# 2021-22
Annual School Development Report

Brian Peckford Primary
Triton, NL

Brian Peckford Primary Mission Statement

Brian Peckford Primary is committed to fostering a desire for life-long learning, environmental awareness, basic skills and positive moral values. This will be accomplished by providing for individual needs through a team effort, within a nurturing environment, using current teaching methods and various resources.
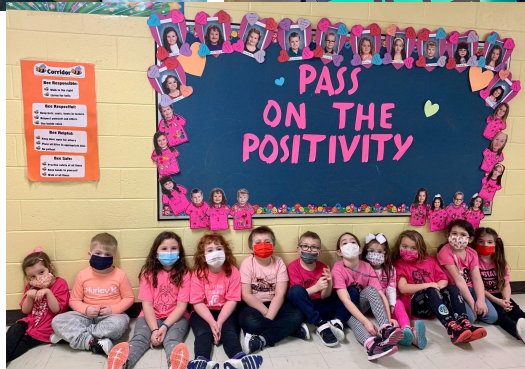
Strategic Issue: A heightened focus on evidence-based instructional and assessment practices to further deepen the learning for our students.

Evidence used to identify strategic issue:

The staff identified the need to delve deeper into Deep Learning practices in order to enhance student achievement during PLC sessions. One way to continue to establish an effective PLC was for us to focus on results to develop Responsive Teaching and Learning Plans in response to identified learning needs in literacy, numeracy and socio-emotional learning. Also the staff felt that enhancing their collaboration through expanded data collection and analysis and establishment of PLC structures would aid in the enhancement of student achievement.

Performance Measurement Framework Data:

Results from the Birds Eye View (BEV) indicate that reading and writing should be the focus area for the school. The BEV indicates that 81 percent of our students have received a score of 3 or greater on the report card. Additionally, 78 percent of students received a score of 3 or higher in the area of writing. The kindergarten class has no students scoring below 2. The Grade 1 class has 22 percent of students (2 students) scoring 2 in the area of writing only. The Grade 2 class has 67 percent of students (2 students) scoring 2 in the areas of reading and writing. The Grade 3 class has 22% of students scoring 2 (2 students) in the area of writing and 11 percent (1 student) scoring 2 in the area of reading. Students performed well in the areas of listening and speaking as a whole school. In the area of numeracy we have no areas of focus on the BEV. In our school 91 percent of students are scoring 3 or above in all areas of numeracy.

RTL Data:

This has been the second year for staff using the RTL model. As a whole we have collaborated as a staff to develop RTL forms for our students that were identified as being in need of intervention. We prioritized the use of the forms to guide instruction. As well, as a staff we identified that collaboration among all interested parties (staff, parents, specialists, students) is essential to maximizing student achievement. We have seen wonderful growth in the areas of literacy, numeracy and in particular socio-emotional learning while using this model. With a focus on improving socio-emotional learning we have seen academic improvement across all areas. Our staff has consistently met during scheduled RTL meetings and reviewed RTL forms with administration and the student support services team. This has made the RTL process much more beneficial to our students. Through using Responsive Teaching and Learning we have seen an increased focus on Universal Design for Learning and collaboration among team members. Our staff is now focused on student successes and scaffolding learning to meet students where they are.

SD Surveys:

The results of our School Development Student survey indicate that our students feel on par with the province in the areas of School Engagement, Rigorous Expectations, School Climate, School Belonging and School Safety. Of our students 62.5 percent felt they were excited to take part in class. Although these results are on par with the provincial results, our staff feels they would like to focus their attention in the area of student engagement in an effort to deepen the learning for all of our students.

School Conditions Rubric:

As a staff we indicated that we were accelerating learners in all areas of the Deep Learning 6 Cs. After term two the staff indicated that the area of collaboration would be an ongoing focus. Our staff members have been leveraging digital to connect with students, families and community members. There has been an increased focus on leveraging digital to enhance learning for our students as well. We have indicated the need to incorporate our families more in special events such as musicals, assemblies

and in person parent - teacher interviews. We are working to allow students to become expert learners and craft their own learning experiences while being guided by our teachers. In this way we are seeing students that are becoming independent and confident learners.

Learning Progressions:

The staff indicated that the area of communication would be the focus for development of our students going forward. The results of our RTL meetings have indicated that this is an area where students have been working towards developing self awareness and communicating their needs. We wish to focus on the development of oral language among our students and allow opportunities for them to have conversations with their classmates, teachers and families.

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

All Teachers on staff have met in PLCs with a focus on Deep Learning Competencies. Teachers have met consistently to review student RTL forms and have seen improvement in student engagement and learning based on the interventions that the team implemented. We have focused on students being self aware and advocating for themselves. We have recognized that our RTL forms have been very much focused on language development in the area of self advocacy. Our focus has been co-regulating with students to help them recognize when they need a break or accommodation to aid in their learning.

Teachers analyzed the school conditions rubric and indicated that we have developed from emerging to accelerating learners in each of the conditions. We have found many opportunities to engage in online learning such as: Little Green Thumbs, Agriculture in the Classroom, CBC Kids, Brilliant Labs, Autism Society, Salmonier Nature Park, Spring Meadow Farm, DFO, Fire Department, Botanical Gardens, Colgate, White Rooster Theater Company and many more. Students' engagement during these online learning opportunities were truly phenomenal. We have consistently posted positive posts on Facebook to encourage families to be informed of school events. We have encouraged parents to communicate through Facebook, Remind, telephone and Google Classroom so they can maintain positive relations with staff.

We have worked on collaborative cultures this year as a whole school. We have seen a difference in student led initiatives and

how this has impacted growth in literacy, numeracy and socio-emotional learning. Students have become more independent and confident in their abilities. The staff indicated that a focus on collaboration was needed and have seen significant increases in this area over the past year. Our focus has now shifted to encouraging communication among students, families and communities.

All teachers engaged in Deep Learning PL opportunities together. Our Lead Teachers have participated in a cohort book study on the book *Unlearning* and have focused on changing our beliefs and classroom practices to focus on RTL. We have seen an increase in the willingness of teachers to implement UDL practices. Through our small changes in our implementation of UDL we are seeing students become more engaged and demonstrating intrinsic motivation. In our classes we are finding that creating play based literacy and numeracy activities have resulted in students choosing the activities that work best for their learning. Students are consistently engaged in learning activities and as a result we have seen a huge increase in student motivation. Our increased focus on wellness, positive interaction and self regulation has resulted in an increased desire for learning. In our classrooms we have each created a calming space where students can go when they are feeling they need time to regulate with their teachers or on their own. This has resulted in students who are feeling excited to come to school, ready to learn and are confident to talk about their feelings. Our students are choosing calming activities that are best for them in their individual situation.

Our teachers visited and engaged with the NPDL website and engaged in Deep Learning PL offered outside of school requirements. Teachers feel that being given autonomy in the way they approach the curriculum outcomes has had a positive impact on their classroom practices and student engagement. They found collaborating with educators from around the world and experiences of working through a pandemic has evolved teaching practices to focus on the importance of socioemotional learning.

All team members have a better understanding of the students' needs while using the RTL approach. While implementing deep learning practices we have seen an overall improvement in student engagement, independence, confidence, productive collaboration and socio-emotional well-being. Our student's individual needs continue to be met through targeted and intensive interventions and because of this we are seeing the learning of students deepen in immeasurable ways.

Next Steps…

To continue to delve into deep learning with an emphasis on social emotional wellness. Our big rock is promoting student wellness and engagement for all. We hope to further engage parents and community partners in learning opportunities at our school. We will involve parents in creating an outdoor classroom space at our school and we will continue our healthy eating initiatives by establishing a breakfast committee, implementing a weekly salad bar with the support of the Central Wellness Coalition and growing in house produce to give back to the local community.

Based on the data collected our students have indicated that they learn best when they are collaborative. Our teachers will engage in professional learning, interact with the NPDL (New Pedagogies for Deep Learning) Hub and further learn how to best develop the communication competency among students as well as with their educational stakeholders.

Our staff will carve out time to meet on a regular basis aside from scheduled staff meetings. Teachers will have two scheduled times during the 14 day cycle to collaborate with the Instructional Resource Teacher to develop their RTL forms. On these days classroom teachers will also meet with the principal to discuss any concerns during the RTL meetings. It is our hope that this model will further help teachers create an engaging Universal Design for Learning in their classroom.

We will create opportunities for students to get outside and participate in school initiated activities that allow them to collaborate and communicate with each other and their families. This will include creating Little Free Libraries to help develop literacy opportunities for the families in our communities and to help develop storytelling and connection to Newfoundland Culture. Additionally, our community members will be asked to adopt school garden beds to care for during the summer to further foster relationship building with the school.

We would also like to focus more on collaborating with school partners this year. We are collaborating as a staff to create opportunities for families to be more involved in the school community. We are excited to get back to in person activities, such as assemblies and school musicals that our communities have missed in the last few years. In addition, initiatives such as reading cafes, student led conferences, musical coffee houses and student led cooking demonstrations will help foster collaboration, communication and creativity among our students, staff and families.