



Amalgamated Academy



2010-2011 School Development Report



Mission Statement

The Essential purpose of Amalgamated Academy is to develop a community of learners. In such a community; students, teachers, parents and the larger community interact in a cooperative effort to develop a positive educational climate. The primary emphasis is placed upon learning, the enhancement of education and of our overall quality of life: the development of the whole individual.

Belief Statement

Students must be listened to, treated with respect and dignity and be expected to treat others in the same manner. Students must be encouraged to establish and achieve personal goals.

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OFFICE OF THE DIRECTOR

*Chair: Milton Peach, B.A., B.A.(Ed.)
C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

Message from the Director of Education

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

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Message from Principal

Dear Reader,

This school report is an overview of the 2010-2011 school year at Amalgamated Academy. Throughout the year the whole school community worked together to ensure that Amalgamated Academy provided all students with a rigorous and inspiring educational experience that was tailored to meet the needs of each of our individual learners – staff included.

Our staff members have dedicated themselves to moving our school along the inclusion pathway. Each teacher spent time throughout the year, via professional development sessions and or personal study, reflecting on and developing strategies to improve the skills that they bring to their craft of teaching. The aim being to ensure that the programs we delivery are suited to the students who receive them.

Teaching and learning is reflected in our achievement scores and also in the many activities and opportunities that our students and staff engage in. Our school year was filled with award winning musical and dramatic performances, field trips, sports events, acts of environmental stewardship (i.e. recycling, improvement of the school grounds, etc.), the list goes on. All of these, so called extracurricular, activities help us educate the whole child. In doing so, we help the children develop skills that they will need to become lifelong learners who can effectively navigate the 21st century.

As a school, we depend on our community to help us achieve our motto of Aiming for Excellence. We want to thank all of our community supporters who have generously donated their time, resources, and or money. Your support has enabled our PBS program, recycling program, EnviroFest program, breakfast program, music program, sports program.....to flourish and in turn benefit all the children in our school.

This year we complete the external review of our new School Growth and Development Plan which will guide our course over the next three to five years.

We hope that as you peruse this report it will give you some insight into our school.

*Sincerely
Violet Parsons Pack
Principal*

Message from School Council

November 9, 2011



Amalgamated Academy has had another very busy. This year brought with it several exciting firsts for the school, such as the production of the musical Alice in Wonderland. This event brought the full school population and communities together in a very rewarding educational adventure.

Partnerships continue to be important as we try to develop the area outside the school. This year we carved out a educational walking trail that added to the outdoor that was created in the previous school year. We have received funding from Newfoundland Power's Envirofest program to make this happen. Thank you to all the volunteers from the school and the community for your assistance. We were also successful in receiving funding through Skills Canada for additional equipment to enhance the school's capabilities in the area of technology. We look forward to seeing this put to good use by our students.

The students of the school had many successes and high achievements over the year in academics and athletics and we congratulate them. I would like to thank the members of the school council and the school administration and staff for their exceptional efforts over the year. I would also like to thank the staff of the Eastern School District for their efforts in helping us get through this year and we look forward to working with them to develop programs and policies to continue to enable Amalgamated Academy's students reach their potential and strive for excellence.

Sincerely,

W. Brian Dawe
Amalgamated Academy School Council Chairperson

Cc: Mrs. Violet Parsons-Pack, Principal, Amalgamated Academy

School Council Membership

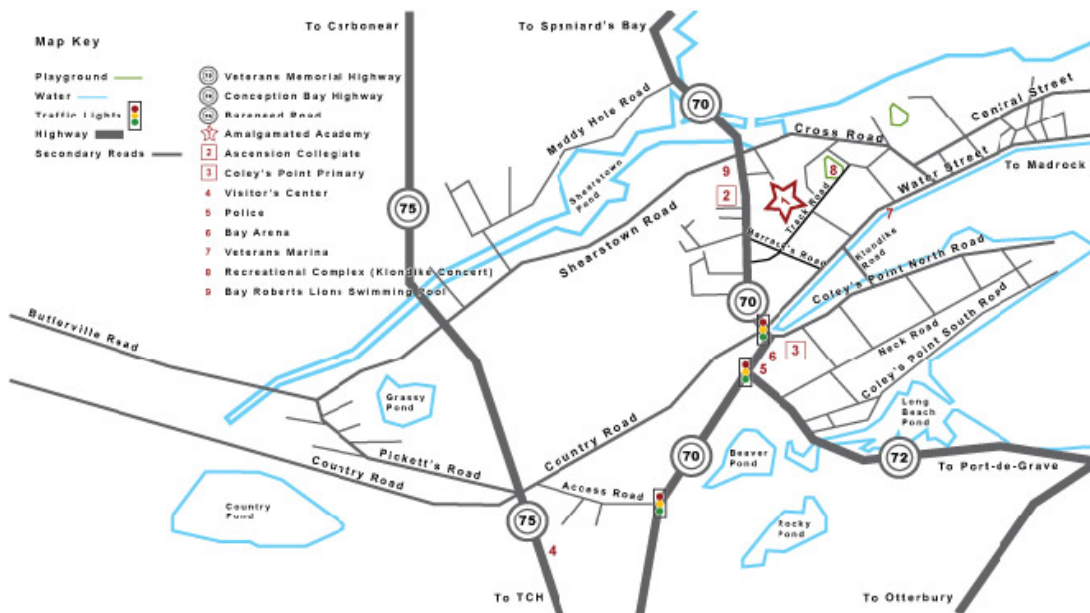
Name	Address	Phone #	Email	Position
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Richard Collins	Box 417 Bay Roberts A0A 1G0	786-0061	collins@mac-law.ca	Parent
Brian Dawe	P.O. Box 1092 Bay Roberts A0A 1G0	786-1808	brian.dawe@eastlink.ca Brian.Dawe@corp.eastlink.ca	Community
Patti Babcock	P.O. Box 10 Coley's Point A0A 1X0	786-3342	patriciababcock@esdnl.ca	Teacher
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Dave Power	Box 494 Clarke's Beach A0A 1W0	786-7518	dpowerAperryandpower.ca	Community
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Dawn Batten	P.O. Box 165 Port de Grave A0A 3J0	786-6020 683-2382	id.battenApersonainternet.com	Parent
Roy Sparkes				Admin
Violet Pack				Admin

Overview of School

School Location/Communities

Directional Map to Amalgamated Academy

The following image is a general map of the Bay Roberts area, showing the location of Amalgamated Academy [1] on Track Road. This map also highlights other important features such as the location of the TCH and Veterans Memorial Highway and where you can find the local Police Station [5], Ascension Collegiate High School [2], and Coley's Point Primary [3].



Amalgamated serves communities in Conception Bay North from Marysville in the south to Bay Roberts in the north. For grades 4 to 6, Amalgamated receives students from only the Bay Roberts-Shearstown-Coleys Point area. Students from grades 4 to 6 from the communities of North River south to Marysville go to All Hallows Elementary in North River. Amalgamated Academy receives these students in grade 7. The school offered programming to 718 students, 194 of whom were enrolled in the late French Immersion program in grade 7, 8 and 9.

For the 2010-2011 school year Amalgamated Academy has a staff complement of 36.75 full-time regular classroom teachers, 7.5 special service teachers, 0.95 Learning Resource teacher, 2 administrators, 1.4 guidance counselor, five student assistants, one full time secretary, one part time secretary and three maintenance personnel. In addition to staff based at the school, we have access to District Office staff including: educational psychologist, speech pathologist, numeracy support itinerant and itinerant teachers for the

vision and hearing impaired. The school has a Full Time Equivalent Pupil Teacher Ratio (FTE PTR) of 15.0 compared to a ratio of 12.7 for the district and 12.0 for the province. Amalgamated is classified as an urban school.

Key Highlights/Special Projects

There are many special events that occur throughout the year at Amalgamated Academy. In November of 2010 we held our Awards Celebration for the 2009 – 2010 school year at which over \$4 000 was given out to our students. The committee that organizes the awards, proposed the idea of moving the awards into the June so that the awards would be more closely connected to the year in which they were received. A survey was sent out to our In June of 2011 we held our Awards Celebration on the last day of school, at which over \$4 000 dollars was awarded to students in grade 7 – 9 for their achievements in the 2009-2010 school year.

This year we saw a continuous growth in our breakfast program. Our breakfast program became an integral part of our revised Safe and Caring School Program. Each month a theme week was celebrated that connected the students to our school community through themes such as I Care, I belong, I Stand Up, etc. As part of the theme week, we held breakfast in the lobby on the Friday. The breakfast program was supported throughout the community through donations of time, food and or money.

This year also saw the growth of the recycling program at our school. Staff, students and community members collected recyclables from the school and community. Recycling was the main fundraiser for our school this year. The program netted in excess of \$10 000 for our school, more than doubling the amount raised in the previous year.

This school year also saw the continued implementation of new aspects of our webpage for the school. The webpage is supported by Moodle file management system. This system provides teachers with the ability to store files for all their courses and to use it in an instructional manner with all their students. Teachers can make resources available to students that can be accessed from anywhere in the world as long as they have access to a computer with an internet connection.

Our school also participated in the expanded District Character Education Pilot Program called Turning Points. This was a pilot delivered through the grade seven language arts program.

Through a partnership with Newfoundland Power we also hosted our second EnviroFest 2011 at our school this year. Through this partnership we were able to build an outdoor walking trail that highlighted vegetation in our local area

Our school, through the Youth Innovation Grant, received \$20 000 to further develop our IT capacities of our school. As part of this program our school hosted a Virtual Film Festival. We had over 200 students from across the province take part in this festival.

Our Fine Arts Department undertook several new initiatives this year. One of which was the production of the Disney Musical, Alice in Wonderland Jr. This was a major success and had nine showings. The fine arts department also hosted our first International Virtual Music Festival in June which was a great success.

Attached to this report you will also find supplementary reports that highlight some of the events that took place in our various academic departments throughout the school year.

Partnerships

Over the past few years, Amalgamated has created and maintained a number of partnerships with outside agencies. These partnerships have been targeted towards the improvement of facilities and programs in optimizing learning opportunities.

A comprehensive list of those agencies follows:

- Eastern School District
- Newfoundland Power
- RCMP
- Local Businesses
- Kids Eat Smart Foundation
- Centre for Distance Learning and Innovation (CDLI)
- EastLink Communications
- Youth Innovations
- Industry Canada – Network of Innovative Schools, Canada’s Schoolnet
- Capital Networks – Matrox InfoNet TV, AudienceWeb Billboard
- TCP Health Foundation
- Investors Group - Fundraising
- Masters Commission Newfoundland
- IBM Learning Space – Pilot project in E-Learning/Professional Learning Spaces
- College of the North Atlantic
- Memorial University – Action research project, E-Learning
- Roger’s Cable – local dial-up centre for Internet service provider
- Intel Teach to the Future – teacher ICT project training, software tools
- KidsWorld Magazine – National Showcase
- Johnson GeoCentre – Online student activities, virtual tour online
- Eastern Health
- Town of Bay Roberts
- Royal Canadian Legion

3 – 5 Year School Development Plan

Preamble

Amalgamated Academy underwent a revision of our School Growth and Development plan. This revision began towards the end of the 2009-2010 school year when we completed an internal review. Throughout the 2010-2011 school year, we used the internal review data and other data to develop a new three year plan. The plan underwent an external validation in May 2011. This new plan which built on the one before it, will now direct the activities of the school for the next two years..

During the 2010-11 school year, three separate lunch breaks were reintroduced to accommodate the students use of the lunch room. This was necessary to allow for enough time for students to be served and to control the noise volume in the lunchroom. This makes for a lot of movement around the school from noon until 1:40, but the benefits seem to outweigh some of the drawbacks. The lack of bathroom facilities continue to complicate the supervision issues and limit the community use of this area of our school.

The use of the gym was interrupted at times throughout the school year due to the state of the gym floor and the room divider in the gym. Some repairs were made to both, however they were only temporary fixes. We were notified that both the floor and divider would be repaired or replaced in the near future.

We continue to battle with the lack of available parking, and music room space. For the coming school year, there will be an increase in our student enrollment again and this will place additional strain on the facility.

Report on School Development Plan for Previous Year (2010-11)

The focus for the current school year was the development and refinement of our school growth plan. However we did make strides in implementing some of the strategies outlined in the plan.

Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.		
Objective 1.1: Increased use of Differentiated Instruction learning practices in the classroom.	Objective 1.2: Increased use of assessment for learning strategies to meet the individual needs of students.	Objective 1.3: Increased use of Inclusion practices in the classroom and school-wide.

<p>Strategies:</p> <p>1.1.1 Teachers utilized student learning styles inventories to obtain knowledge of their learning styles to assist in designing lessons that met the needs of the learners in their classrooms</p> <p>1.1.2 Teachers shared various instructional and assessment strategies at staff meetings and professional development sessions to enhance instruction and assessment.</p> <p>1.1.3 Teachers expanded learning experiences by incorporating group work, speakers/presenters, hands-on activities, technology related activities, and outside learning experiences. (ex Moodle)</p> <p>1.1.4 Teachers utilized cross-curricular approaches to teaching and learning, with one target being development of skills in poetry and informational text.</p> <p>1.1.5 Teachers were trained in the Eastern Schools Active Learning to increase the amount of daily physical students were exposed to within their classrooms</p> <p>1.1.6 \co-teaching practices were implemented at each grade level.</p> <p>1.1.7 Teachers contributed to school-wide sharing of resources and strategies.</p>	<p>Strategies:</p> <p>1.2.1 Teachers provided students and parents with long term subject/grade plans.</p> <p>1.2.2 Teachers utilized a variety of assessment tools to assess learning in a balanced manner (formative and summative).</p> <p>1.2.3 Teachers provided constructive feedback to students about their learning using instruments such as rubrics, mini reports, checklists, conferences, and formative assessment instruments such as quizzes, assignments and through Moodle</p> <p>1.2.4 Teachers posted homework on the school website daily to inform parents and students of the homework that was assigned.</p>	<p>Strategies:</p> <p>1.3.1 Grade level teachers were provided with common preparation periods to allow for collaborative planning. Teachers were provided with common Professional Development time through the school substitute bank to work together on instruction and assessment. Teachers were provided with collaborative planning time through closeout days to further collaboration around instruction and assessment.</p> <p>1.3.2 Teachers collaborated with each other in the delivery of individualized programming to ensure programming was delivered in the most appropriate setting.</p> <p>1.3.</p> <p>1.3.4 Students were provided with oppoprunities to participate in math clubs, underwater robotics, skills Canada, at clubs, music programs, etc.</p> <p>1.3.5 Students and parents were able to participate in leadership roles within the school through activities such as school council, student council, Alice Production, Breakfast program, recycling, etc.</p> <p>1.3.6 Administration visited classrooms to observe learning.</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Purchased copy of "Cross Curricular Reading Tools" for each teacher 1.1.3 Purchased more Smartboards.	1.1.1 Scheduling to enable grade level collaboration and creation of cross curricular units (grade level/Subject) 1.1.2 Differentiated Instruction and Inclusion PD 1.1.3 Moodle/SMART Technology

Goal 2: To foster a healthy, safe and caring environment.		
Objective 2.1: To foster an environment where all individuals feel safe and secure.	Objective 2.2: The school community will promote a healthy and caring atmosphere.	Objective 2.3: To promote a climate of respect within the school.
<p>Strategies:</p> <p>2.1.1 Keep to the right motto was implemented to help make movement in the building more efficient.</p> <p>2.1.2 Character Education program was implemented to increase a sense of belonging and safety within the school.</p> <p>2.1.3 Student handbook was provided to and reviewed with all students to help ensure they were familiar with and understood the school rules.</p> <p>2.1.4 Bus issues were dealt with in a timely manner</p> <p>2.1.5 Block rotation of supervision was introduced to increase consistency of behavior expectations for students in all areas of the school.</p> <p>2.1.6 All staff were encouraged to address student behavior at all times.</p> <p>2.1.7 Regular communication through the school webpage, synervoice and school newsletters.</p> <p>2.1.8 All students took turns keeping school grounds clean</p>	<p>Strategies:</p> <p>2.2.1 Teachers used inventories and activities to get to know students better both academically and socially.</p> <p>2.2.2 In partnership with "Kids Eat Smart" foundation our school offered free breakfast to all students/staff on a daily basis.</p> <p>2.2.3 Expand Safe and Caring Schools Committee to include student, parent, and community representatives - 2011-2012</p> <p>2.2.4 Develop a protocol for dealing with student attendance issues. Revisit the use of student agendas - ongoing.</p> <p>2.2.5 Students took part in Health Commotions, Eastern Active Living Activities, Envirofest activities and winter carnival activities plus many extra curricular sports activities</p> <p>2.2.6 Promote and model healthy eating practices by increasing healthy nutritional options throughout the school community - ongoing. Nutrition police in Elementary.</p>	<p>Strategies:</p> <p>2.3.1 To develop a mentoring program that will foster an atmosphere of mutual respect between grade levels: Creating Connections.- this will be worked on more in the coming school year.</p> <p>2.3.2 To acknowledge academic and extracurricular achievement of students (both in and outside the school setting) - Awards was moved to the end of the school year.</p> <p>2.3.3 Incorporate a character education program into the curriculum to foster an awareness of respect among the student body. (School-Wide Character education and Turning Points) - both of these actions have been implemented and will continue into the next school year.</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Inclusive teaching resources.	1.1.1 In school time to review safety procedures for students during structured and unstructured time
2.1.2 Funding provided for development of visuals	1.1.3 Time to develop in school survey about student safety.
2.1.3 Survey specific to student in school and bus safety.	

Operational Issue	Intended Action		
Communication	2.1.7 Regular and standardized use of minutes, memos, newsletters.		
Bus Safety	2.1.4 Foster a sense of safety and well being while travelling on the bus (placement of bus monitors on each bus and/or cameras)		
Student Attendance	2.2.4 Student attendance protocol implemented and monitored by administration.		
Technology	Need to have Equal technology in all classrooms		
Additional Concerns	<i>Storage Challenges(use of overhead facilities, limited room, use of science lab for other materials (ongoing)</i>	<i>Science lab used as a classroom</i>	<i>Need for bathrooms in the cafeteria</i>
	<i>Increase in janitorial demand (more students)</i>	<i>Parking lot car and pedestrian traffic (safety)</i>	<i>Need for additional music room space</i>
	<i>Gym Floor needs repair</i>	<i>Divider in the gym needs repair</i>	

Summary Report on the School's Most Current Data

The school development plan for 2010-2013 was implemented with some adjustments based on feedback from the April, 2011 **External Review Report**. The focus on Inclusion was embraced with a concentrated effort being placed on Differentiated Instruction, Differentiated Assessment and Co-teaching to promote student achievement. We also continued to enjoy the benefits of a numeracy support person at the grade six level. Staff meeting time was also devoted to the sharing of Differentiated Instruction and Assessment. A significant portion of substitute time was also devoted to providing staff with time to work together to plan for curriculum delivery.

CRITERION REFERENCE TESTS

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	78.7%	84.8%	88.3%	87.1%	81.1%	81.0%	82.9%	79.5%
Listening	88.0%	92.0%	88.3%	87.7%	81.6%	86.7%	70.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	84.2%	85.1%	75.3%	78.7%	86.6%	81.4%	74.0%	74.7%
Poetic	40.3%	81.2%	75.0%	69.6%	73.0%	69.9%	68.8%	66.2%
Informational	55.3%	78.9%	77.6%	68.0%	60.0%	68.4%	68.3%	58.7%
Listening	49.4%	62.6%	41.9%	47.4%	64.3%	66.7%	60.3%	51.8%

The grade six Language Arts CRT results indicate that our students are performing at or above the province in all areas of the grade six Language Arts CRT assessment with the exception of demand writing. Our students made gains when compared with last year's results in the areas of responding to multiple choice questions on information they had read and in creating constructed responses to informational text. However, despite being above the province in most areas, we saw a decline in student performance in all other areas that were assessed. This decline was noted in provincial results in all areas assessed as well. It is not clear why this decline occurred. However, it does indicate that the strategies that we have put in place to improve our language art performance are working in that we have improved in some areas and the decline in the other areas were not as great as those of the province overall. Even in the area of Demand Writing which was the area that we scored below the province our decline from the previous year was not as much as the decline experienced by the province. Despite our decline in all but two years, this is the best year our performance has been in Language Arts at the grade six level when compared to the performance of the province as a whole.

Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	78.0%	78.0%	77.4%	77.1%	70.8%	72.3%	63.8%	67.5%
Number Concepts	62.9%	70.0%	68.9%	67.1%	75.5%	76.9%	63.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	30.4%	48.4%	44.6%	36.5%	57.8%	54.9%	44.9%	52.3%
Communication	17.7%	42.0%	46.0%	30.6%	56.6%	46.5%	31.9%	44.3%
Connections & Representations	24.0%	41.3%	52.7%	36.1%	50.6%	44.0%	39.2%	35.2%
Problem Solving	35.5%	55.4%	54.1%	42.5%	61.5%	55.8%	65.2%	68.1%

The results of the Grade 6 Mathematics CRT indicate that our students had more difficulty than the students in the province overall in all areas of the Math assessment. The province experienced a decline in performance in all areas assessed with the exception of Constructed responses to problem solving type questions. This trend was mirrored in our school results as well. This is in direct contrast to the trend that showed an increase in most areas for the past three years. It is disturbing to see that despite the fact that we have been focusing on intervention strategies our results on both of our grade six assessments indicates a regression in achievement in most all areas.

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	76.8%	77.2%	71.7%	71.0%	85.5%	85.1%	66.2%	64.7%
Informational	78.4%	78.1%	71.7%	83.1%	81.1%	79.3%	72.4%	71.2%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	87.9%	86.2%	84.9%	83.0%	85.7%	85.4%	81.7%	83.3%
Poetic	57.5%	73.0%	76.4%	79.5%	64.4%	73.1%	58.9%	61.4%
Informational	69.1%	77.5%	67.4%	75.5%	71.9%	70.1%	58.1%	69.2%

The CRT results of our grade nine students in the area of Language Arts show internal decline in performance in all areas assessed by the Language Arts CRT. These results mirror the decline that was experienced by the province in all areas as well.

Our results place us above the province in our students' ability to respond to multiple choice questions for both poetic and informational text. However our results in the area of demand writing and constructed response to Poetic and Information text is below that of the province. This is the first year that we have scored below the province in the area of demand writing. Our school did place an emphasis on improving our performance in the area of response to poetic text during the previous year. This change in focus may have resulted in a decrease in demand writing performance but sadly did not result in an increase in the students' ability to develop constructed responses to poetic text.

For the fourth year in a row we have scored below the province and district in the area of constructed response to poetic text. This will be a focus again this year for our language arts department.

Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	71.5%	60.3%	56.3%	55.8%	70.0%	69.5%	54.9%	59.1%
Number Concepts	70.4%	68.9%	31.8%	39.3%	56.4%	59.0%		
Patterns & Relations	67.8%	59.3%	71.3%	68.9%	73.5%	75.4%	58.0%	62.8%
Measurement	70.4%	55.1%	56.3%	59.9%	68.1%	67.6%	62.0%	65.7%
Geometry	70.6%	55.4%	62.8%	61.8%	68.1%	69.4%		
Data Management & Probability	61.0%	63.2%	49.6%	53.7%	65.5%	65.9%	77.9%	79.4%

The 2010-2011 school year was the first year for the new math program in grade nine. The current results show a decline in student performance in all areas assessed apart from the area of Data management and Probability. Despite our gain in this area however the province overall still slightly out performed our students in this area. Our school results were above that of the province in the area of Measurement but were below in all other areas. These results will be analyzed by the math department and direct their intervention throughout the school year.

School Development Plan for Current Year

The 2010-2011 marked a transition from our old school growth and development plan to a new school growth and development plan. Throughout the year a great deal of time was devoted to developing and refining the goals, objectives and strategies. Then in May a team of colleagues, under the direction of Cheryl Donovan White and John Way conducted an external review of the plan. Our primary goals remain that of improving student achievement and developing and maintaining a safe and caring school. We are also now in our second year of being a phase two pilot school for inclusion. This year we will focus our inclusion plan on the grade four, five and seven levels. In grade four and five we will be implementing flexible grouping for the development of written language skills. In grade seven the same flexible groupings will be utilized in the English stream to promote the development of identified skills. In addition, co-teaching will continue throughout all grade levels. In the area of Safe and Caring Schools we are proceeding with the refinement of our Character Education Program to address the major issues such as empathy development, safety, etc. Our school is dedicated to the implementation of Differentiated Instruction and to continue with our focus on Assessment for Learning. All of these concepts are woven into the new school growth plan which is in line with the strategic plan of the school district.

School Development Plan 2011-2012

Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.		
Objective 1.1: Increased use of Differentiated Instruction learning practices in the classroom.	Objective 1.2: Increased use of assessment for learning strategies to meet the individual needs of students.	Objective 1.3: Increased use of Inclusion practices in the classroom and school-wide.

<p>Strategies:</p> <p>1.1.1 To increase teacher and student awareness of learning styles by using student interest surveys/ multiple intelligences surveys/ getting to know you activities.</p> <p>1.1.2 Teachers will use strategies based on Multiple Intelligence theory to gauge and guide teaching and learning practices using art, music, dance, and technology to help students learn in other subject areas.</p> <p>1.1.3 To expand learning experiences by continuing to incorporate group work, speakers/presenters, hands-on activities, technology related activities, or outside learning experiences. (ex Moodle)</p> <p>1.1.4 Teachers will utilize cross-curricular approaches to teaching and learning, with one target being development of skills in poetry and informational text.</p> <p>1.1.5 Increase the amount of daily physical activity in the curriculum to enhance motivation and learning in all subject areas.</p> <p>1.1.6 Implement co-teaching practices.</p> <p>1.1.7 Teachers will contribute to school-wide sharing of resources and strategies.</p>	<p>Strategies:</p> <p>1.2.1 Teachers will provide students/parents with long term subject/grade plans.</p> <p>1.2.2 Teachers will use a variety of assessment tools to assess learning in a balanced manner (formative and summative).</p> <p>1.2.3 Teachers will provide timely constructive feedback to students about their learning using instruments such as rubrics, checklists, conferences, formative assessment (quizzes, assignments), K-W-L, Moodle</p> <p>1.2.4 Teachers shall post homework on the school website daily, inform parents about the site and how to use it.</p>	<p>Strategies:</p> <p>1.3.1 Review current structures and procedures to optimize opportunities for collaborative planning.</p> <p>1.3.2 Teachers will collaborate with each other in the delivery of individualized programming in the most appropriate setting.</p> <p>1.3.3 Review internal policies and procedures to ensure alignment with an inclusive philosophy.</p> <p>1.3.4 Increased opportunities for student participation in Math, Science, French, Language Arts and Technology curricular and co-curricular activities. (For example, elementary math club, robotics club, etc.)</p> <p>1.3.5 To provide opportunities for students and parents to participate in leadership roles within the school.</p> <p>1.3.6 Administration will visit classrooms to observe learning.</p>
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<p>Indicators of Success:</p> <p>1.1.1 Increased performance on assessments when learning styles are taken into consideration. Use student interest surveys, multiple intelligences surveys, and getting to know you activities.</p> <p>1.1.2 Teachers use of a variety of activities to attain learning objectives in curriculum areas</p> <p>1.1.3 Increased use of group work, presenters, hands-on activities, technology to enhance learning</p> <p>1.1.4 Teachers will be given time to develop and implement cross curricular units.</p> <p>Students will demonstrate an increase in performance as measured by a level three or above score on criterion referenced tests in grade 6 and 9.</p> <p>1.1.5 Twenty minutes of quality daily physical education in all elementary classes per day (EAS training). In intermediate lessons will sometimes include physical activity.</p> <p>1.1.6 Scheduling to allow co-teaching to occur.</p> <p>1.1.7 Teachers share strategies and resources at staff meetings, online, Moodle, etc.</p>	<p>Indicators of Success:</p> <p>1.2.1 Long term subject/grade plans are distributed to all students.</p> <p>1.2.2 Teachers use portfolios, journals, projects, pencil-paper tests, in-class assignments, Moodle</p> <p>1.2.3 Employment of effective feedback strategies such as rubrics, checklists, conferences, formative assessment (quizzes, assignments), K-W-L, Moodle anecdotal comments, exit/entrance cards.</p> <p>1.2.4 Homework is posted daily.</p>	<p>Indicators of Success:</p> <p>1.3.1 Common agenda for grade level/subject/dept meetings. (Ex: DI, assessment for learning, inclusion)</p> <p>1.3.2 Teachers are collaborating to meet the needs of students in the regular classroom setting. (don't forget enrichment)</p> <p>1.3.3 Adjustments will be made to internal policies and procedures to ensure alignment with an inclusive philosophy.</p> <p>1.3.4 Increased participation in Math, Science, French, Language and Technology curricular and co-curricular activities.</p> <p>1.3.5 Increased participation of students and parents in leadership roles within the school.</p> <p>1.3.6 Administration is visible in classrooms observing and/or engaged in learning.</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.1 Purchase copy of "Cross Curricular Reading Tools" for each teacher</p> <p>1.1.3 Purchase more Smartboards.</p>	<p>1.1.1 Scheduling to enable grade level collaboration and creation of cross curricular units (grade level/Subject)</p> <p>1.1.2 Differentiated Instruction and Inclusion PD</p> <p>1.1.3 Moodle/SMART Technology</p>

Goal 2: To foster a healthy, safe and caring environment.		
Objective 2.1: To foster an environment where all individuals feel safe and secure.	Objective 2.2: The school community will promote a healthy and caring atmosphere.	Objective 2.3: To promote a climate of respect within the school.
<p>Strategies:</p> <p>2.1.1 Ensure students move throughout the school in an orderly fashion through the use of visual aids and verbal reminders.</p> <p>2.1.2 Students are encouraged to exhibit appropriate behaviours so that all students and staff feel safe in school.</p> <p>2.1.3 The school community will promote safety and order.</p> <p>2.1.4 Foster a sense of safety and well being while travelling on the bus (placement of bus monitors on each bus and/or cameras)</p> <p>2.1.5 All staff will consistently enforce the rules for unstructured time and student movement that are clearly defined beginning in September.</p> <p>2.1.6 Increase visibility and accessibility of staff during unstructured time to ensure student safety.</p> <p>2.1.7 Regular communication among all stakeholders to promote safety and order.</p> <p>2.1.8 To provide a clean learning environment</p>	<p>Strategies:</p> <p>2.2.1 Teachers need to take time to get to know students better both academically and socially.</p> <p>2.2.2 In partnership with "Kids Eat Smart" foundation our school will offer free breakfast to all students/staff on a daily basis.</p> <p>2.2.3 Expand Safe and Caring Schools Committee to include student, parent, and community representatives.</p> <p>2.2.4 Develop a protocol for dealing with student attendance issues. Revisit the use of student agendas.</p> <p>2.2.5 Increase opportunities for the school community to be engaged in healthy and wellness activities.</p> <p>2.2.6 Promote and model healthy eating practices by increasing healthy nutritional options throughout the school community.</p>	<p>Strategies:</p> <p>2.3.1 To develop a mentoring program that will foster an atmosphere of mutual respect between grade levels: Creating Connections.</p> <p>2.3.2 To acknowledge academic and extracurricular achievement of students (both in and outside the school setting)</p> <p>2.3.3 Incorporate a character education program into the curriculum to foster an awareness of respect among the student body. (School-Wide Character education and Turning Points)</p>

<p>Indicators of Success:</p> <p>2.1.1 Students and staff walk in an orderly manner on the right of the hallways. Use of Hall Passes/rule awareness.</p> <p>2.1.2 Utilize PBS, code of conduct, awesome cards.</p> <p>2.1.3 Year-end survey results specific to student safety.</p> <p>2.1.4 Decrease in bus incident reports and successful reports from bus monitors - monitored on a monthly basis.</p> <p>2.1.5 Early in the school year have a substitute teacher and student assistant orientation meeting including an information package on established rules and enforcement guidelines.</p> <p>2.1.6 Decrease in disruptive and unsafe incidents during unstructured time.</p> <p>2.1.7 Regular and standardized use of minutes, memos, newsletters, online calendar, InfonetTV</p> <p>2.1.8 The learning environment is kept clean daily.</p>	<p>Indicators of Success:</p> <p>2.2.1 Early in the school year teachers take time to review student cumulative files and have student-teacher-parent conferences. Teachers are involved in extra-curricular activities such as school dances, sports teams, Envirofest, Green Team, math club, student council, music, drama and Art club.</p> <p>2.2.2 Breakfast program successfully implemented.</p> <p>2.2.3 Presence of new committee members</p> <p>2.2.4 Student attendance protocol implemented and monitored by administration.</p> <p>2.2.5 More involvement in healthy activities throughout the school such as Eastern Active Schools, Healthy Commotion, use of fitness facilities and professional development.</p> <p>2.2.6 Nutrition "police"</p>	<p>Indicators of Success:</p> <p>2.3.1 Implementation of Creating Connections mentoring program.</p> <p>2.3.2 Use of Pep rallies, Student achievement bulletin board, and use of announcements.</p> <p>2.3.3 Implementation of a character education program. (Ex: Character Theme Months)</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>2.1.1 Inclusive teaching resources.</p> <p>2.1.2 Funding provided for development of visuals</p> <p>2.1.3 Survey specific to student in school and bus safety.</p>	<p>1.1.1 In school time to review safety procedures for students during structured and unstructured time</p> <p>1.1.3 Time to develop in school survey about student safety.</p>

Operational Issue	Intended Action
Communication	2.1.7 Regular and standardized use of minutes, memos, newsletters.
Bus Safety	2.1.4 Foster a sense of safety and well being while travelling on the bus (placement of bus monitors on each bus and/or cameras)
Student Attendance	2.2.4 Student attendance protocol implemented and monitored by administration.
Technology	

Additional Issues	Intended Action
Space for Science Lab	Request an Extension
Divider for Gym	Obtain the repaired Divider
Parking/Parking Lot Safety	Request Speed bumps placed at beginning of school zone
Storage	Apply for grants that would provide for funding for the building of a shed

Appendix A – Summary of School Fundraising

A/C #'s-Name	Total	Less Tsf fr.	Income	Expenses	Exp-Tsf fr	Exp.	BALANCE
	Revenue	Prev. Year	2010-11		Prev. year	2010-11	Sept.2011
4003-Sch. Pictures	3114.44	1507.22	1607.22	0	0	0	1607.22
4004-Rental of Sch.	3475.00	1500.00	1975.00	0	525.61	-525.61	2500.61
4005-Scholarships	16436.43	7033.36	9403.07	12449.19	5928.12	6521.07	2882.00
4006-Donations	12501.15	3087.40	9413.75	7959.72	2635.72	5324.00	4089.75
4043-Art Smart	3400.00		3400.00	0.00	0.00	0.00	3400.00
							Money was returned
4045-Stud Council	23255.46	12968.38	10287.08	15971.67	6148.89	9822.78	464.30
4048-Fit 4 Sch00l	765.00	425.00	340.00	0.00	0.00	0.00	340.00
4049-commotions	360.00	0.00	360.00	557.06	0.00	557.06	-197.06
4101-Gen. Fundraisi	49350.63	40921.86	8428.77	48818.74	29885.95	18932.79	-10504.02
4308-Breakfast Prog.	17224.04		17224.04			0.00	17224.04
							These two accounts were combined
4103-Book Fair	3620.32	15.02	3605.30	3513.40	0.00	3513.40	91.90
4311-Cafeteria	31214.30	18131.10	13083.20	0	288.25	-288.25	13371.45
4412-Gr.9 Prom	4540.00	2200.00	2340.00	3166.93	1694.98	1471.95	868.05
4414-Field Trips	22781.05	11861.80	10919.25	19151.60	10456.76	8694.84	2224.41
4434-St. Pierre	68876.00	23525.00	45351.00	74797.39	27537.48	47259.91	-1908.91
4806-Recycling	20772.38	5783.48	14988.90	1721.12	576.09	1145.03	13843.87

French Department Year End Report 2010-2011

During the 2010-2011 school year, Amalgamated Academy offered a Core French Program to students from grades 4 to 9, Intensive Core French to grade 6 students and a Late French Immersion Program to students in grades 7 to 9.

French Department meetings were held as necessary with core and immersion teachers from grades four to nine. Extra meetings were held for special events. Teacher planning meetings and collaboration (grade level meetings) took place on a regular basis and teacher collaboration at each grade level was evident.

French Teachers

P. Babcock continued her position of French Department Head in the 2010-2011 school year.

P. Babcock	Grade 9 Immersion, Grade 9 Core, Grade 8 Core
A. Neil	Grade 9 Immersion, Grade 9 Core
N. Morgan	Grade 8 Immersion
J. Dean	Grade 8 Immersion, Grade 8 LFI Math
S. Ralph	Grade 8 Immersion, Grade 8 and 9 LFI Sciences
C. Kennedy	Grade 7 Immersion, Grade 8 Core, Grade 7 Core
M. Hynes	Grade 7 Immersion, Grade 7 Core, Grade 9 Core
C. Franey	Grade 7 Immersion, Grade 8 Core
C. Lye	Gr 8 Core
S. Cluett	Grade 6 ICF
K. Delaney	Grade 6 ICF
L. Kolonel	Grade 6 ICF
W. O'Reilly	Grade 5 Core
D. Mercer	Grade 5 Core
T. Lucas	Grade 4 Core
D. Ryan	Grade 4 Core

Intensive Core French

The Intensive Core French programme has been offered at Amalgamated Academy since the 2002-2003 school year. There were three classes of ICF in the 2010-2011 school year. This included 100% of grade 6 students. Also 100% of the Grade 6 curriculum at All Hallow's

Elementary was delivered using the ICF method. These children will feed into Amalgamated Academy in September 2011.

French Immersion

An information session for those parents interested in having their children enter the LFI program at Amalgamated Academy in September 2011 was held in January 2011, in the school cafeteria. A number of current LFI students were present at this meeting to answer parent questions about the programme. The week prior to this meeting, P. Babcock visited Grade 6 classrooms in the feeder schools to outline information about the LFI program to students. Mme Babcock was accompanied by two students on these visits.

There were eight classes of French Immersion delivered at Amalgamated Academy in the 2010-2011 school year. Three grade 7 and 8 classes and two Grade 9 classes.

The French Immersion enrolment in June 2011 was as follows:

Grade 7 - 62 students

Grade 8 - 72 students

Grade 9 - 48 students

It is anticipated that at the close of school in June the registration for LFI for September 2011 will be approximately 73 students.

The plan is for 3 classes of Grade 9 Immersion students in September 2011.

The Late French Immersion Summer Camp will take place at Amalgamated Academy during the last week of July and the first week of August, 2011. Teacher leaders remain unidentified at this time.

Late French Immersion New Curriculum Guide

On April 23, 2011, C. Franey, A. Neil and M. Hynes attended an inservice for the new Late French Immersion Curriculum Guide which was implemented in September of 2010 for Grade 7 LFI. Carole Kennedy became a grade 7 LFI teacher in September 2010 and attended other PD with M. Hynes and C. Franey. Overall, teachers were pleased with the new programme as reported at the end of June 2011. It is anticipated that the Grade 8 LFI teachers will participate in PD relating to their new resource for Français which will be implemented in September 2011. There was no PD offered this spring.

Core French Materials

There are 5 to 6 booklets available for use by each grade in Core French from Grades 4 to 9 during the year in addition to the consumable cahiers. Teachers must be more vigilant in the collecting of the student work booklets after each unit is completed. This has been discussed in French Department meetings. More care was taken with booklets and teachers and students became more accountable during the 2010 -2011 school year.

Concours d'Art Oratoire (School Level)

The annual Amalgamated Academy French Speak Off was held on Tuesday, March 15th in the school library. Grade 7 LFI students acted as hosts and introduced the speakers for the evening. Many teachers in the French department were involved with this event; the planning, the printing of the program, setting up of chairs and tables, organizing refreshments, decorating the library, score keeping, time keeping and coaching students for the speak off itself. Approximately 30 parents and supporters were in attendance. Each participant and “animateur” was presented with a participation certificate, a French pencil and McDonald’s coupons. Winners received a cash prize, McDonald’s coupons as well as pencils and prizes from the French Department.

Following are the winners of the 2011 Concours d’Art Oratoire at Amalgamated Academy:

First Place	Zoë Wilkins	\$25.00
Second Place	Sarah Dawe	\$20.00
Third Place	Martina Taylor	\$15.00

C.P.F. Regional Concours d'Art Oratoire

Zoë Wilkins of Grade 9 LFI earned the opportunity to move on to the Canadian Parents for French Regional Speak Off in her category at Ascension Collegiate. Zoë did a great job and gained a wonderful experience that will help her in next year’s competitions.

Grade 5 Cafés

As part of the Grade 5 Core French curriculum, students study restaurant language and menus. As a culminating activity to this unit teachers and students organized a French café for peers and guests to enjoy. Cafés were held in the classrooms this year and were very successful. Students had a wonderful experience and used their second language to plan the event and to serve their patrons and guests. Bravo to both students and teacher organizers, Ms. Wendy O’Reilly and Ms. Donna Mercer. Elementary Core French at Amalgamated Academy is certainly a positive second language learning experience and a memorable one for young students!

ch Club

A French Club for after school in elementary began for the first time this year. No one particular teacher took ownership but teachers led the club in groups of two. Students who participated found it quite enjoyable. During a recent French Department meeting it was suggested that one or two teachers take ownership of this particular activity. It will be discussed and hopefully resume in the fall.

Buddy Reading

Annette Neil Grade 9 LFI and Lori Kolonel Grade 6 ICF initiated a buddy reading activity this year. Students enjoyed it from both grade levels and teachers found it beneficial. Hopefully a similar activity will resume in the 2011-2012 school year.

Canadian Parents for French December French Movie

Again this year, Canadian Parents for French hosted a special presentation of a film “en français” at the Studio 12 Theatre in St. John’s in December.

In the past this activity was availed of by only LFI students from our school. After some discussion among the Intermediate Core French teachers it was decided to include Grade 9 Core French students in the trip as we hoped they would be able to understand the film. With the possible numbers of students who could attend, bussing became an issue as more than 4 busses would be needed for this excursion. The dates of the film approached and there were school closures due to weather. Unfortunately, it became too late to plan to attend.

We will re-visit this activity in the fall of 2011. Perhaps the Grade 7 and 8 Immersion students could attend one viewing one day and all the Grade 9 students, both Core and Immersion, could attend another day.

2011 Grade 8 Trips to St. Pierre with LFI and Core French students

Funding from the Language Programs Section of the Department of Education was received to subsidize costs of the Grade 8 St. Pierre trip this year. We have been very fortunate to have received funding for this trip almost every year for the past several years. Almost all Grade 8 LFI students travelled to St. Pierre again this year.

Not only LFI students but Core French students also participated in the St. Pierre trip this year as well. This seemed to be very successful. Perhaps now that we have done this once, more Core French students will participate in the trip in the future. It was decided to combine the three Grade 8 classes with the Core French students. Three groups travelled to St. Pierre and the Francoforum and stayed at a pension in St. Pierre this year. Many thanks to Ms. Jolene Dean who organized the trips. This was a very large undertaking. The dates of the trips and teacher-chaperones were as follows:

May 8-11: Stewart Ralph and Carolyn Lye
May 11-14: Cathy Downey and Rodney Hodder
May 15-18: Jolene Dean and Clarence Mercer

All students had a wonderful time and enjoyed the many educational and cultural activities organized by the Francoforum staff. Besides in-class activities at the Francoforum, students participated in swimming, a dance, visits to local shops, a treasure hunt about the town, games and sports and a guided bus tour of St. Pierre.

Visibility of French in the School

As usual, a focus of the French Department in the school during the 2010-2011 school year has been the visibility of French in the school. French was incorporated into assemblies in the gym where possible. Teachers conversed with students and amongst themselves in French in the hallways and a number of special events were hosted by the French department throughout the school year. This will continue to be a focus for the 2011 – 2012 school year.

French Monitor

Unfortunately there was no French monitor in our school again this year. Hopefully we will have a monitor again soon as they provide incredible support and are a wonderful resource for teachers and source of much cultural and linguistic information for the students. With the large population here at Amalgamated Academy and with such a variety of French programs in our school, a French monitor would be a very welcome addition to the French Department.

Professional Development for French Teachers

Debbie Ryan attended a two day PD on DI in the spring of 2011. This PD was very worthwhile and hands on. The guest presenter was Katy Arnett. Debbie shared some ideas and materials during the French Department meeting in June.

All teachers in the French Department have been encouraged to continue with professional development in the area of French. Copies of memos received from District Office and Memorial University regarding Professional Development have been posted in the Amalgamated Academy French Teacher's Forum.

At this time it does not appear that any teachers will be participating in any French PD this summer.

La semaine nationale de la francophonie / French Week 2011

Celebrations for *la semaine nationale de la francophonie* took place on March 21 to 25th in our school this year.

Many activities took place during French Week this year such as: name the food in French contest, dress French day and scavenger hunts. As well, traditional French songs were sung in classes through the week.

Croissants were sold for \$1.00 each day during recess of French Week. Posters for the sale of croissants were done by a number of Core and Immersion classes. Children put their name in for a prize draw each time they purchased a croissant. With the small profit made from the croissant sale tickets were purchased for the presentation by Cirque du Soleil on July 10th at Mile One Stadium in St. John's. Names were drawn each day for prizes as well as for the grand prize draw. The Grand prize winners were Robyn Parsons 6-3 and Natalie Keeping 9-5. The usual prizes were also given out and consisted of Super Value meals from McDonald's, Meal Deals from KFC and Tim Horton's, games of Glow Bowling at Old Mill Lanes, a \$20.00 Gift Card from Wescal Source for Sports, \$15 Gift Cards from Jungle Jim's, a Meal Deal from Subway, Free movies or Playstation rentals from Allan's Video and T shirts from KIXX Country.

French cheeses and crackers were enjoyed as part of the refreshments for the French Week Teacher festivities at a culminating French Week social which took place outside of the school. Teachers also participated in French trivia contests during the social to win prizes.

Department / District Funding

Although the numbers in the LFI programme at Amalgamated Academy have increased admirably over the last few years, there has been no district or provincial funding for these additional classes yet resource books such as dictionaries and other reference books have been needed for these classes to function.

Student Bursaries

The information for Grade 9 Student Bursaries was made available to all Grade 9 students. Two Grade 9 students applied for the student bursaries available from the Department of Education this year. Both Martina Taylor 9-5 and Zoe Wilkins 9-5 were accepted to attend summer institute in Quebec this year.

Some funding was received to be used toward the Grade 8 LFI field trips to St. Pierre this year. This money helped to subsidize and reduce the cost of the trips.

French Department Goals

The major goal of the French Department at Amalgamated Academy is to **improve achievement levels in all French classes; ICF, Core and Immersion.** The implementation plan is to act on the following objectives: increase oral production in all French classes
offer/deliver ICF in all Grade 6 classes

Respectfully submitted,

P. Babcock
French Department Head

June 2011

Math Department Report

This has been another full year for Mathematics teachers at Amalgamated Academy as the implementation of the new curriculum has reached the final year at our school. New programs were introduced at grades six and nine with new programs coming in for the 2011-2012 at the high school level. During the school year, teachers in grades six and nine have completed the implementation inservicing.

Congratulations are extended to students from grade 8 and 9 who competed in the two Western Regional Intermediate Mathematics competitions. Approximately eleven teams competed in each completion and our students placed second in one competition and third in the other.

The implementation of inclusionary practices, meeting of the needs of diverse learners, and assessment for learning took place within the Mathematics Department and will continue into the next school year.

Results from the previous year's CRTs were released in October and we are pleased to say that in the grade 9 CRT out students performed above the district level in 6 of 9 subtests. Our grade 6 students performed admirably on their CRT, placing at or above the district level on most subtests.

Language Arts Department – Report 2010-2011

Introduction

The Language Arts Department is one of the largest departments in the school, including teachers from grades 4-9. Since undertaking this position in January 2006, I have maintained contact through grade level meetings, individual conferences and informal discussions.

Literacy Goals

A Literacy goal was established for all grade levels in 2010- 2013 for all teachers to increase student achievement across the curriculum through enhanced learning within an inclusive environment. The objectives include:

1. Increased use of Differentiated Instruction learning practices in the classroom.
2. To increase use of assessment for learning strategies to meet the individual needs of students.
3. Increased use of Inclusion practices in the classroom and school-wide

The continuation of Literature circles and “Get Caught Reading” are two strong areas that support student Literacy learning. It is noted that grade 7 teachers have incorporated “**Moodle**” into their teaching and this will continue with focus for the new grade 8 program in September 2011 and the grade 9 program in September 2012.

It is noted that in September 2011, a school wide poetry focus from all grade levels must be addressed to enhance our poor CRT Poetry results.

Furthermore, to positively develop competent “Literacy Learners”, all teachers, in any subject area, must foster this literacy goal in their teaching.

Turning Points Grade 7

This was the second year, the District partnered with “The Learning Partnership in Newfoundland & Labrador” to deliver a Character development program to grade 7 students called “Turning Points”. This program is a learning process that provides opportunities for students in Grade 6 to 12 to read, write, and think about their fundamental values. A process of self-reflection and dialogue with teachers and peers leads to writing a narrative essay in which students organize their thoughts about the principles that guide their lives. Students are

encouraged to submit their essays for formal evaluation, recognition, and publication.

At Amalgamated Academy, over 150 students participated. 32 students were further selected for competition. Through further judging, the top 9 students were selected from 5 participation schools. One student from Ms. Nadine Howell's Language Arts class, Cameron George, received Honourable Mentions, a trophy and a twenty-five dollar cheque at the Awards event that took place at the Clarenville Event Centre, Clarenville on June 20th, 2011.

This initiative will continue in the 2011-2012 school year.

Literacy Activities

Canwest Canspell National Spelling Bee 2010

On Wednesday, January 27, 22 class spelling BEE winners from grades 4 thru 8 gathered to compete for the Amalgamated Championship. They did not disappoint. Everyone was amazed at the high level of spelling that our students demonstrated in the 4th annual televised event. The organizers are very grateful to all teachers who ran successful classroom BEE's as well as the gang who produced a great school BEE. Thanks! It's a shame that some of our gifted spellers who worked very hard at their own class BEE's could not participate in the school final.

In the end our last year runner-up Quintin Parsons placed second again to the eventual winner Jared Loder for rights to the school crown, great job guys. Both travelled to St. John's Memorial University and competed in the provincial final with approximately 50 top spellers from all over the island in March. Both spellers placed in the top 6 with Jared bowing out in 4th overall, our best placement ever provincially. I have a feeling that Quinton may win the top honor next year.

NLTA Public Speaking

2010-11 marked another great year of public speaking at Amalgamated Academy. This year's theme was "I Think, I Can. – iThink. iCan!". Martina Taylor (9) and Zoë Wilkins (9) participated in the Lion's Club speak-off. Both girls did an excellent job speaking and were awarded First and Second place.

Fine Arts Report

Language Arts is a vibrant part of school life. Amalgamated Academy also provides further performing arts enrichment through music, drama and the visual arts. There have been many special events this year in these subject areas, adding to the sense of community at Amalgamated Academy.

Music Department Report

Amalgamated Academy – Music Department

Report 2010-2011



Music Department Year End Report 2010-2011

The Music Department at Amalgamated Academy enjoyed another tremendous year of growth and development in all grade levels. Classroom music was offered in grade four through nine, with continued implementation of the new Intermediate music program. Ms. Deanne Hiscock and Ms. Sherry Crowley delivered the classroom music program and extra-curricular music program.

The extra-curricular music program this year included the Concert Choir, Concert Band, Traditional Music Ensemble and the Rock and Roll Club (“Amalgamated Idol”) and “Alice in Wonderland” – our first venture into producing and musical at our school. A Teacher Band was started at the school this year, and the Staff Choir performed at seniors’ homes in our communities at Christmas time. Scheduled in-school rehearsals were offered for the Beginning and Junior Strings programs and Beginning Band. Enrollment in all of these programs remained strong this year.

The various ensembles of the Music Department were actively involved in a number of school and community events: the school’s Thanksgiving and Remembrance Day assemblies; four Christmas concerts at the school; the annual “We’ll Rant and We’ll Roar” Heritage concert; the Carbonear Kiwanis Music Festival. In addition, the school benefited from two initiatives funded through the Newfoundland and Labrador Arts Council: a Visiting Artist grant with Terry Lynch who worked with our Rock and Roll Club for the Amalgamated Idol show; and an Arts Smart grant with Catherine Simmons to offer dance workshops to our grade nine students. In addition, we had guest speakers for our Mad Music Month in March: Ray Johnson and Kenny Noonan performed and spoke with our grade level choirs.

The Christmas concerts were changed this year. Three elementary concerts performed Christmas musicals, and instead of a grade seven Christmas concert, we presented an Intermediate Christmas Showcase. This concert featured music and drama, and was met with great positive response. This is the direction which we intend to follow again next year.

The Alice in Wonderland musical was a highlight of our year. This was our first venture in producing a musical, and staff involvement was very high. From set design, to costumes, to producing a program and seeking community and corporate support, a large team pulled together to make this a tremendous success. Six matinee performances were offered to students at our school and visiting schools. One evening performance was also offered

Concert Choir

The Concert Choir included singers from grades four through nine. This group performed at the Thanksgiving and Remembrance Day assemblies, as well as the Town of Bay Roberts' "Festival of Lights" and the Christmas concerts. The Concert Choir also performed in the Heritage concert and formed the "Alice Chorus" for the musical.

Concert Band

The Concert Band included over forty students from grades six to nine this year, and were active in performing at the Remembrance Day assembly, and the Intermediate Christmas Showcase. The Concert Band also performed at the Kiwanis Music Festival in Carbonear (placing second in the Intermediate Band category) and the St. John's Rotary Music Festival (receiving a Silver medal award). The Concert Band was successful in receiving funding through the Cultural Connections Student Travel Grant to offset the costs associated with traveling to St. John's for the Rotary Music Festival.

This year, the Concert Band had the opportunity to work with Jason Caslor at the MUN School of Music for a full day workshop with him and MUN students. This event was met with great response and established a positive connection with the School of Music which we hope to further develop next year.

Traditional Music Ensemble

The Traditional Music Ensemble continued to grow in its membership this year, with the involvement of over sixty students from grades four to nine. The Traditional Music Ensemble performed at all school functions this year, and received an award from the T.C. Square Merchants Association at the Carbonear Kiwanis Music Festival. The group also performed at O'Neills Gardenland in the fall and in the spring, and at the Retired Teachers Banquet for the NLTA. The Traditional Music Ensemble also performed at the Envirofest.

Rock and Roll Club

The Amalgamated Idol show was another huge success this year. The event was held in November and involved a large number of Grade eight and nine students.

A year end Pizza Party for all students involved in the Fine Arts program took place. Due to weather concerns, this event was held in conjunction with the Athletic Banquet. Plans to combine all extra-curricular events into one year end celebration were made for next year.

Breakfast Music Performances

For the first time this year, we had music performances in the main foyer during the early morning breakfasts offered by the Breakfast Program and the Safe and Caring Schools. The Traditional Music Ensemble and a small group of grade 8 and 9 students performed. The students enjoyed performing and response with students and staff was very positive.

World Music Concert

This year the elementary choirs performed in a virtual “World Music Concert” in early June. This concert involved our students performing music from our native cultures, Mexico, and Africa and incorporated instrumental performance on Orff and percussion instruments and dance along with the singing. Schools from Andalucia (Spain), Ras Tanura (Saudi Arabia) and Dzogadze (Africa) submitted performances which were broadcast as part of this concert. The concert also featured art work from our students which represented the folk art of our featured countries. Our first venture into this form of music presentation and interaction was met with great response, and plans are already in place for WMC 2012!

Visual Art Department Report

We are all shaped by our experiences in the world. It is because of my experiences that Art is more than a subject and learning is something that doesn't just happen inside classrooms. My goal for this year was to use mini lessons for demonstrations and techniques but more importantly I wanted to help students see the value in art as a means of self expression and self exploration. I wanted them to become more observant of the world around them and more reflective of their own perceptions of themselves and others. I hoped they would begin to recognize their own power to create positive change.

I focused on building a democratic community of learners where students were free to explore mediums and topics of their own choosing. At times this looked chaotic (and it was). I thought of my classes as flexible structures that could bend to the moods and needs of students on any given day. At the same time curriculum content grew from their interest.

I wanted to help students recognize that we are individuals but we are also part of a collective so this year we explored themes and tackled several group projects.

Classes did an echo tree project project that involved making objects to be placed on a tree that represented students thoughts about humanity's connection to nature. We did several photography projects. One captured images of peace which was viewed at the Lion Club Peace Poster awards dinner and another focused on images of spring (rebirth and growth).

Students participated in several poster contests sponsored by community and governmental organizations. Submissions to the Bay Roberts' Lions Club International Peace Poster contest were outstanding, with Xanthe Wilkins (Grade 8) taking first place for the school.

I worked with classroom teachers to help extend their curriculum through art. Grade seven students, for example, created tie dye t shirts while working on the novel *Holes*. Student art work was exhibited this year in Eastern School District's Art Procurement program (Arts Alive). They received positive feedback. I may be biased but I thought the pieces from our school were imaginative and very different from other schools. We had the only sculptural pieces in the show.

Donna Mercer and I ran a successful after school art program for elementary students. Although not formally organized, I had open studio many days during the week for students who requested time in the art room. I hoped to do an Art exhibit but the year was so busy. That will be a goal for next year.

Ani Brinson

Drama Department Report

Drama Club

Western Region of the Eastern School District, Senior & Junior High Theatre & Musical Arts Festival, April 14th, 2011

Under the direction of Mr. Corey Morgan, with assistant directors Ms. Nicole Chipman, Mr. Marc Warren, Ms. Deanne Hiscock, Ms. Sherry Crowley and Ms. Violet Parsons Pack, 15 schools attended this year's festival. It was a three-day event that took place at the Sheila NaGeira Theatre in Carbonear. Our school's **Drama Club**, that includes students from grade 7 and 9, performed, "**Alice in Wonderland, Jr.**" in the Musical Theatre category. This was a first for the school to perform a musical. The musical received a large number of awards: Best Use of Light; Best Use of Sound, Best Set Design; Best Backstage Crew; Best Musical; Best Actor in a Supporting Role (Matthew Sparkes); Best Actor (Liam Dawson); Best Actress (Erin Mackey). Mr. Corey Morgan was also presented with the Builder's Award.

Improv Team

This year's Amalgamated Improvisation (Improv) team were called "We're all Jimmy!" and their T-shirts boasted "Jimmy?". Team names generally come out of something that happens in rehearsal, and for our team, there always seemed to be a character named Jimmy in our scenes! Jimmy just wouldn't go away so we had to name our team after him!

The team created a buzz at the Provincial Improv games held at the D.F. Cook Recital Hall at MUN in February. Their ability to think quickly, to work together as a team, and to be creative under pressure was unparalleled. They were also called on to perform at various school events and were always well-received. It was a successful year for the team, especially because most of them were first timers!

The team members were Zoe Wilkins, Xanthe Wilkins, Martina Taylor, Jesse Downey, Sarah Power, Lauren Bowering, Jesse Fewer, Nolan Shortall, Kyle Downey, and Brandon West, and were coached by Brittany Pack and Mr. Marc Warren.

2011-2012 School Year: Looking Ahead

In September 2011, strategies to achieve our Literacy goal must be the focus with special attention to poetry.

All teachers must incorporate “Write Traits” and “Cross-Curricular Reading Tools” to enhance student literacy success through an **Inclusive** classroom.

The Language Arts program at Amalgamated Academy will infuse the curriculum through a **Differentiated Teaching and Learning** approach.

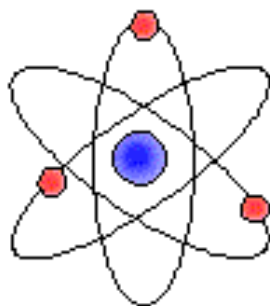
Assessment for Learning strategies will inform our teaching to address student’s needs and current teaching and learning practices through analysis of CRT information and school assessment results in grade 4 to 9.

Language Arts teachers in grades 8 will develop and incorporate “**Moodle**” in their teacher to enhance student learning.

Next year will be our seventh year of full implementation of ICF at the grade six level, and it will be a year of expanding and refining this wonderful literacy initiative. The benefits are felt not only in French language development, but in English as well.

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Amalgamated Academy – Science Department Annual Report 2010 – 11



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Introduction

The 2010-2011 school year was marked by the numerous accomplishments of students and staff in science. We changed the sequence and order of some units based upon new district guidelines; we welcomed some new staff and had a renewed commitment for cross-curricular implementation. Successes include field trips, guest speakers and various professional development opportunities. One very useful tool continued by all teachers was the United Streaming online video and supplemental resources.

See Appendix A: **SCIENCE DEPARTMENT - TEAM ACTION PLAN (2008-2009)**

Personnel

Department Head: Rodney Hodder

Grade 4: Kevin Mercer, Gregory Smith,

Grade 5: Donna Mercer, Michelle Murphy, Wendy O'Reilly

Grade 6: Stacey Cluette, Keith Delaney, Lori Kolonel

Grade 7: Rodney Hodder, Claudia Franey, Michael Hynes, Robert Brake, Carole Kennedy, Nadine Howell

Grade 8: Rodney Hodder, Robert Brake, Kent Chaulk, Carolyn Lye, Stewart Ralph

Grade 9: Rodney Hodder, Scott Mercer, Stewart Ralph, Robert Brake

Programs

Grade 4

The units of study included Habitats, Light, Sound and Rocks, Minerals and Erosion. *Grade 4 students participated in a field trip in June to Manuals River including a Hike along the river and then a visit to Johnson Geo Centre to learn about types of rock, erosion, glaciation and fossilization.*

Grade 5

In grade 5 the units of study included Meeting Basic Needs, Properties of Materials, Forces and Simple Machines and Weather. To increase efficiency the Meeting Basic Needs unit has been incorporated with the Health program and has had favourable results. Grade five students enjoyed a field trip to Bell Island and had the opportunity to visit the old coal mine. This enabled students to visualize the importance of minerals and mining in addition to supporting the unit on Changes in Matter.

Grade 6

In grade 6 the units of study included Diversity of Life, Electricity, Flight and Space Science of which the Flight will not be covered in the Intermediate programs. The use of a freeware software program called Stellarium proved a useful tool in the Space unit in visualizing the constellations.

Grade 7

This year the entire new Intermediate Science Curriculum was implemented in grade 7 starting in September 2008. Grade seven students participated in a field trip to The Fluvarium in September as an augment to the unit Interactions with Ecosystems. We did not complete unit 4 “Earth’s Crust” since we are still find the course long. The science teachers implemented unit plans that provided a more efficient approach.

Grade 8

The science teachers have implemented unit plans that have helped to ensure a more efficient approach get all outcomes completed. A field trip to The Fluvarium was organized in October to support the Water Systems unit. One class participated in the “I-Cubed” program and sent representatives to the “Invention Convention” at the Avalon Mall in May. Next year we plan to implement I-Cubed as one of the options for science fair for grade 7 and 8.

Grade 9

In grade 9 we implemented the new curriculum for the first time. All teachers completed the course and unit plans were used as an organizational tool. Unfortunately we did not have a field trip in science this year.

Professional Development

A number of science teachers participated in events sponsored by the school, district or province. Opportunities for PD in science this year included a District “Shut Down” day in October that provided some choice of sessions on assessment for learning and general science outcomes. Differentiated Instruction and Inclusion have been adopted by many teachers and further PD in this area is anticipated for next year. Three intermediate science teachers attended a full day session on Moodle with Mr. Gill and most of the groundwork for the science department Moodle site was completed. Next year we plan to implement interactive assessments in Moodle and using the Smart Response System.

Special Events

Fish Friends Salmon Enhancement Project – Challenging Needs Classroom

This year we were once again approached by the Atlantic Salmon Federation to participate in the “Fish Friends” program. Ms. Carolyn Fagan agreed to take on the project as a means of supporting curriculum outcomes in Challenging Needs as a practical adventure for students. The project was a great success with a very high survival percentage for the salmon and culminated in a day trip to the Fluvarium in St. John’s to release the salmon fry.

Science Expo

Science expo was on February 02. We had all students present their projects in the cafeteria and gym and representatives from “Lets Talk Science” did cool science interactive presentations for the students. We had a bridge busting competition in the gym as well. All students were given an opportunity to represent our school at the Eastern Regional Science Fair in St. John’s on March 26 and 27. Mr. Stewart Ralph organized and chaperoned the regional event which was a great success. Mr. Robert Brake was the Head Judge at this fair and then went on with the winners to the Canada Wide Science Fair.

Recommendations for the Future

Even though we have experienced many successes in the science department this past year there are some issues of concern and ideas that can enable us to grow more towards our vision of teaching and learning.

- More technology integration. Computer interfacing technology is still under-utilized in our school and coupled with spreadsheet applications such as MS Excel can be powerful learning avenues for students in data collection and analysis.
- More interdisciplinary coordination. There is overlap between subject areas such as between science and math and/or science and social studies that should be investigated further to accomplish a more cohesive curricular model. Grade level planning sessions before the school year begins is essential in accomplishing this task.
- More presentations and field trips. There are many knowledgeable people and interesting places available that we need to fit into our planning for next year.

Concluding Remarks

This was an eventful and challenging year for the science department, but we are moving forward and learning from the past. Congratulations to the science department team of teachers that have all contributed to the learning students and advanced scientific thought to another level.