

St. Bernard's Elementary 2009 -2010 School Development Report



Mission Statement

"St. Bernard's Elementary, a safe and healthy place to learn, play and grow."

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Message from the Director of Education

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.

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

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

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

FORD RICE, B.A., B.Ed., M.Ed.

C.E.O./DIRECTOR OF EDUCATION

Message from Principal

The purpose of the School Development Annual Report is to inform all parents, teachers, school council members and the general public of the progress that our school has made in meeting planned goals, during this school year. In addition, this report shares the results of the Provincial Criterion Referenced Tests for the year and compares it to the provincial results.

Our School Development goals focused on Literacy, Numeracy, Safe and Caring Schools and Technology. All staff is to be commended for working diligently to meet each objective, working in action teams to move each goal forward. Our goals reflected data collected externally from the provincial CRT's as well as internal data. One of the highlights accomplished from the School Development Plan for 2009 – 2010 would be the creation of a Positive Behaviour Support System, to be implemented in the fall of 2010. A second major focus from our plan was to add updated literacy resources to each classroom library, as well as some guided reading material for elementary. Details of all the initiatives and their progress are outlined in this report.

Our 2010 CRT results showed quite good progress in Language Arts. Our grade one and two students were performing at or very close to the provincial standard. Grade three students were in several areas significantly higher in their performance than the provincial standard. Grade six also showed good performance in comparing to the provincial standard. One area of concern for both grade three and six was in reading and interpreting poetic text, with results slightly lower than the province. In Mathematics for both grade three and six, our students showed strong skills in number operations and number concepts. An area of concern was in students' ability to show their reasoning, representation and connections to written problems. Grade three students did well with this but were slightly below the province. Grade six had significantly lower results than expected in this area. This has been an area of focus and will continue to be worked on through our school development initiatives.

2009 - 2010 was a year of increased enrolment in Kindergarten, allowing the addition of an extra teacher, working half time in Kindergarten. Our school is gradually growing in size, with the addition of many new housing starts in our communities.

Elizabeth Foran, Principal of St. Bernard's Elementary

Message from School Council

The 2009-2010 school year was a very exciting year for St. Bernard's School. We were very happy to welcome some new members to our school council. Our council included eight members, from a broad range of representation within our business and social community. Through a very healthy volunteer network, I feel the council exceeded our own expectations of what we hoped to accomplish.

Our biggest news was the addition of a number of classrooms to our school. With an influx of young families to our surrounding communities, it certainly was a timely addition. With great input from staff and council, the layout of our building really ensures the maximum benefit for not only our students but our staff as well.

Our School Development Process continued with the third year of our program. Our areas of improvement were a strong push on Technology as well as continuing to stress the areas of Language Arts, Mathematics and Learning Resources. As a council, we see the innovative approaches to education and work towards our "Smart Board" allocations.

Our fundraising has never been stronger. We continue to use our council and volunteers to continue our successful ways to raise funds for our goals as well as receiving some very strong support from our business community to make our fundraising year one of the most successful in recent years. Please see Appendix A for a detailed fundraising update of the year.

Healthy living and fitness continue to be front and center in our school. Our Hoopsters Basketball program enjoyed its twelfth year in operation and our Shamrocks Basketball program is continuing to grow. We were extremely fortunate to have the Bay Bulls-Bauline Athletic Association start a very successful after school enrichment program. The program which stresses fitness and wellness were full every day and BBBAA will enhance the program for 2010-2011. We were also very happy to welcome "Lucky the Puffin", our 6 foot school mascot that attends our school functions, much to the delight and squeals of our students.

I'm sure I speak for my fellow council members in saluting our teachers and staff. Their tireless efforts during and after school hours reflects on the well-being of our school. Our "Cool Kid" and anti-bullying programs are second to none.

I'm pleased that St. Bernard's continues to participate in our community activities such as the Annual Winter Carnival. Our school is becoming a center point for community activities and it certainly strengthens our volunteer base. We look forward to a fantastic 2010-2011 school year with all its promise of success.

Tom Kennedy, Co-chair St. Bernard's School Council

Overview of School

Our School Community

St. Bernard's Elementary School is part of the Eastern District. We're located in beautiful Witless Bay on the Southern Shore of the Avalon Peninsula. We are a K-6 school, with an enrolment of two hundred and fifty (250) students. We serve the communities of Bay Bulls, Witless Bay, Mobile, Tors Cove, Burnt Cove and St. Michael's. Mobile Central High is our feeder junior and senior high school. For the 2009-2010 school year we had two classes of every primary and elementary grade. Our school has a total of 16 full-time and several part-time educational staff. This includes 12 classroom teachers, 1 full-time and 1 part-time administrator, 3 special needs teachers, part-time learning resource teacher, music teacher, physical education teacher, and guidance counselor. For the first time, our kindergarten numbers were high enough to have a second kindergarten teacher, working half time. There was also the support of two student assistants, working with students who require additional support. The school has the services of secretarial and maintenance personnel. In addition to the staff based at the school, we work regularly with District itinerant staff: a speech language pathologist, an educational psychologist, and an itinerant teacher for the hearing impaired.

Key Highlights/Special Projects

2009- 2010 was the year of Phase 3 of renovations for St. Bernard's, with the addition of three new classrooms to our building. Construction began in mid-August 2009 and was completed by April 1st 2010. It was exciting to see our building expand to meet our classroom needs, but challenging to operate on a daily basis, with the variety of construction crews in our building. We moved into our new spaces just before the Easter holidays. Staff and students were delighted to not share classroom spaces anymore and enjoy the luxury of large rooms with plenty of space. From September to April, twenty-nine grade two students and two teachers shared a classroom. It was a bit congested!! A grade one class took over a special education room, while that teacher used a small office as her classroom. We all worked together to work in smaller spaces while we waited for the new rooms to be built.

The fall of 2009 was challenging for school attendance with the presence of the H1N1 virus in our community. We were able to work closely with Eastern Health and parents to ensure that vaccinations were given to students.

We hosted a very successful Haiti Relief Fund, with the support of our grade five classes and their teachers. A local doctor, Dr. Robert Walley, visited the school and shared some of his experiences of working in Haiti over recent years and after the disaster. Our school raised \$1500 for Dr. Walley's work in Haiti.

With 2010 being an Olympic year and Canada hosting the Winter Olympics in Vancouver, it was a great opportunity to raise awareness of all the sports in winter Olympics and the strong spirit that surrounds the games. Our planning committee organized all the students into countries and we hosted an Opening and Closing Ceremonies. The students identified with specific countries, played a variety of sports that were new to them, learned about individual athletes and tracked the medal standing for the two weeks. It was a fun time with lots of diverse learning taking place.

With funding from an Eastern Education Arts Fund, we were able to hire Amber LeDrew Bonvarlez, a local artist from St. John's, to work with all our students in the medium of watercolor. We titled the project, "Watercolors in Witless Bay". Amber introduced the students to creating characters with watercolor paints, from her own experiences of creating her "Tickle Kids". Ambers' characters of "Tickle Kids" can be viewed around the city in local stores and will someday be incorporated into a children's book. She helped our students create their own version of a children's character. Most importantly, she taught them to trust their ability to create with paint. The students were truly "tickled" to create a special character.

In February, the Bay Bulls Winter Carnival Committee hosted a very successful Community Pancake Breakfast at St. Bernard's. We had a great turnout on a Saturday morning, with staff and community members cooking, serving and cleaning. The same week they helped us host an evening Talent Show of student talent. It was amazing how many students participated and the abundance of talent in the community. This will likely become an annual event for students.

Physical activity continued to be a big focus at our school, with four basketball teams at the grades five and six level for boys and girls. We also had an active track and cross country team, basketball sessions for the younger students and Intramurals for grades four, five and six at lunch time.

Partnerships

We're very fortunate to have the community support of many groups, whose financial assistance and community spirit has helped our School Development goals. We're extremely grateful to the following groups for their donations: Pennecon, Staff of Bull Arm Site, Sisters of Mercy, Gatherall's Boat Tours, Suncor Energy Foundation and the Bay Bulls Recreation Association. All proceeds from this are donated to the school yearly. Our parent community has been extremely supportive all of our fundraising efforts and community events.

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 improve student learning and achievement in language Arts from Grades K – 6 by June 2010

Year	Objective	Objective	Objective
2009-10	<i>K-6 students will improve upon their ability to aurally respond to, react and interpret information.</i>	<i>To improve students writing abilities so that students are using effective strategies to write effectively.</i>	<i>K-6 students will use a variety of strategies to read effectively at Grade Level.</i>
2010-11	<i>K-6 students will improve upon their ability to aurally respond to, react and interpret information.</i>	<i>To improve students writing abilities so that students are using effective strategies to write effectively.</i>	<i>K-6 students will use a variety of strategies to read effectively at Grade Level.</i>

Goal 2: To improve independence in Mathematics from Grades K - 6

Year	Objective	Objective	Objective
2009-10	<i>Students will show an improvement in basic number operations.</i>	<i>Students will improve their problem solving and mental math strategies</i>	<i>Teachers will encourage students to read and follow directions independently</i>
2010-11	<i>Students will show an improvement in Mental Math strategies.</i>	<i>Students will improve their problem solving ability.</i>	

Goal 3: Technology and Learning Resources - To provide the necessary resources (human and technical) to enable the teachers and students to maximize their teaching and learning through the use of technology and learning resources.

Year	Objective	Objective	Objective
2009-10	<i>To provide professional development for staff.</i>	<i>To ensure adequate computer hardware for each classroom.</i>	<i>To ensure adequate computer hardware for each classroom.</i>
2010-11	<i>Develop a revolving schedule for classroom teachers to take their classes to use the computers. Replacement technology must be small enough so that we work towards 3 computers per classroom.</i>	<i>Add 2 (one for primary, one for elementary) more projectors or equivalent technology (smart board, LCD, etc.) to foster technology integration.</i>	<i>To maintain a reliable base of student and parent volunteers for circulation in the LRC and the school website. Continue to advocate and request more LRT time.</i>

Goal 4: To foster and develop a peaceful school environment by encouraging and promoting positive interactions between students and members of the school community.

Year	Objectives	Objectives	Objectives
2009-10	<i>To empower and develop self-confidence in students</i>	<i>To improve student tolerance and acceptance of differences in each other.</i>	<i>To increase student awareness of the problems caused by unhealthy lifestyle choices</i>
2010-11	<i>To increase awareness of and promote healthy interdependence amongst students</i>	<i>To increase student awareness of multiculturalism</i>	<i>To continue to promote an active and healthy lifestyle amongst students and staff</i>

Operational Issues

Year	Issues	Issues	Issues
<i>2009-10</i>	<i>Coping with the phase 3 extension being constructed during the school year with workers on site</i>	<i>Security of the site around the clock with community groups and construction workers using the building after hours</i>	<i>Storage space for housing resources</i>
<i>2010-11</i>	<i>Plan to enclose the chain-link fence around the playground, for safety reasons.</i>	<i>Plan to install Smartboards in five classrooms this year.</i>	

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

Goal 1. To improve student learning and achievement in Language Arts from Grades K-6 by June 2010		
Objective 1.1 K-6 students will improve upon their ability to aurally respond to, react and interpret information.	Objective 1.2 To improve students writing abilities so that students are using effective strategies to write effectively.	Objective 1.3 K-6 students will use a variety of strategies to read effectively at Grade Level.
Commendations 1.1 Staff pleased with changes made to PA announcements – will continue for September 2010. Students reading personal writing on the PA was simplified to target specific grades at specific times and linked to themes. This approach proved to be much more effective. The Public Speaking event was also simplified to having children memorize and recite a poem, as opposed to writing speeches (process writing). This revision effectively met our goal of developing public speaking skills. Students recited their poems to an audience of their peers and judges. Rubrics were designed and implemented to evaluate this skill.	Commendations 1.2 Resources for guided writing have been compiled and placed in the staff room for teacher use. Evaluating of writing samples with rubrics in the staff meeting was well received. The school wide monthly demand writing around themes was effective.	Commendations 1.3 Resources supporting phonological awareness were purchased and existing resources were compiled for Kindergarten and grade one. All teachers, including substitute/replacement teachers, had the opportunity to observe colleagues in a reading record session. We analyzed results to guide instruction. PD day with Debbie Toope was well received. Primary Special Education Teacher did a guided reading session for kindergarten teacher’s to view. Classroom teachers were given a budget to order classroom library material, as well as levelled resources for guided reading. Activities that were used to foster children’s love for reading, i.e., Family Literacy Day, Grade level buddy reading, etc., were successfully implemented.
Recommendations 1.1 The committee recommends that the changes made to PA announcements in March, 2010, are continued into the 2010-2011 school year.	Recommendations1.2 Continue building guided writing materials and implement PD days for next year (PD to include an experienced professional to model	Recommendations1.3 Special Education Teacher to do in class support to implement phonological awareness programming for Sept. 2010 with

<p>Will continue to have specific grade levels present at certain times, centered on specific themes. With Public Speaking, it is recommended that the students memorize and present a poem each term, culminating with an Oratorical in term 3. Rubrics presently developed and method for selecting poems will be used next year.</p>	<p>effective strategies in guided writing and opportunities for staff members to share in a professional learning community.) We will continue to share and evaluate writing samples using holistic rubrics in staff meetings. The monthly demand writing will continue with an opportunity to implement new strategies learned around guided writing. Following PD Sessions focusing on guided writing, schedule will be developed pairing teachers to share effective strategies used in their classroom.</p>	<p>kindergarten and grade one class. It is recommended that reading record sessions be made available for all teachers and scheduled accordingly throughout the year. It is recommended that the opportunity to view guided reading sessions be made available to all interested staff in 2010-2011. Levelled/guided reading resources that were purchased will be utilized in each class. Continued funding is needed to further build classroom libraries/levelled resources. Continue and expand upon activities to foster children's love of reading.</p>
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Report on School Development Plan for Previous Year (2009-10)

Goal 2. To improve student independence in Mathematics for Grade Kindergarten to Grade Six.		
Objective 2.1 Students will show an improvement in basic Math operations.	Objective 2.2 During the 2010-2011 school year, classroom games will be purchased as new resources for each grade level teacher. New Math programs will be reviewed on a continuous basis to assess if new resources will need to be purchased to support the success of the programs in Grade 3 and 6.	Objective 2.3 Teachers will encourage students to read and follow directions independently.
Commendations 2.1 Math games and resources were increased in every class and grade level. Math inventory of existing resources within the school was completed. Classes continue to review Math operations on a weekly basis. Numeracy itinerant teacher was utilized on a needs basis by classroom teachers.	Commendations 2.2 Regular problem solving activities were regularly scheduled into classroom timetables to be consistently used on a weekly basis. Various classes participated into nightly problem solving homework activities. We celebrated the 100 th Day of school during the month of February. Three successful Math days were held throughout the school year.	Commendations 2.3 As a committee, we decided this strategy is continuously ongoing in each classroom at all grade levels.
Recommendations 2.1 During the 2010-2011 school year, classroom games will be purchased as new resources for each grade level teacher. New Math programs will be reviewed on a continuous basis to assess if new resources will need to be purchased to support the success of the programs in Grade 3 and 6.	Recommendations 2.2 It is recommended that during the 2010-2011 school year we celebrate the 100 th Day of school in February 2011 and plan one other Math activity day for students during the school year.	Recommendations 2.3 This strategy will not be included in our plan for the 2010-2011 school year.

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

<p>Goal 3. To provide the necessary resources (human and technical) to enable the teachers and students to maximize their teaching and learning through the use of technology and learning resources.</p>		
<p>Objective 3.1 <i>To provide professional development for staff.</i></p>	<p>Objective 3.2 To ensure adequate computer hardware for each classroom.</p>	<p>Objective 3.3 <i>To provide ongoing learning resources and technical support within the school.</i></p>
<p>Commendations 3.1 Notebook Software was provided for home computers to all staff requesting. Lists of useful online resources for students and teachers have been identified and easily accessible to all.</p>	<p>Commendations 3.2 Purchased new systems for computer lab. Purchased 6 laptops for a computer lab. Purchased and installed a wireless router. Printers available in the primary and elementary areas. Computers and printer available in the staff room.</p>	<p>Commendations 3.3 LRC rearranged to provide a more effective and efficient workspace. Staff and students increased their skill levels and confidence in using technology. Time was scheduled for all classes to use the computer lab and SmartBoard in the LRC. Purchased digital camera & colored printer.</p>
<p>Recommendations 3.1 Provide training in using the current technology in the classroom, SmartBoard, Fusion, and other software applications as identified by teachers.</p>	<p>Recommendations 3.2 SmartBoard be installed in all classrooms. Continue to purchase laptops for a mobile computer lab. Continue to purchase and install wireless routers.</p>	<p>Recommendations 3.3 Continue to evaluate the LRC layout to ensure its operation as an effective and efficient workspace. Continue working with students to increase their skill levels and confidence in using technology.</p>

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

<p>Goal 4. To foster and develop a peaceful/healthy school environment by encouraging and promoting positive interactions/behaviours among students and members of the school community.</p>		
<p>Objective 4.1 To empower and develop self-confidence in students and staff.</p>	<p>Objective 4.2 To continue to promote positive interactions between members of the school community.</p>	<p>Objective 4.3 To increase student awareness of the problems caused by unhealthy lifestyle choices.</p>
<p>Commendations 4.1 A bulletin board at the middle entrance was used to display photos and write-ups on student and staff achievements entitled Celebrating Our Cool Kids. A talent show was held in the gymnasium during Winter Carnival. Students were given time to perform a variety of acts including singing, dancing, sport skills, etc. Staff displayed their own accomplishments/individuality on the Celebrating Our Cool Kids display during the month of June.</p>	<p>Commendations 4.2 Dave Dyer (Itinerant SAC) came in on Jan. 22/10 and met with the SAC team to assist in the development of the Matrix, Volume Control, and Voice Scale. This work was brought to a graphic artist (Ron Wiggins) to add color and create finished product for display printing. Team met in September and revised tally sheet and reward system for the Cool Kid Program. The Peer Mediator Program was utilized this year. A group of students visited the seniors' home at Christmas time. Students in grade three created Christmas cards for each resident and the grade six students delivered them. They also sang a variety of Christmas songs to the residents and staff. A theatre group from B.C. did a presentation on bullying for the school. The students and staff appeared to enjoy the presentation. Team helped a member in the community</p>	<p>Commendations 4.3 The entire school population met in the gymnasium and George and guest talked about Juvenile Diabetes. Then all students went on a walk throughout the community in support of the cause. Team contacted Mobile High requesting student presentations on drug awareness/anti-bullying. Unfortunately, they were unable to fulfill our request.</p>

	<p>by donating their time (a couple of hours) to complete a repair or assist with spring clean up.</p> <p>The school participated in a Peace Walk entitled Planting Peace during which seedlings containing a peace message were given out to members of the community along the walk. This was our annual celebration of Peaceful Schools International in June.</p>	
<p>Recommendations 4.1 Hold an annual Talent Show during the Winter Carnival and continue with the Celebrating Our Cool Kids bulletin board.</p>	<p>Recommendations 4.2 Implement PBS activities in Fall 2010. We will continue with the Peer Mediation Program in the Fall and a visit to the seniors' home. Anti-bullying presentations will continue and the annual peace walk.</p>	<p>Recommendations 4.3 Continue with annual walk to support various charities, i.e. Terry Fox, Diabetes, Juvenile Arthritis. Team will continue to seek guest speakers related to drug awareness, healthy food choices, and anti-bullying.</p>

Operational Issues Report 2009-10

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2009-10	Install wall and doors in main corridor to improve security of building for evening and weekend use	Cope with the school being an active construction site from August '09 – April '10	Plan to finish the chain-link fence around the playground for the fall of '10, for safety reasons.
<i>Report</i>	Completed	Completed	Completed

Summary Report on the School's Most Current Data

PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
89.3%	63.5%	69.0%	65.0%	67.6%	62.1%

St. Bernard's grade one students are achieving above the provincial average in reading, but we still have 32.4% of this group below where we'd like to see them in reading achievement. Programming is individualized at this level through the support of small guided reading groups, occurring daily, where progress is closely monitored.

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
71.4%	68.9%	84.4%	72.4%	69.0%	71.3%

ST. BERNARD'S GRADE TWO STUDENTS ARE ACHIEVING CLOSE TO THE PROVINCIAL STANDARD, BUT ARE SLIGHTLY BELOW WERE EXPECTED. Programming is individualized at this level through the support of small guided reading groups, where progress is closely monitored.

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	84.2%	89.7%	87.7%	88.5%	89.5%	88.3%	95.1%	92.1%
Listening	90.0%	93.3%	87.5%	85.0%	98.6%	95.4%	80.7%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	70.0%	74.5%	73.8%	72.6%	74.3%	74.9%	81.3%	73.9%
Poetic	40.0%	65.8%	36.0%	56.1%	73.5%	68.8%	64.3%	71.5%
Informational	60.0%	74.4%	70.0%	70.8%	55.9%	55.1%	74.1%	63.6%
Listening	46.9%	64.1%	75.6%	70.2%	60.0%	70.5%	64.5%	59.9%

Our grade three students are achieving quite well in most aspects of the Language Arts curriculum. In multiple choice reading, demand writing, reading informational text and listening skills, our grade three students are achieving above the provincial benchmark. One area of concern is reading and interpreting poetic text, which was below the provincial benchmark. Demand writing scores were well above the provincial average, which we feel is the strongest indicator of student ability.

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	70.0%	77.0%	69.0%	76.0%	85.7%	85.0%	72.9%	76.0%
Number Concepts	65.0%	71.3%	80.0%	76.3%	76.4%	73.5%	72.6%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	21.9%	43.6%	76.2%	65.7%	45.7%	54.3%	56.3%	62.1%
Communication	18.8%	37.5%	61.9%	59.8%	34.3%	54.2%	59.4%	61.6%
Connections & Representations	18.8%	36.3%	66.6%	61.3%	48.6%	69.0%	56.3%	68.2%
Problem Solving	37.6%	51.9%	73.2%	76.2%	54.3%	68.8%	65.6%	68.3%

In Mathematics, our grade three students achieved well, but were slightly below the province in every area. There is room for growth in helping these students improve their written responses, to show their reasoning, connections and representations in problem solving. We will be working on these skills with the use of rubrics, to support student growth across all areas.

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	81.5%	78.0%	79.8%	84.8%	91.6%	87.1%	81.4%	81.0%
Listening	96.7%	93.3%	94.0%	92.0%	85.6%	87.7%	89.7%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	67.7%	76.1%	85.2%	85.1%	85.7%	78.7%	88.2%	81.4%
Poetic	51.5%	73.3%	89.7%	81.2%	60.0%	69.6%	55.9%	69.9%
Informational	45.4%	58.8%	86.2%	78.9%	57.1%	68.0%	63.3%	68.4%
Listening	61.1%	58.4%	55.2%	62.6%	27.8%	47.4%	66.7%	66.7%

Our grade six students showed quite good results across the Language Arts curriculum. Listening skills and demand writing scores were significantly above the provincial average. Reading of informational text was slightly below the average. Reading and interpreting poetic text was significantly lower than expected. Both areas will have a focus during the 2010 –2011 school year.

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	54.5%	68.2%	75.0%	78.0%	74.0%	77.1%	74.5%	72.3%
Number Concepts	60.0%	62.7%	64.3%	70.0%	65.6%	67.1%	74.1%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	16.7%	33.2%	58.6%	48.4%	34.3%	36.5%	21.2%	54.9%
Communication	11.1%	30.7%	48.3%	42.0%	34.3%	30.6%	21.2%	46.5%
Connections & Representations	19.4%	40.2%	44.8%	41.3%	45.7%	36.1%	18.2%	44.0%
Problem Solving	30.6%	50.6%	51.7%	55.4%	54.3%	42.5%	30.3%	55.8%

In Mathematics, grade six results indicated some challenges for students. In basic number operations and number concepts, the results were close to the provincial average. However, the weaknesses showed significantly in the constructed response areas of the assessment, with results that were well below the provincial average. It was noted by our Math Action Team that similar results were indicated in the grade three assessment in 2007 for this same group of students, meaning that the trend continued for the group to be weak in showing their thinking on paper, for constructed response answers.

School Development Plan for Current Year

1 Year School Development Plan

School Development Plan 2010 - 2011

GOAL 1: To improve student learning and achievement in Language Arts from Grades K-6 by June 2011		
Objective 1.1: K-6 students will improve upon their ability to aurally respond to, react and interpret information.	Objective 1.2: To improve students writing abilities so that students are using effective strategies to write effectively.	Objective 1.3: K-6 students will use a variety of strategies to read effectively at Grade Level.
Strategies: 1.1.1 Expect all students to listen to the PA 1.1.2 Expect students to read personal writing on PA 1.1.3 Expect all children to memorize a poem appropriate to grade level and present it to an audience, focusing on a public speaking rubric	Strategies: 1.2.1 Teachers will utilize graphic organizers as a pre-writing strategy for process writing. 1.2.2 Allow time for teachers to analyze different samples of writing (demand/process) and use rubrics to evaluate samples. 1.2.3 Monthly writing – Teachers encouraged to do this piece of writing as a demand writing piece for publication. 1.2.4 Implement editing keys 1.2.5 To observe Guided Writing Sessions	Strategies: 1.3.1 Daily structured phonological awareness (PA) program for K (rhyme/sentence/word level) and Grade 1 (phoneme level). 1.3.2 To observe reading record sessions. 1.3.3 Leveled reading, K-6, for those identified as reading below grade level 1.3.4 To foster children’s love for reading

<p>Indicators of Success: 1.1.1 Ensuring each classroom has a listening chart posted and is using the listening charts developed last school year 1.1.2-Morning announcements moved to 8:55 am 1.1.3-Morning announcements organized to follow a consistent routine each day (ie, numbering , phrases such as “listen for”, student announcements/teacher announcements) 1.1.4-Students/Staff movement through the building should be eliminated during announcement time</p>	<p>Indicators of Success: 1.2.1 Sharing session for staff members around effective organizers currently being used. Remind staff of resources compiled last year. 1.2.2 Allow time for teachers to analyze 2 writing samples (prim, elem.) during staff meetings using Holistic Rubric. 1.2.3 All grades to complete writing activity assigned by literacy committee. Different grade level to publish and present each month. Writing portfolios to be used for 2010-11 school year. 1.2.4 Posters prepared and displayed for each grade level (Primary keys, Elementary keys) 1.2.5 To provide resources for Guided Writing and order additional resources</p>	<p>Indicators of Success: 1.3.1Resources to be collected for Kindergarten teachers to do daily small group PA. Resources to be purchased for Grade 1 and Kindergarten. Collaboration between Sp. Ed teacher and Kind. Teachers in implementation of PA program 1.3.2 Classroom teachers will observed each other doing reading records with students and meet to discuss and interpret results of reading record to guide future reading instruction, as needed. 1.3.3 More leveled books K-6 needed, Teachers will be given opportunity to observe guided reading session in another classroom 1.3.4 Family Literacy Day</p>
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Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 \$1000 towards leveled books or guided reading materials	1.1.1Staff meeting time to share and reinforce the plan. Scheduled class time to observe other teachers do guided reading and/or running records

Goal 2: To improve student independence in Mathematics from Grade Kindergarten to Grade Six. (2010-2011)		
Objective 2.1: <i>Students will show an improvement in Mental Math strategies.</i>	OBJECTIVE: <i>2.2 Students will improve their problem solving ability.</i>	Objective 2.3:
Strategies: 2.1.1 Weekly review of operations oral and written. 2.1.2 Quizzes and motivational games. 2.1.3 Review Math materials for memory of facts.	Strategies: 2.2.1 Regular problem solving activities in each class. 2.2.2 Math Days for the entire school 2.2.3 Planning time/professional development for teachers to work and share with their peers to utilize Smartboard technology to be incorporated into their curriculum 2.2.4 Dedicate professional development time to incorporate Differentiated Instruction into curriculum planning and instruction planning.	Strategies: 2.3.1 2.3.2 2.3.3 2.3.4 2.3.5

<p>Indicators of Success: 2.1.1 Promote the review of operations each week. Communication with the home (Parents sign corrected worksheets/quizzes/tests etc.) 2.1.2 Continue to purchase and compile grade appropriate motivational games Teachers collaborate about quizzes, materials etc. and share with appropriate grade levels. 2.1.3 Create a list of needed resources (ie: Individual white boards for student usage)</p>	<p>Indicators of Success: 2.2.1 Grade levels to decide on frequency. Once a week/once a day, during Math class or for homework. Set up P.A. Friday Math Problem 2.2.2 100th Day Celebrations-February 2011 Schedule one other special day. 2.2.3 Create a list of website resources for teachers to use, especially with the Smartboard 2.2.4 Seek out resource people...(ex. Thelma Coley, Inclusion Itinerant), etc.</p>	<p>Indicators of Success: 2.3.1 2.3.2 2.3.3 2.3.4 2.3.5</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 \$1000 towards the purchase of math resources, motivational games.	2.1.1 Purchasing and Sharing of professional resources on Differentiated Instruction; Time to share in staff meetings.

Goal 3: To provide the necessary resources (human and technical) to enable the teachers and students to maximize their teaching and learning through the use of technology and learning resources.		
Objective 3.1: <i>To provide professional development for staff.</i>	Objective 3.2 To ensure adequate computer hardware in the school.	Objective 3.3:
Strategies: 3.1.1 Identify training needed to ensure staff has necessary skills to implement curriculum. 3.1.2 Provide identified training needed to ensure staff has necessary skills to implement curriculum. 3.1.3 Provide Professional Development for staff in area of online resources and skill set improvement.	Strategies; 3.2.1 Purchase new computer systems for classrooms where needed and equipping more classrooms with Smartboards as funds permit. 3.2.2 Purchase additional laptops for the mobile computer lab. 3.2.3 Purchase and install access points to enable wireless access throughout the school. 3.2.4 Installation and networking of office photocopier/scanner. 3.2.5 Continue to call upon school board personnel to repair/maintain current systems within the school.	Strategies; 3.3.1 3.3.2 3.3.3 3.3.4 3.3.5
Indicators of Success: 3.1.1 Conduct a Survey staff 3.1.2 Conduct in-services in SmartBoard technology; Conduct in-services in Fusion technology; Other software applications as identified by teachers 3.1.3 Identify useful online resources	Indicators of Success: 3.2.1 Create a prioritized list of classroom computers needing replacement. 3.2.2 3.2.3 3.2.4 3.2.5	Indicators of Success: 3.3.1 3.3.2 3.3.3 3.3.4 3.3.5

Goal 3. Support Plan	
Financial	Professional Development/Time Required

3.1.1 Utilizing the school budget and fundraising budget to maximize and upgrade computer hardware.	3.1.1 Staff meeting sharing of websites; Scheduled training sessions for staff as needed
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Goal 4: To foster and develop a peaceful/healthy school environment by encouraging and promoting positive interactions/behaviors among students and members of the school community in 2010-2011.		
Objective 4.1: To empower and develop self-confidence in students and staff.	Objective 4.2 To continue to promote positive interactions between members of the school community.	Objective 4.3: To increase student awareness of the problems caused by unhealthy lifestyle choices and to increase participation in positive lifestyle choices.
Strategies: 4.1.1 Develop a bulletin board to showcase individuality 4.1.2 Talent show 4.1.3 Staff accomplishment – Staff will be encouraged to display their own accomplishments/individuality on the Celebrating Our Cool Kids display during the month of May	Strategies: 4.2.1 Implementation of PBS 4.2.2 Revised Cool Kid Reward Program 4.2.3 Sportsman of the Week (Primary and Elementary) 4.2.4 Peer Mediation 4.2.5 Seniors Visit 4.2.6 Staff Act of Kindness 4.2.7 Peace Walk	Strategies: 4.3.1 Unhealthy Lifestyle Choices (Student) Presentations). 4.3.2 The Power Of Positive Choices (Presentations). 4.3.3 Visit From Itinerant For Healthy Living-Negative effects of unhealthy food choices. 4.3.4 Walk for Juvenile Diabetes
Indicators of Success: 4.1.1 4.1.2 4.1.3	Indicators of Success: 4.2.1 4.2.2 4.2.3 4.2.4 4.2.5	Indicators of Success: 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5

Goal 4: Support Plan	
Financial	Professional Development/Time Required
4.1.1	4.1.1

Operational Issues for 2010-11

Operational Issue	Intended Action
Plan to enclose the chain-link fence around the playground, for safety reasons.	Completed in October 2010
Plan to install Smartboards in five classrooms this year.	Fundraising goal for this year is focused on this.

**Appendix A – Summary of School Fundraising
St. Bernard’s Elementary**

2009-2010

FUNDRAISER/DONATION	REVENUE	EXPENSES	PROFIT
Vegetable Hamper Sales	\$5740.00	\$3840.00	\$1900.00
Halloween Fair	\$714.75	\$236.02	\$478.73
Donation - Staff of Bull Arm Site (John Delaney)	\$2000.00		\$2000.00
Donation - Gatherall’s (Santa Claus Parade Prize)	\$50.00		\$50.00
Donation - Pennecon	\$2000.00		\$2000.00
Donation - Sisters Of Mercy	\$1000.00		\$1000.00
Winter Carnival Talent Show	\$492.75		\$492.75
Winter Carnival Breakfast	\$1050.00		\$1050.00
Vending Machine	\$272.42		\$272.42
Cookbooks	\$3495.00	\$1798.06	\$1696.94
Donation - Suncor Energy Foundation	\$750.00		\$750.00
TOTALS	\$17564.92	-\$5874.08	\$11690.84

PROFITS FROM FUNDRAISING/DONATIONS 2009-2010 SCHOOL YEAR..... **\$11690.84**

Projector for library..... **\$-1604.19**

Classroom Resources Purchases to date.....	\$-6900.71
Laptops purchased as mobile lab.....	\$-1088.19
Roots Of Empathy Program Honorarium.....	\$ -900.00
Positive Behavior Supports Program.....	\$-1010.00
Remaining Funds.....	\$ 187.75

