

Annual Report to the Community

September 2015 – June 2016

Bayview Community School



A note from the Principal

The school year 2015 -2016 was another great one at Bayview Community School. We continued to make progress with writing and assessment. As a staff we feel it is time to begin a new plan of school improvement. We are excited to begin our work with social emotional needs of our students. Research is showing that the academic result is closely linked to the emotional and social well being of our students. We have not yet formalized the wording of the goal or the plan but we know that we want our students to become more resilient. It will be a community effort requiring the full support of our parents and guardians. With this in mind, Bayview will be joining the other schools in the board in offering the PATHS program for our Grades P-2 students starting September 2016. This program is a comprehensive approach promoting the emotional and social competencies and reducing aggression and behavior problems. We look forward to working together to meet the needs of all our students.

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.

Assessments	School Results	Board Results
Grade 3 Reading (Provincial Assessment)	77%	64%
Grade 3 Writing (Provincial Assessment)	68%	60%
Grade 6 Reading (Provincial Assessment)	55%	63%
Grade 6 Writing (Provincial Assessment)	57%	60%
Grade 8 Reading (Provincial Assessment)	80%	68%
Board's SELL/EXSELL Reading Assessment (All grades combined)	79%	74%
Board's SELL/EXSELL Writing Assessment (All grades combined)	70%	71%
Grade 4 Mathematics (Provincial Assessment)	90%	75%
Grade 6 Mathematics (Provincial Assessment)	79%	63%
Grade 8 Mathematics (Provincial Assessment)	58%	46%
Tell Them From Me Survey Grade 4 to 6 (2015-2016)	School Results	Canadian Norm
Positive Sense of Belonging	87%	86%
Sense of Safety	74%	68%
Interested and Motivated	90%	71%
Effort (Tries hard to succeed)	97%	91%

Continuous School Improvement and Professional Learning

Throughout the year, the administration and teachers at BCS have been committed to the improvement of student learning, achievement and engagement. This shared commitment results in the implementation of strategies linked to the school's improvement plan and the work of collaborative learning teams during embedded time afternoons.

The following are examples of the type of work our learning teams are involved in accomplishing:

- Grades Primary to 3 teachers continue explore ways to improve writing in conventions (spelling, punctuation, capitals), and organization;
- Grades 4 to 6 teachers are also exploring ways to Improve student achievement in writing at their levels;
- The middle school level teachers have two areas of focus (i. writing and skill development and ii. the social emotional well-being of students in the junior high;
- The physical education teachers set a yearly plan for their department to include the new P-9 Phys. Ed. outcomes and assessments to focus on student's achievement and engagement.

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.

Teachers also directed their own professional learning during the 2015-2016 school year. BCS teachers attended

conferences that addressed many topics, working with students on the autism spectrum, working with survivors of trauma.

Our grades 4 to 6 teachers also 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.



School Goals

Goal 1: To improve student achievement on the SELL/ExSELL writing assessments at each grade level as measured in the spring assessment.

Strategies: Teachers will...

- Align their instruction with the components of SELL/ExSELL writing rubric throughout the year.
- Examine and analyze samples of student writing during embedded time to inform their instructional practice
- Provide guided instructional workshops to students to require additional support and opportunities to improve in their writing

Goal 2: Students will improve in their use of assessment for learning feedback to monitor their learning.

Strategies: Teachers will...

- Share learning goals with students before they begin work on a task.
- Work collaboratively to identify essential learning outcomes and develop on common assessment tasks.
- Develop the means to share teachers' successes and challenges.

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