



# L'école élémentaire Vanier

## Elementary School

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### Our Vision

Learning, sharing, growing – preparing for the future.

En apprenant, en partageant, en grandissant - on se prépare pour l'avenir.

## School Report 2010-2011

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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**

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## MESSAGE FROM THE ADMINISTRATIVE TEAM

Vanier Elementary School has a tradition that spans over 43 years. The 2010-11 school year can best be described as one of growth and learning. Vanier Elementary School is moving forward.

Our course continues to be guided by the School Development process and all stakeholders are contributing to our unique educational environment. This year, we began a new journey in the School Development cycle with three new goals developed late last year. These goals continue encourage academic and personal excellence through student and professional learning as well as school community growth. We have balanced countless demands, helped our students settle into established routines and expectations, and have strived for excellence in teaching and learning.

This school report is a “snapshot” of the 2010-11 school year. It is a reflection of our school community’s work “to be the best that it can be.” It will report on where we are and where we have been. And, it will focus on the ways in which we strive to best serve the students in our school.

You are invited to look inwardly with us as we reflect on our progress and achievements throughout the 2010-11 school year and to look to the future as we continue on a path that will help us reach our goals for the future.



*Gerald Mercer*  
Principal



*Allison Chafe*  
Assistant Principal

## MESSAGE FROM THE SCHOOL COUNCIL

The School Report represents a significant part of l'école élémentaire Vanier Elementary School's effort to inform the school community of the programs and activities at our school. I encourage you to read the report to learn about Vanier's successes and challenges.

The members of the 2010-11 School Council were:

Allison Chafe (Teacher Representative)  
Bruce Chaulk (Parent Representative)  
Bonnie Hayward (Community Representative)  
Dr. Stephen Lee (Community Representative)  
Sherri Pottle (Teacher Representative)  
Gerry Mayo (Chair & Parent Representative)  
Gerald Mercer (Administration)  
Dave Shortall (Parent Representative)

The functions of the School Council are dictated by The Schools Act, 1997. The primary responsibilities of the School Council are to assess the year-to-year performance of the school to ensure that it is attaining its objectives; to establish collaborative mechanisms for parent and community involvement in education; to approve the School Development plan; and to approve and monitor fundraising activities.

Once again this year, the Vanier School Council provided support for various fundraising activities. The main activity that the Council undertook during the year was a 50/50 draw. The funds raised will be used to continue the initiative of purchasing Smart Boards for various classrooms in the School. Other fundraising initiatives included the weekly recycling program and these funds are used to support educational activities and initiatives within the School.

On behalf of the Vanier School Council, I would like to thank the entire school community for its support and commitment to l'école élémentaire Vanier Elementary School. We make each other the best that we can be!

Gerry Mayo, Chair  
L'école élémentaire Vanier Elementary School Council

## **OVERVIEW OF THE SCHOOL**

### **Our School Community**

Vanier Elementary is located on Ennis Avenue in St. John's East End. It offers a dual track setting of English and French Immersion for students in kindergarten to grade six. Our 2010-11 enrollment was 328 students with an average class size of 20 students.

Our school had a total of **23** full-time and 2 part-time educational staff, which included **16.5** classroom teachers and **2.7** units for instructional support teachers. We had a guidance counselor (**.65** unit), music/classroom support specialist (**1** unit), physical education/classroom support specialist (**1** unit), learning resource teacher (**0.4** unit), **0.25** for band, **1.5** units for administration as well as the support of two five-hour student assistants and one two-point-five-hour student assistant. In addition to staff based at the school, we have access to itinerant District Office personnel in the areas of speech-language pathology and educational psychology. There is also a band instructor who offers instruction to interested students in grade five and six three of seven mornings or afternoons in our seven-day cycle. The school also has the services of a secretary, a master custodian, a custodian and a cleaner.

### **PROGRAMS**

Vanier Elementary School is part of the Eastern School District. We offer curriculum programming from kindergarten to grade six following the Government of Newfoundland and Labrador prescribed curriculum. The following is a snapshot of the curriculum offerings in our school.

#### **Physical Education**

There has been a rapid expansion and interest in physical education programs in Newfoundland schools over the last few years. The Department of Education maintains that physical education is an important part of the school curriculum, and that each and every school, to the best of its ability, must provide students with a comprehensive physical education program.

At Vanier Elementary School, we followed the prescribed curriculum and made active living a regular part of everyone's day. Throughout the school year there were many opportunities for students to be physically active. The school continues to be part of the Eastern School District Active Schools program. This program is characterized by daily physical activity in the classroom. In addition, we had a number of opportunities for children to be active throughout the year including: cross country running program, basketball program, volleyball program, Living Healthy Commotion Day, SportsFest Day, Terry Fox Walk, Sports Day, Orienteering session, and baseball team.

The 2010-11 school year was a very busy, but fun and active year at Vanier Elementary.

## **Music**

The music program at Vanier Elementary aims to develop the musicality innate in each student and to foster a love and sensitivity to music. All students in kindergarten through grade six participated in the classroom music program and have been involved in singing, speaking, moving, dance, and instrumental activities.

The Vanier Elementary Choir was made up of all grades five and six students. They met for rehearsal one period per cycle. In late October, a group of 60 students representing this choir performed at the Arts and Culture Centre as guests of the Anchormen Barbershop Chorus. This group was also invited to sing carols at the St. John's International Airport in December. Before Christmas, the grade five students from this choir sang at the Waterford Hospital and the Miller Center and the grade six choir group visited the Hoyles Escasoni Complex to spread holiday cheer to the residents. The entire grade five and six choir also participated in Vanier's Spring Concert in May.

The grade four classes formed their own choir this year. At Christmas, they sang at the Glenbrook Lodge and in January they started preparations for the musical "Dreamcatcher" which was performed for the school community during an evening in June.

Students in grades two and three combined to perform a song collection called "It's Saturday!" This was performed for their parents in June and also shared with the students of Roncalli Elementary School.

Another performing group was the Vanier Chorale, made up of 48 grade five and six students. They met for one hour a cycle and performed a musical entitled "A Better You, A Better Me" as part of our annual Project Peace Day in May. This musical was performed for students in King's Cove, Musgravetown, and Green's Harbour in June during a two-day trip to these communities.

## **Instrumental Band Program**

The Vanier Elementary Instrumental Music program consists of two bands, the grade five Beginning Band and the grade six Advanced Band. There were almost 60 students in the program with 26 in the Beginning Band and 33 in the Advanced Band. The Beginning Band instruction focuses on developing fundamental technical and musical skills, mostly in small groups or sectionals. The Advanced Band continues the development of these skills in larger groups and as a full band. Each band student has band twice each seven-day cycle, usually with one small, sectional class and one larger group class or full band. Both bands performed at the school's Christmas assembly and Spring Concert. This year the Advanced band joined forces with the Advanced bands at Rennie's River Elementary and Macdonald Drive Elementary and performed at the Macdonald Drive Junior High Spring Concert in May.

## **Guidance**

The Guidance Program at Vanier Elementary is a comprehensive and developmental program designed to support students in developing a positive self-concept, effective relationships with others, and problem solving skills that will enable them to make effective choices in all environments. There are several class-based programs used to achieve these outcomes. Providing and delivering guidance to the children of Vanier is a team effort involving the guidance counselor, teachers, administration, students and parents.

In addition to carrying out the main roles of assessment, consultation and counseling, this year the guidance counselor was also Special Services Team leader. This team coordinates the provision of services to students requiring instructional support.

During the 2010-11 school year, the guidance programming continued to work on our school's goal to enhance our safe and caring environment for students and staff. Our Sea Star award program continued quite successfully. This is where we teach and recognize positive behavior in our students. Our Character Development program continued for 16 weeks. We were officially recognized as a Peaceful School through Peaceful Schools International.

## ***PARTNERSHIPS***

### **Project Peace**

On May 20, 2011, staff and students of Vanier Elementary celebrated its eighth Project Peace Day, an annual event which involves organized morning sessions followed by a concert in the afternoon. Various presenters spoke to our elementary students and our primary students were also involved in "peaceful activities".

This year's Project Peace Day was especially memorable. Our school became a member of Peaceful Schools International (PSI). On April 8, 2011, following a long application process, Peaceful Schools International welcomed us as their newest member. We received a membership certificate and became eligible to fly the PSI flag. On the afternoon of May 20, our entire school community gathered in front of the school to raise the PSI flag. We welcomed the Honorable Joan Burke (Minister of Education), Her Worship Shannie Duff (Acting Mayor of St. John's), Ms. Janet Vivian-Walsh (Assistant Director ESNDL Programs), Mr. Jim Dinn (NLTA Vice President), Mr. Dave Dyer (Safe and Caring Schools Itinerant ESDNL), and the Royal Newfoundland Constabulary Mounted Unit. The students sang Shalom/Dona Nobis Pacem/Grant Us Peace, a song from the original project peace song collection from the first Project Peace Day. The event was covered by local television and radio stations and a picture appeared in the local newspaper.

Following the flag raising, we gathered in the gymnasium to hear the Vanier Chorale, a group of students in grades five and six, speak and sing about building good character, about building "A Better You, A Better Me".

Congratulations Vanier as you take the next step in your peaceful school journey.

## **Vanier Chess Club**

Vanier Chess Club meets on Saturday mornings throughout the school year. All grades and skill levels are encouraged to participate. The objective of the club is to help every child improve his/her chess skills through game play and instruction. Chess fosters the development of mathematical and problem-solving skills and builds self-esteem and confidence. A recent science fair project by a Vanier graduate showed that playing chess improves problem-solving skills of K-6 students by a full grade level. Chess is played equally well by both boys and girls, and continues to challenge players well into adulthood.

In 2010-11, there were 73 K-6 players in the club – 64% Vanier and 36% from 11 other elementary schools or home-schooled – plus several junior high school helpers and four high school "coaches" (all JS/HS were former K-6 club players).

Thirty-two Vanier Elementary School players participated in at least one scholastic tournament held in the province in 2010-11. Of these players, 23 (~72%) won medals, trophies, plaques, pins, and other performance awards during the year; many did so several times.

The Vanier Primary (Gr K-3) and Elementary (Gr 4-6) Chess teams won silver and gold medals in their respective divisions in the 2010-11 NL Provincial Team Chess Championship.

## School Development

### *School Development Plan 2010-2013*

#### **Goal 1: To enhance student achievement by implementing current assessment practices.**

Year	Objective	Objective
2010-11	<b>Objective 1.1:</b> To learn about a variety of assessment strategies and tools for classroom practice.	<b>Objective 1.2:</b> To develop and use at least two different assessment strategies for a differentiated instructional environment.
2011-12	<b>Objective 1.1:</b> To continue to learn about and develop various assessment strategies and record the data collected.	<b>Objective 1.2:</b> To continue to implement various assessment strategies for a differentiated instructional environment.
2012-13	<b>Objective 1.1:</b> To learn how to interpret the data and effectively apply it to our teaching practices.	<b>Objective 1.2:</b> To educate students and parents on various assessments strategies and how they are being used to differentiate instruction.

#### **Goal 2: To improve student learning by incorporating information technologies into our curriculum delivery models**

Year	Objectives		
2010-11	<b>Objective 2.1:</b> To provide differentiated opportunities for teacher learning in various information technologies.	<b>Objective 2.2:</b> To review guidelines for the use of information technologies in the school.	
2011-12	<b>Objective 2.1:</b> To provide differentiated opportunities for teacher learning in various information technologies.	<b>Objective 2.2:</b> To develop and/or create a handbook of guidelines for the use of information technologies in the school.	<b>Objective 2.3:</b> To implement new learning in the classroom.
2012-13	<b>Objective 2.1:</b> To provide differentiated opportunities for teacher learning in various information technologies and to provide regular opportunities to use informational technologies in classrooms.	<b>Objective 2.2:</b> To implement the handbook within the school community.	

#### **Goal 3: To promote and nurture a safe, healthy, and caring culture in a socially just environment.**

Year	Objective	Objective
2010-11	<b>Objective 3.1:</b> To improve staff and student wellness	<b>Objective 3.2:</b> To enhance our safe and caring environment for students and staff.
2011-12	<b>Objective 3.1:</b> To reinforce improvements to staff and student wellness	<b>Objective 3.2:</b> To reinforce our safe and caring environment for students and staff.
2012-13	<b>Objective 3.1:</b> To foster and create a more inclusive and welcoming environment for all members of the school community.	<b>Objective 3.2:</b> To evaluate the effectiveness of our Safe and Caring School initiatives.

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

**Report on Goal 1: To enhance student achievement by implementing current assessment practices.**

<p><b>Objective 1.1:</b> To learn about a variety of assessment strategies and tools for classroom practice.</p>	<p><b>Objective 1.2:</b> To develop and use a variety of assessment strategies for a differentiated instructional environment.</p>
<p><b>Evaluation for 2010-11</b></p> <ul style="list-style-type: none"> <li>• Reviewed and presented the District policy for assessment.</li> <li>• Distributed laminated summary card of highlights of district assessment policy</li> <li>• Planned and implemented professional development on assessment of, for, and as learning.</li> <li>• Sample assessment package created by team and presented during professional development session</li> <li>• Surveyed, collected, and shared alternate methods of recording formative assessment data currently used by teachers at Vanier</li> <li>• Found, collected, and shared alternate forms of assessment tools and methods to use them in a collegial circle, including student self-assessment.</li> </ul>	<p><b>Evaluation for 2010-11</b></p> <ul style="list-style-type: none"> <li>• Held collegial circles to discuss and share student self-assessment</li> <li>• Some teachers have used student self-assessment</li> <li>• Some development of and sharing of recording student assessment data.</li> <li>• Some individual planning of differentiated lessons based on developed assessment frameworks at professional development day</li> </ul>
<p><b>Recommendations for 2011-12</b></p> <ul style="list-style-type: none"> <li>• Continue to read about current assessment trends</li> <li>• Continue to find, collect and share alternative methods of recording formative assessment</li> <li>• Continue to find, collect and share alternative methods of formative assessment tools</li> </ul>	<p><b>Recommendations for 2011-12</b></p> <ul style="list-style-type: none"> <li>• Delineate the expectations for assessment.</li> <li>• Continue to develop knowledge and competence with teaching students to self-assess.</li> <li>• Develop and use specific assessment frameworks related to grade level curriculum outcomes.</li> <li>• Develop and use methods of recording student assessment.</li> <li>• Continue to plan differentiated lessons based on developed assessment frameworks.</li> </ul>

**Report on Goal 2: To improve student learning by integrating computer technology into curriculum delivery models.**

<p><b>Objective 2.1:</b> To provide differentiated opportunities for teacher learning in various information technologies.</p>	<p><b>Objective 2.2:</b> To establish guidelines for the use of information technologies in the school.</p>
<p><b>Evaluation for 2010-11</b></p> <ul style="list-style-type: none"> <li>• Determined staff needs in relation to the integration of information technologies into instruction</li> <li>• Participated in two professional development sessions pertaining to information and assistive technology and how to integrate them into instruction and learning.</li> <li>• Developed one lesson using information and assistive technologies during a professional development session and regular collegial circles have been held.</li> <li>• Engaged students in discussion about the role of information technologies in the learning environment.</li> </ul>	<p><b>Evaluation for 2010-11</b></p> <ul style="list-style-type: none"> <li>• Strategies not completed this year.</li> </ul>
<p><b>Recommendations for 2011-12</b></p> <ul style="list-style-type: none"> <li>• Continue to engage in collegial circles and professional development in learning about and developing lessons in information and assistive technologies.</li> <li>• Continue to engage students in discussion about the role of information technologies in the learning environment.</li> </ul>	<p><b>Recommendations for 2011-12</b></p> <ul style="list-style-type: none"> <li>• Review the plan for the use of information technologies within the school by December 2012.</li> <li>• Revise the plan for the use of information technologies within the school by May 2012.</li> </ul>

**Report on Goal 3: School Development Plan for Previous Year (2010-11)**

<p><b>Objective 3.1:</b> To improve staff and student wellness.</p>	<p><b>Objective 3.2:</b> To enhance our safe and caring environment for students and staff</p>
<p><b>Evaluation for 2010-11</b></p> <ul style="list-style-type: none"> <li>• Increased staff involvement in established student activities</li> <li>• Promoted and supported teacher participation in activities already established for the students ( ie. Veggie Monday, Fruity Friday).</li> </ul>	<p><b>Evaluation for 2010-11</b></p> <ul style="list-style-type: none"> <li>• Incorporated independence initiatives through the Sea Star Award program</li> <li>• Reviewed school security.</li> <li>• Completed the process of becoming a Peaceful School using the protocols of Peaceful Schools International</li> <li>• Monitored and evaluated the effectiveness of Sea Stars and Character Development Ladder programs.</li> </ul>
<p><b>Recommendations for 2011-2012</b></p> <ul style="list-style-type: none"> <li>• Form a teacher wellness (balance) team with a specific mandate to explore the wellness needs of our staff by Nov.. 2011 ie. Treat Day; Staff Recognition Initiatives; Staffroom enhancements.</li> <li>• Implement the most important wellness need(s) identified by Jan. 2012.</li> </ul>	<p><b>Recommendations for 2011-12</b></p> <ul style="list-style-type: none"> <li>• Develop a school security protocol. (2011-2012)</li> <li>• Implement changes to Sea Stars and Character Development Programs as deemed necessary from evaluations. 2011-2012</li> </ul>

## Summary Report on the School's Most Current Data

Reading assessment results for grades one and two are represented in the first two tables below. Provincial assessment results in Criterion Referenced Tests (CRTs) in grades three and six follow these two tables and reflect the outcomes of the primary and elementary programs in math and language arts. These tables show the four year trend in multiple choice and constructed response in both subject areas. It is important to note that provincial assessment results are just a snapshot of that moment in time. In addition to these assessments, the school continues to use internal assessment data as a means of determining where our needs are and what we need to do to meet those needs. For the 2010-11 assessment results in language arts, it can be noted that the school is above or near the provincial average in many areas, including demand writing, poetic reading, and informational reading at the primary and elementary level. Mathematical reasoning and connections and representations are above the provincial average in both primary and elementary. Of note as areas of need for the year are listening in primary language arts as well as communication and problem solving in both primary and elementary mathematics.

### PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
N/A	63.5%	94.7%	65.0%	60.0%	62.6%	93.8%	63.7%

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
50.0%	68.9%	80.0%	72.4%	81.8%	72.6%	50.0%	73.5%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	91.1%	88.5%	85.7%	88.3%	87.6%	92.1%	85.6%	79.7%
Listening	77.5%	85.0%	95.6%	95.4%	82.1%	80.9%	93.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Demand Writing	80.0%	72.6%	64.7%	74.9%	63.2%	73.9%	100.0%	71.9%
Poetic	60.8%	56.1%	76.5%	68.8%	76.5%	71.5%	88.3%	77.9%
Informational	72.4%	70.8%	80.0%	55.1%	47.1%	63.6%	52.9%	52.8%
Listening	77.8%	70.2%	58.8%	70.5%	52.6%	59.9%	47.1%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	80.0%	76.0%	88.0%	85.0%	80.0%	76.0%	72.7%	74.5%
Number Concepts	77.5%	76.3%	80.2%	73.5%	86.3%	77.3%	76.4%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	60.1%	65.7%	62.5%	54.3%	67.4%	62.1%	69.0%	61.2%
Communication	60.7%	59.8%	60.0%	54.2%	54.4%	61.6%	57.1%	60.6%
Connections & Representations	69.6%	61.3%	80.0%	69.0%	67.4%	68.2%	69.1%	65.3%
Problem Solving	73.2%	76.2%	82.5%	68.8%	84.1%	68.3%	69.1%	77.2%

<b>Grade 6 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	91.0%	84.8%	91.5%	87.1%	87.3%	81.0%	83.1%	79.5%
<b>Listening</b>	96.0%	92.0%	90.8%	87.7%	91.0%	86.7%	73.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	97.1%	85.1%	87.5%	78.7%	80.4%	81.4%	86.5%	74.7%
<b>Poetic</b>	82.8%	81.2%	87.5%	69.6%	69.4%	69.9%	79.3%	66.2%
<b>Informational</b>	82.9%	78.9%	85.4%	68.0%	74.5%	68.4%	74.1%	58.7%
<b>Listening</b>	81.3%	62.6%	75.0%	47.4%	56.5%	66.7%	62.5%	51.8%
<b>Grade 6 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	78.0%	78.0%	79.6%	77.1%	67.6%	72.3%	63.8%	67.5%
<b>Number Concepts</b>	77.1%	70.0%	69.9%	67.1%	79.0%	76.9%	80.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	48.5%	48.4%	39.6%	36.5%	48.1%	54.9%	52.6%	52.3%
<b>Communication</b>	37.1%	42.0%	31.3%	30.6%	38.5%	46.5%	40.7%	44.3%
<b>Connections &amp; Representations</b>	31.4%	41.3%	35.4%	36.1%	34.6%	44.0%	44.1%	35.2%
<b>Problem Solving</b>	54.3%	55.4%	43.8%	42.5%	46.2%	55.8%	64.5%	68.1%

### ***School Development Plan 2011-2012***

The Eastern School District Strategic Plan is developed under the direction of the Board and represents a dedication to academic excellence and to providing a safe and caring learning environment. As with the school board's strategic plan, our three school development goals encourage academic and personal excellence through professional learning and school community growth. We have balanced countless demands, helped our students settle into established routines and expectations, and have strived for excellence in teaching and learning. The tables on the next three pages delineate the three goals for the 2011-12 school year as well as the strategies which we have proposed to support our efforts in achieving success.

School Development Plan Goal 1: 2011-2012

Goal 1: To enhance student achievement by implementing current assessment practices.	
<b>Objective 1.1:</b> To continue to learn about and develop various assessment strategies and record the data collected.	<b>Objective 1.2:</b> To continue to implement various assessment strategies for a differentiated instructional environment.
<p><b>Strategies:</b></p> <p>1.1.1 Continue to find, collect and share alternative methods of formative assessment tools for all teaching areas</p> <p>1.1.2 Gather samples of teachers’ personal methods for recording student assessment data in the classroom and share</p> <p>1.1.3 Create and administer a self/peer assessment survey to determine teacher’s experiences and needs for recording data</p>	<p><b>Strategies:</b></p> <p>1.2.1 Delineate the expectations for assessment.</p> <p>1.2.2 Continue to develop knowledge and competence for student self-assessment.</p> <p>1.2.3 Develop and use specific assessment frameworks related to grade level curriculum outcomes.</p> <p>1.2.4 Develop and use methods of recording student assessment.</p> <p>1.2.5 Continue to plan differentiated lessons based on developed assessment frameworks.</p> <p>1.2.6 Learn about effective methods of providing student feedback for assessment</p>
<p><b>Indicators of Success:</b></p> <p>1.1.1 Teachers are using the DI conference for sharing and discussion</p> <p>1.1.2 Multiple samples of strategies and methods to share and are shared in the DI conference</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Clear expectations established in resource binder/online/website</p> <p>1.2.2 Assessment frameworks are shared at meetings/collegial circles.</p> <p>1.2.3 Assessment methods are shared at meetings/collegial circles.</p> <p>1.2.4 Students demonstrate understanding of self-assessment through portfolios, rating scales, checklists, creating and using rubrics.</p> <p>2.2.1 Differentiated lessons are implemented in classrooms.</p>
<b>Stationary items, binders</b>	<b>Professional development day to develop expectations. Professional development to learn about portfolios.</b>

School Development Plan Goal 2: 2011-2012

<p><b>Goal 2: To improve student learning by integrating computer technology into curriculum delivery models.</b></p>	
<p><b>Objective 2.1:</b> To provide differentiated opportunities for teacher learning in various information technologies and to implement in the classroom.</p>	<p><b>Objective 2.2:</b> To develop and/or create a handbook of guidelines for the use of information technologies in the school.</p>
<p><b>Strategies:</b></p> <p>2.1.1 Continue to engage in collegial circles and professional development in learning about and developing lessons in information and assistive technologies.</p> <p>2.1.2 Continue to engage students in discussion about the role of information technologies in the learning environment.</p> <p>2.1.3 Reassess staff needs in relation to the integration of I.T. into instruction/learning</p> <p>2.1.4 Teachers will learn about and learn how to integrate information and assistive technologies into instruction and learning.</p> <p>2.1.5 Students and teachers will use information and assistive technologies in at least three lessons by January 2012.</p> <p>2.1.6 Teachers will engage students in discussion about the role of information technologies in the learning environment.</p>	<p><b>Strategies:</b></p> <p>2.2.1 Teachers will review the plan for the use of information technologies within the school by May 2012.</p> <p>2.2.2 Teachers will revise the plan for the use of information technologies within the school by May 2013.</p>
<p><b>Indicators of Success:</b></p> <p>2.1.1 Teachers will have engaged in collegial circles, professional development sessions, or have completed various readings in relation to integrating information and assistive technologies.</p> <p>2.1.2 Teachers will have used information or assistive technologies with students by January 2012 and will have shared at least one experience with colleagues by the end of the year.</p> <p>2.1.3 Students will use information technologies for learning.</p>	<p><b>Indicators of Success:</b></p> <p>2.2.1 Teachers will have reviewed and made suggestions for revisions for the use of information technologies within the school by May 2012.</p> <p>2.2.2 Teachers will have revised the plan for the use of information technologies within the school by May 2013.</p>

School Development Plan Goal 2: 2011-2012

Goal 3: To promote and nurture a safe, healthy, and caring culture in a socially just environment.	
<b>Objective 3.1:</b> To reinforce improvements to staff and student wellness	<b>Objective 3.2:</b> To reinforce our safe and caring environment for students and staff.
<p><b>Strategies:</b></p> <p>3.1.1 Form a teacher wellness (balance) team with a specific mandate to explore the wellness of our staff by November 2011. ie Treat Day; Staff Recognition Initiatives; Staffroom enhancement.</p> <p>3.1.2 Implement the most important wellness need(s) identified by January 2012.</p> <p>3.1.3 Continue to promote established student and staff wellness activities (active wear day, Veggie Monday, Fruity Friday)</p>	<p><b>Strategies:</b></p> <p>3.2.1 Develop a school security protocol (2011-2012)</p> <p>3.2.2 Implement changes to Sea Stars and Character Development Programs as deemed necessary from evaluations completed in June 2011. (2011-2012).</p> <p>3.2.3 Implement more school-wide peaceful activities/ opportunities as per Creating Peaceful Schools (peace promoting activities for all seasons)</p>
<p><b>Indicators of Success:</b></p> <p>3.1.1 Wellness team members named. Survey or questionnaire developed, administered and results tabulated. (Nov. 2011)</p> <p>3.1.2 Most important wellness need(s) identified and implemented. (Jan. 2012)</p> <p>3.1.3 Active Wear Day established. Activity time established Protocol for activities on Active Wear Day Guidelines established for Veggie Monday, Fruity Friday.</p>	<p><b>Indicators of Success:</b></p> <p>3.2.1 Daily duty schedule posted on Art Room door, duty teachers wearing vests on outside days. (October 2011) Develop school wide procedures for lining up, moving outside and returning inside on outside recess and lunch times. (November 2011) Fewer parents assisting children in corridor. Stress importance of developing independence in children to parents (January 2012) Enhanced building security and less congestion (January 2012) Develop and administer questionnaire to other similar schools around school security protocols. (November 2011) Staff attendance at COSS conference on Bullying</p> <p>3.2.2 More signage around school celebrating the use of Sea Stars. Sea star reminders for teachers on the announcements (September 2011) Peaceful School messages (from PSI) read on the announcements, placed in Vanier Voice and provided to the classroom teachers (November 2011) Monthly peace-promoting activities starting October, 2011.</p>
<b>Financial Needs:</b>	<b>Financial Needs:</b>
	3.2.1 Purchase of 4 duty vests.
<b>Professional Development Needs:</b>	<b>Professional Development Needs:</b>
	3.2.1 Barbara Colorosa Conference

## **Appendix A: Summary of School Fundraising Activities**

During the 2010-11 school year, the Vanier Elementary School Council raised money through the following initiatives: a voluntary donation of \$35.00 per family; a regular beverage container recycling program; a 50/50 draw in March. The funds were used to support a number of Vanier Elementary School and community initiatives. These included: purchasing and installing SMARTboards in most classrooms with a plan to have SMARTboards in all classrooms by the end of the 2011-12 school year; replacement and purchasing of library resources; support for teacher professional development; family movie afternoon at the school.