



St. Paul's Junior High School

2010-2011 School Development Report



Vision

The St. Paul's Junior High School Community works together to provide a safe, respectful environment which promotes life-long learning.

Mission

The St. Paul's Junior High School Community is committed to implementing strategies, which will improve student achievement, enhance a safe, caring and healthy school environment and provides more opportunities for community involvement.

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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 - 11 school year was another exciting as the team at St. Paul's Junior High continue to work towards inclusion and model Differentiated Instruction in providing the best possible education for all students.

This past year, as a continued part of the School Development process, the school community was involved in developing a Vision statement. On behalf of the entire Administrative team, I would like to extend my thanks and appreciation to the entire school development team and the staff for the time and effort that has been invested. Throughout the process, the focus has always remained on the children. As we move into 2011-2012, our school will begin the External Review process.

I also want to take this opportunity to say thank you to everyone involved with St. Paul's Junior High community. It is through your commitment that this year was a success and also please encourage others to get involved with the school. As we face the future, your continued support and commitment will help St. Paul's Junior High work towards the vision and mission of our school. By working together, we will continue to improve.

Thank you,
Christina Pike
Principal, B.A., B.Ed, M. Ed.

Message from School Council

St.Paul's School Council 2010-2011

Christina Pike: Principal

Todd Osmond: Teacher Representative

Jean Harding: Teacher Representative

Tammy Hallett-Boddie: Chair, Parent Representative

Pam Mackey : Parent Representative

Susan Taite-Beiger: Parent Representative

Victoria Etchegary: Parent Representative

Colin Saunders: Community Representative

Doug Dooley: Parent Representative

Gerry Puddister: Parent Representative

Again this year we were pleased to host representatives from the school board who had a presentation on the role of school councils. This was very helpful as it defined the role and the responsibilities that we have as a council.

As a group, we decided to take it upon ourselves to further define certain areas that would make our council more effective. Over the course of a few months, we developed an informal evening called "Demystification of Junior High" for new parents coming to the school. It was attended by all the council but lead by the parents who focused on the social aspects children would be experiencing. It was our hope that it would leave parents more informed and relaxed about certain non-academic issues children can encounter. The evening included questions from the floor and a tour around the school. It was very well received by all.

It is the hope that this year, we will focus on additional areas where the council can have an impact.

Tammy Hallett-Boddie

Chair School Council

Overview of School

Our School Community

Our school, St. Paul's Junior High, is part of the Eastern School District, which manages 125 schools with a total population of approximately 44 000 students. The school currently has an enrolment of approximately 390 students and offers grades 7, 8 and 9.

Presently, our feeder schools are Virginia Park Elementary and Mary Queen of Peace Elementary. Students from St. Paul's will feed into Holy Heart High School.

Our school has a total of 27.75 units which consists of 18 regular teachers (includes Technology Education and Home Economics), 1.5 Administration, 1 Guidance, 1.33 Music, 1.33 Physical Education, 0.5 Learning Resource Teacher, 2.5 Special Education, 1.5 Pervasive Needs. In addition to staff based at the school, we have access to District Office staff including: educational psychologist, speech-language pathologist and program specialists. The school also has the services of secretarial and maintenance personnel.

Key Highlights/Special Projects

Enrichment

Grade 7 - Students saw Hairspray at the Arts and Culture Centre which matched curriculum outcomes for Empowerment, completed a resource based unit on Child Labour, Mayor Dennis O'Keefe visited and spoke about municipal government, many activities around DI as we had the opportunity for one class to have 2 teachers.

Grade 8 - trip to Ferryland to cover outcomes from Unit 1, Heritage Fair at school as well as three projects at the Eastern Fair.

Grade 9 - cross curricular unit with Language Arts on the Holocaust.

Science Department

St. Paul's enjoyed a banner year in the science department with many students participating in science activities beyond the classroom.

Events and Activities

In September, 63 Grade 7 French Immersion students attended the Brother Brennan Environmental Education Centre for a two-day program. All Grade 7 students at St. Paul's went on a highly informative (and aromatic) visit to the Robin Hood Bay Waste Management Facility in October.

Grade 8 students took part in water quality testing on the Virginia River and Virginia Lake during October. Two of the students then continued testing and turned the results into a very successful science project.

Six students participated in our annual 'Pi Day' challenge on March 14th, memorizing and reciting pi to as many digits as possible. The reward was an opportunity to 'pi' their favourite science or math teacher (with a whipped cream pie, of course!).

Grade 9 girls were given the opportunity to attend a Women in Technology conference at the College of the North Atlantic in May, and we had a very high degree of participation.

The first provincial All-Science Challenge was held at Memorial University on May 3rd. Seven Grade 7 students participated in the Challenge, preparing at school under the guidance of science teachers and interns and then competing against other schools. Participating students were enthusiastic about the experience and are already talking about improving on their performance next year.

Student Success at Science Fairs

St. Paul's enjoyed wonderful representation by twelve of our students at two regional science competitions.

The Eastern Regional Science and Technology Fair was held on Friday and Saturday, April 1st and 2nd. Representing St. Paul's with pride and distinction were Chloe Singleton, Alison Poynter, Julia Howley, Jesse Hibbs and Matthew Jenkins. Samantha Howse won a bronze medal while Katie Bauer, Abigail Smith and Erin Keough won silver medals in the Intermediate Life Science category. Fiza Farrukh won a gold medal as well as the award for the best Intermediate Physics project. Archita Adluri won a gold medal as well as the Engineering and Applied Sciences award for best intermediate project for her project.

Hannah Boone and her partner Megan Howse (from O'Donel) won **BEST IN FAIR** and won a spot to go to the Canada-Wide Science Fair in Toronto in May. They also won:

- the WISE (Women in Science and Engineering) prize for best intermediate project by a female student
- the best Intermediate Biology project **AND** the best Intermediate Chemistry project
- the Faculty of Medicine, Division of Biomedical Sciences award for the best medically relevant or health-related project

as well as a gold medal.

Two weeks later, Hannah and Megan also competed in the Sanofi-Aventis Biotalent Challenge and came **first in the province**. They represented Newfoundland and Labrador at the National Challenge in Ottawa in early May, presenting their work to ten distinguished researchers.

Hannah and Megan then travelled to Toronto for the Canada-Wide Science fair and won an all around gold medal award (plus \$1500). In addition, they won:

- Canadian Society for Medical Laboratory Science award plus \$750
- Cangene Corporation award plus \$750
- Challenge Award in the area of Health plus \$750

We are very proud of all of our students who demonstrate such enthusiasm for science with their participation in regional and national science fair competitions!

Innovation Grant

St. Paul's was successful in an application for the provincial Innovation Grant. This \$20 000 project, titled "To Infinity...and Beyond!", was designed to give students access to

technology that would inspire them to innovate in the areas of space and environmental science. Through a combination of the provincial grant as well as in-kind and school contribution, the school acquired three new SMARTBoards, three SMART wireless slates, a class set of 32 SMART Response remotes (clickers), two new telescopes and digital water quality testing equipment.

During the project, aimed at the Grade 9 Space and Grade 9 Water Systems units, students used the SMARTBoards to view the launch and landing of two space shuttles, do an interactive tour of the Space Station, use simulation software to view constellations in the night sky across the seasons, and incorporate multimedia objects into their daily classroom activities.

The benefits of this project will continue for many years, as students use the telescopes for stargazing in our back field, the water quality testing equipment to carry out long-term studies on the quality of water in Virginia River and Virginia Lake, and the SMARTBoards, slates and remotes to engage with the concepts they learn in class.

This past year was another busy and fun-filled one for the music department at St. Paul's Junior High. This was the first time we welcomed an intern, Adrien Doucet (instrumental music).

The following eight groups were represented in the music department in 2010-11:

Choral: Show Choir
Junior High Choir
Boy's Choir
A Cappella Choir

Instrumental: Grade 7 Concert Band
Grade 8/9 Symphonic Band
Jazz Band
String Ensemble

The first performance of the year was given by the Junior High Choir who sang at the Remembrance Day assembly.

Christmas performances began with the Grade 7 Concert Band and Show Choir performing at the NLTA Christmas Suite at the Arts and Culture Centre. Two weeks later, the annual school Christmas concert was held in the gym and all performing groups were featured. Finally, one week before Christmas the Junior High Choir and Symphonic Band brought some Christmas cheer into the community with performances at the Delta Hotel and the Health Sciences Centre.

On April 3, we swung into spring with our fourth annual St. Paul's *Spring Fling*. This is an annual dessert party/fundraising concert that showcases the talents of our students. This venture involved the entire St. Paul's community – students, staff, parents, and friends. We are pleased to report that nearly \$5000 was raised for our school breakfast program.

Also in April, our Show Choir performed for the residents of Hoyles-Escasoni bringing an afternoon of music and entertainment to a delighted audience.

In May, both the Junior High Choir and Symphonic Band participated in the Rotary Music Festival of St. John's Northwest. Both groups performed in an evening concert as well as a workshop/clinic, each earning a Gold award.

We concluded our year with a special 2-day trip for the jazz band and show choir. On Day 1, we took our show on the road and performed for our feeder schools – Mary Queen of Peace and Virginia Park. Next, we visited the Salmonier Nature Park and spent an evening relaxing and singing around the campfire at the Lavrock Centre. The following morning, we entertained students at Holy Cross School in Holyrood and St. Catherine's Academy, Mount Carmel. This trip was funded through the Government of Newfoundland and Labrador's Cultural Connections: A Provincial Arts and Cultural Strategy. The strategy is a joint initiative between the Department of Education and the Department of Tourism, Culture and Recreation.

SCHOOL COUNSELLOR REPORT

The School Counsellor is responsible for providing a diversity of services to students, parents and teachers. It is important to note that the scope of services is both broad and comprehensive and thus cannot be extensively outlined in this report. The following information will give you some insight into the activities of the School Counsellor at St. Paul's Junior High School during the 2010-2011 academic years.

- Provided individual counselling to students in many areas including behavioral, academic, personal, social, and emotional.
- Coordinated the Special Services Department. The Special Services Department is comprised of the School Counsellor, Special Education Teachers, Student Assistants, Speech Language Pathologist, and Educational Psychologist. This department is responsible for programming for all adolescents with special needs. This may include programming in the areas of Learning Disabilities, Language Delays, Neurological Impairments, Physical Disabilities, and Significant Behavioral Issues etc.
- Under the supervision of the School Counsellor the Special Services Department conducted a number of Partial and Comprehensive Educational Assessments which in turn provide valuable information for student programming.
- Consultation with parents and teachers about student behavior and academic performance is a weekly and often daily service provided by the School Counsellor.
- Consultation and referrals were made to outside agencies for students who need specialized intervention. This included referrals to the Janeway Child Health Care Center, District School, the Justice Department, Child Youth and Family Services, Addictions Services and some Private Agencies.
- Provide professional development opportunities for teachers in the area of Special Needs. There has been a strong focus on improving our Assistive Technology services within our school. We are proud to acknowledge Ms. Karen Coates who has done an outstanding job in implementing this initiative.

- The School Counsellor has implemented a Peer Counselling Program to help students develop both intra and inter-personal skills. These students are involved in providing various supports and activities to the students of St. Paul's. For example, the Peer Counsellors sometimes mediate conflicts between peers and help organize presentations to students and parents on pro-social topics.
- Provide transitional programming for adolescents of our feeder schools. Last year we implemented a half-day program that involved Junior High students mentoring grade six students. It was a huge success and we hope to expand on it this year.
- The School Counsellor coordinated the Mini-Enrichment program again this year. Initially, we were provided with 45 seats for our school. We lobbied for more seats and at the end of the program we placed 65 students in the Enrichment program. The response from students and parents was fantastic.
- With the support of Ms. Christina Pike (School Principal) and the Tutoring for Tuition Program, we implemented an after-school Tutoring program for St. Paul's. Since its inception the Mathematics Department has offered two additional tutoring sessions during after school hours.
- The School Counsellor coordinated the Junior Achievement Program which provides students with an opportunity for students to understand the importance of entrepreneurship, financial literacy and work readiness. These skills can impact your personal, career and professional development.
- With the help of the Peer Counsellors we provided parents with an opportunity to explore drug preventative strategies that they can use with their children. This session was followed with a drug education session for all students, including the popular MAZE program through Addiction Services and the RNC.
- Coordination of scholarship opportunities such as the Fry Family Junior Scholarship Program.
- Career Oriented initiatives such as a Career Fair for grade nine students and participation in the Women in Skilled Trades seminar. Also, with help of Michelle Park and Kellie Rodgers (Social Studies Department Head), we introduced our students to Career Cruising, an industry-leading online career guidance and planning system. People of all ages use this program to find the right career, explore education and training options, and build their own portfolio.
- Career Counselling to grade nine students with a focus on Course Selections for High School. Small group sessions have proven to be highly valuable in helping the grade nine students make informed decisions about their future plans.

Basketball Team

The grade 9 girls' basketball team were invited to attend a tournament in Florida. All members travelled to Orlando during the Easter break to take part in this tournament and receive extra training with NWBA members and members of the Orlando Magic team. To paraphrase one student "*It was the trip of a lifetime*".

French Trips

Last year, St. Paul's Grade 8 French Immersion students from both the LFI and the EFI streams came together and travelled to Quebec City over the long weekend in May. This was a very worthwhile endeavour, as the two streams do not often get the opportunity to interact in a language rich yet informal setting. The teachers marveled at the friendships that came out of spending such a short time together with peers that were formerly mere acquaintances. All tours and activities were conducted in French, with care taken to ensure comprehension for all levels of language learners in the group. Our guides were experienced and very well informed; we request the same guides every year as we travel with the same company, this being Uniropa, a highly regarded name in the field of student travel. We were awarded a grant from French Programs, which enabled us to add activities to the itinerary that we may not have been able to do otherwise, and also to keep the total cost of the trip down for the students and parents. All activities were very worthwhile and much enjoyed by the students; when asked if there was anything they would change (i.e. remove from the itinerary), students replied "not a single thing"! This itinerary has been 'sculpted' over the years to optimize student learning while keeping in mind that the 'entertainment factor' is also very important for young adolescents. We plan to use the same one in 2012!

St. Paul's students also travelled to France and Italy last year, along with a group from Brother Rice Junior High. What an amazing collaboration! Together, we experienced life-changing moments, some as sobering as standing in the trenches at Beaumont Hamel, and others as exciting as riding a gondola through the canals of Venice. From a teacher's point of view, the most satisfying aspect of this undertaking was to watch students from two very different schools in our city, who otherwise would probably have never known each other, become friends before our very eyes. This is also a testament to the efforts of our teachers who began forging these friendships early in the year, through pizza parties and game nights. Such a trip cannot be defined solely by the places visited, but by who accompanied us on our travels. In this case, our travel companions were not necessarily our classmates, but did indeed become our friends. All students (from both trips) received an electronic copy of pictures from their trip to share with family and friends. And of course, the memories, knowledge, and wisdom acquired will characterize them as they evolve into young adults. Vive les voyages in Junior High! The final 'injection' of French into some of our Grade 9 students took place after classes had concluded for the 2010-2011 school year. Having had the opportunity to listen to a student, who had completed the program the year before, share her experiences, many applied to the bursary program that would immerse them in the French language and culture for a portion of the summer vacation in Quebec City (Ste Foie). More than a dozen were accepted, these being from both streams of Immersion. Again new friendships were forged, both with peers that were old acquaintances and also with new ones, as this program brings together students from all across the country. From a language teacher's perspective, to have one's students learning and 'living' French during summer vacation is the ultimate curriculum outcome! By endorsing such programs, St. Paul's Junior High cultivates a desire for learning beyond the confines of the classroom and an appreciation for the multicultural nature of our world.

Spring Fling

St. Paul's second annual Spring Fling was held on Sunday, March 28, 2010 in the gym. This event featured musical theatre and Broadway selections performed by our bands and choirs. Guests were treated to an afternoon of entertainment and desserts as well

as a silent auction and raffle. Nearly \$3000 was raised for our school breakfast program which was then matched by the Kids Eat Smart Foundation.

Spring Fling 2010 is scheduled for Sunday, April 17, 2011.

Breakfast Club

We completed a great year, with our KESF Breakfast Club here at St. Paul's. We offered daily, a variety of cereals, breads, bagels, fresh fruit, yogurt, juices and milk, to approximately 150 students. In addition, twice a cycle we provided a hot breakfast. We had approximately 25 student volunteers, and several adult volunteers who helped during the morning, especially during days when we prepared hot meals.

We had various fundraising activities during the year, including the Provincial Walk to Breakfast in October, Christmas Quilt ticket sales, Poinsettia orders, and a Spring Fling music concert / dessert /silent auction/ raffle. Through these endeavors, and additional donations of food and money from students and parents, we had almost \$3000 on hand to begin the next school year.

School revitalization

Over the past year, St. Paul's went through renovations that saw improvements in the Art Room, Home Economics classroom, as well as many classrooms were painted. We also through our fundraising efforts, purchased SMARTboards, as well as, upgraded computer systems and PC Viewers to make them operational.

Athletics Highlights

BASKETBALL

- Grade 7 girls basketball team lost by only 1 point in the semi-final game of their Provincial championships to the eventual champion IJ Samson
- The Grade 8 girls basketball team won the silver medal at the Brother Rice Tournament.
- Grade 9 girls basketball team as they went undefeated in the Brother Rice basketball tournament, defeating highly ranked I.J.Samson by a score of 40-33 in the championship game. The team also took part in the AAU Disney Classic from May 27-30 in Orlando,Florida.

VOLLEYBALL

- The grade 9 girls volleyball team captured the bronze medal at the Frank Roberts Invitational.
- The Grade 9 Boys Volleyball Team captured the silver medal in the Tier 2 NLVA Provincial Tournament held in Corner Brook in January.

SOCCER

- The grade 9 girls soccer team defeated Leary's Brook in the gold medal final of the Eastern School District grade 9 girls tier 2 soccer tournament!

TRACK & FIELD

- St. Paul's won 1st. place for both boys and girls at the Provincial Indoor Track Meet in April.

CHEERLEADING

- The St. Paul's Cheerleaders placed second at the Provincials in May.

SOFTBALL

- St. Paul's Viper's placed second in the St. Paul's Junior High Girls Fastpitch Invitational

Most Spirited Player Award Winners

Cross Country Running – Bridget Mackay, Claudia Joy, Emma Pope

Ultimate Frisbee – Caroline Pike, Victor Conway, Emily Wiseman, Myles Dooley

Track & Field – Emma Boddie

Cheerleading – Robin Goudie

Hockey – Meaghan O'Rourke

Baseball – Carl Snow

Badminton – Jonathan Vincent & Riley Dunn

Girls Softball – (Vipers) Samantha Gosse
(9's) Catherine Whiffen

7 Boys Soccer – Ryan Owens

7 Girls Soccer – Jessica Clancey

8 Girls Soccer – Rachael Malone

9 Girls Soccer – Katarina Hosel

9 Boys Volleyball – Zac Santucciono

7 Girls Volleyball – Molly Boddie

8 Girls Volleyball – Cassie Bennett

9 Girls Volleyball – Alison Poynter

7 Boys Basketball – Rowan Meaney

7 Girls Basketball – Morgan Hatcher

8 Boys Basketball – Matthew Babb

8 Girls Basketball – Bobbi Glenn Butler

9 Boys Basketball – Zack Martin

9 Girls Basketball – Kathryn Daley

Athlete of the Year Award Winners

Junior Male: Myles Dooley & Colin Smith

Junior Female: Rebecca Byrne & Katie Pike

Senior Male: Patric McGrath

Senior Female: Maria Mackey

Partnerships

City of St. John's--- Carnival

City of St. John's – Youth Worker @ lunch

Kids Eat Smart Foundation

3-4 Year School Development Plan

Goal 1: To improve student learning across the curriculum

Year	Objective	Objective	Objective
2009-10	1.1 To develop a fine arts program where students demonstrate artistic achievement	1.2 To improve student literacy in the area of poetry	1.3 To improve students' ability to perform number operations and investigate space and shape.
	1.4 To integrate technology into classroom learning and teaching	1.5 To ensure curriculum leadership and consistency of program delivery and student assessment	
2010-11	1.1 To develop a fine arts program where students demonstrate artistic achievement	1.2 To improve student literacy in the area of poetry	1.3 To improve students' ability to perform number operations
	1.4 To integrate technology into classroom learning and teaching	1.5 To ensure curriculum leadership and consistency of program delivery and student assessment	
2011-12	1.1 Share fine arts exploration with the school community	1.2 To improve student literacy in the area of creative writing	1.3 To improve students' ability to perform number operations
	1.4 To integrate technology into classroom learning and teaching	1.5 To ensure curriculum leadership and consistency of program delivery and student assessment	

Goal 2: To foster a safe and caring school community

Year	Objective	Objective	
2009-10	2.1 To foster a respectful school environment	2.2 To build a climate of student and teacher wellness	
2010-11	2.1 To foster a respectful school environment	2.2 To build a climate of student and teacher wellness	
2011-12	2.1 To foster a respectful school environment	2.2 To build a climate of student and teacher wellness	

Operational Issues

Year	Issues	Issues	Issues
2009-10	<i>Funding in form of grants must be secured</i> <i>Allocate space as a dedicated Art Room</i> <i>Maintenance of technology and network</i> <i>WinSchool Support (consistency, availability and training)</i> <i>K12 Planet/Student Achieve</i> <i>School cleanliness</i>		
2010-11			
2011-12			

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

Goal 1. To improve student learning across the curriculum		
Objective 1.1 : To develop a fine arts program where students demonstrate artistic achievement	Objective 1.2 : To improve student literacy in the area of poetry	Objective 1.3 : To improve students' ability to perform number operations and investigate space and shape
Commendations 1.1 Dedicating a space for the storage of art supplies Requesting the creation of a dedicated art room Field trip to the Rooms Showcasing the fine arts contributions of students and parents Mentoring program Dedicating a teacher for the art curriculum	Commendations 1.2 Break-down of CRT questions to establish areas of concern Follow-through on analysis of CRT questions by all teachers Development of Grade Eight Poetry Unit Consistent investigation of "Imagine" poetry in Grade Seven The integration of music in poetry. Monitoring of common assessments by Department Head	Commendations 1.3 Break-down of CRT questions to establish areas of concern Follow-through on analysis of CRT questions by all teachers Creation of Grade Nine Term II project on number operations Focused lessons on CRT wording/phrasing
Recommendations 1.1 Renovate dedicated space to reflect needs of the art curriculum To continue to offer field trip opportunities to support the Arts Consider holding an art auction Consider expansion of co-curricular arts program Designate areas around the school for display of student artwork on a more permanent basis	Recommendations 1.2 Complete further analysis of 2010 CRT results to determine focus for poetry next year To define the focus for examinable terms by grade level Continue to integrate music in poetry Delete 1.2.5	Recommendations 1.3 Continue monitoring of CRT areas of concern Continue developing authentic Math learning experiences Continue modeling teaching and learning strategies around CRT wording and phrasing Develop an understanding amongst Grade Seven students and teachers around number sense
Goal 1: To improve student learning across the curriculum		

<p>Objective 1.4: To integrate technology into classroom learning and teaching</p>	<p>Objective 1.5: To develop curriculum leadership focusing on consistent program delivery and assessment</p>
<p>Commendations 1.4 Intergration of Smartboard into classroom activities Development of school wide technology infrastructure plan</p>	<p>Commendations 1.5 Assign a lead teacher in the area(s) of Health, Religion & Art Develop a schedule for meetings for Departments, Staff and Administration Team</p>
<p>Recommendations 1.4 Continue to develop Smartboard activities Continue to implement school wide technology infrastructure plan</p>	<p>Recommendations 1.5 Continue to give time for teachers in one credit courses to meet Continue to provide schedule for all meetings, have minutes submitted</p>

Report on School Development Plan for Previous Year (2009-2010)

Goal 2. To foster a safe and caring school community	
Objective 2.1 To foster a respectful school environment	Objective 2.2 To build a climate of student and teacher wellness –
Commendations 2.1 Schedule outside agencies for presentation with students, i.e. STRIVE, Beyond the Huurt, MAZE Implement PBS (Positive Behaviour Supports) Implement Lockdown, Secure Schools Procedures	Commendations 2.2 Increase physical activity for students and teachers Iniate weekly clean ups inside and outside school
Recommendations 2.1 Continue to schedule events Continue to implement PBS Continue to practice Lockdown, Safe School Procedures Installation of Buzzer Sytem on main doors	Recommendations 2.2 Continue with school wide walks on Fridays Develop a schedule for clean up responsibilities

Operational Issues Report 200_-0_

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
<i>200_-0_</i>			
<i>Report</i>			

Summary Report on the School's Most Current Data

St. Paul's performed better than the Province in all areas of all assessments. In English Language Arts, grade 9, when comparing last year to this year, the Poetic response has declined. Similarly, in Math, grade 9 Number Operations, Number Concepts and Data Management & Probabilities also was down from last year's results.

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	80.9%	77.2%	71.6%	71.0%	88.9%	85.1%	66.5%	64.7%
Informational	81.9%	78.1%	71.6%	83.1%	83.9%	79.3%	73.3%	71.2%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	92.1%	86.2%	95.9%	83.0%	86.9%	85.4%	92.1%	83.3%
Poetic	72.0%	73.0%	83.5%	79.5%	78.4%	73.1%	78.8%	61.4%
Informational	82.8%	77.5%	84.7%	75.5%	71.7%	70.1%	81.0%	69.2%

Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	58.9%	60.3%	66.3%	55.8%	71.8%	69.5%	64.0%	59.1%
Number Concepts	72.1%	68.9%	52.1%	39.3%	67.6%	59.0%		
Patterns & Relations	60.6%	59.3%	75.5%	68.9%	78.6%	75.4%	64.8%	62.8%
Measurement	49.9%	55.1%	68.6%	59.9%	70.5%	67.6%	71.0%	65.7%
Geometry	52.6%	55.4%	70.8%	61.8%	74.6%	69.4%		
Data Management & Probability	69.9%	63.2%	55.2%	53.7%	71.7%	65.9%	84.2%	79.4%

Grade 9 Science

	02-03		05-06		08-09	
	School	Province	School	Province	School	Province
Environmental Quality	78.7%	64.7%	54.1%	57.5%	72.0%	66.7%
Chemical Changes	64.0%	58.3%	60.7%	57.8%	67.6%	65.3%
Electricity	57.9%	56.7%	65.6%	63.4%	69.1%	67.8%
Heat Transfer	66.0%	69.7%	65.4%	67.8%	81.9%	78.3%
Diversity of Living Things	65.5%	60.1%	71.5%	67.3%	76.2%	71.8%
Total Test	63.8%	60.0%	65.0%	63.1%	72.7%	69.6%

School Development Plan for Current Year

1 Year School Development Plan

School Development Plan 2010-2011

GOAL 1: To improve learning across the curriculum		
OBJECTIVE: 1.1 To develop a fine arts program where students demonstrate artistic achievement.	OBJECTIVE 1:2 To improve student literacy and personal connections across the strands.	OBJECTIVE 1:3 To improve students' ability to perform number operations and investigate space and shape
Strategies	Strategies	Strategies
<p>1.1.1 Identify a teacher to be the art specialist</p> <p>1.1.2 Art specialist will organize field trips/guest artist visits for visual arts (<i>Art Smarts</i>)</p> <p>1.1.3 Art specialist will display <u>more</u> art work (professionally mounted) throughout the school</p> <p>1.1.4 Art specialist will make contact with outside agencies for PD purposes</p> <p>1.1.5 Permanently designate physical space as the art room.</p> <p>1.1.6 To ensure art room is cleaned by cleaning staff on a daily basis</p>	<p>1.2.1. Breakdown of CRT questions to determine why it is an area of concern.</p> <p>1.2.2 Development of a specific structured approach for student reflective responses. All students will complete an entry in their writer's notebook during the first 10 minutes of each Language Arts class. 5 times a year common text connections will be required of students.</p> <p>1.2.3 Ensure minimum suggested content is explored in each genre as outlined by the Department of Education.</p> <p>1.2.4 Integrate music in poetry</p>	<p>1.3.1 Analysis of 2010 CRT questions to determine the areas of concern. Discuss why it is an area of concern to determine future intervention</p> <p>1.3.2 Grade 8 and 9 term project on number operations. Grade 9 will be CRT based and grade 8 will be cumulative based (Units 1 – 6).</p> <p>1.3.3 Expose students to CRT structure/wording/phrasing and test taking time limitations</p> <p>1.3.4 Incorporate smart-board technology into the regular curriculum for all mathematics teachers</p>

<p>1.1.7 To paint at least 3 additional “quotes” throughout the building</p> <p>1.1.8 Field trips i.e., musicals, for performing arts & visual arts</p> <p>1.1.9 student participation in musical performances in both school and within the community</p> <ul style="list-style-type: none"> - active improv team - student artwork displayed in foyer 	<p>exploration at all grade levels to create a connection between student’s personal listening choices and canons of literature (youtube days).</p> <p>1.2.5 Department Head will have a copy of common assessments used by teachers</p>	
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<p>OBJECTIVE: 1:4 To integrate technology into classroom learning and teaching</p>	<p>OBJECTIVE: 1.5 To ensure curriculum leadership and consistency of program delivery and student assessment</p>
<p style="text-align: center;">Strategies</p> <p>1.4.1 To integrate SMARTBoards into everyday classroom learning and teaching</p> <p>1.4.2 To develop a school-wide technology infrastructure plan</p> <p>1.4.3 To ensure that all classrooms/teaching areas have a networked computer and appropriate software</p> <p>1.4.4 To develop a technology integration plan for each curriculum area and student support</p>	<p style="text-align: center;">Strategies</p> <p>1.5.1 Lead teacher will be assigned in Health, Religion, Adolescence and Art to ensure there is a consistent program delivery and assessment.</p> <p>1.5.2. Lead teacher in Student Support Services to attend Admin. Meetings.</p> <p>1.5.3. The evaluation scheme for Health, Art, Religion and Adolescence will be posted for teachers.</p>

services 1.4.5 To ensure that all teachers are using electronic means of communicating expectations	
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GOAL 2: To foster a respectful school environment.	
OBJECTIVE 2.1: To improve respect and character awareness within the school community.	OBJECTIVE: 2.2. To improve the overall cleanliness of the school (i.e. washrooms, change rooms hallways, classrooms, staffroom, entrances, school grounds)
<p style="text-align: center;">Strategies</p> <p>2.1.1. RNC Presentation – STRIVE Grade 8 students will take part in STRIVE, Students taking responsibility in Violence Education Peer Counselors will help administer the program</p> <p>2.1.2 Implementation and evaluation of Positive Behavioural Supports. Posters with 5 Bs highlighted</p> <p>2.1.3 To increase physical activity levels for students and teachers.</p>	<p style="text-align: center;">Strategies</p> <p>2.2.1 Initiation of a school program for the students to have school pride that makes them want to pick up their garbage.</p>

Appendix A – Summary of School Fundraising

As per school fundraising policy:

9.3 Each year, a summary of fundraising activities shall be prepared. A copy of this report must be sent to the Assistant Director of Education – Finance at the District Office. This summary information shall also be included in the Annual School Development Report

Spring Fling money

4, 300 Ticket Sales and Silent Auction

NOTE: This was matched by the KESF for the Breakfast Program.

Financial report from School Association re Bingo funds

Statement Date Reporting Year: Sept 1, 2010 - August 31, 2011

Balance Forward Description

Revenue

Deposit September 2009	4, 000.00	Bingo Proceeds
Deposit October 2009	6, 000.00	Deposit
Deposit November 2010	2, 000.00	Deposit
Deposit December 2010	2, 000.00	Deposit
Deposit February 2011	2, 000	Deposit
Deposit March 2011	2,000.00	Deposit
Deposit April 2011	2, 000.00	Deposit
Deposit May 2011	4,000.00	Deposit
Deposit June 2010	2, 000.00	Deposit

Total Revenue BINGO 16,000.

Expenses

Service Charges September to August 2010	1.50 x 12 = 18.00	
Teacher Appreciation Poinsettias, Lunch (Sept, Dec, March)	1500.00	
Technology Improvements	15,000.00	
Federation of School Council	50.00	Membership
St. Paul's School Learning Res	4, 500	Defined Learning Resources

Total Expenses 21 068

Balance in Account 21 068 – 16 000

Statement Balance April 30th – - 5 068

50/50	2 400
Fish Sales	2 300