**2021-22**

**Annual School Development Report**

**Helen Tulk Elementary**



**Vision Statement**

**Helen Tulk Elementary School is a welcoming and safe professional learning community which engages our larger community in optimizing the physical,**

**social, emotional and intellectual growth of all learners. We embrace diversity and**

**effective communication in an equitable, supportive and respectful environment.**

**Mission Statement**

**Helen Tulk Elementary School is a collaborative, respectful and caring school community which will improve and celebrate student achievement across the curriculum through a focus on diverse learners, while embracing student learning through the effective integration of technology across the curriculum.**

| Strategic Issue:  Collective efficacy  Goal: – To create an environment where all students are engaged and learning. |
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| How did you know this was a Strategic Issue? What evidence did you have?  Evidence used to identify strategic issue:  PMF Outcome: “Students experience a safe, caring and inclusive environment”   * Indicator: 2.2 56.4% of teachers report a positive school climate.   PMF Outcome: “The Education system is responsive to students’ strengths and needs”   * Indicator 3.1: 51% of students are engaged. * Indicator 3.3: 65.8% of teachers are confident in their teaching. 8% lower than similar schools and the province, 4% lower than the previous year.   Meeting minutes:   * “Everytime I do some kind of PL, I come out feeling like I don’t know anything and I’m a bad teacher.” * Pressure of provincial assessments, pressure to cover all curriculum outcomes * Feel like they cannot do enough for students; students’ needs are not met   School Development Instructional Staff Survey - What can we improve on?   * “Provide more support to students, particularly with regard to those who need extra help with self-care and self-regulation, and more training for teachers on how to facilitate social emotional learning.” |
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| Year-end Summary of Progress. What evidence do you have to support this progress?  Since this evidence was collected, teaching staff have really embraced collaborative practices with RTL Protocol, and have witnessed notable improvement in student learning. An increase of chromebook use and “Read and Write” has also allowed an increase in engagement for students. This in turn has helped to make teachers and TLAs collectively feel more confident in their work. With the elimination of provincial assessments (to the extent they were previously) teachers feel less stress about student results of learning. Formative assessment (in many formats) is embraced and promoted, which provides teachers with a more complete picture of how students are progressing. This has encouraged teachers to better view their own success as educators and students feel more excited to learn without the pressure to perform for tests. They are more likely to take risks and try alternate/new ways of doing/thinking about various topics. The RTL Protocol has allowed teaching staff to support students with accommodations more freely, thus encouraging them to also feel less stress and worry about what they can’t as opposed to can achieve as learners. This year’s School Development Surveys should really demonstrate this growth and engagement. |
| Next Steps…  We will continue to build on the momentum started with the RTL Protocol (professional and student collaborative practices such as reviewing work samples, troubleshooting, etc.), which should, in turn, promote further confidence in professional practices and student engagement. |

| Strategic Issue:  Instructional Practice  Goal: – To create an environment where all students are engaged and learning. |
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| How did you know this was a Strategic Issue? What evidence did you have?  Evidence used to identify strategic issue:  PMF Outcome: “Students experience a safe, caring and inclusive environment”   * Indicator: 2.2 56.4% of teachers who report a positive school climate.   PMF Outcome: “The Education system is responsive to students’ strengths and needs”   * Indicator 3.1: 51% of students who are engaged. * Indicator 3.3: 65.8% of teachers are confident in their teaching. 8% lower than similar schools and the province, 4% lower than the previous year * Indicator 3.4: 73% of families who feel their school meets their child’s developmental needs.   Meeting Minutes:   * ‘Everytime I do some kind of PL, I come out feeling like I don’t know anything and I’m a bad teacher” * Pressure of provincial assessments, pressure to cover all curriculum outcomes * Feel like they cannot do enough for students * Kids who are struggling don’t get enough support, high achievers are not being challenged, how do we address that?   School Development Family Survey   * What are things the school could do to improve?   + “Work with certain intellectually advanced students.”   + “mentally stimulate and challenge students based on their strong parts.”   + “The school work given to the kids should be a little more challenging.”   School Development Grade 5-6 Survey   * What are things the school could do to improve?   + “...letting us use a computer or an Ipad to do our work if we have trouble with writing.”   + “More creative activities to let students have a creative outlet…”   School Development Instructional Staff Survey - What can we improve on?   * “Provide more supports to students, particularly with regard to those who need extra help with self-care and self-regulation, and more training for teachers on how to facilitate social emotional learning” |
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| Year-end Summary of Progress. What evidence do you have to support this progress?  Instructional practice has been a successful, yet ongoing growth component of this process. By focusing on the RTL Protocol and adopting new reading support practices, teachers have learned so much about teaching reading. This has proven to be a game changer in the improvement of struggling early readers’ improvement and growth in understanding how to read and decode, as well as bringing upper elementary students closer towards grade level reading and comprehension skills. This has been very exciting and professionally satisfying for all staff involved with their learning.  Deep learning has also presented many opportunities for teaching staff to learn new ways to improve instructional practice, and how to use new devices while promoting student learning and engagement. The Teacher Librarian was very helpful in this aspect of improving instructional practice.  PL sharing and a presentation with an international educational institute in Hong Kong (BOAZ Educational Institute), whose focus is on supporting children with learning disorders was a very positive experience for our Reading Specialist, IRTs as they shared their teaching practices with each other and found great professional satisfaction from doing so. |
| Next Steps…  We will continue to grow this new reading initiative. Teachers involved are already discussing with me about their next steps in professional growth to improve their instructional practice, which is very encouraging! As teaching staff discuss and promote new learnings they have experienced and read, the momentum will ideally continue to build. This needs to be nurtured and celebrated as a staff.  More encouragement and expectations of teachers to better utilize the Teacher Librarian’s expertise will also be promoted, as this will be instrumental in deep learning for students and their engagement in learning.  With the lessened impact of COVID-19, we can now refocus on the 6 Cs through the renewed promotion of these global competencies, and to encourage their implementation throughout all subject areas (cross curricular if possible). Planning times will be made to allow for this, as well as further PL in this area. We also want to advance the importance of UDL in our school. We will also be presenting PL on this and allowing time for teachers to integrate this in their instructional practice. PIES (Personal Interests to Engage Students) will be a weekly learning journey for students to have the opportunity to engage in a selected activity for a period of 6-8 weeks. These activities will be hosted by teachers, TLAs and community volunteers that will focus on the 6 Cs in some intentional way and therefore foster the language of collaboration, citizenship, creativity etc. |