

# **Dunne Memorial Academy**

## **2010-11 School Development Report**





### *Mission*

The mission of Dunne Memorial Academy will promote a safe, caring socially just and efficiently resourced community that consistently offers all students and teachers opportunities to actively achieve to the best of their abilities while encouraging an environment that regards integrity, responsibility and mutual respect as key ingredients for individual success.

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## **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

It is with great pride that we submit Dunne Memorial Academy's school development report for the 2010-2011 school year. We have had many challenges and rewarding experiences over the past year in our attempts to maintain quality programming and high standards of achievement.

This report outlines our academic successes and struggles for the 2010-2011 school year and highlights many of the great things, outside of academics, that are happening at Dunne Memorial Academy.

This past spring concluded year three of our three year development plan and we began working on a plan to bring us through to the next four years. We had some great commendations and recommendations provided to us by the external review team which helped us refocus our energies to areas of greatest need.

Every new school year brings new challenges and we are fortunate to have the support of all stakeholders, teachers, students, parents and community members to help us see these challenges as avenues for growth. We continue to stand by our commitment to **“Provide a safe and caring environment that allows students to learn to the best of their abilities”**, and to ensure that our focus remains helping each and every student develop to their fullest potential.

We would like to thank the many members of our school community for your continued support and for your interest in the success of Dunne Memorial Academy as a quality school. Together we will continue to build upon our strengths and find solutions to strengthen our weaknesses.

Sincerely,

Arlene Fagan, Principal  
Thelma Stamp, Assistant Principal

## Message from School Council

Our School Council is comprised of the following people:

Gloria White	School Council Chairperson
Donna Kielly	Vice Chairperson
Linda Squires	Teacher Representative/Secretary
Brenda Breen	Treasurer
Mary Mandville	Parent Representative
Glenda Making	Parent Representative
Lorraine Bishop	Parent Representative
Carol Ann Gibbons	Community Representative
Shelly Whelan	Community Representative
Colleen Pennell	Teacher Representative
Samantha St. Croix	Student Representative
Thelma Stamp	Assistant Principal
Arlene Fagan	Principal

The School Council of Dunne Memorial Academy has actively participated in the preparation of this school report and has marveled at the level of commitment of the full school community in the school life of the students. Our students have realized great achievement as seen through the various indicators used to assess their performance. Their achievement is the result of the hard work and dedication of students, teachers, support staff and the community at large. We, as School Council are proud to be a component of that network that is shaping the lives of our students.

As this plan is actioned in the years to come we offer our continued support to all partners in the education of our children. We congratulate students, teachers and parents on the achievements that have been realized and we look forward to sharing all the success of the future.

Gloria White, Chairperson

## ***Overview of School***

### **Our School Community**

Dunne Memorial Academy is located on the Southern Avalon and is part of the Eastern School District, which has over 130 schools under its jurisdiction. Our school currently has an enrolment of 114 students and offers programming for grades K – 12. Students come from the rural communities of Peter's River through Riverhead inclusive totaling seven (8) communities.

Our school has a total of 14 full time and part time educational staff which includes 1 full time administrator, 9.5 classroom teachers and 2 special services personnel. We have half time services of a guidance councilor as well as the support of one student assistant. We have the services of 1 full time custodian and 2 part time janitorial staff and a school secretary.

In addition to our school based staff, we have access to District Offices both in Spaniards Bay and St. John's including an itinerant teacher for the visual and hearing impaired, an itinerant teacher for Numerosity/Literacy Supports in the Primary/Elementary grades, an educational psychologist and a speech pathologist. We also have close linkages with Eastern Health through the partnership with public health nurse.

Our students are multi-aged in Primary, Elementary and Jr. High. There is provision during the instructional day where grade levels have individual instruction.

## *Key Highlights/Special Projects*

### **Kinderstart**

This year Dunne Memorial Academy had the opportunity to hold nine kinderstart sessions for three pre-school children. The purpose of this program is to help children make a safe and reassuring transition from home to school. The program gives parents an understanding of the importance of kindergarten and offers suggestions that will make the adjustment from home to school easier and more fluent.

The kindergarten sessions provided children and parent an exposure to classroom routines and expectations. Each session involved hands on experiences and fun learning. Each month, children were provided with a variety of books and given the opportunity to purchase a book .The importance of reading was stressed and encouraged and children quickly developed a love for reading.

### **Literacy Development**

At Dunne Memorial Academy, literacy still remains an important priority. Again this year our K-6 students were actively involved in achieving literacy outcomes across the curriculum both at home and in school.

Students track their reading minutes on a daily basis and awards are presented monthly for various amounts of minutes. Students also received reading medals at the end of the year at the Awards Day ceremony held for students and parents. These medals are awarded based on the number of minutes read during the year.

We are very proud of our students, teachers and parents for their continued interest in and support of the literacy program. We look forward to the same level of enthusiasm next year.

## **Music**

2009– 2010 was another great year for the Music Program at Dunne Memorial Academy. Our K-9 students participated in regular Music classes and all students from K-12 took part in school and community activities such as Graduation, and school concerts.

Dunne Academy also took part in the Rotary Festival again this year, where they received a Silver ranking. With the amazing talent in our area, our Music program is ready to take off.

In 2010-2011 school year we began to broaden our music program by offering lessons in various instruments, including guitar, piano, ukulele, and accordion.

## **Drama**

Our Drama group was very successful this year, performing “War Letters” at our Remembrance Day Ceremony and “Christmas Scene Investigators” during our Christmas concert.

## **Art Smarts**

This year we hosted an Art Smarts session whereby grade 11 and 12 Drama students were given tips on impromptu acting. They performed a series of skits entitled “History Comes Alive’ to conclude the Art Smarts Project. Our grade 5 and 6 students were also able to take in a few of these sessions.

## **Robotics**

The grade five - eight students of Dunne Memorial Academy are involved in an exciting and fun filled robotics program. They meet regularly to develop and improve their skill in anticipation of the up-coming robotics provincial competition and Skills

Canada. On November 27<sup>th</sup>, 2010 the group participated in the Provincial LEGO Robotics Competition held in conjunction with the Skills Canada Intermediate competition. This was the biggest competition year to date in the 8 year history of LEGO robotics within this province, with 23 teams participating.

This year our robotics team won the provincial tournament and has been selected to represent Newfoundland and Labrador at the FIRST LEGO League World Festival in St. Louis, MI April 27<sup>th</sup> – May 2<sup>nd</sup>. They joined 83 other teams representing 56 different countries, and only 1 of 5 teams representing Canada. As you can imagine this was a great honour and opportunity for a rural Newfoundland and Labrador school with only 135 students in total.

## **Sports**

Our students are continuously achieving well in the field of sports. There has always been a high level of involvement and success in the sport of basketball and softball and most recently a renewed interest in both and cross-country running and ultimate Frisbee.

Our senior girls and boys basketball teams competed in the 3A Regional and Provincial Tournaments Our under 17 Boys Basketball team captured their age group provincial banner. The under 16 and under 13 boys also played in Provincial tournaments. We are looking forward to their continued efforts this year.

Our Boy's Slo-Pitch softball team placed second at the Provincial tournament in Twillingate while our girls travelled to Bonavista to play in their provincial tournament.

The cross-country team were off and running early in the school year. The new level of involvement and the success of the team in all divisions are very encouraging.

This year Ultimate Frisbee was introduced to our junior and senior high students. Both teams played in the regional tournaments. The junior team placed second in both the junior and senior tournaments.

Continued participation in a variety of sports venues is another example of the dedication of students, teachers, parents and community.

## **Recycling**

Dunne Academy continues to encourage our school and community to recycle. We have recycling bins throughout the school and a drop box outside the building. We also have a recycling blitz once or twice a year, where volunteers will drive throughout the communities and collect recyclables left roadside by community members.

## **Charitable Fundraisers**

Over the year we have contributed to The Terry Fox Run, The Janeway, Operation Christmas Child Shoeboxes, Alzheimer's Society, Food Bank, and the Japan Relief Fund.

## ***Partnerships***

Dunne has an excellent partnership with the Kids Eat Smart Foundation. Our Breakfast program was extremely successful and well attended, providing breakfast to students three mornings a week.

Dunne Memorial is actively involved in a partnership with Ryan's ValuFoods, a subsidiary of Atlantic ValuFoods. This partnership involves a 50-50 draw each week with the proceeds primarily going to our Breakfast Program, and also to many of our other school programs.

The Canadian Diabetes Association formed a partnership with Dunne Academy whereby the school was used as a drop off location for gently used clothing. The Canadian Diabetes Association then arranged for pick up of the bagged clothing and donated a portion of the proceeds to the school.

Dunne Memorial can boast of an excellent partnership with all local organizations and community groups. Their contribution is invaluable.

### ***3 Year School Development Plan***

#### **Goal 1: To increase student achievement in an inclusive and collaborative environment**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2011-12</i>	To incorporate proper use of language skills (reading and writing) across the curriculum.	To incorporate proper use of mathematical language and terminology in constructed responses.	To promote high academic achievement for all while exploring alternate and effective ways to deliver programming to reflect multiaging/ declining enrollment
<i>2012-13</i>	To expose our students to a greater variety of academic activities	Continue to discuss and improve on strategies to increase student achievement	Educate parents of the importance of encouraging high expectations at home.
<i>2013 -14</i>	To increase inclusive activities	Encourage students take responsibility for their learning	Continue to encourage high expectations in the home and school communities.

#### **Goal 2: Promote leadership in our school community**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2010-11</i>	To inform school community about leadership opportunities	To educate staff/administration about the importance of good leadership	To build leadership capacity on staff
<i>2011-12</i>	To educate students about the importance of leadership	To expose and encourage staff/administration to participate in leadership opportunities and activities	To enhance administrative role in leadership
<i>2012 -13</i>	To continue to offer leadership opportunities to students	To continue to offer leadership opportunities to staff/administration	To continue to build on leadership skills of staff/administration

**Goal 3: To increase physical and emotional wellness of the school community**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2010-11</i>	To explore ways to promote staff wellness	To explore ways to incorporate student wellness activities into daily instruction	To identify areas of concern for staff wellness
<i>2011-12</i>	To promote staff wellness	To promote student wellness	To continue to promote social justice awareness and acceptance
<i>2012-13</i>	To continue to promote staff wellness	To continue to promote student wellness activities in daily instruction	To continue to address areas of concern for student/staff wellness

**Operational Issues**

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
<i>2010-11</i>	Cafeteria Vendor	Roof Repairs (on-going)	School Security (exterior locks and camera system)
<i>2011-12</i>	Replacement of Gym Equipment (score clock, basketballs, floor hockey stick blades, stereo, etc)	Cafeteria Vendor (to secure a cafeteria vendor or set up volunteer program)	Furnace (causing problems each year resulting in loss of instructional time)
<i>2012-13</i>	Network wiring (aging-needs to be up-graded/replaced)	Parking Lot (dark, should be fully paved)	

## Report on School Development Plan for Previous Year (2011-12)

<b>Goal 1. To increase student achievement in an inclusive and collaborative environment</b>		
<b>Objective 1.1</b> To incorporate proper use of language skills (reading and writing) across the curriculum.	<b>Objective 1.2</b> To incorporate proper use of mathematical language and terminology in constructed responses.	<b>Objective 1.3</b> To promote high academic achievement for all while exploring alternate and effective ways to deliver programming to reflect multiaging/ declining enrollment.
<b>Commendations 1.1</b> -The completion of the academic intervention forms in English/Language Arts after each reporting period in order to assess the degree of success with strategies targeting a specific need, and to revise the plan of action accordingly.	<b>Commendations 1.2</b> The completion of the academic intervention forms in Mathematics after each reporting period in order to assess the degree of success with strategies targeting a specific need, and to revise the plan of action accordingly.	<b>Commendations 1.3</b> –Providing students with access to tutoring. -Activities that support curriculum -Extending school based co-curricular initiatives to a wider range or grade levels.

<p><b>Recommendations 1.1</b> –Maintain detailed long-term plans that include curriculum mapping which ensures all outcomes are covered for all students, and graduation requirements are met for senior high.</p>	<p><b>Recommendations1.2</b> - Maintain detailed long-term plans that include curriculum mapping which ensures all outcomes are covered for all students, and graduation requirements are met for senior high.</p>	<p><b>Recommendations1.3</b> –Continue to encourage students to become tutors and to avail of tutoring.          -Introduce Junior High students to CDLI resources and services to increase their comfort level with on-line learning.          -Explore the possibility of holding student-administrator conferences after each reporting period in Gr. 7-12 to discuss each student’s progress to date.          -Consider expanding academic intervention forms to all core subject areas as a means of tracking and addressing specific academic needs.          -Maintain detailed long-term plans that include curriculum mapping which ensures all outcomes are covered for all students, and graduation requirements are met for senior high.</p>
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<p><b>Goal 2. Promote leadership in our school community</b></p>		
<p><b>Objective 2.1</b> To inform school community about leadership opportunities</p>	<p><b>Objective 2.2</b> To educate staff/administration about the importance of good leadership</p>	<p><b>Objective 2.3</b> To build leadership capacity on staff</p>
<p><b>Commendations 2.1</b> -The opportunities provided for students to develop their leadership skills. -The opportunities for parents to take an active role. -For the involvement of many community partners in numerous capacities at school.</p>	<p><b>Commendations 2.2</b> –The use of First Class to communicate any and all opportunities for leadership roles.</p>	<p><b>Commendations 2.3</b> –The leadership opportunities provided for staff. -a support staff that goes above and beyond -efforts to ensure support staff are included in all events, activities and celebrations.</p>
<p><b>Recommendations 2.1</b> -Continue to seek new opportunities for students to further develop their leadership skills and to further encourage their participation. -Consider ways to acknowledge and celebrate contributions of students in leadership roles.</p>	<p><b>Recommendations 2.2</b> –Provide a profession library to give teachers opportunities to read articles and books about leadership.</p>	<p><b>Recommendations 2.3</b> –Encourage teachers to assume leadership roles in the District and at the Department. -Provide opportunities for teachers to facilitate in professional learning sessions and share best practices at school.</p>

<b>Goal 3. To increase physical and emotional wellness of the school community</b>		
<b>Objective 3.1</b> To explore ways to promote staff wellness	<b>Objective 3.2</b> To explore ways to incorporate student wellness activities into daily instruction	<b>Objective 3.3</b> To identify areas of concern for staff wellness
<b>Commendations 3.1</b> – Recognition of staff accomplishments by fellow staff and administration.	<b>Commendations 3.2-</b> strong evidence of genuine care and concern for student learning. -Fostering a welcoming, safe, warm and caring community atmosphere within the school. -Maintaining a Breakfast Program. -Celebration of student successes through an awards and recognition program. -recognizing the need to implement a Positive Behavior Supports Program.	<b>Commendations 3.3</b> –Use of Professional Growth Plans to help guide Professional Development sessions.
<b>Recommendations 3.1</b> –Consider ways to ensure a professional culture that includes support, trust and a respectful workplace	<b>Recommendations 3.2</b> –Consider a focus on reinforcing appropriate boundaries in student-teacher interaction.	<b>Recommendations 3.3-</b> Consider ways to ensure a professional culture that includes support, trust and a respectful workplace.

## Summary Report on the School's Most Current Data

### PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
44.4%	63.5%	36.4%	65.0%	54.6%	62.6%	75.0%	63.7%

**Summary:** We have shown great improvement at the grade 1 level and will strive to maintain and continue to improve.

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
83.3%	68.9%	66.7%	72.4%	81.8%	72.6%	72.7%	73.5%

**Summary:** Our grade 2 results have been both up and down. We will work on improving our results here and attempt to retain a higher percentage.

**CRITERION REFERENCE TESTS**

<b>Grade 3 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	81.0%	88.5%	73.3%	88.3%	78.7%	92.1%	66.8%	79.7%
<b>Listening</b>	92.5%	85.0%	100.0%	95.4%	68.0%	80.9%	86.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	54.6%	72.6%	100.0%	74.9%	60.0%	73.9%	81.8%	71.9%
<b>Poetic</b>	54.6%	56.1%	83.3%	68.8%	20.0%	71.5%	36.4%	77.9%
<b>Informational</b>	45.5%	70.8%	66.7%	55.1%	22.2%	63.6%	27.3%	52.8%
<b>Listening</b>	54.6%	70.2%	66.7%	70.5%	10.0%	59.9%	54.6%	68.9%
<b>Grade 3 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	68.0%	76.0%	81.7%	85.0%	50.0%	76.0%	65.5%	74.5%
<b>Number Concepts</b>	71.3%	76.3%	54.2%	73.5%	38.0%	77.3%	67.9%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	54.6%	65.7%	83.3%	54.3%	30.0%	62.1%	36.4%	61.2%
<b>Communication</b>	72.7%	59.8%	83.3%	54.2%	0.0%	61.6%	36.4%	60.6%
<b>Connections &amp; Representations</b>	54.6%	61.3%	100.0%	69.0%	20.0%	68.2%	45.5%	65.3%
<b>Problem Solving</b>	90.9%	76.2%	100.0%	68.8%	0.0%	68.3%	45.5%	77.2%

### **Grade 3 Language Arts CRT**

- Our grade 3 students outperformed the province and district in demand writing, scoring 82% versus 70% at the district and 69% provincially. Nine students scored Level 3 or higher in Demand Writing compared to an average of about 70% of district and province.
- Our students scored below the province and district in all reading sections of CRT's averaging 66.8% compared to 79.8% for the district and province.
- Our students scored well below the district and province in the Poetic Reading section. Seven of the eleven students scored 2 or below which identifies a notable concern.
- Our students scored slightly below in Multiple Choice scoring 86.4% compared to 87.9% for the district and province.
- Our students scored 54.6% in the Rubric Listening section compared to 69.5% province and 69.5% for the district.

### **4 Year Trend**

- The Multiple Choice Listening, Rubric Listening, Informational, Poetic Reading and Demand Writing indicates no consistency. The Multiple Choice reading is consistent over the 4 years.
- In the Listening strand, 55% scored Level 3 or above which is significantly higher than the previous year.
- In the Poetic Reading Strand, 36% scored at Level 3 or above which is higher than the previous year but still lower than the district and province.
- In the Informational Reading Strand, 27% of our students scored at Level 3 or above which is higher than the previous year but still lower than the district and province.
- In the Demand Writing Strand, 82% scored at Level 3 or above which is significantly higher than the previous year.

### **Summary**

We will continue to work on improving student performance in all areas of Language Arts. In demand writing, students were above the district and province and we will strive to maintain and continue to improve in this area.

### **Grade 3 Math CRT**

- In Number Operations, our grade 3 students scored 20% below the District and Province.
- In the Multiple Choice sections our students scored 10% below the district and province in Number Concepts and Number Operations, and 16% below in Shape and Space.
- In the Constructed Response section, our students performed 5% less than the district and province in Number concepts, 16% below in Shape and Space and 12% below in Mental Math.

### **4 Year Trend**

The grade 3 students show improvements in all areas of Mathematics from 2008 – 2009, however there was a dramatic decrease in all areas in 2010. In 2011, less than 50% of students performed at Level 3 or above in the Constructed Response sections.

### **Summary**

- We are pleased with our results in the Multiple Choice sections of Number Concepts and number Operations.
- Our students need improvement on the Multiple Choice section of Shape and Space and we will continue to work on improving their performance of the other areas as well.
- Results indicate that we need to increase students' performances of all areas of the Constructed Responses.

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	84.1%	84.8%	78.6%	87.1%	75.6%	81.0%	75.0%	79.5%
Listening	90.0%	92.0%	90.0%	87.7%	80.0%	86.7%	51.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	71.4%	85.1%	50.0%	78.7%	87.5%	81.4%	81.8%	74.7%
Poetic	71.4%	81.2%	25.0%	69.6%	87.5%	69.9%	63.6%	66.2%
Informational	78.5%	78.9%	75.0%	68.0%	75.0%	68.4%	72.7%	58.7%
Listening	71.4%	62.6%	0.0%	47.4%	25.0%	66.7%	45.5%	51.8%
<b>Grade 6 Mathematics</b>								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	78.0%	78.0%	82.5%	77.1%	77.1%	72.3%	77.5%	67.5%
Number Concepts	64.3%	70.0%	67.9%	67.1%	81.8%	76.9%	83.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	50.1%	48.4%	75.0%	36.5%	100.0%	54.9%	80.0%	52.3%
Communication	58.4%	42.0%	50.0%	30.6%	87.5%	46.5%	70.0%	44.3%
Connections & Representations	75.1%	41.3%	50.0%	36.1%	87.5%	44.0%	90.0%	35.2%
Problem Solving	75.1%	55.4%	75.0%	42.5%	100.0%	55.8%	100.0%	68.1%

### **Grade 6 Math CRT**

- Our students performed above both the district and the province in all areas of the assessment; Multiple Choice- Patterns and Relations: 72.9% School, 59.4% District, 59.8% Province; Written Responses- Patterns and Relations: 82.5% School, 53.3% District, 59.2% Province; Rubrics- Problem Solving: 100% School, 33.2% District, 68% Province

### **Four Year Trend**

- There has been an increase in performance in Number Concepts and Shape and Space while Number Operations remained constant.
- Our students demonstrate a notable increase in Problem Solving (25%)

### **Summary Comments**

- a slight improvement is indicated in Number Operations
- There is an increase in all multiple choice areas.

There is either an increase or little change in all areas of constructed responses (level 3 or higher)

- There are no weak areas evident from the 2011 data. We are pleased to see improvement in written responses from grade3 to grade 6.

### **Grade 6 Language Arts CRT**

- Our students scored about 5% lower the district in Reading (Multiple Choice)
- Our students scored 50.9% Listening (Multiple Choice) compared to district 68.2% and province 67.0%
- 82% of our students scored at Level 3 or above
- This class scored more than 10% higher in Informational Reading

-Even though our students were below both the province and the district in Poetic Reading and Listening, the overall percentages were low (Poetic Reading: Province 67.9% Versus School 63.3% and Listening : Province 51.8% Versus School 45.5%)

#### **Four Year Trend**

-Informational Reading is on par for the past 4 years as is Reading (Multiple Choice)  
-There is no trend in Demand Writing, Poetic Reading or Listening

#### **Class Comparison 2008 Grade 3 with Grade 6 2011**

-Demand writing shows a marked improvement- 55% in 2008 to 82% in 2011 – 3 or higher on the Rubric  
-A slight improvement is shown in reading (3 or higher) 55% to 64%  
-A decline of 38% is indicated in the Listening Multiple Choice while the Reading Multiple Choice remain about the same  
-rubric scores indicate an improvement in demand, Informational Reading and Poetic Reading (3 or higher) while there was a slight drop in Listening (10%)

#### **Summary Comments**

2011 data indicate an overall increase in performance in Language Arts.

<b>Grade 9 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Poetic</b>	80.8%	77.2%	84.0%	71.0%	69.1%	85.1%	76.3%	64.7%
<b>Informational</b>	76.0%	78.1%	84.0%	83.1%	69.1%	79.3%	78.1%	71.2%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	88.0%	86.2%	90.0%	83.0%	100.0%	85.4%	87.5%	83.3%
<b>Poetic</b>	80.0%	73.0%	100.0%	79.5%	81.8%	73.1%	31.3%	61.4%
<b>Informational</b>	84.0%	77.5%	90.0%	75.5%	81.8%	70.1%	50.0%	69.2%
<b>Grade 9 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Number Operations</b>	82.5%	60.3%	74.2%	55.8%	73.1%	69.5%	70.8%	59.1%
<b>Number Concepts</b>	82.0%	68.9%	60.0%	39.3%	72.7%	59.0%		
<b>Patterns &amp; Relations</b>	71.3%	59.3%	71.4%	68.9%	77.3%	75.4%	67.4%	62.8%
<b>Measurement</b>	65.5%	55.1%	70.0%	59.9%	73.2%	67.6%	72.5%	65.7%
<b>Geometry</b>	71.6%	55.4%	79.4%	61.8%	71.2%	69.4%		
<b>Data Management &amp; Probability</b>	80.0%	63.2%	70.0%	53.7%	63.6%	65.9%	71.9%	79.4%

## **Grade 9 Intermediate Language Arts CRT Data Analysis**

### **Comparison to the Province:**

- 88% of Dunne students performed at a level 3 or higher on the Demand Writing Section, which was 12% higher than the district and 10% than the province.
- 56% of our students performed at a level 3 or higher in Reading, which was at par with the district and province.
- Dunne students scored 11% higher than the district in Poetic Reading (multiple choice).
- Dunne students scored almost 6% higher than the district in Informational Reading (multiple choice) and about 7% higher than the province.
- Students performing at level 3 or higher were 30% lower than the province in Poetic Reading (rubric)
- Our students performed 19% lower than the district and the province in Informational Reading (rubric)

### **4 Year Trend at Dunne Memorial Academy**

- With the 4 year trend data, our students' performance in Demand Writing still remains above the provincial average.
- In each of the previous four years, students' performance has fluctuated in Poetic Multiple Choice. In 2010, student performance had decreased 15% from the previous year. However, the 2011 results show a 17% increase.
- Students have performed relatively consistent in Informational Multiple Choice over the past four years. In 2010, these students outperformed the previous groups by 9%.

- Student performance in Poetic Reading has dropped significantly. Just 31% of our students performed level 3 or above. This is 30% lower than the province.
- Student's performance in Informational Reading (Rubric) is 19% lower than the province. This is a significant drop from previous year---32% lower.

#### **Class Comparison—2005 Grade 3 Language Arts CRT, 2008 Grade 6 Language Arts CRT with 2011 Grade 9 Language Arts CRT**

- In 2005, this group scored 1% higher than the provincial mean in Reading. While this same group performed 4% higher than the provincial mean in 2008, their performance had increased by 3% from 2005. Student performance decreased 10% below the provincial mean in 2011.
- In 2005, this group performed 11% below the provincial mean in Demand Writing. This same group has performed above the provincial mean in 2011 by 2%.

#### **Summary Comments**

- Our CRT results in Grade 9 Language Arts are fluctuating from year to year and from section to section.
- Student performance indicates a need for intensive exposure to Informational texts and Poetic Reading, in particular constructed response items wherein students have to provide references to the text with their answers .
- Students' Demand Writing is consistently improving from year to year.
- Longer pieces of writing are showing improvement while shorter constructed response items are proving to be troublesome with some students/groups.

## PUBLIC EXAMS

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>French 3200</b>	57.6%	65.1%	68.2%	68.3%	68.6%	68.1%	N/A	69.6%
<b>Math 3204</b>	79.6%	57.4%	79.0%	58.9%	77.0%	58.0%	90.7%	58.2%
<b>Math 3205</b>	58.5%	78.9%	75.0%	74.9%	72.0%	75.3%	95.0%	77.9%
<b>World History 3201</b>	N/A	61.7%	N/A	63.6%	78.0%	61.5%	79.5%	65.6%
<b>World Geography 3202</b>	83.7%	63.1%	74.0%	63.2%	67.5%	58.8%	70.8%	64.4%
<b>Biology 3201</b>	67.3%	61.2%	70.9%	58.4%	68.0%	60.7%	N/A	60.5%
<b>Chemistry 3202</b>	64.5%	64.6%	75.3%	62.2%	75.0%	66.4%	70.1%	66.9%
<b>English 3201</b>	67.4%	65.3%	55.7%	60.2%	72.6%	64.6%	62.4%	63.4%

## GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	26.1%	25.1%	22.2%	23.1%	16.7%	25.2%	38.5%	26.1%
<b>Academic</b>	43.5%	35.7%	33.3%	40.9%	41.7%	39.5%	38.5%	40.6%
<b>General</b>	30.4%	39.3%	44.4%	36.0%	41.7%	35.2%	23.1%	33.3%

## **Public Exam Courses Data Analysis**

### **World Geography 3202**

- 18 students were enrolled in Geography 3202 this year.
- Our students performed above both the province (6.4%) and the district (7.3%) in the public exam mark.
- Our students performed above both the province (5.9%) and the district (6.6%) in the final mark for this course.
- Our students outperformed the district and province in the Land and Water Forms, World Climate Patterns, Ecosystems, Primary Resource Activities, Written Response Units 1-5 and Population Geography sections.
- Our students were on par with the district but slightly below the province (1.4%) in the Secondary and Tertiary Activities.

### **4 Year Trend**

- Geography was offered in 2008, 2009, 2010 and 2011.
- The exam marks and final marks has remained consistent from 2008-2011.
- Through 2008 – 2011 both the exam and final mark have been significantly above the provincial mean.

### **World History 3201**

- Only two students were enrolled in World History 3201 this year and the course was offered through CDLI.
- Our students outperformed both the province (14.1%) and the district (15.3%) in the public exam mark.
- Our students outperformed both the province (7.7%) and the district (8.2%) in the final mark for this course.
- Our students outperformed both the province and the district in all sections of the exam.

### **4 Year Trend**

- World History was offered in 2010 and 2011, therefore no available data for 2008 and 2009.
- The exam and final mark from 2010 – 2011 has remained consistent.

-There was a large decrease in the public exam challenges of the Modern Era section from 2010 -2011 (36%) and the Cold War Section (23%).

### **Chemistry 3202**

-13 students enrolled in this course.

-Final course marks were less than 1% higher than district and province.

-Public exam marks were 2.3% higher than district and 3.2% higher than province.

-Our students outperformed district and province in Kinetics/Equilibrium and Thermochemistry, while they were lower in Electrochemistry, but all within 3%. We were also higher than district in Acid/Base Unit by 5.5%.

### **4 Year Trend**

-The average exam mark remains constant through 2008 -2011 ( $\pm 5\%$ ).

-Electrochemistry marks are down compared to previous years. However, they are only 1.1% lower than the province on this years' exam.

### **Math 3204**

-There were 18 students completing Math 3204 in 2010.

-The class final average of 91.2% was significantly above the district (61.4%) and the province (62%).

-Students scored above the district and province in each of the subtests: Quadratics (91% vs 59%), Rate of Change (99% vs 75%), Exponential Growth (90% vs 57%), and Circle Geometry (88% vs 53%).

### **4 Year Trend**

-The past 4 years the Math 3204 results have surpassed the district and province.

## **Math 3205**

-Only 2 students completed Math 3205.

-The average was 93% which was 13% above the district and 14% above the province.

-The students scored above the district in all areas: Quadratics (100% vs 80%), Rate of Change (100% vs 91%), Exponential Growth (89% vs 76%), and Circle Geometry (93% vs 77%).

### **4 Year Trend**

The 4 year trend has shown an increase with a slight blip in 2010.

## **English 3201 Public Examination 2011**

- On the 2011 English 3201 public exam, Dunne students scored approximately 1% lower than the province and district overall.

-Our students also scored slightly lower on each of the following sub-sections: Visual (-9%), Poetry (-2%), Prose (-3%), Connections (-1%). The difference is negligible. The main writing sections were slightly higher than the provincial and district. Students were 3% higher in the Comparative Essay and 2% higher in the Personal Response over the district and provincial results.

### **4 Year Trend**

-Our students' final marks have fluctuated between 2008 and 2011. This year had a 1% decrease from the provincial mean while 2010 had a 5% increase over the provincial mean.

-Fluctuations are typical during the four years in the following sub-sections: Visual Literacy, Poetry, Connections, Comparative Essay. The Prose and Personal response sub-sections have remained fairly consistent in the four year period with improvements noted each year.

## Additional Comments

- Overall, student performance was lower than the district and province this year. However, the difference was slight in several sub-sections.
- The Comparative Essay and Personal Response sub-sections were higher than the district and province again this year. This has been a noticeable trend in recent years.
- Students performed within expectations with regard to the school mark and examination mark from the province.
- Students found this exam particularly challenging. This was not the case with the 2010 exam wherein students reported a good examination with fair questions.

## Junior High Year End Results:

*(Comparison of class averages over last four years in subjects used to determine "Honours")*

	Language Arts	Math	Science	French	Social Studies
Grade 9 (2011)	64.69	72.38	73.8	78.75	75.9
Grade 9 (2010)	63.5	67.2	69.4	70.5	70.8
Grade 9 (2009)	67.6	71.9	76.5	74.5	72.2
Grade 9 (2008)	74.0	74.6	78.76	86.2	83.96
Grade 9 (2007)	62.4	63.2	69.5	72.7	82.4
Grade 8 (2011)	69	70.75	77	75	82.5
Grade 8 (2010)	66.25	69.63	82.19	69.19	71.38
Grade 8 (2009)	68	78.18	81.55	75.37	81.73
Grade 8 (2008)	72	88	81.6	85.6	77.6
Grade 8 (2007)	75.3	68.2	83.9	82.5	89.7
Grade 7 (2011)	64.38	76.63	73.88	75.88	79.38
Grade 7 (2010)	67.25	74	74	71.5	72.25

*						
Grade 7 (2009)	69.6	75.87	81.6	77	78.93	
Grade 7 (2008)	80.7	77.8	81.7	83.2	68.8	
Grade 7 (2007)	83.8	77.1	77.5	82.1	82.1	

\* Only four students in this class.

### Performance in Non-Public Exam Courses

(\*) in a block indicates that five or less students were enrolled, in which case data is withheld for reasons of student confidentiality

(-) in a block indicates the course was not offered that year

<b>Senior High Course:</b>	School Aver. June 2007	School Aver. June 2008	School Aver. June 2009	School Aver. June 2010	District - Aver. 2010	Province - Aver. 2010	School Aver. June 2011	District - Aver. June 2011	Province - Aver. June 2011
<b>Applied Music 2206</b>	-	-	*	87	79.2	81.9	99	80	83
<b>Experiencing Music 2200</b>	-	-	-	-	-	-	97	71	74
<b>Ensemble Performance 1105</b>	92.6	-	-	-	-	-			
<b>Math 1204</b>	68.1	70.9	74.5	75	66.3	66.7	77	67	68
<b>Math 1206</b>	*	-	80.6	53	60.0	58.1	71	60	60
<b>Math 2204</b>	75.4	79.6	*	76.6	60.7	62.3	72	63	63

<b>Math 2205</b>	*	*	*	81.1	80.3	80.2	80	81	81
<b>Math 2206</b>	*	84.5	-	-					
<b>Math 3204</b>	72.6	74.3	80.1	78.4					
<b>Math 3205</b>	-	*	*	76					
<b>Math 3206</b>	81.7	*	80.0	79.8	62.9	64			
<b>Math 3207</b>	*	71.0	80.7	*			71	79	79
<b>Math 3103</b>	54.8	-	-	-					
<b>Physical Education 2100</b>	60.4	-	-	-					
<b>Physical Education 2101</b>	70	-	-	-					
<b>Physical Education 3100</b>	-	89.4	78.7	86.1	84.0	83	77	85	84
<b>Physical Education 3101</b>	-	88.4	76.6	86.5	82.8	82.2	77	83	83
<b>Healthy Living 1200</b>	-	80.0	78.7	85.2	73.4	74.8	85	74	75
<b>Science 1206</b>	72.1	74.9	76.3	69.7	68.6	67.8	74	69	68
<b>Science 2200</b>	*	-	*				75	61	61
<b>Science 3200</b>	*	70.3	*						
<b>Biology 2201</b>	72.5	73.3	70.6	70.2	65.4	61.3	66	67	67

<b>Biology 3201</b>	66.7	70.7	69.6						
<b>Chemistry 2202</b>	75.3	81.4	74.8	78.8	73.2	73.0	79	73	73
<b>Chemistry 3202</b>	67.7	64.7	73.8	77.3					
<b>Physics 2204</b>	*	69.5	79.7	*			69	71	72
<b>English 1200</b>	-	*	-	56	61.3	62.1			
<b>English 1201</b>	62.9	68.0	67.9	65.3	67.9	68.0	68	68	68
<b>English 1202</b>	*	-	-	55.5	61.2	60.2			
<b>English 2201</b>	67.5	70.0	68.0	67.2	68.0	67.9	66	68	69
<b>English 2202</b>	64.9	64.3	61.9				62	61	60
<b>English 3201</b>	62.7	70.3	65.6	71.1					
<b>English 3202</b>	65.6	*	67.6	65.9					
<b>Writing 2203</b>	70.3	-	-	-			82	70	71
<b>Career Development 2201</b>	77.5	73	76	74.6	70.1	72.3	77	72	75
<b>French 2200</b>	72.8	74.4	74.7	67.7	73.3	71.9			
<b>French 3200</b>	80.1	72.6	*	73.1					
<b>French 3201</b>	-	*	*	-					
<b>French 1200</b>	-	-	-	-	-	-	78	80	78
<b>World Geography</b>	74.1	75.4	66.1	74.4	60.7	60.3	77	64	62

<b>3200</b>									
<b>World Geography 3202</b>	74.2	85.3	81.0						
<b>World History 3201</b>	-	-	-	81.0					
<b>Human Dynamics 2201</b>	74	74.1	-	-					
<b>Work Place Safety 3220</b>	73.2	76.5	65.6	74.8	73.8	74.7	92	73	76
<b>Skilled Trades 1201</b>	-	-	-	75	74.2	75.7			
<b>Canadian History 1201</b>	75.2	76.2	76.8	67.3	71.8	71.8	65	72	73
<b>Enterprise 3205</b>	71.7	77.2	-	-					
<b>Design Technology 1109</b>	63.4	86	-	-					
<b>Design Technology 2109</b>	60.8	84.6	-	-					
<b>Computer Technology 3200</b>	62.1	71.4	53.1	-					
<b>Theatre Arts 2200</b>	82.5	76.8	81.3	-					
<b>Drama 2206</b>	-	-	-	81.8	75.6	76.6	83	75	77
<b>Art Technology 1201</b>	-	-	-	78.5	69.9	70.5	53	73	74
<b>Art Design 3200</b>	-	-	-	-	-	-	79	78	79

<b>Design and Fabrication 1202</b>	-	-	-	51.7	75.1	77.4			
<b>Design and Fabrication 2202</b>	-	-	-	*			84	77	78
<b>Residential Construction 2201</b>	-	-	-	57.7	73.2	74.6			
<b>Power and Energy 3201</b>	-	-	-	-	-	-	85	76	76
<b>NL Studies 2205</b>	-	-	-	74.4	71.3	71.6			
<b>Ethical Issues 1104</b>	52.1	-	-	-					
<b>Integrated Systems 1205</b>	-	-	*	-					

**Summary: ➤ Non-Public Exam Courses**

- Applied Music 2206 performed higher than the province during the past 2 years with limited enrollment (1).
- Math 1204 is continuously increasing over the past four years and is 10% higher than provincial average in 2011.
- Math 1206 performed higher than province in 2011, however no trend in the past 3 years.
- Math 2204 performed 9% higher than the province in 2011 and average mark has been consistent over the past 4 years.
- Math 2205 consistent with the provincial average over the past 2 years.

- Math 3207 performed lower than the province in 2011, however insufficient data to establish trend.
- Physical Education 3100 performed 7% lower than the province in 2011, no trend in data.
- Physical Education 3101 performed 6% lower than the province in 2011 and have decreased slightly in the past 3 years.
- Healthy Living 1200 performed 10% higher than the province in 2010 and 2011. Slight increase in overall average over the past 4 years.
- Science 1206 performed 6% higher than the province in 2011. Consistent average over the past 5 years.
- Science 2200 performed 14% higher than the province in 2011. First year offered in past 5 years.
- Biology 2201 consistent with the province in 2011. Slight increase in averages after slight decline over the past 3 years.
- Chemistry 2202 performed 6% higher than the provincial in 2011. Slight increase in averages after slight decline over the past 3 years.
- Physics 2204 consistent with the provincial average in 2011. Insufficient data to develop a trend. (Note: combined onsite and CDLI instruction).
- English 1201 consistent with the provincial average in 2011. Consistent average over the past 5 years.
- English 2201 consistent average with the provincial average in 2011. Consistent average over the past 5 years.
- Writing 2203 performed 11% higher than province in 2011. Insufficient to establish a trend.
- Career Development 2201 consistent with the provincial average in 2011. No trend in the past 5 years.
- World Geography 3200 performed 15% higher than the provincial average in 2011. No trend in data. (Note: only one student enrolled in course in 2011).
- Workplace Safety 2220 performed 16% better than province in 2011. Significant increase from the previous 4 years.
- Canadian History 2201 performed 8% lower than the provincial average in 2011. Decreasing trend over the past 3 years.

- Art Technology 1201 performed 21% lower than the provincial average in 2011 and 25% lower than the previous year.
- Design and Fabrication 2202 performed 6% higher than the provincial average in 2011. First year course was offered.

# 1 Year School Development Plan

## School Development Plan 2010-2011

<b>Goal 1: To increase student achievement in an inclusive and collaborative environment</b>		
<p><b>Objective 1.1:</b> To incorporate proper use of language skills (reading and writing) across the curriculum.</p>	<p><b>Objective 1.2:</b> To incorporate proper use of mathematical language and terminology in constructed responses.</p>	<p><b>Objective 1.3:</b> To promote high academic achievement for all while exploring alternate and effective ways to deliver programming to reflect multi-aging/ declining enrollment.</p>
<p><b>Strategies:</b>            1.1.1 All teachers will include a language skills component in their marking scheme.            1.1.2 Teachers will model the correct usage of language skills in their daily instruction.            1.1.3 Display language skills throughout the school.</p>	<p><b>Strategies:</b>            1.2.1 Teachers will model the correct usage of mathematical terminology in their daily instruction.            1.2.2 Display mathematical terminology throughout the school.            1.2.3 Exposure to formal evaluation in the junior high grades.</p>	<p><b>Strategies:</b>            1.3.1 Hold information sessions with the parents to educate them on the benefits of high academic achievement.            1.3.2 Begin promoting academics and a strong work ethic in earlier grades.            1.3.3 Promote the long term benefits of an academic course of study at all grade levels.            1.3.4 Encourage the use of higher order questioning in classrooms and in assessments.            1.3.5 To incorporate study skills into all subject areas.</p>

<p>Indicators of Success:</p> <p>1.1.1 Sample assessments including grading scheme</p> <p>1.1.2 Sample lesson plans that include modeling, visuals, student work posters, etc.</p> <p>1.1.3 Increase CRT scores and internal assessments over a period of time</p>	<p>Indicators of Success:</p> <p>1.2.1 Sample assessments including grading scheme</p> <p>1.2.2 Sample lesson plans that include modeling, visuals, student work, posters, etc.</p> <p>1.2.3 Increase CRT scores and internal assessments over a period of time.</p> <p>1.2.4 Increased performance</p>	<p>Indicators of Success:</p> <p>1.3.1 Presentations given to students and parents</p> <p>1.3.2 PD held with long term planning</p> <p>1.3.3 Higher percentage of students doing long term planning</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.1.2 Budget for posters and displays</p> <p>1.2.2 Budget for posters and displays</p> <p>1.3.1 Budget for refreshments to serve parents during presentation</p>	<p>1.3.2 Professional Development days required for long term planning (2-3 days)</p>

<b>Goal 2: Promote leadership in our school community</b>		
<b>Objective 2.1</b> To inform school community about leadership opportunities	<b>Objective 2.2:</b> To educate students about the importance of leadership	<b>Objective 2.3:</b> To build leadership capacity on staff
<b>Strategies:</b> 2.1.1 Communicate and insure understanding about opportunities that are available 2.1.2 Establish effective communication with home concerning opportunities that are available	<b>Strategies:</b> 2.2.1 Offer leadership opportunities 2.2.2 Encourage students to assume leadership roles in the school. 2.2.3 Recognize contributions of students in leadership roles. 2.2.4 Invite guest speakers from the community to speak about leadership roles.	<b>Strategies:</b> 2.3.1 Offer leadership opportunities 2.3.2 Encourage teachers to assume leadership roles in the school. 2.3.3 Recognize contributions of staff in leadership roles.
<b>Indicators of Success:</b> 2.1.1 Increase in number of students participating in leadership activities	<b>Indicators of Success:</b> 2.2.1 Informing students of leadership opportunities 2.2.2 More students taking leadership roles. 2.2.3 Celebrate student leadership initiatives through announcements, assemblies, memos, home, etc. 2.2.4 The presence of more guest speakers	<b>Indicators of Success:</b> 2.3.1 Informing teachers of leadership opportunities 2.3.2 More teachers taking part in leadership roles and opportunities. 2.3.3 Celebrate teacher leadership initiatives through announcements, assemblies, and by giving opportunities to share their learning in PD and staff meetings.
<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	
2.1.1 Financial support to help offset travel for leadership opportunities 2.2.2 Budget for award system (plaques) to recognize leadership initiatives 2.2.4 Amortization for guest speakers	2.1.1 Opportunities for teachers to attend leadership sessions	

<b>Goal 3: To increase physical and emotional wellness of the school community</b>		
<b>Objective 3.1:</b> To promote staff wellness	<b>Objective 3.2</b> To promote student wellness	<b>Objective 3.3:</b> To continue to promote social justice awareness and acceptance
Strategies: 3.1.1 To avail of PD opportunities which promote staff wellness. 3.1.2 To continue staff social activities.	Strategies: 3.2.1 To encourage greater participation in intramural program during recess and lunch sessions. 3.2.2 To continue to promote our breakfast program. 3.2.3 EAS refresher to ignite interest and encourage greater participation in varied extracurricular programs	Strategies: 3.3.1 EAS refresher to ignite interest and encourage greater participation in varied extra-curricular programs 3.3.2. To continue anti-bullying strategies 3.3.3 To continue Homophobia Awareness through clubs committees and groups
Indicators of Success: 3.1.1 More teachers attending wellness P.D. opportunities. 3.1.2 An active social committee comprised of staff and support staff	Indicators of Success: 3.2.1 An increase in the attendance of recess and lunch intramural sessions. 3.2.2 Continued attendance, by students, of breakfast program. 3.2.3 Contact EAS representative about visiting the school to meet with teachers.	Indicators of Success: 3.3.1 Anti-bullying presentations, continued enforcement of Dunne’s hands-off policy 3.3.2 Supporting groups and organizations in activities they like to organize and take part in.
<b>Goal 3. Support Plan</b>		
<b>Financial</b>		<b>Professional Development/Time Required</b>
3.1.1 Reimbursement for travel for teachers.  - Remuneration for guest speakers for guest speakers for Professional Development Day(s)		3.1.1 Professional Development Day(s)

### Operational Issues for 2010-2011

<b>Operational Issue</b>	<b>Intended Action</b>
Cafeteria Vendor	To Secure a Vendor for the Cafeteria
Roof Repairs	To have the roof replaced in order to stop leaks (currently in progress)
School Security	To install new locks on all exterior doors and to install a buzz in camera system

**Appendix A**  
**Summary of School Fundraising**

Fundraising Venues for 2010-2011 school year:

Recycling Blitz	.....	June 2010:	\$669.75
Bottle Drive	.....	June 2010	\$849.93
Ticket Sales	.....	Christmas Basket	\$929.52
		Quilt:	\$796.50
Diabetes Clothing Drive	.....	March 2010	\$440.00
Basket Ball Tournaments	.....	Senior Boys:	\$2241.53
		Senior Girls:	\$1566.89
Christmas Concert	.....	December 2010	\$671.02
Breakfast Program 50/50 Draw	.....	On Going	\$5455.00