

# Annual Report to the Community

September 2013 - June 2014

## Bayview Community School



### A note from the Principal

It is difficult to believe that we have completed our fourteenth year here at Bayview. With over 400 students from Grades P-9 and 30 staff members to say that this school was rather busy is an understatement. At this time I would like to thank both the staff and the community for their dedication to our students. The work our Home and School and SAC do continue to augment the opportunities we can offer our students. Working together with families with the best interest of the students in mind has led to another great year. Our school prides itself not only on providing quality academics, but also on the number of programs, sports, and opportunities that our students can experience outside the classroom. We continue the delicate balance of keeping up with technological advances without losing sight of proven quality teaching. We are also cognisant of the fact that the number one indicator of success will be the relationship between the student and his/her classroom teacher and in this regard we are very fortunate to have experienced dedicated staff members that are always willing to sacrifice their own time and energy for the growth and well being of our students.

### Our Continuous School Improvement

The schedule for teacher performance appraisals has been aligned so that all teachers were entering the fourth year of the cycle. In lieu of formative assessment appraisals, the staff was engaged in a collective study of best practices. The staff participated in several workshops using content from the Department of Education's Leadership Academy on best practices in teaching and assessment.

With the extensive school accreditation process successfully completed, we established two new school goals. Our first goal was to improve each class' student achievement in writing as measured on the SELL/ExSELL (board assessment tools) assessments or simply stated to improve writing in conventions (punctuation and capitalization) and organization of ideas.

The main strategy used was to focus teacher instruction on these two main targeted areas at all grade levels. Teachers ensured curriculum mapping was done to ensure the major areas were properly covered and also create common rubrics or checklists to better assess growth in writing in these areas. Teachers also decided to teach the same type of writing (example: persuasive, fiction, etc.) at the same time of the year to be able to discuss common assessment and teaching practices.

The second goal was to shape teacher assessment practice around best practices and current research. Formative assessment as defined by Black and William 2009 is "all those activities undertaken by teachers, and by their students in assessing themselves, which provides feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes formative when the evidence is actually used to adapt the teaching work to meet the needs of the student". Administration ran workshops throughout the year on improving formative assessment strategies.

Staff spent considerable amount of time looking at clear learning goals for the students that are specific and observable then devising assessments and teaching strategies that are aligned with these targets. These areas will continue to be our focus in the upcoming school year.



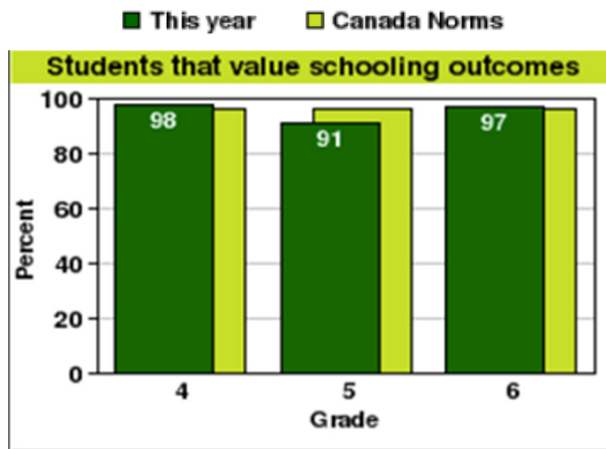
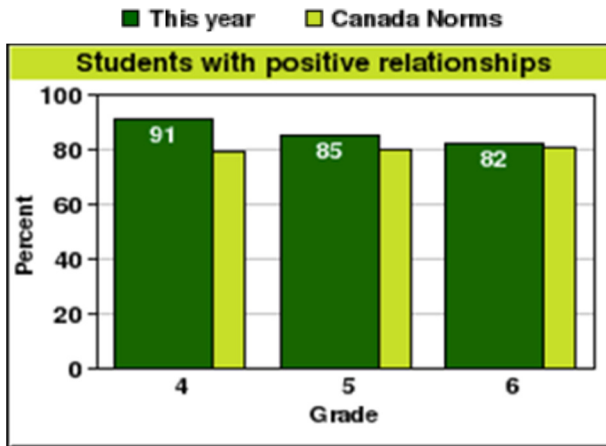
### Professional Learning

With the premise that assessment must be balanced, including oral, performance, and written tasks, and be flexible in order to improve learning for all students we began during staff meetings and Professional Development days to explore best practices. We anticipate that teachers in their collaborative learning teams will use their embedded time next year to examine student work in order to share with each other, different tools used for formative assessment as well as how technology may be used to improve learning.

## Data and Results

With Positive Effective Behavior Supports (PEBS) philosophy firmly embedded in our daily practices and our staff desire to connect with the students, we have seen the fruit of this labour as the number of classroom referrals and office referrals were very low.

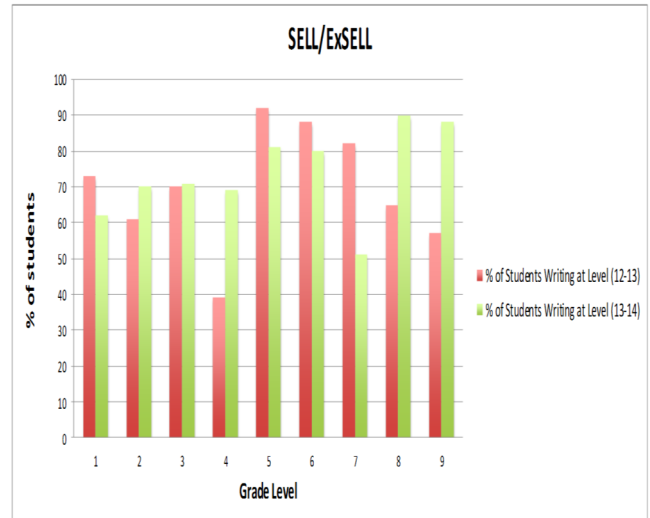
The *Tell Them From Me* survey report provides highlights based on data from 117 students from Grades 4-6 that participated in the survey in March of 2014. Results were very strong as seen in the following summaries:



Results from BCS Tell Them From Me Student Survey 2013-2014



Below is a graph of the SELL/ExSELL data comparing 2012-2013 with 2013-2014. This represents individual student profiles that can be used to measure progress within a year and from grade level to grade level. It includes examples of the student's writing and reading levels.



Results from SSRSB SELL/ExSELL in 2012-2013 and 2013-2014

## Room for Improvement

Change is often slow. The theory of formative assessment and its implications for the classroom is well understood. However, in practical terms, the implementation of this theory continues to be a challenge. The barriers of finding a number or letter grade at the end of term, fondness to the way things have always been done, and being uncomfortable with trying new things are all things we struggle with as educators. Nevertheless we know that our students of the 21<sup>st</sup> century will require different and new skill sets. We will continue to help our students be critical thinkers, and we will promote life long learning.



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