

**2021-22**  
**Annual School Development Report**

**Stephenville Elementary School**  
**76 West Street**  
**Stephenville, NL**  
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**School Report**

**Strategic Issue:**

How do we organize learning environments in and beyond the classroom so students feel safe and actively engage in learning (independently and collaboratively)? When the learning environment is optimal, students will take ownership of their learning.

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

With shutdowns/learning challenges (due to Covid) taking their toll on all schools over the last few years, our staff felt that the engagement and focus of our students needed to be addressed (we looked at PMF data, observational data and anecdotal notes of student behaviors and engagement). We were also seeing that students were struggling more with social-emotional behaviors/challenges that were affecting their ability to learn (Review 360 reports). As teachers reflected on their own practice, we decided that we would focus on making our school a more safe and engaging place to be, in the hopes that children would feel more inspired to challenge themselves and enjoy learning more.

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

In 2021-22, we worked hard as a staff to explore ‘Deep Learning’, how we could make it work in our school/classrooms, and to find ways to improve the learning environment for our students.

Throughout the year, we were able to engage in PL in the areas of ‘Trauma Informed Practice’ during a closeout day (this work was critical in helping us support the many students we have who have been affected by trauma), and we ‘sprinkled’ deep learning work into most of our staff meetings, as well as during a closeout day. Several teachers were also able to have Melanie Fudge (SIS Itinerant) come to their class to do talking circles (Restorative Practice). Some of the staff took time to explore the District PL site, and two teachers took part in other opportunities to grow their teaching practice (one became a part of a Deep Learning Cohort, another did some focused work on coding and technology in education). ELA teachers also made the

commitment to do 3 Daily 5 sessions each cycle (we had about 75% success rate with this).

Most students were able to complete at least 2 passion projects throughout the year (the goal was one per term), and the engagement of the students during the completion of these projects was inspiring to see. Our teachers also made a concerted effort to invite guest speakers to engage with their students (whether in person or virtually). We have found that the students really thrive on listening to experts in different fields! We also encouraged teachers to try more curriculum-focused activities when they took their students outside for 'outdoor play time' (due to Covid restrictions), and we made a bulletin board in the staff room where teachers could share good lesson plan ideas that worked for them.

As a result of the work we have done through the year, we have seen improved engagement of most of our students with school, more in-depth work during project-based learning activities, and more student interest in trying 'hard' things (perseverance). Our teachers have engaged in many different professional learning opportunities, and we are seeing more examples of the work they are reading about/learning about developing in their teaching practice.

### **Next Steps...**

After some individual teacher reflection, we came together as a staff to discuss our strategic issue and the progress we made in the 2021-22 school year. As a whole, we felt as successful as we could be with a goal that never really has an end. Creating optimal learning environments and promoting student engagement along with self-ownership of learning is a task we face each year as teachers with each new group of students that enter our classrooms. However, after spending a year focused on this particular strategic issue, and implementing many new strategies and trying different approaches, we felt we could move onto a new goal and set a different focus for our 2022-23 school year.

We decided that 'Assessment Practices' was an area of challenge for our staff and decided to set our strategic issue/goal for 2022-23 based on this determinant. First, we plan to create a shared Google Folder in which we will collaborate as a staff to build a collection of digital examples of effective and meaningful assessment strategies, accessible to all teachers at SES. Next, we hope to spend time exploring professional learning in different areas, for example, creating stronger and more meaningful RTLs, and delving into assessing students more with a focus on Deep Learning and the 6 Cs (global determinants). As we move through the school year and learn more, we hope to add more actions specific to our student needs and subject areas (we are using our SD plan as a working document that will grow and change as we do).

