

Roncalli Central High School

2010-2011

School Development Report

1 Station Road
Avondale, NL A0A 1B0



Vision

Roncalli Central High School providing a quality of education that encourages students to reach their full potential.

Mission

Roncalli Central High School focuses on the development of the whole child – acknowledging the diversity of students by promoting success in academics, leadership, and social awareness. By 2014, we will have improved learning and achievement for our students in a safe, caring, and welcoming learning environment.

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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

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

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

Message from Principal

The 2010-2011 Roncalli Central High Annual School Report endeavors to provide the school community with an overview of the growth and progress that we have achieved throughout the school year. Within the School Development framework, we were tasked with a twofold role this year – while working within our action teams towards the goals that were set, Roncalli also took part in an External Review. The External Review component is a peer validation process that provides feedback on the validity of the Internal School Review (completed during the 2009-2010 school year). We are proud to say that the feedback was quite positive and that the recommendations provided were integrated into our school development plan.

We have been fortunate at Roncalli to have tremendous support from the entire school community. Parent volunteers filled many roles within the school, and our Breakfast Program in particular was a success because of this support. The teaching staff actively pursued new ways to differentiate their instruction and assessment and they also put a great deal of time and effort into extra-curricular and co-curricular activities – working to ensure that the students of Roncalli received every possible opportunity to develop both academically and socially. As well, the support staff were actively involved in school life, promoting and supporting the sense of community in the school. Together, we have created a learning environment that is safe, caring, and welcoming for all of our students.

This report provides insight into the 2010-2011 school year and highlights our plan for the next 3 years. As you review the document please feel free to contact us with any questions or comments - we deeply value the input of the school community as we move forward with our vision of providing a quality education so that all students are able to reach their full potential.

Thank you,

Ralph Percey
Principal

Message from School Council

The school council members for 2010-2011 were:

| | |
|----------------------|-------------------------------|
| Christopher Tubrett | Student Representative |
| Nicole Hollohan | Student Representative |
| Ms. Bernie McDonald | Parent Representative |
| Ms. Denise Roche | Parent Representative |
| Ms. Susan Percey | Parent Representative |
| Ms. Siobhan St. John | Parent Representative |
| Mr. Rick Dalton | Parent Representative |
| Ms. Karin Hart | Parent Representative |
| Mr. Lorin Hart | Community Representative |
| Ms. Holly Lambe | Teacher Representative |
| Ms. Sherri Head | Teacher Representative |
| Mr. Ralph Percey | Administration Representative |

The Roncalli school council meets once a month to discuss/review any issues that may affect the success of our school development plan and therefore, the success of our students. Throughout the 2010-2011 school year the school council was involved in a wide variety of initiatives. We watched over the renovations to the school closely to ensure that everything was being completed as promised and on time – with a complete new envelope for the physical plant, inclusive of new windows, taking place. We also worked diligently to ensure that the various courses of construction and renovation throughout the year were done in such a way that the safety and well-being of our students was paramount.

We were also involved with the External Review, taking the time to be interviewed and to attend the presentation of the results. From there, we worked with the staff and students towards the fulfillment of the school growth and development plan. From organizing and executing events for fundraising¹ to helping promote academics, athletics, and general school involvement within the entire school community, the school council is enthusiastic about helping the school in any manner possible.

Thank you,
Roncalli Central High School Council

¹ Please refer to Appendix A for a brief overview of the fundraising initiatives that were employed to support our needs for the year.

Overview of School

Our School Community

Roncalli Central High School is in the Western Region of the Eastern School District, which has 119 schools with approximately 40,000 students, and approximately 4200 teaching and support staff. Located in Avondale, Newfoundland, we serve families from five rural communities: Holyrood, Harbour Main – Lakeview - Chapel's Cove, Avondale, Conception Harbour, and Colliers. There are two feeder schools: Holy Cross Elementary and Immaculate Conception Primary.

In 2010-2011 our school had an enrollment of 300 students in grades seven through twelve, with a teaching staff of 22.25 and a support staff of 9 - all working together to provide the best possible learning environment for our students. The 22.25 teaching staff included 13.13 regular teachers, 2.14 instructional support teachers, 1.50 pervasive needs teachers, 0.61 guidance counselor, 0.41 learning resource teacher, 2 other positions that were used to support the Music, Art, Physical Education and Skills Trade program, and 1.5 administrators². In late September the school was given an allocation adjustment of 0.96 due to the classroom number cap in junior high. In addition to the staff based in the school, we have access to District Office staff including: itinerant teachers for the hearing and visually impaired; educational psychologists and program implementation specialists.

Besides our regular classrooms, we also have a gym, a workout room, a skilled trades lab and classroom, two computer labs, a resource center, a fully functioning cafeteria, a music/band room, an art room, and three labs for Chemistry, Biology, and junior high Science.

Our school offers a variety of extra-curricular programs, with almost one hundred percent teacher sponsorship. Sports teams include basketball, volleyball, badminton, cross-country, softball, wrestling, ball hockey, and rugby. Other groups include choir, band, environment club, art club, and student council.

Roncalli was opened in 1967. It is named in honor of Pope John XXIII, born Angelo Giuseppe Roncalli (November 25, 1881 - June 3, 1963), who was elected as the 261st Pope of the Catholic Church.

² Please refer to Appendix B for a complete staff list.

Key Highlights/Special Projects

Although small, Roncalli offers a large selection of courses to the high school students and, of course, provides the entire provincially prescribed curriculum for the junior high students. Throughout the year, we put a great emphasis on Differentiated Instruction and Assessment – in keeping with our role as a Phase 2 inclusion school. An action team made up of seven (7) teachers planned and developed an introduction lesson to DI; this was presented to the entire staff and then the teachers presented it to the students. This was only the beginning, as each month the team developed new activities and they were presented to the staff and students in the same manner. The impact of these activities is being felt throughout the school and our goals of creating awareness of DI and of promoting the use of DI throughout the curriculum are seeing great success!

This year saw the rejuvenation of our Learning Resource Centre. With the help of students and parents, we were able to get the centre re-opened for the students again and through an initiative of the Department of Education and the Eastern School District we purchased over \$7000 in new reading materials.

We are quite proud of the Career and Life Skills Day that we held for our students. Each student was able to participate in three (3) different sessions (of their own choosing) that provided them with career and life skills information, while also giving exposure to entrepreneurial skills and initiatives.

Another source of pride for us is our Roots of Empathy program. This year, two of our teachers worked with the grade 8 students as they watched our very young volunteer grow and develop throughout the year.

In the area of Technology this year we added 2 additional SMART boards – bringing our grand total up to 15. We also purchased 30 new computers and completely outfit our senior computer lab. Another big purchase for us this year was a new sound system – with a new sound board, speakers and additional attachments, our students are only too happy to perform! Our website, www.roncallihigh.ca was completely updated and students and parents now have access to the school at their finger tips. Also related to Technology, this year we had our first Underwater Robotics Team, who competed in the ROV competition at the Marine Institute.

Our students are active in a great number of areas: public speaking, literary competitions, district art shows, district senior drama festivals, choral connections, Leadership Conferences, French speak-off, Heritage Fair, Mole and Pi Days, and Mathematics competitions. We have an active Student Council, an environmental committee, a yearbook committee, tutoring programs and more! We are proud of our student involvement in humanitarian efforts, with our students donating to the Coats for Kids program and raising funds for Pennies from Heaven and the Japan relief efforts.

Finally, in regards to Capital Works, Roncalli was given an entirely new envelope for the main building – new walls and windows.

Partnerships

The local communities have continued to be a vast support for Roncalli, with many local businesses and individuals contributing both time and money to the school on a regular basis. It is through these partnerships that we are able to augment many of our curricular programs and to have such a successful scholarship program. As well, the support of these groups and individuals provide Roncalli with many avenues to ensure that our school development goals are met.

Kids Eat Smart Foundation: Our partnership with this foundation continues to grow, enabling us to provide a healthy breakfast to students daily. This year, we spent almost \$17,000 – ensuring that our students (120-140 daily) had access to fresh fruit, cheese, cereals, yogurt, toast, bagels, waffles, juice and milk.

Scholarship Program: Through the support of over 50 local businesses, organizations and individuals throughout the surrounding communities, our graduates walked away with \$11,000 in award monies.

Public Health: The Public health representatives provide us with many standard services. However, we are also fortunate to have their support for presentations to our students as requested.

RCMP: The RCMP provides support to the school on a regular basis.

Junior Achievement of Newfoundland and Labrador: Community leaders offer this program to our grade 9 students – focusing on planning for the future.

Northeast Economic Development Committee (Youth Division): This organization worked with us to provide a full day of seminars to students on developing career and life planning skills, while providing exposure to entrepreneurial skills and initiatives. The seminar was fully funded by the organization.

MUN/CONA/ARMY Reserves: These groups have supported our curriculum by doing presentation to the High School students (particularly in Career Development).

Numerous Businesses: It is important to note that a wide variety of businesses and entrepreneurs have taken the time to present to our Career Development and Enterprise classes.

3-4 Year School Development Plan

Goal 1: To improve individual student learning and achievement

| Year | Objective | Objective | Objective |
|---------|---|---|--|
| 2010-11 | To establish and incorporate DI strategies and assessments | To improve student work ethic and motivation. | To make cross-curricular associations to enhance core area learning |
| 2011-12 | Continue to establish DI strategies and assessments | To increase personal student ownership of learning. | To establish connections between English/Language Arts and other subject areas |
| 2012-13 | To support DI and to collaborate as a means to further develop our inclusionary practices | To increase opportunities for students to collaborate with one another as a means to ensuring that their personal learning needs are being addressed. | To establish connections between English/Language Arts and the Fine Arts |

Goal 2: To promote a school culture that fosters a safe, caring, and welcoming learning environment

| Year | Objective | Objective | Objective |
|---------|---|--|---|
| 2010-11 | Build upon programs that support and promote character development | Build upon relationships between students and staff | Build upon relationships with parents and community |
| 2011-12 | To explore/develop a program that supports character development | Develop and promote opportunities and activities for students and staff to interact beyond academics | To foster positive relationships with parents and for them to become more actively involved in the school |
| 2012-13 | Revisit, reflect on, and possibly revise policies (Student Expectations; Guidance Plan; Safe & Caring Plan) | Develop opportunities for student leadership | To foster positive relationships with the community and for them to become more actively involved in the school |

Operational and Plant Management Issues for 2010-2013

| Year | Issues: |
|---------|--|
| 2010-13 | <ul style="list-style-type: none"> ▪ Renovate Home Economics room ▪ Need a stage ▪ Purchase chairs for teachers ▪ Dedicated student activity room(s) ▪ Music system for cafeteria ▪ Private phone access for teachers ▪ Echo Barriers for Gym ▪ Curtains/Blinds for windows ▪ Smartboards for computer labs, Learning Resource Centre, & Home Ec. Room ▪ Renovations to office (for in-school suspensions) |

Report on School Development Plan for Previous Year (2010-11)

Goal 1: To improve individual student learning and achievement

| |
|---|
| Objective 1.1 <ul style="list-style-type: none">▪ To establish and incorporate Differentiated Instruction strategies and assessments |
| Evaluation 1.1 <ul style="list-style-type: none">▪ This goal has been successful; throughout the school there has been a significant growth in the use of Differentiated Instructional strategies and assessments in the classrooms throughout the year. |
| Commendations 1.1 <ul style="list-style-type: none">▪ PD was provided for staff throughout the year to build awareness, knowledge and skill with DI strategies and activities▪ Supplies were purchased to support use of DI activities in the classroom▪ DI strategies and assessment strategies presented each month at staff meetings▪ A lead teacher was given time to provide support to the rest of the staff in the development of DI strategies and activities▪ Co-planning time was provided to staff to work together in the planning and development of DI strategies and activities |
| Recommendations 1.1 <ul style="list-style-type: none">▪ Continue to provide PD for teachers▪ Continue to present examples in staff meetings▪ Continue to provide time for students to learn new strategies as a group▪ Continue to provide supplies to support use of DI in the classroom▪ Create sets of activities (scrabble; stop and go cards; graphic organizers; etc.) |

Goal 1: To improve individual student learning and achievement over time

| | |
|---|---|
| <p>Objective 1.2 To improve student work ethic, motivation and ownership of learning</p> | <p>Objective 1.3 To make cross-curricular associations</p> |
| <p>Evaluation 1.2</p> <ul style="list-style-type: none"> ▪ The team focused on ways to get students interested in academics – appealing to the students’ personal interests. There were many students involved in the extra-curricular clubs and teams, and the feedback on the Career Exploration day was positive. | <p>Evaluation 1.3</p> <ul style="list-style-type: none"> ▪ There was some growth in this area, with many teachers exploring opportunities for cross-curricular associations. There are plans in place for the 2011-2012 school year in a variety of subjects (Language Arts; Social Justice; Social Studies; Visual Art; Health; Science) |
| <p>Commendations 1.2</p> <ul style="list-style-type: none"> ▪ Student clubs formed in Science (environmental club); Technology (Lego and Underwater Robotics teams); and Art ▪ Exposure to real world events (Youth Forum; Leadership Conference; Oil and Gas Field Trip) ▪ Career Day for the entire school with students taking part in 3 different career exploration presentations/activities ▪ Study Skills Presentation developed and made available to students | <p>Commendations 1.3</p> <ul style="list-style-type: none"> ▪ There was an increase in the amount of organized physical activities for students (through classes, school wide healthy living activities, and the intramural program) ▪ With the increase in usable computers and the installation of SMART boards in the classroom, there has been a definite increase in the amount of technology being used by students and teachers in all subject areas ▪ Art and Language Arts in grade 8 and grade 9 were linked as a means to help students with the Viewing and Representing sections of the Language Arts curriculum |
| <p>Recommendations 1.2</p> <ul style="list-style-type: none"> ▪ Develop an incentive program that celebrates student work ethic | <p>Recommendations 1.3</p> <ul style="list-style-type: none"> ▪ Look at curriculum outcomes in junior high and find ways to collaborate across the curriculum ▪ Use the learning resource position as a support in making cross-curriculum links |

Goal 2: To promote a school culture that fosters a safe, caring, and welcoming learning environment

| | | |
|--|--|--|
| <p>Objective 2.1: Build upon programs that support and promote character development</p> | <p>Objective 2.2: Build upon relationships between students and staff</p> | <p>Objective 2.3: Build upon relationships with parents and community</p> |
| <p>Evaluation 2.1</p> <ul style="list-style-type: none"> ▪ Providing students with opportunities to help others – both locally and globally helped to promote personal character development | <p>Evaluation 2.2</p> <ul style="list-style-type: none"> ▪ This objective saw great success this year, staff involvement is tremendous and students and staff enjoyed the various interactions. | <p>Evaluation 2.3</p> <ul style="list-style-type: none"> ▪ Parents are involved with a variety of activities from the Breakfast program to sporting events. |
| <p>Commendations 2.1</p> <ul style="list-style-type: none"> ▪ Student and staff involvement in Stand Up to Bullying day was great ▪ Roots of Empathy program throughout the year was a success ▪ Student involvement in Pennies from Heaven, Coats for Kids, Janeway Day, Christmas Food hampers, and Japan Relief was positive. | <p>Commendations 2.2</p> <ul style="list-style-type: none"> ▪ The teacher mentor program went very well; allowing students to build relationships with teachers that helped to relieve academic pressures ▪ The Christmas dinner cooked and served to students completely by the staff was greatly appreciated by the students ▪ Games and activities with the teachers vs. students have provided an opportunity for the students to get to know teachers on a different level. | <p>Commendations 2.3</p> <ul style="list-style-type: none"> ▪ The Parent Appreciation Night offered in May demonstrated to parents how much they are appreciated by the students and staff. ▪ Providing refreshments at Parent conferences is appreciated by the parents. ▪ Inviting Parents to all school assemblies and activities lends to the community feeling of the school. |
| <p>Recommendations 2.1</p> <ul style="list-style-type: none"> ▪ Continue with these activities ▪ Look at the inclusion policies to develop projects/activities that will support and promote character development ▪ Look at incentives to celebrate student successes | <p>Recommendations 2.2</p> <ul style="list-style-type: none"> ▪ Develop more opportunities for teachers and students to interact outside of the classroom | <p>Recommendations 2.3</p> <ul style="list-style-type: none"> ▪ Look for ways to involve parents in the school on a more regular basis ▪ Work with the parents to determine what areas of school life they would like to be involved in. |

Summary Report on the School's Most Current Data

The results of our grade 9 CRTs are provided for your reference. Please note that while the mark in the Poetic Multiple Choice section of the Language Arts is down significantly from the year before, this is a province wide occurrence and we are still on par with the province. Within the Constructed Response section, while we are below the provincial average it is important to note that we are up slightly from last year in the Poetic area and we are showing a 9.2% increase in our average on the informational section.

Within Mathematics, we are proud to show averages in all areas that are above the province.

Criterion Reference Tests

| Grade 9 Language Arts | | | | | | | | |
|--|--------|----------|--------|----------|--------|----------|--------|----------|
| | 07-08 | | 08-09 | | 09-10 | | 10-11 | |
| | School | Province | School | Province | School | Province | School | Province |
| Multiple Choice: | | | | | | | | |
| Poetic | 76.4% | 77.2% | 67.6% | 71.0% | 85.0% | 85.1% | 64.0% | 64.7% |
| Informational | 80.9% | 78.1% | 67.6% | 83.1% | 79.0% | 79.3% | 74.0% | 71.2% |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Demand Writing | 93.3% | 86.2% | 83.0% | 83.0% | 88.5% | 85.4% | 73.6% | 83.3% |
| Poetic | 77.7% | 73.0% | 90.6% | 79.5% | 55.8% | 73.1% | 56.6% | 61.4% |
| Informational | 82.2% | 77.5% | 75.5% | 75.5% | 58.8% | 70.1% | 68.0% | 69.2% |
| | | | | | | | | |
| Grade 9 Mathematics | | | | | | | | |
| | 07-08 | | 08-09 | | 09-10 | | 10-11 | |
| | School | Province | School | Province | School | Province | School | Province |
| Number Operations | 56.7% | 60.3% | 55.1% | 55.8% | 74.7% | 69.5% | 62.8% | 59.1% |
| Number Concepts | 62.8% | 68.9% | 36.5% | 39.3% | 64.8% | 59.0% | | |
| Patterns & Relations | 56.2% | 59.3% | 64.7% | 68.9% | 76.0% | 75.4% | 69.3% | 62.8% |
| Measurement | 61.2% | 55.1% | 63.9% | 59.9% | 71.3% | 67.6% | 69.6% | 65.7% |
| Geometry | 50.9% | 55.4% | 64.2% | 61.8% | 68.3% | 69.4% | | |
| Data Management & Probability | 52.2% | 63.2% | 55.3% | 53.7% | 61.5% | 65.9% | 79.6% | 79.4% |

The results of our Public Examinations are provided for your reference. In Mathematics 3204 and English 3201, while slightly below provincial average, it is significant to note that we are up from the previous year. As well, while World Geography 3202 is also slightly below the province, we are showing an increase from the previous year of 11.7% - something to be proud of. In French 3200, Mathematics 3205, World History 3201 and Biology 3201 we are happy to see that Roncalli is above the provincial averages. In Chemistry 3202, with only .8% in the difference, we are on par with the province and Physics 3204 shows us as below provincial, but on par with our results from the previous year. Finally, our Earth Systems 3209 results do indicate that we have seen a drop from last year and that we are below the provincial results.

Public Exams

| Exam Mark | 07-08 | | 08-09 | | 09-10 | | 10-11 | |
|-----------------------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
| | School | Province | School | Province | School | Province | School | Province |
| French 3200 | 61.8% | 65.1% | 58.5% | 68.3% | 76.6% | 68.1% | 73.3% | 69.6% |
| Math 3204 | 61.7% | 57.4% | 47.2% | 58.9% | 51.8% | 58.0% | 57.2% | 58.2% |
| Math 3205 | 75.9% | 78.9% | 71.4% | 74.9% | 63.4% | 75.3% | 79.8% | 77.9% |
| World History 3201 | 66.7% | 61.7% | 70.4% | 63.6% | 76.2% | 61.5% | 66.1% | 65.6% |
| World Geography 3202 | 60.1% | 63.1% | 55.4% | 63.2% | 49.7% | 58.8% | 61.4% | 64.4% |
| Biology 3201 | 65.6% | 61.2% | 50.5% | 58.4% | 71.9% | 60.7% | 67.3% | 60.5% |
| Chemistry 3202 | 63.9% | 64.6% | 67.6% | 62.2% | 68.3% | 66.4% | 66.1% | 66.9% |
| Physics 3204 | 64.5% | 68.3% | 60.9% | 67.2% | 58.1% | 65.5% | 58.3% | 70.8% |
| Earth Systems 3209 | 67.2% | 61.1% | 58.0% | 56.3% | 60.9% | 56.0% | 53.1% | 57.4% |
| English 3201 | 54.2% | 65.3% | 52.6% | 60.2% | 59.6% | 64.6% | 60.2% | 63.4% |

We are extremely proud to acknowledge that in the graduating class of 2010-2011, 31% of our students graduated with Honours. This is 4.9% above the provincial statistics and a 13.6% rise from the previous school year. 42.9% of our students graduated within the Academic program – 2.3 % more than the provincial average. And with 26.2% of our students graduating from the General program we have 7.1 % fewer students who graduated with General status than the provincial average indicates.

Graduation Status

| | 07-08 | | 08-09 | | 09-10 | | 10-11 | |
|-----------------|--------|----------|--------|----------|--------|----------|--------|----------|
| | School | Province | School | Province | School | Province | School | Province |
| Honours | 23.8% | 25.1% | 25.6% | 23.1% | 17.4% | 25.2% | 31.0% | 26.1% |
| Academic | 50.8% | 35.7% | 30.2% | 40.9% | 45.7% | 39.5% | 42.9% | 40.6% |
| General | 25.4% | 39.3% | 44.2% | 36.0% | 37.0% | 35.2% | 26.2% | 33.3% |

School Development Plan for Current Year

This section outlines the School Development Plan for the current year. The templates list the goals, objectives, intended strategies, indicators of success, and support plans that we deem necessary to achieve our goals successfully. Also included in this section is the Operational Issues Report. Our School Development Teams are formed based on the objectives within the goals. This year in our efforts to better support and incorporate the Inclusion Policy of the Eastern School District, we have modified our School Development Plan so that there are four actions teams instead of three. This will allow each team to put more focus on the specific objectives within our goals.

The first two teams are working within Goal 1: To improve individual student learning and achievement.

- **Team 1: Differentiated Instruction** will continue to establish DI strategies and assessments. We believe that having a team focus on this area of inclusion will ensure that our teachers will continue to grow in their knowledge and use of DI in the classroom and this in turn will ensure that more students achieve success because they are able to work in ways that play to their strengths.
- **Team 2: Academic Achievement** is looking at ways to improve student work ethic because we feel that it is important for students to work hard and to take pride in their work, thereby helping them to achieve success. Team 2 is also working on making connections between English Language Arts and other curriculum areas.

Our second Goal is “to promote a school culture that fosters a safe, caring and welcoming environment.”

- **Team 3: Inclusion** is looking at ways to create a culture and climate of inclusion. It is our hope that by creating awareness amongst the entire school community about what inclusion really is about, than we will see the school climate becoming more inclusionary, thus supporting all students to achieve their personal best.
- **Team 4: School Community** is focusing on the development and promotion of activities that will foster positive relationships between students and staff and between the school and parents.

Team 1: Differentiated Instruction

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|---|
| Goal 1: To improve individual student learning and achievement |
| Objective 1.1: Continue to establish DI strategies and assessments |
| Strategies: 1.1.1 Replace materials in material caddies/provide materials for non homeroom teachers 1.1.2 Provide one DI teaching strategy per staff meeting 1.1.3 Review strategies presented last year during staff meetings 1.1.4 Form a student group consisting of 4 students per homeroom to work with the DI team (focus groups) 1.1.5 Work with these students once per month to practice DI strategies to get their impression of the strategy |
| Indicators of Success: 1.1.1 Give the materials to teachers 1.1.2 Teachers implement strategy 1.1.3 Teachers use strategies that have been presented 1.1.4 A group is formed and meeting 1.1.5 Obtain feedback from students |

| Goal 1. Support Plan | |
|--|---|
| Financial | Professional Development/Time Required |
| 1.1 Money for class sets of scissors 1.2 Money for construction paper 1.3 Money for glue sticks/white glue 1.4 Money for class sets of markers 1.5 Money for poster board <ul style="list-style-type: none"> • \$150 per homeroom | 1.1.1 Time during staff meetings 1.1.2 One preparation day to work with students (DI team) |

Team 2: Academic Achievement

| | |
|---|--|
| Goal 1: To improve individual student learning and achievement over time | |
| Objective 1.2: To improve student work ethic, motivation and ownership of learning | Objective 1.3: To establish connections between English/Language Arts and other subject areas |
| Strategies: 1.2.1 Recognize honour students 1.2.2 Recognize 100% attendance 1.2.3 Greater focus on assessment for learning (not just for grade) 1.2.4 Establish awards/rewards recognizing hard work (work ethic) regardless of ability/regardless of final mark 1.2.5 Establish awards/rewards for individual improvement in actual grade per course 1.2.6 Student profile – recognize student of the month 1.2.7 “Gotcha” rewards | Strategies: 1.3.1 LRT work with teachers to establish cross-curricular units 1.3.2 English teachers work with staff to promote common ideas with other courses (ie: essay writing; theme development; representing assignments) |
| Indicators of Success: 1.2.1 Honour Roll posted each semester 1.2.2 Attendance incentives given out each month 1.2.3 Teachers providing opportunities for students to complete assessments that are used to develop lessons rather than just for student marks 1.2.4 Incentives being awarded by semester 1.2.5 Awards/rewards being given by semester 1.2.6 Student of the month in the newsletter/posted 1.2.7 Teachers giving out “Gotcha” forms and students receiving them | Indicators of Success: 1.3.1 Cross-curricular projects taking place 1.3.2 Students following similar processes in different courses for similar assignments |

| Goal 1. Support Plan | |
|--|--|
| Financial | Professional Development/Time Required |
| \$1500-\$2000 to purchase the various awards and incentives as indicated | 2 days - teacher planning |

Team 3: Inclusion

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|--|
| Goal 2: To promote a school culture that fosters a safe, caring, and welcoming learning environment |
| Objective 2.1: Create a culture and climate of inclusion |
| <p>Strategies:</p> <p>2.1.1 to create a pamphlet and/or presentation regarding inclusion in RCHS</p> <p>2.1.2 make students and staff aware of what inclusion means</p> <p>2.1.3 make information accessible</p> <p>2.1.4 develop and do an “Introduction to Inclusion” activity with the homerooms</p> <p>2.1.5 have each homeroom create “Inclusion Pledges”</p> <p>2.1.6 create a CARDINALS C.A.R.E. team</p> <p>2.1.7 Cardinals team plan monthly activities that promote inclusion (Inclusion Awareness and Inclusionary fun times)</p> <p>2.1.8 plan an activity day that allows all students to take part in activities that fall within different categories (academic; athletic, fine arts)</p> |
| <p>Indicators of Success:</p> <p>2.1.1 package developed, created and distributed for curriculum night</p> <p>2.1.2 activities taking place that promote inclusion awareness</p> <p>2.1.3 all information on the website / in newsletters / in classrooms</p> <p>2.1.4 activity completed by homerooms</p> <p>2.1.5 Inclusion Pledges posted in each homeroom</p> <p>2.1.6 team formed and meeting monthly</p> <p>2.1.7 monthly activities taking place</p> <p>2.1.8 day executed and feedback forms returned</p> |

| Goal 2. Support Plan | |
|--|--|
| Financial | Professional Development/Time Required |
| \$1000 - for resources for activities and for incentives | 4 days – training on Inclusion 2 days – planning time |

Team 4: School Community

| | |
|--|---|
| Goal 2: To promote a school culture that fosters a safe, caring, and welcoming learning environment | |
| Objective 2.2: Develop and promote opportunities and activities for students and staff to interact beyond academics | Objective 2.3: Foster positive relationships with parents and for them to become more actively involved in the school |
| Strategies: 2.2.1 Welcome back BBQ for students and teachers 2.2.2 Continue with a Student Mentor/Advisor Program 2.2.3 Hold Student/ Teacher Activities (sports and board games) 2.2.4 Have Christmas Dinner/St. Patrick's Day lunch 2.2.5 Create a games room and open fitness room during lunch | Strategies: 2.3.1 To have Meet the Teacher Night and Open House 2.3.2 To have sign-up sheets available for parent participation in school activities such as Breakfast Program, Recycling Program and special events 2.3.3 Continue with Volunteer Appreciation Night 2.3.4 Invite parents for student/parent games /activities/special occasions 2.3.5 Invite parents for displays of student work |
| Indicators of Success: 2.2.1 Student/Teacher attendance 2.2.2 Improved academic achievement by semester 2.2.3 Student/teacher participation 2.2.4 Lunches go ahead 2.2.5 Games room open and students participating | Indicators of Success: 2.3.1 Open House takes place and is well attended 2.3.2 Number of volunteers who sign-up 2.3.3 Attendance of volunteers 2.3.4 Attendance and participation of parents 2.3.5 Attendance of parents |

| Goal 2. Support Plan | |
|--|--|
| Financial | Professional Development/Time Required |
| \$ 1500 - For purchase of food and beverages for various activities like: BBQ, Parent/Teacher Nights, Christmas Dinner, St. Patrick's Day Lunch, Volunteer Appreciation Night (desserts), and board games to be placed in the Games Room (if there aren't sufficient games donated). | No professional development required. Time needed to set up some events during school time. |

Operational and Plant Management Issues for 2010-2013

| Year | Issues: |
|---------|--|
| 2010-13 | <ul style="list-style-type: none"> ▪ Renovate Home Economics room ▪ Need a stage ▪ Purchase chairs for teachers ▪ Dedicated student activity room(s) ▪ Music system for cafeteria ▪ Private phone access for teachers ▪ Echo Barriers for Gym ▪ Curtains/Blinds for windows ▪ Smartboards for computer labs, Learning Resource Centre, & Home Ec. Room ▪ Renovations to office (for in-school suspensions) |

Appendix A – Summary of School Fundraising

Roncalli separates our fundraising initiatives into three separate categories. They are:

1. General Fundraising

- a. Christmas Raffle
- b. Christmas Sweeps
- c. Recycling

2. Graduation

- a. Vegetable Hampers
- b. Fish Cakes
- c. Easter Basket Draw

3. Breakfast Program

- a. Walk to Breakfast
- b. Donations

General Fundraising

| | |
|----------|----------------|
| Income | \$ 37,092.95 |
| Expenses | - \$ 23,300.98 |
| Profit | \$ 13,791.97 |

*Please note that the deficits listed in the Graduation account was paid out of this General Fundraising account and the “Profit” listed is accurate with these deficits included.

The funds realized from the general school fundraising activities were used to purchase SMART boards (so that we now have 1 in each homeroom and 2 additional, bringing the grand total up to 15 boards). As well, other monies raised were used to purchase benches for the outside of the school and to supplement student transportation to school activities and events.

Graduation

| | |
|----------|----------------|
| Income | \$ 35,367.71 |
| Expenses | - \$ 36,267.21 |
| Deficit | \$ (899.50) |

The money raised in conjunction with the graduation was used to offset student costs associated with hosting the prom at the Sheraton Hotel in St. John’s.

Breakfast Program

| | |
|----------|----------------|
| Income | \$ 16,880.86 |
| Expenses | - \$ 16,398.48 |
| Profit | \$ 482.38 |

All funds donated or raised in the name of the Roncalli Breakfast Program were matched by the Kids Eat Smart Foundation and the total combined was used to provide a nutritional breakfast each morning from September to June for our students.

Appendix B – Staff List for 2010-2011

| Class | Teacher |
|---------|--|
| 7-201 | Ms. Elizabeth Duff |
| 7-202 | Mr. Corinna Fahey |
| 8-304 | Ms. Susan Butler/Ms. Melissa Hunt |
| 8-305 | Ms. Holly Lambe |
| 9- 301 | Ms. Denise Sheppard (Math Department Head) |
| 9-226 | Ms. Jean Corbett |
| HS 104 | Mr. Michael Dawson (Science Department Head) |
| HS 106 | Mr. Tony Power |
| HS 220 | Mr. Leo Jackson |
| HS 227 | Mr. Keith McCarthy |
| HS 228 | Ms. Peg Dunphy (English Department Head) |
| HS 105 | Ms. Catherine Gill |
| 205 | Mr. Noel Strapp |
| 208 | Ms. Shelly Hancock (Special Services) |
| 203 | Ms. Lisa McGrath (Challenging Needs) |
| 208 | Ms. Norma Hickey (Special Services) |
| 223 | Mr. Brant Parsons (Music) |
| 108/302 | Mr. Jeremy Vokey (Physical Education) |
| 222 | Mr. Derek Smith (Skilled Trades) |
| 210 | Ms. Rosemary O’Neill (Guidance) |
| Office | Mr. Ralph Percey (Principal) |
| Office | Ms. Sherri Head (Assistant Principal) |

Support Staff

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Ms. Elizabeth Mooney (Secretary) ▪ Ms. Betty Ann Costello (Secretary) ▪ Ms. Anne Murphy (Student Assistant) ▪ Ms. Madeline Hawco (Student Assistant) ▪ Ms. Sharon Terry (Student Assistant) | <ul style="list-style-type: none"> ▪ Ms. Peggy Walsh (Student Assistant) ▪ Mr. Edward Anthony (Maintenance) ▪ Mr. Tom Costello (Custodial) ▪ Ms. Mary Power (Custodial) ▪ Ms. Mary Lou Woodford (Custodial) |
|---|--|