

2021-22 Annual School Development Report

Avoca Collegiate



School's Vision

Avoca Collegiate is committed to providing a positive learning environment where students can achieve their maximum potential.

School's Mission

Avoca Collegiate recognizes that learning is a life-long process and accepts the responsibility to provide a challenging and caring environment where each student is enabled to experience success as a whole individual.



Strategic Issue: How to create Optimal Learning Environments and Collective Efficacy.

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

Evidence used to identify strategic issue:

2020-21 PMF Data:

- 54.8% of students report school as a positive learning environment.
- 42.6% of students report being engaged at school.
- 45.5% of students report that they will not use ideas from school in daily life.
- 45.5% of students are interested in school.
- 47.9% of students feel they will not use ideas from school in their daily life.
- 41% of students feel they can use learning strategies to manage their own learning processes.
- 37% of students feel they believe they can succeed in achieving academic outcomes.

RTL Forms:

- 56% of K-6 students are receiving interventions in Foundational Literacy skills.

Students have voiced they would like to see:

- more fun/engaging projects in class.
- more spirit/fun days.
- more hands on/ technology-based projects and activities.
- more time to discuss issues and concerns that are happening in their lives.

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

Technology- All students from Grade 2 upwards use the Google platform (meet, docs, forms, slides, classroom etc.) on a daily basis.

Most students Grade 6 and upward submit many assignments through the Google Classroom, saving tons of paper.

Free to use Educational sites on the Web:

- Epic books
- Raz kids
- Prodigy
- Extensions such as Google Read & Write, Screencastify, Jamboard, Flipgrid, EquatIO
- imovie
- IXL
- Kahoot

Literacy and numeracy blocks have been implemented in K-5 on a regular basis, and are being exploited more often in 6-9 classrooms to implement more RTL strategies. RTL meetings continue to be built into our schedule.

Inquiry based learning has been implemented in all classrooms, which leads to deep learning strategies needed to develop problem solving skills in students. These projects were not all academic. They include: student-led drama production, empathy projects, project-based instruction, partnerships with outside agencies (Indigenous outreach, mental health, Let’s Talk Science, Little Green Thumbs, Brilliant Labs)

Students have been given opportunities for leadership. Covid-19 postponed many activities, but the Student Council has returned, and students continue to be allowed to make suggestions, and choose extra-curricular activities.

Mindfulness and SEL have been targeted and been successful, with talking circles, group discussions and reflections, and the completion of programs in connection with the Guidance Counselor.

To make our school a more welcoming environment, teachers have posted student projects on hallway bulletin boards, a student activity memory tree is posted in the main lobby showing some of the many events involving students throughout the year. Old school photos have been relocated and a memory wall has been created. Current students and awards are featured of our main hallway along with inspirational quotes.

The learning commons is being developed for students, including: cataloging library books, the addition of library books through two grants (Indigo Love to Read, First Book Canada.), maker space, etc.

Avoca hosted musicians Jim Payne and Fergus O’Byrne as part of a week-long NL music and cultural celebration. This was made possible through a grant from ArtsNL.

In addition, community and cultural connections were made by taking part in DFO’s return of the Fish and Friends program. Avoca hatched salmon from eggs and released them in the river as part of our National Indigenous Peoples Day celebration.

Next Steps...

UDL

Design “Numeracy Blocks” in K-6 classrooms to ensure all learning needs are met. (Ongoing)

Completed: Individual student learning goals are met, and for every student who requires one, an individual RTL form is created for the entire year.

Deep Learning

Continue to introduce students to the 6 C’s by implementing it into the existing curriculum.

Design authentic and cross curricular projects that encompass the 6 C's of deep learning. (some complete but ongoing)
Professional development for staff surrounding deep learning.
Create opportunities for student choice and student lead projects.
Continue whole school passion projects (art, Stem, cooking, etc)
incorporate individual passion projects of students.

Library Learning Commons

Organize remaining books into genres, series, themes (labeled on shelves).
Incorporate color coded baskets with leveled reading material.
Organized section for games & STEM materials (Maker Space).
Display grade level high interest text.
Catalog all books in the commons

Murals

Paint a new mural downstairs across from the art room. (Student-lead)
Identify areas in the school for future murals (inspirational quotes, colorful graphics etc.).

Strategic Issue: Positive Relationships and Wellness

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

Evidence used to identify strategic issue:

2020-21 PMF Data:

Overall (K-9)

54.8% of students report a positive school climate.

67.2% of students feel safe in school.

42.6% of students feel engaged.

Intermediate (7-9)

69.7% of students feel teachers are positive.

49.7% of students feel teachers show concern when they're upset.

49% of students value school.

46.2% of students report a positive relationship with their teachers.

36.6% of students feel teachers would be excited to see them in three years.

36.5% of students feel teachers are interested in their answers.

Primary - Elementary (K-6)

61.4% of students value school.

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

Whole school/cross-divisional team-building activities (12 days of Christmas, Spirit Days/Special days, etc.) was increased this year due to health guidelines being eased. House system was back up and running, spirit days completed. The 100th day of

school was celebrated by K-3. School wide cake auction took place virtually within the school. K-5 students completed a bike safety course with RCMP. K-4 Extracurricular sports (basketball) was reestablished and a school wide pep rally took place. Concerts took place virtually for families but were in person for the whole school. K-5 Students took part in a field trip to the Museum in GFW. End of year field trips also took place. K-6 students went to trampoline park and 7-9 students went white water rafting. The Kindergarten grad was reestablished this year. It was open to families. Students went skating at the local stadium.

We had a student council. 12 Days of Christmas (surveys to decide activities- students took ownership). Students brought issues to administration regarding our hat wearing policy and a new policy was created with admin and students. Student council planned and implemented a fundraising project and Halloween party for students from grades K-9 and Halloween trivia for students from K-9. Students volunteer for event and activity planning. The grade 8-9 students shared their computer engineering projects with students from k-7.

Teach & Model the 6 C's whenever possible (school wide implementation) was not achieved this year. Some classes did complete projects that lend itself to the 6 C's. This was a good springboard but much more work in this area needs to be done.

We have put a huge push on developing our students' social emotional learning. Teachers are using talking circles as a problem-solving tool which in turn has normalized discussions surrounding emotions and to promote kindness. Students took part in anti-bullying day and activities. Students in grade 8/9 took part in weekly sessions and workshops surrounding healthy relationships. Gotcha prize draws were held weekly for students. End of year awards recognizing student leadership and kindness were given out. SEL is a part of the RLT process.

Increase in the amount of time being spent outside by classes, especially primary. Swing set put in Fall 2020 and items purchased to paint the school parking lot as well as numerous outside games (life size Jenga, Yahtzee, Pong, Connect 4, etc)

Next Steps...

Many of our projects and initiatives to increase student engagement will be ongoing. With normal resumption of activities Avoca plans:

- To have a science fair or heritage fair
- to increase cross divisional activities where students from k-9 can integrate together for spirit days and curricular activities (reading buddies, math days, etc.) This will in turn, give older students leadership opportunities.
- increase spirit Days, passion projects, and special event days.
- Focus on teaching and modeling of the 6 C's which includes a monthly introduction of a new C.
- School-wide implementation of Deep Learning projects