

2015-16 Community Report –Fairview Junior High

Constructed in 1972, Fairview Junior High school offers programming in both English and Early French Immersion to the families of Fairview, Clayton Park, Rockingham and Park West communities. Our student enrollment ranged from 385-398 throughout the year. The diversity of our student population represents students from over 40 countries and a wide range of socio-economic backgrounds.

We welcome and support our new non English speaking students by offering English as an Additional Language (EAL) teacher and YMCA worker support. We actively promote respect for all learners, staff and community through implementation of Positive Effective Behavioral Supports (PEBS). We offer all our students a variety of engaging and meaningful learning opportunities. In addition to the Provincial Core Curriculum, our students are exposed to Technology Education, Family Studies, Visual Art, African Drumming and Instrumental/Jazz Band. Fairview Junior high also manages a vibrant Learning Centre with programming to support and engage our students with special needs.

Outside the classroom, our students have ample opportunities to pursue and develop interest in areas such as competitive athletics, intramural sports, student council, GSA, “ME to WE” group, Best Buddies, Rock, Band and a variety of other leadership opportunities. We also have a five day a week Breakfast Program supported by MSVU volunteers and an active Garden Club which is funded by various support HRSB and Community grants.

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
Literacy Assessments		
Grade 8 Provincial		
Reading	79%	76%
Writing - Ideas	94%	91%
Writing - Organization	86%	80%
Writing - Language Use	89%	82%
Writing - Conventions	77%	70%
Math Assessments		
Grade 8 Provincial		
Mathematics	69%	63%

Professional learning our teachers engaged in this year:

- Teachers participated in HRSB and Provincial PD conferences.
- Grade 9 teachers engaged in the new technology rollout and successfully implemented Chromebook into their delivery of curriculum, which thoroughly engaged students.
- Teachers have implemented the use of I-Pads, LCDs and Mimio technology in their classrooms and shared skills and strategies through Professional Learning Communities and Professional Development sessions.
- All teachers participated in the Year 2 Implementation of the Student Success Planning in Math and Literacy goals to enhance student learning.
- Cultural Relevance and Competence was a focal point of staff meetings and PD sessions.
- HRSB personnel and the Vice Principal supported staff PD sessions on Running Records, Assessment and Evaluation including Gradebook, data collection and analysis.
- Teachers attended extra Professional Development opportunities such as Discovery Education, EAL, new math curriculum implementation, etc.
- Teachers collaborated with colleagues in the preparation of intra-disciplinary units of study to bring more engagement and relevance to concepts taught.
- Teachers continued to collaborate in PLCs and across grade levels for consistency in instruction and assessment practices to meet the needs of each student.

Positive changes in instructional and assessment practices this year:

- Teachers continued to integrate new technologies such as Google Docs, I-Pad Apps, cell phones and Mimio Classroom to enhance their students' engagement and learning.
- Students were engaged in multiple extra-curricular (Hands on) activities that extended their learning and contributed to relevant world experiences.
- Teachers became more effective in using the various functions of gradebook to better communicate student achievement to both parents and students in a timely manner.
- Students had multiple opportunities to demonstrate their learning, i.e. symbolically, pictorially and in concrete form when possible.
- Teachers worked as teams to develop cross-curricular themes and encouraged common organizational/learning strategies with their students.
- Teachers are becoming more culturally relevant with lesson planning and assessments.
- Teachers planned activities and outside experiences to extend and enrich student learning opportunities.
- There was evidence of increased student motivation and engagement when teachers promoted the use of current technologies in their lesson planning and delivery.
- Math was incorporated in all subjects across the curriculum.
- Teachers used doc translator to support assessment and evaluation of students when necessary.

Our school's Professional Learning Communities (PLCs) contributed to learning in the following ways:

- The Literacy and Math teachers have met in Professional Learning Communities that have been scheduled (regularly) during school hours to discuss common assessments and analysis of data on student learning.
- Teachers engaged in cross-curricular and grade level informal meetings sharing ideas and practices
- Teachers collaborated on, analyzed data and discussed SSP goals at staff meetings and PD sessions
- School goals were clearly communicated to all teachers toward a common vision in pursuit of higher quality and more engaging instruction.
- PLC discussions continued re: student electronic devices and their application within the classroom to develop real life learning experiences. Google Docs was implemented in many classrooms and - students really enjoyed it!
- 100% of teachers feel they are encouraged to take on leadership roles.
- Teachers are supported, encouraged and actively involved in planning of school PD sessions and present skills to others as coaches and mentors. There was strong support of PLCs from the school administration.
- Specialist teachers participated in PLC sessions with other schools outside regular teaching days.

Our school's strengths

Getting to Great survey result tell us that 89% of students feel that they are assessed in a variety of effective ways in both ELA and Math; 84% of students feel that they have an adult they can talk to at school – feel safe and listened to; 90% of students feel that teachers expect them to do nothing but their best; 96% of students see positive representations of different races and cultures in my school.

Assessment Data Tells us that Provincial assessment data indicates our school scores continue to demonstrate high levels of high achievement that are well above the HRSB averages in math, reading and writing. This is the fourth year of such significant improvements. Teachers analyzed a wide variety of assessments and data to focus their lessons and instructional practice to support greater student engagement and supporting their needs. We will continue to work on the implementation of common school based assessments at each grade level to determine an achievement baseline in Mathematics and Language Arts. This will help confirm areas of strengths and weakness in areas of number sense, problem solving and reading for comprehension. Improvements in adaptations and IPP implementation will continue.