# GPV greyGPV greyGEORGES P. VANIER JR. HIGH SCHOOL

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**Communication of Student Learning**

**Introduction**

Georges P. Vanier Junior High is committed to providing high quality education for every student every day. As part of that commitment, effective communication between the school and home is essential and this communication plan is intended to act as a guide/overview that will foster such.

We believe that parents/guardians are partners in the education of our students. By sharing accurate and timely information, respecting attendance, achievement, and work habits, we will facilitate a cooperative effort to ensure a successful and rewarding junior high school experience.

**Parent / Teacher Communication Options**

Parents and families are an integral part of the team in supporting student success in learning. Our teachers encourage parents/guardians to communicate with them in a variety of ways (e-mails, phone calls, Google Classroom, making times available outside of teaching to meet, communication logs, parent response forms on report cards and assessments, program planning meetings, PowerSchool, Curriculum Night and parent-teacher interviews, etc.). To access e-mail addresses of staff, parents are invited to view our website at <https://gpv.hrce.ca/> Parents can access PowerSchool, a web-based student information system that is being used by all HRCE schools, to communicate information about subject teachers, attendance, class work and assessments. Parents and students have portal logins that may be obtained by requesting such from our school secretary Ms. Meek at cmeek@hrce.ca.

**Teachers Communicating with Parents/Guardians and Students**

Teachers will communicate student progress and activities in a variety of informal and formal methods, including (but not limited to) the following: websites, newsletters, phone calls, emails, communication logs, PowerSchool, report cards, the school sign, program planning meetings, parent teacher interviews, Curriculum Night and school messenger.

**Outcomes, Assessment and Evaluation**

The basis for assessment and evaluation is to measure performance in relation to expected learning outcomes. These outcomes are statements of what students should know and be able to demonstrate, and are developed by the NS Department of Education and Early Childhood Development (EECD). Student progress and achievement is assessed, evaluated and communicated in relation to these expected learning outcomes. Outcomes for each grade level and course can be found at: <https://curriculum.novascotia.ca/>. For grades 7 & 8, please refer to the renewed curriculum.

In order to provide all students with ample and fair opportunity to demonstrate their achievement of the expected outcomes, teachers at Georges P. Vanier use a wide variety of assessment methods. Assessment strategies include, but are not limited to the following: labs, speeches/oral presentations, field trips, charts/graphs, journals, essays, peer assessments, portfolios, stories, self-assessments, models, debates, projects, tests, quizzes, performances, drama, checklists, multimedia, questionnaires, writers’ workshops, observations, interviews, conferencing, literature circles and peer reviews. By using a variety of methods to gather an understanding of the student’s achievement of the expected outcomes, the teacher creates a more balanced assessment that better reflects the diversity of our learners.

**How Assessments are Marked**

All assessments at GPV are connected to the learning outcomes for that subject/course. Assessments are marked using achievement levels developed by the Department of Education and Early Childhood Learning. Achievement levels are used to describe the level of achievement with an outcome/or outcomes. Achievement levels focus on the depth of knowledge and understanding, and the extent of the application of the outcome.

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| --- | --- |
| **Level 4** | **In-depth knowledge** and understanding of content and concepts. Able to extend the application of related skills. |
| **Level 3+** | **Competent +** |
| **Level 3** | **Competent knowledge** and understanding of content and concepts. Appropriate application of the related skills. |
| **Level 2+** | **Developing +** |
| **Level 2** | **Developing knowledge** and understanding of content and concepts. Developing in the application of the related skills. |
| **Level 1+** | **Limited +** |
| **Level 1** | **Limited knowledge** and understanding of content and concepts. Limited application of related skills. |

**Report Cards**

The purpose of the report card is to provide a student’s parent(s) or guardian(s) with a summary of how well a student understands what is being taught, and their level of academic achievement and social development. Report cards are used in addition to other forms of communication between home and school. Report cards for grades 6-8 have four parts:

**Attendance** - Reports the number of days the student was absent from school.

**Learner Profile** – Reports on the overall social development and work habits that are displayed over the reporting period. The codes are based on the grade level expectations for the social development and work habits:

* C – Consistently
* U – Usually
* S – Sometimes
* R – Rarely
* N/A – Not applicable

**Course comments** – A short summary of what the student has demonstrated, which includes:

* Strengths (areas of the curriculum where your child is having success);
* Learning needs (areas of the curriculum where your child is still developing);and
* Suggestions to support further learning.

**Grades for Grade 6**

For Term 1, students will receive a developmental scale for English Language Arts/French Language Arts and Mathematics. Core French, Music and Physical Education do not report this term. The Developmental scale is:

WD – Well Developed understanding and application of concepts and skills  
DE – Developing as Expected with understanding and application of concepts and skills

ND – Needs Development with understanding and application of concepts and skills

For Term 2 & 3, students will receive a letter grade for each strand in English Language Arts/French Language Arts as well as in Mathematics. The letter grade scale is:

A – Thorough understanding and application of concepts and skills

B – Good understanding and application of concepts and skills

C – Basic understanding of applications of concepts and skills

D – Limited understanding and application of concepts and skills. The student has not met expectations.

Core French, Music and Physical Education will report using the developmental scale.

**Grades for grade 7 & 8**

Grades represent academic achievement only. Although social development and work habits impact student achievement, they are reported in the Learner Profile. Grades are based on the evidence of student learning and understanding of the curriculum concepts and skills taught in the classroom. Evidence is collected over time in a variety of ways.

The report card includes descriptors (ie; excellent, very good), percentages, and qualitative words to describe how well a student understands the material covered and how well they can apply concepts and skills in relation to the learning outcomes for each subject.

**Grades 7-12 Report Card**

90 – 100% - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

80-89% - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

70-79% - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

60-69% - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

50-59% - Demonstrates *minimal* understanding and application of concepts and skills in relation to the learning outcomes.

Below 50% - Has not met minimum requirements of the course

INS - Insufficient evidence to determine a grade

IP - In progress until all components of the course are completed.

NA- Not applicable at this time. (Used only for reporting in strands in Mathematics grades 7 & 8)

**Students with Special Needs**

Georges P. Vanier is committed to supporting the learning needs and diversity of each student. As part of this commitment, the school has established a process for the identification, assessment and program planning for students.

The parents/guardians play a key role as partners in supporting our learners throughout this entire process. Teachers at Georges P. Vanier, working in conjunction with the Program Planning Team, to meet the needs of students by:

• Identification of students with special needs through assessments;

• Program adaptations in the classroom;

• Individual Program Plans (IPPs)

**Individual Program Plan (IPP)** is a plan based on the student’s strengths and challenges for every student whom the provincial curriculum outcomes are not applicable or attainable. It may include, but is not limited to:

* Deletion of curriculum outcomes
* General curriculum outcomes at significantly different specific outcomes levels
* Addition of new outcomes; may include behavioral or social outcomes.

**Homework**

Homework is an opportunity for review and extra help practice activities that can strengthen each student’s ability to demonstrate achieved outcomes. Students need to be encouraged to use their time away from school to be physically active, read, volunteer, join clubs, leisure activities, build friendships and attend to responsibilities assigned at home. Information on the new Homework Policy can be located at: https://www.ednet.ns.ca/docs/homeworkpolicy.pdf

**Student Success Plan (SSP)**

Georges P. Vanier is committed to supporting the learning needs of all students, their ongoing achievement and success. We are currently starting year 3 of our SSP plan. The Literacy goal is to improve student’s achievement in writing, with a focus on generating and developing ideas. The Math goal is to improve student achievement in the application of number sense and operations. Our well-being goal is to improve student well-being at our school. Throughout last year, we gathered data relevant to student achievement, student success, school strengths and needs. Once our goals were determined, we developed strategies for each in the area of Instruction, Professional Learning Communities and Assessment. Our professional development is focused on the implementation of our school strategies to meet these goals.

**School Calendar for Communication 2021-22**

September 23rd Curriculum Night (virtual)

November 24th Report Cards Distributed Term 1

November 25th Parent/ Teacher Interviews 1 – 3pm & 6 – 8pm

April 5th Report Cards Distributed Term 2

April 6th Parent/Teacher Interviews 6-8pm

April 7th Parent/Teacher Interviews 1-3pm

June 30th Report Cards Distributed Term 3

**GLOSSARY**

**Assessment** is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the learning outcomes in a subject or course. The action that is taken in response to an assessment determines its formative or summative nature.

**Formative Assessment** involves the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide descriptive feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high impact instructional strategy that takes place while the student is still learning and serves to promote learning.

**Summative Assessment** is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

**Evaluation** is the process of analyzing, reflecting upon, and summarizing assessment information and making judgments and/or decisions based upon the information gathered (e.g; to determine student achievement of the learning outcomes for the purposes of grading and reporting).

**Learning Outcomes** are the outcome statements prescribed by the Department of Education, or a student’s Individual Program Plan, that indicate what teachers are required to teach and students are expected to know, be able to do, and value for each grade level, course and/or program. These outcome statements are the general and specific outcomes that make up the written curriculum and reflect the “big ideas” and

process skills in each subject area or individualized plan.

**Program Adaptations** are documented extra provisions or support afforded a student where no changes have been made to the Public School Program outcomes.

They may include, but are not limited to: assistive technology, changes to environment, class organization resources, presentation strategies, evaluation strategies, and motivational strategies.

**Differentiated Instruction** is teaching strategies which aim to meet the diverse learning needs and abilities of all students.

**Websites of Interest**

• Curriculum information (for grade 7 please refer to renew curriculum):

<https://sapps.ednet.ns.ca/Cart/index.php?UID=20150922093827142.227.246.2>

• Public School Program and Course Options:

<https://www.ednet.ns.ca/program-and-course-options>