

Holy Name of Mary Academy

2009-2010 School Development Report



Vision

Holy Name of Mary maximizes student achievement and success through inclusion and differentiated instruction.

Mission

Holy Name of Mary Academy is committed to providing a safe and caring learning environment where social justice, inclusion, and differentiated instruction are an integral part of our learning community.

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

Message from Administration

The Annual School Development Report provides a glimpse of school life at Holy Name of Mary Academy as it relates to academic achievement, curricular and co-curricular programs, and the school environment.

It outlines Holy Name of Mary Academy's School Development Plan for the next four years. The three main goals of this plan are: 1) To further establish an Inclusive School Environment, with a focus on Differentiated Instruction, to enhance learning opportunities, student achievement and success. 2) To promote, improve, and foster a culture of mutual respect and social justice for students, parents, and staff. 3) To have fully established a safe, active, healthy school environment with good attendance from all students. Our School Development Plan for 2009-2013 focuses on further establishing an inclusive school environment that promotes social justice and mutual respect in a safe, caring and healthy setting. This focus is directly aligned with the strategic plan set out by Eastern School District and thus supports an environment in which student achievement is the primary goal.

The entire school community supports Holy Name of Mary Academy's School Development Plan. The dedication and commitment from staff, students, and parents regarding the goals and objectives of this plan have been phenomenal. In particular, we wish to thank the entire staff who were not only committed to developing the plan but who also worked collaboratively on all aspects of the process and who have played a significant role in the academic success of the student population.

As a school community we look forward to the journey.

Sincerely,

Mario Jarvis, B.A., B.Ed., M.A.
Principal

JeanAnn Lambert, B. Ed., M.A.
Assistant Principal

Message from School Council

On behalf of Holy Name of Mary Academy School Council, I wish to extend my sincerest appreciation to all of you for your dedication and commitment to the students of our school.

The School Development Plan outlines clearly our direction for the education of our students for the next four years. The plan is an important one simply because it is the result of the efforts of students, parents, teachers, and community members. As partners we must work together to continually improve education for our students. In a community school like ours working together is what builds a strong relationship between school and community. Our students deserve nothing but the best and as a council we support your efforts to provide a quality education for them.

We support the School Development Plan and we look forward to working together for the betterment of education. As a school council we are here to support you as you implement the School Development Plan in the next four years.

School Council Members

William Lockyer
Jennifer Strang
Roxanne Cox
Barry Lambe
Ken Strang
Mario Jarvis
Jean Ann Lambert

Overview of School

Our School Community

Our school, Holy Name of Mary Academy, is part of the Eastern School District which has 122 schools with approximately 44,000 students. The school currently has an enrolment of 121 students and offers grades K - Level 111. Holy Name of Mary Academy is a true professional learning community in that the administration, teachers, students and community are united in their commitment to student learning. The current and proposed program of study for HNMA exceeds the grade twelve graduation requirements and provides students the opportunity for access to all post secondary institutions. The school is staffed with qualified educators who are able to deliver the instructional programme. Students have the opportunity to partake in a variety of co/extra curricular activities. Students are housed in a state-of-the-art building which provides a safe, healthy and accessible learning environment. They have access to modern facilities offering a broad and high quality of programme and services. The integration of technology at Holy Name of Mary Academy is exceptional and evident in the use of projectors, smart boards, computers and wireless internet access on a daily basis and helps provide students with an education that meets and exceeds program outcomes.

Our school has a total of fifteen full time educational staff which includes thirteen classroom teachers and two special services personnel. We have one half time guidance counselor, and five specialist teachers in the areas of Science, Math, Language, Technology, Art, French, and Physical Education. In addition to staff based at the school, we have access to District office staff including: speech pathologists, itinerant teacher for the hearing impaired and visually impaired, technology specialists, educational psychologists, and technical support. The school also has the services of secretarial, student assistant, and maintenance personnel. The commitment from support staff such as student assistant, custodian, secretary and bus driver contribute significantly to the overall climate of Holy Name of Mary Academy.

Key Highlights/Special Projects

A diverse offering of both **Co-curricular** and **Extra-curricular** activities is available to all students at HNMA.

A well developed organized varsity sports programme has seen our school capture a number of banners including three consecutive years of **2A School of the Year**. The Senior Girls Volleyball Team captured the team Sportsmanship Banner at Provincials and the 2A Provincial Soccer title in the 2009-2010 school year while the boys were successful at winning the Regional Badminton title. HNMA has also been recognized with **Gold Status** from SSNL for the past three years.

Students from Holy Name of Mary Academy have participated in **Rice Day** for the past three years which helped raise funds for a school in Nepal and a seed bank in Ethiopia. During this event students are engaged in a variety of activities and lessons that help raise awareness about global issues such as poverty, hunger, aids, etc.

Operation Christmas Child and **Project Love** are another two global initiatives that our school has taken part in during the year. Operation Christmas Child is a project whereby students fill boxes for needy children in other parts of the world. Project Love is a project that we do around Valentine's Day where we collect school supplies and send them to underdeveloped countries. These are all projects that teach our students about global issues and the needs of children all over the world.

Students from Grades six and seven have the opportunity to take part in **Intensive Core French** class. The innovative approach of the Intensive Core French program give our students the opportunity to be immersed in a French environment and learn to read and write French in a fun and educational manner.

Each year a number of our senior high students participate in the annual **High School Speak Out** which is sponsored by the Garnish Lions Club. This event allows our students to further hone their public speaking skills while at the same time building their self confidence.

Holy Name of Mary Academy is a Department of Education **pilot school for Inclusion** and as such has had all staff involved in professional development related to differentiated instruction, inclusion and co-teaching. There is evidence throughout the school, in scheduling, instruction, assessment, and evaluation, that these strategies are being employed on a regular basis and are part of the everyday life of our school.

For the past two years students from Grades Seven and Eight took part in the **I-Cubed** initiative. Throughout this program students were required to identify a need or problem and then design and build a solution to fill the need or solve the problem. Each year students take part in a one day showcase of inventions by schools all over the Eastern School District.

In recent years students from both junior and senior high have participated in **Math League Competitions** sponsored by Eastern School District. These experiences provide our students with the opportunity to display their mathematical prowess while also building connections and friendships in the region.

An **Elementary Junior Drama Troupe** and the **HNMA Players** provide students with an opportunity to express themselves through the Arts. For the past seventeen years, the HNMA Players have performed two productions annually; one for Christmas Dinner Theater and one for Regional Drama Festival. The Troupe has received various awards over the years and has participated in the Thespian Festival in Nebraska.

Our school continues to support a **Robotics Team** who have participated in the Lego First League Robotics Competition. This is an exciting opportunity for our students allowing them to display their technical skills as well as their problem solving abilities.

In our third year of the implementation of the **Skilled Trades Program** we are now offering Residential Construction 2201, Design Fabrication 2202 as well as Robotics Technology 3205. Nearly half of the students from the first skilled trades class have gone on to pursue post-secondary education in the trades and four of these recently received \$500.00 scholarships from Eastern School District. We are proud to point out that on average over 30% of the students in these courses are female, which is above the provincial and district norm.

Our K-6 students participate in the **Accelerated Reading Program** and last year alone read a combined total of over 5000 books. In June these students were rewarded with a trip to St. John's for their enthusiasm in reading. They visited a number of sites which include the GeoCenter, The Rooms and Signal Hill. Reading plays a major role in the development of our students and each year our teachers find a new and innovative way to motivate them to read. We hold an annual **Literacy Day/Math Commotion Day** each year for all K- 6 students. Students, teachers, community members, and special guests participate in literacy based activities throughout the day.

Annual Science Fair is always a big event at HNMA with full participation from all students from Grades four to twelve. Students get dressed up for the occasion and proudly display their projects and participate in the **Science Challenge**. Eight students from HNMA have won the right to represent Newfoundland at the National Science Fair five out of the last six years.

A group of **Peer Leaders** has been active at HNMA since the 1993-94 school year. These students play an active role in promoting school spirit through decorating the school for special occasions, sponsoring special events, and offering a helping hand with school projects initiated by other school groups. Students have actively participated in the annual **Provincial Student Leadership Conference** for more than ten years. Last year Holy Name of Mary Academy hosted the **Junior Leadership Conference** in which over 150 students participated. It was a weekend of fun, education and socialization for all involved.

The school offers a **Preschool Program** and a **Breakfast Program**. For the past number of years the school has focused on nutrition and healthy choices for not only the breakfast program but also for recess and student snacks. We are at a point now where our canteen and breakfast program offers a variety of healthy choices. We have developed a culture of health and nutrition in our school - a process that has taken at least six years to establish. A Focus for the next school year will be to include more physical activities in the school day by participating in the Department of Education **Active Schools Initiative** which incorporates twenty minutes of physical activity into the regular curriculum each day that students don't have regular physical education classes. We also plan to achieve

this goal by increasing time at the playground, incorporating field trips into the curriculum, and promoting greater use of the fitness room.

We have an **Administrative Mentoring** Program and an **Academic Advisory Team** in our school, targeting at risk children. **Teacher Tutorials** and **Student Tutoring** are offered on a weekly basis. We offer an internationally recognized **Spelling and Reading Program for Dyslexic Children**. We have a strong focus on curriculum and curriculum enhancement at HNMA.

We have a **HNMA Eco-Kids** group who promote environmentally friendly initiatives in our school, community and region, specifically last year this group worked in partnership with Light and Power at their annual eco-fair. They created displays that were interactive and child centered that gave students from all over the Burin Peninsula the opportunity to learn about things they can do to help protect the environment. HNMA Eco-kids take part in school wide activities and educate the school and community regarding ways we can all do our part to take care of our planet. Last year our school also contributed to the **Community Garden** in Burin where the students planted their own vegetables and periodically made visits to the garden to check the progress of their plants.

Our **Primary/Elementary School Choir** takes time throughout the year to share their talents with the elderly and hospitalized members of our community and the nearby community. Every Christmas and St. Patrick's Day they perform at the US Memorial Hospital and Mount Margaret Manor to bring the spirit of the holidays to those who cannot get out to experience it on their own. The choir also takes part in **Choral Connections** that is hosted in the region each spring.

Partnerships

Holy Name of Mary Academy enhances programming and learning through its involvement with various partnerships in the community.

Over the past thirteen years our school has been able to provide a nutritious breakfast each morning through its partnership with the **Kids Eat Smart Foundation**. The HNMA Breakfast Program serves approximately eighty students every day. Parent volunteers run the program and the menu follows the Healthy Foods Guidelines.

HNMA is a **Green School** and with support from **MMSB** has a very successful recycling program that includes a enthusiastic group of individuals know as the Green Team. Each classroom also has its own container for recyclables as well as a compost collection container. Over the past five years students have raised enough money to build a school playground which was installed in the fall of 2005. Students are becoming more environmentally conscious though their efforts at recycling.

With the assistance of the **RCMP**, HNMA annually participates in the provincial **Drug Awareness Resistance Program (DARE)**. The DARE Program is a comprehensive prevention education program designed to equip elementary school children with skills to recognize and resist social pressure to experiment with tobacco, alcohol and other drugs.

Working with **Eastern Health and Community Services** has provided the school with several **Healthy Schools Grants** which provided free nutritious snacks for students on various occasions last year. Staff has been inserviced in the various children's conditions existent in the school by the public health professionals. Nutritionists are invited into the school to provide students, teachers, and parents with the educational resources required to promote healthy living.

In partnerships with Eastern Health each year, groups of primary and elementary students travel to the **U.S. Memorial Health Centre** to paint Christmas murals on windows and doors. .

Our involvement with the **Visiting Artist Program** provides a tremendous opportunity for students to showcase artistic talent. Recently, art students spent a week working with rug hooking artists Linda Low and Beverley Quirke. The combined effort resulted in the creation of a gorgeous work of art which is proudly displayed in the Arts Room. Calvin Jackman is another artist that visits our school providing our students and community members an opportunity to discover the joy and excitement that comes with displaying artistic talents.

Holy Name of Mary Academy in association with **USC Canada**, and other Burin Peninsula Communities have engaged in the **Two Villages Project**. The project will help build a primary school for 200 students in Nepal. Along with collecting in excess of \$400.00, all K-12 students at HNMA participated in teacher facilitated sessions on world distribution of race, wealth, poverty, and literacy.

The building is home to the **RCSCC Truxtun Cadet Corps** who host their weekly meetings as well as a number of special events here throughout the year. Our very own cadet corps have just recently been awarded "Troup of the Year". We have also partnered with **Pastoral Groups, Brighter Futures** and the **Preschool Programme** providing them with a space to work from and access to our facilities.

A long standing informal relationship with the **Town of Lawn** and the **Local Business Community** has contributed significantly to school life at HNMA. Community support provides funding for school trips, scholarships, equipment, and special events.

The **Garnish Lions Club** has been a valuable partner over the years with their annual sponsorships of our Senior High Speak Out.

3-4 Year School Development Plan

Goal 1: By June 2013, HNMA will have further established an Inclusive School Environment with a focus on differentiated instruction to enhance learning opportunities, and student achievement and success.

Year	Objective	Objective	Objective
<i>2009-2010</i>	By June 2010, to have staff inserviced in Inclusion and DI and to have all K-12 student/teacher schedules reflect implementation.	By June 2010, all teachers will have implemented at least one DI strategy in their curriculum area.	By June, 2010 Professional Reading Materials and DVD's will have been purchased on Inclusion and DI and parents/guardians will be informed of the philosophy of DI and Inclusion and how it will be implemented at school.
<i>2010-2011</i>	By June, 2011 all students in K-12 classes will be scheduled in regular classes and provided support teachers when necessary within the classroom setting.	By June 2011, students will only be pulled out of regular classroom instruction for intervention programming when all other opportunity for Inclusion have been exhausted and it is in the best interest of the child.	By June 2011, all K-12 teachers will use various strategies of Differentiated Instruction to enhance learning opportunities for all students.
<i>2011-2012</i>	By June 2012, to continue providing throughout the 2011-2012 school year PD to staff.	By June 2012, review of Inclusion and DI strategies used with instruction and staff discuss around improvement in student learning/motivation, etc.	By June 2012, to build on collaboration that exists among staff regarding special needs students, supports, adaptations, teaching learning.
<i>2012-2013</i>	By June 2013, survey student and parents regarding Inclusionary practices and DI strategies used in teaching and learning in all K – 12 classrooms at HNMA.	By June 2013, schedule a PD for staff which allows open discussion and review of data on the implementation of Inclusion and DI and planned approach for moving forward from June 2013.	By June 2013, for HNMA to operate as an Inclusion school using multiple approaches to teaching which will enhance student learning and motivation.

Goal 2: By June 2013, to promote, improve and foster a culture of mutual respect and social justice for students, parents, and staff.

Year	Objective	Objective	Objective
<i>2009-2010</i>	By June 2010, to have raised student awareness and understanding of social justice and mutual respect within and outside school.	By June 2010, to increase curricular and co-curricular activities dealing with issues of social justice and respect.	By June 2010, to provide literature, guest speakers dealing with the topic of equality/respect and responsibility
<i>2010-2011</i>	By June 2011, to have established student lead, school wide initiatives promoting a culture of mutual respect and social justice.	By June 2011, to have increased curricular and co-curricular activities dealing with social justice and respect.	By June 2011, to have visual representation within the school hallways of student projects, awareness, success, and growth in social justice and equality issues.
<i>2011-2012</i>	By June 2012, to survey students to get a clear picture of their concept of respect and social justice activities within school.	By June 2012, to have embedded with student organizations a desire to participate in social justice initiatives and to be respectful to fellow students individuality.	By June 2012, to have created a student body who are aware of environmental, social, moral responsibility of citizenship.
<i>2012-2013</i>	By June 2013, to have become a school environment where mutual respect and social justice is a hallmark of school.	By June 2013, to have established a culture where parents, teachers, and students participate and promote social justice initiatives in school and community.	By June 2013, for teachers and students to plan future initiative to further develop a culture of mutual respect.

Goal 3: By June 2013 to have fully established a safe, active, healthy school environment with good attendance from all students.

Year	Objective	Objective	Objective
<i>2009-2010</i>	By June 2010, for all students, parents, and staff to be familiar with ESD's and HNMA's policies and procedures regarding school safety and school attendance and to schedule and successfully implemented school lockdown, secure schools, fire drills.	By June 2010, to have established, effectively implemented and communicated to parents HNMA's Attendance Policy and Anti-bullying Policy.	By June 2010, to have fully implemented a school wide Anti-bullying Program.
<i>2010-2011</i>	By June 2011, to have fully implemented twenty minutes of physical activity with K – 6 curricular on a daily basis.	By June 2011, to have implemented an Attendance Policy and Student Reward Program focused on improving student attendance.	By June 2011, to review and continue to implement student involvement in leadership initiatives in the areas of active/healthy schools.
<i>2011-2012</i>	By June 2012, to continue reviewing policy/procedures for improvement and to make these areas of improvement a focus at scheduled staff meetings.	By June 2012, teachers and administration should be recognizing increased levels of motivation among students and more opportunity for student leadership within a safe, healthy school environment.	By June 2012, students and staff will have been present at various sessions of motivational/guest speakers on safe/healthy school environment.
<i>2012-2013</i>	By June 2013, increased involvement by students in leadership activities within/outside school including peer leadership.	By June 2013, increased student attendance at school especially in high school and implementation of reward system.	By June 2013, increased communication between home and school regarding school initiatives in the safe/active healthy school environment.

Report on School Development Plan for Previous/ Current Year

The goals and objectives of the previous School Development Plan met with success within our school community and are continuing to be worked on and developed as we go forward.

During the 2008-2009 school-year Holy Name of Mary Academy completed the Internal and External Review portions of the School Development process.

This process helped us identify a new focus and thus new goals for our School Development Plan for the coming four years. This plan centers on the implementation of the department of Education's Inclusion Pilot at Holy Name of Mary Academy supported by the use of DI strategies. Already, in year two of this plan, all of our permanent staff have had the opportunity to receive PD in these areas. Teachers have had the privilege of hearing speakers such as Carol Ann Tomlinson, Gail Gregory and Gordon Porter as well as attend the Department of Education Institute focused on Inclusion and Differentiated Instruction.

This focus on Inclusion and Differentiated Instruction will be supported by two other goals that promote mutual respect and social justice in a safe, caring, and healthy environment, all of which support the strategic plan of Eastern School District which has student achievement as its primary goal.

We continue to be optimistic about the success of the plan since the entire staff was engaged in the process and both the district and the department have been very supportive with respect to professional development related to Differentiated Instruction and Inclusion.

One concern is the financial cost associated with sending teachers to professional development, bringing in speakers, supplying relevant resources, etc. Another challenge will be to get and keep parents on board with respect to the philosophy of Inclusion and Differentiated Instruction.

Operational Issues Report 2009-2010, as identified by our Peer Validation Team

Operational Issue	Intended Action
Student pick up and drop off area is often dangerously congested.	Continue to communicate to parents through newsletters the importance of obeying traffic regulations around bussing and crosswalks. Have RCMP periodically monitor lunch time/evening student pick up.

Summary Report on the School's Most Current Data

The Primary Language Arts Assessment for Grade One and Grade Two in the 2009-2010 school year have students from Holy Name of Mary Academy above or near provincial scores. In fact, the Grade Two scores were over 16% above the provincial benchmark in the 2009-2010 school year.

The CRT results for Grade Three Language Arts and Mathematics for the 2009-2010 school year has Holy Name of Mary Academy students scoring above the province in every category. In instances such as Demand Writing and Reasoning and Communication in Mathematics our students scored significantly higher than the province.

The results of the Grade Six Language Arts CRT for 2009-2010 were very strong at Holy Name of Mary Academy. The students were at or above the provincial scores in all areas except for a two percent shortfall in Listening. The results of the Grade Six Mathematics CRT were not as positive and saw our scores below the province in four out of six categories, equal in one and above in another. This presents an obvious concern and is being analyzed with the intent of closing these gaps.

The 2009-2010 CRT results for the grade Nine Language Arts had Holy Name of Mary Academy students scoring above the province in all but two of the categories. Scores in the high eighties for Informational, Demand Writing and Poetic sections of the assessment are indeed very encouraging.

Holy Name of Mary Academy students performed very strong in the Grade 9 Math CRT and were only marginally below the province in one category, Data Management and Probability. Strong scores in the mid to high seventies were realized in areas such as Patterns and Relations and Geometry.

The results of the 2009-2010 CRT's are solid and represent significant strengths in many areas of the curriculum. The regular use of a wide variety of DI strategies coupled with a reflective approach to teaching and learning is proving to be successful as our students are prepared for these external assessments. Despite this success the goal next year will be to not only maintain this level of performance but to improve it, especially in areas where the data indicates a less than adequate performance.

The Public Exam scores for our students in 2009-2010 did not compare as favorably with students from across the province as one would have hoped for. Only in Chemistry 3202 did the students of HNMA score higher than the provincial norm with scores below or near the provincial average in all other courses.

The present split among Honours, Academic and General students was not positive and is one that we would like to reverse. A split such as this is relatively new to HNMA as we traditionally enjoyed large numbers in the Honours and Academic categories and smaller numbers in the General Program. A possible explanation of the high percent in the General Program may be rooted in the fact that two of the ten students had no recourse but to complete a general program because of academic ability. Combined with this three of the other five students in this category were on an Academic Program all through high school but didn't meet with success in core areas such as Math 3204 during their public exams.

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
57.1%	63.5%	87.5%	65.0%	55.6%	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
80.0%	68.9%	100.0%	72.4%	87.5%	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	91.7%	89.7%	NA	88.5%	98.0%	88.3%	95.6%	92.1%
Listening	93.3%	93.3%	NA	85.0%	100.0%	95.4%	88.8%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	90.0%	74.5%	NA	72.6%	100.0%	74.9%	100.0%	73.9%
Poetic	100.0%	65.8%	NA	56.1%	80.0%	68.8%	87.5%	71.5%
Informational	90.0%	74.4%	NA	70.8%	80.0%	55.1%	87.5%	63.6%
Listening	33.3%	64.1%	NA	70.2%	100.0%	70.5%	62.5%	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	77.0%	77.0%	NA	76.0%	88.3%	85.0%	81.3%	76.0%
Number Concepts	58.8%	71.3%	NA	76.3%	75.0%	73.5%	85.0%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	50.0%	43.6%	NA	65.7%	83.3%	54.3%	100.0%	62.1%
Communication	40.0%	37.5%	NA	59.8%	83.3%	54.2%	100.0%	61.6%
Connections & Representations	10.0%	36.3%	NA	61.3%	83.3%	69.0%	100.0%	68.2%
Problem Solving	40.0%	51.9%	NA	76.2%	66.7%	68.8%	87.5%	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	87.9%	78.0%	88.0%	84.8%	84.3%	87.1%	81.0%	81.0%
Listening	93.3%	93.3%	92.0%	92.0%	96.0%	87.7%	84.6%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	100.0%	76.1%	100.0%	85.1%	90.0%	78.7%	100.0%	81.4%
Poetic	100.0%	73.3%	77.8%	81.2%	100.0%	69.6%	70.0%	69.9%
Informational	100.0%	58.8%	100.0%	78.9%	90.0%	68.0%	90.0%	68.4%
Listening	100.0%	58.4%	66.7%	62.6%	60.0%	47.4%	66.7%	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	84.5%	68.2%	87.0%	78.0%	81.0%	77.1%	63.6%	72.3%
Number Concepts	72.7%	62.7%	82.9%	70.0%	67.1%	67.1%	66.1%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	83.3%	33.2%	77.7%	48.4%	40.0%	36.5%	54.5%	54.9%
Communication	66.7%	30.7%	66.6%	42.0%	30.0%	30.6%	54.6%	46.5%
Connections & Representations	83.3%	40.2%	77.7%	41.3%	50.0%	36.1%	36.4%	44.0%
Problem Solving	83.3%	50.6%	87.5%	55.4%	70.0%	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	83.6%	79.4%	82.0%	77.2%	71.8%	71.0%	80.0%	85.1%
Informational	77.3%	74.5%	81.0%	78.1%	71.8%	83.1%	86.3%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	100.0%	83.5%	95.0%	86.2%	58.8%	83.0%	87.5%	85.4%
Poetic	100.0%	71.1%	85.0%	73.0%	82.4%	79.5%	87.5%	73.1%
Informational	100.0%	75.7%	95.0%	77.5%	76.5%	75.5%	62.5%	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	71.6%	59.5%	59.5%	60.3%	71.9%	55.8%	68.8%	69.5%
Number Concepts	48.5%	47.1%	61.8%	68.9%	38.3%	39.3%	57.5%	59.0%
Patterns & Relations	65.9%	55.6%	51.8%	59.3%	82.9%	68.9%	79.5%	75.4%
Measurement	58.2%	55.3%	48.0%	55.1%	63.9%	59.9%	70.1%	67.6%
Geometry	74.2%	69.4%	44.1%	55.4%	78.5%	61.8%	75.0%	69.4%
Data Management & Probability	68.2%	48.6%	67.1%	63.2%	63.3%	53.7%	59.4%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	36.4%	32.5%	49.3%	51.0%	65.0%	44.5%	51.6%	48.9%
Patterns & Relations	57.6%	32.5%	66.7%	61.3%	85.6%	57.0%	72.9%	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%	63.1%	65.1%	NA	68.3%	50.8%	68.1%
Math 3204	59.1%	62.7%	76.3%	57.4%	55.3%	58.9%	54.6%	58.0%
Math 3205	58.4%	73.8%	86.7%	78.9%	53.8%	74.9%	60.8%	75.3%
World History 3201	67.4%	66.9%	NA	61.7%	63.7%	63.6%	NA	61.5%
World Geography 3202	NA	61.8%	41.0%	63.1%	NA	63.2%	43.0%	58.8%
Biology 3201	68.7%	61.4%	NA	61.2%	60.0%	58.4%	50.0%	60.7%
Chemistry 3202	73.4%	61.3%	NA	64.6%	63.3%	62.2%	71.7%	66.4%
Physics 3204	54.3%	65.8%	77.5%	68.3%	NA	67.2%	49.1%	65.5%
English 3201	59.1%	59.1%	68.4%	65.3%	59.5%	60.2%	59.0%	64.6%

GRADUATION STATUS

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Honours	7.7%	22.9%	50.0%	25.1%	0.0%	23.1%	10.0%	25.2%
Academic	84.6%	40.4%	16.7%	35.7%	53.8%	40.9%	40.0%	39.5%
General	7.7%	36.7%	33.3%	39.3%	46.2%	36.0%	50.0%	35.2%

School Development Plan for Current Year

1 Year School Development Plan

School Development Plan 2009 -2010

<p>Goal 1: By June 2013, HNMA will have further established an Inclusive School Environment with a focus on Differentiated Instruction to enhance learning opportunities, student achievement and success.</p>		
<p>Objective 1.1: By June 2011, all students in K-12 classes will be scheduled in regular classes and provided IRT within the classroom setting where necessary who will participate in a range of co-teaching models while implementing a variety of DI strategies.</p>	<p>Objective 1.2: Students will only be temporarily pulled out of regular instruction for Intervention Programming when all other opportunities for Inclusion have been exhausted and it is in the best interest of the student. All K-12 teachers will use various strategies of Differentiated Instruction to enhance learning opportunities for all students.</p>	<p>Objective 1.3: Administration will schedule, walk through to see what students are learning. High school students will recognize and be given opportunity to participate in the Fine Arts</p>
<p>Strategies: 1.1.1 To participate fully in Department of Education Inclusion Initiative as a phase school 1.1.2 To continue to inform parents/guardians(through newsletters, and memos) of the philosophy of DI, Co-teaching and Inclusion and how it will be implemented in the school</p>	<p>Strategies: 1.2.1 To plan DI Implementation and co-teaching throughout the school using a team approach and scheduled review meetings. 1.2.2 To build on the collaboration that exists among staff regarding special needs students, supports, adaptations, teaching and learning.</p>	<p>Strategies: 1.3.1 To continue providing professional development related to Differentiated Instruction and Inclusive Learning/Co-teaching. 1.3.2 To continue building a resource library on Differentiated Instruction and Inclusive Education and Co-teaching. 1.3.3 To continue promoting fine arts through co-curricular activities.</p>
<p>Indicators of Success: 1.1.1 Instructional Support Teacher scheduled into regular classroom to support classroom teaching and student needs and a periodic review of progress. 1.1.2 Regular use of co-teaching with a focus on DI strategies.</p>	<p>Indicators of Success: 1.2.1 A review of the number of students receiving individual intervention outside the regular classroom and an analysis of student success. 1.2.2 Anecdotal reports from teachers regarding the successes and challenges associated with the implementation of various co-teaching models.</p>	<p>Indicators of Success: 1.3.1 Scheduled time at staff meetings to discuss the progress of further implementation of DI with students, classroom visits by administration and DI in action. Collaboration among staff on strengths and challenges encountered during implementation. 1.3.2 Parental/student feedback on a informal basis of classroom initiatives in DI/Inclusion and on various assessments.</p>

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Cost associated with purchasing professional development reading/DVD materials. Substitute time for staff collaboration on Inclusion/Differentiated Instruction. Cost associated with planning/implementing a professional development day for staff.	1.1.1 A PD Day on Co-teaching to plan implementing/share strategies. Collaboration time throughout the school year for teachers/teachers and teachers/administration to discuss DI, Incl. and Co-teaching.

Goal 2: By June 2013, to promote improve and foster a culture of mutual respect and social justice for students, parents and staff.		
Objective 2.1: Raise student awareness and understanding of social justice and mutual respect within and outside school.	Objective 2.2: Provide classroom opportunities to develop initiatives and promote discussion of social justice, mutual respect, and personal growth.	Objective 2.3: Provide students opportunity to become leaders in social justice/mutual respect initiatives at school and within community.
Strategies: 2.1.1 Increase curricular and co-curricular activities dealing with social justice/respect. 2.1.2 Provide presentations by RCMP. Ed. Psych, etc. on Cyberbullying and Respectful Behaviour. 2.1.3 PBS	Strategies: 2.2.1 Provide literature, guest speakers, student projects dealing with the topic of equality/respect/responsibility.	Strategies: 2.3.1 Establish student lead school wide initiatives promoting a culture of mutual respect and social justice. These could include social justice issues, environmental issues, citizenship issues.
Indicators of Success: 2.1.1 Survey students to get a clear picture of their concept of peer respect and social justice 2.1.2 Student involvement in related activities within and outside school. 2.1.3 Survey students regarding their perception of Cyberbullying and the dangers of on-line chat rooms.	Indicators of Success: 2.2.1 Teachers planning curricular related activities and engaging students in learning that promote social justice and mutual respect. 2.2.2 Student projects, awareness, success, growth in the desired areas.	Indicators of Success: 2.3.1 Students taking on initiatives to promote school/community awareness of social justice and respect issues. 2.3.2 Peerleaders, Allied Youth, Student Council promoting student/school participation and providing fun/awareness/responsible activities within/outside school.

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.2.1 The cost of organizing presenters to come to the school and a small cost of initiating awareness Campaign within school. 2.2.1 These projects could possibly be established through materials already at school. 2.3.1/2.3.2 Activity cost associated with student events.	2.1.1 Teacher session on social justice issues in schools/communities.

Goal 3: By June 2013 to have fully established a safe, active, healthy school environment with good attendance from all students.		
Objective 3.1: By June 2011, all students, parents, and staff will be familiar with ESD's and HNMA's policies and procedures regarding school safety and school attendance(lockdown, secure schools, etc.	Objective 3.2 By June 2011, all teachers will have implemented twenty minutes of physical activity into their daily curriculum and further promotion of a healthy life style.	Objective 3.3: By June 2011, all teachers and students will have participated in a school-wide anti-bullying campaign and students will have been given multiple opportunities to increase leadership potential and growth.
Strategies: 3.1.1 Provide all stakeholders copies of the policies and procedures and practice lockdowns, drills, etc. on a regular basis. Increase communication between home and school regarding student attendance and the Attendance Policy. 3.1.2 Continue to review policy/procedures for improvements and to make these a focus at scheduled staff meetings. 3.1.3 Teacher/Administration research into motivational/reward systems to improve attendance. 3.1.4 Include in the school newsletter articles dealing with wellness, attendance, school safety, etc.	Strategies: 3.2.1 Ongoing teacher/administration review of active healthy schools initiatives in K-6 classrooms. 3.2.2 School wide activities that help promote active, healthy life styles. 3.2.3 Community awareness to promote further active participation in school initiatives. 3.2.4 Establish a wellness club that focuses on issues such as good nutrition, physical activity, good mental health, etc.	Strategies: 3.3.1 Implementation of school wide focused anti-bullying campaign in early fall, 2010. 3.3.2 Use of motivational speakers, guest speakers focusing on self-motivation and youth leadership. 3.3.3 Continual promotion of social justice, equity issues through school wide events such as Nepal projects, Seed Bank project, to increase student lead school assemblies.

<p>Indicators of Success: 3.1.1 Increase in the number of lockdown practices and improved response time. Improved student attendance 3.2.1 Greater awareness within the school community regarding issues such as wellness, attendance, etc.</p>	<p>Indicators of Success: 3.2.1 Follow up survey to measure the amount of daily physical activity that students are participating in during the regular K – 6 school day. 3.2.2 Overall student participation in healthy/active life choices 3.2.3 Regular participation in our Wellness Club.</p>	<p>Indicators of Success: 3.3.1 Completion of anti-bullying campaign in early fall 2010 and increased awareness by students of treating all peers in a respectful manner 3.3.2 Teachers and administration recognizing increased levels of motivation among students. More student opportunity for leadership roles in school through Student Council, Allied Youth, Peer Leadership and social justice activities. The success and student involvement in preparation for Provincial Student Leadership Conference HNMA is hosting in May 2010.</p>
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Goal 3. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Cost of motivational/guest speakers 1.1.2 Cost of student lead school activities (prizes, 1.1.3 Rewards, celebrations 1.1.4 Cost associated with promoting healthy eating	1.1.1 PD on strategies to promote good attendance and student motivation.

Appendix A – Summary of School Fundraising

Fundraising activities at Holy Name of Mary Academy range from bake sales to calendar sales. Most fundraising events occur when teams are traveling to sports tournaments or other events. Each team and coach is responsible for ensuring enough funds to cover the cost of the trip. Christmas concerts and special events held at the school bring in extra money to purchase books or other supplies which may not be covered by the school's instructional budget.