



Annual Report to the Community

September 2013 - June 2014

Park View Education Centre



A note from our Administration

Effective school improvement planning hinges on the engagement, participation and shared decision-making of a school community. Park View Education Centre has been involved in two previous cycles of school improvement (Accreditation). We are presently ending our first year of a new model called Continuous School Improvement (CSI). This flexible model of improvement allows schools to gather data and create school goals to directly impact learning in the classroom. As the largest school within the South Shore Regional School Board, we are challenged to bring our staff together on a regular basis for quality learning. We understand that we can produce meaningful results when we work as professionals in teams. These teams, called Professional Learning Communities, can better position our teachers to analyze student information and make instructional changes to meet our students' needs.



In April, we added a question to our Tell them From Survey (see graph below) asking teachers if "we should use existing collaborative learning teams (subject teams) to action our continuous school improvement goals." You will note that 69.4% (Agree/Strongly Agree) that existing teams could be our best structure. At the end of May, the SSRSB announced that embedded time (early release Wednesdays) will exist for all schools, including the PVEC feeder system. Park View will embrace these opportunities to enable teachers to collaborate and respond to student needs in the classroom. We look forward to growing and learning as a school community and communicating our learning to you on a regular basis.

Gord Walters, Principal

Heather Foote, Vice-Principal

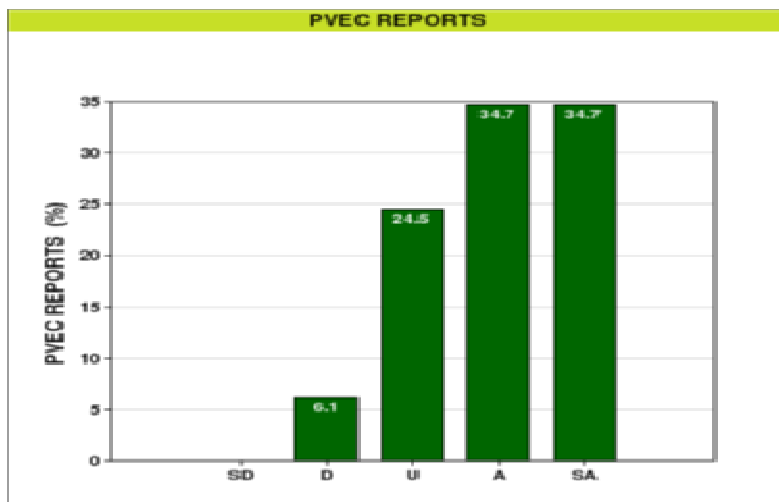
Diane Spencer, Vice-Principal

Data and Results – Tell Them From Me, April 2014

Park View Education Centre Teachers were asked:

"I think we should use existing collaborative learning teams (subject teams) to action our CSI goals."

(SD) Strongly Disagree (U) Undecided (SA) Strongly Agree
 (D) Disagree (A) Agree



Professional Learning

There is overwhelming evidence that student learning and student engagement increase when teachers have opportunities to work together in Professional Learning Communities (PLCs). A recent evaluation of the active learning teams from SSRSB schools indicates that in PLCs, teachers are engaged in valuable learning and are adjusting their teaching practices to improve student engagement and achievement based on school data.

In 2014-2015, Park View Education Centre, along with our feeder schools, will join all other schools in SSRSB by implementing Professional Learning Communities during embedded time (early release Wednesdays). Earlier this year, PVEC teachers indicated that PLCs would allow time for teachers to collaborate on teaching strategies within course/subject areas, promote curriculum alignment & updating, enhance assessment practices, and provide more opportunities for teachers to develop co-curricular and cross-curricular lesson plans. Park View teachers welcome this opportunity.

Continuous School Improvement

Park View Education Centre is committed to supporting the learning needs of all students: their ongoing achievement and their success. At Park View, we continuously work toward developing new and improved ways to meet our students' needs and we document this work as part of our Continuous School Improvement (CSI) plan. CSI helps schools identify strengths and celebrate successes, identify needs and establish priorities for the future. The South Shore Regional School Board's approach to CSI is to have schools identify goals based on school data. Once goals are established, strategies and action steps are put in place to help move school goals forward. CSI is a continuous process:



Toward the end of the school year, school staff has an opportunity to reflect on the school's progress toward these goals with respect to new data collected. During this time or shortly after, revised goals, and/or new goals are identified and the cycle begins again.

We are hopeful that our new Professional Learning Communities will provide teachers with multiple opportunities to reflect on practice and work together on Continuous School Improvement strategies in an effort to move our school goals forward in response to the school data we have collected.

School Goals

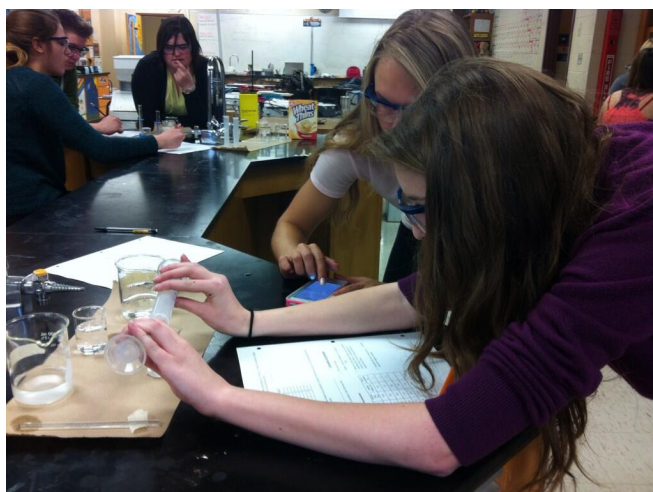
We worked on two goals this year at Park View:

1. This year (2013-2014), we will increase the use of technology tools in ways that positively affect student engagement.
2. This year (2013-2014), we will enhance safe and caring measures at Park View Education Centre.

For each goal, we included two strategies with multiple action steps designed to help staff work toward reaching the goal both individually and within their respective departments.

For Goal #1, our technology goal, we chose the following two strategies: a) to improve the use of existing technology to enhance student learning and b) to increase the use of new technology to enhance student learning. Examples of action steps indicated to improve the use of existing technology included: increasing teacher-proficiency of SMART Boards, improving access to and use of various software in multiple departments, as well as continuing to use technology for research. Examples of action steps indicated to increase the use of new technology included: increasing the use of technology tools to support students with learning disabilities, teachers accessing professional development in using iPads to enhance classroom practice, and further integration of science-specific probe software.

For Goal #2, our safety goal, we chose the following two strategies: a) we will improve safety at Park View Education Centre, and b) we will enhance our environment of care at Park View Education centre. Examples of action steps designed to improve safety at PVEC included: increased active supervision by administration, more teacher presence in the hallways during transition times and breaks, and a continued focus on safety in many courses. Examples of action steps meant to enhance our environment of care included: increased accessibility of administration and counsellors, teachers continuing to build strong connections with students, and continued awareness of individual student needs through regular communication with our School-Based Team.



Park View Education Centre

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