

# Virginia Park School

## 2010-11 School Development Report



### ***Vision***

*The vision of Virginia Park School is to be a professional learning community, which values student achievement in a respectful learning environment.*

### ***Mission***

*The mission of Virginia Park School is to develop an environment that fosters mutual respect, high achievement and responsible learning within the school community.*

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*OFFICE OF THE DIRECTOR*

*Chair: Milton Peach, B.A., B.A.(Ed.)  
C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

### **Message from the Director of Education**

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

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

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

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

## Message from Principal

The purpose of the School Report is to provide information to the Virginia Park Community, and the educational community as a whole regarding the progress of our school development plan. The plan highlights school/community initiatives that foster our plan, as well as to report on student achievement which is collected both internally and externally. This report emphasizes the large number of stakeholders involved in the improvement of academic achievement and thus the school development plan. Parents, students, teachers, district and department personnel all work closely with a large number of community organizations to support the school development plan for Virginia Park School.

Included in the report is an outline of our current stage of the School Development process, specifically goals and initiatives for the 2010-2011 school year, as well as, the upcoming year. Also included in the report are program descriptions, partnerships, special events, and achievement results for Grades 3 and 6 Provincial Criterion Reference Tests for 2011, as well as, provincial assessment in Grades 1 and 2. There continues to be a strong focus on high academic performance and all students achieving to their highest capability. We can feel proud of the achievements of our students in all aspects of school life and the dedication of our staff and parents in creating a positive, caring, nurturing environment for all which values high achievement.

2010-2011 was a completion year for our previous 3-5 year school development plan. During this school year Virginia Park School was involved in the review process of the school development plan. Parents had previously completed surveys and staff completed an internal review which highlighted areas of strength and identified areas on which we need to continue to improve. From the information gathered staff developed three new goals that the Virginia Park school community will work toward over the coming 3 -5 year period. During the latter part of the year our new plan was reviewed by an external review team that included Department of Education officials and Eastern School District staff. The new plan will be implemented in September 2011.

Our staff and parent volunteers and the overall community have worked extremely hard to provide a well rounded, enriched environment for the students, through school programs, in addition to and as enrichment for the provincially prescribed curriculum. During 2010 - 2011 our professional development sessions, school development meetings and action team committee meetings focused on achieving those goals.

This year, with the creation of new school development goals and strategies it is obvious that the students are moving forward in their success of attaining provincially prescribed outcomes. The Virginia Park Community has a strong focus on the future and is looking forward to the planning and redevelopment of a new Virginia Park School, in the near future.

2010-2011 was an extremely successful and busy year. I am certain that staff, parents, students, administration and the greater community will continue to provide enriching experiences that allow our students to become life-long learners.

*Ms Emberley  
Principal*

## Message from School Council

The staff, volunteers and School Council were very pleased with the progress experienced at Virginia Park Elementary over the past year.

Council for 2010-2011 consisted of Peter Whittle & John Carter as co-chairs. Other members included Jackie Caines, Peter Fiander, Kelly Reddigan, Tim Farrell, Gillian White, Pete Mercer, Corrine Hearn and Patricia Emberley.

The number one priority of council continues to be the construction of the oft-promised new school. The province and the Eastern District School Board have agreed to fund the new structure, but as of the end of the school year, no site had been approved. The board has recommended that the new school be built at the site of the old Janeway Hospital. The department of Education appears supportive but the land is owned by Services and Works and a negotiation is needed.

The council was very involved in supporting school development goals, community engagement, and fundraising .

Literacy development, providing opportunities for Arts Smarts, field trips to educational and cultural opportunities was among the highlights of the year. We want to ensure that our students have an opportunity to take in the broader community

We would like to thank the St. John's North West Rotary Club for their continued support. Their financial contributions are very much appreciated. As well, members assisted with the School Breakfast Program, reading to children and judging our public speaking events and Heritage Fair.

The council is now in the third year of the School Breakfast Program. On average thirty children a day take part in the program. The St. Marks Anglican Church, St. Pauls's Knight's of Columbus, Rotary and parental volunteers have done a tremendous job.

We held two successful fundraising activities. A 50/50 ticket sale in the fall and a Spring Fair. They were both tremendously successful. The council identified priorities and was pleased to expend to purchase smart boards, literacy and numeracy materials, computers and audio equipment.

The council was pleased to assist in purchasing school uniforms for our cheer leaders.

We were particularly proud to support the 30<sup>th</sup> anniversary of our vaulting program under the inspiring leadership of Mr. Tim Facey.

Victory and Pride!

Peter Whittle & John Carter

Co- Chairs  
Virginia Park Elementary School Council

## Overview of School

### *Our School Community*

Our school, **Virginia Park Elementary**, is part of the Eastern School District. As of June 2011, our school's enrolment is 195 students and offers grades Kindergarten to Grade Six including the intensive French program in Grade six.

The school is located in the northeast of St. John's, at 14 Middleton Street, off Newfoundland Drive. We serve the community to the left and right of Newfoundland Drive, from Logy Bay Road to Pleasantville. Our students feed into St. Paul's Junior High for grades 7 – 9 and Holy Heart of Mary High School for Levels 1 – 11.

### **General Enrolment**

The number of students at Virginia Park Elementary has been consistent over the last three years, as shown below:

<b>School Enrolment 2000 to 2008- 09</b>										
<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
271	275	269	266	247	216	215	215	224	207	195

We are a two-stream school in kindergarten and grades two – six, with a single stream in grade 1. Our hope is to have a similar enrollment in the 2011-2012 school year with a two-stream system from K-6. Many of our classes do team teaching for several subject areas and we look for creative ways to ensure the best programming for all of our students. In Grade 6 we are very fortunate to offer Intensive Core French in one of our classes.

### *Staffing*

Our school has 17 full-time and 4 part-time teaching staff, which includes twelve classroom teachers and 3 full time non-categorical special service personnel. We have a full time guidance counselor, four part-time specialist teachers in the areas of music, physical education, literacy/numeracy and learning resources as well as the support of 4 student assistants. Administrative units total 1.25 of the overall allocation. We receive services from 3 itinerant teachers in the areas of Band, Speech Pathology and English as a Second Language. In addition, we work collaboratively with Eastern District staff including, a special services program specialist and an educational psychologist. The school also has the services of 1 full time secretary, 1 custodian and 1 maintenance personnel. In total, we have 27 staff members serving the Virginia Park catchment area.

## **Programming at Virginia Park School**

Descriptions of the school curriculum and programming can be found in the Department of Education's Program of Studies or online at [www.edu.gov.nl.ca](http://www.edu.gov.nl.ca). The following is a summary of specific programs that Virginia Park students can avail of.

### ***Kinder-Start Readiness Programs***

This year we had 22 pre-kindergarten children participate in 6 Kinder-start sessions which exposed them to the school setting and gave teachers an opportunity to observe each child's strengths and needs and therefore ensures proper programming for the kindergarten year. These sessions were a combination of children and parents learning together. The first 3 sessions allowed parents to view children in the classroom setting. During the next 3 sessions children remained in the class with the teacher and parents had the benefit of receiving information from the Speech Language Pathologist, the Principal and the Guidance Specialist.

### ***Grade 6 Intensive Core French***

This year marks the ninth year we have offered Intensive Core French to our Grade Six students. The focus of the program is on learning French as a means of communication rather than an academic subject of study.

The language of instruction is French until the end of January. During that time, students do Mathematics, Science, Physical Education and Music in English. The primary focus of the program enables the students to communicate information through the usage of spoken and written language. Students are taught using a variety of materials and strategies. Vocabulary and structures are introduced and practiced through many different authentic means of communication in addition to the usage of games, role-play and puppetry.

During the first week of February, French reverts to 1/2 hour of study a day. The students resume their study of English Language Arts, Health, Religion and Social Studies. All curriculum areas are integrated to ensure that all outcomes are completed in all subject areas.

### ***English as a Second Language Program***

Virginia Park School has an ESL itinerant teacher at our school for about 30% of a 7-day cycle. This percentage fluctuates according to the number of students registered. During the 2010-2011 school year the number of students varies with a high of 15 students and a low of 12 students. These students represented countries such as Bosnia, Colombia, Eritrea, Sudan and Turkmenistan.

## ***Music***

The aim of the music program is to provide enjoyable and meaningful experiences through which children develop an understanding of and sensitivity to music. Positive musical interaction also helps social developmental, language development and improved listening skills. Music aids in developing creativity and a vivid imagination.

In June students in Elementary participated in a musical, "Pirates." Parents, teachers and staff were excited to see such dedication and enthusiasm from all the students regarding this event. This was VPE's fifth year doing a grand finale performance. We look forward to more of these performances in the future.

VPE offers primary and elementary choirs, which practice 30 minutes in a seven-day cycle. The primary choir consists of students from grades 1-3 and they perform in the Christmas and Spring Concerts along with many assemblies during the year. As part of the Christmas Concert, the Primary Choir performs a musical. Last year the performance was "Melton, The Warm Hearted Snow". The Elementary choir is open to any student in grades 4-6. They perform many times during the school year at functions such as assemblies and the Christmas and Spring Concerts. During the 2010-2011 school year our students had many opportunities to perform outside the school setting; for the fourth year they performed at St. John's International Airport, as well as Choral Connections at Memorial University's School of Music and the NLTA's Christmas Suite at the Arts and Culture Center.

### ***Elementary Instrumental Band Program***

This is year seven of the instrumental band program at Virginia Park Elementary. The number of students enrolled in the program, as well as the interest level, continues to grow and flourish, as it has each and every year to date.

Over the last seven years student's range of repertoire has increased as well as students' musicianship. The teacher, Mr. Daw, is also witnessing greater levels of students' confidence in their playing which is in turn motivating and encouraging students in the younger grades to become interested in joining beginner band in grade 5.

This last school year the Beginner and Junior bands participated in the Christmas and Spring Concerts, as well as a clinic and performance at the Rotary Music Festival. Parental and teacher feedback has been very positive and we plan to enter the Rotary festival again this year. Mr. Daw is looking forward to the opportunity to continue making progress with the band program in the future. One of the goals of last year was to ensure that every student who wants to participate in band, in grades 5 and 6 has the opportunity to have a school based instrument. We continue to get closer to reaching that goal through our partnerships with groups like the Northwest Rotary Club of St. John's

One area that I feel could still use some progress is in the area of the transition from Grade six bands to Jr. High School band. Mr. Daw feels more communication between the grade 5 and 6 band teacher(s) and the Jr. High school teacher could be a step that helps increase the amount of band students who sign up for band in Jr. High. Also a visit to the Jr. High schools

with the grade 6 band would help create a sense of familiarity with the Jr. High school band room (program). In June the band and show choir from St. Paul's Junior High performed for the entire school population of Virginia Park. This performance certainly enhanced the interest of our students in both the band and show choir programs offered at St. Paul's Junior High.

### ***Physical Education Program***

This year all students received 3 – thirty minute periods of Physical Education per 7 day cycle except the kindergarten group who received 2 – 30 minute periods per 7 day cycle.

Along with the regular Physical Education curriculum there were other opportunities for the students to be actively involved in sports or fitness related activities. This year all students took part in 6 gymnastic fun days where they could play on all the school's gym apparatus as well as practice the skills they learned during PE class. As well, all students had the opportunity to take part in swimming lessons over an 8-week period during the winter months.

This year intramurals were offered to students in grades 4, 5 and 6 with approximately 85% of students involved. They played intramural soccer, basketball and floor hockey.

Students participated in a cross country running club for grades 3 to 6, with about 15 students taking part in 3 cross-country meets in the fall of 09, with other schools in the greater St. John's region. This is Virginia Park's sixth year participating in these events.

We had two school basketball teams (boys and girls) that practiced and played games against other schools. This provided students in grades 5 and 6 with the opportunity to participate in a basketball program with students from schools such as Holy Trinity and Bishop Field. This focus on fair competition is directly linked with our school development goals associated with Safe and Caring Schools. Our Girls team hosted their own tournament that was a great success.

As usual we ended off our year with our Annual Sports Day which was a great success.

### ***Virginia Vaulters***

The school year 2010-2011 was a very enjoyable and successful year for the Virginia Vaulters. There were approximately 25 students in the group, with a mixture of students from St. Paul's Junior High and Virginia Park (grades 3 to 6)

We performed at our own school as well as a show at Cape St. Francis, Mary Queen of the World, and Topsail Elementary. During the month of May we celebrated the 30<sup>th</sup> anniversary of the Virginia Vaulters. Virginia Park School hosted a reunion of former members and the current Vaulters team did performances, one for the students and a second for the general community.

As always, The Vaulters did fantastic shows and were excellent ambassadors for their school. All who received us noted the student's friendliness and exemplary behavior.

### ***Special Services***

It has been an extremely busy year for our special service team, which consists of 3.90 special service teachers plus administration and guidance. The team has serviced approximately 65 students with various alternate courses being taught in small group and individual settings. These courses range from academics in the areas of Language Arts and Mathematics to receptive and expressive language courses, social/pragmatics, anger management, personal development, self-esteem, empathy and assistive technology. The special service team at the school level is comprised of special education teachers, the school counselor, district educational psychologist and principal. The school also received the services of the speech-language pathologist for two days per week. As well, there is ongoing collaboration with the district educational psychologist, the behavior itinerant, and the visual and hearing itinerants. Each student receiving services has an ISSP/IEP team meeting to review and develop programming. This meeting may include the parents, classroom teachers, social workers, doctors, occupational therapists, behavior management specialists, and other professionals. Through a collaborative effort by many professionals and parents, the students and teachers had a successful year.

### ***Guidance Services***

The 2010-2011 year was a very productive and successful one for Virginia Park Elementary School from a Guidance perspective. It was a year, which saw the continuation of a number of quality programs and school policies, while also integrated a number of different ideas and approaches.

Over the course of the last year 50-60 students regularly availed of the school's guidance services to assist them with various social and personal issues they were confronted with. Individual and small group counseling with such students was consistently a part of the schedule of school counselor. The guidance program involved working with the community on such areas as best practices for parents; helping improve their children's social, behavioral and academic needs.

A number of social programs continued in 2010-2011, including the Big Brothers/Big Sisters in-school mentoring program and our student prefecting program. The school's prefect system continued to operate successfully in 2010-2011, with several Grade 5 & 6 students working as prefects, assisting Primary aged students during recess and lunch times.

### ***Art Smarts at Virginia Park School***

During the 2010-2011 school year all students of Virginia Park Elementary were involved in the Arts Smarts program.

The Kindergarten project combined movement, dance, storytelling, song, music and visual art activities. Artist Catherine Wright guided the students as they explored the themes of Spring, seasons and change through circle dances, action rhymes, and response to music. They became growing plants, bees, bunnies, and caterpillars. They imagined planting a garden, being at the beach or flying a kite. They created individual drawings about their

associations with Spring and they created large Spring-time paintings which decorated the walls of the gym for their Spring assembly.

The Grade 1 project explored movement and dance with a focus on personal expression and school related themes. The artist, Catherine Wright, encouraged body awareness, positive self image, listening skills, collaboration, imagination and creative expression. Students were involved in body warm ups, responding to rhythms and sounds, mirroring exercises and let's pretend movements. Students also learned a simplified version of the Virginia reel, with musician Len Sperry accompanying on Fiddle.

The grade twos focused on printmaking under the direction of Catherine Wright. Students were introduced to a variety of different prints and printmaking processes. Students created two collagraph blocks and discussed line, texture and shape in relation to the creation of their blocks. Students also learned to mix primary colours to create secondary colours. They learned inking techniques, using brayers and printing ink to transfer their images to paper. In their final sessions they discussed their school community and activities. They then drew images into Styrofoam trays and used these trays to pull multiple prints to create their own edition of prints.

The grade three students, with Artist Catherine Wright, were involved in silk painting. Students first discussed community and identified aspects important in forming a strong community. Students talked about the aspects that were important and relevant to them. They then did some drawings representing their thoughts on what is important in a community. They used these drawings as the designs for their silk paintings.

The grade fours and fives project involved creating photograms. Lead by Sheilagh O'Leary, they explored their natural environment gaining a greater respect and appreciation of the environment around them. Students collected objects from their environment and then created photograms using the materials they had gathered. Students were involved in the development of the photogram in our "darkroom" which was set up here at the school. Several photograms were selected and dry mounted to create a piece of art which is now displayed here at our school.

The grade sixes were involved in gaining a richer understanding of their community and school through an inquiry project that allowed students to commemorate the places in the school of importance to them. They learned about the history of the school and its link to the community through photography, reflective writing and interview process. Students spent time reflecting on their memories of the school and also made connections with the community through interviews with people who were associated with the school in the past. Students used disposable cameras to capture areas of the school that were significant to them. Students then assembled accordion books using the photographs, written memories, interviews and sketches of the students.

This program was applied for and granted by the Department of Education's Cultural Connections Strategy and the Newfoundland and Labrador Arts Council (NLCA).

### ***The Telegram CanWest CanSpell Spelling Bee***

For a second time, Virginia Park Elementary students participated in the CanWest Spelling Bee, which was sponsored by The Telegram and Canada Post. All elementary students took part in classroom spelling bees and six spellers then advanced to the school finals. As a result of this event two students, Ofure Onodenalore and Julia Abundo were selected to represent our school at the provincial Spelling Bee at Memorial University with Julia Abundo placing second overall.

## **Key Highlights/Special Projects**

### ***Recycling***

For 7 consecutive years students, teachers and parents at VPE have participated in a weekly school wide recycling program. We are pleased to have 30% of our families' consistently bringing recycling items to school every Tuesday. We have several businesses in the area, including Breen's Convenience Store, who also participate in our weekly program. This is a community project, which develops student's awareness of environmental issues and how they can make a difference. The students at VPE are always striving to "Get to Half". In the 2011-2012 school year we hope to increase the number of families who consistently participate and increase the number of businesses in the area who support our program.

### ***Spring Fair***

School Council sponsored a 5th annual family fun day on Sunday, May 29<sup>th</sup>, from 12:00-3:00p.m., in the school gymnasium. The purpose of the day was two-fold; fundraising was a goal yet the main purpose was to join the parents, students, teachers and families in a day of fun activities and games. The support from the community was enormous. We had most businesses in the area supporting our day in the form of donations and we had over 500 people attend. School Council looks forward to hosting a 6<sup>th</sup> Annual Spring Fair in 2012.

### ***Education Week***

In March of 2011, the Newfoundland and Labrador Teachers Association once again sponsored Education Week, in Newfoundland and Labrador. It's been the tradition at Virginia Park to have a fun filled week of activities that supplement the provincial curriculum, and highlight this provincial event. A committee of teachers planned many activities; Career Day, Community Pancake Breakfast and Family Literacy Night were just some of the opportunities students engaged in. These events raised awareness among students and the community about the importance of education and community working together.

### ***Healthy Living Team***

This year our school moved into its fifth year with a Healthy Living Team, which consisted of several teachers whose goal, was to promote healthy living within the school. School staff coordinated activities for the Provincial Healthy Commotion Day in October. We continued to highlight one day per cycle; day 3 as healthy living day. At this time students and teachers focused their day on being active and a whole school activity was planned for one 30-minute period during the day. As well, Virginia Park continues to be involved in the St. John's Active Living Project; this provides teachers simple active living activities to co-ordinate in their classrooms for a minimum of 15 minutes per day.

### ***Oratorical Night***

Each year, primary and elementary students participate in a school wide oratorical event. Primary students are asked to practice and recite a poem for their friends and family during an afternoon classroom event. Elementary students write and speak on a topic of their choice. All students participate at the classroom level, with 6 finalists being chosen for an Oratorical Night. Students then participate in this event, where all 6 students present their speech for friends and family during a night event. Three top finalists are chosen at each grade level. Students look forward to this event and it is an excellent exhibit of our students' ability to communicate their ideas and is a strategy in our school development plan. The judges for this year's event were invited from the St. John's Northwest Rotary Club, one of our community supporters, they enjoyed the event immensely. We look forward to having our 10<sup>th</sup> annual event in 2012.

### ***High Five Assemblies***

Three times a year Virginia Park Staff celebrates the accomplishments and talents of our students. During the school year every student receives a certificate for his or her many talents. The purpose is to publicly acknowledge the hard work and accomplishments of the students. Parents and the community are invited to attend, a special guest speaker is invited to address the students about the importance of school and students look forward to receiving their award each year.

### ***4<sup>th</sup> Annual Math Rally***

The 4<sup>th</sup> Annual Virginia Park Elementary Math Rally Day took place in February. This was a fun day of activities relating to the many benefits of mathematics which students and parents participated in together. The students visited 8 centers, which were set up in various areas of the school. Students rotated from center to center every 30 minutes. Students even participated in an active school mathematics activity in the gym.

*Objectives of Math Day included:*

- To encourage positive experiences in mathematics
- To raise awareness of how mathematics is relevant in everyday life
- To establish connections between mathematics and other subject areas
- To improve problem solving skills
- To increase self-confidence in mathematics
- To increase and improve analytical thinking

In conclusion this day was considered a huge success. Teachers, students and parents are looking forward to the 5th Annual Math Rally Day!

## **Partnerships**

The following is a summary of how many community organizations have worked with Virginia Park School to help achieve success during the school development process. This section is an acknowledgement to the many organizations and individuals who help contribute to the overall success of our school.

### ***Big Brothers/ Big Sisters In-School Mentoring Program***

Big Brothers Big Sisters in collaboration with the Eastern School District have established **an** In-School Mentoring program. Virginia Park has participated in this program for the past 11 years. **Five** students from our school are paired with adults from the community. The mentor visits with the student once a week at lunchtime to talk and share common interests and activities. We have several students on a wait list for next year's program and are looking forward to matching these students with mentors.

### ***Royal Newfoundland Constabulary***

Once again, during the 2010-2011 school year Constable Karen Hemmens has been working closely with the Virginia Park Students, parents and staff in the following ways:

- DARE – Drug and Alcohol Resistance Education is a comprehensive education program designed to provide elementary students with skills to recognize and resist social pressures to experiment with alcohol, tobacco and other drugs. Constable Karen Hemmens of the Royal Newfoundland Constabulary teaches a formal curriculum to our grade six students to prepare them for entry into junior high school where they are most likely to encounter pressure to use drugs. This is the 9<sup>th</sup> year of the program and we look forward to working with the Royal Newfoundland Constabulary again in the 2011-2012 school year.
- This past winter Constable Hemmens gave a presentation to students in Grades 4, 5 and 6 on the effects of bullying, focusing on what students may encounter in the St. John's area.

These efforts provide a link between school curriculum and home support.

### ***Launch into Literacy Education Program 7***

For the 7<sup>th</sup> year in a row Virginia Park School Council has offered a pre-kindergarten early literacy program. In the past the program had been financed with a grant from the Department of Education, however, funding was unavailable this year. United Way Newfoundland Labrador provided funding so the project could continue. Through this funding we were able to once again offer a pre-kindergarten readiness program named *Launch into Literacy 7*. From April to June 16 children were invited to visit the school for sixty hours of instruction with a qualified and experienced teacher. Early literacy and social skills were introduced through songs, stories, poems, and games, crafts, listening and speaking activities. The children gained self-confidence and became much more comfortable with the routines they will face in September. The parents or caregivers of these students were invited to participate in ten hours of programming to help support them in their role as parents of young children. The parents looked at topics such as fine motor skills, the value of play, making use of the public libraries, reading to and with your child, to name just a few. We're very pleased with the success of the sixth year of this valuable program and hope to be able to offer the program again in the spring of 2012. We are currently trying to secure funding for next year's project.

### ***Virginia Park Community Center***

Virginia Park School has had a long history of partnerships with the Virginia Park Community Center. These include consultation on programming beyond the school day, joint ventures on parenting programming, and frequent use of our gym facility for community center sports programs during the school year and summer. We're supportive of each other and consult on a regular basis where the community is involved. This has been an excellent relationship and provides the best possible programming in each facility, for various age groups in the overall community. The director of programming provides an essential link between the school and community center.

### ***Hot Lunch Association***

This non-profit organization allows all of our students to have a hot lunch daily. Virginia Park Students have been receiving a lunch from this association for the past 11 years. This is a very successful program and approximately 75% of our students avail of this service. Each month students in Grades 1-6 can preorder their lunch, with families giving a payment, which meets their incomes.

### ***Kids Eat Smart Breakfast Program***

In October of 2009 the school council of VPE began the Kids Eat Smart Breakfast Program. The program was offered from Monday to Friday and served a balanced nutritious breakfast to any student at VPE. Items on the menu included cereal, toast, cheese, yogurt, fruit, juice and milk. Many mornings we had specialty items including pancakes, waffles and egg sandwiches. On average the program served 30 students every morning and operated from

7:45 – 8:15. This program was successful due to the hard work and dedication of numerous individuals including; the custodial staff, teachers who volunteered each morning, parent volunteers, community volunteers, school council members and the business community

The school would like to say special thanks St. Paul's Knights of Columbus, parents, teachers and the Northwest Rotary Club of St. John's for their volunteer hours. Financial contributions to support the program were donated by Breen's Store, Northwest Rotary Club of St. John's, parents, Kids Eat Smart Foundation and many other local businesses.

This is a labor intensive program, but the rewards are tremendous and school council looks forward to implementing it again during the 2011-2012 school year. Healthy -Happy students support student achievement!

### ***Aliant Pioneers***

Aliant Pioneers has had a long-standing bond with the Virginia Park School community. They offer support in numerous ways; providing September Back Packs to many families, knitting students mitts for the winter months and providing homemade teddy bears for students. Their greatest undertaking is the All about Me Book Program in Kindergarten. This program provides each kindergarten child with a book that has personal information about themselves and their families. We look forward to continued support from the Aliant Pioneers in the future.

### ***Northwest Rotary Club of St. John's***

The Northwest Rotary Club of St. John's has always been a strong supporter of the Virginia Park Community. This year marks the 2<sup>nd</sup> year for the Northwest Rotary Club of St. John's to become involved in a Rotary Adopt a Schools Project with Virginia Park School. During the year, the school and council continued to discuss various ways that the Rotary Club would become more involved in the school community, as well as a supporting the school with a financial contribution.

Financially Rotary has committed to a grant for the next four years to help increase quality literature in classrooms and to increase band instruments. With the addition of this equipment more students can participate in our band program and teachers have a wider selection of quality literature for student exposure.

This relationship is more than financial, members of Rotary have become involved in the school community through judging the oratorical and the heritage fair, volunteering at our Kids Eat Smart Breakfast program and a member of Rotary is now a representative on School Council.

This project began in September of 2010 and the school community was encouraged with its enormous success. Plans to expand involvement during the 2011-2012 school year are already underway.

### ***Association for New Canadians***

For past 9 years the number of English as Second Language students that have registered at our school has increased dramatically. We are thrilled to provide a school community for students that have recently moved to the St. John's area. We are in constant communication with the Association for New Canadians, especially as they assist us in communicating with the families regarding programming, fieldtrips and behavior. This year we have worked very closely with the Settlement worker from the Association and it has proven to make communication between home and school much more efficient.

This is the 3<sup>rd</sup> year that the Association for New Canadians has offered an after school Homework Club for our ESL students. Every Wednesday the students meet in the multipurpose room for one hour to complete homework and to engage in activities to enhance their literacy skills. The instructors/volunteers are provided by the Association, the school provides the space. This was a very beneficial program for our students and we hope to see it continue next year.

### ***St. Paul's Knights of Columbus***

This is the sixth year that St. Paul's Knights of Columbus organization has partnered with VPE to provide funding, which is used to purchase healthy recess snacks for students. The school purchases snacks for students whom, for whatever reason, have no snack on that particular day. As this was a cost that the school was not able to incur, the donation of \$200.00 from St. Paul's helped significantly. St. Paul's Knights of Columbus became more involved in the school during the 2010- 2011 school year. With the implementation of our breakfast program the school found it necessary to seek volunteers from various community groups. The members of the Knights offered numerous hours every week to help run this program. Without their help the program may not have been begun. This past year the Knight's of Columbus also made a generous cash donation to our school to purchase an additional Smartboard. Our Grade 6 students are enjoying having this technology in their classroom.

VPE School Council looks forward to support from this organization during the 2011-2012 school year.

### ***Memorial University Education Faculty***

Virginia Park has had a long and prosperous relationship with Memorial University of Newfoundland. Each year we have Teacher Interns from the Education Faculty work with our teachers. The interns participate in the fall or winter semester and work closely with a teacher on staff. The interns are a great addition to our building and many become regular substitutes, volunteers and eventually teachers within our system.

In addition to the Teacher Intern program, we have professional year students complete their teacher observation days. Teachers visit for 10 days during the year at which time they

circulate among classrooms, getting an overview for the various programs that are offered at VPE.

### ***Roots of Empathy Program***

During the 2009-2010 school year Ms. Lavalley's grade 4 class participated in this program. The mission of Roots of Empathy is to build caring, peaceful and civil societies through the development of empathy in children and adults. A certified instructor visits the class each week and then once a month a parent and baby from the community visit the class with the instructor. The instructor guides the students in noticing how the baby grows and changes each month, students learn how the baby tells the parent what he or she wants and how the parent learns what the baby is feeling. This is our fifth year being involved in the program, which has been extremely successful.

### ***Summary***

Our most valued partnership is with our parents who continue to support Virginia Park School in many ways through their time and effort. For this we are most grateful.

### 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 increase the literacy and numeracy skills through cross-curricular integration in a diverse learning environment.**

Year	Objectives	Objectives	Objectives
2007-08	K-6 students will participate in an increased number of listening activities to a minimum of 60 minutes per cycle	Our K-6 students will show a 5% increase of reading comprehension of a variety of text forms	K-6 students will demonstrate improved number sense through an increase use of math manipulative and center work.
2008-09	K-6 students will improve visual literacy skills by engaging in an increased use of visual literacy activities	Our K-6 students will show a 5% increase of reading comprehension of a variety of text forms.	The K-6 students will demonstrate their ability to reason mathematically through an increased use of math journals to a minimum of 3 times a cycle.
2009-10	K-6 students will improve writing skills by engaging in an increased use of writing of various text forms	Our K-6 students will show a 5% increase for reading comprehension of a variety of text forms.	The K-6 students will demonstrate improved number sense by engaging in mental math activities to a minimum of 3 times a cycle.
2010-11	K-6 students will respond personally and critically to various text forms.	K-6 students will improve their reading comprehension of a variety of text forms.	K-6 students will demonstrate improved mathematical reasoning.

**Goal 2: To create an environment that fosters mutual respect for teachers, support staff, students, parents, and personal property, self and learning environment.**

<b>Year</b>	<b>Objectives</b>	<b>Objectives</b>	<b>Objectives</b>
<i>2007-08</i>	To further develop and improve upon existing strategies to assist students in learning how to behave appropriately in all school settings.	To educate students about bullying in order to decrease incidents of bullying behaviors in our school.	To discuss and list potential means of utilizing and coordinating efforts with the Virginia Park Community Center to educate students regarding appropriate interactions with peers.
<i>2008-09</i>	To implement strategies to assist students' understanding of how to behave appropriately in all school settings and to learn to treat each other and their surroundings with respect.	To fully implement a school wide program dealing with bullying in order to further educate students about bullying, involving the implementation of anti-bullying techniques/programs and covering a variety of bullying topics.	To cultivate and develop a relationship with the Virginia Park Community Center in order to reinforce appropriate social skills and expected behaviors taught in school.
<i>2009-10</i>	To foster an environment in which parents feel welcome to be actively involved as valued components of the Safe and Caring School process.	To help children develop and increase their sense of worth and respect for self.	Students will respect and appreciate their school environment, as well as develop a sense of ownership over its maintenance.
<i>2010-11</i>	To continue to provide a safe and respectful learning environment for all students	To continue helping children develop and increase their sense of worth and respect for self	Students will respect and appreciate their school environment, as well as develop a sense of ownership over its maintenance.

**Goal 3: Foster a learning community that values high achievement and responsible learning by the year 2010.**

<b>Year</b>	<b>Objectives</b>	<b>Objectives</b>	<b>Objectives</b>
2007-08	To recognize student academic achievement publicly	To develop improved study skills	To acquire baseline literacy data.
2008-09	To increase parent support for high student achievement.	To increase achievement in core subject areas	To increase CRT scores so that 70% of students achieve a minimum of 3.
2009-10	To heighten awareness and participation among the school community for opportunities to excel within a global learning community.	To increase use of Differentiated instruction within each grade level.	To improve the continuity of programming between primary and elementary divisions.
2010-11	To foster responsible learning with the home/ school community	To continue participating in curriculum based events within the global community.	

## Operational Issues

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
<i>2008-09</i>	Upgrade Furniture	Increase Literacy Materials	Upgrade of building
<i>2009-10</i>	Upgrade Professional Materials	Upgrade Technology aids - software	Upgrade of building
<i>2010-11</i>	Upgrade Classroom Furniture	Upgrade Technology	Upgrade of building

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

<b>Goal 1:</b> To increase literacy and numeracy skills through cross-curricular integration in a diverse learning environment.			
<b>Objective 1.1</b> <i>K-6 students will improve writing skills.</i>	<b>Objective 1.2 :</b> <i>K-6 students will improve their reading comprehension of a variety of text forms.</i>	<b>Objective 1.3:</b> <i>K-6 students will respond personally and critically to various text forms.</i>	<b>Objective 1.4:</b> <i>K-6 students will demonstrate improved mathematical reasoning.</i>
<b>Evaluation</b> 1.1 Improved scores on internal and external assessments, as well as rubric scoring.	<b>Evaluation</b> 1.2 Improved scores on internal and external assessments including running records and variety of other reading assessments.	<b>Evaluation</b> 1.3 Improved scores on internal and external assessments, as well as rubric scoring, note-taking and conferencing.	<b>Evaluation</b> 1.4 Objective has not been fully met. We did have a successful math rally day but have not provided staff with PD, other than that which was board mandated. Some ways to increase math awareness were put in the Monday Memos for all teachers, but resources for Mental Math and Problem Solving have yet to be compiled.
<b>Commendations</b> 1.1 Exposure to drop everything and write in every classroom.	<b>Commendations</b> 1.2 Literacy night was successful.	<b>Commendations</b> 1.3 Classes exposed students to various text forms (visual literacy etc.)	<b>Commendations 1.4</b> <ul style="list-style-type: none"> <li>- Successful Math Rally Day</li> <li>- Ways to increase math awareness shared with entire staff</li> <li>- Websites have been posted to both primary and elementary First Class conferences</li> <li>- Math Room is fully stocked</li> </ul>

<p><b>Recommendations</b>  <b>1.1</b> Need to be more consistent with ‘drop everything and write’.</p>	<p><b>Recommendations</b>  <b>1.2</b> Need to continue to make Literacy Night more appealing with more interactive activities.</p>	<p><b>Recommendations</b>  <b>1.3</b> To continue to expose classes to basic components of text.</p>	<p><b>Recommendations</b>  <b>1.4</b>  - Continue compiling resources for Mental Math and Problem Solving  - Continue exploring PD opportunities for next year.</p>
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**Report on School Development Plan for Previous Year (2010-11)**

<p><b>Goal 2. To continue to create an environment that fosters a sense of belonging, respect and self worth for students, parents, teachers and support staff.</b></p>		
<p><b>Objective 2.1</b> to foster an environment in which parents feel welcome to be actively involved as valued members of the Safe and Caring School process</p>	<p><b>Objective 2.2</b> to help children develop and increase their sense of worth and respect for self</p>	<p><b>Objective 2.3</b> students will respect and appreciate their school environment, as well, as develop a sense of ownership over its maintenance.</p>
<p><b>Evaluation 2.1</b> Based on observation, parental participation has increased.</p>	<p><b>Evaluation 2.2</b> achieved strategies we had put into place in our time frame</p>	<p><b>Evaluation 2.3</b> Reviewing the Matrix plan and illustrating its importance throughout the year has shown positive affects</p>
<p><b>Commendations 2.1</b> Poster has been displayed</p>	<p><b>Commendations 2.2</b> We have successfully completed our strategies in our time frame allotted.</p>	<p><b>Commendations 2.3</b> - We are still involved with the recycling program - We have completed 2 clean-ups</p>
<p><b>Recommendations 2.1</b> - Consider parent on committee. - Further effort on using the PBS Model in the school.</p>	<p><b>Recommendations 2.2</b> - Continue to do the various events that we have implemented this year. - Have High Five speakers address the students on topics that influence the students' future; be motivational and encouraging at a students' level. - Have students sit in an assembly with their buddy readers</p>	<p><b>Recommendations 2.3</b> - More PR (parent memo) - Murals to be painted in the gymnasium</p>

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

<p><b>Objective 3.1:</b> To foster responsible learning with the home/ school community</p>	<p><b>Objective 3.2</b> To continue participating in curriculum based events within the global community</p>
<p><b>Evaluation 3.1</b> This objective was achieved</p>	<p><b>Evaluation 3.2</b> This objective was achieved</p>
<p><b>Commendations 3.1</b></p> <ul style="list-style-type: none"> <li>- Increased participation at parent orientation</li> <li>- Some staff web pages up and running</li> <li>- Successful Family literacy night</li> </ul>	<p><b>Commendations 3.2</b></p> <ul style="list-style-type: none"> <li>- Students took part in Hertiage Fair</li> <li>- Students took part in CanSpell</li> <li>- St. John’s Clean &amp; Beautiful</li> <li>- Elementary Choir are in Christmas Suite and Choral connections</li> <li>- Beginner Band attends Rotary Music Festival</li> <li>- CBC Community Clean Up</li> <li>- Cheerleading</li> <li>- Participated in Historica Stamp</li> <li>- Elementary students take part in Cross country and basketball tournament</li> <li>- Vaulters hold community performance</li> </ul>
<p><b>Recommendations 3.1</b></p> <ul style="list-style-type: none"> <li>- Continue encouraging staff to update web pages</li> </ul>	<p><b>Recommendations3.2</b></p> <ul style="list-style-type: none"> <li>- Continue to take part in activities.</li> <li>- Ensure that activities are curriculum related.</li> </ul>

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

Our school's most current CRT data is a summary of school, district and provincial results. It reflects progress we have made in Language Arts and Mathematics and identifies areas we need to address in individual grades. We used this data to determine success in some of our strategies and to adjust the objectives for the coming year with our school development plan. In the spring of 2010 Grades 3 & 6 students across the province participated in Provincial Assessments. As well, students in Grades 1 and 2 are assessed in January and June with word recognition and comprehension. These assessments provide a common standard to assess student performance in Language Arts & Mathematics based on outcomes, which represent curriculum at the end of these grades. Provincial Assessments indicate how well students independently achieve the provincial outcomes. Various stakeholders in education will use the information obtained to develop programming. The Department of Education will use the results to evaluate the effectiveness of provincial programs. The Eastern School District will use results to determine professional development initiatives. The School will use the results to determine strengths and needs and reassess the current school development plan. Finally, individual teachers will plan activities to meet the needs of their students.

The assessments take place over a two- week period. Students participate in multiple choice items, which are machine scored and open response questions, which are marked by teachers, administrators and program specialists. The open-response questions are marked using a 5-point rubric (i.e. performance scale). Level 5 represents outstanding performance and Level 3 represents adequate performance.

## 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
44.4%	63.5%	71.0%	65.0%	62.5%	62.6%	52.2%	63.7%

*\*\* The above scores reflect that 52.2% of Grade 1 students at Virginia Park, in June 2011, were meeting the grade level expectations for the year (Reading level I).*

### 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
53.3%	68.9%	70.6%	72.4%	75.0%	72.6%	58.6%	73.5%

*\*\* The above score reflects that 58.6% of students at Virginia Park were reading at or above grade level (Level M) by June of 2011.*

## 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>								
<b>Reading</b>	83.2%	88.5%	90.3%	88.3%	82.1%	92.1%	66.4%	79.7%
<b>Listening</b>	92.5%	85.0%	88.8%	95.4%	59.4%	80.9%	83.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	68.5%	72.6%	54.6%	74.9%	41.7%	73.9%	58.7%	71.9%
<b>Poetic</b>	27.8%	56.1%	62.5%	68.8%	54.5%	71.5%	50.0%	77.9%
<b>Informational</b>	52.9%	70.8%	45.8%	55.1%	50.0%	63.6%	10.7%	52.8%
<b>Listening</b>	47.6%	70.2%	48.3%	70.5%	21.2%	59.9%	27.6%	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>								
<b>Number Operations</b>	69.0%	76.0%	76.7%	85.0%	56.2%	76.0%	60.9%	74.5%
<b>Number Concepts</b>	66.3%	76.3%	56.7%	73.5%	60.4%	77.3%	66.4%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	36.3%	65.7%	26.7%	54.3%	60.9%	62.1%	20.0%	61.2%
<b>Communication</b>	45.4%	59.8%	30.0%	54.2%	52.2%	61.6%	20.0%	60.6%
<b>Connections &amp; Representations</b>	45.5%	61.3%	40.0%	69.0%	60.9%	68.2%	33.3%	65.3%
<b>Problem Solving</b>	50.0%	76.2%	53.3%	68.8%	47.8%	68.3%	46.6%	77.2%

- Level 3 is considered an adequate rating for a grade 3 student.
- In Language Arts our students showed an improvement from the previous year in the demand writing and listening components of the assessment.
- In Language Arts our grade 3 students were below the Province in demand writing, poetic, informational, and listening components.
- In Mathematics our students showed an improvement from the previous year in number operations and number concepts, they remained consistent in the area of problem solving
- In Mathematics our grade 3 students were below the Province in number operations, number concepts, reasoning, communication, connections & representations and problem solving components.

<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>	77.2%	84.8%	86.8%	87.1%	69.0%	81.0%	74.0%	79.5%
<b>Listening</b>	86.0%	92.0%	82.9%	87.7%	77.7%	86.7%	56.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	67.7%	85.1%	71.4%	78.7%	41.9%	81.4%	60.9%	74.7%
<b>Poetic</b>	63.7%	81.2%	90.6%	69.6%	60.0%	69.9%	60.0%	66.2%
<b>Informational</b>	55.8%	78.9%	84.4%	68.0%	44.8%	68.4%	30.0%	58.7%
<b>Listening</b>	42.4%	62.6%	34.3%	47.4%	38.7%	66.7%	16.7%	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>	66.0%	78.0%	72.9%	77.1%	67.3%	72.3%	50.0%	67.5%
<b>Number Concepts</b>	54.3%	70.0%	67.7%	67.1%	68.5%	76.9%	60.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	38.3%	48.4%	34.8%	36.5%	26.9%	54.9%	32.0%	52.3%
<b>Communication</b>	41.2%	42.0%	13.1%	30.6%	26.9%	46.5%	16.0%	44.3%
<b>Connections &amp; Representations</b>	35.3%	41.3%	17.4%	36.1%	19.2%	44.0%	20.0%	35.2%
<b>Problem Solving</b>	53.0%	55.4%	26.1%	42.5%	34.6%	55.8%	44.0%	68.1%

- Level 3 is considered an adequate rating for a grade 6 student.
- In Language Arts our grade 6 students showed an improvement from the previous year in the reading and demand writing components of the assessment.
- In Language Arts our grade 6 students were below the Province in reading, demand writing, poetic, informational and listening.
- In Mathematics our grade 6 students showed an improvement from the previous year in the reasoning and problem solving components of the assessment.
- In Mathematics our grade 6 students were below the Province in, reasoning, communication, connections and representations and problem solving.

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

The 2010 – 2011 school year was the final year of our 3-5 years School Development Plan. At the end of last year we developed our new 3 – 5 year school development which will guide our school’s progress from 2011 through to 2014. Over the next 3 to 5 years the main priority for our school development continues to be improved student achievement within an inclusive environment. As well, our school development plan will continue to focus on building a safe and caring school environment in which all children feel valued. We have also decided to focus on the area of communication and collaboration within our school community. Support from all school staff, parents and community members will be vital in the success of our school development plan.

We will continue to monitor progress in each area to ensure continued implementation of best practices. Over the life of our plan we will continue to monitor strengths and weaknesses and adjust our school plan accordingly.

# *1 Year School Development Plan*

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

<b>Goal 1: To increase student achievement across the curriculum through enhanced teaching and learning in an inclusive environment</b>		
<b>Objective 1.1:</b> 1.1 Increase student motivation and responsibility for learning with a focus on high expectations for learning	1.2 Enhance the collation and analysis of student achievement data to inform instruction and increase levels of achievement	1.3 Increase knowledge and utilization of differentiated teaching and assessment strategies
<b>Strategies:</b> 1.1.1: ensure that all activities (both whole school and classroom based) are linked to curriculum outcomes 1.1.2: use of higher level questioning in all curriculum areas 1.1.3: developing abilities to answer open response questions 1.1.4: displaying student work throughout the building 1.1.5: highlighting student work/talents at assemblies 1.1.6 student lead assemblies 1.1.7: develop ways to document observations and conversations with students	<b>Strategies:</b> 1.2.1: devote time at divisional meeting and grade level meetings to discuss internal data 1.2.2 : time given at one staff meeting per term to review internal data 1.2.3 1.2.4 1.2.5	<b>Strategies:</b> 1.3.1: devote time in a staff meeting for sharing of best practices 1.3.2: time given during divisional meetings for collaboration between teachers 1.3.3: teachers to attend pd on assessment and differentiated instruction 1.3.4: purchase professional resources on differentiated assessment 1.3.5
<b>Indicators of Success:</b> 1.1.1: all school based activities have curriculum links listed 1.1.2: improved student results in responses to higher order questioning 1.1.3: improved student results in open responses 1.1.4: All grade levels to display student work for the Spring Concert 1.1.5: students showcase talents at assemblies 1.1.6: students lead assemblies 1.1.7: teachers have documentation of observations and conversations held with students	<b>Indicators of Success:</b> 1.2.1: agendas for divisional meetings have time allocated for discussing internal assessment data 1.2.2: the staff meeting after reporting period has time allocated to review school wide results 1.2.3 1.2.4 1.2.5	<b>Indicators of Success:</b> 1.3.1: each staff meeting begins with sharing of best practices 1.3.2: agendas for divisional meetings have time allocated for collaboration between teachers 1.3.3: teachers attend relevant pd 1.3.4 1.3.5

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.2: \$200.00 to purchase professional resources in the area of assessment and higher order thinking strategies 1.3.4: \$300.00 to purchase differentiated assessment resources	1.3.1: 1 day school close out on differentiated assessment strategies 1.3.3: time from school bank for teachers to attend relevant pd sessions

<b>Goal 2: To create a positive atmosphere where teachers, parents and students communicate, collaborate and take on leadership responsibilities</b>		
<b>Objective 2.1:</b> increase the level of student knowledge of and engagement in leadership roles within the learning community	<b>Objective 2.2:</b> increase parental knowledge of and involvement in, the teaching, learning, and support processes.	<b>Objective 2.3:</b> Enhance flow of communication between and amongst parents, students, staff and community.
<b>Strategies:</b> 2.1.1: broaden the grade level span for perfecting 2.1.2 increase the number of days that grade five students assist with the hot lunch program. 2.1.3 continue with the buddy reading program 2.1.4 enhance involvement in the school recycling program 2.1.5	<b>Strategies:</b> 2.2.1 make sure web pages are up to date 2.2.2: increase phone calls, positive and negative feedback, 2.2.3 parents to respond and provide evidence of viewing agendas, memos, permission slips, etc. 2.2.4 provide more parent volunteer opportunities 2.2.5	<b>Strategies:</b> 2.3.1 to use radio for announcements 2.3.2 to increase use of Synervoice 2.3.3 2.3.4 2.3.5
<b>Indicators of Success:</b> 2.1.1 more student involvement from grade fives and fours 2.1.2 students are more eager to volunteer their time. 2.1.3 2.1.4 2.1.5	<b>Indicators of Success:</b> 2.2.1 .all web pages need counters 2.2.2 increased response from parents 2.2.3 increase in agenda signatures, permission slips returned on time, etc. 2.2.4: more parents are volunteering 2.2.5	<b>Indicators of Success:</b> 2.3.1 less calls asking questions about school activities 2.3.2 greater response from parents ( eg: hot lunch envelopes returned on time, permission slips returned, money sent to office, etc) 2.3.3 2.3.4 2.3.5

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.2.1: \$700.00 to have new school webpage created	2.1.1: ½ day pd time, once per year for teachers to major updates to webpages

<b>Goal 3: To foster safety, wellness, and respect for learning in a caring school environment</b>		
<b>Objective 3.1:</b> increase awareness of and opportunities for staff, student and community wellness	<b>Objective 3.2</b> increase students' feelings of being valued, cared for and respected in the school environment.	<b>Objective 3.3:</b>
<b>Strategies:</b> 3.1.1: to have NLTA PD session on teacher wellness 3.1.2: to have PD sessions on legal issues (NLTA or otherwise) 3.1.3 3.1.4 3.1.5	<b>Strategies:</b> 3.2.1: Develop crisis intervention team and TERT team 3.2.2: employ guidance counselor and CPI team to hold discussion with a class after on outburst by volatile student 3.2.3: have a presentation to students by special needs adults 3.2.4: incorporate multicultural; celebrations school wide (classroom assemblies with a multicultural theme; week long information sessions/celebration of cultures; addition of multicultural items on morning announcements (greetings in various languages etc.) 3.2.5:	<b>Strategies;</b> 3.3.1 3.3.2 3.3.3 3.3.4 3.3.5
<b>Indicators of Success:</b> 3.1.1: Teachers feel knowledgeable about their rights and feel better about their workplace 3.1.2: Teachers feel knowledgeable about legal issues (their rights/responsibilities with students) 3.1.3 3.1.4 3.1.5	<b>Indicators of Success:</b> 3.2.1: Teams are developed and all staff are aware of team members 3.2.2: Teacher request guidance and Crisis Intervention team to speak with their students following volatile outbursts 3.2.3: Students receive presentation and transfer knowledge to everyday activities 3.2.4: Multicultural students feel more involved/included and other students feel more knowledgeable about the other cultures in our school 3.2.5	<b>Indicators of Success:</b> 3.3.1 3.3.2 3.3.3 3.3.4 3.3.5

<b>Goal 3. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
3.1.1: \$1000.00 to support various school-wide safe and Caring initiatives	3.1.1: ½ day pd session on teacher wellness 3.1.2: 1 day pd session on legal issues 3.2.1: a number of sub days provided for staff to complete CPI training

### **Operational Issues for 2010-11**

<b>Operational Issue</b>	<b>Intended Action</b>
Upgrade of building	Financial funding has been secured from the Newfoundland Government to replace Virginia Park School and request to have the new school located at the old Janeway site has been submitted to Dept. Of Education
Technology Upgrades	To have smart boards at every grade level from K-6. To update computers in computer lab To ensure that each classroom has two updated student computers

## **Appendix A – Summary of School Fundraising**

**As per school fundraising policy:** Virginia Park School Council chooses two major fundraisers to complete during any given school year.

During the 2010-2011 school years Virginia Park School Council held a 50/50 Fall Ticket Draw during the fall. This was the fifth year for this fundraiser, which is considered to be very successful; the monies raised from this project were used to support the purchase of numeracy and literacy materials. This fundraiser leads up to the Christmas season, with our final draw being held in early December.

In May of 2011, VPE held its 6<sup>th</sup> Annual Spring Fair during the last weekend in May. This event is promoted within the VPE school community and families are encouraged to join in an afternoon of games of chance and fair like activities. This event is a growing success including activities like a; silent auction table, door prizes, canteen services, and games of chance and fun filled activities. Students and families enjoyed the activities and are looking forward to the 7<sup>th</sup> Spring Fair in 2012. Monies raised from this project were used to support the purchase of new computers for classroom use.

## **Conclusion**

The 2010 - 2011 school year was a very busy and successful one. As this report indicates, we have worked hard on many initiatives identified to promote academic achievement for all students in a safe and caring environment. Our primary goal - to improve the teaching and learning at Virginia Park School so we are proud of our school and its many accomplishments. Our students, parents and staff are the best!