

2015-16 Community Report for Hawthorn Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
Literacy Assessments		
Grade 3 Provincial		
Reading	77%	69%
Writing - Ideas	73%	76%
Writing - Organization	65%	62%
Writing - Language Use	69%	66%
Writing - Conventions	58%	52%
Grade 6 Provincial		
Reading	85%	76%
Writing - Ideas	76%	82%
Writing - Organization	71%	68%
Writing - Language Use	74%	72%
Writing - Conventions	44%	65%
Math Assessments		
Grade 4 Provincial		
Mathematics	77%	78%
Grade 6 Provincial		
Mathematics	68%	72%



At Hawthorn our motto “we work hard and we play hard” applies to both students and staff. Provincial assessments show Hawthorn students perform well and, in most areas, achieve above board level results. Staff worked very hard to develop stronger teaching strategies in the areas of Math and Literacy. Our Literacy and Math goals (writing and number sense) were developed in Year 1 along with the strategies to guide our way for year 2. As a staff we continue to learn more about best practices and utilize research based strategies that underlie effective learning. We regularly meet with colleagues in groups referred to as professional learning communities to examine individual student work and discuss what to do next in teaching and learning to help **all** students improve and identify extra support for those students requiring it.

Our math goal of improving number sense continues to develop in Year 2. This is a focus to help our students improve in their ability to think about numbers in many different ways. This flexibility in thinking is referred to as number sense and helps students to understand and solve problems in a way that makes sense to them, rather than applying memorized procedures. The development of learning targets, a research based best practice, which breaks down complex outcomes into short term learning goals and sharing them in clear student friendly “I can” statements, has been and will continue to be a focus of professional development sessions. The “I Can” statements help students monitor their own learning and provide teachers with specific knowledge of where student understanding is breaking down. Improving mathematical thinking through the use of manipulatives daily during instruction will continue to be an area where we need to do better. Math tools, such as base 10 blocks, number balances, 100s charts and tens frames, support the growth of mathematical thinking, and are not a sign of weakness as many students continue to believe.

Provincial literacy assessments support our school goal of improving writing with a focus on language use, organization and conventions. Celebrating our strength in reading and utilizing this strength to support growth in writing will continue to be an important next step for teachers.

The integrated provincial curriculum released for P-3 in September 2015 and the grade4-6 which will be implemented in September 2016 provides more time and opportunity to develop improved writing skills using the content areas, health, science, social studies and visual art. Teachers will continue to develop common understanding and

implementation of this integration through our professional development opportunities. Classroom assessments reveal that a targeted improvement in teacher learning has resulted in improved student achievement in math and literacy.

To support student learning our teachers are becoming “culturally relevant” in their teaching. This requires teachers to know their students interests, skills, culture and previous experiences and to use this knowledge to bridge the gap for new learning. New available technology has become a tool to help support all students.

We are looking forward to continued growth in the year to come. We believe that when we keep our students at the center of what we do, we will continue to improve as “we work hard and play hard.” We invite the community to be part of our growth and celebrate our successes.