

Oxford School's Community Report 2015-2016

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	78%	69%
Writing - Ideas	88%	76%
Writing - Organization	88%	62%
Writing - Language Use	88%	66%
Writing - Conventions	88%	52%
Grade 6 Provincial		
Reading	88%	76%
Writing - Ideas	88%	82%
Writing - Organization	88%	68%
Writing - Language Use	82%	72%
Writing - Conventions	93%	65%
Grade 8 Provincial		
Reading	76%	76%
Writing - Ideas	92%	91%
Writing - Organization	83%	80%
Writing - Language Use	88%	82%
Writing - Conventions	72%	70%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	69%	78%
Grade 6 Provincial		
Mathematics	94%	72%
Grade 8 Provincial		
Mathematics	66%	63%

Oxford School's staff and students are working hard to improve instruction in a variety of areas. In mathematics we have a school wide goal to improve our problem solving skills. In literacy we are striving to improve our non-fiction writing.

Our Elementary teachers are looking at these goals in terms of what is developmentally appropriate for each grade and linking this learning to our new Provincial curriculum for grades primary thru three. In grades four thru six we have begun to better understand how our school goals are linked to changing curriculum for 2016 -2017.

Our Students are learning skills that increase their capacity for problem solving across all levels. Expectations increase in complexity as students master the basic skills and move on to the more complex problem solving and writing tasks.

Teachers are taking a close look at how writing develops over time in younger children and are setting for them clear targets at each stage of development. This is done within the context of writer's workshop. Writer's workshop begins with students creating, editing, refining and sharing their written work. As they move through elementary school this process is refined and the expectation for students entering junior high is to be using writer's workshop on a regular basis. In mathematics problem solving also takes a variety of forms in lower elementary as students become more confident with their emerging math skills. By grade four many students are working on problem solving with a greater sense of confidence and independence. Our junior high students are using problem solving well beyond the math classroom as problem-based learning begins to trickle into the daily work within technology education, sciences and art and band.

At each level we have regularly scheduled time for our teachers to share aspects of their role; to plan together, and pool their experiences; practice new skills and strategies more frequently and apply them more successfully to their instruction. All of this is done with an aim to increasing student achievement. An area of focus for teachers is their formative assessment of students' that relies on daily observations, conversations (often through one-one conferencing) and work products rather than on single test. It involves teachers setting clear targets that are linked to curriculum, planning, learning tasks that allow students to demonstrate their thinking, giving regular feedback to move students towards the goal, and reflecting on the progress students are making. It involves teaching students to assess their own learning and to assess and give feedback to their peers and classmates.

At Oxford we are working to create a culture of excellence. It is our hope that students develop as leaders in the classroom, leaders in athletics, leaders in the arts, and leaders in our school community. We offer extracurricular activities that range from Chess Club and Art, to Ultimate Frisbee and Field Hockey. We have a tremendously diverse student population with over 40 nations represented and 12 first languages spoken. We have an incredibly dedicated staff, who each day strives to provide high quality learning.

We are part of a vibrant school community, which includes many parents and volunteers to run our many activities - like the community garden, our after school recreation and competitive programs, as well as extended curriculum for Science, Technology, Engineering, Arts and Math (STEAM).

At Oxford we are proud of our school, our students, our staff and our community. Each day at Oxford is a celebration of who we are as a school. At Oxford we are a family of learners, we believe in a peaceful and restorative approach to teaching and learning. As we prepare to continue this work we are full of pride in our accomplishments and confidence that we can continue to provide a high quality learning experience for all.

#OxfordPride