2021-22
Annual School Development Report

<u>**Our Vision Statement**</u>
"Every person is a promise – we will be a community of learners and leaders, fostering respect and tolerance, united in our goal of enrichment through knowledge, understanding and experience."

<u>**Our Mission Statement**</u>
"King Academy students and teachers will grow together as an independent learning community that fosters critical and creative thinking, motivation to succeed and healthy lifestyle.

Preamble Section

- Upon return to school in September 2021, we revisited our strategic issues from the previous year and updated our actions to the year end.
- During our PD we did not intend to visit any new strategies, rather our intent was to look at the school on a global scale to see where we could improve upon our assessment practices and engage in conversations on meaningful learning and on engaging students to be global learners.
- Conversations included discussions on why we assess, how we assess and how it looks for each teacher/student.
- We took a close look at the 7 determinants and the conversations began in a very positive direction.
- As indicated, we did not intend to develop a strategy for our school at this point but it emerged on its own!!

Work completed with the new model (2020-2021)
- Reflective activity that everyone could do independently called "I Notice….I Wonder." This provided all stakeholders an opportunity to reflect and share ideas about the school and its environment.
- In smaller groups of two, each determinant was visited and presented to the larger group in terms of how it was reflected in our school. Was there a strategic issue that was of concern for the group's determinant?
- If there was an identified strategic issue, was there any other supporting data that we could review.
- From there, we identified two determinants and two associated strategic issues.
- The identified determinants included "Wellness and Positive Relationships" and "Collective Efficacy"
- The identified strategic issues were:
  o Students do not model an environment of mutual respect on a daily basis.
  o There is a lack of student accountability to attend school on a regular basis.
- Within the strategic issues, we brainstormed ideas as a cohort and implemented actions that we felt were beneficial.

Strategic Issue 1: With teachers being focused on assessment and course completion, students are not being provided with Deep Learning opportunities incorporating the 6 C's.

Observation:

Last year in particular, Covid restrictions placed time constraints on the curriculum. There was a constant rush to focus on the completion of the courses as opposed to creating novel learning opportunities such as student based hands-on projects. For teachers, there is always the fear of not completing the curriculum outcomes for the year as some information is required for transition from one grade to the next. This is especially in the case with Math.

When teachers feel the pressure to complete the entirety of the curriculum by a particular date, they have indicated that they do not have time to implement deep learning.

We have also noticed that some courses lend themselves to diversification in assessment and instruction more than others. The freedom to branch out and make courses project based is easier in some courses.

The concept of SBL has not been reflective on our staff and quite honestly a relatively new way of thinking for everyone. Therefore, letting go of the traditional way of teaching and assessing is simply a challenge.

How did you know this was a Strategic Issue/Objective? What evidence did you have?
Feedback from the written responses in the School Development reports.
Open conversations with staff members during PD

Actions to date:
- Discussions on the 7 determinants and where we see ourselves as a school. Where do we start?
- Instructional Practice was the one determinant that everyone agreed upon as to where we start to improve student engagement and learning for all.
- Let's implement SBL on a small scale starting with a few courses.
- Deep Learning starts with letting go of the traditional way of doing things in the classroom.
- Consider student ownership of curriculum and new ways of assessing.

Year end Summary of Progress. What evidence do you have to support this progress?

Selected Determinant: Instructional Practice

This was the one area where all staff felt there was a needed focus in order to improve student engagement and learning for all. Teachers became more aware of their responsibility to foster learning opportunities that were more inclusive. Some of these were evident throughout the year;

Evidence supporting the progress:
- Jr. High Science (Hatching eggs)
- Sr. High Hands on Frog dissections/Sheep Hearts/Brains
- Jr. High Math League
- Character building programs - Jr high
- After school art program
- Boat rebuilding and launching in conjunction with our feeder school and a school in Boston
- SSNL - Jr. Varsity provincial (first time)
- Coding/maker projects
- Minecraft open world group build
- Video productions in classes
- Hands on projects - Tech/Religion/SS courses
- NL Studies - Cookbooks/Calendars/No Stone Left Alone
- Outside representation
- Schoolwide bingos
- Student led spirit days
- Speak out participation
- Community connections - town clean - up
- CYN - Career Class involvement (resumes/interviews)
- Lions Club "Peace Poster" contest
- "Community Matters" CYN essay contest
- Entrepreneurship contest (New businesses)
- More representation of the school activities through social media

- Live feed for all special events at school
- More recognition of student successes
- Cooking activities with the nutrition
- year end celebration activities
- Pi Day - Discovering the infinite digits through the creation of continuous links in a chain

Deep Learning that starts with letting go of the traditional way of doing things in the classroom.
- We are starting to shift our focus on how we assess by moving away from formal testing to a more holistic approach where students are able to engage in learning opportunities that are more meaningful and applicable to them.
- Students are sometimes provided with choices of assessment or options in how they learn. There are options provided to meet the diverse needs of students when applicable.
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- Deep Learning Examples:
    - This fall the grade 12 class has taken a role in a Provincial project entitled "No Stone Left Alone" to recognize veterans in our community. This is a venture that is done in conjunction with the community/province. Deep learning at its best!
    - Students completed a NL cookbook and published over 400 copies to sell to the community.
    - Rebuilding of the HK Pride Mini boat and launching in conjunction with DFO, our feeder school and an school
    - Math league has been ongoing for any junior high student who wishes to participate.
    - video productions
    - Math - learning was assessed through minecraft activities
    - Integration of book creator in English/Social Studies
    - French - Integration of Planet French (online resource) and Scholastic Magazines (varying levels)
    - Purchase of Quizizz subscription for the entire staff (utilized by all!!)
    - Self guided learning (students independently learn new skills and demonstrate their understanding)
    - Biology - Students independently create portfolios related to diseases of the body
    - Design fabrication - community connection with projects related to "Come Home Year"

SBL - **Standard Based Learning**

- We did discuss Standard Based Learning options however, we did not fully engage in this strategy this year. Our intention was to evaluate how the process was unfolding in other schools and evaluate whether or not we would implement it in some Junior high courses. This strategy will be considered for the fall of 2022.

Consider student ownership of curriculum and new ways of assessing.
- options have been provided throughout the year for varied assessment opportunities
- this is the first year that we will not be giving midterms or finals in any grade level
- second chance opportunities may be provided for students who wish to improve grades
- all staff members are utilizing the google classrooms for every subject. Communication lines are open and work is constantly being posted
- Input from students is being considered in how the curriculum gets covered. Ex: Project based vs assessment/notes
- Providing students with options of how they want to be assessed (format of the assessment)
- Students have a voice in "when" they will be assessed

Next Steps:
- Shift our focus on how we assess by moving away from formal testing to a more holistic approach where students are able to engage in learning opportunities that are more meaningful and applicable to them.
- Consider implementing Standard Based Learning (SBL) for a few courses only to start. Ex: Art, Music, Social Studies, French
- Look at how other schools are implementing SBL in Science and Math courses.