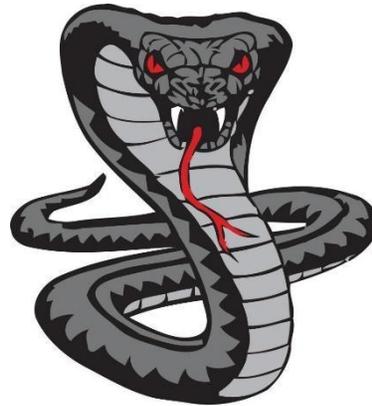


2020-21

Annual School Development Report

Cape John Collegiate

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Cape John Collegiate Vision Statement:

We envision Cape John Collegiate to be a school in which each student reaches his/her fullest potential in a positive manner. Students will develop the essential skills necessary for life-long learning. This will enable them to be contributing members of the global community.

Strategic Issue: Our pedagogical practices (instruction and assessment) need to further provide for deeper learning and engagement.

How did you know this was a Strategic Issue? What evidence did you have?

School Development Survey:

The School Development survey completed by the students of CJC indicated that only 48.4% of them valued school(found school interesting, useful and important). 44.6% noted that they deliberately use strategies to manage their own learning and 35% said that they believe they can be successful in achieving academic outcomes, while 40.1% said that they are able to persevere through setbacks to achieve long-term goals. 55.3% agreed that there was a strong social connection between teachers and students.

PMF Data:

According to the PMF data, 43.5% of the students at CJC reported a positive school climate while staff reported only 47.5%. 74.9% of students reported feeling safe and 85.3% of families reported that they thought the school was a safe place for their children. In saying that, only 38.3% of students indicated that they felt like they were valued members of their school community. 26.7% of students reported being engaged with their learning despite thinking that teachers had high expectations (71.7%) for them.

When we completed our School Conditions rubric, we found that we were limited/ somewhat emerging in all strands. As well, we were mostly limited when it came to our Learning Progressions.

School Conditions Rubric (Culture of Teachers as Learners?)

- Vision and Goals: Limited: There are no DL strategies, goals or implementation support in place to achieve DL. Some resources regarding processes and funding reflect a shift towards DL.
- Leadership:Emerging: Lead-learners are emerging across the school who clearly see their role in developing leaders, structures, processes and formal and informal opportunities, all committed to fostering deep learning. Family and community engagement is limited.
- Collaborative Cultures: Emerging: There is an emerging collaborative culture developed around deep learning and collective capacity building. Leaders and teachers are using collaborative inquiry to reflect on existing practices, and there are some structures and processes for building vertical and horizontal relationships and learning across the school. Resourcing to support collaboration is emerging, but may not always be focused, connected or consistently used to foster Deep Learning.

- Deepening the Learning: Limited: The relationship between school curriculum and deep learning competencies is unspecified. A framework for deep learning is beginning to develop but is not understood by all or used consistently to guide learning. Individual teachers and leaders are innovating independently. Few coaches and personnel are dedicated to supporting deep learning. Collaborative practices such as collaborative inquiry and moderation are not well understood and are used infrequently.
- New Measures and Evaluation: Limited: Evaluation of student success and achievement continues to rely on a narrow range of indicators (e.g. test and a small number of work products) to measure and track success. Teachers and school leaders may be using the New Measures to develop a shared language of understanding of Deep Learning, but Deep Learning conditions, design and outcomes are not yet measured or assessed.

Learning Progressions/Dimensions (Student Skills in SEL areas?)

- Character:

- Self-directed learners with a proactive stance toward life and learning to learn. Limited Evidence: When given a Deep Learning experience, learners need a lot of direction and structure. They expect to be given rather than to create a plan. Learners do not yet demonstrate an openness to learning.
 - Grit, tenacity, perseverance and resilience. Limited Evidence: Learners become discouraged or give up when faced with challenges, unexpected problems, or negative feedback when trying to complete a task, experience, or action. This seriously impacts their ability to work through the challenge and find a solution.
 - Empathy, compassion and integrity in action. Emerging: Learners are beginning to understand how empathy, compassion, and integrity impact learning interactions and broader contexts.
- Leveraging Digital. Limited Evidence: Learners use some digital elements during the learning process, but they do not recognize how digital can support their learning and attitude toward learning.

- Citizenship:

- A global perspective. Emerging: Learners explore or show interest in local or global issues, considering different viewpoints as they try to understand causes and consequences.
 - Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews. Emerging: Learners are starting to show some awareness of their own identities and cultures and understand a few of the differences from cultures other than their own. Learners still need significant guidance to understand and accept other ways of thinking.
 - Genuine interest in human and environmental sustainability. Emerging: Learners recognize how each person's actions impact the human and local environment. With guidance, they are able to build these concepts into their inquiries.
 - Solving ambiguous and complex problems in the real world to benefit citizens. Limited: Learners have a low level of comfort working with real-world challenges and problems. They need tasks identified, framed, or structured for them.
- Leveraging Digital. Limited Evidence: Learners do not yet use digital elements to generate questions and explore global issues.

- **Collaboration:**

- Working interdependently as a team. Emerging: Learners work together in pairs or groups and are responsible for completing a task in order for the group to achieve its task. Learners are starting to make some decisions together but may still be leaving the most important substantive decisions to one or two members. Group members' contributions may not be equitable.

- Interpersonal and team related skills. Limited Evidence: Learners may help each other on tasks that contribute to a joint work product or outcome; interpersonal, and team-related skills are not yet evident. Learners do not yet demonstrate a genuine sense of empathy or a shared purpose for working together.

- Social, emotional, and intercultural skills. Emerging: Learners are finding out about themselves, where they fit in the world, and how their behavior affects other people. This self-awareness is providing a base for better understanding about how others' viewpoints differ from their own.

- Managing team dynamics and challenges. Limited Evidence: Learners are deeply invested in their own viewpoints, lack the empathy to hear or learn from others, and have difficulty suspending judgement to genuinely listen to others' views. They avoid conflict by deferring to others' views or changing views quickly in the face of peer pressure. Teams may get stuck in conflict or move forward in the wrong team direction.

Leveraging Digital. Emerging: Learners use digital elements to facilitate shared ways of working, learning, and reflecting on group progress.

- **Communication:**

- Communication designed for audience and impact. Limited Evidence: Learners follow a prescribed format for communicating and may restrict their communication to one particular mode (e.g. written, texting, verbal, visual).

- Message advocates a purpose and makes impact. Emerging: The learner's message is coherent. Learners are becoming aware, through trial and error, of ways in which communication techniques (language, tone, timing, organizational patterns, and representational features) can advance credibility.

- Reflection to further develop and improve communication. Emerging: Learners seek feedback from others using checklists or other teacher-directed rubrics and protocols.

- Voice and Identity expressed to advance humanity. Emerging: Learners are exploring their own experiences, values, culture, and interests and are working to articulate their voice and identity. They are beginning to recognize diverse voices and identities of others.

- Leveraging Digital. Emerging: Learners use digital elements for communication during the learning process and/or to deliver the key messages to intended audiences. Communication may be more efficient, broader, or faster, but may not significantly enhance the quality of communication. They can articulate how familiar digital tools can enhance communication.

- **Creativity**

- Economic and social entrepreneurialism. Limited Evidence: Learners have not yet developed an "entrepreneurial eye" for spotting

opportunities to create value or meet needs, whether social or economic.

- Asking the right inquiry questions. Limited Evidence: Learners struggle to generate significant questions that would inspire deep exploration of issues or problems. They may be able to design an inquiry process if questions are defined for them but are not yet creating questions independently.
- Pursuing and expressing novel ideas and solutions. Limited Evidence: Learners are in the mindset of looking for a predetermined or existing solution rather than coming up with original approaches or designs and testing them out to see what works.
- Leadership to turn ideas into action. Emerging: Learners are developing some leadership skills and can take responsibility for particular parts of a task or experience.
- Leveraging Digital. Emerging: Learners use digital opportunities to identify and pursue creative ideas. Digital elements make the creative process faster or more efficient but are unlikely to have significantly enhanced value of what was created.

- **Critical Thinking**
- Evaluating information and arguments. Limited Emerging (Junior High): Learners can find information on any topic, but they have difficulty discerning flaws in the premises, reasoning, assumptions, and/or conclusions of given arguments. Emerging (Senior High): Learners are beginning to evaluate assumptions, premises, reasoning, and conclusions using effective information search skills.
- Making connections and identifying patterns. Limited Emerging: Learners are able to see relatively simple patterns and connections when they are pointed out. They are unlikely to realize interdisciplinary connections, (that a concept, a learning process, or one curriculum area is connected to another).
- Meaningful knowledge construction. Limited Evidence (Junior High): Learners can consume and recall information and repeat information in their own words. They are able to respond to direct questions but need guidance to explain their thinking. Emerging (Senior High): Learners begin each experience by exploring what they already know and believe about a topic and use this as the starting point to create new knowledge. Knowledge construction is still “surface level” (limited to interpretation, with minimal use of analysis, synthesis, or evaluation).
- Experimenting, reflecting, and taking action on ideas in the real world. Limited Evidence: Learners tend to see the task and solutions within their own world and struggle to see any wider implications for their learning. They need significant guidance to help them think through how to test out ideas in the real world.
- Leveraging Digital. Limited: Learners do not yet use digital elements to contribute to the generation of significant questions, the construction of new knowledge, the making of connections, developing ways of thinking together, or the application of learning to new contexts.

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

We are still at the beginning stages of moving our big rock- Changing our pedagogy to deepen learning which will engage our learners. All of our teachers have joined the New Pedagogies for Deep Learning Hub and received some PL on deep learning.

We've started designing a Learning Commons with the introduction of a 3D printer, green screen and Cricut, along with some Micro: bits. Students are eager to learn how to use the 3D printer and Cricut. Some students were independently using the green screen and engaged in the process of making a short video for a class project. Teachers also started using Flipgrid as an opportunity for students to complete projects in English, Social Studies and Science classes.

Some teachers also made changes to how they assessed units of work. Our Math teacher switched to a collaborative test for all his Math classes; students worked in groups to complete the assessment and received a grade based on the group effort. Our Science teacher incorporated Escape rooms into his Biology, Science and Math 8 classes as an informal assessment. Students were very engaged in this activity and were excited to get through the room.

Students also started using Minecraft for education in several courses, they became very engaged and quickly wanted to use it for everything they did. One example was in Religion 7 where students created different religious buildings working in small groups. They quickly became the teachers and explained how to lay blocks and what kind of blocks to create the right look for the buildings and environment.

Student engagement is continuing to be an issue, attendance during spirit days was low and there were several days where we had less than half of our students in attendance. Teachers reported receiving negative attitudes from students when assigning work whether it be class work or assignments.

Next Steps... Staff are continuing to work on developing our Deep Learning skills and trying new assessment practices that engage students in their learning. Admin will take part in a Global Deep Learning Lab in November. The Admin team will continue to work with the Admin cohort (4 schools) to further expand their learning related to the strategic issue of instructional and assessment practices affecting engagement of students.

All staff will work on incorporating the 6 C's into their lesson plans, focusing on collaboration for 6 week periods. We will review the dimensions of collaboration and focus on helping students learn the skills to move to the next level. Teachers will add short articles or videos to their Google Classroom about collaboration for each other to read and discuss. We will meet at the end of the 6 weeks for a lunch meeting to discuss our findings and review the learning progression again. When we have done that for 6 weeks, we will look at the next competency where we are limited and work on incorporating that into our lessons plans and so forth.

The Deep Learning team will continue to meet and participate in sessions offered by NPD L throughout the year. They will share their learning with other staff through our classroom. We will continue to add more things to our Learning Commons along with making some physical changes next year. Students will help with the removal of old books and bookcases as well as create new artwork to make it more visually appealing.

Teachers will continue to take part in PL that enhances instruction, for example online learning platforms that are game-like (Blooket and Smart Lumio). Our Technology teacher will take part in PL for the Grade 8 Tech curriculum which includes working with micro:bits and B Boards which students have found very engaging.

We will also create an interactive survey for all students to generate feedback from them on how to better engage students in their learning at our school.

We will begin a Student Leadership group to give students a voice in activities that we participate in throughout the year. They will help plan spirit days, Pink Shirt day, Orange shirt day etc. A subcommittee of the Leadership group will organize a beautification group to enhance the visual appeal of the school for all stakeholders. Ideas include painting positive sayings in the girl's bathroom, painting silhouettes of bikes and quads in the boy's bathroom, making picnic tables for outside and a gazebo that can be used for an outdoor class. The Leadership group will also look at ordering school clothing that can be worn during spirit days, for example pajamas, toques and ball caps along with shirts and coats.

We will invite students to become members of our School Council so they can become better informed of the School Development process.

We will continue to address the impact Mental Health has on high school students and work with Public Health and focus on developing relationships between students and staff. We will work with Public Health and the SIS Programming team to continue learning skills to help students who need help. We will provide a space for students to use for phone appointments with therapists whenever they need, we are hoping this will cut down on attendance issues and normalize receiving help for mental health issues.