



*Caring Sharing Excelling*

# École Burton Ettinger School

## School Plan For Communicating Student Learning

### Introduction:

École Burton Ettinger School believes student success is dependent upon the collaborative efforts of all those involved in the education of children. This partnership requires that teachers, children, parents and guardians share a common understanding of what children are expected to achieve through their educational experiences.

The purpose of this document is to present a plan for effective, on-going communication about student learning, and is prepared in accordance with the Halifax Region School Board Student Assessment and Evaluation Policy.

### School Environment:

The students of École Burton Ettinger School are fortunate to have opportunities to learn in either the English or French Immersion programs. Our current enrolment reflects a fairly equal distribution of students within French and English programs. Our school is located in a caring and supportive community where parents and community members take an active role in their school. Volunteers provide support through their involvement in a variety of programs; including academic reinforcement, library support, chaperoning class trips, Safe Arrival, active involvement in the Parent Teacher Association, School Advisory Council and Guidance Advisory council.

### Learning, Assessment and Evaluation:

École Burton Ettinger staff is continually engaged in professional development around learning, assessment, evaluation and the communication of student achievement. Student learning is planned, assessed and evaluated based upon the *Nova Scotia Public School Programs* and the learning outcomes framework of the *Atlantic Provinces Education Foundation*.

The *Learning Outcomes Framework* is comprised of a series of curriculum outcome statements describing the knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences at each grade level. Assessment and evaluation are aligned with the outcomes of the Learning Outcomes Framework.

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*Curriculum Outcomes* are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area. Outcomes can be specific to a grade level or more generalized to reflect learning at various points along a continuum from grade primary through twelve.

Learning outcomes are a reflection of the six *Essential Graduation Learnings* expected of students upon graduation and are a consequence of the total education experience: Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving and Technical Competence.

Teachers at École Burton Ettinger School are aware of the similarities among learners, as well as the differences, and work to ensure that all children are challenged at the appropriate level, and are therefore able to meet with success. In Nova Scotia the following *Principles of Learning* are used as the basis to develop meaningful learning experiences for our students:

- Learning is a process of actively constructing knowledge
- Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences
- Learning is enhanced when it takes place in a social and collaborative environment
- Students need to continue to view learning as an integrated whole
- Learners must see themselves as capable and successful
- Learners have different ways of knowing and representing knowledge
- Reflection is an integral part of learning

At École Burton Ettinger School teachers apply the *Principles of Fair Assessment* to thoughtfully assess student progress in their academic, social, physical and emotional growth and development. In order to provide all children with ample and fair opportunities to demonstrate their achievement of the expected learning outcomes, teachers use a variety of assessment methods.

*Assessment* is the systematic process of gathering information on student learning.

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*Evaluation* is the process of analyzing, reflecting upon and summarizing assessment information, and making judgements or decisions based upon the information gathered.

Teachers use a range of assessment tools and strategies, acknowledging the diverse ways in which learners demonstrate their understandings. The following are examples of assessment strategies teachers may use during the course of the school year in order to ensure a balance assessment:

- Observations/Anecdotal Records/Checklists
- Models
- Portfolios, Goal Setting
- Oral Reading Records
- Rubrics
- Daily work samples and homework
- Reports, Projects, Presentations
- Tests, Quizzes
- Conferencing
- Class trips, special events, concerts
- Self and Peer Evaluation
- Questioning
- Student-Led Conferences
- Performances

## **Supporting Students with Special Needs:**

École Burton Ettinger School is committed to supporting the needs of all students. Our School Planning Team meets regularly to discuss how best to meet the academic, physical, social and emotional needs of the children being referred to this team. École Burton Ettinger School has the support of 1.5 resource positions, a learning centre teacher, reading recovery specialist, literacy coordinator, guidance counsellor, school psychologist, speech language pathologist, social worker, Autism team and other professionals who can become involved in the Program Planning Process of individual students as required. Parents play an integral role in the programming needs of their children.

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## **Homework:**

Homework has multiple purposes:

- to reinforce skills and knowledge learned in the classroom,
- to extend curriculum content covered in class,
- to provide an opportunity for students to demonstrate responsibility and independent learning,
- to provide teachers and parents/guardians with further insights into individual learning needs,
- to provide opportunities for parents to engage in learning activities with their child.

The teachers of École Burton Ettinger School value the importance of homework assignments and expect them to be completed on time. Students, in consultation with their teachers, are expected to complete work missed during absences. Homework assignments will vary in frequency and amount. A consistent expectation across all grade levels is daily at home reading; our school “Read with Me” program is designed to support students to read at home on a nightly basis.

## **Parent Concerns:**

Communication is open and on-going between home and school; it is through a team approach that we can successfully assist our children to reach their full potential. We encourage parents who have a concern regarding their child’s progress to contact their child’s classroom or subject teacher; contact may be made by phone, through the student agenda, written note and/or interview. Parent teacher conferences and report cards are more formal ways to communicate student progress. Parents who still have a concern after discussions with the teacher may contact the principal or vice-principal.

## **Review of the Communication Plan:**

The School Plan For Communicating Student Learning will be reviewed every three years by the school staff and School Advisory Council. The calendar for communicating expectations and reporting on student progress will be reviewed and updated annually.