

Fortune Bay Academy

2009-10 School Development Report



Mission statement

Fortune Bay Academy is dedicated to promoting a quality learning environment that is conducive to maximum student achievement. We strive to produce meaningful learning experiences in an environment which fosters the intellectual, social, physical, emotional, and moral development of our students.

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OFFICE OF THE DIRECTOR

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

Message from the Director of Education

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

Message from Principal

I am pleased to present the School Report for Fortune Bay Academy for the 2009-2010 school year. This report provides information about our school and our plan for school development which will provide direction and focus for Fortune Bay Academy.

Following an internal review several years ago, goals for school wide focus were developed as well as accompanying strategies and action plans. These plans were reviewed by our School Development Action Team, School Council and School Leadership Team and are regularly monitored and re-defined as part of the process.

Our goals have been focused around: Student Achievement, Promoting Healthy Living and providing a safe and caring environment for all. In 2010, we have added to the goal of Student Achievement by promoting and practicing an inclusive model of education for all students.

This report also examines our students' performance in Grades 3, 6 and 9 in the Criteria Reference Tests and Public Examination results in senior high that were developed and provided to all schools by the Department of Education.

This report also identifies the programs and special events that were undertaken last year and our success such as the Burin Regional Drama Festival, Burin Regional Science Fair and Social events such as school dances and activity nights, and celebrations such as our annual awards night, Christmas concert and Halloween Fair. The staff and administration are dedicated to developing the academic and social growth of the Fortune Bay Academy school community.

Sincerely,
Paulette Smith
Principal

Message from School Council

On behalf of the Fortune Bay Academy School Council, I would like to congratulate the staff and students on the completion of a very successful school year 2009-10.

We would like to thank the administration, the teachers, the student assistants and the support staff for their commitment to our children.

Our students continue to excel in all endeavors, to name a few, cross country, drama, volleyball and their academic achievements does not go unnoticed.

The hard work and dedication by students and staff is recognized by both parents and school council. We appreciate the commitment and look forward to your continued support.

Sincerely,
Tracy Whittle
School Council Chair 2009-10

Overview of School

Our School Community

Fortune Bay Academy is part of the *Eastern School District* which has 123 schools with a total of 3515 students. The school currently has an enrollment of 136 students and offers Programs in Grades K-12. Our school has a total of 15 teachers, 1 guidance counselor (.5), 2 student assistants, 2 bus drivers, 1 custodian, 1 meal service provider and 1 secretary on staff.

FBA also has access to District Office staff including: Program Specialists, Itinerants for the Hearing and Visually Impaired, Speech and Language Personnel as well as Educational Psychologists. Fortune Bay Academy serves the communities of Harbour Mille, Little Harbour, Little Bay East, Bay L'Argent, & St. Bernard's - Jacques Fontaine.

Key Highlights/Special Projects

FBA has an active school council that is elected annually. They take leadership roles in special activities such as Remembrance Day Celebrations, Halloween fairs, Christmas Concerts, school dances, Activity nights & school dances.

The school drama club, the Performing Predators, participated in the Regional High School Drama Festival. They performed the play "Lithuania".

Elementary students participated in cross country, floor hockey and cheer leading while Junior and Senior high students participated in a variety of sporting activities such as volleyball, floor hockey and basketball.

FBA students also participated in the Regional Historica Fair, Regional Science Fair and a number of field trips. Students also participated in Healthy Commotions Day as well as Stand Up To Bullying Day. In addition we have an active Kinderstart and Tutoring For Tuition Program as well as the participation of our Kindergarten class in the "Roots of Empathy" initiative.

Partnerships

Communities of Harbour Mille, Little Harbour, Little Bay East, Bay L'Argent, & St. Bernard's - Jacques Fontaine

Burin Regional Office

Health and Community Service

Kids Eat Smart

RCMP

Brighter Futures

College of the North Atlantic

Memorial University of Newfoundland

Marine Institute

Academy Canada

Keyin College

3-4 Year School Development Plan

Report on School Development Plan for Previous Year (2009-10)

Fortune Bay Academy has identified 3 Goals for School Development. We have taken strategies & approaches from the school improvement process & moved them forward to assist in attaining the goals in the School Development Plan.

Action Plan Template

This form is to be completed by the Action Team to record strategies and actions.

Goal: #1 To improve student achievement and motivation
Objective: 1.1 To improve problem solving techniques in math from k-6
Strategy: 1.1.1 Set aside a Problem Solving period per cycle for k-3, 4-6 student to work together in mixed groups to solve problems. 1.1.2 Problems Solving Competition once a month using mixed grouping from k-6. 1.1.3 Concentrating on problem solving for one full period once in a cycle.
Actions - Meeting with staff to analyze CRT results - Problem solving groups from k-6 implemented in 2007. - Numeracy Teacher (9 periods per cycle) implemented September 2009

Action Plan Template

This form is to be completed by the Action Team to record strategies and actions.

Goal: #1 To improve student achievement and motivation
Objective: 1.2 To improve literacy from k - 12
Strategy: 1.2.1 Implement D.E.A.R (Drop Everything and Read) program school wide 1.2.2 Increase access to reading materials 1.2.3 Have a public speaking program k- 12.
Actions -Reading Log Program k-6 - Find out reading interest of students - Use library on a regular basis - Create classroom libraries in grades 7-12 - Donations of magazines from home - entire school will be reading for 10 minutes every morning (we will extend homeroom for 5 minutes) - Literacy teacher (7 periods a cycle) - Student s to be exposed to public speaking at all levels, through poetry readings, plays, book talks,
Goal: #1 To improve student achievement and motivation
Objective: 1.3 To improve student performance with higher order thinking
Strategy: 1.3.1 Modeling answers expected for higher order questions 1.3.2 Teacher's utilize Bloom's Taxonomy across the curriculum.
Actions - use exemplars from CRTS to refer to expected answers - Teacher have CRT grading meeting to ensure a uniform assessment - Teacher in-service on how to develop questions based on Blooms Taxonomy (refresher) - honor roll posted for each term and year end awards - Students need to maintain a certain average to participate on extra-curricular activities

Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.1 To increase awareness of and support for the School Nutritional Policy
Strategy 2.1.1: To implement the current Nutrition Policy
Actions 2.1.1.1: Committee members and cafeteria coordinator meet to review nutritional policy 2.1.1.2: Complete inventory of food choices currently being offered at school 2.1.1.3: Purchase/prepare foods that reflect the Nutritional Policy
Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.1 To increase awareness of and support for the School Nutritional Policy
Strategy 2.1.2: To inform parents and students about the nutritional policy and the healthy choices available
Actions 2.1.2.1: Newsletter to be sent home 2.1.2.2: Continue to Update School Website 2.1.1.3: Invite School Health Promotion Liaison consultant to presentations to students, staff, and parents
Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.1 To increase awareness of and support for the School Nutritional Policy
Strategy 2.1.3: To implement a Healthy Living Commotion Day
Actions 2.1.3.1: Committee members plan a Healthy Living Commotion Day for October , 2010

Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.1 To increase awareness of and support for the School Nutritional Policy
Strategy 2.1.4: To implement a free healthy recess once a month
Actions 2.1.4.1: Committee members apply to the wellness coalition for funding 2.1.4.2: Committee members set schedule and develop menu
Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.1 To increase awareness of and support for the School Nutritional Policy
Strategy 2.1.5: To create school displays that reflect a healthy living lifestyle
Actions 2.1.5.1 Students will create posters during art classes to be displayed throughout the school. 2.1.5.2: Students in Healthy Living 1100 will design displays to be posted through the school
Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.2 To encourage and promote physical activity within the school community
Strategy 2.2.1: To implement a <i>Walk To Breakfast</i> event
Actions 2.2.1.1 Committee organizes <i>Walk to Breakfast</i>

Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.2 To encourage and promote physical activity within the school community
Strategy 2.2.2: To have students from K-6 take part in outside activities daily ...weather permitting
Actions 2.2.2.1 All K-6 students go outside lunch time from 12:20 – 12:40 2.2.2.2 Provide a variety of equipment for students to play with

Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.2 To encourage and promote physical activity within the school community
Strategy 2.2.3: K-4 students take part in physical activity during school hours
Actions 2.2.3.1 K-4 teachers determine schedule and activities

Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.2 To encourage and promote physical activity within the school community
Strategy 2.2.4: To have all students and staff take part in physical activities during school hours once a month
Actions 2.2.4.1 Committee members/school counsel organize activity for house system teams one hour a month

Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.2 To encourage and promote physical activity within the school community
Strategy 2.2.5: To have students and staff take part in extra curricular activities
<p>Actions</p> <p>2.2.5.1 Staff sets up extra curricular activity schedule and teachers volunteer to coach activities</p>
Goal 2: To increase opportunities for active and healthy living by June 2010
Objective 2.2 To encourage and promote physical activity within the school community
Strategy 2.2.6: To have students and staff take part in activity nights
<p>Actions</p> <p>2.2.6.1 Student Council and teacher volunteers organize an activity night three times a year.</p>
Goal: 3: To create a collaborative, safe and caring school community
Objective 3.1 To improve communication within and throughout school community
Strategy 3.1.1 Publish school newsletter (3 times/year)
<p>Actions</p> <p>1.2.3.1. Organize teacher/student committee</p> <p>1.2.3.2. Produce/distribute newsletter</p>

Goal: 3: To create a collaborative, safe and caring school community
Objective 3.1 To improve communication within and throughout school community
3.1.2 Maintain website and LCD unit with current events
<p>Actions</p> <p>1.2.3.3. Organize teacher/student committee responsible for ongoing updates</p> <p>1.2.3.4. Teachers maintain daily homework pages (implemented October 2009)</p>
Goal: 3: To create a collaborative, safe and caring school community
Objective 3.1 To improve communication within and throughout school community
<p>Strategy</p> <p>3.1.3 Hold general assemblies on a monthly basis</p>
<p>Actions</p> <ul style="list-style-type: none"> - Organize student committee from primary/elementary - Organize student committee from jr/sr high
Goal: 3: To create a collaborative, safe and caring school community
Objective 3.2 To improve school atmosphere and make it a more welcoming place
<p>Startegy</p> <p>3.2.1 Start up parent-teacher committee to review school policy concerning school lunch time and availability of lunch to ALL students</p>
<p>Actions</p> <p>1.2.3.5. Prepare and send out survey to parents regarding the school lunch policy</p> <p>1.2.3.6. Invite parents to participate in review committee</p>

Goal: 3: To create a collaborative, safe and caring school community
Objective 3.2 To improve school atmosphere and make it a more welcoming place
Strategy 3.2.2 Improve the physical appearance of school building and grounds
Actions 1.3.2.1. Maintain and improve appearance of “green” areas of school grounds 1.3.2.2. Populate bulletin boards in classrooms with students work 1.3.2.3. investigate the possibility of increasing the wall displays/murals in corridors
Goal: 3: To create a collaborative, safe and caring school community
Objective 3.2 To improve school atmosphere and make it a more welcoming place
Strategy 3.2.3 Restart the recycling program
Actions 3.3.1.2 Get a recycling bin built 3.3.1.3 Organize recycling committee responsible for maintaining the program

Goal: 3: To create a collaborative, safe and caring school community	
Objective 3.3 To improve student/teacher interactions	
Strategy	
3.3.1	Start up a house system for K-12
Actions	
1	Organize students on different teams
2	Organize ongoing events for house system
Goal: 3: To create a collaborative, safe and caring school community	
Objective 3.3 To improve student/teacher interactions	
Strategy	
3.3.2	Implement Positive Behavior Support program
Actions	
3.3.2.1	Organize PBS committee
3.3.2.2	Introduce program to staff, parents and students
3.3.2.3	Fund raise/solicit businesses for resources necessary for maintaining the reward system
3.3.2.4	Organize launch day
3.3.2.5	Ongoing evaluation of program

Summary Report on the School's Most Current Data

See tables below to view three year school and provincial trends in each of the following courses.

PUBLIC EXAM ANALYSIS **The Following are the results for FBA in 2010:**

Mathematics 3204 (2 Students): Analysis of the results indicates that FBA students scored exceptionally higher than the district and province in all areas in 2010 with an average of 84.0%, district average being 61.1% and the provincial average of 61.7. Trends indicate that the average final exam mark has fluctuated 75% in 2007 and dropped to 65% in 2008 and then to 60% in 2009. In 2010 FBA's average increased dramatically to 84.0%.

Mathematics 3205 (2 Students): Analysis of the results indicates that FBA students scored higher than the district and province in most areas except Rate of Change and has had consistent success in this area. Trends indicate that the average final exam mark has dropped from 94% in 2007 to 90% in 2008 and then to 76% in 2009. FBA scored an average of 82.1% in 2010 in comparison to the district average of 79% and the provincial average of 77.9%.

Chemistry 3202 (9 Students): Analysis of the results indicates that FBA students scored higher than the district and province in all areas and has consistent success in this area. Trends indicate that the average final exam mark has remained consistent with 71% in 2008 and 77% in 2010. This course was not offered in 2009.

English 3201 (4 Students): Analysis of the results indicates that FBA students scored higher than the district and province in most areas except Comparisons and poetry. Trends indicate that the average final exam mark has fluctuated from 71% in 2007 and dropped to 68% in 2008 and then dropped again slightly to 66% in 2009 and then increased to 72% in 2010. However, FBA still received a higher final mark (72%) than the district (66.7%) and provincial (66.5%) average.

World Geography 3202 (12 Students): Analysis of the results indicates that FBA students scored higher than the province in all areas except the "world climate patterns" multiple choice section and higher than the district in all areas except world climate patterns and land and water forms multiple choice sections. However, the range was not significant in these areas. Trends indicate that the average final exam mark has increased from 64% in 2007 to 70% in 2010. FBA received a higher final mark (69.8) than the district (63.7%) and provincial (64.6%) average.

French 3200 (1 Student): Analysis of the results indicates that FBA students scored considerably higher than the district and province in all areas. In 2010 the average final exam mark increased from 72% in 2008 (this is the last time this course was offered) to 82% in 2010.

**CRT School Results
Primary Mathematics
2009-2010**

Primary Mathematics (9 Students): Analysis of the results indicate that FBA students scored higher than the district and province in the areas of Rubrics but lower than the district and province in all other areas with the exception of Yes/No Items (Multiple Choice). However, Trends indicate that the average has consistently improved in the areas of Shape and Space, Reasoning, and Communication from 2007-2010. Trends show a slight decrease, however, in the areas of Number Operations, Connections and Representations, and Problem Solving.

**CRT School Results
Primary English Language Arts
2009-2010**

Primary English Language Arts (9 Students): Analysis of the results indicates that FBA students scored lower than the district and province in the areas of Multiple choice (Reading) items as well as the Demand Writing and Informational Reading but higher than the district and province in the areas of poetic reading and listening. Trends indicate that the percentage of students scoring between 3 and 5 has decreased in all areas from 2009-2010.

**CRT School Results
Elementary Mathematics
2009-2010**

Elementary Mathematics (11 Students): Analysis of the results indicate that FBA students scored higher than the district and province in all areas except Multiple Choice. However, trends indicate that the percentage of students scoring above level 3 in various areas has increased substantially from 2007-2010. Improvements were seen in all areas except Multiple Choice (Number Operations).

**CRT School Results
Elementary Language Arts
2009-2010**

Elementary English Language Arts (11 Students): Analysis of the results indicates that FBA students scored lower than the district and province in all areas except multiple choice, and poetic reading. Trends indicate that the percentage of students scoring above level 3 in various areas has increased substantially from 2007-2010. Improvements were seen in all areas except Poetic Reading which has decreased from 50 in 2009 to 36 in 2010.

**CRT School Results
Intermediate Mathematics
2009-2010**

Intermediate Mathematics (13 Students): Analysis of the results indicates that FBA students scored higher than the district and province in all areas except Data Management and Probability. Trends indicate that the scores in Number Concepts have increased dramatically from 2009-2010 from 38% to 73%.

**CRT School Results
Language Arts
2009-2010**

Intermediate English Language Arts (15 Students): Analysis of the results indicates that FBA students scored lower district and province in all areas except Informational Reading. Trends indicate that the percentage of students scoring above level 3 in various areas has fluctuated since 2007 but has decreased in all areas except the Multiple Choice (poetic) component in 2010. However in this area the increase was dramatic from 49% in 2009 to 80% in 2010. The decrease is seen in the area of Poetic Reading from 85% in 2009 to 43% in 2010.

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
27.3%	63.5%	71.4%	65.0%	44.4%	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
76.5%	68.9%	80.0%	72.4%	83.3%	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	94.2%	89.7%	93.2%	88.5%	82.6%	88.3%	91.1%	92.1%
Listening	96.7%	93.3%	82.5%	85.0%	94.7%	95.4%	82.2%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	90.0%	74.5%	66.6%	72.6%	73.7%	74.9%	66.7%	73.9%
Poetic	80.0%	65.8%	50.0%	56.1%	79.0%	68.8%	77.8%	71.5%
Informational	70.0%	74.4%	62.5%	70.8%	63.2%	55.1%	44.4%	63.6%
Listening	50.0%	64.1%	33.3%	70.2%	73.7%	70.5%	66.7%	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	92.0%	77.0%	78.0%	76.0%	79.4%	85.0%	72.2%	76.0%
Number Concepts	72.5%	71.3%	67.5%	76.3%	64.0%	73.5%	64.4%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	40.0%	43.6%	55.6%	65.7%	64.7%	54.3%	77.8%	62.1%
Communication	40.0%	37.5%	33.3%	59.8%	70.6%	54.2%	77.8%	61.6%
Connections & Representations	40.0%	36.3%	44.4%	61.3%	82.4%	69.0%	77.8%	68.2%
Problem Solving	50.0%	51.9%	77.8%	76.2%	82.4%	68.8%	66.7%	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	72.1%	78.0%	NA	84.8%	88.4%	87.1%	78.0%	81.0%
Listening	83.3%	93.3%	NA	92.0%	86.7%	87.7%	84.6%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	53.3%	76.1%	NA	85.1%	60.0%	78.7%	90.9%	81.4%
Poetic	73.3%	73.3%	NA	81.2%	50.0%	69.6%	36.4%	69.9%
Informational	66.6%	58.8%	NA	78.9%	77.8%	68.0%	100.0%	68.4%
Listening	53.4%	58.4%	NA	62.6%	44.4%	47.4%	90.0%	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	60.9%	68.2%	NA	78.0%	85.6%	77.1%	70.5%	72.3%
Number Concepts	55.5%	62.7%	NA	70.0%	77.8%	67.1%	76.0%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	33.3%	33.2%	NA	48.4%	44.4%	36.5%	90.9%	54.9%
Communication	20.0%	30.7%	NA	42.0%	33.3%	30.6%	81.8%	46.5%
Connections & Representations	40.0%	40.2%	NA	41.3%	33.3%	36.1%	72.7%	44.0%
Problem Solving	40.0%	50.6%	NA	55.4%	55.6%	42.5%	81.8%	55.8%

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	75.6%	79.4%	73.3%	77.2%	49.2%	71.0%	80.0%	85.1%
Informational	64.8%	74.5%	73.3%	78.1%	49.2%	83.1%	77.1%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	77.8%	83.5%	91.7%	86.2%	86.7%	83.0%	76.5%	85.4%
Poetic	77.8%	71.1%	75.1%	73.0%	84.6%	79.5%	42.9%	73.1%
Informational	66.7%	75.7%	91.7%	77.5%	84.6%	75.5%	71.4%	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	68.8%	59.5%	57.2%	60.3%	71.2%	55.8%	81.3%	69.5%
Number Concepts	62.5%	47.1%	62.5%	68.9%	38.5%	39.3%	72.5%	59.0%
Patterns & Relations	71.9%	55.6%	53.6%	59.3%	78.0%	68.9%	81.3%	75.4%
Measurement	62.5%	55.3%	36.1%	55.1%	75.6%	59.9%	77.1%	67.6%
Geometry	75.0%	69.4%	54.5%	55.4%	74.4%	61.8%	72.9%	69.4%
Data Management & Probability	37.5%	48.6%	47.9%	63.2%	55.8%	53.7%	62.5%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	50.0%	32.5%	55.2%	51.0%	62.5%	44.5%	62.5%	48.9%
Patterns & Relations	58.3%	32.5%	51.4%	61.3%	80.8%	57.0%	81.3%	60.4%

PUBLIC EXAMS

Exam Mark	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
French 3200	NA	70.2%	70.2%	65.1%	NA	68.3%	78.0%	68.1%
Math 3204	77.1%	62.7%	64.2%	57.4%	59.0%	58.9%	83.0%	58.0%
Math 3205	94.0%	73.8%	92.0%	78.9%	75.4%	74.9%	81.5%	75.3%
World Geography 3202	64.2%	61.8%	67.4%	63.1%	NA	63.2%	64.8%	58.8%
Biology 3201	58.2%	61.4%	82.0%	61.2%	65.6%	58.4%	NA	60.7%
Chemistry 3202	NA	61.3%	68.5%	64.6%	NA	62.2%	73.9%	66.4%
Physics 3204	78.3%	65.8%	NA	68.3%	72.9%	67.2%	NA	65.5%
English 3201	68.2%	59.1%	69.4%	65.3%	59.0%	60.2%	67.5%	64.6%

GRADUATION STATUS

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Honours	21.1%	22.9%	16.7%	25.1%	16.7%	23.1%	22.2%	25.2%
Academic	36.8%	40.4%	33.3%	35.7%	50.0%	40.9%	22.2%	39.5%
General	42.1%	36.7%	50.0%	39.3%	33.3%	36.0%	55.6%	35.2%

School Development Plan for Current Year

1 Year School Development Plan

Currently, Fortune Bay Academy is in the final year of our existing school development plan. In the 2010-2012 school year we will be embarking on an internal and external review in the same year. This was one of the recommendations made in our peer validation/external review in March 2009.

The following are the commendations that were attributed to Fortune Bay Academy by the peer validation team in March 2009:

AREA 1.

SCHOOL ORGANIZATION

School Organization refers to those structural and procedural components of the school, which facilitate learning.

Based on the External Teams examination of the data that was gathered and analyzed by the Internal Review team in the area of School Organization, we offer the following commendations and recommendations:

Commendations:

The school is commended for:

- Well run, efficient school
- Established routines/procedures – morning bus
- Supportive school in terms of resources, teaching materials, etc.
- Teachers teaching in area of specialty where possible
- Well-structured day and organized facility
- Schedule sent home for grade levels, use of student agendas
- Monitoring the maintenance of school - addressed promptly
- Good overall programs, small class sizes and individual attention
- Many policies written, available and communicated e.g. Lateness
- Preparation/Workload/Supervision is perceived as being fair
- Wireless connectivity on bottom floor
- Building a new school website
- The use of video displays in corridors for student displays and information
- Students like the lunch menu choices

AREA 2.

LEADERSHIP

Leadership refers to the degree to which individuals within professional learning communities are empowered to affect change.

Based on the External team's examination of the data that was gathered and analyzed by the Internal Review team in the area of Leadership, we offer the following commendations and recommendations:

Commendations:

The school is commended for:

- Teachers have growth plans, value them, they are linked to the school development plan
- Professional Growth Plans are encouraged and supported by the administration and supported in the school through resources and professional development opportunities
- Teachers feel supported by the administration
- Teachers in leadership roles are supported by all staff
- Most staff take on leadership roles within the school, ie Science Fairs, Guitar Clubs, Historica Fairs, Drama, etc.
- New ideas are welcomed and supported
- School Council very supportive of school and speak highly of the staff
- School Council given the opportunity to be involved, and input is welcomed
- Support Staff feel part of the staff, included and appreciated

Area 3:

TEACHING & LEARNING

Teaching and Learning refers to the processes, interactions and experiences of all members of the school as a professional learning community. Based on the External Teams examination of the data that was gathered and analyzed by the Internal Review team in the area of Teaching and Learning, we offer the following commendations and recommendations:

Commendations:

The school is commended for:

- Support by teachers and administration for students taking CDLI courses
- Planning for CDLI at the school - structure
- Student agendas for homework (K-6) - communication with home
- Reflective teaching: review of standardized assessments
- Very professional and dedicated staff ie: curriculum outcomes, diverse instructional strategies, etc
- Literacy initiatives, ie DEAR program is received positively
- Overall, tutoring for all students is very well received and appreciated
- Students see the value of an education and find teachers supportive
- Parents, teachers and students feel the amount of homework is fair
- Movement toward inclusionary practices in school community
- Students very happy with programming
- Gotcha Cards very positive effect
- Classroom based library – starting point

Area 4.

SCHOOL CULTURE & CLIMATE

School culture refers to the way things are done and is a reflection of the shared values and shared understandings of the school community. Climate refers to the ‘feeling’ and reflects the interactions and relationships that exist within the professional learning community.

Based on the External Teams examination of the data that was gathered and analyzed by the Internal Review team in the area of Culture and Climate, we offer the following commendations and recommendations:

Commendations:

The school is commended for:

- Collegial atmosphere - supportive of one another
- Welcoming and Positive environment with a focus on Teaching and Learning
- Pride in the school is evident
- Mutual respect in relationships
- Staff and Students feel valued
- Hallways inviting and display Digital Picture Displays, Art Work, Student Work, Themes, ex. Read around the Boot
- Students are generally HAPPY here, feel safe and welcomed
- Many classrooms are a positive learning environment with student work displayed, inspirational posters, colorful and inviting
- The inclusion of a goal related to safe and caring schools initiatives, that is including the Positive Behavioral Supports model and Anti-Bulling programs that you are already actioning
- PBS Model roll-out and actions going extremely well
- Matrices clearly visible and actioned
- The house system – Fierce Foxes, Angry Alligators, Barracudas, Raptors, etc.
- Blending Display - “walls” of two schools
- Theme Painting on Entrance – Education Week
- Birthday Announcement Display

Operational Issues

- Challenges with Space -**Note – with the multigrading of two class in the fall of 2010, FBA now has a new Music room and Multipurpose/Media room.**
- Review layout possibilities for the technology laboratory and connection to Learning Resources -**Note – In the summer 2010- the computer lab was reorganized to include a more functional layout and ow also includes a small library section.**
- Explore possibilities of dedicated space for Fine Arts, Music/Art Room with sink – **Note – at the end of the school year dedicated rooms were identified for Music and Art as well as a Multipurpose/Media Room with an installed Smartboard system.**

Appendix A – Summary of School Fundraising

Fortune Bay Academy participated in the following fundraising ventures during the 2009-2010 school year:

- Bingo (1 game)**
- Christmas Basket Ticket Draw**
- Halloween Basket Ticket Draw**
- Halloween Fair (Admission and pay-to-play games)**
- Haunted House Admission**
- Christmas Concert Admission**
- 50/50 Draw**
- Terry Fox**
- Walk To Breakfast**
- Janeway (Jeans Day)**
- Annual Awards Donations**
- Positive Behavior Supports Donations**
- Recycling**
- Student Council**
- Christmas Shoe Box Donations**
- Used Magazine/Book Donations and Book Fair**
- Vegetable Hamper Sales**