

2020-2021
Annual School Development Report

Victoria Academy



Preamble Section (To be completed by all schools regardless of where are with the new/old process)

Victoria Academy is engaged in the new school development process. We reviewed our school development results, the PMF data, and our academic data. We read through and discussed the document “The school development process is based on the following concepts:” strategic issues, 7 determinants, purposeful action. We also read and discussed the 7 determinants : Wellness and Positive Relationships, Teachers as Learners, Optimal Learning Environments, Instructional Practice, Evidence-Based Decisions, Collective Efficacy, and Assessment Practices. We also reviewed the new format of the 2019-2020 school development report template and the new school development strategic action template. We used code 77 sub days January 25 (one day - both teachers on staff received 5 hours sub for the day). We also used part of two half days code 61 to discuss school development: March 12 school development was on the agenda for a part of the PM session) and November 17 the school development process was on the agenda for the AM session). We only have two teachers on staff: The full-time teaching Principal and the only other classroom teacher. From our work this year we did identify two strategic issues.

Strategic Issue: To create a positive school climate where all students are engaged and interested in learning

How did you know this was a Strategic Issue? What evidence did you have? Staff review and discussion of data and reflection on the school environment.

Evidence used to identify strategic issue:

PMF: Outcome #2 - “students experience a safe, caring, and inclusive school environment.” Indicator 2.1: “percentage of students who report a positive school climate” (2019-2020). Overall 40% were positive and achievement evaluation was “low”. Specifically, the question “How positive or negative is the energy of the school?” 83.3% saying slightly negative.

PMF: Outcome #2 for 2020-2021 achievement evaluation was “very high” for positive school climate, school safety, and school belonging.

PMF: Outcome #3 - “the education system is responsive to students' strengths and needs.” Indicator 3.1: “percentage of students who are engaged” (2019-2020). Overall 10% of responses were positive and achievement evaluation was “very low”. Specifically, the question “How many of your classes do you enjoy?” with 16.7% of students saying “none of my classes” and 50% saying “a few of my classes”.

PMF: Outcome #3 for 2020-2021 achievement evaluation included both low evaluation for student engagement and high evaluation for teachers’ expectations.

School Development Survey (2019-2020): Topic: Valuing of School - How much students feel that school is interesting, important, and useful”. Specifically, the question “ Overall how interested are you in school?” Negative (red): 33.3%, Middle (blue) 66.7%. For 2020-2021, valuing of school scored positive (green) at 77.5%.

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

We completed the set-up of our LLC which was targeted for completion by June 2021. Evidence: Funds spent (receipts), the LLC exists. Attempting to incorporate into instruction.

Next Steps: To maximize the use of the LLC to support student learning and student engagement through meaningful differentiated and inclusive instruction/learning.

Strategic Issue/Goal: To improve student self-efficacy in achieving academic outcomes

How did you know this was a Strategic Issue? What evidence did you have? Review of data indicated below and staff discussion.

Evidence used to identify strategic issue:

School Development Surveys 2019-2020: Topic - “Self-Efficacy”: survey results show (red) Negative 50%, (blue) Middle 30%, and (green) Top 20%. This topic showed the highest negative (red) results of the five topics of Valuing School, Learning Strategies, Self-Efficacy, Grit, and teacher-Student Relationships. Specifically, questions relating to “how confident are you...” show mostly (red) negative. Overall, self-efficacy is (red) Negative 50%, (blue) Middle 30%, (green) Top 20%.

Despite the low self-efficacy scores on the SD survey, the PMF (2019-2020) data shows “very high” on outcome #4 of “students meet or exceed expected levels of achievement”: overall high school average greater than or equal to 50% Victoria Academy scored 100% and similar schools scored 98.4%; and overall average high school average greater than or equal to 80% Victoria Academy scored 50% while similar schools scored 52.7%; and Victoria Academy graduation rate is 100% while similar schools are 95.6%. For 2019-2020 and 2020-2021, the graduation rate was 100%. While the 2020-2021 SD survey results for self-efficacy show similar to the provincial data, the school results also show a “middle” (37.5%) and “positive” (62.5%) confidence in completing assigned tasks.

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

This year we focused on setting up our LLC. The target date for exploring, researching, and understanding the concept of the passion project is by the end of Term 1, 2021-2022. This timeline may be ambitious and the target date may extend beyond the end of Term 1. Another action is to begin implementing / actioning the passion project (s) in Term 2, 2021-2022.

Next Steps...

To complete the actioning of the passion project, to assess its success and challenges to identify areas for improvement for future projects. Student and teacher reflection will be considered.



