect for the 2016-2017 school year. A streamlined curriculum is one that focuses on essential outcomes in literacy and mathematics with modifications to the timetable so that students can experience more quality instruction in both areas than in previous years.



School Goals

Goal 1: By June of 2016, all students will demonstrate improvement in their use of assessment for learning to monitor their learning.

Strategies: Teachers will...

- Communicate to students the outcomes they are aiming for before they begin work on a task.
- Provide individual and class feedback to students that informs them how to improve.
- Guide students in self and peer assessment of their work in ways that can improve their learning.
- Provide opportunities for students to make use of feedback from the teacher and their peers to improve specific pieces of work.

Goal 2: Students will improve in their levels of confidence and competence when participating in physical activities at school.

Strategies: Teachers will...

- Provide students with physically active time on a daily basis.
- Collaborate with community members to organize extra-curricular opportunities for students with a focus physical activity.
- Monitor students' levels of confidence and competence when participating in physical activities on a regular basis.

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<http://www.ges.ednet.ns.ca>

5060 HWY 210

Greenfield, Nova Scotia

B0T 1E0

(902) 685-5400