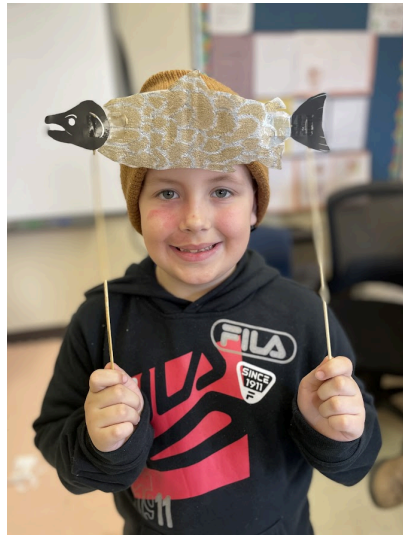


Annual School Development Report Brian Peckford Primary 2023-24



Brian Peckford Primary Mission Statement

Brian Peckford Primary is committed to fostering a desire for life-long learning and supporting the social emotional health of all its members.



Strategic Issue: A heightened focus on evidence-based instructional practices to further deepen the learning for our students and promote positive well being for all.

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 student Character through expanded data collection and analysis and establishment of PLC structures would aid in the enhancement of student achievement. Staff agreed that a focus on social emotional well being is needed for students, families and staff members.

Performance Measurement Framework Data:

Results of our PMF data continue to be very positive. We score well above the province in areas such as positive school climate, school safety and school behavior. Both students and their families viewed Brian Peckford Primary to be a very welcoming, positive and safe place to be. They also indicated that students are held to a high standard of learning and students indicated that their teachers' expectations of them are great. Student engagement, although higher than the provincial average, was low for our school and is an area we would like to focus in the future. Although staff scores cannot be seen on our PMF date due to a low staff number, our staff is routinely asked for ways that they would like to improve our school, what works well and what they would like to see change. The collective efficacy of our staff is evidence enough of their happy work conditions.

RTL Data:

This has been the fourth 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 preps 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 RTL 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.

As a result of our TLT meetings our staff has decided to implement a Soft Start to our school day each morning. During this Soft Start we eat breakfast, play board games, listen to calming music and engage in relationship building conversations with our students. It has been noted that these Soft Starts have helped our students be more engaged in their learning during the remainder of their school day.

In addition it was noted during TLT meetings that we have a significant number of students who present with attention issues in class. To help with this we have implemented a mandatory gym class break and outside break for each class every day. Our Healthy Schools Ambassador, Patricia Paddock, has also shared many movement activities that our teachers have been incorporating into their classes frequently throughout the day. We have been ambassadors for connecting our students to nature this year through bringing nature into the school (Little Green Thumbs Garden, Incubating Chicks, Aquaponics, Hydroponics) and bringing our students out (utilizing the already developed walking trail across from the school).

In an effort to make school accessible for all, students have access to fidget tools and flexible seating, technology such as Google Read and Write, iPads, pencil grips, noise canceling headphones and music players, calm down corners in all classrooms, healthy food during the whole day thanks to funding from the Central Wellness Coalition and teachers trained in using co-regulation strategies.

School Development Surveys:

Results from our School Development Surveys suggest that our school is above the provincial average in the areas of family support, family engagement and there are almost no barriers to engagement for our families. It is our intention to further engage families in their children's growth and development in the upcoming year. Staff data for our school is unfortunately not represented due to our low numbers.

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 character would be an ongoing focus. We are dedicated to nurturing strong character development among students as a foundation for their academic success and personal growth. We integrate core values such as respect, responsibility, kindness, honesty, and perseverance into our curriculum across all subjects. Teachers model positive behaviors, and students engage in community service to apply their learning in real-life contexts. We use positive reinforcement, involve parents, teach conflict resolution and emotional intelligence skills, and continuously evaluate and improve our character development initiatives. Our goal is to prepare students to be ethical, empathetic, and responsible individuals who contribute positively to society.

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

This year at Brian Peckford Primary has been marked by a dedicated focus on student engagement and well-being, extending our commitment to fostering a supportive environment for both students and staff alike.

Throughout the year, we prioritized student engagement by offering diverse and enriching learning experiences. Our curriculum

was designed to be interactive and hands-on, encouraging curiosity and active participation in every classroom.

We placed a strong emphasis on nurturing the well-being of all members of our school community. Recognizing the importance of mental health, we implemented mindfulness sessions, stress-relief activities and promoted healthy habits among students. Additionally our school prioritized teacher wellness, recognizing its crucial role in fostering a positive educational environment. Our efforts focused on mental, emotional and physical well-being to reduce stress, prevent burnout and promote community and professional growth.

We strengthened our ties with the community and actively involved parents in the educational journey of their children. This year's family events were a huge success, bringing joy, building connections and fostering a stronger sense of community. We look forward to creating more fun memories together next year!

Next Steps...

As we reflect on the achievements of this year, we celebrate the growth and accomplishments of our students, the dedication of our staff and the positive impact of our community partnerships. Looking ahead, we remain committed to further enhancing student and staff engagement and well-being. We are continuously striving to create an inclusive and supportive learning environment where every child can thrive academically, socially and emotionally. Next year we strive to incorporate more cultural celebrations, encourage more parents to volunteer and collaborate with local organizations to provide even more resources and opportunities for our students.

As we conclude this academic year, we are excited to share our vision for the future: enhancing our outdoor learning environment. We believe that outdoor education offers unique opportunities for hands-on learning, physical activity and a deeper connection to nature. We plan to collaborate with local carpenters to design versatile outdoor classrooms that can be used in various weather conditions and are already seeking funding opportunities and grants to support the construction and maintenance of these spaces. We will also continue to utilize our school gardens and nature trails where students can explore. We will encourage parents and community members to participate in creating and maintaining outdoor learning spaces and ensure that outdoor spaces are accessible to all students, including those with limited mobility.

This year, although a challenging one, has been a testament to our primary school's unwavering commitment to fostering student

engagement and well-being. We are proud of our achievements and excited about the opportunities that lie ahead as we continue to nurture a community where every student and staff member can flourish.