

**St. Paul's Junior High**  
340 Newfoundland Drive, St. John's, NL  
A1A 3R9



## **Annual School Development Report 2016- 2017**

### ***Vision***

The St. Paul's Junior High community embraces diverse teaching and learning, cultivates the growth of the whole self, and promotes a climate of compassion and respect for all.

### ***Mission***

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

A Message From  
**TONY STACK**  
CEO / DIRECTOR OF EDUCATION (Interim)



The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,



Tony Stack  
CEO/Director of Education (Interim)  
Annual School Development Report

## **Message from Principal and School Council**

Greetings from St. Paul's Junior High, home of the Vipers! 2016-2017 was another wonderful year for our students, staff and community stakeholders. Our school is a place that consistently works with children in a positive and supportive manner, striving to help them be the very best they can be. St. Paul's is a real community of learners where all students have the opportunity to thrive regardless of their background and interests.

This past year saw us continue to move forward in our attempts to achieve our outlined goals. We have been working on our plan for three years now and feel very comfortable with the direction it has taken our school since we began. Our two main goals of the plan are: 1) To increase student achievement (numeracy and literacy) across the curriculum through leaning within an inclusive environment 2) To enhance school culture and climate that fosters a safe, healthy, caring and socially just learning environment.

We have successfully met a significant number of our objectives under each goal since our plan began and have outlined those we want to work on this year as part of our 1 year plan. We have increased the number of chrome books, ipads and lap tops, we have utilized numerous different technology based initiatives to keep in contact with students and parents.

With respect to inclusion, differentiated instruction and assessment are alive and well at SPJH. We celebrate our ongoing commitment through our curriculum night, Grade 9 transition program, monthly school council, weekly family emails, monthly Viper Newsletters, staff meetings and so much more. We continuously seek feedback from our school community and anticipate a similar level of engagement in the upcoming year. Our school community cares about St. Paul's Junior High School and feel welcome here.

To close, SPJH is a wonderful place for students and staff. I always feel a tremendous sense of gratitude each day when I come to work and feel blessed to be a part of such a vibrant, dynamic and caring school community. We hope you enjoy our annual report, we put a lot of effort into it and really feel like the results show! Go Vipers Go!

Rodney Drover  
Principal  
St. Paul's Junior High

## **Message from School Council**

The 2016-2017 school year was another productive and enjoyable one for the St. Paul's Junior High School Council.

SPJH Principal, Rodney Drover, provided updates on the school development plan. This plan focuses on two priorities; student success, safe and caring schools. These reflect the Newfoundland and Labrador English School District priority areas. The teachers and staff of St. Paul's continue to strive to increase student achievement, foster wellness, respect and responsibility, within a safe and caring school environment, and to enhance effectiveness through technology.

Once again, the school hosted several sessions for students and the community. Sessions on digital citizenship, social media an anti-bullying pink shirt day, participated in Bell's Let's Talk Day focusing on mental health, and had presentations from the LBGTQ community focusing on transgender students. The peer-tutoring program has been very successful. At risk students are provided with extra help to increase achievement. The school has increased the use of Google applications.

We acknowledge and greatly appreciate the continued support from Kenmount Bingo and the St. Paul's School Council Knights of Columbus.

The School Council hosted a "Demystifying Junior High" special evening session for parents and guardians of new students attending St. Paul's for the first time in 2017-2018. Once again, the presentation was very informative and well received. The session provided information to help their children adapt to Junior High. We encouraged parents to become involved with the school community, including the school council.

A parent information night was held in the fall on Internet Safety, Google Drive and Power School. The school council continues to be involved with Education Week, Teacher Appreciation Week and Friday night gym nights.

The council would like to extend a sincere a thank you to principal, Rodney Drover, for her dedication to SPJH over the last several years. Congratulations to Vice-Principal, Lisa Budgell and the other staff that provid great leadership, commitment to education and dedication to St. Paul's Junior High.

I would like to thank the parents, teachers and community representatives who attend the monthly lunchtime meetings for your time and efforts on behalf of the students, teachers and staff of SPJH.

Have a safe and enjoyable summer. Kind regards, Kara Laing, Chair SPJH School Council

## **Overview of School**

### ***Our School Community***

Our school, St. Paul's Junior High, is part of the Newfoundland and Labrador School District, which manages the schools in the province. The school currently has an enrolment of approximately 425 students and offers grades 7, 8 and 9.

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

Our school has a total of 30.25 units which consists of 20 regular teachers (includes Technology Education and Home Economics), 1.5 Administration, 1 Guidance, 1.10 Music, 1.10 Physical Education, 0.5 Learning Resource Teacher, 5.5 Special Education, including Pervasive Needs. In addition to staff based at the school, we have access to District Office staff including: educational psychologist, speech-language pathologist and program specialists. The school also has the services of secretarial and maintenance personnel.

### **Key Highlights/Special Projects**

#### **MATHEMATICS DEPARTMENT 2016-2017**

The Mathematics Department had a very exciting year at St. Paul's Junior High School.

#### **SPJH MATH LEAGUE 2016-2017**

St. Paul's entered two teams in the fall NLTA/MUN Math League competition (Game # 1). Team 1 consisted of Annika Healey, Kate Foss, Lisa Bourne and Samantha Noel. Team 2 consisted of Mahiba Khan, Avani Adluri, Brynn Furlong and Ranjeeven Ilango. Team 2 won second place.

St. Paul's also entered two teams in Game #2 Math League competition this past winter. Team 1 consisted of Mahiba Khan, Avani Adluri, Brynn Furlong and Kathleen Curran. Team 2 consisted of Ranjeeven Ilango, Chunhao Han, Safwaan Shams and Tristan Parnavitana. Team 1 did incredibly well answering two out of the three final round questions correctly. Team 2 answered all three questions in the fastest time and as a result won 1st place in the competition.

## BOSTON

During the Victoria Day weekend in May of the 2016-17 school year, twenty-eight grade 9 students and four teacher chaperones spent six days and five nights on a school Mathematics trip to Boston and New York. In Boston, the group took in some very exciting and enlightening attractions such as Quincy Market, Faneuil Hall Marketplace, The Freedom Trail, Harvard University, the Harvard Museum of Natural Science, a tour of Fenway Park, the New England Aquarium, and a tour of Boston via a Conduck tour vehicle. The highlight of the trip was a visit to the Museum of Science where students had the opportunity to see some exhibits that provided hands on mathematics experiences. The group travelled to New York city via train where they experienced Times Square, Central Park, the Central Park Zoo, the 9/11 Memorial, the Broadway show CATS and a Mets baseball game.

### **Social Studies Department 2016-2017**

Annual September trip to Ferryland for all grade 8 students to visit the Colony of Avalon. This day trip allows our students to complete a unit of work in one day with visits to the 16th century kitchen and the archaeological dig along with a visit to the museum.

St. Paul's Heritage Fair - 42 grade 8 students participated in this year's Heritage Fair held on Thursday, March 23rd. Seven projects were selected to move on to the Eastern School District's Regional Heritage Fair in May at Waterford Valley Senior High. Three of our students won awards:

Jada Santuccioni - Social Reform Award

Sara Moores - Public Library Award

Michael Kelly - Archival Resources Award

Holocaust Unit - Our Language Arts and Social Studies Departments completed a cross curricular project on the Holocaust. Working through 6 centres, students analyzed primary source films and documents as well as documentaries on the Holocaust. Each student submitted a booklet of work as well as a collage of artwork from each class. Students also read the novel *After the War* as part of their Language Arts curriculum.

ArtSmarts Grant (The Roaring 20's and Dirty 30's Boom and Bust) – Our grade nine students spent seven classes learning about life during this time period through visiting artists Beni Malone and Ruth Lawrence. Students focused on fashion, advertising, politics, social reform, music and social activities of the time. The culmination was a presentation by all students about some aspect of the time period.

Guest Speaker - Gerard Walsh. As part of our Holocaust Unit, Mr. Walsh spent an afternoon with our grade nines presenting his knowledge of this time period including stories of his friendship with a Holocaust survivor. He also brought many artifacts including stones from a concentration camp.

The Rooms field trip - All our grade eight students had the opportunity to visit the new Beaumont Hamel exhibit at The Rooms. We spent a morning on a guided tour of the exhibit and then had an opportunity to visit the archives to learn about specific soldiers through their primary source documents. This was a great visit that allowed our students to see real artifacts and participate in question and answer sessions with the tour guides.

### **Science Department 2016-2017**

St. Paul's had one of the best years in recent memory in the science department. We engaged in so many hands-on activities in the classroom and had many students participating in science pursuits beyond the classroom.

#### **Events and Activities**

In September, Grade 7 students from our EFI and LFI streams attended the Brother Brennan Environmental Education Centre for a two-day program with Mme Webb and Ms. Pope. This wonderful program gives students the hands-on opportunity to experience many of the concepts for their Environmental Interactions unit rather than merely discussing them in the classroom.

One of Mme Webb's Grade 7 class also participated in a 'Citizen Science' project spearheaded by a researcher at the Grenfell Campus of MUN, walking the trails behind the school to look for evidence of red squirrels and chipmunks, and interviewing friends and relatives about their sightings of these animals. Their results were combined with other data from around the province to get a better sense of the distribution of these species on the island

Grade 8 students took part in water quality testing on the Virginia River and Virginia Lake during October with Mme Webb and Mr. Abbott. We are delighted to report that the river appears to be in good health.

A number of Grade 9 students joined Mme Webb at the Signal Hill Interpretation Centre in October for a Moon/star viewing session hosted by the Royal Astronomical Society of Canada – St. John's branch. It was a beautiful night and complemented our Space unit.

### **Technology in Science**

Two years ago, the school won 10 iPads through the Hotshots competition sponsored by the provincial government Office of Climate Change, and our school has made a commitment to increasing the number of Chromebooks available for student use throughout the building. We are continuing to put this technology to good use in our science classes this year! Students used apps in different units of the science curriculum to better understand concepts. We used Quizlet Live and online review quizzes to help prepare for end of unit assessments. Students used iPads to access notes and research material on Google Classroom. We used the camera feature to document a number of activities and concepts through the year.

We increased our use of Google Classroom this year – almost every class was using it for science. The FI science classes used Google Classroom for a number of science activities – the Grade 7 science project, the Grade 8 Fluids project, and all Grade 9 science classes used it for the Space Persuasive Essay, the Element superhero project, as well as other class notes and activities.

### **Let's Talk Science Challenge**

We had two teams of students participating in the Let's Talk Science Challenge at Memorial University in April. John H, Chunhao H, Erin B, Ranjeevan I, Rohan T, Chunhao H and Erika J worked from January until April with Ms. Janes and Ms. Mckinlay to learn about different areas of science. On Challenge day, they participated in a quiz-show morning and an afternoon design challenge. All students were enthusiastic about the experience and represented St. Paul's with pride, and John, Chunhao and Erin won second place in the competition!

### **Student Success at Science Fair**

We had another very successful year with science fair. All our Grade 7 students participate in the school science fair, along with any Grade 8 or 9 students who choose to complete a project. We then select a number of projects to continue on to the Regional Science Fair, and fifteen students were able to participate.

Seven students received Honourable Mention for their projects (Mahiba K. & Hailey R., Emma H., Thomas B., Eric D & Jacob S., and Annika H.) and Matthew W was awarded a Silver medal.

Mahiba K and Annika H were awarded the Memorial University of Newfoundland Engineering and Applied Sciences Award for the best Computer Engineering project. In addition to their \$200 prize, they were invited to have lunch with the other engineering project winners and were given a tour of the Engineering building.

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

### **Samsung Solve for Tomorrow Challenge**

In April Ms. Janes entered an essay question-based contest offered by Samsung Canada (“Samsung’s Solve for Tomorrow Contest”) asking what challenges we encounter at our school that are STEM related. Her response was based around the need for students to engage in STEM opportunities outside class time through an enrichment-type program that approaches authentic challenges and opportunities.

In early May Ms. Janes was named a national finalist in the contest, and to progress to the next round a video was to be made to present her idea in a maximum of three minutes. To help with the video production, Samsung provided our school with \$1900 of technology to keep once our video was submitted.

Our video included 14 students and 2 staff from our school, along with an expert scientist in the field. We formed a sample science enrichment group and pursued research on iceberg management on the Grand Banks. The students researched icebergs and how they are currently managed and proposed improvements to the technique. They created a prototype tow net, explained, and tested their design on the video.

The video was submitted to the contest committee on May 30th, 2017. The contest winners are expected to be announced around June 18th, 2017. Four regional winners will be selected, and the grand prize is a technology pack for the school.

### **French Department 2016 – 2017**

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

St. Paul's also travelled to France and Italy last year, along with a group Brother Rice Junior High and Macdonald Drive Junior High. What an amazing collaboration! Together, we experienced life-changing moments, some as sobering as standing in the trenches at Beaumont Hamel, and others as magical as walking along the beaches of the Côte d'Azur. From a teacher's point of view, the most satisfying aspect of this undertaking was to watch students from three very different schools in our city, who otherwise would probably have never known each other, become friends before our very eyes. This is also a testament to the efforts of our teachers who began forging these friendships early in the year, through pizza parties and game nights. Such a trip cannot be defined solely by the places visited, but by who accompanied us on our travels. In this case, our travel companions were not necessarily our classmates, but did indeed become our friends. The memories, knowledge, and wisdom acquired will characterize them as they evolve into young adults. Vive les voyages in Junior High!

The final 'injection' of French into some of our Grade 9 students will take place after classes conclude for the 2016-2017 school year. Many have applied to the bursary program that would immerse them in the French language and culture for a portion of the summer vacation Quebec City (Ste Foie). Again new friendships will be forged, both with peers that were old acquaintances and also with new ones, as this program brings together students from all across the country. From a language teacher's perspective, to have one's students learning and 'living' French during summer vacation is the ultimate curriculum outcome! By endorsing such programs, St. Paul's Junior High cultivates a desire for learning beyond the confines of the classroom and an appreciation for the multicultural nature of our world.

## **MUSIC REPORT 2016 - 17**

Choir program – 50 students

- Junior High Choir
- A Cappella choir
- Low Voices Choir
- Show Choir

Instrumental music program – 90 students

- Grade 8/9 Symphonic Band
- Jazz Band
- Jazz Combo
- String Ensemble
- Percussion Ensemble

Year highlights:

### September

#### **Music Education Intern**

We welcomed Mr. Evan Harte from Memorial University, who completed an instrumental music internship with Ms Pope.

### November

#### **Remembrance Day Assembly**

The Junior High Choir, Show Choir, and String Ensemble performed at the assembly in the church.

### December

#### **MUN Botanical Gardens *Christmas Festival of Lights***

Members of the Show Choir were invited to perform at this inaugural event held on December 5<sup>th</sup>.

#### **St. Paul's Christmas Concert**

On December 11<sup>th</sup>, all band and choir students participated in the annual school Christmas concert.

#### **Delta Hotel/Long Term Care Facility**

On December 17<sup>th</sup>, the Junior High Choir, Show Choir, Symphonic Band, String Ensemble, Jazz Band, and Jazz Combo took their show on the road and brought some Christmas cheer to others in our community at the Delta Hotel and new Long Term Care Facility in Pleasantville.

#### February

##### **Jazz Band workshop**

The Jazz Band hosted visiting musician, Grant Etchegary, director of the Newfoundland Symphony Youth Orchestra, for a workshop in jazz technique.

#### March

##### **NLESD African choral music workshop**

St. Paul's Junior High Choir participated in an afternoon workshop at Holy Heart Theatre with Canadian choral conductor, Scott Leithead, an expert in African choral music. Over 900 students from the eastern region of Newfoundland gathered together for this unique learning opportunity.

##### **Spring Fling 2017: Movies, Musicals, and Much More!**

St. Paul's 9<sup>th</sup> Annual *Spring Fling* was held on March 26<sup>th</sup>, 2017. This event featured all school performing groups. Spring Fling is a cabaret-style dessert party and raffle held annually as a fundraiser for the school breakfast and music programs. Funds for the Breakfast Program are matched by the Kids Eat Smart Foundation. Over \$8000 was raised at this year's event. We would like to thank parents, staff, and other community members who contributed to this important fundraiser. Special thanks to teachers Ms Lindsay Janes (raffle organizer), Ms Jill Rowe (catering) and Ms Jessica Webb (emcee).

#### April/May

##### **KES Gala Awards Banquet**

The Jazz Combo was invited to perform at the Kids Eat Smart Foundation Gala Awards banquet at the Delta Hotel.

##### **Rotary Music Festival 2017**

The Junior High Choir, Jazz Combo, Jazz Band, and Symphonic Band participated in the Rotary Music Festival at the School of Music at Memorial University. They were adjudicated by world-class clinicians who ranked them on their performances according to a national standard.

The Jazz Combo, Jazz Band, Symphonic Band did a great job and received Silver awards. The Junior High received the highest award given by the festival – Gold.

*Rotary Music Festival Honors Award* recipients were:

**Erin Johnston** (Junior High Choir)

**Ella Antle** (Jazz Combo)

**Mary Antle** (Jazz Band)

**Robin Peters** (Symphonic Band)

Congratulations also to Grade 8 student, **Julia Cass** (trombone), who was selected to participate in the *Rotary Honor Jazz Band*.

### **Newfoundland Symphony Youth Orchestra matinee**

In conjunction with the Rotary Music Festival, all band members of the Symphonic Band were invited to attend a special concert (free of charge) at Holy Heart Theatre. This concert featured members of the Newfoundland Symphony Youth Orchestra as well as the National Arts Centre Orchestra performing newly commissioned works as well as standard orchestral repertoire.

### June

#### **Feeder school performances**

The Jazz Band and Show Choir performed for Grade 6 students at Mary Queen of Peace and Virginia Park Elementary.

#### **Excursion ‘Round d’Bay**

Our annual “Excursion ‘Round d’Bay” with the Jazz Band and Show Choir took place on June 19-20, 2017. We traveled to Salmonier Line, visited the nature park, had an overnight retreat at Lavrock, performed at Coley’s Point Primary School in Coley’s Point, finishing with a tour of the historic town of Brigus. This event was made possible through the Department of Education’s *Cultural Connections* Student Travel Grant program.

#### **Think Green Team**

St. Paul's participated in many recycling and environmental initiatives last year. Bins for paper recycling are placed in every room, and there are numerous containers in the corridors and the cafeterias for beverage container recycling. Our Grade 7 students take the lead in recycling, collecting materials from the bins, rinsing them and placing them in our shed for collection. We also encouraged families to recycle to help fundraise for an education trip that took place in 2017. Students continue to use our water filling stations with their reusable water bottles rather than buying bottled water. We also held school grounds cleanups during both the fall and spring.

## **KES Breakfast Club**

As of June 2017, we completed our 12<sup>th</sup> year of providing our students with a nutritious breakfast each morning. We continue to offer a variety of cereals, breads and bagels, yogurt, milk, juice, and a variety of fresh fruit and veggies. We also offer a “Grab and Go” selection of juice boxes, cereal bars, packets of cereal, fruit, etc., for those students who arrive late, and want to take the food to their classrooms. At least once a cycle, we offered a special breakfast treat of smoothies, pancakes, or hot breakfast sandwiches.

We had 35+ student volunteers, and several adults who helped regularly with the program. There were various fundraising activities which took place throughout the year. This included the Provincial Walk to Breakfast in October; our 3rd Annual Christmas Craft Fair in November; Poinsettia orders in December; and our Annual Spring Fling concert / auction & raffle in March. In addition this year, our " Do It Crew" kids, bagged groceries at Stavanger Drive, Dominion, on April 30th, to raise funds for our club.

Through these endeavors, and donations of money and food throughout the school year, we were able to sustain our club, and have a healthy balance with which to start up the new school year 2017-2018.

## **Athletics Highlights 2016- 2017**

St. Paul’s Junior High had 21 athletic teams during the 2016 – 2017 school year. We participated in senior boys soccer, cross country, hockey, badminton, track and field, baseball, girls softball, ultimate Frisbee (2 teams), volleyball (6 teams – grade 7, 8, & 9 boys, and grade 7, 8, & 9 girls), and basketball (5 teams– grade 7, 8, & 9 boys, and grade 7 & 8 girls). Some highlights include:

### **SENIOR BOYS SOCCER**

- St. Paul’s made it to the semi-finals in the senior boys soccer tournament

### **CROSS COUNTRY**

- Several of our runners had top 10 finishes in their age group during the NLAA fall cross country series.
- St. Paul’s captured the overall male and overall female banners

### **HOCKEY**

- St. Paul’s captured gold in the annual junior high hockey tournament in May.

## **BADMINTON**

- St. Paul's badminton club was active from January – June.

## **TRACK & FIELD**

- The St. Paul's Track team captured the boys overall title at the indoor track championships.

## **ULTIMATE FRISBEE**

- St. Paul's were very successful at the junior high ultimate frisbee championships in May, sending 2 teams.

## **GIRLS SOFTBALL**

- St. Paul's participated in the annual NL Selects Junior High Girls Fast Pitch Softball championships in May

## **BASEBALL**

- St. Paul's finished second and won silver in the annual junior high baseball tournament in June.

## **BASKETBALL**

### Grade 7:

- Boys and Girls teams participated in the St. Anthony Basketball league
- Boys and Girls teams participated at the Provincial championships
- Boys and Girls teams participated in several invitational tournaments
- On March 18, Clare Noseworthy won the Grade 7 provincial Knights of Columbus Free Throw championships in Grand Falls. Claire won by making a total of 25 out of 35 free throw shots

### Grade 8:

- Boys team participated in the St. Anthony Basketball league
- Girls teams participated in the Metro Basketball league
- Boys and Girls teams participated at the Provincial championships
- Boys and Girls teams participated in several invitational tournaments

### Grade 9:

- Boys team participated in the St. Anthony Basketball league
- Boys team participated at the Provincial championships
- Boys team participated in several invitational tournaments
- Hosted invitational tournament in February

## **VOLLEYBALL**

Grade 7:

- Boys and girls teams participated in several invitational tournaments

Grade 8:

- Boys and girls teams participated in several invitational tournaments
- Girls team participated in the NLVA Monday league
- Girls team participated in Provincials and NLVA regional tournament
- Girls team hosted invitational tournament in March

Grade 9:

- Boys team participated in Provincials
- Girl team participated in the NLVA Monday league
- Girls teams participated in several invitational tournaments

### **2017 St. Paul's Junior High Athletic Awards Most Spirited Player Awards**

**Grade 7 Boys Volleyball** – IAN ANDERSEN

**Grade 8 Boys Volleyball** – GAVIN BARRY

**Grade 9 Boys Volleyball** – CONNOR BENNETT

**Grade 7 Girls Volleyball** – REAGAN GIBBONS

**Grade 8 Girls Volleyball** – SARAH WATKINS

**Grade 9 Girls Volleyball** – ZAIRA FREDA

**Grade 7 Boys Basketball** – SAM BUTLER

**Grade 8 Boys Basketball** – ANDREW POWER

**Grade 9 Boys Basketball** – DYLAN FOLLETT

**Grade 7 Girls Basketball** – BRIANNA DUNPHY

**Grade 8 Girls Basketball** – CAITLIN MENCHION

**Soccer** – ISAIAH HICKEY

**Hockey** – ALEX POWER

**Badminton** – ROHAN TAMANG & SUNDARAM BISWAS

**Track and Field** – TRISTAN PARANAVITANA

**Cross Country** – NIK STARKES & ANNIKA HEALEY

**Ultimate Frisbee** – JASMINE PINSENT & JEFFREY HAYWARD  
**Baseball** – BRANDON POWELL  
**Softball** – CAROLINE CARTER

### **Athlete of the Year Awards**

#### **Junior Athletes of the Year**

- Ian Andersen - Grade 7 Boys Volleyball, Grade 7 Boys Basketball, Ultimate Frisbee
- Emmy Furukawa - Grade 7 Girls Volleyball, Grade 7 Girls Basketball

#### **Senior Athletes of the Year**

- Noah Wilson – Senior Boys Soccer, Grade 9 Boys Basketball, Hockey
- Brynn Furlong – Cross Country, Grade 9 Girls Volleyball

#### **Viper Award**

- Jacob Reid – Grade 9 Boys Volleyball, Grade 9 Boys Basketball, Senior Boys Soccer, Baseball

#### **2016 – 2017 Physical Education Notes:**

September 2016

- Grade 9 students travelled to Rotary Park where they were taught outdoor survival, archery, and orienteering as part of the requirements of the grade 9 physical education program.

February-April 2016

- Grade 8 students travelled to Pippy Park where they were taught snowshoeing and cross country skiing as part of the requirements of the junior high physical education program.

March 2017

- All students participated in the “St. Paul’s Active Living Day” at the Techniplex in Pleasantville.

May 2017

- Grade 7 students travelled to Rotary Park where they were taught outdoor survival skills as part of the requirements of the junior high physical education program.

## **SCHOOL COUNSELLOR REPORT 2016-2017**

As the School Guidance Counsellor for St. Paul's Junior High School I am responsible for providing a diverse list of services to students, parents and teachers. The scope of practise is both broad and comprehensive and therefore difficult to delineate in this report. The following information will give you some insight into the roles and responsibilities of the School Counsellor at St. Paul's Junior High School during the 2016-2017 academic year.

- Provided individual counselling to students in a variety of domains including: behavioral, academic, personal, social, and emotional. In recent years working with youth as they navigate social media and mental wellness has become significant areas of need and have required thoughtful and innovative strategies. To meet the needs in these areas a multi-resource approach has been required involving students, teachers, parents, as well as private and public agencies.
- Mediation – given the developmental nature of adolescents and the ever-growing world of Social-Media, schools are experiencing significantly more peer conflicts associated with social media. Mediation between adolescents is a useful and often successful strategy for resolution. As a School Counsellor, I spend a significant amount of time engaged in mediation around peer conflicts associated with Social Media.
- Much time is spent with parents discussing strategies and resources to help them provide the necessary guidance at home around the positive and negative attributes of social media. Likewise, with the increase needs in mental health, significant time is given to parents to find resources to help family members cope with the systemic challenges associated with mental health.
- In conjunction with IRT staff, the School Counsellor helps coordinate the Service Delivery Team. The Service Delivery Team is comprised of the School Counsellor, Instructional Resource Teachers, School Administration, Speech Language Pathologist and Educational Psychologist. This department is responsible for programming for all adolescents with special needs. This may include programming in the areas of Specific Learning Disorders, Language Disorders, Neurological Impairments, Physical Disabilities, and Significant Behavioral Issues etc.
- Under the supervision of the School Counsellor, the Service Delivery Team conducted a number of Partial and Comprehensive Educational Assessments which in turn provide valuable information for student programming and transitioning to the Senior High level.

- Consultation with parents and teachers about student behavior and academic performance is a weekly and often daily service provided by the School Counsellor. At-Risk students are identified and in collaboration with the Administration, strategic plans are created for student improvement.
- Consultation and referrals were made to outside agencies for students who need specialized intervention. This included referrals to the Janeway Child Health Care Center, District School, the Justice Department, Child Youth and Family Services, Addictions Services and some Private Agencies. There has been an increase in referrals as the need for Mental Health services have become more prevalent.
- With the assistance of the Assistant Principal (Ms. Lisa Budgell), The Leadership Team at SPJH created and implemented a transition plan for our students from Mary Queen of Peace School and Virginia Park Elementary.
- The School Counsellor is a member of the Safe and Caring Schools committee to help implement and evaluate school wide initiatives outlined in the School Development Program.
- Provide professional development opportunities for teachers in the area of Special Needs.
- File reviews as well as transferring of all school files falls under the responsibility of the School Counsellor.
- Behavioural interventions were required in a number of identified Classrooms at the beginning of the school year. The School Counsellor in conjunction with the administrative staff engaged in many sessions with these classroom working specifically on healthy relationships. The sessions were considered to be highly successful as we saw significant changes in classroom dynamics.
- As a member of the School Council and School leadership Team the School Counsellor helps with decision making around school policies and procedures.
- There has been a strong focus on improving our Assistive Technology services within our school. We now have a class set of IPADs which increase the opportunity for students to utilize assistive technology applications. Thanks to Pam Whitten and Lindsay Janes, we continue to make progress with Assistive Technology initiatives.
- Provide transitional programming for adolescents from our feeder schools. This role consumes a significant amount of Guidance time. Preparation begins in February with data collection, transition meetings and then program planning.

- The School Counsellor coordinated the Mini-Enrichment program again this year. The response from students and parents was fantastic. A total of 26 students participated in the program.
- The Tutoring for Tuition Program runs every Wednesday afternoon. Students from Holy Heart High School attend our sessions and provide valuable academic assistance to our students. Thanks to our teaching staff who volunteer their time to supervise.
- The School Counsellor coordinated the Junior Achievement Program which provides students with an opportunity to understand the importance of entrepreneurship, financial literacy and work readiness.
- Coordination of scholarship opportunities such as the Johnsons Horizons Scholarship Program.
- Arranged with Holy Heart of Mary High School a session on course selections and the opportunities for post-secondary opportunities.
- Coordinated the Integrate Program whereby students from the Holy Heart Leadership Team held sessions with our grade nine students around High School Life and strategies for academic success.
- Coordinated an Enrichment program for one of our grade nine students. This student participated in High School courses while attending Junior High. The pilot was considered successful in providing the student with an opportunity to independently learn higher level courses while attending their current school setting.
- Coordinated the STRIVE Program - Student Teacher Respect in Violence Education. This is a program was implemented by the Royal Newfoundland Constabulary and was well received by our students.

**Summary Report on the School’s Most Current Data**

**Grade 9 English Language Arts**

Grade 9 Enrolment = 129

	2011/12			2012/13			2014/15			2016/17		
	School	Region	Province									
<b>Multiple Choice</b>												
Poetic/Fiction	69.0	67.3	66.6									
Informational /Non-Fiction	78.3	77.1	76.8	64.9	56.7	55.9	71.3	68.7	68.4	84.5	82.6	82.4
<b>Constructed Response: Percentage of students meeting/exceeding grade level expectations</b>												
Demand Writing	92.3	91.5	90.6	95.9	93.6	92.7	88.6	86.1	85.3	88	76	75
Poetic/Fiction	93.3	92.6	91.9									
Informational /Non-Fiction	91.3	90.9	88.8	94.3	87.5	86.2	83.5	80.7	80.6	92	81	81

**SPJH has excelled in all areas. We have met as a staff to implement a Literacy Plan to continue our great success.**

**Literacy Action Plan**

In an attempt to establish an effective school wide literacy plan we have to focus multiple activities toward increasing students' reading, writing, and thinking skills. Therefore to accomplish this we need to look at the following:

- Strengthening literacy development across the content areas;
- Literacy interventions for struggling readers and writers;

- School policies, structures, and culture for supporting literacy;
- Supporting teachers to improve instruction and achieve consistency among grade levels

After analyzing the CRT results it has been discovered that the grade 6 students that entered St. Paul’s in September 2015 and former grade 9 students revealed the following areas of concern:

**Grade 7 Areas of Concern (grade 6 CRT)**

1. Personal Connections (non-fiction text)
2. Personal connections (fiction text)
3. Character text analysis (fiction text)
4. Character text analysis (non-fiction text)
5. Order of events to a story (fiction text)
6. Text analysis justification (nonfiction text)
7. Text analysis (non-fiction text)
8. Scoring predominantly satisfactory in demand writing.

**Grade 9 Areas of Concern (grade 9 CRT)**

1. Inferential Questioning- Use text features to create meaning and achieve different purposes; analyze the tools authors use to achieve purpose
2. Evaluative Questioning- Evaluate a text’s language and
3. Responding to text - Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to text (Use personal experiences to make a critical response to text.)

## St. Paul's Jr. High Literacy Plan (2016-2017)

Based on our school development plan (2016/2017), the Language Arts Department will continue to use prior supports and implement the following new Literacy Strategies to increase student achievement:

**Goal 1 (2016-2017):**To increase student achievement (numeracy and literacy) across the curriculum through learning within an inclusive environment by June 2017

### 1. Increase opportunities for implementation of literacy and numeracy in Language Arts

- A. Create a sample of writing skills in all Language Arts programs
- B. Create/Locate a set of student exemplars (excellent, fair, and poor) for student reference at all levels and programs of Language Arts.
- C. Give detailed rubric prior to evaluation.
- D. Provide reading opportunities (for example: during homeroom) check through *formative* and *summative* evaluation.
- E. Apply DSSC and/or RISC approaches to responding to questions.
- F. Provide opportunities for speaking and/or reading aloud activities
- G. At the grade seven and nine level we will have one period of literacy per cycle.
- H. Focus on the learning of Chunking information
- I. Reinforce modelling on the board
- J. Requiring students to create texts including more text features (info graphs, definitions, pictures, etc.)
- K. Increased Journal writing (1-2 times per cycle; approximately 10-15 minutes)
- L. Teaching the Process of Elimination Model (POE) for Multiple Choice Style questions
- M. Increased Cross-curricular experiences: These will support students' literacy development and build a culture within the school community that emphasizes the importance of literacy in daily life.

### 2. Continue to improve student learning in technological literacy

- . Continued implementation of Google Classroom and Google Applications.
- A. Increased technology use- I pads, Chrome books, telephones for dictionary and thesaurus use, resource room stations, smart/team boards, etc.

- B. Work collaboratively to ensure that students have hands-on learning opportunities each unit in language arts
- C. Use IXL computer program to aid in numeracy for pre-assessment, extra practice and mastery before advancement to the next topic.
- D. Create one language arts literacy article activity per unit
- E. Support at-risk students by having a language arts teacher available at Wednesday tutoring sessions
- F. District on-line resources for grade 7 – 9. More Collaboration with other schools through skype/e-mail/etc.

**3. Improve student process and demand writing:**

- A. Demand and Process Writing- More time spent on this throughout **7, 8 and 9**. Important to be consistent and maintain same labelling for this type of writing in order to familiarize students with the language.
- B. Incorporate GAFE in process pieces of writing - one piece per class per term.(i.e. draft back)
- C. Using a variety of texts in the classroom- poems, novels- student selected and in depth, short stories, nonfiction texts, informational texts, drama, etc.
- D. Writing Process and Strategies that are covered within Grade level:
  - I. Grade 7- descriptive, narrative, expository, persuasive, letter writing, and basic introduction to research
  - II. Grade 8- all of the above, extending on research
  - III. Grade 9- all of the above, formal research paper
- E. Create exemplar model pieces for student reference
- F. Continue grade level focus on grammar, spelling and other conventions.
- G. Increase use of dictionary and thesaurus when writing
- H. Develop grade level plans across the curriculum and over the grade
- I. Create exemplar model pieces for student reference
- J. Continue grade level focus on grammar, spelling and other conventions.
- K. Increase use of dictionary and thesaurus when writing
- L. Encourage cross-curricular teams and assessments across the grade level (Spelling Bee, public speaking, heritage fair, science fair and other cross curricular activities)

**4. Increase opportunities for implementation of DI strategies:**

- A. Through monthly DI strategy activities across all courses (one per month).

- B. Increase school community use of google applications
- C. At the grade seven level we will have one period of numeracy/literacy per cycle, with increased opportunities for DI strategies to strengthen basic skills.
- D. At the grade nine level we will have one period of numeracy/literacy per cycle, with increased opportunities for DI strategies for life-long learning in Language Arts.
- E. Increased opportunities for critical thinking through informational text and current events.

**5. Work with at risk students to increase achievement:**

- . Implement literacy and numeracy strategies across the curriculum
- A. Identify at-risk students through PowerSchool and work with them to increase motivation and therefore achievement
- B. Schedule IRT in classes with highest needs
- C. Encourage peer learning opportunities
- D. Implement a student learning contract for at-risk students by making the student responsible for his or her own learning.

**6. Continued analysis of internal and external data on student achievement to identify areas of strengths and weaknesses:**

- A. Review June Data
- B. Review notes form Promotion Meetings
- C. Review Summer School Results
- D. At each SSS meeting identify students At-Risk then discuss these students in Staff Meeting
- E. Continue to Review CRT results from grade 9, grade 6 (feeder schools).
- F. Discuss at-risk students and strategies for helping at-risk students in monthly Dept. meetings.
- G. Pre- Test and Post- Test possibility – to teach students test taking strategies. See where they are when they come in based on how they performed in an assessment and use this to guide how to improve, where to go in future assessments.

## Grade 9 Mathematics

Grade 9 Enrolment = 129

	2011/12			2012/13			2013/14			2014/15		
	School	Region	Province									
Multiple Choice												
Number Concepts	72.4	68.0	68.0				71.0	66.1	66.6			
Number Operations	72.4	68.0	68.0				71.0	66.1	66.6			
Patterns and Relations	73.0	70.8	70.7				74.2	71.0	71.3			
Shape & Space							81.4	72.8	73.3			
Statistics and Probability	89.7	85.8	85.5				68.6	63.2	65.4			
Constructed Response: Percentage of students meeting/exceeding grade level expectations												
Patterns and Relations	56.0	55.2	55.2									
Number	74.7	68.1	68.1									
Criteria							74.5	64.0	65.5			

**What do these results tell us? Overall our students exceed the Region and the District in ALL categories. A closer examination, we feel that we can work on Number Sense and Problem Solving within a real world context. In our School Development plan we are specifically targeting these two areas.**

**Internal Assessment Data** (synthesis of report card data to report trends)

**June FINAL Grades**

**GRADE 7**

SUBJECT	Core French	ELA	Français	Mathematique	Math	Sciences	Science	SH	Social
AVG	88	82	86	80	82	88	77	91	84

**GRADE 8**

SUBJECT	Core French	ELA	Français	Mathematique	Math	Sciences	Science	SH	Social
AVG	83	79	84	86	75	88	76	89	82

**GRADE 9**

SUBJECT	Core French	ELA	Français	Mathematique	Math	Sciences	Science	SH	Social
AVG	82	81	81	--	82	87	81	87	87

The following is an outline for numeracy for the 2016-17 school year for grade 7 and 9.

Numeracy for both grades 7 and 9 should be part of the evaluation for grades 7 and 9 math respectively. This is to ensure that students take numeracy seriously and remain on task during numeracy class. It is proposed that numeracy be worth 5% of the grade for 7 and 9 math.

Numeracy for both grade 7 and 9 would best be delivered using the program IXL. By using this program, students could work individually at their own pace while being monitored by the teacher and the program. Results will be sent to the teacher. This is all done through the program IXL. With a class set of chrome books, the students could access IXL in their classroom. However, if a

class set of chrome books and IXL are not available, the teacher could deliver and monitor the outcomes for numeracy through apps on the iPads, activities and worksheets.

For each unit in numeracy in both grades 7 and 9, the following would be done for each student:

- Pretest - If mastery is shown in the pretest, the student will move onto estimation but will skip the drill and practice.
- Estimation work
- Drill and Practice - This will be done either through IXL, Apps or paper and pencil
- Real World Problem Solving - This could be done by posing a problem or two on Google classroom. The students would submit their answers on Google classroom.
- Post test

The topics to be covered at each grade level for numeracy are as follows:

#### GRADE 7 NUMERACY

1. Multiplication tables
2. Addition, subtraction, multiplication, division and order of operation with Whole numbers
3. Addition and subtraction with Integers
4. Addition and subtraction with fractions and mixed numbers
5. Graphing on the coordinate grid
6. Problems involving money

## GRADE 9 NUMERACY

1. Multiplication tables
2. Addition, subtraction, multiplication, division and order of operation with Integers
3. Addition, subtraction, multiplication, division and order of operation with fractions
4. Graphing on the coordinate grid
5. Area, surface are and volume
6. Polynomials and solving equations

**Report on School Development Plan for Previous Year**

***1 Year School Development Plan School Development Plan for 2016-2017***  
**1 Year School Development Plan**

<b>Goal 1:</b> To increase student achievement (numeracy and literacy) across the curriculum through learning within an inclusive environment by June 2017.				
<b>Objective 1.1:</b> Increase opportunities for implementation of literacy and numeracy in Language Arts by June 2017.	<b>Objective 1.2:</b> To improve student learning in scientific and technological literacy and numeracy by June 2017.	<b>Objective 1.3:</b> To improve student process and demand writing.	<b>Objective 1.4:</b> To increase numeracy at the grade 7 and grade 9 levels by June 2017.	<b>Objective 1.5:</b> To increase opportunities for literacy and numeracy in Social Studies through implementation of data analysis of information text by June 2017.
<p>1.4.1 The data for the numeracy consists of pre-tests and post-tests. Each numeracy teacher has this data. Also a pre evaluation for numeracy was sent out by the board in September 2016 and a post evaluation will be given for numeracy in June 2017. Susan Foote and the numeracy teachers have the pre evaluation results.</p> <p>1.4.2 Attendance for students going to after school tutoring on Wednesdays is available from Damian Lethbridge.</p> <p>1.4.4 The data for at risk students for each reporting period is available from the principal and powerschool.</p> <p>Literacy Periods - Grade Seven and Nine - These extra periods are working</p> <p>Increased non-fiction reading results  Teacher Observation  students are employing text feature reading strategies to comprehend new material  Increased student independence in seat work.</p> <p>Bank of common assessments to be administered in September/January/June</p> <p>Progress toward School Development Goals 2016-2017  Objective 1.2</p>				

1.2.1 Most data analysis activities exist but need to be separated from SLAs/uploaded to Google Drive. Should have that completed by the end of this year.

1.2.2 Achieved - We are really happy with the amount of hands-on learning students have been doing this year. All classes have been going to the lab. We have been working collaboratively and asking for help when needed to support lab activities.

1.2.3 Detailed unit plans exist - we need to edit them to reflect updates/changes/current practice given time constraints and new activities/strategies. In general, we use common assessments for each grade/stream.

1.2.4 Achieved - extra help is provided multiple times throughout the week by science teachers, during lunch and after school

1.2.5 We added this strategy today, because it is important and we are already doing it. There are many possibilities for cross-curricular connections. This strategy will continue into next year, but we have made progress on it this year as well. FI Science/Français have done some work together. Paul will be working with us to collaborate on links with Phys Ed and Grade 8. Technology and Science already work well together in Grade 8 and 9 (no tech in Grade 7).

Google.ca

1.5.1 We will continue assess Student's prior knowledge of Social Studies informational text retrieval through inclusive classroom activities.

1.5.2 We added three novel studies. In grade 7 students do "Homechild" and "Underground to Canada" and in Grade 8 students study "Charlie Wilcox".

1.5.3 Status Quo

1.5.4 We continue to use "Where in the World" and "Le Monde en Marche" current events magazine to develop students ability to retrieve informational text.

1.5.5 We will continue to use informational worksheets to develop informational retrieval from the textbook

1.5.6 Kellie is cool-Completed, on-going and removed

1.5.6 Using Google Classroom Teach web research from reliable web sources and how to cite sources

1.5.7 Continue providing opportunity for students to present research: Heritage Fair, Refugee Assignment. In grade 7 we have removed Famous Canadian research in the google classroom and added Consumerism and Daily Life in BNA for the grade 7 google classroom research.

1.5.8 Continue field trips to Ferryland, The Rooms, and we added Musicals because they also meet our curriculum outcomes.

1.5.9 Continue to invited guest speakers to speak on various Social Studies themes

Indicators of success

1.5.7 Changed

“Continue to use google classroom for research assignments i.e. Grade 7 Consumerism, Daily LIfe in BNA, Grade 8 Heritage Fair, and Grade 9 WWII Research

1.5.8 Removed

1.5.8 Now says

Activities on site in Ferryland to provide grade 8 students practical experience with history and culture

1.5.9 Student reflection after guest speaker presentation

Financial

Added

1.5.6 Purchase 15 Chrome Books for the Social Studies

1.5.4 Continue to purchase Where in the World and Le Monde en Marche for the Studies Studies Program

Professional Development

1.5.7

3 hours of PD to further develop the unit on Life in BNA specifically Black Loyalist (Chapter 5, Grade 7)

1.5.7 One day of PD to further develop the Holocaust Unit in Grade 9

<p><b>Indicators of Success:</b>  1.1.1 Improvement in student writing over the course of the school year has been recorded.  1.1.2 Students self-assess, edit and improve their own work. Complete  1.1.3 Students’ use of the rubric to improve final product. Complete  1.1.4 Students reading levels improve  1.1.5 Students’ constructed responses include DSSC and/or RISC Complete  1.1.6 Students take opportunities to read in class and improve over the course of the year Complete  1.1.7 Students</p>	<p><b>Indicators of Success:</b>  1.2.1 Pre- and post-tests will demonstrate improvement in understanding of variables Complete  1.2.2 Students will do at least two hands-on activities per unit, supported by adequate resources Complete  1.2.3 Pre- and post-tests will demonstrate improvement in understanding of scientific literacy Complete  1.2.4 Science teachers will be available for after school tutorials. Monitor attendance for after school help on Wednesdays. Numbers of at-risk students will decrease. Complete</p>	<p><b>Indicators of Success:</b>  1.3.1 All classes using GAFE for selected writing pieces Complete  1.3.2 Department created and shared Complete  1.3.3 Grammar are shared in Google drive  1.3.4- Increased use of dictionary and thesaurus Complete  1.3.5. Grade level plans developed and given to all teachers in September  1.3.6 Rubrics created by each department head and posted in all classrooms Complete  1.3.7 Increased students completion and grades on selected responses  1.3.8. Common</p>	<p><b>Indicators of Success:</b>  1.4.1 Pre and Post tests through IXL will show progress in numeracy Complete  1.4.2 Monitor attendance for afterschool help on Wednesdays Complete  1.4.3. Include in surveys that students/parents must complete in 2016-17 school year Complete  1.4.4 Monitor at-risk students through powerschool Complete  1.4.5 Monitor at-risk students grades Complete  Administration met three times per year to meet with all students to discuss academic concerns. A plan was developed for every student</p>	<p><b>Indicators of Success:</b>  1.5.1 September 2016 begin the year with retrieval of information text worksheet for Chapter one of the text book.  1.5.2 Assess students ability to retrieve informational text Complete  1.5.3 Assess students’ understanding of the concept of empowerment from the novel study. Complete  1.5.4 Analyse student achievement on the November Report card. Complete  1.5.5 Assess students’ ability to retrieve information from the current events magazine “Where in the World” Complete  1.5.6 Monitor students’ ability to use strategies</p>
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<p>numeracy and literacy improve. Also take student feedback as indicator of success. Complete</p>		<p>assessments administered Complete 1.3.9 All least one cross curricular project per grade</p>		<p>to find information when completing ‘clozed’ activities. 1.5.7 Continue to use google classroom for research assignments i.e. Grade 7 Famous Canadian Assignment, Grade 8 Heritage Fair, and Grade 9 WW II Research. 1.5.8 Student analysis of the rubric and in-class presentations. 1.5.9 Activities on site in Ferryland to provide practical experience with history and culture by continuing field trips to the Ferryland Complete 1.5.10: Student reflection after guest speaker presentation. Complete</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
	<p>1.4 Two PD days per math teacher to learn how to use the IXL program and Chrome books and 1 PD day per math teacher to become familiar with the district on-line videos 1.1.5 Purchase 15 Chrome Books for the Social studies department 1.2.1 and 1.2.2 1.3.3</p>

<b>Goal 2:</b> To enhance school culture and climate that fosters a safe, healthy, caring, and socially just learning environment.			
<b>Objective 2.1. To provide and promote opportunities for active involvement of students, parents and teachers at St. Paul's</b>	<b>Objective 2.2. To promote a safe, caring and socially just environment for all members of the school community by June 2017.</b>	<b>Objective 2.3. To promote a healthy environment for all members of the school community by June 2017.</b>	<b>Objective 2.4 Increase understanding of digital citizenship</b>
<p><b>Strategies:</b></p> <p>2.1.1 One activity per month focused on physical activities</p> <p>2.1.2 Continue Monday fitness club</p> <p>2.1.3 Continue gym nights.</p> <p>2.1.4 Continue Friday walks (period 1 – Grade 7, Period 2 – Grade 8, Period 3 – Grade 9) ** Discretion of teacher.</p> <p>2.1.5 Invite outside groups to present to student body (- MADD - YMCA/YWCA - Power of being a girl, Strength in being a boy.)</p> <p>2.1.6 Continue Staff wellness (ie: Pay it forward)</p>	<p><b>Strategies:</b></p> <p>2.2.1 Maintain Breakfast program</p> <p>2.2.2 Continue Mindful Mondays group</p> <p>2.2.3 Continue GSA group and develop a page for the school website with links to resource material</p> <p>2.2.4 Community based volunteer initiatives such as food drives, Gathering Place, Coats for Kids, Gifts of Hope.</p> <p>2.2.5 Continue with monthly “Den” ideas (multigrade, heterogeneous groupings)</p>	<p><b>Strategies:</b></p> <p>2.3.1 Continue ‘Every Day is an Outside Day’</p> <p>2.3.2 Continue a Monday Fitness club</p> <p>2.3.3 Continue gym nights.</p> <p>2.3.4 Continue Friday walks (period 1 – Grade 7, Period 2 – Grade 8, Period 3 – Grade 9) ** Discretion of teacher.</p> <p>2.3.5 Invite outside groups to present to student body (- MADD - YMCA/YWCA - Power of being a girl, Strength in being a boy. – Rachel Ashley – No Time For That)</p> <p>2.3.6 Initiate Staff wellness (ie: Pay it forward)</p> <p>2.3.7</p> <p>2.3.8.</p>	<p><b>Strategies:</b></p> <p>2.4.1 During PBS orientation and January refresher review expectations or digital citizenship</p> <p>2.4.2 Social studies to continue implementation of Digital Citizenship curriculum throughout the school year i.e. Hate Speech Lessons, empowerment, and Human Rights.</p> <p>2.4.3 Organize RNC to deliver Strive, Internet Media Safety to both students and parents</p>

	<p><b>Indicators of Success:</b> 2.2.5 Student involvement and participation</p>	<p><b>Indicators of Success:</b></p>	<p><b>Indicators of Success:</b> 2.4.1 Decrease in cyber bullying incidences in Review 360 entries 2.4.2 Student reflection and observational assessment from Digital Citizenship curriculum. 2.4.3 Decrease in cyber bullying incidences in Review 360 entries and increased attendance at the Media Safety session</p>

**School Development Plan for 2017-2018**  
**1 Year School Development Plan**

<b>Goal 1:</b> To increase student achievement (numeracy and literacy) across the curriculum through learning within an inclusive environment by June 2018.			
<b>Objective 1.1:</b> Continue opportunities for implementation of literacy across the curriculum by June 2018.	<b>Objective 1.2</b> Continue opportunities for implementation of numeracy across the curriculum by June 2018.	<b>Objective 1.3:</b> To improve student process and demand writing through Departmental collaborative processes.	
<p><b>Strategies:</b></p> <p>1.1.8 Explore problem-based learning in science, integrating literacy across the curriculum</p> <p>1.1.9 Explore projects in science that can also be assessed as part of other subject areas.</p> <p>1.1.10 Incorporate articles about ‘real world science’ across the curriculum.</p>	<p><b>Strategies:</b></p> <p>1.2.1 Students will complete one data analysis/graphing activity in science per unit</p> <p>1.2.2 Highlight importance of math in each science unit - manipulation of formulas, conversion of units, estimation, analysis of data, statistics.</p> <p>1.2.3 Explore problem-based learning in science, integrating numeracy</p>	<p><b>Strategies:</b></p> <p>1.3.1 Common rubrics for constructed responses across the curriculum</p> <p>1.3.2 Teach students strategies for responding to selected responses across the curriculum</p> <p>1.3.3 Common assessments for all students across the curriculum</p> <p>1.3.4 Create exemplar model pieces for student reference</p> <p>1.3.5 Continue grade level focus on grammar, spelling and other conventions.</p> <p>1.3.6 Increase use of dictionary and thesaurus when writing</p> <p>1.3.7 Continue use develop grade level plans across the curriculum and over the grades</p> <p>1.3.8 Encourage cross-curricular teams and assessments across the grade level</p> <p>1.3.9. Lead students through strategies for obtaining information from text.</p> <p>1.3.10 Use Current Events “Where in the World” and “Le Monde en Marche”</p>	

		<p>magazine to continue to develop students' skills in retrieving informational text</p> <p>1.3.11. Continue to use informational curriculum level from the textbook.</p> <p>1.3.12. Using Google Classroom to teach web research from reliable sources and how to cite sources</p> <p>1.3.13 Provide opportunities for students to present their research in "Heritage Fair", "Refugee Assignment", "Consumerism", "Daily Life In BNA", "Holocaust Unit". (In collaboration with language arts and French departments).</p> <p>1.3.14 Continue field trips off site to meet curriculum outcomes, "Ferryland", "Rooms", "Musicals"</p> <p>1.3.15. Guest Speakers on various themes within Social Studies curriculum.</p>	
<p><b>Indicators of Success:</b></p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Continue with Math assessments for each section of a given unit to gauge student learning before each unit test.</p> <p>1.2.2. Data generated from Google Forms technology</p> <p>1.2.3. Teacher observation of student engagement in Math class.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 All classes using GAFE for selected writing pieces</p> <p>1.3.2 Department created and shared</p> <p>1.3.3 Grammar lessons are shared in Google drive</p> <p>1.3.4 Increased use of dictionary and thesaurus</p> <p>1.3.5. Grade level plans developed and given to all teachers in September</p> <p>1.3.6 Rubrics posted in all classrooms (Google)</p> <p>1.3.7 Increased students completion and grades on selected responses</p> <p>1.3.8. Common assessments administered</p>	<p><b>Indicators of Success:</b></p> <p>1.4.1 Pre and Post Google Forms will show progress in numeracy</p> <p>1.4.2 Monitor attendance for afterschool help on Wednesdays</p> <p>1.4.3. Unable to monitor outside of classroom use.</p> <p>1.4.4 Monitor at-risk students through</p>

		<p>1.3.9 At least one cross curricular project per grade</p> <p>1.3.10 Assess students' ability to retrieve information from the current events magazine "Where in the World", Le Monde en Marche"</p> <p>1.3.11 Continue to use 'clozed' activities.</p> <p>1.3.12 Continue to use google classroom for research assignments i.e. Grade 7 Consumerism, Daily Life in BNA, Grade 8 Heritage Fair, and Grade 9 WW II Research. Greatest Canadians, science projects</p> <p>1.3.13 Activities on site in Ferryland to provide grade 8 students practical experience with history and culture.</p> <p>1.3.14 Student reflection after guest speaker presentation.</p> <p>1.3.15 Analyse student achievement on the November Report card.</p>	<p>powerschool</p> <p>1.4.5 Monitor at-risk students grades</p> <p>1.4.6 Teacher observation and classroom discussion.</p> <p>1.4.7 Have not yet received class sets. (Susan will order for September)</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.1.6 Funds to purchase subscription Infos-jeunes and Nos Nouvelles</p> <p><i>1.2 Have science workbooks printed professionally rather than photocopying</i></p> <p>1.2 Brainpop - English and French \$500</p> <p>1.3.6 Class set of French/English Dictionaries, French Thesaurus and Becherelles.</p> <p>1.3.10 Purchase subscriptions to <a href="http://www.Curio.ca">www.Curio.ca</a>, le</p>	<p>1.1 PD day for Grade 7 ELA and for ELA 9 for literacy assessment development ( 2 in total)</p> <p>1.3 PD day ( early in September) for Department Heads to collaborate to devise common assessments and organize yearly plans to meet outcomes.</p> <p>1.4 Two PD days per math teacher to develop the Google Forms for the numeracy program and 1 PD day per math teacher to become familiar with the district on-line videos</p> <p>1.2.1 and 1.2.2</p>

<p>Monde en Marche and What In The World for social studies curriculum.</p> <p>1.4 Funds to purchase Chromebooks (30 x ~\$260=\$7800)</p> <p>1.4.2 Calculators (150 x ~\$6 = \$900)</p> <p>1.1 Subscription Scope Magazine = \$300</p> <p>1.2 Replenish the inclusion corner in office for 2017/2018 school year (\$1000)</p> <p>1.3 Buy Pam <b>20</b> Notebooks and software for assistive tech to meet student accomodations for testing.</p> <p>1.3.1 Increased budget to accomodate the grade seven, eight and nine art program \$2000 required.</p> <p>.</p>	<p>1.3.3</p> <p>1.5.7 Three hours of PD to further develop the unit on Life in British North America specifically Black Loyalists. (Chapter 5, Grade 7).</p>
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<p><b>Goal 2:</b> To enhance school culture and climate that fosters a safe, healthy, caring, and socially just learning environment.</p>			
<p><b>Objective 2.1. Foster responsibility and accountability of self and the school environment.</b></p>	<p><b>Objective 2.2. Create a visual display of inclusion, safe and caring environment.</b></p>	<p><b>Objective 2.4 Continue understanding of digital citizenship</b></p>	
<p><b>Strategies:</b></p> <p>2.1.1 Teachers need to model expectations daily.</p> <p>2.1.2 Continue PBS orientation in</p>	<p><b>Strategies:</b></p> <p>2.2.1 Create visual student art displaying inclusionary practices</p>	<p><b>Strategies:</b></p> <p>2.4.1 During PBS orientation and Term 2 refresher review expectations of digital citizenship</p>	

<p>September and refresher in January.  2.1.3 All teachers will work with students in September to develop a set of classroom expectations to be followed. These will be reinforced throughout the year.  2.1.4 Use homeroom time to ensure students are prepared for class.  2.1.5 Develop a protocol to deal with student lateness.  2.1.6 Upgrade signs in the school to highlight PBS expectations  2.1.7 Weekly/monthly messages - theme to focus on</p>	<p>2.2.2 Continuation of our GSA club  2.2.3 Leadership team highlighting and promoting inclusive practices</p>	<p>2.4.2 Classes to continue implementation of Digital Citizenship curriculum throughout the school year i.e. Hate Speech Lessons, empowerment, and Human Rights.  2.4.3 Organize RNC to deliver Strive, Internet Media Safety to both students and parents</p>	
<p><b>Indicators of Success:</b>  1. Participation numbers</p>	<p><b>Indicators of Success:</b>  2 Examples of practices embedded in our school culture and building</p>	<p><b>Indicators of Success:</b>  Students will be prepared for class, will respect the school environment and will be responsible for themselves.</p>	<p><b>Indicators of Success:</b>  2.4.1 Decrease in cyber bullying incidences in Review 360 entries  2.4.2 Student reflection and observational assessment from Digital Citizenship curriculum.  2.4.3 Decrease in cyber bullying incidences in Review 360 entries and increased attendance at the Media Safety session</p>

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>

\$ for signs about PBS expectations	Time during opening day to set clear expectations for staff and students - develop consistent guidelines for student behaviour
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