

Bishop White School

2009-10 School Development Report



Bishop White School Vision Statement

Bishop White School will be a place of innovative and inspirational learning; a community dedicated to achievement among diversity; and a center of cooperation, caring, and respect among all.

Bishop White School Mission Statement

Bishop White School will strive to provide the opportunity for all members of the learning environment to attain their potential for achievement and excellence in a safe and caring environment.

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Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

FORD RICE

Message from the School Administration

The purpose of the Annual School Development Report is to provide information to our school community regarding our progress with our School Development Plan. Our curriculum offerings encompass Kindergarten – Grade 12 programming; hence, our school participates in all provincial assessments administered by the Department of Education. The results of these assessments are included in a section of this report with commentary provided on the performance of our students.

The school year 2009-2010 at Bishop White was a year characterized by commitment and dedication to honoring our goals, with their accompanying strategies and objectives, as outlined in the one-year School Development Plan.

As a school community, we invite our stakeholders to celebrate the partnership of parents, community organizations, staff, and students, as we all work together to achieve our school goals. This year, in concert with our goal and objectives surrounding student achievement, we made considerable progress towards increasing the opportunities provided for parental participation.

We wish to acknowledge a very supportive network that is comprised of a dedicated staff and parent community who continue to work together to ensure the provision of excellent learning and co-curricular opportunities for our student population.

The year 2009-2010 is year two of our school development plan. In the section of this report which provides our plan in detail, adjustments have been made to reflect our current goals and direction as a school community.

You are encouraged to read this report in its entirety and invited to offer feedback on the contents of this report.

Sincerely,

Stephanie Gould
Principal

Cairine House
Assistant Principal

Message from School Council

Membership 2009-2010

Mrs. Stephanie Gould	Principal
Ms. Cairine House	Assistant Principal
Mrs. Elaina Johnson	Teacher Representative/Chairperson
Ms. Terri Walsh	Teacher Representative
Mr. Zachary Johnson	Student Representative
Mrs. Melita Bannister	Parent Representative
Mr. Jim Miller	Community Representative
Mrs. Kimberly Nurse	Parent Representative
Mrs. Cindy Kendall	Community Representative
Mrs. Betty Johnson	Parent Representative
Mrs. Sherry Locke	Community Representative

Bishop White School prides itself with creating a positive, safe and caring learning environment where all students have an opportunity to meet their potential. In a time of constant change and circumstance, it is sometimes difficult to maintain this sense of identity and promise, especially in a small rural school such as Bishop White.

With the constant dedication of teachers and administrators, along with supportive parents and other community members who are dedicated and committed to providing a quality education for all, Bishop White School remains vibrant. The Bishop White School Council then, becomes a driving force in being a part of this dedicated team. The school council takes pride in its ability to be a part of the school's successes and help overcome the challenges. Each member of this committee brings with him/her different abilities, skills, knowledge, interests and resources which only enhance the education and development of the students. The collaborative efforts of school council, combined with all other members of the school community have had a positive influence in improving the teaching and learning environment for all.

Bishop White School strives for excellence. Bishop White School Council will help make it happen.

Elaina Johnson
Chairperson
Bishop White School Council

Overview of School

Our School Community

Bishop White School is a part of Eastern School District, which manages 122 schools with a total of approximately 41,000 students and 4,100 teaching and support staff. Our school community has an enrollment of 116 students (June 2010) and offers Kindergarten to Level 3. Bishop White School is located in the community of Port Rexton and serves the communities of Old Bonaventure, New Bonaventure, Trouty, Goose Cove, Dunfield, Trinity, Port Rexton, Trinity East, Champney's East, Champney's West, Champney's Arm and English Harbour.

Bishop White School has a total of 15.5 full time educational staff that includes classroom teachers, non-categorical special education teachers, a numeracy/literacy support teacher, and specialist teachers in the areas of Music, Physical Education, and French. We also avail of itinerant services in the areas of speech language pathology, hearing impairment, and educational psychology. These services are provided through personnel based at Vista Regional Office, Clarenville. Our school shares the services of a Guidance Counselor, who is shared between our school and St. Mark's School, King's Cove.

We have secretarial support of six hours daily and custodial support; 1 full-time employee (Eight hours per day) and one part-time employee (Six hours). Maintenance support is provided through Vista Regional Office.

Programs Provided

Our school offers the entire provincially prescribed curriculum in Kindergarten through Grade Nine. Our school enrollment necessitates multi-grading and is the current practice at the following grade levels and capacities: Grade two and three (all subjects excluding Mathematics and English Language Arts); Grade eight and nine are multi-graded for all subjects with the exception of Mathematics.

At the High School level, 23 courses are offered, including three courses that are offered through distance education (CDLI). We offer the core general and academic curricula in English Language Arts, Social Studies, Mathematics, Science, and French, as student programming dictates. We also offer courses in Technology Education (Communications Technology 3104), and Social Studies (Canadian Law 2104, Canadian History 1201), Physical Education 2100/2101, Human Dynamics 2201, and Workplace Safety 3220. We offer the following courses through CDLI: Physics 2204 (1 student), Chemistry 3202 (2 students) and Math 3103 (2 students).

Key Highlights/Special Projects

Our school community continues to embrace and celebrate the arts, wellness/sporting activities, and a commitment to student achievement. The following four pages highlight many of the important events/projects that characterized 'the life of our school' in 2009-2010 but does not purport to encompass 'all'; rather the intent is to provide a 'snapshot' of our school community. We are proud of our school and wish to highlight our many successes with our stakeholders in this section of the report. Further emphasis was placed on involving our school community in our special projects this year; it is intended that the following highlights will provide evidence of the realization of this objective.

- ❖ In the area of Healthy Living/Physical Wellness, our school participated in the 4th Annual Living Healthy Commotion in conjunction with our annual participation in the Terry Fox School Walk on September 25th. Our students raised \$1730.00; an exceptional effort for a student population of 116. We also enjoyed an 'Olympic Living Healthy Commotion' in February where we enjoyed friendly 'house competitions', including paraolympic activities. We also hosted a 'Kitchen Party' as part of our commotion that highlighted the musical talents of our students, teachers, and community members.
- ❖ We continue to provide healthy snacks to our students on a number of occasions during the school year. The provision of healthy snacks was done in conjunction with active living activities. This is part of our ongoing effort to promote healthy eating in our school community. We annually provide opportunities for our students to enjoy skating and skiing activities.
- ❖ Our Wellness Team received a grant of \$1000 to purchase outside play equipment for our primary and elementary students. In addition, a storage box was constructed by a parent volunteer from this money to provide storage for the equipment. This equipment has been purchased and is in use by our students.
- ❖ We received a grant in March 2009 of \$1000.00 to purchase snowshoes and toboggans. This funding enabled the startup of a Snowshoeing Club that began in the winter season of 2009-10.
- ❖ A total of \$1800.00 was received through three applications for funding to participate in the Math Promotions Strategy sponsored by our provincial Department of Education. Two of these projects garnered excellent parental support when our school community was invited to the celebrations that occurred at their concluding events. These special events were our 'Smartboard Bonanza' and our 'Elementary Math Olympics'. Our third project was a school-

wide celebration, 'It's A Pi Day After All'. Also, we hosted an evening celebration for our primary parents to promote the Parent Information Booklet. This 'Shamrock Shenanigans' evening was well-attended by our parents of our primary students. At this event, parents engaged in Math activities through a fun game-format, hosted by the teachers and administration.

- ❖ Our Grade Six class participated in a special project last year, the 'Marsville' project. Our grade six class studied space exploration and the planet of Mars, which culminated in link-up day in April month where students showcased their 'Mars habitat' in a live link-up with other participating schools across the country. Parents and community supporters visited the school on that day to visit Mars and celebrate a very successful project.
- ❖ Our school continued its participation in the following programs: Tutoring for Tuition, Pre-school Book Bag Program; KinderStart, S.O.R.T. Program, and TWEPTutoring Program.
- ❖ In the area of **Fine Arts**, our partnership with the Government of Newfoundland and Labrador's Cultural Connections program for funding for transportation continued and was utilized to cover the bussing transportation to this year's Regional Drama Festival located at Clarenville. Ms. Mary Fearon facilitated a one-day 'Digital Storytelling' workshop with our elementary division. At day's end our students had a permanent keepsake (CD) of their work. This was made possible through a successful VAP (Visiting Artists program) application.

Mr. Dale Jarvis, renowned Newfoundland author and storyteller, visited our school in December month. This storytelling presentation was part of the St. John's Storytelling Festival and was arranged through Ms. Mary Fearon.

Our French department arranged for the presentation of a French language play, 'I Francophone' in February month. This presentation was made available to our Grade Four- Level III French students. This play used arts and technology to explore the use of French as a second language.

We also successfully applied to the Eastern Education Foundation and received funding (\$1000) for an 'Arts n' Tarts' evening in early June that celebrated the artistic talents of our students in an art gallery-like exhibition; this evening also saw local community members provide entertainment while our community enjoyed the evening with refreshments and dessert.

- ❖ We are proud of our continuing tradition of honoring student achievement at Bishop White. In December, the 9th Annual Awards Assembly was held to honor the academic achievements of our students. We continued a recognition

program, 'Student of the Month', in Junior/Senior High during the school year 2009-2010. The intent of this program is to recognize two students each month (one Junior High and one Senior High Student) on the basis of academic achievement, attitude, and overall positive contribution to school life.

- ❖ Our school sports teams experienced a very active year with their participation in the following sports: volleyball, basketball, softball, cross-country running, and table tennis. Our Senior Boys Volleyball team captured gold at the 'Small Schools' provincial championship hosted by our school; we hosted visiting teams from King's Point and King's Cove.

We also hosted a Cross County Run in October; a total of over 100 runners from seven regional schools. This event was part of the Vista Regional Games, organized through the Bonavista- based BayNet organization.

This school year witnessed the continued success of a senior basketball team at our school. The development of this program at our school provides an additional opportunity in co-curricular activities that has not been present for several years and we applaud its well-received introduction.

Table tennis is now enjoying re-vitalization as an individual/team sport at our school. Our school participated in the Regional Qualifiers and went on to compete and experience tremendous success at the Newfoundland and Labrador Winter Games held in Grand Falls-Winsor in late March.

Way to go to all our teams (students, coaches, and volunteers) for their sportsmanship and team work!! Our school volleyball teams continue to enjoy success on the court. Our recognition of student athleticism was celebrated at our closing assembly in June 2010.

- ❖ Our school continued its annual tradition of participating in the following events:
 - Annual Peace Poster Contest
 - Lion's Club Speak-off
 - Provision of Christmas Dinner to our student body by the staff and a dessert provided by our Parent Support Group
 - Participation of our choirs in the Kiwanis Music Festival and Choral Connections
 - Annual Christmas and Spring Concerts

- ❖ Our school continued its participation in the District's School/Regional Heritage Fairs.

- ❖ Jeffrey Johnson Memorial Fund- Annual contribution to our school totals \$2500.00 per year. This school year the money was dispersed as follows: \$1800.00 for a Smart board and digital projection unit; \$300.00 (volleyball net and ball); \$400.00 annual scholarship to a graduating student.

Partnerships

- Our school successfully partnered with “Cultural Connections”, a program sponsored by the Government of Newfoundland and Labrador, to provide transportation for two initiatives last year. Through funding received, our students availed of the following opportunities: our primary/elementary choirs travelled to Clarenville to participate in the ‘Kiwans Music Festival’ and our drama troupe attended the Regional Drama Festival in Clarenville.
- Our school community continues to enjoy an excellent partnership with Mr. John Fisher and Mrs. Peggy Fisher, who continue to support our school goal of providing opportunities in the area of fine arts for our school community. They have been instrumental in securing funding for many opportunities at our school. We wish to acknowledge the following individuals who arranged/facilitated workshops for our students in 2009-2010:
 - St. John’s Storytelling Festival – Ms. Mary Fearon
- Port Rexton- Fort Point Lion’s Clubs (Ex. provision of Child Identification Kits, donations to our school to support technology and our Kids Eat Smart Breakfast Program)
- Port Rexton and Trinity Fire Departments
- The Compass Group (Chartwell’s)
- Eastern Health & Community Services (Grant Application)
- RCMP Detachment (Bonavista)- DARE Program (Grades Five & Six) & School Lockdown Protocol
- Parent Support Group- We acknowledge the support and dedication of this volunteer group who partner with us in fundraising and support various initiatives throughout the school year.
- Rising Tide Theater (Annual school visit to view a theatrical production)
- Our ‘Kids Eat Smart’ Breakfast Program continues to flourish and this school year saw the addition of more community groups that are volunteering their time to this program. We offer the program three times per week. To support this program, our funds are supplemented by two main fundraisers; ‘Walk to Breakfast’, which raised \$1400, and ‘Apple Day’. We also thank individuals and businesses who contribute food items on an annual basis.

Three-Year School Development Plan (2008-11)

Goal 1: To improve student achievement in the curriculum areas of Language Arts, Mathematics, and Science by June 2011.

Year	Objective	Objective	Objective
2008-09	(English Language Arts) To improve students' ability to read, write, and respond critically to various types of texts.	(Science) To improve students' competency in scientific literacy.	(Mathematics) To improve students' understanding and use in number concepts and shape/space.
2009-10	To improve students' ability to listen, read, write, and respond critically to various types of texts.	To improve students' competency and interest in the area of Science.	To improve students' understanding and use of number concepts and number operations.
2009-10	To improve students' abilities to reason and communicate in the area of mathematics.		
2010-11	To improve students' ability to listen, read, write, and respond critically to various types of texts.	To improve students' competency and interest in the area of Science.	To improve students' understanding and use of number concepts and number operations.
2010-11	To improve students' abilities to reason and communicate in the area of mathematics.		

Goal 2: To maintain a school culture that fosters a safe, caring, and collaborative learning environment by June 2011.

Year	Objective	Objective	Objective
2008-09	To promote a culture of healthy eating within the school community.	To increase the involvement of parents/guardians and community members as active participants in the school community	To have staff members working together in a supportive and collaborative setting to enhance the teaching and learning environment.
2008-09	To promote an active healthy lifestyle within the school community.	To further enhance a positive and safe school climate where students behave and interact in a positive manner.	
2009-10	To promote a culture of healthy eating within the school community.	To increase the involvement of our parents, guardians and community	To build a school climate where students are intrinsically motivated to achieve to the

		members in the school community.	best of their abilities.
<i>2009-10</i>	To promote an active healthy lifestyle within the school community.	To increase the involvement of local resource people within our geographical area to enhance students' exposure and experience in the area of fine arts.	To further enhance staff collaboration and collegial support to enhance the teaching and learning environment.
<i>2010-11</i>	To promote a culture of healthy eating within the school community.	To increase the involvement of our parents, guardians and community members in the school community.	To build a school climate where students are intrinsically motivated to achieve to the best of their abilities, particularly at the junior/senior high level.
<i>2010-11</i>	To promote an active healthy lifestyle within the school community.	To increase the involvement of local resource people within our geographical area to enhance students' exposure and experience in the area of fine arts.	To further enhance staff collaboration and collegial support to enhance the teaching and learning environment.

Operational Issues

Year	Issues	Issues	Issues
<i>2010-11</i>			

Report on School Development Plan for Previous Year (2009-2010)

Goal 1. To improve student achievement in the curriculum areas of Language Arts, Mathematics, and Science by June 2011.		
Objective 1.1 (English Language Arts) To improve students' ability to listen, read, write, and respond critically to various types of texts.	Objective 1.2 (Science) To improve students' competency in scientific literacy.	Objective 1.3 (Mathematics) To improve students' understanding and use in number concepts and number operations.
Commendations 1.1 Generally, students have performed at or above the provincial average on CRT assessments at grades 3 & 6. Monthly reports(e-class grades) utilized to communicate student progress (Grades 7 – Level III). Demand writing results demonstrate improvement (Grade 9 ELA). Regular divisional/results meetings to identify and discuss student results/challenges. Consistent school representation at regional literacy focus groups. Teachers availed of professional development opportunities. Numeracy Literacy Support teacher deployed from school allocation for primary/elementary curriculum (0.5 units).	Commendations 1.2 Introduction of monthly reports to communicate student progress (Grades 7 – Level III). Regular divisional/results meetings to identify and discuss student results/challenges. Use of a variety of science materials and technology to garner student interest. Employing a variety of hands-on and meaningful activities across the K – 12 science curriculum.	Commendations 1.3 Regular divisional/results meetings to identify and discuss student results/challenges. Generally, students have performed at or above the provincial average on CRT assessments at grades 3 and 6. Numeracy Literacy Support teacher deployed from school allocation for primary/elementary curriculum (0.5 units).
Recommendations 1.1 Increase number of students scoring at or above level 4 in all areas of the CRT at grades 3, 6, and 9. Emphasis of poetry (CRT/Public exam results indicate this as an area for improvement). Continued emphasis on improving scores on demand writing on CRT assessments, as well as student scores in senior high English (school average has been consistently lower than the province). Continue to work on the area of listening, specifically in the elementary grades.	Recommendations 1.2 Additional PD in the area of primary and elementary science. Continue to work on employing an array of motivational and instructional strategies to improve results at the senior high level.	Recommendations 1.3 Increase number of students scoring at or above level 4 in all areas of the CRT at grades 3, 6, and 9. (Grade 9- Level III) Continued emphasis on number concepts and operations. (Students continue to achieve slightly below district and provincial averages).

Goal 1. To improve student achievement in the curriculum areas of Language Arts, Mathematics, and Science by June 2011.		
Objective 1.4 (Mathematics) To improve students' abilities to reason and communicate in the area of Mathematics.		
Commendations 1.4 Process standards have improved significantly (100% of students in grades three and six students performed at or above level 3 (2009-10).		
Recommendations 1.4 Increase the number of students performing at or above level 4. (Grades 3,6,9)		

Goal 2. To maintain a school culture that fosters a safe, caring, and collaborative learning environment by June 2011.		
Objective 2.1 To promote a culture of healthy eating within the school community.	Objective 2.2 To promote an active healthy lifestyle within the school community.	Objective 2.3 To increase the involvement of our parent/guardians and community members in the school community.
Commendations 2.1 Provision of healthy foods at the Breakfast Program. Providing healthy snacks during Healthy Living Celebrations Healthy selection of food choices at the cafeteria provided by the Compass Group (Chartwells). Modeling of healthy eating habits by staff. Provision of healthy food choices at school sponsored events and during special occasions. Students enthusiastically select healthy food choices at school events and occasions; this is indicative of changing attitudes.	Commendations 2.2 Active and increased participation in the intramural program. Opportunities for all students to avail of the gymnasium and playground area. A snowshoe club and basketball club was formed to expand upon the number of co-curricular activities available. Participation in Living Healthy Commotions. Participation in skiing and skating events. Provision of a variety of sports/co-curricular activities.	Commendations 2.3 Increased involvement of community members/groups as volunteers at our Breakfast Program. Celebration of community volunteers with a year-end social. Continued parent and community participation/attendance at school celebrations and events. (ex. Shamrock Shenanigans, Smartboard Bonanza, 'Are You Smarter Than A Fifth Grader, Read-a-Thon, Assemblies) Community support of Awards Assembly, Athletic events, and other school sponsored activities. Parents continue to volunteer during school field trips.
Recommendations 2.1 Further promote healthy eating on special occasions and school sponsored events. Provide additional information regarding healthy eating in communications to home. Continue to apply/avail of funding opportunities in the area of healthy living.	Recommendations 2.2 Maximize use of existing resources (Dance, Dance Revolution, weight room). Formation of a Wellness Club for staff.	Recommendations 2.3 Increase number of parents who attend Curriculum Night and Parent Teacher Interviews.

Objective 2.4 To build a school climate where students are intrinsically motivated to achieve to the best of their abilities.	Objective 2.5 To further enhance staff collaboration and collegial support to enhance the teaching and learning environment.	Objective 2.6 To increase the involvement of local resource people within our geographical area to enhance students' exposure and experience in the area of fine arts.
Commendations 2.4 Guidance services/counseling accessible to all students. Frequent feedback (individual conferencing, progress reports, teacher /administration home contact).	Commendations 2.5 Teacher-led divisional meetings. Regular sharing of professional knowledge. Team teaching in the primary/elementary grades. Cross-curricular activities involving all grades in the elementary division.	Commendations 2.6 Several VAP partnerships have been garnered (ex. Digital storytelling) Continued partnership with the English Harbour Arts Center and John/Peggy Fisher. Arts n' Tarts Event Kitchen Party which involved local musicians.
Recommendations 2.4 Provide information sessions on applicable topics to student and parent community.	Recommendations 2.5 Continue to provide opportunities to collaborate and share professional knowledge.	Recommendations 2.6 Have community members work with our students to refine and enhance their developing musical, theatrical, and artistic skills.

Summary Report on the School's Most Current Data

Grade 1 data: Our school continues its trend of achieving at or above the provincial benchmark (last two years)

Grade 2 data: Improvement noted from previous year; however, school still achieved slightly below provincial benchmark (2009-10)

Grade 3 ELA CRT: Students achieved at or above province except in the area of demand writing.

Grade 3 Math CRT: Students achieved above province in all areas.

Grade 6 ELA/Math CRT: Students achieved above province in all areas.

Grade 6 Math CRT: All students achieved at or above level 3 in constructed response questions.

Grade 9 ELA CRT: Students achieved below province in all areas except demand writing.

Grade 9 Math CRT: Students achieved slightly above the province in all areas except number concepts and number operations.

Senior High Math (Math 3204, Math 3205): Students achieved at or slightly above province.

Senior High Science (Chemistry 3202 & Biology 3201): Students achieved below the province (trend over time).

Senior High English (English 3201): Students achieved below the province (trend over time).

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
41.7%	63.5%	66.7%	65.0%	62.5%	62.1%

Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10	
School	Province	School	Province	School	Province
100.0%	68.9%	45.5%	72.4%	66.7%	71.3%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	95.4%	89.7%	96.0%	88.5%	93.3%	88.3%	91.9%	92.1%
Listening	93.3%	93.3%	85.0%	85.0%	97.2%	95.4%	80.0%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	88.9%	74.5%	88.8%	72.6%	66.7%	74.9%	66.7%	73.9%
Poetic	88.9%	65.8%	77.7%	56.1%	88.9%	68.8%	75.0%	71.5%
Informational	88.9%	74.4%	88.8%	70.8%	88.9%	55.1%	75.0%	63.6%
Listening	75.0%	64.1%	88.8%	70.2%	88.9%	70.5%	77.8%	59.9%

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	91.0%	77.0%	93.0%	76.0%	82.2%	85.0%	80.6%	76.0%
Number Concepts	86.3%	71.3%	77.5%	76.3%	63.9%	73.5%	87.8%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	88.9%	43.6%	77.8%	65.7%	77.8%	54.3%	88.9%	62.1%
Communication	88.9%	37.5%	77.8%	59.8%	66.7%	54.2%	88.9%	61.6%
Connections & Representations	88.9%	36.3%	88.8%	61.3%	77.8%	69.0%	100.0%	68.2%
Problem Solving	88.9%	51.9%	88.8%	76.2%	77.8%	68.8%	100.0%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	67.3%	78.0%	81.1%	84.8%	92.9%	87.1%	93.8%	81.0%
Listening	100.0%	93.3%	84.0%	92.0%	96.0%	87.7%	98.8%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	40.0%	76.1%	100.0%	85.1%	90.0%	78.7%	87.5%	81.4%
Poetic	40.0%	73.3%	92.3%	81.2%	66.7%	69.6%	85.7%	69.9%
Informational	60.0%	58.8%	69.2%	78.9%	100.0%	68.0%	100.0%	68.4%
Listening	33.3%	58.4%	21.4%	62.6%	60.0%	47.4%	87.5%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	57.3%	68.2%	82.0%	78.0%	90.0%	77.1%	80.2%	72.3%
Number Concepts	59.1%	62.7%	67.1%	70.0%	82.9%	67.1%	97.7%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	50.0%	33.2%	50.0%	48.4%	90.0%	36.5%	100.0%	54.9%
Communication	33.3%	30.7%	42.8%	42.0%	90.0%	30.6%	100.0%	46.5%
Connections & Representations	50.0%	40.2%	50.0%	41.3%	70.0%	36.1%	100.0%	44.0%
Problem Solving	16.7%	50.6%	71.4%	55.4%	90.0%	42.5%	100.0%	55.8%

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	NA	79.4%	80.0%	77.2%	60.0%	71.0%	83.3%	85.1%
Informational	NA	74.5%	86.7%	78.1%	60.0%	83.1%	76.7%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	75.0%	83.5%	100.0%	86.2%	71.4%	83.0%	100.0%	85.4%
Poetic	75.0%	71.1%	100.0%	73.0%	100.0%	79.5%	50.0%	73.1%
Informational	75.0%	75.7%	88.9%	77.5%	100.0%	75.5%	50.0%	70.1%

Grade 9 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	NA	59.5%	58.2%	60.3%	56.6%	55.8%	72.2%	69.5%
Number Concepts	NA	47.1%	69.4%	68.9%	25.0%	39.3%	56.7%	59.0%
Patterns & Relations	NA	55.6%	57.4%	59.3%	71.4%	68.9%	83.3%	75.4%
Measurement	NA	55.3%	78.7%	55.1%	72.6%	59.9%	78.7%	67.6%
Geometry	NA	69.4%	50.0%	55.4%	55.6%	61.8%	72.2%	69.4%
Data Management & Probability	NA	48.6%	86.1%	63.2%	32.1%	53.7%	70.8%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	NA	32.5%	55.6%	51.0%	39.3%	44.5%	45.8%	48.9%
Patterns & Relations	NA	32.5%	85.2%	61.3%	66.7%	57.0%	72.2%	60.4%

PUBLIC EXAMS

Exam Mark	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
French 3200	61.0%	70.2%	48.2%	65.1%	70.0%	68.3%	57.0%	68.1%
Math 3204	53.0%	62.7%	40.4%	57.4%	59.7%	58.9%	58.7%	58.0%
Math 3205	NA	73.8%	41.5%	78.9%	75.0%	74.9%	79.0%	75.3%
World Geography 3202	66.2%	61.8%	NA	63.1%	56.8%	63.2%	NA	58.8%
Biology 3201	NA	61.4%	45.5%	61.2%	52.8%	58.4%	51.5%	60.7%
Chemistry 3202	43.1%	61.3%	NA	64.6%	63.0%	62.2%	47.0%	66.4%
Physics 3204	58.5%	65.8%	NA	68.3%	NA	67.2%	NA	65.5%
English 3201	43.8%	59.1%	58.4%	65.3%	50.1%	60.2%	55.6%	64.6%

GRADUATION STATUS

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Honours	0.0%	22.9%	0.0%	25.1%	0.0%	23.1%	0.0%	25.2%
Academic	44.4%	40.4%	22.2%	35.7%	60.0%	40.9%	50.0%	39.5%
General	55.6%	36.7%	77.8%	39.3%	40.0%	36.0%	50.0%	35.2%

Number of students eligible to Graduate:

2006-2007	10
2007-2008	9
2008-2009	11
2009-2010	4

School Development Plan for 2010-2011

Our school community will maintain a focus on the complementary goals of academic achievement and the maintenance of a safe and caring environment for our students. Both of these goals are reflected in Eastern School District's Strategic Plan. The following tables detail our objectives and specific strategies for the school year 2010-2011.

Goal 1: To improve student achievement, specifically in the curriculum areas of English Language Arts, Mathematics, and Science.		
Objective 1.1: To improve students' understanding and use of number concepts and number operations.	Objective 1.2: To improve students' ability to listen, read, write, and respond critically to various types of texts.	Objective 1.3: To improve students' competency and interest in the area of Science.

<p>Strategies:</p> <p>1.1.1 Consistently model the use of mathematical vocabulary.</p> <p>1.1.2 Regularly use manipulatives, visual aids and technology (eg. Smartboards) in teaching and learning.</p> <p>1.1.3 Regularly review student progress, divisionally and school-wide.</p> <p>1.1.4 Provide opportunity for drill and practice to promote mathematical efficiency.</p> <p>1.1.5 Incorporate mental math activities into math classes on a regular basis.</p> <p>1.1.6 Avail of the expertise of Numeracy Support Teachers through shutdowns, classroom visitations, and professional development.</p> <p>1.1.7 Regularly review the effectiveness of internal assessment tools, divisionally and school-wide.</p> <p>1.1.8 Differentiate instruction to facilitate optimal student learning.</p>	<p>Strategies:</p> <p>1.2.1 Implement school-wide reading/response activities using the SASP model and concentrating on making a personal connection with what they read.(demand writing/process writing)</p> <p>1.2.2 Implement cross-curricular opportunities to extend informational, visual, and poetic text study (both oral and written)</p> <p>1.2.3 Teacher modeling of constructed response skills on a consistent basis.</p> <p>1.2.4 Utilize existing resources more effectively/efficiently (Smartboard, computer software, previous CRT material, Write Traits, rubric posters).</p> <p>1.2.5 Continue to use exemplars to increase understanding of expectations for internal and external assessment purposes. (ie. Use of rubric).</p> <p>1.2.6 Continue to expand on existing resources (informational, poetic, visual, and listening texts) for teacher/student use. (Chickadee/Highlights/ Owl/ Our Canada/Mailbox, Bold Print).</p> <p>1.2.7 Encourage student participation in specific contests (ex. Heritage Fair, speak-offs).</p> <p>1.2.8 Differentiate instruction to facilitate optimal student learning.</p> <p>1.2.9 Regularly review student progress, divisionally and school-wide.</p> <p>1.2.10 Provide students with opportunities to demonstrate their learning in a variety of ways.</p> <p>1.2.11 Implement school-wide listening/response activities through stories (fiction/non-fiction), songs, and poems, using the provincial rubric to assess student progress.</p> <p>1.2.12 Improve students' research skills, with a focus on combining research material with their own thoughts and ideas.</p> <p>1.2.13 Improve students' ability and knowledge of how to add detail in their writing to convey the importance of a given topic.</p> <p>1.2.14 Model and consistently use higher level questioning skills for writing assignments. (I.E. Compare, Differentiate, Evaluate).</p>	<p>Strategies:</p> <p>1.3.1 Consistently model use of scientific language.</p> <p>1.3.2 Require student use of scientific language.</p> <p>1.3.3 Employ a variety of learning aids, including word walls, journaling, scientific magazines (Yes!, Know) and scientific dictionaries.</p> <p>1.3.4 Use external assessment resources and exemplars to model correct response formation.</p> <p>1.3.5 Align internal test/exam format and terminology with that of provincial assessment tools.</p> <p>1.3.6 Capitalize upon opportunities to demonstrate how science is relevant and meaningful to real-life experiences.</p> <p>1.3.7 Encourage and support student participation in science events (ie. science fairs).</p> <p>1.3.8 Employ technology (eg. Smartboard, software) in the teaching/learning process to facilitate student interest and learning.</p> <p>1.3.9 Differentiate instruction to facilitate optimal student learning.</p> <p>1.3.10 Provide optimal opportunities for hands on classroom involvement to demonstrate the scientific process using an inquiry approach (scientific report/approach).</p> <p>1.3.11 Capitalize upon opportunities to use the "lab" and laboratory resources in the primary and elementary curriculum.</p>
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<p>Indicators of Success: Students' scores will improve on internal and external assessments.</p>	<p>Indicators of Success: Improved student achievement as evidenced by internal/external achievement data.</p>	<p>Indicators of Success: Improved student achievement as evidenced by internal/external achievement data.</p>
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<p>Goal 1: To improve student achievement, specifically in the curriculum areas of English Language Arts, Mathematics, and Science.</p>		
<p>Objective 1.4: To improve students' abilities to reason and communicate in the area of mathematics.</p>	<p>Objective</p>	<p>Objective</p>
<p>Strategies:</p> <p>1.4.1 Regularly use math manipulatives, technology (eg. Smartboards), and visual aids to facilitate understanding and skill development.</p> <p>1.4.2 Consistently model and use reasoning and communication skills in mathematics.</p> <p>1.4.3 Provide ample opportunities for students to communicate their mathematical reasoning and understanding.</p> <p>1.4.4 Enable students to communicate their mathematical reasoning and understanding in a variety of ways (ie. concretely, pictorially, symbolically, orally, etc)</p> <p>1.4.5 Regularly review student progress, divisionally and school-wide.</p> <p>1.4.6 Regularly review the effectiveness of internal assessment tools, divisionally and school-wide.</p> <p>1.4.7 Avail of the expertise of Numeracy Support Teachers through shutdowns, classroom visitations, and professional development.</p> <p>1.4.8 Differentiate instruction to facilitate optimal student learning.</p> <p>1.4.9 Provide and model opportunities for group collaboration to engage students in active listening and communication.</p>	<p>Strategies:</p>	<p>Strategies:</p>

Indicators of Success: Improved student achievement as evidenced by internal/external data.	Indicators of Success:	Indicators of Success:
Goal 1. Support Plan		
Financial	Professional Development/Time Required	
1.1.2/1.2.4/1.3.8 Purchase of additional math manipulatives, visual aids, Smartboards 1.2.6 Purchase of additional teaching aids to improve critical reading, listening, and response. 1.3.3 Purchase of additional learning aides (i.e. Resource Magazines). 1.3.10 Purchase scientific materials to coincide with the curriculum in each grade level.	1.1.6/1.2.11/1.4.7 Avail of Numeracy Support Teachers (District level) 1.2.4 Substitute time for collaboration within other schools of the district to discuss subject areas (ie English) – focus groups. 1.3 PD in the area of Primary/Elementary Science.	

Goal 2: To maintain a school culture that fosters a safe, caring, and collaborative learning environment.		
Objective 2.1: To promote a culture of healthy eating within the school community.	Objective 2.2: To promote an active, healthy lifestyle within the school community.	Objective 2.3: To increase the involvement of our parents, guardians and community members in the school community.
<p>Strategies:</p> <p>2.1.1 Continue to implement and follow Eastern School District's Nutrition Policy.</p> <p>2.1.2 Provide information on healthy eating to parents/guardians and community members through print resources and information sessions. (Ex. KinderStart sessions, Curriculum Night)</p> <p>2.1.3 Host Healthy Eating Celebrations three-four times per year by providing a free healthy recess/lunch to all students and staff. (Ex. School Milk Program, Staff/Student Lunches, Christmas Dinner).</p> <p>2.1.4 Implement a variety of healthy eating incentive programs.</p> <p>2.1.5 Reinforce healthy eating in all classrooms by encouraging students to make healthy food choices for recess and lunch.</p> <p>2.1.6 Work collaboratively with the school's cafeteria to maximize access and selection of healthy food choices.</p> <p>2.1.7 Continue to provide a Breakfast Program for the school community and to extend the three day program into a five day program.</p> <p>2.1.8 Provide healthy food choices at all school-sponsored activities and events.</p>	<p>Strategies:</p> <p>2.2.1 Continue to host Active Living Celebrations three-four times per year. (Ex. Sports Day, Workshops, Living Healthy Commotion, Lunch Hour walks).</p> <p>2.2.2 Continue to provide playground equipment to promote and facilitate active play.</p> <p>2.2.3 Provide intramurals for students in Grades One to Six at least twice per week.</p> <p>2.2.4 Expand opportunities for students to participate in various activities offered by the community and neighboring communities (Ex. skiing, skating, bowling, swimming).</p> <p>2.2.5 Provide opportunities for students, parents, and teachers to engage in various physical activities (Ex. Intramurals, Education Week activities, lunch hour walks, after-school primary elementary sports).</p> <p>2.2.6 Establish additional school clubs that reinforce an active, healthy lifestyle (ex. snowshoe club, yoga).</p>	<p>Strategies:</p> <p>2.3.1 Invite parents and community members to participate in school events (workshops/lunchtime activities, field trips).</p> <p>2.3.2 Involve parents and community members as volunteers with the Breakfast Program.</p> <p>2.3.3 Invite parents and community members into the classroom to help with instructional activities.</p> <p>2.3.4 Continued participation and support of our Parent Support Group.</p> <p>2.3.5 Continue to invite parents to attend School Council Meetings.</p> <p>2.3.6 Organize events and special occasions involving students and their parents (ex. Family Nights, Intramurals)</p> <p>2.3.7 Provide seminars for parents on various topics (ex. Curriculum, instruction, motivation, wellness, etc.)</p> <p>2.3.8 Continue to recognize volunteers (Year-end Barbeque, Newsletters, etc.)</p> <p>2.3.9 Connect student-provided entertainment (ex. Choir, band, drama, etc) with parent attendance/involvement in school.</p>
<p>Indicators of Success:</p> <p>Improved practices by students and staff. Balanced choices offered at all school functions.</p>	<p>Indicators of Success:</p> <p>Increased levels of participation in physical activities events provided by the school.</p>	<p>Indicators of Success:</p> <p>Increased representation on activities. Increased parent attendance at School Council Meetings, Curriculum Night, etc...</p>

Goal 2: To maintain a school culture that fosters a safe, caring, and collaborative learning environment.		
Objective 2.4: To build a school climate where students are intrinsically motivated to achieve to the best of their abilities, particularly at the junior/senior high level.	Objective 2.5: To further enhance staff collaboration and collegial support to enhance the teaching and learning environment.	Objective 2.6: To increase the involvement of local resource people within our geographical area to enhance students' exposure and experience in the area of fine arts.
Strategies: 2.4.1 Consistently reinforce student performance that is indicative of their potential. 2.4.2 Hold regular divisional and results meetings to discuss and monitor student achievement. 2.4.3 Continue Student of the Month program in the intermediate and senior high grades. 2.4.4 Differentiate instruction to facilitate optimal student learning. 2.4.5 Regularly contact parents to communicate student performance (eg. phone calls, monthly reports) 2.4.6 Consistently follow protocol developed by the school (and District Policy) with respect to assignment and homework completion. 2.4.7 Continue to communicate with parents/guardians the importance of academic excellent and positive work habits. 2.4.8 Develop a parent focus group to discuss and problem solve the issue of intrinsic student motivation.	Strategies: 2.5.1 Regular divisional meetings led by teachers. 2.5.2 Grade level collaboration. (Through Divisional/Results Meetings) 2.5.3 Hold team-building activities. (Through Staff Meetings/ Divisional/ Results Meetings) 2.5.4 Establish collegial circles to share professional knowledge and skills. (Through Staff Meetings/Divisional/Results Meetings) 2.5.5 Provide opportunities for staff members to share teaching ideas and resources. (Through Staff Meetings/Divisional/ Results Meetings) 2.5.6 Engage in numerous staff social events and activities during the school year. 2.5.7 Inform teachers of pertinent information of students (e.g. forum, meeting, staff meeting etc.) 2.5.8 Inform teachers of the classroom routines (e.g. signing out to go to the bathroom) so that all teachers are consistent in these routines	Strategies; 2.6.1 Provide students with opportunities to experience theatrical opportunities. 2.6.2 Invite local artists to come into the school to share their work and skills with students. 2.6.3 Encourage students to participate in school and community based art /music activities. 2.6.4 Continue to partner with local individuals (John and Peggy Fisher) and groups (Champney's East Arts Center) to organize visits from artists from outside the area. 2.6.5 Provide students with opportunities to celebrate and participate in Newfoundland Culture by inviting Newfoundland artists to come into the school for workshop sessions. 2.6.6 To avail of various historical sites. (Eg. Random Passage, Ryan Premises)
Indicators of Success: Student performance of internal and external assessments.	Indicators of Success: Volunteerism of teachers for lead roles. Demonstrated characteristics of Professional Learning Communities.	Indicators of Success: Increased number of partnerships / opportunities provided.

Goal 3. Support Plan	
Financial	Professional Development/Time Required

<p>2.1.3/2.1.5/2.1.8/2.2.1/2.2.4/2.2.6/2.6.4 Healthy Living Grants, School financial support, NL Arts Council, VAP, Tri-Day)</p> <p>2.1.4/2.4.3 Purchase incentives.</p> <p>2.1.7 Financial/in-kind donations, Fund-raising (ex. Walk to Breakfast, Kids Eat Smart Foundation).</p> <p>2.2.2 Funding from Parent Support Group/grants</p> <p>2.2.4/2.6.1/2.6.6 Funding for busses and events.</p> <p>2.3.8 Purchase materials to recognize volunteers.</p>	<p>2.1.7/2.3.2 A session to inform parent and community volunteers about the program.</p> <p>2.4.4 PD session on student motivation.</p> <p>2.1.3/2.2.1 Three- four times per year.</p> <p>2.1.4/2.2.1/2.6.2 One hour period, twice per year.</p> <p>2.2.4/2.6.1/2.6.4/2.6.5/2.6.6 One -two days a year.</p> <p>2.5.1 Once a month</p>
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Appendix A – Summary of School Fundraising 2009-2010

School Group	Activity	Purpose	Income Generated/ Fundraising Profit
General Account	Vegetable Hampers; School Concerts; Goods Bingo; Canadian Diabetes Association Are You Smarter Than A 5 th Grader?	Support school programs and activities(ex. Computers, Classrooms, special events)	\$3343.78
Student Council	Dances; Halloween 'Haunted House, etc...	Support student activities in the school	\$504.28
Scholarship /Awards	Regal Catalogue	Support our student awards program , 'Student of the Month'	\$631.83
Table Tennis, Volleyball	Hockey pools	Tournament expenses-Student registration, travel and purchase of new equipment.	\$1116.00
Parent Support Group	Wreath Auction, Tickets, (Christmas), Drama Festival/ Heritage Fair Canteens	Support school programs /events such as technology, student/staff appreciation	\$2214.38
Terry Fox School Walk			\$1730.00
Walk to Breakfast	Walk to Breakfast (Kids Eat Smart Foundation)	Breakfast Program	\$1400.00
Recycling		Support school programs and activities	\$774.20