



## **St. Peter's Junior High**

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



#### ***Mission***

St. Peter's Junior High strives to empower our community through fostering a safe, respectful, student-centered learning environment. We shall work together to promote lifelong learning, where students are actively committed to academic achievement, critical thinking and social responsibility.

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



### Message from Director

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)

## **Message from the School Administration**

We are very pleased to present to you the 2016-17 School Report for St. Peter's Junior High School.

This Annual School Development Report outlines our students' academic achievements and special projects and programs in which we participated during the 2016-17 school year. It also contains information relating to our School Development Plan which continues to focus on increasing student achievement and on the promotion and development of a safe and respectful school culture and climate.

St. Peter's Junior High School has had another successful school year. The support and energy of our students, staff, parents/guardians, and school community is greatly appreciated. By working together, we provide an enhanced learning environment for all of our students.

Each member of St. Peter's Junior High community is valued and plays an important role in making our school so successful. Let's continue to commit to a partnership of continuous improvement and positive experiences for all of our students.

We hope to convey through this report our continued commitment to excellence for all students entrusted to our care at St. Peter's Junior High.

Go Pythons Go!

Sincerely,

Cecilia Kennedy & Shane Welcher

## **Message from the School Council**

It is hard to believe we have concluded another school year. On behalf of the School Council I would like to take this opportunity to thank all the teachers and staff of St. Peter's Junior High for their hard work and dedication over the past year. The students are lucky to have such a dedicated group of people. The School Council has been very active over the past year supporting various school initiatives.

The council continued to raise money to recognize the strengths of our students by presenting academic, athletic and social awards. A huge thank you goes out to all the school community who supported these activities. The major fundraiser this year was the Caribbean trip, which was once again very successful. We would like to thank everyone who contributed to the success of this fundraising drive, from the teachers who organized it to the students and parents who sold the tickets.

As usual it has been a pleasure working with all members of the school council this year. Some members of the council will complete their three year term this year as their children move along to high school. I would like to thank them for their service and wish them well in the future. I hope everyone has a safe and happy summer.

Cody Garlie  
Chair, St. Peter's Junior High School Council

## **An Overview of St. Peter's Junior High 2016-2017**

### *Our School Community*

Our school, **St. Peter's Junior High**, is a part of the Eastern Region of the Newfoundland and Labrador English School District. Our school has an enrollment of 665 students and offers programs in Grade 7 through to Grade 9. Prescribed programs are presently offered in English and Late French Immersion in Grades 7 to 9 and 2016-17 was the inaugural year for an Early Immersion Program in Grade 8 at SPJH. Students who are performing at grade level and who are meeting success with core learning objectives are taught the **prescribed curriculum**. Student abilities may result in performance below the prescribed curriculum so that program objectives need to be **modified**. Students who have difficulty meeting basic objectives may require instruction in any one or more of the core subject areas in the regular classroom or in smaller groups with modification of the learning objectives and teaching provided by an **Instructional Resource Teacher**. If success is not reached with modified objectives, students may require an **alternate** course or program. One of the greatest needs within the school is providing **supports and accommodations** for students who are within two years of performing at grade level. A regular classroom teacher provides this type of intervention, with support from an Instructional Resource teacher, whenever possible. At St. Peter's Junior High, we are committed to ensuring that the learning environment is safe, caring and provides our students with every opportunity to grow to their full potential - physically, socially, emotionally, and intellectually.

### *Encouraging Student Excellence*

#### **1. Student Recognition Program**

Student involvement and student achievement, in both curricular and co-curricular areas, is recognized through the presentation of cash awards and/or trophies/plaques/certificates at assemblies/ceremonies at the end of the year. This year there were a total of 93 awards presented to deserving students. The Student Recognition Program continues to be supported by our School Council and the community.

#### **2. Virtuous Python Program**

During the 2016-17 school year, our PBS Program was continued with our Virtuous Python Program. Students who model the positive behaviors that we expect at SPJH are awarded with a "Virtuous Python" token which can be entered for weekly prize draws. Each week, names are randomly selected from each grade level and these students are awarded a prize for their positive actions. Many different students were acknowledged throughout the year.

#### **3. Enhancing Student Learning Via Curricular and Co Curricular Events**

St. Peter's Junior High has developed or adopted a variety of activities to help enhance the learning of all students and improve overall student achievement:

- Math League

- Math Help Center
- Pi Day
- Participation in Gauss & Pascal Contests
- Skills Canada Competition
- Skills and Tech Conference @ CONA
- Junior Achievers: The Economics of Staying in School
- Manuels River Field Trip
- Colony of Avalon Field Trip
- French Club
- St. Pierre Trip open to all interested students
- Quebec Trip open to all interested students
- School Based & District Concord d'Oratoire
- School Based, District and Lions Club Public Speaking
- Turning Points Character Education Program
- Bi-annual Musical Performances
- Band
- Choir
- Social Action Team
- GSA
- Writing Club
- Book Thieves
- Gaming Club
- Chess Club
- Science Fair
- Heritage Fair
- Open House

#### **4. Healthy Active Living**

The promotion of physical activity is incorporated throughout the St. Peter's Junior High school community. We believe that regular physical activity is essential for students' optimal growth and maturation, sufficient physical fitness and mental alertness, and for building a basis to resist the development of chronic diseases. During the 2016-2017 school year, we continued to encourage active living within our community. The school continued to invest in equipment and events that support physical activities. As a school,

we pride ourselves in engaging in school wide Healthy Commotion Days including our Annual Walk to Breakfast Day, our bi-annual skating field trips and our downhill skiing and sliding field trips . This school year there was a major increase in student involvement in varsity sports. The school was represented in all school sports for a total of 21 teams and the school continued to invest in team uniforms. SPJH teams hosted many tournaments and participated in many others across the province. In addition, our lunchtime recreation program and our after school recreation program were consistently filled to maximum capacity. We value these programs as they often draw from a pocket of our school population that would not be involved in school teams or sports teams outside of school. In addition, our Outdoor Adventure Club was once again a school highlight and it continues to grow and draw interest from students, parents and community members. Activities that these students participated in included hikes on the East Coast Trail and winter camping.

### **5. Partnerships**

St. Peter's Junior High School welcomes the development of community partnerships. The Mount Pearl Basketball Association continued to be a strong community supporter during the 2016-2017 school year. They used our facility often and continue to support the athletic programs at SPJH. We are very happy to share the fact that we are partners with the Kids Eat Smart program as this provides all of our students with a healthy breakfast before they start their day. MHAs Paul Lane and Steve Kent were strong community supporters of our Social Action Team and of the school as a whole. Many other community businesses were supportive of our St. Vincent de Paul Christmas Hampers and our student awards and Virtuous Python programs. Healthy partnerships with the Royal Canadian Legions as well as the Mount Pearl Lions Club exist at St. Peter's Junior High.

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

### **Provincial Assessments**

#### **Grade 9 English Language Arts**

Grade 9 Enrolment = 182

	2012/13			2014/15			2016/17		
	School	Region	Province	School	Region	Province	School	Region	Province
Multiple Choice									
Informational /Non-Fiction	57.2	56.7	55.9	68.9	68.7	68.4	82.6	82.6	82.4
Constructed Response: Percentage of students meeting/exceeding grade level expectations									
Demand Writing	93.2	93.6	92.7	87.1	86.1	85.3	81.7	81.1	80.7
Informational /Non-Fiction	87.7	87.5	86.2	87.6	80.7	80.6	89.0	87.8	89.1

#### **What do these results tell us?**

Although students at St. Peter's Junior High are performing better than their counterparts in the remainder of the district and province for both the informational/non-fiction and demand writing areas, the results in the constructed response for the demand writing area suggests a negative trend in the 2016/17 school year. To help address concerns related to this negative trend, a school wide writing structure (RACES) has been created and is reinforced consistently with students across all subject areas.

## Grade 9 Mathematics

Grade 9 Enrolment = 179

	2013/14			2015/16		
	School	Region	Province	School	Region	Province
Multiple Choice						
Number	57.7	66.1	66.6	72.8	68.0	66.9
Patterns and Relations	69.4	71.0	71.3	68.8	65.3	64.4
Shape and Space	65.0	72.8	73.3	65.8	65.3	65.0
Statistics and Probability	56.5	63.2	65.4	64.6	72.5	72.3
Constructed Response: Percentage of students meeting/exceeding grade level expectations						
Criteria	49.2	64.0	65.5	68.6	67.5	65.5

### What do these results tell us?

For the multiple choice section in 2015/16, SPJH students scored above both the province and the region in three of the four strands which was a significant improvement over our results in the 2013/14 school year. Although, SPJH students remained below both the district and the province in the Statistics and Probability strand in 2015/16, the school average in this strand increased by 8.1%. For the constructed response section, the percentage of SPJH students meeting/exceeding grade level expectations was higher than both the district and the province and significantly higher (19.4%) than our school percentage in 2013/14.

## Internal Assessment Data

Course Name	Percentage of students with marks less than 60% 2016-17	Percentage of students with marks less than 60% 2015-16	Course Name	Percentage of students with marks less than 60% 2016-17	Percentage of students with marks less than 60% 2015-16
English 7	15	13.2	Social Studies 7	22	10.6
English 8	13	5.9	Sciences humaines 7	8	10.4
English 9	11	5.1	Social Studies 8	11	3.9
Mathematics 7	20	12.9	Sciences humaines 8	4	5.8
Mathematiques 7	11	9.1	Social Studies 9	11	12.1
Mathematics 8	22	16.4	Sciences humaines 9	0	0
Mathematiques 8	8	5.9	Core French 7	3	3.1
Mathematics 9	18	14.1	Francais 7 (LFI)	1	6.1
Science 7	14	10.7	Francais 7 (EFI)	7	2.3
Sciences 7	14	10.4	Core French 8	8	4.6
Science 8	9	9.1	Francais 8 (LFI)	4	0
Sciences 8	6	11.7	Core French 9	8	8.3
Science 9	7	7.6	Francais 9 (LFI)	3	0
Sciences 9	3	0			

### What do these results tell us?

In most core subject areas, there are a percentage of students who are academically at risk. To help improve these internal results, an 'At Risk Student' plan has been implemented by SPJH teachers. Teachers meet regularly with at risk students to provide encouragement and support. Classes were dedicated to 'Catch Up' and teachers were available to work with students who had uncompleted work.

## Report on School Development Plan for 2016-17

<b>Goal 1: To improve student achievement in an inclusive, student-centered learning environment.</b>			
<b>Objective 1.1 To further develop independent literacy skills by June 2017</b>	<b>Objective 1.2 To improve student learning in the strand of Number Sense by June 2017.</b>	<b>Objective 1.3 To improve student achievement through consistent delivery of the Science program by June 2017</b>	<b>Objective 1.4 To improve independence and variety in demand writing within the Français &amp; Core French program by June 2017.</b>
<p>Strategies:</p> <p>1.1.1 To provide more opportunities for independent reading of a range of texts.</p> <p>1.1.2 To provide audio recordings of selected texts (Nelson digital codes &amp; teacher recordings).</p> <p>1.1.3 To further develop students' ability to use and read effectively a range of texts.</p> <p>1.1.4 To further develop students' awareness of and ability to infer accuracy, reliability, and validity of texts (critical reasoning).</p> <p>1.1.5 To further develop students' ability to provide evidence and support in constructed responses.</p> <p>1.1.6 To enhance students' inferential and sequential skills</p> <p>1.1.7 To teach explicitly a range of appropriate terminology and strategies.</p> <p>1.1.8 To provide more opportunities for writing a range of texts (e.g. creative, informational, transactional, etc.).</p>	<p>Strategies:</p> <p>1.2.1 To utilize an assessment of prerequisite knowledge in the area of number sense.</p> <p>1.2.2 To analyze the assessment data to identify at risk students.</p> <p>1.2.3 Identify and implement strategies that can be used to support student learning in number sense, including the District online resources for grade 7 and 8.</p> <p>1.2.4 Continue to review PowerSchool data to monitor students' achievement in each course as part of monthly Dept meetings.</p> <p>1.2.5 Continue to develop an intervention plan for students not attaining success.</p> <p>1.2.6 Continue to develop supplementary prerequisite math skills materials.</p>	<p>Strategies:</p> <p>1.3.1 To compile data by units and assessment type.</p> <p>1.3.2 To continue to develop our common resource websites (English and French) for use by the school community.</p> <p>1.3.3 To re-organize the delivery of STSEs.</p>	<p>Strategies:</p> <p>1.4.1 Create a sample of student exemplars demonstrating a variety of writing skills in all Français and core French programs.</p> <p>1.4.2 As outlined in the curriculum guide, the CHAPOS method and RACES will be introduced to the Core and reintroduced to the immersion students for accuracy of writing.</p> <p>1.4.3 Rubrics and checklists will be presented to students in core and immersion for evaluation and reflect the outcomes for writing in both programs.</p> <p>1.4.4 Monitor students at risk in each course and encourage participation in weekly after school help sessions.</p>

<p><b>Commendations 1.1</b></p> <ul style="list-style-type: none"> <li>● Provided more opportunities for independent reading of a range of texts. (1.1.1)</li> <li>● Further developed students' ability to use and read effectively a range of texts. (1.1.3)</li> <li>● Provided more opportunities for writing a range of texts (e.g. creative, transactional, informational, etc. (1.1.8)</li> </ul>	<p><b>Commendations 1.2</b></p> <ul style="list-style-type: none"> <li>● Analyzed the assessment data to identify at risk students. (1.2.2)</li> <li>● Identified and implemented strategies that can be used to support student learning in number sense, including the District online resources for grade 7 and 8. (1.2.3)</li> <li>● Continued to review PowerSchool data to monitor students' achievement in each course as part of monthly Dept meetings. (1.2.4)</li> <li>● Continued to develop an intervention plan for students not attaining success. (1.2.5)</li> <li>● Continued to develop an intervention plan for students not attaining success. (1.2.6)</li> </ul>	<p><b>Commendations 1.3</b></p> <ul style="list-style-type: none"> <li>● Continued to analyze data as a means to identify successful projects and evaluations and to continue to implement new evaluations accordingly (ex: new inclusive option for science projects for next year). (1.3.1)</li> <li>● Continued to develop our websites and update with the addition of more sample tests, etc. (1.3.2)</li> <li>● Implementation of new STSEs that are applicable to current issues within our province enabled students to make real life connections and further enhanced reading comprehension and success. (1.3.3)</li> <li>● Provided hands on experience through field trips that provided deeper learning experience for student success, which contributed to higher success with STSEs. (1.3.3)</li> </ul>	<p><b>Commendations 1.4</b></p> <ul style="list-style-type: none"> <li>● Continued to build a portfolio of sample student exemplars demonstrating a variety of writing skills in all Français and core French programs. (1.4.1)</li> <li>● As outlined in the curriculum guide, the CHAPOS (need to revisit next year) method and RACES were introduced to the Core and reintroduced to the immersion students for accuracy of writing. (1.4.2)</li> <li>● Rubrics and checklists were used to help foster independence in their writing, however students are still struggling with the limits of their creativity. (1.4.3)</li> <li>● Students at risk were monitored in each course and encouraged to participate in weekly after school help sessions. (1.4.4)</li> </ul>
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<p><b>Goal 2: To cultivate a safe and respectful atmosphere in our school community.</b></p>		
<p><b>Objective 2.1 Demonstrate an understanding and appreciation for our school's code of conduct and its connection to the PBS structure.</b></p>	<p><b>Objective 2.2 Enhance structures to identify and monitor at risk students.</b></p>	<p><b>Objective 2.3 Develop an appreciation and understanding for appropriate citizenship.</b></p>

<p><b>Strategies:</b>  2.1.1 Develop a program to educate the school community on the existing code of conduct  2.1.2 Continue to reinforce acceptable behaviors by modeling throughout the school year  2.1.3 To build appreciation of diversity within the school environment.</p>	<p><b>Strategies:</b>  2.2.1 Collect and analyze data (academic, attendance, behavior) to inform daily practice, decision making and professional learning needs.  2.2.2 Further develop and implement a system for supporting at-risk students with clearly defined guidelines.  2.2.3 Increase effective home and school communication.</p>	<p><b>Strategies:</b>  2.3.1 Continue to implement the digital citizenship lesson plans into the Religion and Social Studies curriculum  2.3.2 Create opportunities for students to develop citizenship values (e.g. Virtues Project)</p>
<p><b>Commendations 2.1</b></p> <ul style="list-style-type: none"> <li>Created videos for use with the school community (2.1.1)</li> <li>Posted large copies of behavior matrix in corridors (2.1.1)</li> <li>Participated in anti-bullying and GSA activities throughout the year (2.1.3)</li> </ul>	<p><b>Commendations 2.2</b></p> <ul style="list-style-type: none"> <li>Regularly reviewed and analyzed data at department level and staff meetings (2.2.1)</li> <li>Continued ‘at risk program’ and provided opportunities for catch up (2.2.2)</li> <li>Increased use of school app and twitter (2.2.3)</li> </ul>	<p><b>Commendations 2.3</b></p> <ul style="list-style-type: none"> <li>Implemented the digital citizenships throughout the school year (2.3.1)</li> <li>Increased participation in Skills Canada, athletics, field trips and travel (2.3.2)</li> </ul>

### Operational Issues Report 2016-2017

Issue	Action	Evaluation
Lack of color in building	Several classrooms and first floor corridor were painted	All rooms from original parts of the building have now been painted; painting will continue in the third floor corridor and the newer classrooms
Many clocks are not working in the building	Several additional clocks were replaced	Clocks continue to be replaced throughout the building; clocks still need to be replaced in 4 specialty area rooms
Water fountains are located too low for students	All older water fountains were removed and two additional water refill stations were installed on first floor	Water Refill Stations are now located on first and main floor; station will be placed on third floor after completion of renovations

No private washroom available for student use	Boys washroom on main floor was converted to a private washroom for student use	Students regularly use the new private washroom
Insufficient staff washrooms	Girls washroom on main floor was converted to a staff washroom	The renovation of this washroom has doubled washroom facilities for staff

**Actions for Change and One Year School Development Plan**

A new 3-5 year school development plan will be developed during the 2017-18 school year. After development, this plan will be reviewed by an external review team.