



Brian Peckford Primary Newfoundland and Labrador English School District Annual School Report 2016 – 2017



Brian Peckford Primary
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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.



A Message From
TONY STACK
CEO / DIRECTOR OF EDUCATION (Interim)

The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tony Stack', written over a light blue scribbled background.

Tony Stack
CEO/Director of Education (Interim)





Brian Peckford Primary

P.O. Box 39, Triton, NF A0J 1V0

Principal's Report

It gives me great pleasure to present the School Development Report as the Principal of Brian Peckford Primary. Our annual school report is once again a reflection of the many wonderful things that happen within our school community. I am looking forward to a productive school year with a focus on continuing to raise student achievement. Our Provincial Assessment results for the 2016-17 school year were on par with or above the district and province in most areas. I am pleased with our internal and external results over the past few years. As part of the Newfoundland and Labrador English School District, Brian Peckford Primary aims to provide students with the best education possible using the resources that we have available. During the 2016-17 school year, we developed our School Development Plan and formulated our two goals: 1) To enhance student learning within an inclusive school community. 2) To maintain a school culture that fosters a safe, healthy, caring and collaborative school environment. I believe that we work as a school community, to achieve the above goals with much success.

The staff of Brian Peckford Primary is committed to the task of helping our students to become citizens equipped with the skills to thrive in today's society. We value the efforts of the parents associated with this school. Their assistance and that of all the stakeholders is very much appreciated. All stakeholders, including students, parents, staff, and community members have a tremendous amount of support and pride in our school. As we work together, we will continue to make Brian Peckford Primary a school that students love to attend and parents/community members are proud to visit.

Angela Paddock,
Principal

SCHOOL COUNCIL'S MESSAGE

I take pride in being chairperson of Brian Peckford Primary School Council. It is no surprise to see the continuous improvements in student achievement and the positive atmosphere throughout the school. I commend the staff on their dedication of time and responsibility to our students and their education. I see the constant progress made towards achieving the goals outlined in the Professional Development Plan. I would also like to thank our many volunteers who contribute to our school in so many ways.

Julia Fudge,
Chairperson

OVERVIEW OF THE SCHOOL

School Community

Brian Peckford Primary is a K-3 school located in the small rural community of Triton. We became a K-3 school in 2005 as a part of a restructuring plan to combine all schools in our area in a K-12 setting at Dorset Collegiate.

Presently, there are 43 students attending Brian Peckford Primary who come from the communities of Brighton and Triton. The school has a staff of 5 school based teachers and 2 support staff.

Enrolment Over Time

Enrolment Figures (Projected)	
Year	Enrolment
2017-2018	40
2018-2019	32
2019-2020	31
2020-2021	30
2021-2022	34

Current Enrollment

Current Enrollment

Grade	Enrolment
Kindergarten	10
Grade One	8
Grade Two	13
Grade Three	9
Total	40

Programs Provided

We offer instruction in our school in the
Language Arts

- ✓ Mathematics
- ✓ Science
- ✓ Social Studies
- ✓ Health
- ✓ Religion
- ✓ Art
- ✓ Music
- ✓ Physical Education
- ✓ Library Skills
- ✓ Technology Education
- ✓ Student Support Programs
- ✓ Quality Daily Physical Activity (QDPA)

Staff Information

- ❖ Mrs. Angela Paddock / Principal / Instructional Resource Teacher
- ❖ Mrs. Janice Winsor / Kindergarten / Technology Support
- ❖ Mrs. Donna Mitchell-Parsons / Grade 1
- ❖ Ms. Patricia Paddock / Grade 2
- ❖ Mrs. Laura Oickle / Grade 3 / Music
- ❖ Mrs. Tonya Legge / Guidance Counselor
- ❖ Mrs. Judy Croucher / Secretary
- ❖ Mrs. Terry-Lee Roberts / Student Assistant
- ❖ Mrs. Melissa Williams / Custodian
- ❖ Mr. Oliver Henstridge / Bus Driver

School Council

Our School Council meets regularly throughout the year to discuss events pertaining to our school. The chairperson, Julia Fudge, was elected in October, 2015. This group consists of the principal, teacher representative, parents and community representatives. School Council plays an active role in school life at Brian Peckford Primary.

School Council Membership

Angela Paddock – Principal
Donna Mitchell-Parsons – Teacher Representative
Julia Fudge – Chairperson/Parent Representative
Lorna Roberts –Community Representative
Cirett Budgell– Parent Representative
Lori Roberts- Parent Representative
Laura Hutchings- Parent Representative

Safe School Program

Once again this year our school participated in the Safe School Discipline Program. This program is designed to award students for good behaviour and provide time of reflection in the event of misbehaviour. As a result of our efforts, our school is a safer place for students to learn. We have implemented the PBIS program in our school with tremendous success.

Sample Buzz



Brian Peckford Primary



You've Been Buzzed!
Thank you for "beeing"

Respectful Responsible Helpful Safe

Student's Name _____ Class _____

Teacher's Name _____

Sports / Health Program

Our teachers conducted regular Physical Education periods as prescribed by the Department of Education. We are also an 'Active' school and participate in the Quality Daily Physical Activity (QDPA) Program.

In our canteen we follow the School Food Guidelines from the Province and Newfoundland and Labrador English School District's Nutrition and Healthy Eating Policy. We are trying to ensure that "the healthy choice is the easy choice" for our students. All of the foods in our canteen are from the serve most or serve moderately category. We also implemented a healthy school breakfast program in October 2012 in partnership with Kids Eat Smart

Fundraisers

Throughout the year many of our parents and staff participate in fund raising initiatives. We are very thankful for all the dedication and hard work that goes into these fund raising events.

Fundraisers include:

- Walk To Breakfast
- Recycling Drives
- Catalogue Sales
- Gym Rental.

Volunteers

- At our school we have a number of volunteers who help tremendously.
- Triton Fire Department
- Town of Triton / Town of Brighton
- Church Groups
- Lunch Supervisors
- School Council
- Parents
- Lion's Club

Internal Assessment Data (synthesis of report card data to report trends)

English Language Arts

In Kindergarten there was a general increase in all Language strands, with the exception of the speaking strand where there was a slight decrease in scores. In grade one there was an increase of scores in all Language strands, with the exception of writing in Term 3.

In the grade two class there was a slight increase in the number of students that scored 3 or higher in the areas of listening and reading. In the areas of speaking and writing the scores remained consistent throughout the year for the grade two class. In grade three all students scored 3 or higher in the areas of speaking and listening. In the grade three class over 80% of students scored a 3 or higher in the area of reading and over 90% scored a 3 or higher in the area of writing. Although over 90% of students were writing at a level 3 or higher, only 22% reached level 4. Therefore an area of improvement would be writing in the grade three class.

Math

In all math strands students at Brian Peckford Primary in general have met or exceeded satisfactory expectations. In the area of pattern relations over 80% of students in each grade achieved a score of 3 or higher. The trends in all grades show an improvement in student performance in the area of Number Sense. In the area of shape and space Kindergarten through to grade 3 students show consistent results across all three terms, with 100% of students reaching a score of 3 or higher. In the area of Data Analysis greater than 75% of students in grades 2 and 3 reached a score of 3 or higher.

What do these results tell us?

Overall our students are performing at a satisfactory level or above. Our goal in both the areas of language arts and mathematics is to continue to provide support to students who are below satisfactory level and to also encourage students in the movement from a satisfactory to a proficient level.

In Summary our school development plan is focusing on enhancing student learning in an inclusive environment. In Language Arts and Mathematics, we will endeavor to maintain and improve our student levels of achievement for all learners. We will continue with good teaching practices and strategies.

PROVINCIAL ASSESSMENT DATA

Reading Records for Grades 1 and 2

Grade 1: Percentage of Students (in June) at or above the Provincial benchmark

Grade 1 Enrolment = 8

2013/14			2014/15			2015/16			2016/17		
School	Region	Province									
29.4	51.1	54.0	62.5	49.2	54.7	42.9	52.5	55.1	25	48	47

What do these results tell us:

- All students showed some improvement over the year.
- There are concerns about Reading Levels.
- Students need to transfer developed Phonemic Awareness skills to their reading practice.

Identify Actions for Change

- Kindergarten teacher will provide students with sight words for exposure at home and at school.
- Grade One Teacher will continue to incorporate sight word activities at home and at school.
- School is using Daily 5/Guided Reading, which allows for smaller group instruction.
- Grade 1 will use activities to concentrate on improving Phonemic Awareness skills.
- IRT support is allocated to the Grade 1 class to provide support.
- Based on these results Grade 2 Teacher will implement Intervention Strategies with Students who were reading below Grade 1 Benchmark.
- Reading A-Z online subscription service has been purchased to allow students extra reading practice both at school and at home.
- Monitor students who are at risk for needing accommodations

Grade 2: Percentage of Students (in June) at or above the Provincial benchmark

Grade 2 Enrolment = 14

2013/14			2014/15			2015/16			2016/17		
School	Region	Province									
87.5	53.8	54.6	57	58	55	78	57	55	64	59	59

What do these results tell us:

- 64% of grade 2 class is reading at level M or above.
- The 4 year trend for grade 2 results shows that we were consistently above the province.
- 5 students reading below grade level

Identify Actions for Change

- School is implementing Daily 5, which allows for smaller group instruction.
- IRT support is allocated to the Grade 3 class to provide support and alternate programs to students with diagnosed learning disabilities
- Reading A-Z online subscription service has been purchased to allow students extra reading practice both at school and at home.
- Student specific classroom accommodations.
- Pre-referral process will be started on any students who are struggling readers after mid-year Reading Record Assessment.

**Overview of Grade 3 CRT Results:
CRT data by strand for grade 3
Grade 3 English Language Arts**

Grade 3 English Language Arts

Grade 3 Enrolment = 13

	2012/13			2014/15			2016/17			
	School	Region	Province	School	Region	Province	School	Region	Province	
Multiple Choice										
Reading	72.7	71.4	72.7	88.1	82.4	83.6	Reading	83.1	86.6	87.1
Constructed Response: Percentage of students meeting/exceeding grade level expectations										
Demand Writing	84.6	63.8	64.4	50.0	70.4	73.6	Reading	87.5	92.6	92.1
Poetic/Fiction	84.6	62.1	65.2	76.9	71.6	71.0	Creative writing	75	77.9	78.2
Informational Non-Fiction	84.6	79.9	80.1	100.0	82.1	82.5	Persuasive Writing	100	75.6	75.1

What do these results tell us?

- Slightly below Region and Province in Multiple Choice reading
- Slightly below Region and Province in reading
- Slightly below Region and Province in Creative Writing
- Significantly above Region and Province in Persuasive Writing

School's Response/Strategies

- Daily 5 focusing on specific target areas
- Using Running Records to guide instruction
- IRT support
- Guided Reading/Writing Reading A-Z online subscription service has been purchased to allow students extra reading practice both at school and at home.

Brian Peckford Primary
1 Year School Development Plan 2016-2017

Goal 1: To enhance student learning within an inclusive school community.		
Objective 1.1: Collate and analyze assessment data (internal and external) to inform instruction for each learner	Objective 1.2: Continue to implement differentiated teaching and assessment strategies to address needs identified through the data analysis	Objective 1.3: Investigate and implement strategies and initiatives related to 21 st Century learning in an inclusive environment
Evaluation 1.1.1 Running records forms are coded and placed in individual students Language Portfolio. 1.1.2 NLESD Bird's Eye Report uploaded to Google Drive each reporting period. 1.1.3 Staff meeting minutes where the Bird's eye view at each report is reviewed. 1.1.4 Data day report including Analyzing Provincial Assessment results and grade 1 and 2 department observational surveys to track progress and identify areas of need.	Evaluation 1.2.1 Staff awareness of the school's professional library in the staffroom, discussed in staff meetings 1.2.2 Discussion of articles in the staff professional library from PD related to differentiated instruction and assessment. 1.2.3 LR time has been reduced and is now required for Library organization. 1.2.4 Individual Teachers asked to schedule LR usage 1.2.5 Common planning time has been made available for k/1 and 2/3.	Evaluation 1.3.1 Interactive Whiteboard usage 1.3.2 Use of iPads in classroom
Actions for Change External Provincial Assessments have been discontinued.	Actions for Change To maximize sharing each teacher will be asked to find and present 1 article, in staff meetings, about differentiated teaching strategies.	Actions for Change Objective accomplished

Goal 2: To maintain a school culture that fosters a safe, healthy, caring, and collaborative school environment

<p>Objective 2.1: Continue to practice PBIS and implement the new Safe and caring schools policy</p>	<p>Objective 2.2: Continue to promote communication and collaboration with all members of the school community</p>
<p>Evaluation</p> <p>2.1.1 PBIS Assembly conducted at beginning of school year and reinforced throughout</p> <p>2.1.2 PBIS assembly conducted every Day 14 for recognition and prizes</p> <p>2.1.3 PBIS reinforced by classroom teachers</p> <p>2.1.4 Implemented Digital Citizenship</p> <p>2.1.5 Review 360 used to track student behaviour</p>	<p>Evaluation</p> <p>2.2.1 Synervoice, memos and monthly calendars were effective as a communication tool.</p> <p>2.2.2 Parents are using School Website</p> <p>2.2.3 Our school Facebook page is a very popular communication tool.</p> <p>2.2.4 Regular school council meetings are conducted and School Council members promote and share school initiatives.</p> <p>2.2.5 Twitter Account has been created but due to the success of Facebook as a communication tool, it has not been used extensively.</p>
<p>Actions For Change 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5 Evaluation of above strategies and student behaviour indicates that our PBIS is having a positive effect on our school climate.</p>	<p>Actions For Change 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 Our Home-School Communication tools are working effectively.</p>

BRIAN PECKFORD PRIMARY

School Development Plan 2017 – 2018

Goal 1: Improve student achievement through enhanced learning across the curriculum in an inclusive environment.

Objectives	Objectives
<p>Objective 1.1: Collate and analyze internal assessment data to inform instruction for each learner.</p> <p>Strategies 1.1.1: Engage teachers in the process of analyzing and responding to achievement data 1.1.2: Develop SMART action plans in response to identified learning needs evident in the data.</p>	<p>Objective 1.2: Enhance assessment practices and instructional strategies across the curriculum for all teachers.</p> <p>Strategies: 1.2.1 - Increase use of Differentiated Instructional and Assessment practices 1.2.2 – Continue to implement Literacy Framework</p>

Goal 2: To promote an inclusionary school culture that fosters a safe, healthy and caring learning community.

Objectives	Objectives
<p>Objective 2.1: Maintain and increase school community member’s sense of belonging, being cared for, respected and valued.</p> <p>Strategies: 2.1.1 - Create understanding and increase respect for diversity among students (ex. bullying awareness, autism, etc.) 2.1.2 – Further implement PBS initiatives within the school</p>	<p>Objective 2.2: Enhance physical and mental health for all members of the school community.</p> <p>Strategies: 2.2.1 – Promote physical and mental health</p>