

WHITE HILLS ACADEMY
PO Box 219
St. Anthony, NL
A0K 4S0

ANNUAL SCHOOL DEVELOPMENT REPORT
2018-19



Message from the Principal

In the 2018-19 school year, the staff and students at White Hills Academy have worked very hard to meet the goals set out in our annual school development plan. Though it has been challenging at times, it has been rewarding to know that we are continuing to learn and grow as a new school through these endeavors. As well, I feel that we are finally in a position to build on our first five years of growth to a place where we are making some significant strides as a school community.

Again this year, we have relied on three main domains of school development including academic achievement, improving communication, and building a safer more caring environment. More specifically we have identified several major objectives to meet these goals which included: to improve literacy and numeracy (academic); to improve a sense of belonging and safety getting to and in school (safe and caring); and to improve communications and community relationships in a variety of areas (communication).

I am pleased to say that we have made some significant progress in each of these areas. For example, we have dedicated much time and effort into our Library Resource position to help improve reading and writing at the primary-elementary and used escalating levels of intervention at the junior and senior high level to improve tardiness, work submitted, and work quality. Similarly, to enhance the safe and caring feeling of our school we have used practical solutions like bus safety evacuations, PATHS framework and anti-bullying activities to promote positive behaviors around the school. With the help of school council we have been able to establish a better working relationship with the town to partner on different ventures to reciprocate activities for student enjoyment. As well, we have focused on technology based professional learning for teachers and collated a critical information package for teachers on school wide protocols.

Through these and similar strategies, I feel that we have achieved much success owing to the work of our school family. School council meetings have been used an opportunity to communicate results, get feedback, and communicate progress throughout the year. The findings included in these pages will identify the strengths and challenges we incurred along the way, as well as provide direction towards building a better tomorrow.

I would also like to take this opportunity to express a sincere thank you to students, parents, teachers, and the entire school community for making this year at White Hills Academy a positive learning experience for everyone. We look forward to another collaborative and prosperous new school year.

Sincerely,

Mervin Parsons
Principal

Message from the Chair of the School Council

The 2018-19 school year has been very busy but passed quickly. Again our school council membership has remained constant with representatives from teaching staff, parents, community members and students who work together to support our students and staff in their academic endeavors.

During the last two years, we have been involved in a District pilot to discontinue midterm exams for junior high students and following its success, we are looking forward to continuing this into high school. This, along with the school initiation of block exams for junior high students, the school Strategic Planning report and financial statements have been the subject of several discussions at our monthly meetings this year. As well, we have approved fundraising efforts on many school generated activities but most notably one for a new school mascot. These fundraising efforts of the students and staff have been a very successful endeavor and we are now the proud owners of a Coyote mascot which has just arrived and we are looking forward to presenting him to the school in September.

Another emphasis this year has to continue building stronger relationships with local community groups. This work has continued since last summer and the community was able to utilize the new soccer field facility for their summer program as well as during other community events. The school has also been able to access the facilities at the stadium for physical education activities such events as the Walk for Breakfast and the Terry Fox run. This proved to be an exceptional partnership with the community for this event and the combined efforts raised over \$5,700, an achievement we look forward to continuing in the coming years. We have also held two successful book fairs this year in both the Fall and Spring enabling us to purchase more books for both the library and classroom settings.

Our school Crisis Intervention protocol has been updated this year and we have also seen the initiation of our new school website which became effective in February of this year. Other activities have included ordering school hoodies for purchase and able to partner with our local dietician to offering students healthier choices at recess. We are looking forward to developing this initiative further in the upcoming school year.

Our school has not been without its challenges this year, most notably the increased amount of snow days due to our Newfoundland winter weather. This necessitated the need for consultation with the school administration, staff and the school board to develop a plan to improve instructional time that was lost because of snow days.

To end on a lighter note, staff appreciation week was held during the week of February 11th-15th and was well received by all as was the Christmas dinner that was provided and cooked by parent and council volunteers. This event is becoming a tradition that we all look forward to and hope to continue in the future.

In closing, I cannot reiterate enough the importance of every member of the school community from the students, teachers, support staff, administration, parents and volunteers and council members without whom, we would not be able to continue to achieve the successes that we do and I look forward to many more.

Sincerely

Helen Penney

Chair

Overview of White Hills Academy

Our School Community

White Hills Academy is located within the town of St. Anthony and services 11 other communities. Students from Kindergarten to Level III attend White Hills Academy from St. Anthony, Goose Gove, Great Brehat, St. Carol's and St. Anthony Bight. Students from grades 7 to 12 attend White Hills Academy from St. Lunaire-Griquet, Gunner's Cove, Quirpon, Hay Cove, Straitsview, Noddy Bay, and L'Anse Aux Meadows.

During the 2018-19 school year there was an allocation of 26 teaching units. Within the 26 teachers 2 were 1.25 administrators, 3 were instructional resource teachers, 10 were primary and elementary teachers (within this allocation 0.4 of a unit was utilized for library resource supports), 11 were intermediate and high school teachers, 1 music teacher, 2 physical education teachers, 1.5 units for French, and 1 unit for guidance (guidance counselor assigned to White Hills Academy also serviced Truman Eddison Memorial and James Cook Memorial School as well). The following table gives a breakdown of class enrollment and classroom set ups:

Grade	Total Enrollment	Number of Classes
Kindergarten	19	1
One	24	1
Two	27	2
Three	13	1
Four	27	1
Five	31	1.5
Six	30	1.5
Seven	32	1
Eight	24	1
Nine	37	2
Level I	25	1
Level II	28	1
Level III	37	2

White Hills Academy has availed of itinerant services in:

- Assistive Technology
- Outdoor Education
- Inclusive Education
- Safe and Caring School
- Literacy and Numeracy Teacher
- Autism

- Numeracy Support (7-12)
- Speech Language

Key Highlights/Special Projects

The 2018-19 school year has been filled with a variety of opportunities for students. The following outlines the initiatives which supported academics, safe and caring schools and communication.

Academic	Safe and Caring	Communication
Christmas Concert, Band Performances	School Council- Variety of activities to promote positive school culture	Heart and Stroke- Launch of "I heart Veggies & Fruit Program"
Remembrance Day Assembly	Living Healthy Activity Day	Teacher Websites
School Book Fairs	Food Bank Drives	Concerts
Spring Art Show	Gaming Groups (7-12)	Newsletters
Tutoring for Tuition	Walk to Breakfast Day	Memos
Let's Talk Science K-12 presentations	Janeway Day	Closing Awards Ceremony
'On Your Way' Day- Grade 12	RCMP presentations- Drug Free, Internet Safety, Distracted Driving, Bike Safety	School Days Book- Primary
Weekly Tutoring Elementary	Student Tobacco/vaping Free Poster Displays	Curriculum Night
Career Counselling- Grade 12	Drama Production	WHA App
High School Transition Meeting	Sporting Events (School Teams, Student versus Teacher competitions)	New Website Launched and Promotion
Levelled Literacy Interventions	Anti-Violence/Bullying Day-- Assembly, Resources, Month Long Initiative for (k-6) Bully Awareness Week- Pancake Breakfast, Buddy Reading, Positive Messages	RCMP/LG Health/Northern Peninsula Violence Prevention- Presentation to Parents- Mental Health and Internet Safety
Working Together to Support Student Achievement	PBIS Day-teaching of positive Behaviors for K-12	LG Health Presentations: Personal Space and Boundaries, Impaired Driving, Healthy Relationships, Cannabis and You, Being a Good Friend
Tutoring Work Experience Program	Northern Peninsula Violence Prevention- respect/honesty presentations	St. Anthony Recreation Committee: Terry Fox Run
Post-Secondary Guest Speakers: MUN, RCAF	Mental Health Presentation (7-12)	

Study Skills and coping with test anxiety workshops	Mental Health Awareness Week	
Lomond Sound (k-6) Workshop	Youth Outreach Worker-promoting self esteem/image	
"Room to Breathe" during MidTerm/Finals Week	Talking Circles-Restorative Justice (Safe and Caring Itinerant & Guidance)	
Lunch Bunch Art Group	Social Justice Group (4-6)	

Partnerships

Organization	Affiliation
Kids Eat Smart	White Hills Academy offers a Grab-and-Go breakfast program which is available to all students. The program is organized and implemented by volunteers and to maintain a school connection there is also a teacher representative.
Royal Canadian Mounted Police	Various presentations and partnerships to improve safety and responsibility at White Hills Academy
Northern Pen	Newspapers provided for Newspapers in Education as well as internet resources for teachers. Published special edition for graduates and special events throughout the year.
SABRI	Scholarships and Bursaries to students (13, 000)
Kinsmen & Kinettes	Donated to local and national scholarship fund. (\$1000)
Eagle River Credit Union	Donation of (\$5000) for Regional Kids Eat Smart.
Consumer PharmaChoice	Sponsored Entrepreneur of the Year Award valued at \$500.
Maurice Joseph McDonald Fund	Scholarship (\$1000)
Royal Canadian Legion	Sponsored (\$300) for Legion of Excellence award. Awarded to students in 7-12 with highest overall average.
Alternative Measures	Donated \$100 for the Alternative Measures Award.
Lions Club	Sponsored Speak-off Awards (\$250) and Poster Contest (\$50)
Violence Prevention Northern Peninsula	Sponsored various school activities such as Pink Shirt Day, Acts of Kindness, On your Way Lunch, and Art Brunch
SSNL	Sponsored various sports awards, banners, and medals throughout the year

Summary Report on the School's Most Current Data

Provincial Assessment Data

Public Exam data 4-year trend data (average final mark)

	2015-16			2016-17			2017-18			2018-19		
	WHA	WEST	NLESD									
Math 3200	74.7	79.6	77.3	73.1	78.5	78.5	85.9	79.1	77.3	76.6	78.8	78.4
Math 3201	60.9	66.7	66.4	61.5	67.6	67.1	70.9	69.3	67.9	61.5	68.8	66.9
W. Geo 3202	72.9	72.6	70.4	73.4	71.7	70.5	76.1	74.1	71.6	75.3	73.9	73.0
Bio 3201	70.9	69.0	68.0	68.2	68.7	68.2	70.0	70.5	69.3	59.6	69.7	68.7
Chem 3202	74.9	75.2	73.7	66.9	73.8	73.7	75.6	73.5	73.5	73.2	73.3	73.4
Phys. 3204-04	69.4	76.0	75.9	70.9	77.9	75.0	76.2	-	73.9	-	-	-
Eng. 3201	72.2	70.5	70.9	71.3	72.2	70.9	69.8	68.2	69.1	69.1	71.0	70.6

What do these results tell us?

Biology 3201

- Public Exam (-12) and Final Mark (-9.1) below Province
- Exam Mark and Final Marks on par with previous years (2015-2018)
- Remain steady and On par with provincial results except 2019

Chemistry 3202

- On par with Province on Public Exam Mark
- On par with final grades but fluctuating.
- Average 73 %

English 3201

- On Par with province for Public Exam and Final Grade
- Final Grades similar each year: Average 71%

Physics 3204/14

- Above province slightly in all scores.
- Above Average in final grades (80 vs 71%)

Math 3201

- Public Exam (-8.2) and Final Grade (-5.4) below province.
- Average of 65 % over the last 5 years.
- Trend is lower than provincial mean

Math 3200

- WHA on par with public exam and Final Mark
- Similar Grades over last 5 years.
- Average 77 %

World Geography 3202

- Public Exam (+5.1) and Final Grades (+2.3) Higher than Province
- All subtest higher than province
- Trend data indicates sustained grades of 74 % over the last 4 years.

School Development Surveys

Leadership and Coaching

- ▶ Frequency of feedback (-43) and Thoroughness of Feedback (-35) biggest differential compared to province
- ▶ School Leadership: Communication of important information (9) and Responsiveness to teacher feedback (-2) smallest differential to province. Knowledge of teacher classrooms (-27) compared

Grades 3-4

- ▶ Overall very comparable to Province
- ▶ Biggest differential School Engagement (-9.4)
- ▶ Lower in Rigorous Expectations

Grades 5-6

- ▶ Overall Very Respectable.
- ▶ Better than province in ALL areas
- ▶ Biggest differential School Engagement (8.7) and School Climate (5.5)

Grades 7-12

- ▶ Below in all areas vs Province except School Safety
- ▶ Biggest differentials School Climate (-26.2), School Engagement (-18.8), and School Belonging (-17.9)
- ▶ Teacher- Student Relationships (50.4)

Family Surveys

- Comparable with Province on most
- Biggest differentials School Fit (-19.4) and School Climate (-17.8)
- Family Support, Barriers to Engagement (75+) positive

Staff Surveys

- Teacher Efficacy good
- Professional Learning biggest differential (-18.6) and School Climate (-11.2)
- Professional Learning (-25) for top tier response

Performance Measurement Framework (PMF) Data

A consistent, systematic approach for collecting and analysing data, and reporting on the performance of the overall school system. Common goals are assessed through internal and external data measuring the following five (5) indicators of success:

PMF 1: Children begin school with a strong foundation for learning and development.

No data to report

What do these results tell us?

- No data to report

Areas of Strength	Challenges
<ul style="list-style-type: none"> • None to report. 	<ul style="list-style-type: none"> • None to report

PMF 2: Students experience a Safe and Inclusive School Environment

What do the results tell us?

- Biggest Difference School Climate-Staff and Family (-15) but also improvement since last year (+12)
- Largest compared to similar schools is Major Behaviors (+69) Down from previous year as well.

Areas of Strength	Challenges
<ul style="list-style-type: none"> • Made good gains from last years' results in positive school climate. • Staff were relatively optimistic that schools can improve. • Teachers were trusted in Teaching 	<ul style="list-style-type: none"> • Staff Respect for students should be improved and placed in school development plan as a goal. • Student engagement continues to be an area of concern across most areas

methods to help students learn.	
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PMF 3: Education System is Responsive to Students Needs

- Biggest Difference Family Fit school Climate-Staff and Family (-16) compared to provincial results
- Similar Results as last year.
- Self Efficacy Similar to other schools

PMF 4: Students Meeting Expectations

- On Par with Similar Schools
- Slight Decrease from last year (>80%) -6.4 %

PMF 5: Student Graduation Rates

- On Par with similar Schools and slightly above Province.

Advanced/Academic/General Enrolment

Percentage of Students enrolled in Academic/Advanced/General Level III courses

High School Enrolment = 90

	2015-16			2016-17			2017-18			2018-19		
	WHA	WEST	NLESD									
Math 3200 (Adv.)	42.4	18.0	24.1	40.0	NA	NA	43.8	NA	NA	42.0	21.1	29.7
Math 3201 (Acad.)	24.2	58.9	53.7	53.3	NA	NA	34.4	NA	NA	39.0	55.8	55.0
Ap Math	33.3	23.1	22.2	6.7	NA	NA	21.8	NA	NA	18.0	23.1	15.3

WHA ASDR 2019

3202 (Gen.)												
Eng. 3201 (Acad.)	73.3	78.7	78.2	90.0	NA	NA	78.2	NA	NA	90.9	78.8	85.0
Eng. 3202 (Gen)	26.7	21.3	21.8	10.0	NA	NA	21.8	NA	NA	9.1	21.2	15.0

What do these results tell us?

- Students in advanced math course stayed on par with previous years.
- Students enrolled in Academic Math increased from previous year and has decreased in general math program.
- Students completing Academic English has rebound to 2016-17 levels indicating many students taking academic route.
- WHA in 2018-19 more likely to take Academic English. Numbers were significantly above provincial results.
- Unable to compare school based trends to province due to insufficient data in 2017-18.

Graduation Rate and Status

Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honours, Academic, or General

High School Enrolment = 90

	2015-16			2016-17			2017-18			2018-19		
	WHA	West	NLESD									
Graduation Rate	96.6	96.5	95.6	93.8	NA	NA	94.0	NA	NA	96.8	97.1	94.8
Honours	39.3	28.2	31.5	33.3	NA	NA	40.6	NA	NA	43.8	33.6	37.1
Academic	32.1	40.0	38.8	46.7	NA	NA	34.4	NA	NA	25.0	35.0	37.5
General	29.6	31.9	29.7	20.0	NA	NA	25.0	NA	NA	31.3	31.4	25.4

What do these results tell us?

- Graduation rates for 2018-19 increased to best they have been in four years.
- Graduation rates above provincial results.
- Number of students who graduated with honors are above provincial results and increased in the last two years.

Scholarships

Number of Level III students = 33

Total Scholarship/Bursary Offers

	2015/16	2016/17	2017/18	2018/19
Number of Students Awarded a Scholarship or Bursary	14	22	30	19
Total (estimated) Dollar Figure Offered (all students)	16, 000	15,500	48, 575	12,000

What do these results tell us?

- There are many opportunities for students to receive additional funding for schooling.
- Many Students at White Hills Academy strive for and are successful in obtaining scholarships to continue their education.
- While the total amount of scholarship money was lower than previous years many students did receive some funding for post secondary endeavors.
- There is good community and organizational financial support for students of White Hills Academy.

Internal Assessment Data

Our students academic successes for the 2018-19 school year have been identified and celebrated, as well challenges have been documented and interventions implemented to assist students. There have been specific actions taken across grade levels which correspond to the concerns identified.

Primary students have continued with The Working Together to Support Student Achievement (WTSSA). This initiative provided additional support to primary students in 20-30 minute intervals in intense, small, and large group instruction. Due to the reading focus and intensity of supports many of our students at the primary level meet grade level expectations. There has also been a noticeable positive difference in decoding, and comprehension at the primary level. Daily 5 activities were also implemented in various primary/elementary classrooms to improve language arts skills, formative assessment, and interventions used in the classroom.

From internal assessments there was a notable concern brought forward pertaining to writing and spelling difficulties for elementary students. Individualized instruction to meet specific

student needs was implemented by teachers. Write traits for writing was utilized in grades K to 6 to target each trait of writing and to date there have been noted improvements in the area of writing.

Given an increasing rates of emotional disorders and anxiety issues amongst young people; WHA, in conjunction with the Northern Regional Wellness Coalition, implemented The Promoting Alternative Thinking Strategies (PATHS) program. The purpose of implementing this social and emotional learning platform at an early age is to teach young students how to cope with feelings and give them the tools they may need later in life early on as a way to target the needs that have become evident in our Grade 7-12 students.

Within the 7-12 student population concerns were noted in a more general nature. Issues existed in many areas of the curriculum which were influenced by learning difficulties, study habits, student engagement, motivation and completion of work.

Interventions for 7-12 students were provided through a variety of avenues. Tutoring for tuition, one-on-one assistance from teacher, grouping strategies, organizational supports, technology, copies of notes, additional review materials, a variety of formal and informal assessments, and re-do's for assignments and tests were amongst the most commonly utilized. Furthermore, with a support teacher credit recovery was used to help students gain credits in unsuccessful courses and escalating levels of intervention (ELI) strategies implemented for incomplete work. Student's parents/guardians were also informed of concerns in relation to specific courses, especially courses that students were struggling with.

These interventions have helped to increase academic success in some subject areas. For students who were unsuccessful, there was a continuation of interventions and programming options were considered for senior high students

Moving Forward With School Development

White Hills Academy is focusing on three goals again for the 2019-20 school year. Based on this year's data and school development plan it was decided that they would include the following:

- o Goal 1- improve literacy and numeracy,
- o Goal 2- the safe and caring environment, and
- o Goal 3- communication.

While there are three main goals, this years' School Development Surveys and

Performance Measurement Data indicated that student engagement strategies should be threaded throughout each of them. As well to improve on our school development goals this year through sub divisional meetings. The goals in our current plan was outlined as such to give these groups a clearer focus on what they would action/discuss during these times.

To meet our numeracy and literacy goal we are going to continue with structures that have already been established and expand on more hands on activities in these areas. In helping to accomplish this we are going to use our Library Resource Teacher and the library space to identify ways to use this area in more diverse ways.

Most of the Safe and Caring focus came from the performance measurement framework and identified student teacher relations and improved sense of community in this area. To improve in these areas we have looked at increasing the amount of special events. We are also looking into ways that students could be more involved in decisions to make our school better through focus groups on various issues.

Lastly, to fulfill our objectives to improve communication we are looking at more ways to communicate positive news about the school to the broader community. With the loss of the App we are discussing using Twitter and School Messenger to replace this service. As well, we will continue to work with parents to improve their Powerschool experience. It is in these efforts that we feel will bring us closer to meeting our school development goals.

Report on School Development Plan for Previous Year (2018-19)

Goal 1: To improve academic achievement for all learners across subjects and grade levels within an inclusive environment

Objective 1.1: To increase literacy and numeracy abilities of all students across grade levels.

- 1.1 WTTSA will continue to be implemented.
- 1.2 LLI kit will continue to be used for intervention of small/intense groups WTTSA.
- 1.3 Avail of LRT (Learning Resource Teacher) supports in library as required/needed or where possible.
- 1.4 Ensure that pre-referral is in place for struggling students who are not reading at grade level.
- 1.5 Students who are struggling should be provided the opportunity to avail of tutoring for tuition program.
- 1.6 A focus on teaching subject-specific literacy skills across curricular areas.

- 1.7 Teach and model how to edit and revise written work across all subject areas.
- 1.8 Encourage use of manipulatives and technology to reinforce math and literacy skills across all grade levels.
- 1.9 Teach students strategies to be able to problem solve.
- 1.10 Teach students independent study skills.
- 1.11 Teach students/staff an organizational school-wide system.
- 1.12 Make recommendations to place students in appropriate courses (e.g. general/academic) as soon as possible in the academic year.
- 1.13 Focus on providing students with opportunities to read and write non-fiction texts across all grade levels and in all areas when possible.
- 1.14 Clarification of assessment and evaluation policy for staff such that there is consistent school wide implementation.
- 1.15 Communication of assessment and evaluation policy to parents/guardians.

Evaluation

- 1.1-2-3 WTSSA was continued at the Primary Elementary Level this year. Literacy Resource Teacher helped to organize and deliver lessons.
- 1.4 Interventions were used for struggling students and pre-referrals were developed for those students showing deficits in reading and writing.
- 1.5 The tutoring for tuition program was implemented this year. Services were offered to all students from k-12.
- 1.6 Teachers have taught subject specific literacy skills across curricular areas where applicable.
- 1.7 Modelling of the reviewing and editing process has been present across all subject areas in all grade levels.
- 1.8 Manipulatives and technology were used to reinforce math and literacy skills across all grade levels. Grades 4-6 Math teachers worked with the program specialist to develop lessons conducive to hands on approaches within the classroom.
- 1.9-1.10 Strategies were taught across the curriculum to foster problem solving and independent skills amongst students through the PATHS program in K-6 and through guidance sessions for 7-12.
- 1.11 Students and teachers were taught organizational systems during school close out day. Some teachers helped to develop a binder for important student information and protocols.

1.12 Guidance and administration met with individual students in grades 10-12 at the beginning of the school year to ensure students were placed in appropriate courses. Where needed, parental meetings were held to ensure open communication with respect to the student courses.

1.13 Students were given the opportunity to read and write non-fiction tests across grade levels where possible.

1.14 A staff meeting was held to review the assessment and evaluation policy to ensure teachers understood policy in detail and changes to escalating levels of intervention.

1.15 The assessment and evaluation policy was provided to parents/guardians during the curricular night and copies were uploaded to our app and website.

Goal 2: To continue to build a safe, caring and healthy school environment for all stakeholders.

Objective 2.1: To continue with our focus on increasing the safe and secure feeling of students while travelling on the bus	Objective 2.2: To increase the safe and secure feeling while at school for staff, students, parents, and other stakeholders	Objective 2.3: Focus on developing a sense of school community and spirit among all stakeholders?
<p>Strategies:</p> <p>2.1.1 An educational session for students (including Kinderstart) on the bus regarding bus safety, procedures, behavior expectations</p> <p>2.1.2 Inform parents of educational sessions and video on bus safety</p> <p>2.1.3 Assign and enforce the front of the bus for k-6 and the back of the bus for 7-12.</p> <p>2.1.4 To ensure students take the proper bus and inform parents of courtesy bussing.</p> <p>2.1.5 Encourage ongoing informal communication between bus drivers and teaching staff to address any student behavioural concerns</p> <p>2.1.6 To inform bus drivers of their responsibilities and to ensure bus drivers know the protocols for</p>	<p>Strategies:</p> <p>2.2.1 To continue with the implementation of the PATHS program for K-6</p> <p>2.2.2 To have a school wide Anti-Bullying Day in February.</p> <p>2.2.3 To plan and implement activities for Bullying awareness week in November</p> <p>2.2.4 To ensure that all school policies have been communicated to staff members</p> <p>2.2.5 Update and communicate the school evacuation procedure, practiced and communicated to all staff and students.</p> <p>2.2.6 To develop a policy/handbook for new students, teachers, and substitutes</p>	<p>Strategies:</p> <p>2.3.1 Ensure that spirit/activity days are planned in a way that focuses on time-management and inclusivity and participation of all students</p> <p>2.3.2 Organize a social committee to organize staff ‘social events’ on a bi-weekly basis(potluck, social events, lottery, etc.)</p> <p>2.3.3 Ask Student council to implement spirit days on a monthly basis.</p> <p>2.3.4 Devise School wellness committee to enhance school cohesiveness and spirit (academic or activity based-buddy reading).</p>

<p>reporting serious and chronic incidents (e.g. not reporting to teachers).</p>	<p>2.2.7 To have a training session on First Aid/CPR (including AED training), CPI and/or mental health first aid.</p> <p>2.2.8 To look at establishing a welcoming committee for new staff orientation.</p> <p>2.2.9 To edit/revise and continue to implement the PBIS matrix.</p> <p>2.2.10 To implement PBIS with the students via a school-wide initiative.</p> <p>2.2.11 Update, review, and communicate the protocols for secure schools and lockdown procedures.</p> <p>2.2.12 To address concerns raised by families and students surrounding substance use/abuse</p> <p>2.2.13 Promote the resources listed on Ms. Greene-Trainor's website to students</p>	<p>2.3.5 Using the hallway screens to announce accomplishments (sports teams, individual students, etc.), and any other things happening in the school that deserve recognition.</p> <p>2.3.6 Design Birthday Wall to show monthly birthdays.</p> <p>2.3.7 Discuss option of implementation of first and second tier 'interventions' for whole school PBIS.</p>
<p>Evaluation:</p> <p>2.1.1 Bus safety sessions were conducted for all students in k-12, including kinderstart. A bus evacuation drill was done for students at all grade levels.</p> <p>2.1.2 Parents were informed of the bus safety sessions and videos were delivered.</p> <p>2.1.3 Areas were designated for k-6 and 7-12. Students in k-6 were assigned to front and 7-12 towards the back.</p> <p>2.1.4 Courtesy bussing forms were utilized to ensure proper bus use. Information was provided to parents regarding bus routes and courtesy bussing via the school website and the app. .</p>	<p>Evaluation</p> <p>2.2.1-2.2.4 To ensure students feel safe and secure the PATHS program was implemented in k-6. An anti-bullying session was held for all students. The guidance counsellor, youth outreach and other members of LG Health authority presented to all students on bullying topics. Policies around bullying were communicated to all staff members. The guidance counselor also implemented an anonymous protocol for reporting bullying behaviors.</p> <p>2.2.5 Update and communicate the school evacuation procedure, practiced and communicated to all staff and students.</p>	<p>Evaluation</p> <p>2.3 Spirit days were planned by student council to include all students.</p> <p>2.3.3-2.2.4,2.3.6 A staff social committee was organized to hold and prepare for social events.</p> <p>2.3.5 Hallway screens are still not operational.</p> <p>2.3.7 PBIS this year focused more on restorative justice. Staff had met with program specialist to help introduce how this looked in school as well as two follow up sessions in the classroom. Guidance practice</p>

<p>2.1.5-2.1.6 Met with bus drivers on several occasions to inform bus drivers of their responsibilities and protocols.</p>	<p>2.2.6 To develop a policy/handbook for new students, teachers, and substitutes</p> <p>2.2.7 To have a training session on First Aid/CPR (including AED training), CPI and/or mental health first aid.</p> <p>2.2.8 To look at establishing a welcoming committee for new staff orientation.</p> <p>2.2.9 To edit/revise and continue to implement the PBIS matrix.</p> <p>2.2.10 To implement PBIS with the students via a school-wide initiative.</p> <p>2.2.11 Update, review, and communicate the protocols for secure schools and lockdown procedures.</p> <p>2.2.12 To address concerns raised by families and students surrounding substance use/abuse</p> <p>2.2.13 Promote the resources listed on Ms. Greene-Trainor's website to students</p>	<p>talking circles in various parts of the school.</p>
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Goal 3: To continue to improve communication among all stakeholders.	
Objective 3.1: Staff members continue to learn and use various modes of communication.	Objective 3.2: To use the various modes of communication with parents/guardians/community.
<p>Strategies:</p> <p>3.1.1 To provide staff members opportunities to become familiar with technology and communication resources (websites, email, power school, G-Suite, grade book, etc.)</p> <p>3.1.2 To become more efficient in using all components of G-Suite</p>	<p>Strategies:</p> <p>3.2.1 Administration provide an opportunity for parents/guardians to log into Powerschool and ask questions during November reporting period regarding PowerSchool.</p> <p>3.2.2 To ensure all information (email, mailing address, phone numbers) is updated on PowerSchool and information is current by end of September, with</p>

<p>3.1.3 Use hallway monitors to communicate school events and accomplishments (through Google Slides).</p> <p>3.1.4 To create an information booklet containing pertinent classroom information, such as passwords for login to computers, powerschool, fire drills and lock-down procedures, medical protocols, and general school policies.</p>	<p>teachers making contact home for missing information.</p> <p>3.2.3 To utilize the WHA app, school/teacher website, and newsletter to communicate school events, activities and successes.</p> <p>3.2.4. To explore the possibility of establishing a WHA Twitter account or Facebook account to communicate school events, activities, and successes.</p> <p>3.2.5. For teachers to use performance reports (including note when appropriate to check PowerSchool).</p> <p>3.2.6. Improve communication channels with the town (re: use of and access to town facilities (i.e. the Polar Centre/Digital sign) for community related events.</p>
<p>Evaluation</p> <p>3.1.1-3.1.2 Staff members were given the opportunity to partake in professional development for google, g-suite, and powerschool.</p> <p>3.1.3 A committee was formed to organize info to be communicated on hallway monitors</p> <p>3.1.4 Binders were developed as an information booklet for teachers and substitute with pertinent classroom information on them.</p>	<p>Evaluation</p> <p>3.2.1 Communication with parents, guardians, and community have shown improvements.</p> <p>3.2.2 Powerschool was accessible to all parents in grades 7-12 to keep informed about their child's progress.</p> <p>3.2.2 Information was consistently updated in powerschool and school website throughout the year.</p> <p>3.2.3 The WHA app was consistently updated used to keep the school community informed of any activities, successes.</p> <p>3.2.4 Channels of communication with the town have been improved. The school partnered with them for the Terry Fox Run. The town and school has used each others facility on occasion for various events.</p> <p>3.2.5 Staff were encouraged to use Performance reports when necessary. Escalating levels of intervention protocols were prioritized this year as well to ensure all parties were informed of student progress</p>

School Development Plan (2019-20)

Goal 1: To improve academic achievement for all learners across subjects and grade levels within an inclusive environment
Objective 1: To increase literacy and numeracy abilities of all students across grade levels.
ALL
<ul style="list-style-type: none"> ● Avail of LRT (Learning Resource Teacher) supports in library as required/needed or where possible. ● Mentorship/leadership of young teachers (give them lots of support for success) ● Students who are struggling should be provided the opportunity to avail of tutoring for tuition program. ● Encourage use of manipulatives and technology to reinforce math and literacy skills across all grade levels. ● Utilize the Library more so students have more to do at lunch times. (ex. Lego wall, maker spaces, etc.) ● Ideas to improve student engagement in classrooms
Primary
<ul style="list-style-type: none"> ● WTSSA will continue to be implemented. ● LLI kit will continue to be used for intervention of small/intense groups WTSSA. ● Ensure that pre-referral/ Primary WTSSA profiles are in place for struggling students who are not reading at grade level. ● Schedule Math and Literacy Days.
Elementary
<ul style="list-style-type: none"> ● Schedule Math Day and Literacy Days to bring emphasis and fun to math and literacy .
7-12 (ELA-SS)
<ul style="list-style-type: none"> ● Focus on providing students with opportunities to read and write non-fiction texts across all grade levels and in all areas when possible.
7-12 (Math-Science)
<ul style="list-style-type: none"> ● Specific Courses (eg. Biology 3201, Math 3201), Look into ways to improve sub data results.
Admin/Other
<ul style="list-style-type: none"> ● Have Guidance Counsellor to teach students about problem solving skills and recognizing and dealing with anxious feelings. This should be reinforced using the PATHS program. ● Clarification of assessment and evaluation policy for staff, parents, guardians and students such that there is consistent school wide implementation. ● Identify areas of meaningful professional learning from staff ● Increase frequency of professional coaching through designated walk throughs and opportunities to give teacher feedback.

Goal 2: To continue to build a safe, caring and healthy school environment for all stakeholders.	
Objective 2.2: To increase the safe and secure feeling while at school for staff, students, parents, and other stakeholders	Objective 2.3: Focus on developing a sense of school community and spirit among all stakeholders?
ALL	ALL
<ul style="list-style-type: none"> • An educational session for students (including Kinderstart) on the bus regarding bus safety, procedures, behavior expectations • To ensure that LGBTQ community is acknowledged and the students and staff feel safe and secure while at school • To revisit PBIS and discuss future implementation • Make the school inclusive in that we acknowledge students who maybe a part of the LGBTQ2 and consider their needs. 	<ul style="list-style-type: none"> • Have a welcoming assembly • Schedule Teacher-Student Games on a regular basis • Change format of PBIS days • Have Pep rallies for sport teams who travel. • Create a space (like kindergarten) for storage of Ski-Doo helmets and clothing by stairs • Focus group with students to get their input on what can be done to make our school better • Recognize and celebrate special or important events happening in the world that relate to literacy (Dr. Suess's birthday for example) and have activities planned around that theme. Or author of the month activities set up in the library, or classrooms. • Organize a social committee to organize staff 'social events' on a bi-weekly basis (potluck, social events, lottery, etc.) • Investigate how we can use/display art in public spaces/classrooms/gymnasium to make the environment more visually appealing • Identify ways to improve teacher student relationships.
Primary	
<ul style="list-style-type: none"> • To continue with the implementation of the PATHS program for K-6 	
Admin/Other	Admin/Other
<ul style="list-style-type: none"> • To plan and implement activities for Bullying awareness week in November • To develop a policy/handbook for new students, teachers, and substitutes • To have a training session on First Aid/CPR (including AED training), CPI and/or mental 	<ul style="list-style-type: none"> • Ensure that spirit/activity days are planned in a way that focuses on time-management and inclusivity and participation of all students • Ask Student council to implement spirit days on a monthly basis.

<p>health first aid. To provide opportunities for teachers to avail of first aid training.</p> <ul style="list-style-type: none"> ● To look at establishing a welcoming committee for new staff orientation. ● Update, review, and communicate the protocols for secure schools and lockdown procedures and evacuation ● To address concerns raised by families and students surrounding substance use/abuse ● To inform bus drivers of their responsibilities and to ensure bus drivers know the protocols for reporting serious and chronic incidents (e.g. not reporting to teachers). ● Bus drivers inform Administration on incidents. 	<ul style="list-style-type: none"> ● Devise School wellness committee to enhance school cohesiveness and spirit (academic or activity based-buddy reading). ● Using the hallway screens to announce accomplishments (sports teams, individual students, etc.), and any other things happening in the school that deserve recognition. ● Design Birthday Wall to show monthly birthdays. ● Continue to grow and develop a GSA group for students ● Investigate ways to build school-community relationships ● Kindness Tree activities - Pass out hearts and filling them in with kind things students have done in school. Draw for prizes each week/month. ● Investigate ways to enable students to take ownership of improving school climate and culture ● Discuss option of implementation of first and second tier 'interventions' for whole school PBIS.
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Goal 3: To continue to improve communication among all stakeholders.	
Objective 3.1: Staff members continue to learn and use various modes of communication.	Objective 3.2: To use the various modes of communication with parents/guardians/community.
<p>ALL</p> <ul style="list-style-type: none"> ● To become more efficient in using all components of G-Suite (especially google classroom) 	<p>ALL</p> <ul style="list-style-type: none"> ● For teachers to use performance reports (including note when appropriate to check PowerSchool).
<p>Admin/Other</p> <ul style="list-style-type: none"> ● To provide staff members opportunities to become familiar with technology and communication resources (websites, email, power school, G-Suite, grade book, etc.) ● Use hallway monitors to communicate school events and accomplishments (through Google Slides). ● To create an information booklet containing pertinent classroom information, such as passwords for login to computers, powerschool, fire drills and lock-down procedures, medical protocols, and general school policies. 	<p>Admin/Other</p> <ul style="list-style-type: none"> ● Administration provide an opportunity for parents/guardians to log into Powerschool and ask questions during November reporting period regarding PowerSchool. ● To ensure all information (email, mailing address, phone numbers) is updated on PowerSchool and information is current by end of September, with teachers making contact home for missing information. ● To explore the possibility of establishing a WHA Twitter account to communicate school events, activities, and successes.

Operational Issues Report 2018-19

Year	Issue	Action	Evaluation
2016	Lift Systems (Stair Lift on Stage)	<ul style="list-style-type: none"> ● Work with company to ensure inspections are up to date. ● In-service Staff on how to use appropriately ● Order parts necessary to ensure equipment is in proper working order. 	Ongoing
2018	Gym Floor	<ul style="list-style-type: none"> ● Resurface Gym Floor 	Ongoing
2016	Spotlight in Gym	<ul style="list-style-type: none"> ● Replace spotlight for stage ● Placed on summer maintenance list 	Ongoing
2014	Wheelchair access	<ul style="list-style-type: none"> ● Sidewalk in front of the main entrance needs to be upgraded to be wheelchair accessible 	Ongoing