

15 Larkhall St. St. John's, NF A1B 2C4
Ph. (709) 726-9889 Fax (709) 726-2547
<http://www.lbjh.k12.nf.ca>

Principal: Mr. Byron Head B.A., B.A. (Ed), M. Ed. e-mail: byronhead@esdnl.ca
Assistant Principal: Fiona Higdon B. Sc., B. Ed., M. Ed., e-mail: fionahigdon@esdnl.ca

School Report 2009 - 2010



A Member of Peaceful Schools International



Message from the Director of Education

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

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

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

FORD RICE

Message from the Principal

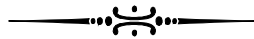
The 2009 - 10 school year, like other years, was a very exciting and challenging one as the team at Leary's Brook Junior High continued to strive for excellence in providing the best possible education for all students. Continued efforts were made to improve achievement results, literacy, programming reflecting individual needs, service learning, character development, and peace education.

This past year, as part of the School Development process, the school continued its efforts to improve student achievement levels with special attention being given to Mathematics – Numeracy Skills. The school also saw the full implementation of a number of technologies (K12 Planet, Synervoice, and Smart boards) all of which were intended to improve home and school communication as well as curriculum delivery. For more details regarding school development please refer to pp. 19 - 25 of this report.

On behalf of the Administrative team, I would like to extend my thanks and appreciation to the school development team, and the entire staff for the time and effort that has been invested into this process with the express purpose of improving the delivery of education to our most precious commodity – our children.

I also want to take this opportunity to thank all individuals involved with Leary's Brook Junior High community for helping make this year a success and also to encourage you to get more involved in your child's school. I request that, as we face the challenges of the future, you continue your support and commitment to the vision and mission of our school. As a team, I am confident we will continue to improve.

Yours in Education,
Byron Head
Principal, B.A., B.A. (Ed.), M. Ed.



Message from the Chair

It is with great pleasure that I give to you an overview of the 2009-10 School Council year. I have served on the school council for the last three years as both a Parent Representative and Chair. The School Council continues to strive to assist and support both the staff and students wherever possible and during the past year the Council was involved in many on-going projects.

Our “Breakfast Club” with the support of the Kids Eat Smart program just completed its third successful year running and serves 150 plus students each Tuesday and Thursday both a hot and cold breakfast. The success of this program is due, largely in part, to the assistance of the many parents and staff associated with Leary’s Brook who gave of their time on a weekly basis to serve breakfast to students.

This year saw the addition of three new Smart boards to the classrooms including one in the Learning Resource Centre, for a total of twenty-two throughout the school.

One of our projects that have really started to take root is the Beautification Project, intended to make the school grounds more appealing. The project was started in 2007 with new sods being laid and flowers and trees being planted. Last year seen a team of staff and volunteers plant the third phase of shrubbery and the installation of park bench. It is really starting to take shape and we are looking forward to working on phase 4 this year.

The highlight of the 2009-10 school year was a very successful “Fundraising Blitz Day” which consisted of a car wash, recycling blitz, silent auction and desert bar. This special day saw a number of our students, staff and volunteers come together to help raise \$8000.00 for the ongoing projects within the school.

I would like to thank all School Council members from 2009-10 who served without hesitation and many times went over and above the call of duty with a special thank-you to Wallace Gregory who assumed my role as Chair when I was unable to attend. I would also like to take this opportunity to welcome and introduce you to the Chair and Co-Chair for the 2010-11 school year, Paul Winsor and April Gazley respectively.

Respectfully submitted,

JUDY BATTEN

Overview of School

School Mission Statement

The mission of Leary's Brook Junior High School, in harmony with the Eastern School District, is to develop, support and encourage lifelong learning in a safe and caring educational community, dedicated to quality education, mutual respect, compassion, and integrity.

Our School Community

Leary's Brook Junior High is part of the Eastern School District. The school currently has an enrolment of approximately 520 students in grade 7, 8, and 9. Presently, our feeder schools are Larkhall Academy, Beachy Cove Elementary and St. Andrews Elementary. Upon completion of the Junior High program the students of Leary's Brook feed into Prince of Wales Collegiate.

Our school has a total of 36 teachers which includes 19 classroom teachers and 7 special services personnel who have the support of 6 student assistants. We have 2 administrators, 1 Guidance Counselor, and a number of specialist teachers in the areas of music, technology education, physical education, and learning resources. In addition to staff based at the school, we have access to District office staff including Educational Psychologist, itinerant services for the Visually Impaired, Hearing Impaired, Learning Disabled, and Behavior and Gifted students. The school also has the services of secretarial and maintenance personnel.

Leary's Brook Junior High offers a broad and diverse program of academics in both English and Late French Immersion meant to challenge all students to excel to their maximum potential.

Students at Leary's Brook are offered a strong curricular and extra curricular Music program. Class room music is offered to all students and is taught through the use of the guitar. The extra curricular program includes several bands, a choir and two guitar ensemble groups.

As for the Athletics Department students have the opportunity to be involved in a variety of sports both as part of the curricular and extra curricular life of the school. Sports include soccer, basketball, hockey, volleyball, cross country running, badminton, and table tennis.

Highlights for 2009 -10

Mathematics

The 2009 - 2010 year at Leary's Brook Junior High has been a very successful one. This year we implemented the second phase of the new Grade 8 mathematics program, with grade 9 to follow in 2010-11. The new program contains fewer outcomes, more focus on Numeracy and a more balanced approach to basic skills, conceptual understanding and problem solving. It also places

more focus on mathematical manipulatives, games and activities.

The 2009-2010 year has also brought some outstanding achievements from our students. They range from the successful use of mathematical manipulatives and games in the classroom to district and national competitions.

Students at Leary's Brook attended two Math League Competitions which were invitational events to all of the Eastern District schools. The team captured the silver medal at the first competition and performed well at the second competition. Team members include: Damian Phillips, Xiongyi Cui, Riley Quinlan, Megan White and Steven Kettle.

Our students also competed in a National Mathematics Competition. The grade 7 and 8 students competed in the Gauss contest. The highest score in Grade 7 Gauss Contest was achieved by Sakif Mohammed with a score of 114, followed by Kyle Willcott and Megan Aylward who scored 81 and 78 respectively. The highest score in the Grade 8 Gauss contest was achieved by Madison Bailey who achieved a score of 134 points. Jennifer Tucker and Josh Bennett finished second and third with scores 104 and 98 respectively.

The Grade 9 students competed in the Pascal Contest. The top score was achieved by Damien Phillips. Damien also received a special award for placing in the top 25% in Canada. Xiongyi Cui placed second and Riley Quinlan finished third. Our students also competed in the team competition where they finished second in the Province.

During the week of March 10 -14th, many activities were planned to celebrate mathematics at Leary's Brook. At the beginning of the week, each student was presented with a treat bag that included items students use everyday in the classroom. Throughout the week, each class visited math centers that were set-up in the resource center to challenge students, and to make mathematical learning fun. Students were provided with a nutritious snack following their visit. At the end of the week, each class participated in prize draws for mathematical/educational games. Leary's Brook received a provincial grant of \$3000 to finance these activities.

The Mathematics Department at Leary's Brook Junior High is happy with their achievements during the 2009 – 10 school year and look forward to helping students enjoy mathematics next year.

Science

This year saw the full implementation of new Science curriculum for Grade 9. This is the third and final year for new curricula in the science program. The teachers of the Science Department would like to thank students and parents for their patience as we learned together. The program will only continue to strengthen and grow and, with the addition of a variety of resources that have been provided, introduce students to many different scientific fields and practices.

Once again Leary's Brook students participated in the National Engineering Month Bridge Building Competition with some 80 participants and 56 entries. Our students did an excellent job!

English Language Arts

The Intermediate English Language Arts Program at Leary's Brook Junior High is designed to develop student knowledge and strategies in speaking, listening, reading, viewing, writing, and other ways of representing meaning.

As part of the Atlantic Canada English Language Arts Curriculum, its purpose is to enable and encourage students to become reflective, articulate, literate individuals who use language successfully for learning and communication in both personal and public contexts. The program encompasses an interactive experience, study, and appreciation of language, literature, media, and communication. Forming the basis of the program is a series of specific curriculum outcomes for each grade level. Additional support is made available within the regular class or in a smaller group setting for more individualized instruction.

A variety of curriculum-based and supplemental resources are intended to reinforce fundamental language concepts, evoke personal responses, promote small group and whole class discussion, and presentation of values and ideas. The program is ultimately designed to consolidate understanding of language, form and genre, both in the school setting and in the community.

In the Intermediate English Language Arts Program, students develop and refine their language arts skills through the reading and viewing of novels, plays, poems, and prose selections. Literacy promotion is also visible in many aspects of Language integration throughout the school:

- Language Arts Certificates are awarded annually to students for excellence in reading and writing.
- A sustained silent reading period during the morning homeroom session has been successfully implemented on a daily basis.
- Student writing and artwork are regularly displayed in the school lobby.
- An active parent volunteer group plays a significant role in the development of our Learning Resource Centre.
- Student work is regularly presented in assemblies.
- Fourth year participation in the *Asper Human Rights and Holocaust Awareness Program* culminated in a student trip to Washington this year from May 23th -27th. Students were required to complete a nine-week extra-curricular educational component prior to the trip. Trip highlights included visits to The White House, The Lincoln and Jefferson Memorials, The Washington Capital, The Kennedy Centre, as well as several of the Smithsonian Museums. The trip highlight was a day at The Holocaust Museum, which included an incredible presentation by a Holocaust survivor. This was an unforgettable cultural and educational experience that is reflected directly in the English curriculum.

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- Leary’s Brook Language Arts novel resources have been specifically selected at grade seven, eight, and nine levels to complement the human rights theme which culminates in the Washington opportunity.

French

The French Department continued to collaborate in a variety of ways to help our students in Core and Late French immersion achieve success in learning French as a second language.

- Our Core French teachers worked closely together to establish common testing for units of work
- We have experimented with multiple choice testing, which resulted in improved student achievement
- We provided more reading materials for Core and Immersion classes
- We continued to support our LFI students’ efforts communicate in French with our French-speaking policy
- We held a French Day at school, celebrating the French language and culture. Activities included: French trivia, the singing of O Canada on French, selling French desserts, a French scavenger hunt and distributing French “billets” for students who were speaking in French outside of class time.

Social Studies

The Social Studies Department achieved a great deal this year with its technology objectives. The department has implemented the use of power point presentations to assist with curriculum delivery. The use of power point has also enriched the types of research projects that students in grades 7 and 8 have completed.

The department has continued the process of implementing smart boards in all courses in order to deliver a more hands-on technology based approach to teaching and learning. The courses are much more interesting with the increase use of visual and audio material.

In regards to assessment, all tests are in multiple choice formats which cover more of the material but requires less writing for our students. Student achievement continues to improve with this format. In addition, we have also decreased the need for students to use alternate environments for testing by putting our tests on power point and reading them in class. This has improved student’s confidence, decreased the demand on paper, while increasing student achievement.

The department has continued with its efforts to improve the literacy of our students through the continued use of 5 minute silent reading sessions at the beginning of each class. This has meant

that the students have read an entire textbook of curriculum content over and above what the course requires and have done reports on these. This continues to strengthen their preparation for doing case studies.

The Social Studies department covers a broad range of cross-curricular activities while meeting the required curriculum outcomes. The grade 9 students do a written research paper which also counts for their Language Arts research paper as well. We have introduced a gym class in grade 8 social studies as well on the topic of 19th century recreational activities. Games such as rounders, hopscotch and piddle were played in the gym which includes a physical education component to the course. Math skills have been enriched through the use of profile maps, climographs, line graphs, bar graphs and optimum price graphs in grade 9.

In grade 8 this year we have a new component on World War I where students have cross-curricular project centers including various forms of assessment. We have also included a major Holocaust assignment covering both Social Studies and Religious Studies program outcomes. Finally, Art skills like posters and dioramas have been reinforced throughout all of the Social Studies courses.

Music

This year, as in past years, has seen a very vibrant and active music program. The extra curricular component of the Music department included: intermediate, senior and jazz bands, choir, and two guitar ensembles. Music students participated in:

All school assemblies
Christmas Concert
Spring Concert Dessert Party

Guidance

Guidance is an integral part of the education process. The guidance program at Leary's Brook Junior High School assists students in developing to their fullest potential in personal, social, and educational aspects of their lives. The program's goals for students include the development of positive self-concepts, affective relationships with others, problem-solving skills necessary to function effectively in society, and an understanding of current and potential educational and career alternatives available to them.

The counselor is one member of a guidance "team", which is comprised of all staff members who work together to ensure that guidance services are available to all students.

The program offers the following services:

- consultation with parents and teachers;

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- counseling to individual students and groups (appointments are arranged by self-referral or referral by parents, teachers or administration);
 - assessment of students;
 - information on careers, study skills, and various other subjects;
 - consultation on referrals to outside agencies;
 - assistance in programming for and placement of students;
 - assistance in course selection for senior high school;
 - arranging information sessions for parents;
 - co-coordinating peace education initiatives in the school.

At different times during the year, the counselor may do class presentations on issues such as study habits, self-esteem issues, peer pressure, etc. The counselor also provides other opportunities for students to meet in groups with her to discuss issues of common concern. Parents and guardians are encouraged to contact the guidance counselor with any concerns or questions regarding the overall development of their child.

Tutors for Tuition

The Tutors for Tuition Program is sponsored by the Department of Education and provides funding for a number of Level I to III high school students to obtain post-secondary vouchers in return for providing tutoring services to other students.

Many of our students benefited from the Program in the past as students from Prince of Wales Collegiate provided tutoring for them after school. This year 5 students from Leary's Brook participate in this program. It was a wonderful opportunity for students who attended the sessions to make significant improvements in their academic standing.

Enrichment Mini Course Program

Each year students are invited to attend an enrichment mini-course program for exceptionally able learners. These courses are taught by members of the faculties of Memorial University of Newfoundland, College of the North Atlantic and the Eastern School District, and are designed to provide exciting learning experiences that enable students to pursue topics in greater depth than can be provided in the regular classroom. These courses are held on the campuses of these institutions during the months of April and May and vary in length from 2 to 3 days.

The District School organizes and administrates the program in collaboration with our Guidance Counselor. This year, 44 exceptional students from Leary's Brook Junior High participated in the enrichment program. Course offerings proved to be diverse and challenging, and inclusive of

such topics as Marine Biology, Discovering Archaeology, A Taste for Chemistry, Two Days in Russia, Much Ado about Shakespeare, Exploring Business Ideas that Suit You, and What is Human Nature? As always, our students proved themselves as excellent representatives of our school.

Parent Sessions

Leary's Brook Junior High provided Information Sessions for parents/guardians throughout the 2009-2010 school year. The purpose of these sessions was to provide insight into key developmental areas of adolescents, as well as enhance parental awareness and interaction within the school environment. Sessions offered this year covered the following topics: *Homework, Study Skills, & Motivation; Parenting Your Adolescent; Drug Awareness; Bullying & Harassment Prevention and; Internet Safety*. The school partnered with a number of community based organizations in delivering these sessions, which had the added bonus of making connections within the school community.

Positive Behavior Supports

Positive behavior support (PBS) is a school-wide approach to creating instructional and social environments that increase the likelihood that all students will experience success. When we create environments that prevent minor academic and social failure, we also act to prevent the most serious and challenging behaviors. The process of PBS suggests that if we can understand the predictable circumstances in which behaviors typically occur, we can use this information to develop teachable expectation, routines, and physical arrangements that will increase the likelihood that students will experience both academic and behavioral success. As part of the continuing school development plan for Leary's Brook in the 2009-2010 school year, both staff and students continue to be trained and implement this very worthwhile endeavor. We are seeing the rewards in the many positive behaviors being observed in our students. Respect.4 is very much a part of the culture of Leary's Brook Junior High School.

Horizons Scholarship

The Horizons Leadership Program was developed to help all Fry Family Scholarship winners recognize their leadership skills and opportunities. In the 2009-2010 school year, Gina Adams, a Grade 9 student at Leary's Brook was our chosen candidate as a possible recipient of this scholarship. There are approximately 50 scholarships awarded throughout Newfoundland and Labrador.

The Fry Family Foundation is a New Jersey based not for profit organization funded and founded by Darryl and Marlene Fry, who were born and raised in St. John's, NL. The mission of the Fry Family Foundation is to help in the education and the development of students, provide assistance to battered women and children, enhance the lives of senior citizens and help develop

an appreciation for nature. With most of the projects the Foundation is the only contributor, the primary contributor or the seeding contributor. The majority of the work of the Foundation is in Newfoundland. The following requirements must be met by potential candidates for the Horizons Leadership Program:

- Students must have a minimum 'B' average to apply.
- Students who are actively involved in liberal arts programs, community and school development initiatives, demonstrate athletic excellence, and who hold exceptional leadership capacities are favourable candidates.

The selected student must adhere to the conditions and guidelines established by the university's Scholarships and Awards Department and intend on enrolling at Memorial within 18 months of high school matriculation. For further information, please visit www.mun.ca/answers

Leadership Team

In 2009 – 2010, Leary's Brook once again formed a school leadership team that both recognized leadership potential as well as helped to develop and provide leadership skills and opportunities. This team consisted of 25 Grade 8 and Grade 9 students who were under the mentorship of the Guidance Counselor.

This Leadership Team took part in numerous leadership activities such as leadership luncheons with Dr. Darrin King, Minister of Education, Vicki Kaminski, CEO of Eastern Health, Mrs. Lloydetta Quaicoe, founder of Sharing Our Cultures, and premier Danny Williams. well as with youth leadership groups and various leaders in our community to explore such things as their leadership qualities, training and ideas.

They also help to coordinate and run a number of fundraising opportunities in which they raised money for a variety of projects within our school community.

Each year, our leadership team looks to find a way to contribute to a global initiative. This year, our team members learned about the issue of child soldiers as an ongoing human rights issue. The team has been twinned with Mapaki Junior Secondary School in Sierra Leone in partnership with Peaceful Schools International and the Centre for the Development of Peace. This is our contribution to the International Decade of Sustainable Development in Education and for a Culture of Peace and Non-violence for children of the world. The team raised monies this year to assist in purchasing goats for the village of Mapaki as well as school supplies for the students at Mapaki Junior Secondary School.

Big Brothers Big Sisters – Go Girls! Program

In conjunction with the Big Brothers Big Sisters, we once again had an opportunity to provide this "Go Girls" Program to 8 of our Grade 7 and Grade 8 girls. This is offered to a diverse group of young girls of any size, shape or ethnicity who are not presently engaged in physical activity

and healthy eating and may have low self-esteem and who would benefit from such a program. They are lead by trained mentors in a small participant to leader ratio in order to get an equal opportunity to participate and benefit from this program. We hope to provide this program again in the next school year.

The Breakfast Program (sponsored by Kids Eat Smart Foundation and donations from the Leary's Brook Junior High School Community):

In order to promote student learning and the acquisition of knowledge it is imperative that everyone must maintain a well-balanced breakfast in the morning. With the assistance of our teachers and community, our school continues to offer a breakfast program powered to fuel the learning minds of our school. Our Breakfast Program continues to be a tremendous success, with a very high participation rate. The program runs every Tuesday & Thursday morning from 8:00 – 8:23 a.m.

This year we have successfully introduced fruit and hot breakfast options as part of our regular morning menu. All donations of food and money that we receive are matched by the Kids Eat Smart Foundation. The program is open to all students and is free of charge.

Thank you to all the Kids Eat Smart Foundation, our school and business community and to our many dedicated parent and teacher volunteers for making this program such a great success.

Career Education

This year we wanted to focus on encouraging career development among our grade nine students before they entered high school. In consultation with Michelle Park, Career Development Liaison Officer with the Eastern School District, we were able to offer a number of exciting career education opportunities.

Career Cruising Website: We provided our students with exposure to the Career Cruising online website. This website is an industry leading online career guidance and planning system. Every grade nine student was provided a one hour tutorial on the program and were encouraged to continue using the program at home to explore their personal career interests. For many of these students it was their first exposure to the many opportunities available to them.

CIPS NL Women in Technology Conference: In May of this school year, we took eight of our grade nine girls on an information technology conference at the College of the North Atlantic. The format of the day was outside their typical experience - they were exposed to intelligent women currently working provincially in the IT industry. Each presenter illustrated how a career in IT could be a meaningful and prosperous career choice. The girls found this experience to be very informative and enjoyable.

Summer Employment Lunch and Learn: This year, we wanted to do a Career Lunch and Learn on a

topic that would be of interest to our grade nine students. After much discussion we felt we would get the most attention from a Lunch and Learn session on summer employment. Representatives from the Summer Employment office and HRLE were available during the lunch period to discuss resume writing, summer employment opportunities and answer any questions the students asked. Prizes were awarded and students were provided with a healthy lunch. Sixty students attended the event and all involved said it was an excellent experience.

Food Drive

This year, we celebrated our 11th year of holding our annual Thanksgiving Food Drive. This year, Islander RV stepped up and donated the use of an RV to fill full of food, as well as the Coach Limosine from Memories Forever Limosine Service. As usual, our school community rallied for this important cause and we, once again, held a very successful food drive. Even businesses in the community wanted to be a part of what Leary's Brook does for the Community Food Sharing Association, and Molsen Breweries gave a donation of \$5000.00! All together, students collected nearly 14,577 food items. The food drive was, yet again, a tremendous success and our school was awarded the VOCM award for outstanding school contribution. The food was donated to the Community Food Sharing Association during our Thanksgiving Assembly.

Volunteer Program

2009-10 was another successful year as the staff and students seen an increase in the number of parents and community members get involved in the life of the school. The administration and staff would like to take this opportunity to thank every individual who gave of their time and talents to improve the culture and community of Leary's Brook Junior High.

Internal Assessment Results

Results 09-10 Subject: <u>Social Studies</u>		
Grade	Average Final Exam	Average Year End Mark
7 – (154)	61%	69%
8 – (182)	66%	71%
9 – (159)	65%	68%

Results 09-10 Subject: <u>Language Arts</u>		
Grade	Average Final Exam	Average Year End Mark
7 – (154)	72%	69%
8 – (182)	63%	71%
9 – (159)	75%	74%

Results 09-10 Subject: <u>Mathematics</u>		
Grade	Average Final Exam	Average Year End Mark
7 – (154)	60%	68%
8 – (182)	57%	66%
9 – (159)	64%	68%

Results 09-10 Subject: <u>Science</u>		
Grade	Average Final Exam	Average Year End Mark
7 – (154)	N/A	67%
8 – (182)	N/A	68%
9 – (159)	N/A	70%

Results 09-10 Subject: <u>French</u>		
Grade	Average Final Exam	Average Year End Mark
7 – (154)	63%	71%
8 – (182)	63%	71%
9 – (159)	62%	76%

CRT Results June 2010

English Language Arts

	Multiple Choice		Rubrics		
	Poetic	Informational	Demand Writing	Poetic Reading	Informational Reading
School	85.1	78.4	72.1	68.2	57.3
District	85.3	79.8	86.6	74.0	70.5
Province	85.1	79.3	85.5	73.1	70.2

Mathematics

	Non-Calculator/Closed Constructed								
	Number Operations	Patterns and Relations		Number Concepts	Number Operations	Patterns and Relations	Measurement	Geometry	Data Management and Probability
School	44.9	58.3		56.8	69.8	76.0	68.9	68.0	60.5
District	48.2	61.0		59.0	69.1	74.8	65.9	68.6	65.3
Province	48.9	60.4		59.0	69.4	75.2	67.5	69.4	65.9

Early in the 2010 - 11 the Language, and Mathematics Departments will meet to analyze the above results and develop action plans in an attempt to address identified areas of concern.

CRITERION REFERENCE TESTS

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	83.5%	79.4%	74.4%	77.2%	69.9%	71.0%	85.1%	85.1%
Informational	74.8%	74.5%	83.1%	78.1%	69.9%	83.1%	78.4%	79.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	89.2%	83.5%	81.6%	86.2%	78.9%	83.0%	72.1%	85.4%
Poetic	81.4%	71.1%	71.6%	73.0%	84.5%	79.5%	68.2%	73.1%
Informational	81.2%	75.7%	71.0%	77.5%	72.4%	75.5%	57.3%	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	55.0%	59.5%	53.5%	60.3%	55.3%	55.8%	69.8%	69.5%
Number Concepts	49.6%	47.1%	60.6%	68.9%	38.5%	39.3%	56.8%	59.0%
Patterns & Relations	51.1%	55.6%	55.1%	59.3%	66.9%	68.9%	76.0%	75.4%
Measurement	44.3%	55.3%	45.0%	55.1%	56.9%	59.9%	68.9%	67.6%
Geometry	69.2%	69.4%	52.2%	55.4%	60.8%	61.8%	68.0%	69.4%
Data Management & Probability	41.6%	48.6%	57.7%	63.2%	49.4%	53.7%	60.5%	65.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Number Operations	33.6%	32.5%	35.6%	51.0%	42.3%	44.5%	44.9%	48.9%
Patterns & Relations	38.4%	32.5%	52.1%	61.3%	50.1%	57.0%	58.3%	60.4%

3-4 Year School Development Plan

*The 3-4 year School Development Plan outlines a school's **goals** and **objectives** over the life of the plan.*

Goal 1: *To continue to promote a safe, caring, healthy, active, learning environment*

Year	Objective	Objective	Objective
2007-08	To promote staff wellness	To improve student discipline through a PBS approach	To promote student wellness
2008-09	To promote staff wellness	To improve student discipline through a PBS approach	To promote student wellness
2009-10	To promote staff wellness through the creation of a more respectful workplace	To reduce the frequency of behaviors that disrupt the learning environment	To promote inclusion through differentiated learning.
2010-11	See Page 24		

Goal 2: To continue to improve student achievement

Year	Objective	Objective	Objective	Objective
2007-08	To explore ways to greater involve parents in homework completion and student achievement	To greater integrate technology into teaching and learning	To greater utilize external and year-end internal assessment data to improve teaching and learning	
2008-09	To greater involve parents in homework completion and student achievement	To greater integrate technology into teaching and learning and explore ways to increase student use of technology	To greater utilize external and internal assessment data to improve teaching and learning	To improve basic numeracy skills in Mathematics
2009-10	To improve communication with parents regarding homework and achievement	To increase student use of technology	To greater utilize assessment data to improve teaching and learning	To improve basic numeracy skills in Mathematics
2010-11	See Page 24			

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

Goal 1. To continue to promote a safe, caring, healthy, active, learning environment		
Objective 1.1 To promote staff wellness.	Objective 1.2 To improve student discipline through a PBS approach.	Objective 1.3 To promote inclusion through DI
Evaluation 1.1 Varied wellness activities were held throughout the year, including staff socials and the encouragement of more active and healthy living.	Evaluation 1.2 Minors/middles/majors chart was revised and implemented. Use of WinSchool conduct tab, use of Gotcha tickets, and alternate methods of recording student behavior and washroom usage were also implemented	Evaluation 1.3 Teachers were provided with a variety of Professional Development activities as well as given opportunity to work together in the development of lessons/units utilizing DI strategies.
Commendations 1.1 <ul style="list-style-type: none"> • Providing wellness opportunities in areas of nutrition/healthy living and physical fitness • Creation of a more warm and inviting staff room • Very supportive and helpful staff interactions 	Commendations 1.2 <ul style="list-style-type: none"> • Use of the behavior matrix • Focus on the Grade 7's and Character Education • RESPECT Program for all grades • Continued use of Minors, Middles and Majors • Use of the Gotcha tickets • Tracking of students through use of binders. 	Commendations 1.3 <ul style="list-style-type: none"> • Professional readings focused on DI and Inclusion. • Professional development session about DI and Inclusion. • Use of staff to provide support around inclusion. • Highlighting of DI in Staff, Department, and SAT meetings
Recommendations 1.1 <ul style="list-style-type: none"> • Explore ways to recognize, affirm and validate teacher practice. 	Recommendations1.2 <ul style="list-style-type: none"> • Further promotion of the Gotcha tickets • Develop a data collection process for behaviors and consequences. • Continue to promote consistency among all staff. 	Recommendations1.3 <ul style="list-style-type: none"> • Identify lead teachers for DI/Inclusion • Invite program specialist to come into our school to work with Departments. • Partner with other schools to examine current practices, models and approaches.

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

Goal 2. : To continue to improve student achievement			
Objective 2.1	Objective 2.2	Objective 2.3	Objective 2.4
To greater involve parents in homework completion and student achievement.	To greater integrate technology into teaching and learning and explore ways to increase student use of technology.	To greater utilize external and internal assessment data to improve teaching and learning.	To improve basic numeracy skills in Mathematics.
<p>Evaluation: 2.1</p> <p>Full implementation of K12Planet with ongoing review and evaluation.</p> <p>Full implementation of Synrevoice</p>	<p>Evaluation: 2.2</p> <p>Additional three Smart boards installed in specialty areas with further staff in servicing.</p> <p>Time continues to be allocated to the technology lead teacher to address individual staff technology needs.</p>	<p>Evaluation: 2.3</p> <p>Summaries of external and year –end internal assessment data were prepared and shared at SAT, staff, and department meetings. Action plans were developed and implemented within departments to address weaknesses.</p> <p>Implementation of Scan Tron</p> <p>.</p>	<p>Evaluation: 2.4</p> <p>Emphasize mental math strategies during class time.</p> <p>Numeracy based journal entries.</p> <p>Increase the use of numeracy activities during class time.</p> <p>Provide outline of math topics covered to all Department heads.</p> <p>Develop a numeracy assessment tool for Grade 7.</p> <p>Assess numeracy skills of Grade 7 students in January 2010 and June 2010.</p>

<p>Commendations 2.1</p> <ul style="list-style-type: none"> • Professional Development on K12Planet • Direct and consistent contact with Parents regarding student achievement • Posting of information on K12Planet and Homework site. • Availability of computers for students to access K12Planet • Positive informal feedback from parents regarding K12Planet and Synrevoice. 	<p>Commendations 2.2</p> <ul style="list-style-type: none"> • Professional development in the area of Smart Boards (leveled) • Sharing of interactive activities among staff members • Desktop conference for Smart Boards • Upgrading and replacement of computer technology in a systematic way. 	<p>Commendations 2.3</p> <ul style="list-style-type: none"> • School administrative focus on achievement. • Assessment focus on every agenda • Regular analyses of assessment data with subsequent action plans • Strategies used to address student learning challenges. 	<p>Commendations 2.4</p> <ul style="list-style-type: none"> • Continued emphasis on mental math • CRT results indicated an improvement in a number of areas • Very close monitoring of student achievement in Mathematics • More integration of Smart Board activities in the mathematics classroom.
<p>Recommendations 2.1</p> <ul style="list-style-type: none"> • Continue to refine the guidelines and expectations for the use of K12Planet and the Homework site. 	<p>Recommendations 2.2</p> <ul style="list-style-type: none"> • Final 3 Smart Boards for balance of specialty rooms • Expand repertoire of strategies being used in the classroom to enhance student engagement. 	<p>Recommendations 2.3</p> <ul style="list-style-type: none"> • More attention to At-Risk-Students • Consider a mentor program for above students. 	<p>Recommendations 2.4</p> <ul style="list-style-type: none"> • Continue analyses of internal data • Increased consistency in the use of various strategies in Mathematics • Continued support of Mathematics through the attainment of resources and manipulatives.

1 Year School Development Plan

School Development Plan 2010-11

During the 2010-11 school year the staff of Leary's Brook Junior High will continue with its initiatives from the 2009-10 school year. These initiatives will focus on the following goals:

1. *To continue to promote a safe, caring, healthy, active, learning environment*
2. *To continue to improve student achievement*

For more details regarding specific objectives and recommendations please refer to the charts on pages 23 to 27.

However, since the 2010-11 school year is the first year for a new School Development phase, the primary focus for the staff and its School Development Leadership team will be to engage in both an internal and external review. Once this process is completed, in the spring of 2011, a 3 – 4 year plan will be developed that will commence in September of 2011 and take the school through to June 2015.

Summary of School Fundraising

A detailed financial report has been submitted to the School Board's Finance Department but outlined below are the sources of revenue and the amounts generated during the 09-10 school year.

1. School Wide Fundraising	
QSP orders, Fishcake Sales and Spring Blitz Day	\$ 16,542.00
2. Recycling	\$ 7,485.00
3. Cafeteria	\$ 4,587.00
4. Gym Rentals	\$ 8,710.00
TOTAL	\$ 37,324.00