
Message from the Director of Education

June 16, 2004

Dear Parents:

Striving to achieve the ultimate match between the educational needs of our students and the various curriculum outcomes mandated by our province has been the essential goal for all of our schools since the inception of the Avalon East School District in 1997. Using a district-wide planning process, these school level efforts have been permeated with core values deeply rooted in the traditions of each and every one of our students, our families, and our communities generally. Our collective goal has been to assist each of our students to move towards complete personal self-fulfillment.

Public schools the world over likely boast similar objectives. In fact, it is not uncommon for schools to take immense efforts to advise their communities of their success in this regard. Examples of this include informing the public of the various academic distinctions won by students or the accomplishments of school groups such as athletic teams or concert bands and choral groups. Often statistics are garnered to measure the progress in relation to national, international, provincial or local standards. There is an expectation today that most endeavors can be evaluated by numbers; therefore it is not surprising that many school report booklets and publications are so constructed.

In some ways this School Report Booklet represents those things. However, it also represents much more than just numerical descriptors on school progress. Each school community is unique. Each has developed its own statements of goals and priorities. These are locally owned; that the schools progress towards the achievement of these goals is the real truth behind any report. Please remember that the school goals are comprehensive; they speak of personal development and values as much as they reference average marks and pass rates.

In September a new School District will replace Avalon East. It is our hope that it will continue to build upon the foundations laid by our school development and improvement work. We ask you to support its efforts to grow and nurture our students. To all of those parents, teachers, and students who have worked so tirelessly to assist the Avalon East School District in its mission, we offer a sincere word of humble gratitude. It has been our honor to work with you in nurturing the growth of our students, your children.

BRIAN SHORTALL, B.A., B.Ph., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

JIM REID
CHAIR

Message from the Principal

This year has marked the end of a three-year school development plan. It is now time to review the initiatives over the past three years and move forward to develop a new three-year plan. I am pleased with the progress made over the past three years and look forward to working with the St. Paul's School Community to build on our strengths and address our needs.

School Mission Statement

The mission of St. Paul's Junior High School Community is to provide a safe, supportive and respectful environment that is conducive to the emotional, intellectual, spiritual, social and physical well being of the adolescent learner. This will be achieved by developing active classroom and whole school experiences that are varied for all students, respectful of individual differences and provides opportunities for life-long learning skills. This will enable all of our students to reach their individual potential and be better able to adapt to the changing demands of the 21st century.

Our School

Our school, *St. Paul's Junior High* is presently part of the *Avalon East School District*, which has *65* schools with a total of *approximately 30,000* students. The school currently has an enrolment of *511* students and offers grades *7, 8 and 9*.

Our Staff and Classes

Our school has a total of *29* full-time and *3* part-time educational staff which includes *18* classroom teachers and *6.25 units* special services personnel. We have *1* guidance counselor, *4.83* specialist teachers in the areas of *Music, Learning Resources, Physical Education, Technology Education and Home Economics* as well as the support of *4* student assistants. 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.

What do some of our specialists do?

MATHEMATICS DEPARTMENT

Ms. Susan Foote, Mathematics Department Head

The Mathematics department at St. Paul's Junior High School for the 2003 - 2004 school year was comprised of the following highly qualified and motivated mathematics teachers:

- Ms. Ann Broderick Grades 7, 8, and 9
- Mr. Rob Cowan Grade 8
- Mr. Dave Dyer Grade 9
- Mr. Terry Hale Grade 7 (English and French)
- Ms. Deana Mitchell Grades 7 and 8 (French)
- Mr. Ken Roach Grades 7, 8, and 9
- Ms. Susan Foote Grades 7, 8, and 9

All Mathematics courses were evaluated using the same scheme where the grade was cumulative and the final exam was based on the year's outcomes. The evaluation scheme was as follows:

- Performance Assessment 15%
- Assignments 15%
- Term Projects 10%
- Unit Tests 30%
- Mid-year Exam 10%
- Final Exam 20%

The Mathematics programs at the junior high level have experienced many changes over the past few years. During the 2001 - 2002 school year, the new grade 7 Atlantic Provinces Education Foundation (APEF) Mathematics program was implemented. The 2002 - 2003 school year saw the implementation of the APEF grade 8 Mathematics curriculum. Now, the 2003 - 2004 school year saw the final phase in of the APEF curriculum at the junior high level with the grade 9 Mathematics program.

The first year of the new grade 9 curriculum was successful as teachers taught a variety of outcomes focusing on manipulative use in the classroom which is a focus of the APEF curriculum. This new grade 9 Mathematics course has outcomes which will prepare Mathematics students for high school Mathematics where the APEF curriculum is already being followed.

During the 2003 final exams, all grade 9 students wrote a Mathematics CRT (Criterion Referenced Test). This test was based on the junior high school Mathematics outcomes. The results of the CRT were forwarded to St. Paul's Junior High school in September 2003. Table 1 shows a summary of the grade 9 Mathematics CRT results for 2003.

TABLE 1
 GRADE 9 MATHEMATICS
 CRT RESULTS
 St. Paul's School – District – Provincial Summaries
 June 2003

	Total Test	Statistics	Real Numbers	Polynomials	Equations	Euclidean Geometry	Transformational Geometry	Coordinate Geometry	Non-Routine Problem Solving
School Summary	66.3%	70.7%	66.4%	69.2%	69.5%	54.6%	65.3%	71.5%	53.0%
District Summary	57.2%	61.9%	55.9%	59.9%	58.2%	49.2%	52.7%	57.3%	49.0%
Province Summary	56.9%	61.6%	56.2%	59.4%	57.1%	52.8%	60.6%	54.9%	47.6%

Even though St. Paul's Junior High school was above the District and Provincial scores, some areas need improvement. Within the Mathematics department, all teachers at St. Paul's agreed that basic mathematics skills such as addition, subtraction, multiplication, and division of whole numbers and decimal numbers need improvement. Also a focus on mathematical terminology needs to occur.

Along with this, the Mathematics Department will focus on the following goals for the 2004 - 2005 school year:

- Refining the Grade 9 APEF Mathematics program, as well as the Grade 7 and Grade 8 Mathematics programs.
- Continuing the use of manipulatives in all areas of Mathematics at the classroom level.
- Increasing basic Mathematical skills in all students.

FRENCH DEPARTMENT

Mme. Carolyn Bartlett, French Department Head

PROGRAMS OFFERED

In the 2003-2004 school year, St. Paul's Junior High School offered both Core French and Late French Immersion (LFI) programs in Grades 7, 8 and 9. The Late French Immersion program is offered in two streams and Core French is offered in the four English stream classes.

LANGUAGE LEARNING ACTIVITIES

By means of the provincial curriculum, throughout the year, French Immersion students and Core French students participated in a wide variety of language learning activities including the following:

- * Preparing and presenting dialogues, skits, speeches and reports;
- * Participating in Peer Interviews and Teacher-Student Interviews;
- * Reading a variety of types of texts such as posters, advertisements, illustrated stories, short stories, poems, songs, newspaper articles, letters and novels;
- * Listening to French from a variety of sources other than their teachers and peers such as recorded listening activities (radio announcements, weather reports, advertisements, dialogues, etc.), French music and videos;
- * Writing a variety of types of texts such as poems, posters, greeting cards, letters, articles, essays and reports;
- * Studying vocabulary, grammar and language structure within the context of these activities.

NEW INITIATIVES

In the 2003-2004 school year, a new policy was introduced including Core French among the subjects that students must pass. This policy was introduced in *Grade 7* this year and will be phased into *Grade 8* in the next school year. Accompanying this policy was a new requirement for a mid-year and final exam in *Grade 7* and *8* Core French. (An exam was already required in *Grade 9* Core French.) These initiatives have been implemented at St. Paul's this year.

FRENCH PUBLIC SPEAKING

French Immersion students in *Grades 8 & 9* participated in French public speaking at the classroom level. In *grade 9* LFI we also had the opportunity to send two representatives to the Canadian Parents for French Regional "Concours d'Art Oratoire" (Public Speaking Competition). Our school representatives at this competition were Kathleen Allen who participated in the Late French Immersion (*Grade 9 & Level 1*) category and Stephanie Albert who participated in the Francophone category. Kathleen placed third in the regional competition and Stephanie placed second.

CORE FRENCH CRT RESULTS

During the months of *May and June, 2003* *Grade 9* Core French students participated in the first administration of the Department of Education *Grade 9* Core French Criterion Referenced Test (CRT). The Core French CRT was very comprehensive involving Process Writing, Peer Interviews, Teacher-Student Interviews, Demand Writing, Reading Comprehension, Listening Comprehension and Dictation. The results of this CRT were analysed and presented to the staff during the 2003-2004 school year. St. Paul's results were generally on par with the district and province.

TRIP TO QUEBEC CITY

Grade 8 French Immersion students had the opportunity to travel to Quebec City during the month of May. Students were involved in a variety of linguistic and cultural activities aimed at broadening their knowledge of French culture and enhancing their French language skills. This was a wonderful experience for all participants.

TRIP TO ST. PIERRE

Grade 7 Late French Immersion teachers have organized a trip to St. Pierre for all Grade 7 LFI students. The trip is taking place during the month of June. Activities while in St. Pierre are organized through the "Francoforum" and include a combination of classroom, socio-cultural and linguistic experiences. Students are involved in a wide variety of activities which are aimed at enhancing their French language skills. This is a wonderful linguistic and cultural experience for all participants.

Social Studies

Mr. Doug LeDrew , Social Studies Department Head

St. Paul's continues to offer three grade levels of Social Studies in both English and French. We have five very capable teachers delivering the program to our students. Resource based teaching activities are utilized at each grade level to help the students accomplish the outcomes presented to us through the Department of Education.

We attempt to keep grade level cumulative file folders on each student, which help track student progress throughout the year. They also serve as a valuable organizational tool for junior high students, especially for exam preparation. Parents are invited to view these files with teachers during parent - teacher meetings. This process will continue to be school policy in the future.

In addition to this we will, during the 2004-05 school year, introduce the use of rubrics to Social Studies as both a teaching and assessment tool. As there is a lack of standardized testing / criterion referenced testing in the area of Social Studies it is necessary for our school to do all that is within our means to produce an authentic assessment of each student's learning.

Our evaluation scheme continues to reflect that set by AESD Social Studies Working Group 2001-2002:

- Grade Nine: 30% Tests / Quizzes
30% Resource Based Units
30% Exams
10% Participation, homework, skill sheets..
- Grade Seven and Eight: 20% Tests / Quizzes
40% Resource Based Instructional Activities
15% Mid-Year Exam
15% Final Exam
10% Participation, homework, skill sheets...

With the implementation of new curricula and the creation of a new school district it is almost certain that this evaluation scheme will be revisited early in the new school year.

The following is a listing of Social Studies related activities that our students were involved in during the year:

- St. Paul's Remembrance Day Assembly
- Economics of Staying in School - Junior Achievement
- Child Labour Quest - developed and utilized by Ms. Hatcher
- Child Sponsorship & Global Club - under the leadership of Ms. Dean, French Immersion Social Studies Grades 7, 8 and 9.
- Landmines Presentation
- Multicultural Fair - Delta Hotel, Winter 2004

We continue to offer a quality program that is equal to any in our district. During the past year we were one of six schools in the province selected to pilot the new Grade 8 Newfoundland History curriculum. It is unfortunate that we have to report that the new curriculum will not be available to all students for the upcoming school year but we are hopeful we will be asked to continue with the piloting during the next school year. The new grade 8 curriculum will be implemented province wide during the 2005-06 school year.

There will be new curriculum for Grade 7. The curriculum is based on an exploration of the theme of Empowerment while utilizing Canadian History as the context. While not in final format, this program will be available to all grade seven students during the next school year. We have been informed that selected sections of the new curriculum will be ready in September 2004 and additional units will be supplied to schools, as they are made available from the publisher. In the 2005-06 the completed texts and support materials will be made available to all schools within the province.

It is indeed exciting to see changes finally made to the somewhat dated grade seven and eight curriculum. With this new curriculum comes our opportunity to move all levels of Social Studies at St. Paul's away from dated teaching and learning methods that have focused on content towards a newer focus on critical and creative thinking skill development in our students; away from a content focus to the utilization of content and context so that our school goals reflect the vision that the Atlantic Provinces Educational Foundation has for Social Studies:

The Atlantic Canada social studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world.

To meet our goals, Social Studies teachers will need to facilitate the development of these skills within the context of our classrooms. This will be a major goal for us in the coming year(s).

Department Goals:

- Improve our assessment of students through the continued use of portfolios and the introduction of Rubrics.
- Facilitate the development of Critical Thinking Skills through resource based teaching, problem based learning activities, inquiry based learning and Newspapers In Education activities.
- Provide teacher in-service, inside and outside the school, in the facilitation of higher level thinking skills in our students.
- Continue student involvement in Social Studies linked activities outside the classroom.
- Support and expand student involvement in Global Club activities.
- Continue efforts to link with other schools / teachers in our district and across the province to allow for sharing of teacher created resources.
- Purchase resources to support new curriculum.
- Increase student interest in social studies related issues through the use of guest speakers, theme days and field trips.

Our goal remains to offer the best program possible for our students through the utilization of a variety of teaching strategies and resources!

The new curriculum, and a new focus on skill development, should offer a fresh approach for students and assist with student motivation. We look forward to another challenging and successful year!

Drama Report

Ms. Jocelyn Ralph and Mr. Tom Hounsell, Drama Coordinators

The Drama Club had a late start this year in that there was no activity until February. After midterms, however, the club began work on the production of "The Farmer's Daughter" - a melodrama. The club had six performers and ten avid backstage students! (usually it's very difficult to acquire students for the tasks behind the scenes) The production was progressing very well until the interruption caused by job action in the school system. The Regional Drama Festival was to have taken place in the last week of April but was postponed until the third week of May. The length of the job action and not being able to practice in the school affected our production. As well, some students became involved in other commitments in May month which deterred the continuance of the play.

Even though we did not have a play for the Avalon East Drama High School Regional Drama Festival, we were invited to take part in the student workshops. On May 28th, twelve of our drama club members were able to avail of three workshops in which they learned drama skills while having fun. The workshops were:

Finding Your Character with Nicole Rousseau
Movement in Drama with Cory Lynch
Voice with Brad Hodder

Response from all of the students was that it was a positive and worthwhile learning experience.

Lastly, St. Paul's Drama Club members attended an evening of plays at the Regional Festival. On May 26th, we viewed two plays at the Basement Theatre in the Arts and Culture Centre. Another enjoyable and rewarding experience.

In the coming school year of 2004-2005, we look forward to an earlier start (perhaps a Christmas production) and an entry for the 2005 Avalon East Regional Festival.

Physical Education & Athletics

Ms. Valerie Lilly & Mr. Darren Pelley, Physical Education/Athletics Department

The Physical Education Program at St. Paul's included a variety of activities including golf, multicultural folk dance, basketball, volleyball, soccer, floor hockey, tae-bo, pilates, orienteering, alpine and cross-country skiing, omni-kin ball, football, handball and fitness appraisals. The physical education program serves all students in the school. The gymnasium is open for recreational use at lunch time. Throughout the school year there were bi-monthly student-teacher ice hockey games, as well as student-teacher basketball and volleyball games during spirit week.

St. Paul's had 17 varsity teams that competed in both local and provincial competitions. Approximately 235 students were involved with these teams. The staff and students would like to extend a thank you to our many volunteer coaches and teacher supervisors listed below: Mr. Jerry Allan (grade 7 girls basketball), Ms. Anna Powell and Mr. Bill Breen (grade 8 girls basketball), Mr. Gerald Puddister & Mrs. Cathy Puddister (grade 9 girls basketball), Mr. Antonio Simoes Re (grade 7 boys basketball), Mr. Gordon Woodland (grade 8 boys basketball), Mr. Jim Ross & Mr. Michael Pittman (grade 9 boys basketball), Dr. Alteen & Mrs. Byrne (senior girls volleyball), Ms. Laurie Lake, Ms. Leah Hann & Ms. Janette Kelly (junior girls volleyball), Mr. Dante Galutira (junior boys volleyball), Mr. Rob Cowan & Mr. Dave Abbott (junior girls soccer), Mr. Bill Breen (senior girls soccer), Mr. John Breen & Mr. Jim Ross (junior boys soccer), Mr. Craig Slaney (senior boys soccer), Mrs. Ann Broderick, Miss. Andrea Broderick & Miss. Angela Rose (cheerleading), Mr. Byron Hollett, Mr. Ken Nolan, Mr. Don Escott & Mr. Phonse Lahey (hockey), and Mr. Ken Roach (road racing and x-country running), Mr. Pat Kelly, Mr. Phonse Lahey, Mr. Simon Avis & Mr. Andrew Lono (baseball). **Anyone interested in volunteering next year, please contact the school. Without volunteers our programs would not be possible.**

Science:

Mme. Jessica Webb (Science Department Head, replacing Ms. Carolyn McKinlay)

The science department has had another very busy and successful year. The year consisted of many field trips, science competitions and science events. In September, both of Mme. Webb's Grade 8 Science classes and Mrs. Hardiman's Grade 8 homeroom class went to the Environmental Education Centre in Deer Park, Salmonier Line. This three day and two night trip provides a hands-on approach to learning and reinforced many of the topics in the Environmental Interactions unit. The other three Grade 8 Science classes attended a session at the Fluvarium on Environmental Interactions.

In October or early November, all of our grade nine and seven students visited the Fluvarium for a hands approach related to topics in their curriculum (Water Quality and Characteristics of Life).

St. Paul's School Science Fair this year was again very successful. On March 25, we held our school Science Fair. Approximately 75 students participated in this event, demonstrating a high level of excellence in scientific method as well as exploring a wide variety of scientific concepts. Several projects from each grade level were selected to represent St. Paul's at the Eastern Regional Science Fair:

Grade 7: Ashley Fitzpatrick, Claire Lenehan & Emily Yetman, Cam Burke

Grade 8 : Jason Thomas & Travis Inkpen, Keely Whitelaw, Alanna Flynn, Matthew Avis & Shereef Aboulazm

Grade 9 : Kathleen Allan, Heather Sullivan & Kimberley Purcell, Maryll Lister, Nisha Patel & Christian Davis, Robert Bartlett

Special congratulations are extended to **Keely Whitelaw** (Grade 8), winner of a bronze medal at the Eastern Regional Science Fair held at MUN in early April. Keely's project on carbon dioxide and plant growth also won the Newfoundland and Labrador Institute of Agrolologists' award for the best agricultural project.

St. John's hosted the Canada-Wide Science fair at Memorial University in mid-

May. Grade 7 students received the opportunity to tour these fabulous projects at the Field House on May 20. During their visit, they had to learn about four projects in detail. The Grade 7s were excited and impressed by the projects, and hopefully this field trip has sparked their imagination for next year's science fair!

In early May, Mme. Webb, Ms. Harding and Ms. Hatcher submitted a proposal to join the Science Across the Curriculum project. This is an action research project supported by the school board and the Faculty of Education at Memorial University. The proposal was accepted, and plans are in progress for a research project next year on technology and science involving some Grade 9 Science students.

We hope that students enjoyed their Science classes this year!

LANGUAGE ARTS

Ms. Ruby Hardiman, Department Head

It is hard to believe that another school year has concluded at St. Paul's. All members of the school community have been very busy and productive during this past year. Students, parents, teachers, administration and support staff have worked hard to achieve a highly successful year that seemed to have many highs and lows.

The Language Arts Department at St. Paul's has had a very successful year. We were fortunate enough to be able to have six core Language Arts teachers this year: all highly trained teachers with many years of experience and education. It is very easy to achieve success when everyone knows what he or she is about!

The highlights of this year included a highly successful Speech Night, which was held in early March. All students were involved in classroom speech presentation shortly after midterm exams. All classroom speak-offs and then grade level speak-offs we had whole school speak-offs in St. Paul's Parish Church. The overall winner was Jessica Hann, a grade 9 student. The Grade 8 winner was Alanna Flynn and the Grade 7 winner was Elizabeth Hann.

We were also very fortunate this year to offer a unique opportunity to the entire student body: a presentation of *Les Miserable*, a musical performed by the students of Prince of Wales Collegiate. Over 80% of our students attended this presentation and it was amazing! It fit very well with our drama component of the curriculum and we were able to tie the stage presentation to the classroom instruction.

The final major event of the Language Arts Department was our Literature Fair, which was held in late May. This year it was optional for grades 8 and 9 (it was an opportunity to improve marks as it was seen as an extra assignment). Only about 20% of our 8 and 9 students took advantage of this offer. All of the grade 7 students were expected to have read a book (of their choosing), decide upon a project that would reflect some aspect of the book, and then display the entire

project for the school. All grade 7 projects were presented in the gym on the day of the Fair and THEY WERE AMAZING!! A special thank you to all the parents out there who supported their children during this time; I realize for the grade 7 students and parents there was a certain amount of stress involved. Remember it does get easier!

During this year we also received the results of the CRT testing which our Grade 9 students had completed in June 2003. Overall our results were very positive but as with most things there is room for improvement. The results raised concerns in two areas: word choice in process writing and narrative in the reading assessment. This led us to increase our focus on the use of dictionaries and thesauri in the classroom and to provide a wider range of narrative materials with more teacher directed instruction when reading. Each year as these results become available to us we will reassess our programming and resources to ensure that our students get the very best we have to offer.

As a result of these CRT findings in the coming year we are introducing *Write Traits* at the Grade 7 level to enable us to focus the students on the writing traits and the writing rubric which they are expected to strive toward; as well we will be using *Scope* magazine in Grade 8 that will provide students with current literature, issues and grammar activities to improve reading levels.

Again, thank you to the entire school community for the hard work and support over the past year.

MUSIC REPORT

Ms. Genevieve Halfyard, Music Specialist

MUSIC

Music plays a very important role in the development of our children. Research has shown that music has a significant benefit in helping students learn.

Music Programs:

We are very pleased at **St. Paul's** to be able to offer music in various forms to all our students. The music programs we provided this year were: **Classroom Music** for all students in grade 7, 8 and 9, **J. H. Choir**, **The Chromatics**, **Show Choir**, **Concert Band**, **Symphonic Band**, and **Jazz Band**.

Classroom Music:

During the 2003-2004 school year our classroom music was divided into 2 semesters. All students in grades 7, 8, and 9 were offered **classroom music** for one semester, twice per cycle. **Grade 7 students** studied and performed Musical Theatre.

Grade 8 students studied Folk Music with emphasis on Newfoundland Folk Music. Our **Grade 9 students** studied the history of Rock n'Roll.

Choir

St. Paul's had 3 choirs this year. The "**Girls Junior High Choir**", an unselect choir with a total of 87 students who met one period per cycle and one dinner hour practice.

"**The Chromatics**", an enrichment choir. This small vocal ensemble (19 students) is a select choir for students who were interested in performing more advanced music. The Chromatics meet for practice every Friday after school and once a week during lunch. Our "**Show Choir**" is opened to all students male and female who are interested in singing with movement. This choir also practice outside class time. They meet every Wednesday after school and one dinner hour practice each week.

Performance:

Our Music Students worked very hard throughout the year and were very actively involved in various concerts and competitions. We started the year off with **The Chromatics** who sang several songs at our **Remembrance Day Celebrations**. In December our **Show Choir** performed on **The N.T.A. Christmas Suite** at the Arts

and Culture. We had 3 school concerts; the **Christmas Concert, the Spring Choral Concert and a Spring Band Concert**. Performing on the Band Concert were the 3 bands from St Paul's and for the first time the bands from our 3 feeder schools, Mary Queen of Peace, Roncalli and Virginia Park.

At our **Christmas Concert** we had many of our talented students perform solos, duets and trios. In keeping with the spirit of the season, parents and friends were greeted at the school entrance by our Chromatics singing Christmas Carols.

Our **Spring Choral Concert** was held in May and **Spring Band Concert** was held in June. Parents and friends were very well represented at our school concerts. Students are always excited about their performances but more importantly they play a significant role in developing self-confidence and prove to be a great success.

Competitions - Our 3 Bands competed in **The Rotary Music Festival**. **The Symphonic Band and Concert Band won Gold Placement, and our Jazz Band won Bronze.**

The Show Choir participated in the Avalon East Choral Connections and received 5/5 in all areas of their performance.

The Chromatics and Junior High Girls Choir competed for the first time in the Rotary Music Festival. **Both choirs won Silver Placement Awards.**

At St. Paul's Junior High School you will find many talented and enthusiastic music students, dedicated teachers, and supportive staff.

TECHNOLOGY REPORT

Mr. Dave Abbott, Technology Teacher

Today technology is the driving force behind almost every facet of your society. In order to stay in tune with this new technology, we are striving to keep our school up to date with new programs and equipment that will give our student as much exposure to technology as possible. In order to accomplish this goal a variety changes to our school was necessary.

Since September 2003 we added eight new computers to the Design Lab which allows all students access to the computers for the design aspect of the program. With relation to our production facility, a grant of \$1000.00 from the Provincial Government, gave us the funding needed to upgrade some of our old equipment and provided a more diversified grade eight program.

Our future plans include installing televisions in the technology lab that will be connected to a main computer. The television will be used as a teaching monitor as well as a means for students to present their technology based projects, this will be of greatest value for the grade seven communication program. Plans are also under way to network another four to six computers in the technology lab this will allow each student to have their own computer and not have to share computers. These new computers also allow students faster access to information and much more stability when writing their assignments. By minimizing the possibility of information loss, through unscheduled shutdowns, the new computers also increases the efficiency of the students to complete assigned projects.

The Technological changes we have made to St. Paul's have increased the effectiveness of both the students and the teachers. Students can now access and manipulate information and data at rates beyond any other time in St. Paul's history and through advanced administrative programs valuable time can be saved allowing teachers more time to facilitate the students educational needs.

Pupil-Teacher Ratio

Pupil-teacher ratio refers to the number of full-time equivalent students in a school compared to the number of full-time equivalent educators. *[Note: An educator is defined as a person who holds a teaching certificate who is employed to deliver educational, administrative, and/or special services to students. School principals and vice-principals, guidance counselors, music teachers, and other specialists are counted as educators. By using this common definition, fair comparisons can be made among schools, districts and provinces. It is not intended to be the same as class size, as some professional personnel who are counted as being "educators" do not actually teach classes, and some see students individually or in small groups. Those who are not full-time in a school are included as a fraction when the total number of teachers is being calculated.]*

For 2003-2004 the pupil-teacher ratio in **St. Paul's Junior High** was **17.0**. This compares to a pupil-teacher ratio of **15.4** for the **district** and **13.4** for the **Province**.

How has our Enrolment Changed?

General Enrolment

The number of students at *St. Paul's Junior High* has remained steady over the past 5 years, as shown below:

School Enrolment 1992-1993 to 2003-2004											
92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
							530	555	515	520	511

The school enrolment at St. Paul's has remained stable over the past five years. Our anticipated enrolment for 2004-2005 is 526.

How Well do our Students Achieve the Outcomes of the

Curriculum?

	Grade Nine Mathematics Test, Spring 2003					
	School		District		Province	
	2003	1999	2003	1999	2003	1999
Statistics	70.7		61.9		61.6	47.6
Real numbers	66.4		55.9		56.2	56.0
Polynomials	69.2		59.9		59.4	50.8
Equations	69.5		58.2		57.1	51.7
Coordinate geometry	71.5		57.3		54.9	51.5
Euclidean geometry	54.6		49.2		52.8	52.3
Transformations	65.3		62.7		60.6	38.6
Non-Routine Problems	53.0		49.0		52.9	47.6
TOTAL	66.3		57.2		56.9	51.1

Science

	Grade Nine Science Test, Spring 1999 and 2003					
	School		District		Province	
	2003	1999	2003	1999	2003	1999
Life Science	65.5		60.8		60.1	56.2
Science-Technology-Society	78.7		70.4		64.6	50.5
Physics	Electricity	57.9		57.8		56.7
	Heat Transfer	66.0		67.9		69.7
Chemistry	64.0		58.6		58.2	47.3
TOTAL	64.5		61.3		60.5	54.9

Intermediate Core French

In May and June 2003, Grade 9 students participated in a core French CRT that measured student achievement in listening comprehension, oral production, reading, and writing.

Listening Comprehension

Students completed four listening activities: response to a visual, response to an interview, response to a report, and a dictée. The activities contained both multiple-choice questions and constructed response questions.

LISTENING COMPREHENSION					
		Visuals	Oral Report		Dictée
School	Level 3+			33.0	75.6
	Level 4+			10.6	37.2
District	Level 3+			30.7	58.8
	Level 4+			8.9	18.4
Province	Level 3+			38.1	62.0
	Level 4+			14.1	22.8

Oral Production

For the oral production and comprehension, students were assessed on their pronunciation, how well they grouped words into meaningful phrases, fluency, expression, and level of understanding.

ORAL PRODUCTION - STUDENT / TEACHER INTERVIEW						
		Pronunciation	Phrasing	Fluency	Expression	Comprehension
School	Level 3+					
	Level 4+					
District	Level 3+	63.6	41.1	60.2	31.8	46.5
	Level 4+	21.7	10.9	16.3	5.4	22.5
Province	Level 3+	74.0	54.8	57.7	44.3	60.7
	Level 4+	33.1	25.5	23.4	12.0	32.0

Process and Demand Writing (French)

Students completed three pieces of writing, one through the writing process and two others independently.

ORAL PRODUCTION - STUDENT / TEACHER INTERVIEW							
		Content	Organization	Sentence Fluency	Word Choice	Conventions	Demand
School	Level 3+	86.2	86.5	79.2	74.7	60.9	52.8
	Level 4+	63.2	42.5	43.6	41.4	37.9	14.6
District	Level 3+	87.0	84.5	82.0	83.4	71.6	63.2
	Level 4+	56.6	49.1	45.6	47.1	37.7	22.4
Province	Level 3+	88.7	85.7	82.5	83.2	73.9	67.4
	Level 4+	60.3	51.3	47.8	51.2	41.5	27.2

Reading (French)

Students read independently and respond to a narrative, an informational text, and a visual.

For each piece, students completed multiple-choice questions that required students to demonstrate literal comprehension and the open response questions that assessed their ability to understand what they read at an inferential and critical level.

READING							
		Narrative		Informational		Visual	
School	Level 3+		58.5		70.1		47.8
	Level 4+		29.8		23.0		15.2
District	Level 3+		56.9		71.4		45.1
	Level 4+		26.4		34.8		16.0
Province	Level 3+		62.9		75.5		51.3
	Level 4+		33.0		38.2		19.0

Writing (English Language Arts)

In 2003 all Grade 3, 6, and 9 students completed writing activities that were scored by a panel of classroom teachers in six different areas of writing: content, organization, sentence fluency (variation in sentence structure), word choice, voice (how well the reader gets to know the writer behind the writing), and conventions (spelling, punctuation, etc.). Five performance levels were established for each area. **The results show the percentage of students that achieved at or above the acceptable level (Level 3 and above) and the standard of excellence (Level 4 and above).**

GRADE 9 WRITING						
Content	Organization	Sentence Fluency	Voice	Word Choice	Conventions	Demand

		1999	2003	1999	2003	1999	2003	1999	2003	1999	2003	1999	2003	1999	2003
School	Level 3+		92.4		87.2		85.5		88.3		90.7		91.9		95.3
	Level 4+		55.8		48.8		37.1		55.2		37.2		55.6		45.0
District	Level 3+		92.3		92.7		92.3		94.0		96.1		95.4		96.8
	Level 4+		44.3		41.4		37.4		43.4		24.5		53.9		30.1
Province	Level 3+	79.0	92.6	73.5	92.6	79.1	92.3	81.4	94.3	78.8	95.9	80.0	95.6	85.5	95.6
	Level 4+	22.9	37.1	20.6	34.5	19.1	31.3	33.0	40.1	15.3	20.2	20.6	48.1	22.0	24.6

For example, in 2003, 92.4 % of grade nine students at St. Paul's Junior High achieved Level 3 and above in the area of content.

Reading (English Language Arts)

For each grade level, students read independently and responded to a narrative, an information text, a poem, and a visual. Each activity required students to complete multiple-choice questions that emphasized vocabulary and features of text. These items required students to demonstrate literal comprehension. Students also completed open response questions that assessed their ability to understand what they read at an inferential and critical level. At Level 3, students have good understanding of text and sometimes support their comments with responses that are mostly literal.

		GRADE 9 READING			
		Narrative	Informational	Poetic	Visual
		2003	2003	2003	2003
School	Level 3+	81.6	86.9	88.7	88.0
	Level 4+	33.7	40.2	41.7	40.7
District	Level 3+	83.3	89.6	84.3	84.5
	Level 4+	28.7	32.1	29.1	31.9
Province	Level 3+	79.3	84.4	81.2	79.3
	Level 4+	23.6	26.5	25.8	24.3

For example, in 2003, 86.9 % of grade nine students at St. Paul's Junior High achieved Level 3 and above in the informational subtest.

How do our Students feel about the Quality of their School Life?

Students in various grades are regularly asked how they feel about the quality of their

school life. The surveys used ask students whether they agree or disagree with a series of statements that all begin with: *School is a place where....* The table below shows the percentage of students at each grade level who agreed with each of the statements, for *St. Paul's Junior High* as compared with the Province.

Quality of School Life Survey, Grade 7, February, 2002		
Statement - School is a place where ... (% that agreed with the statement)	School	Province
I like to be	67.4	57.1
I feel bored	48.5	52.7
I feel good about my work	80.9	74.3
I feel proud to be a student	68.9	64.2
I can get along with most of the students even though they may not be my friends	86.0	79.6
I find my work interesting	60.2	53.1
I feel important	69.2	61.3
teachers treat me fairly in class	86.5	79.1
teachers help me to do my best	85.2	81.3

For example, 67.4% of Grade 7 students in St. Paul's Junior High agree with the statement "School is a place where I like to be".

Quality of School Life Survey, Grade 8, February, 2002		

Statement - School is a place where ... (% that agreed with the statement)	School	Province
I like to be	53.5	51.6
I feel bored	66.5	61.1
I feel good about my work	66.2	70.1
I feel proud to be a student	58.7	58.7
I can get along with most of the students even though they may not be my friends	78.2	84.0
I find my work interesting	48.6	44.6
I feel important	61.8	57.8
teachers treat me fairly in class	66.9	76.4
teachers help me to do my best	68.4	76.5

For example, 53.5 of Grade 8 students in St. Paul's Junior High agree with the statement "School is a place where I like to be".

Quality of School Life Survey, Grade 9, February, 2002

Statement - School is a place where ... (% that agreed with the statement)	School	Province
I like to be	63.4	49.3
I feel bored	65.7	64.0
I feel good about my work	73.9	66.3
I feel proud to be a student	63.0	56.7
I can get along with most of the students even though they may not be my friends	88.2	84.6
I find my work interesting	46.7	42.7
I feel important	63.2	57.2
teachers treat me fairly in class	75.7	74.9
teachers help me to do my best	67.4	74.7

For example, 63.4% of Grade 9 students in St. Paul's Junior High agree with the statement "School is a place where I like to be".

School Development Initiatives

Three years ago the School Development Team surveyed students, teachers and parents to obtain data, which would be used to develop our goals for the

next three years.

Our goals were:

- ❑ Teachers, students, parents will promote academic achievement through an increase in resources, access to technology, school pride, leadership and self-esteem.
- ❑ St. Paul's Junior High School Community will develop and implement a communication plan, which will include an on-line school based web site as part of the plan.
- ❑ St. Paul's Junior High School Community will develop and implement clear cooperative discipline policies and procedure, which would include a 'code of conduct'.

The following initiatives have been implemented over the past three years:

Cooperative Discipline:

- ❑ All teachers trained in "Cooperative Discipline".
- ❑ All teachers have access to Cooperative Discipline Handbooks.
- ❑ Code of Conduct developed through student, teacher and parent input.
- ❑ Three levels of intervention used to work with student behaviour.
- ❑ This year the Code of Conduct will be highlighted to the school community through our Safe Schools Initiative.

Communications:

- ❑ School Networking
- ❑ Teacher Training and Support
- ❑ School Website
- ❑ Teacher Website
- ❑ School Council Website
- ❑ Information Brochure
- ❑ School Newsletters
- ❑ School Report
- ❑ Message Manager

Leadership/Self-Esteem:

- ❑ Youth Diversion and Safe Schools Initiative
- ❑ Peer Mediation Initiative
- ❑ Peer Drug Education

-
- An initiative for this year will be a workshop on the Seven Habits for Effective Teens.
 - Also we have approach the Red Cross to implement their RespectED: Violence and Abuse Prevention Programming.

St. Paul's Junior High has been chosen to be part of the Department of Education's School Development Pilot. We look forward to working with Ms. Myrtis Guy on this project.

What special distinctions have been awarded to our students and teachers?

Throughout the year, students and teachers are recognized for their achievements on the Principal's web page on the School's Web Site. Here are some of their achievements.

October 17, 2003:

Congratulations to the following students who were elected to Student Council this year:

President:	Jessica Hann
Vice-President:	Nicole Manolis
Treasurer:	Matthew Warford
Secretary:	Dianna Jones

October 17, 2003

Congratulations to Ms. Alison Edwards, Language Arts teacher, on convocating with a Masters of Education today.

October 17, 2003

New Members on School Council: Thank you to Ms. AnnMarie Hann, Ms. Katherine Crosbie and Ms. Glendora Boland for accepting positions on School Council this year.

November 27, 2003

Congratulations to Jessica Tulk and Heather White who were the recipients of the Dr. William T. Fagan Academic Achievement Award. Awards were presented November 21st at the McMoran Community Center.

December 16, 2003

Congratulations to Jessica Rhineland, a grade nine student at St. Paul's, on being chosen the winner in the District Intermediate level of the 'Wash Your Hands' poster contest sponsored by the Health Boards Association of Newfoundland and Labrador. Her entry will now be judged at the provincial level.

February 16, 2004

Congratulations to Mark Yang, a grade eight student at St. Paul's on obtaining the highest score on the first MUN Math Challenge for 2003-2004 for the St. John's area.

February 16, 2004

Thank you to the Home and School Association, School Council, Student Council and the Staff at St. Paul's for making our first KINDNESS WEEK such a

tremendous success. Special thanks to all the parents who helped out and especially Ms. Leslie Martin and Katherine Crosbie.

March 5, 2004

Congratulations to those who participated in our Annual St. Paul's Junior High Public Speaking Competition and especially the following winners:

Grade 7 Elizabeth Hann

Grade 8 Allana Flynn

Grade 9 Jessica Hann

Overall winner: Jessica Hann

March 23, 2004

Congratulations to the following students who won in the recent Knights of Columbus Free Throw Competition: Rebecca Hiscock, Matthew Cleary, Ashley Kelly, and Jessica Sinclair. These students will now compete in the Regional Competition on March 28th.

March 23, 2004

Congratulations to Kathleen Allan on placing third (Late Immersion, Grade 9 and Level 1 category) in the Regional Canadian Parents for French public speaking competition over the weekend.

Congratulations to Stephanie Albert on placing second (Francophone category) in the Regional Canadian Parents for French public speaking competition. Stephanie now has the opportunity to go on to the provincial level in Grand Falls next month.

March 23, 2004

Congratulations to the St. Paul's Hockey Team on their gold medal performance in last week's Junior High Hockey Tournament. Team members

include: Chris Owens, Ian Bugden, Patrick Parfrey, John Williams, Zach Coughlan, Colin Escott, Jeremy Dixon, Stefan Lono, Jason Fong, Jordan Escott, David Lahey, Stephen O'Keefe, Kyle McGirk, Greg Flood, Andrew Stanford, Andrew Mullaly, Mike Knox and Stephen Donovan. Thank you to our coaches Mr. Hollett and Mr. Nolan.

March 31, 2004

Congratulations to the following School Science Fair Winners:

Grade 7:

Ashley Fitzpatrick
Claire Lenehan and Emily Yetman
Cam Burke

Grade 8:

Jason Thomas and Travis Inkpen
Keely Whitelaw
Alanna Flynn
Matthew Avis and Shereef Aboulazm

Grade 9: Kathleen Allan

Heather Sullivan and Kimberley Purcell
Maryll Lister
Nisha Patel and Christian Davis
Robert Bartlett

These students now have the opportunity to compete in the Regional Science Fair. Good Luck.

March 31, 2004

Congratulations to Matthew Cleary and Jessica Sinclair on winning at the Regional Knights of Columbus Freethrow Competition. Both will travel to

Gander later in the year to compete in the provincial shoot off.

March 31, 2004

Good luck to the following students who will be competing as part of the St. John's Capital's Bantam A Hockey team at the Atlantic Irving Cup Challenge in New Glasgow, N.S. over the weekend: Steve O'Keefe, Jeremy Dixon, Andrew Stanford, Colin Escott, Chris Owens and Mike Knox.

April 5, 2004

Congratulations to the following students on their achievement at the 'Big Air' Competition at Whitehills over the weekend:

Danny Beer: First place in the 15 - 17 age group (Free Style Skiing)

Chris Follett: Third place in the 15 - 17 age group (Snowboarding)

April 6, 2004

Congratulations to Jenny Cunningham, Stephen Ryan and Kylie Power on placing 3rd in the Coughie Cup school curling tournament at the St. John's Curling Club.

April 28, 2004

Congratulations to the following students who competed with great success in the 2004 Provincial Karate Championships Karate Federation Newfoundland and

Labrador held on Saturday, April 24, in St. John's:

Kata in the Green Belt Division: Silver Medalist (2nd place) David Greene

Kata in the Green Belt Division: Bronze 4th place Samantha Bullen

Kata in the Green Belt Division: Bronze 3rd place Samanth Bullen and Ryan Withycombe

Kumite in the Green Belt Division 13+: Gold Medalist (1st place Ryan Withycombe.

April 28, 2004

Congratulations to Kelsey Alexander on being one of four Newfoundlanders named to the Atlantic Canadian Swim Team. She will compete with a 36 member team against elite swimmers from Ontario and Quebec in Montreal from May 14 to the 18th. She will be the youngest competitor from Atlantic Canada.

April 28, 2004

Congratulations the St. Paul's Hockey Team on capturing gold at a recent CBS Hockey Tournament.

May 4, 2004

Congratulations to Mark Yang, a grade 8 student at St. Paul's on achieving a Bronze Certificate in the 4th MUN Math Challenge. Bronze certificate is given for superior performance.

May 17. 2004

Congratulations to Joey Dwyer on receiving two silver medals at a Tai Kwan Doe competition over the past weekend.

May 26, 2004

Congratulations to Mme. Webb on convocating with a Master's Degree from MUN today.

June 2, 2004

Congratulations to Ms. Allan and Ms. Kelly on recently convocating with Special Education Degrees from MUN.

June 7, 2004

Congratulations to Meghan Clarke on being named St. Paul's Idol for 2003-2004.

Last year's St. Paul's Idol was Roma Grzelak. Thanks to the Student Council for organizing and running this annual event. Great school spirit!!!

Other achievements are outlined in Program Specialists' reports.

What is the financial position of the School?

The following is a breakdown of the allocation of Home and School Association Funds for this year based upon requests from school groups and departments:

Outside Basketball Nets	\$2 500
Learning Resource Centre	3 000
Special Services Resources	1 200
Mathematics Department Resources	300
Technology Lab Hardware	10 000
Technology Education Resources	500
School Leaving Awards etc...	<u>1 500</u>
Total:	\$19 000