A note from the Principal

What a successful year we have had at NGES! I wish to thank everyone involved for their dedication to improving student learning at NGES. Thank you to the students, staff, parents, community members as well as the continued support of our School Advisory Council and Home and School. Your commitment to excellence has made a real difference!

- In January 2015 we announced the opening of the SSRSB’s first Early Years Centre at New Germany Elementary School. Shortly after we hired two early years educators to teach the four year old program. In September 2015 NGES will see the first students arrive for the four year old program!

- This year’s grade six students performed well on the provincial assessments. In math on the M6 assessment the students were a percentage away from meeting the provincial score. In reading on the RW6 Literacy Assessment the grade 6 students exceeded the provincial results!

~ Carol Hughes (Principal)

Data and Results: Grade 3 & 6 students participated in the provincial literacy assessments at the end of September, 2014. Results from that assessment show significant levels of achievement for grade six students. Provincially, levels of achievement for grade 3 continue to be an area for further development. Our grade 3 results mirror that of the provincial results and continue to be an area of focus in our CSI plan as well as embedded time. These results highlight that our students have made significant improvements in reading, however, we need to continue with this area of focus.

Data from student surveys administered in the fall of 2014 and in May 2015 gave staff insights on when students felt anxiety. Statistics show that anxiety in children, in the general Canadian population, is on the rise. Staff members chose to explore anxiety in children as part of embedded time and supported students in practicing self-regulation strategies through activities and programs such as MindUp and PATHS. Students also had the benefit of small group/whole class yoga sessions and counselling.

Professional Learning: NGES was fortunate to be involved in embedded time on selected Wednesday afternoons. Teachers used this time to participate in collaborative learning teams that support best practices in instruction for student learning. They were able to identify specific student learning outcomes that support reading comprehension and resources during that time. They also worked with 6 key reading comprehension strategies. Following an action research model, they used their findings to respond instructionally to all learners. These efforts, along with the expertise of Stephen Jamieson (SSRSB Literacy Mentor) have us well on the right track.
Continuous School Improvement

This past year, New Germany Elementary School completed its second year of *Continuous School Improvement*. During this process we identified two very challenging but rewarding school improvement goals mentioned in the section below (school goals).

Through the collective support of our partners such as the SSRSB staff, the School Advisory Council, Home and School and the continued support of our families in the community we have become an improving school. Specific examples are:

- NGES teachers have created highly effective Collaborative Learning Teams (CLT) to support a culture of adult learning in our school.
- The School Advisory Council has supported our work to identify areas of priority and to communicate the importance of these decisions in our communities for staff development and student learning.
- NGES Home and School Association, with the help of staff and our communities has raised funds to replace the curtains in our gymnasium.

School Goals

Our two New Germany Elementary School goals identified for Continuous School Improvement are:

- By the end of 2015-16 the percentage of New Germany Elementary School students meeting or exceeding the reading expectations of the RW3 and RW6 provincial assessment will be at or above the SSRSB reported percentage

- By the end of 2016-17 the percentage of NGES students meeting or exceeding the number sense expectations of the M4 and M6 provincial assessment will be at or above the SSRSB reported percentage.