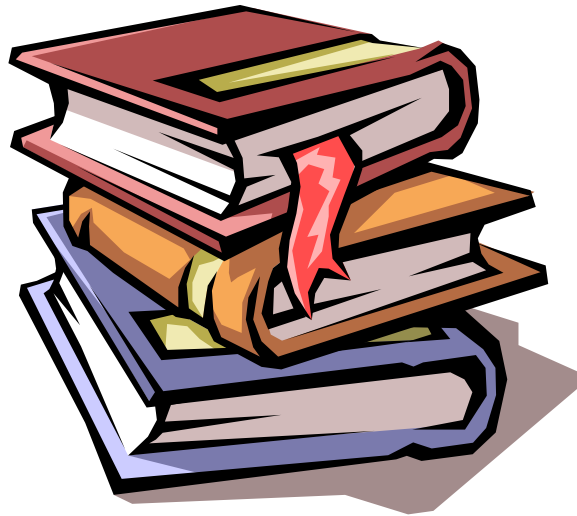


Annual School Development Report 2006

Whitbourne Elementary



*P.O. Box 8
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The vision of Eastern School District is to “Challenge and develop the learning capabilities of each student in a safe, caring and socially just learning environment.”

1. Messages

Message from Director of Education

The preliminary strategic goals of the newly constituted Eastern School Board are as follows:

- 1) To challenge and develop the learning and achievement capabilities of **each** student in Eastern School District.
- 2) To provide safe, caring learning environments in all schools in the Eastern School District.

This school report provides you with information about your school's performance during the school year 2005-2006. It allows you to assess how well your school and its community are doing toward accomplishing the goals set by Eastern School Board. It allows you to learn about the school and its challenges and successes, and it provides insights on how you might be able to better support your school.

Eastern School Board is proud of the accomplishments of all schools within its jurisdiction. As a result of many dedicated professionals, parents, and community volunteers, our schools continue to provide excellent educational opportunities for our students. However, if we are to maximize our efforts in the achievement of the above noted goals, the Eastern School Board, district professional support personnel, teachers, parents and school communities will have to work together to ensure that each student's learning is supported to the extent necessary to ensure success. Some students will require more time and effort from parents, teachers, and other supportive members of the school community. They will need to spend more time than others on their own learning and teachers will have to provide alternate teaching interventions for them. If we are to succeed in our goal of ensuring success for each student, our school communities will have to be more committed to education than ever.

During the 2006-2007 school year, Eastern School Board will engage all district partners in a comprehensive strategic planning process that will set direction for the future. Your input in developing the Board's strategic plan is important because that plan will impact each school and each student's learning experience. We encourage you to participate in the quest to improve educational opportunities for our children and our youth and to advocate for public education at every opportunity.

Darin T. King, Ph.D.

Principal's Message

This Annual School Development Report outlines our students' achievements, programs and services, as well as identifies the goals we have set for this year and looking ahead to the future.

In 2005-2006 we focused on literacy and achievement in math and language arts and the continued building of a safe and caring school environment for all members of our school community. These continue to be areas of strong focus for Whitbourne Elementary, as you will see in this report. As a result of the data from our teacher, student and parent surveys, we have identified other critical issues such as use of technology, student leadership, parents as partners in learning and some operational issues such as our school library, gymnasium and science room.

We are very pleased with the support from the school community. Last year was an extremely critical one as we faced the possibility of our school closing. However, with strong parent and community involvement, we can put that issue to rest for the next few years. Thank you for a job well done. We look forward to a continued positive relationship with parents as we face the challenges ahead and celebrate the many successes of our students. Be an informed school community member and do your part in supporting your child's school. Everyone can give something of his or her time and talent and every contribution makes a big difference.

Susan George
Principal

School Council Message

Whitbourne Elementary School Council Chairperson's Report

The 2005 – 2006 school year was very eventful, with many challenges good and bad. However, our school has persevered and will continue to excel in all aspects of educational excellence.

Our school goals were in keeping with board and department outlines, as well as a few personal additions:

Provide a Safe and Caring School

- school handbook/policy manual introduced after extensive discussion and input from parents, staff, council and students
- visit from board representatives regarding maintenance requests for school lab, gym and other minor household repairs. It should be noted that the concerns of this council regarding the gym floor have been on the table for at least five years.
- The town council of Whitbourne has been very supportive, providing equipment, free labor and materials to alleviate the water build up behind the school, as well as providing crushed stone and sods to help beautify the playground/parking area of the school.
- The DARE program and other anti-bullying resources are very well utilized at Whitbourne Elementary, even though we are fortunate to report very few problems with discipline, bullying and the like. As with all activities at the school, parents are always informed and invited to work with the school to promote our safe and caring environment.
- The Stepping Stones Resource Centre is a valuable asset to our school, and is also in keeping with the safe and caring environment perspective for successful learning.
- With the reduction of bussing, it should be noted that this has posed an increase in traffic on our school parking lot, with more parents coming to pick up their children. It would be interesting to see if the savings in this reduction does in fact contribute to a positive outcome in other areas of the education system, not just the financial perspective.
- Our Breakfast and lunch programs are very successful, having received new microwaves, compliments of the Masters Softball team, as well as a wealth of volunteers and staff who make sure these programs run smoothly.

Student Achievement

- Our CRTs continue to breed panic and mayhem in the hearts and minds of children and parents everywhere! They should be seen as a method by which to gauge progress, not another labelling system that is sometimes misunderstood and used by the uninformed to give parents the wrong message. They are in fact, very useful and are a great resource for teachers and other levels of our education system to show the government where we can improve our curriculum.
- Our school is very committed to improving literacy in our children, and work with the Resource Centre to find new methods and resources to realize this challenge. Our library is newly renovated and stocked with wonderful books for Newfoundland authors, and all our grades promote personal reading journals for the classroom and the home.
- The Math program is something that needs to be revisited on all grade levels in our province. We as a council hear the concerns of parents from K – Level Three and wonder is one of the options could be information sessions with parents to give them a better understanding of the math program, projected outcomes, and even tutorials for parents to enable them to better assist their children.
- Our Music and Physical Education programs are definite contributing factors in our children's educational and emotional well-being, thanks to the dedication of our teaching

staff. We have a lunch time and after school sports program, the addition of new phys ed equipment, thanks to generous donations, and of course we can't forget the \$10,000.00 Band Aid grant we received to purchase new band instruments. In past years, the addition of our elementary school band was limited due to the fact that instruments had to be rented by the children. This was a concern, as many children could not afford the fee, and therefore could not participate. Fortunately, this is not a problem for us anymore, as we have a newly renovated music room, filled with teaching resources, shiny instruments and lots of room for practice and a little dancing here and there! Thank you to our principal Susan George and music teacher Kristin Daniels for their hard work and endless hours.

- We have added the awards of Male and Female Athlete to the phys ed program for the overall performance of those who take part in lunch and after school sports as well as a team award. This promotes student leadership, as the students are responsible for organizing and maintaining score tallies, team line ups and game times. It certainly adds to their self confidence, as does helping in the canteen, the primary classes and the general day to day activities in the school.

Operational

- Technology is one of our major concerns, as we are struggling to maintain our level of academic excellence with a server and computer systems that are outdated and in constant need of repair. This is not acceptable. The individual schools of this province should have access to the same resources, equipment and the like, regardless of enrolment or geographic location. Policies and curriculum outcomes are not adjusted according to these factors, so why should the accompanying resources? ALL children deserve the same opportunities to excel. In addition to this, our teachers also have a great need to have access, for classroom purposes, report cards, etc.
- As stated earlier, we have concerns regarding the science lab and gym. To date, the science lab is a wonderful work in progress, thanks to the hard work of the board. The gym we know will come in time, and this past summer we repainted the parking lot lines and safety lanes. Thank you Dominic Traverse, our caretaker.
- Overall, our school is a beautiful, sound structure with plenty of room and very little room for improvement, inside and out.

Other Points of Interest

- Whitbourne Elementary is very active in promoting functions and fundraisers that contribute, not only to our self-sufficiency, but to literacy, music, community awareness and physical activity:
 - o Walkathons
 - o Christmas and Spring Concerts
 - o Hamper Drive
 - o Unicef and Wish Foundation Collections
 - o Music Recitals
 - o Remembrance Day programs with lunch for the Veterans
 - o Grandparents Day

- o Afterschool skipping club
 - o Book Fair
 - o Christmas Bazaar and Fun Day
- This year we said thank you and happy retirement to Beverly Noseworthy, one of the contributing members in education of Whitbourne and Markland's children for many years. Her kind and gentle nature will certainly be missed by staff and students alike. We also said good bye to Roxanne Skanes and Sherry Power. One of the things we are most grateful for at Whitbourne Elementary School is the abundance of dedication and caring from our teachers. For this we have Teacher/Staff Appreciation Weeks, and World Teacher Day, for without our teachers we would be in dire straits in the development of our children.

I thank you for this opportunity and want to acknowledge once again Susan George's outstanding contributions to her school, her community and to our children. With the reconfiguration situation that once again faced us this year, her presence and the support of her staff made us confident, gave us hope and made us work all that much harder, realizing the magnitude of what our children would lose if our school closed. And we were very successful in our presentations, for we are now part of the five year plan that will ensure the future of Whitbourne Elementary for much longer than that. Thanks again.

Respectfully submitted,
Patti Barron Kennedy
Chairperson

2. Overview of the School

Mission Statement

"At Whitbourne Elementary, all members of our school learning community promote a continual growth in student achievement for all students within an active, safe and respectful school environment."

Our School Community

Whitbourne Elementary School is part of Eastern School District, which has 122 schools, including the Janeway Hospital School, with a total of 44,000 students and 3800 support staff. Our school currently has an enrolment of 93 students and offers grades Kindergarten to 6 with an average class size of 15.5 students. Whitbourne Elementary serves the communities of Whitbourne and Markland and we welcome some students from the neighbouring community of Blaketown.

Whitbourne Elementary has a total of 7 full time and 1 part time teacher, as well as a guidance counselor for .20 of a unit. The teaching units include a non-categorical special education teacher as well as a music specialist. We have a part time secretary and a full time caretaker. There are 6

classes, one of which is a multigrade combination. In addition to school-based staff, we have access to district itinerant services for speech-language pathology, hearing impairment, visual impairment, and educational psychology.

Programs Provided

Our school offers the entire provincially prescribed curriculum in Kindergarten to Grade 6. Up until June of 2006, we were also able to offer Primary Core French to all of our primary students. Due to various factors including staffing changes, French is now offered in Grades 4 to 6 as required.

Key Highlights/Special Projects

Our school offers many extra programs to students throughout the year. We are very proud of our Breakfast Program, which is run completely by volunteers three days a week and our Hot Lunch Program, which again is managed by parent volunteers.

We have a recycling program that teaches students the importance of taking care of our environment as well as raises much needed funds for year end field trips and resources.

We have a lunch time Intramurals Sports Program as well as an after school sports program.

There is a skipping group that meets on Thursdays as well. Every spring our students from grades 3 to 6 take part in swimming lessons at the Carbonear Pool.

Our grade six students participate in the RCMP D.A.R.E program and Junior Achievement.

We have a Primary and Elementary School Choir, a recorder group and a new Elementary School Band. We are very excited about the recent grant we were awarded through CARAS (Canadian Association of Recording Artists). The amount of the grant was \$10,000 excluding taxes and has enabled us to purchase new band instruments as well as a new digital piano and a drum kit. This is a enormous boost for our music program.

There are many one-time opportunities that arise as well such as a visit from the Newfoundland Science Center, or traveling music and French productions such as *Jacquot* and *Rhythms of the World*. We also arrange excursions for parents and students to productions in local theatres.

We hold annual Heritage Fairs and School Speak offs and our Remembrance Day Program is a special service upon which we place high value in our school. Our regular fundraisers include Vegetable Hamper sale, Christmas Bazaar and Concert, Scholastic Book Fair, Walkathon for school beautification, recycling and Spring Concert.

Community support is the key and indeed a strong factor in providing additional learning opportunities for all of our students that go well beyond the prescribed curriculum.

Partnerships

Whitbourne Elementary has strong partnerships with our school council members and the parents and families of our students. Local community groups and businesses and the Towns of Whitbourne and Markland support the work we do and we certainly value their financial donations as well as donations of their time and talents. We partner with Kids Eat Smart to help provide a nutritious breakfast for our students and the School Milk Foundation to make milk available at an affordable price. MMSB is a valuable partner in terms of recycling. All amounts raised through recycling are doubled for Newfoundland and Labrador schools and enable us to do more for our students. Stepping Stones Family Resource Center and the Healthy Baby Club are located in our school and we partner with them in sharing resources and expertise as we work together to prepare preschoolers for the school environment.

3. School Development Plan

Whitbourne Elementary

This is the first year Whitbourne Elementary is on the new Provincial School Development Model. We are currently working through the process as a school community and are at the final stages of our Internal School Review that began in 2005-2006. We have collected data, worked through the criteria statements and conducted teacher, student and parent surveys. We analyzed the results from these surveys along with other relevant statistics, identified several critical issues and have formulated goals and identified operational issues. We are in the process of finalizing our 3 to 5 year plan including specific strategies we will utilize as we work toward continued positive school development. We are striving to have this process completed in the current year as we prepare for an external review of our school.

3-5 Year School Development Plan

Goal 1: To improve student learning and achievement in Mathematics from Grades K to 6 by June 2009.

Year	Objectives	Objectives	Objectives
2006-07	<i>Students will improve in their constructed responses in all areas of the math curriculum.</i>	<i>Students will improve in their ability to use appropriate strategies and knowledge of basic facts to solve problems in mental math.</i>	<i>Parents will become more knowledgeable about the math curriculum and how to support their child with math homework.</i>
2007-08	<i>Students will continue to improve in their constructed responses in mathematics.</i>	<i>Students will continue to improve in their ability to use appropriate strategies and basic facts to help solve problems in mental math.</i>	<i>Continue.</i>
2008-09	<i>Students will continue to improve in their constructed responses for math.</i>	<i>Students will continue to improve use of strategies to solve problems mentally.</i>	<i>Continue.</i>

Goal 2: To improve student learning and achievement in Language Arts from K to 6 by June 2009.

Year	Objectives	Objectives	Objectives
2006-07	<i>Students will improve their ability to write quality constructed responses to questions in poetic and visual reading.</i>	<i>Students will demonstrate their ability to listen and respond critically to text.</i>	<i>All students will improve their ability to read a variety of texts with skill and understanding.</i>
2007-08	<i>Students will continue to improve constructed responses in reading.</i>	<i>Students will continue to improve in the area of listening and responding critically to text.</i>	<i>Student will continue to improve their ability to read a variety of texts with skill and understanding.</i>
2008-09	<i>Students will use technology to demonstrate their ability to write a variety of texts across the curriculum.</i>	<i>Students will continue to improve their ability to listen and respond critically to text.</i>	<i>Students will demonstrate an improvement in their ability to read text with skill and comprehension.</i>

Goal 3: To continue to build upon a positive school culture that provides a safe and caring learning environment for all students and members of the school community.

Year	Objectives	Objectives	Objectives
2006-07	<i>Students will demonstrate respect for themselves and others in the learning and general school environment and strive to become role models for other students.</i>	<i>Parents will become more involved in supporting the school and the learning environment.</i>	<i>Teachers will support learning for students, parents and colleagues in a respectful manner and provide a caring climate where students can grow academically, socially, morally and emotionally.</i>
2007-08	<i>Student will continue to grow as respectful learners.</i>	<i>Parents will continue to expand their role as a support for learning.</i>	<i>Teachers will continue to support all areas of learning in a respectful manner.</i>
2008-09	<i>Students will continue to grow as respectful members of the school community.</i>	<i>Parents will continue to show support for the school and respect for the learning environment.</i>	<i>Teachers will continue to develop ways to support learning and development in a respectful, nurturing environment.</i>

Operational Issues

Year	Issues	Issues	Issues
2006-07	<i>Complete renovations to school library and raise funds to order new resources to support the curriculum.</i>	<i>Complete renovations to the science room and order new resources to support K to 6 science curriculum.</i>	<i>Gymnasium needs a new floor and work done to the equipment room and walls to optimize safety and learning for children.</i>
2007-08	<i>Purchase new computers and software for the technology lab to ensure we are able to teach the outcomes to all students.</i>	<i>Train teachers and students in the use of the new science technology provided by the Department of Education.</i>	<i>Continue to develop the outside playground area to maximize the use of space for physical activity and delivery of physical education outcomes.</i>
2008-09	<i>Continue.</i>	<i>Continue.</i>	<i>Continue.</i>

4. Report on Most Current Data and Last Year's School Development Plan (2005-2006)

Summary Analysis of Most Current School Data

As Whitbourne Elementary was transitioning into the new school development model last year, we did not have a formal School Development Plan in 2005-2006. This report will provide the results of our most recent CRT data for the students who wrote the CRT in the spring of 2006 and show results from 2004 and 2005 as a comparison.

Through our current work with the new model, we have identified several critical issues through our internal review process as well. These include student leadership, safe and caring schools, time on task, involving parents as partners and technology. We will address these issues in an action plan based on goals, objectives and strategies. These will continue to evolve throughout this school year.

Also, as this is the first report on the new development model, the analysis of the last school plan will look a little different this time than in the future.

Here is a summary of some of the things we accomplished as per our goals for our school last year.

- * Teachers received professional development in many curriculum areas. There was an emphasis on Primary and Elementary math as we continue to work on this goal for our school.
- * Many new resources were purchased for guided reading in the primary. Teachers received inservicing in the new elementary reading assessment tools.
- * Our school handbook was finished after valuable feedback from parents and school council members.
- * Healthy living and physical activity received increased attention as lunchtime and after school sports programs flourished along with the addition of an after school skipping program. Our breakfast and lunch programs continued and were expanded

upon as well.

- * Our music program has expanded to include a school instrumental group for the very first time.
- * Repairs and maintenance continued on the building and grounds with the parking lot being repaired and some new sods and stone added by the Town. Ditching was also completed at the rear of the building to alleviate a water problem.

This list is by no means exhaustive but simply a highlight of many programs undertaken at our school under the previous development model.

Grade 3 English Language Arts CRT Results - A Comparison of 2004, 2005, 2006

*Percentage of Students at Level 3 and above (Average and above)

Narrative Reading Constructed Response (written answers)

	2004	2005	2006
School	38.5	42.9	NA
Province	63.7	54.6	NA
School Higher (+) or Lower (-) than Province	-	-	NA

Informational Reading Constructed Response

	2004	2005	2006
School	30.8	57.1	60.0
Province	47.1	53.9	68.3
School Higher (+) or Lower (-) than Province	-	+	-

Poetic Reading Constructed Response

	2004	2005	2006
School	46.2	57.2	44.4
Province	58.2	50.2	56.1
School Higher (+) or Lower (-) than Province	-	+	-

Visual Reading Constructed Response

	2004	2005	2006
School	61.6	14.3	50.0
Province	53.7	44.0	45.7
School Higher (+) or Lower (-) than Province	+	-	+

Demand Writing

	2004	2005	2006
School	38.5	42.9	100.0
Province	75.9	75.9	82.1
School Higher (+) or Lower (-) than Province	-	-	+

Listening

	2004	2005	2006
School	77.0	57.2	66.7
Province	53.0	58.6	65.9
School Higher (+) or Lower (-) than Province	+	-	+

Reading Multiple Choice

	2004	2005	2006
School	81.0	92.8	71.7
Province	71.0	83.3	72.6
School Higher (+) or Lower (-) than Province	+	+	-

Listening Multiple Choice

	2004	2005	2006
School	2.8	2.6	3.0
Province	2.7	2.3	2.9
School Higher (+) or Lower (-) than Province	+	+	+

Grade 3 Mathematics CRT Results – A Comparison of 2004, 2005 and 2006

*Percentage of Students who scored Level 3 and above

Number Operations

Constructed Response – Reasoning

	2004	2005	2006
School	15.4	14.3	10.0
Province	24.4	31.2	27.8
School Higher (+) or Lower (-) than Province	–	–	–

Constructed Response - Communication

	2004	2005	2006
School	7.7	28.6	10.0
Province	17.9	32.8	23.5
School Higher (+) or Lower (-) than Province	–	–	–

Constructed Response – Connections and Representations

	2004	2005	2006
School	7.7	14.3	10.0
Province	20.1	42.4	25.5
School Higher (+) or Lower (-) than Province	–	–	–

Constructed Response – Problem Solving

	2004	2005	2006
School	15.4	57.1	10.0
Province	23.4	50.2	34.5
School Higher (+) or Lower (-) than Province	–	+	–

Number Concepts**Constructed Response - Reasoning**

	2004	2005	2006
School	7.7	28.6	NA
Province	25.1	36.9	NA
School Higher (+) or Lower (-) than Province	–	–	NA

Constructed Response - Communication

	2004	2005	2006
School	7.7	42.9	NA
Province	20.3	37.4	NA
School Higher (+) or Lower (-) than Province	–	+	NA

Constructed Response – Connections and Representations

	2004	2005	2006
School	0.0	42.9	NA
Province	22.4	50.9	NA
School Higher (+) or Lower (-) than Province	–	–	NA

Constructed Response – Problem Solving

	2004	2005	2006
School	11.5	57.1	NA
Province	24.9	58.3	NA
School Higher (+) or Lower (-) than Province	–	–	NA

Constructed Response - Estimation

	2004	2005	2006
School	NA	NA	30.0
Province	NA	NA	28.8
School Higher (+) or Lower (-) than Province	NA	NA	+

Constructed Response - Place Value

	2004	2005	2006
School	NA	NA	11.1
Province	NA	NA	44.4
School Higher (+) or Lower (-) than Province	NA	NA	–

Shape and Space

Constructed Response - Reasoning

	2004	2005	2006
School	23.1	28.6	NA
Province	27.3	28.9	NA
School Higher (+) or Lower (-) than Province	-	-	NA

Communication – Constructed Response

	2004	2005	2006
School	7.7	71.4	NA
Province	19.6	31.5	NA
School Higher (+) or Lower (-) than Province	-	+	NA

Connections and Representations – Constructed Response

	2004	2005	2006
School	23.1	14.3	NA
Province	22.2	38.9	NA
School Higher (+) or Lower (-) than Province	+	-	NA

Problem Solving - Constructed Response

	2004	2005	2006
School	23.1	71.4	NA
Province	27.4	49.4	NA
School Higher (+) or Lower (-) than Province	-	+	NA

Geometry – Constructed Response

	2004	2005	2006
School	NA	NA	30.0
Province	NA	NA	38.7
School Higher (+) or Lower (-) than Province	NA	NA	-

Measurement – Constructed Response

	2004	2005	2006
School	NA	NA	0.0
Province	NA	NA	27.1
School Higher (+) or Lower (-) than Province	NA	NA	-

Multiple Choice**Patterns and Relations**

	2004	2005	2006
School	65.0	76.7	70.0
Province	58.3	75.0	84.9
School Higher (+) or Lower (-) than Province	+	+	-

Data Management and Probability

	2004	2005	2006
School	82.5	67.5	75.0
Province	72.5	62.5	71.3
School Higher (+) or Lower (-) than Province	+	+	+

Closed Constructed Response

Patterns and Relations

	2004	2005	2006
School	62.2	77.8	68.6
Province	53.3	65.6	65.5
School Higher (+) or Lower (-) than Province	+	+	

Data Management and Probability

	2004	2005	2006
School	60.0	65.6	51.4
Province	46.7	60.0	55.9
School Higher (+) or Lower (-) than Province	+	+	-

A closer look at the results as a whole for our Grade 3 CRT's reveal areas to be pleased with but also many areas that need further attention. While our students do quite well on multiple choice and closed constructed responses, they struggle with written responses to questions, especially in mathematics.

This will be a continued focus for our school development team as we look ahead to the future.

Elementary Language Arts CRT Results - A Comparison of 2004, 2005 and 2006

*Percentage of students who scored level 3 or above

Narrative Reading – Constructed Response

	2004	2005	2006
School	45.5	52.9	NA
Province	63.6	63.4	NA
School Higher (+) or Lower (-) than Province	–	–	NA

Informational Reading- Constructed Response

	2004	2005	2006
School	36.4	58.9	100.0
Province	60.6	69.1	82.5
School Higher (+) or Lower (-) than Province	–	–	+

Poetic Reading – Constructed Response

	2004	2005	2006
School	36.4	94.1	83.3
Province	64.5	73.0	81.9
School Higher (+) or Lower (-) than Province	–	+	+

Visual Reading – Constructed Response

	2004	2005	2006
School	27.3	82.3	80.0
Province	58.0	74.1	77.1
School Higher (+) or Lower (-) than Province	-	+	+

Demand Writing

	2004	2005	2006
School	36.4	94.1	83.3
Province	75.3	83.1	86.5
School Higher (+) or Lower (-) than Province	-	+	-

Listening – Written Response

	2004	2005	2006
School	18.2	76.5	100.0
Province	54.6	65.5	73.6
School Higher (+) or Lower (-) than Province	-	+	+

Multiple Choice

Reading

	2004	2005	2006
School	59.3	67.2	93.3
Province	70.5	76.1	80.0
School Higher (+) or Lower (-) than Province	-	-	+

Listening

	2004	2005	2006
School	3.4	3.6	4.0
Province	3.5	3.5	3.6
School Higher (+) or Lower (-) than Province	-	+	+

Elementary Mathematics CRT Results June 2006

*Percentage of students who scored level 3 or above

Number Operations**Reasoning - Constructed Response**

	2006
School	33.3
Province	21.2
School Higher (+) or Lower (-) than Province	+

Communication – Constructed Response

	2006
School	66.7
Province	19.2
School Higher (+) or Lower (-) than Province	+

Connections and Representations –Constructed Response

	2006
School	16.7
Province	25.3
School Higher (+) or Lower (-) than Province	-

Problem Solving – Constructed Response

	2006
School	83.3
Province	39.6
School Higher (+) or Lower (-) than Province	+

Number Concepts

Ratio – Constructed Response

	2006
School	66.7
Province	49.6
School Higher (+) or Lower (-) than Province	+

Place Value – Constructed Response

	2006
School	16.7
Province	36.2
School Higher (+) or Lower (-) than Province	-

Shape and Space

Geometry

	2006
School	50.0
Province	23.5
School Higher (+) or Lower (-) than Province	+

Measurement

	2006
School	66.7
Province	30.5
School Higher (+) or Lower (-) than Province	+

We are very pleased with the gains made by our elementary students. They also scored higher than the Provincial average on all of the areas of multiple choice in both the Language Arts and the Mathematics.

We have many reasons to celebrate our student achievement. We must, however, continue to strive to provide the best education and learning environment for our students so that they can go on to become successful high school students and later productive citizens of today's society.

1. School Development Plan for Current Year

Below please find the goals we will be working on this year as part of our three year overall plan. The document is flexible and evolving.

School Development Plan 2006-2007

Goal 1: To improve student learning and achievement in Mathematics Grades K to 6 .		
Objective 1.1: Students will improve in their constructed responses in all areas of the math curriculum.	Objective 1.2: Students will improve in their ability to use appropriate strategies and knowledge of basic facts to solve problems in mental math.	Objective 1.3: Parents will become more knowledgeable about the math curriculum and how to support their child with math homework.
Indicators of Success: Results of CRT, Daily written responses will improve, formative evaluations and anecdotal records.	Indicators of Success: Internal/External assessment results, level of independence with problem solving and mental math activities	Indicators of Success: Positive Communication from parents
Strategies: 1.1.1 Frequent teacher modeling of strategies and responses. 1.1.2 Use of mathematical terms. 1.1.3 Student math journals 1.1.4 Having students verbally respond first. 1.1.5 Writing together in groups. 1.1.6 Have students generate questions.	Strategies: 1.2.1 Weekly problem solving activities. 1.2.2 Games such as “Whiz Kid” and “Mad Math Minute” and Internet math sites. 1.2.3 Chants and songs to help memorize 1.2.4 Use of manipulatives 1.2.5 Spiral learning of basic facts 1.2.6 Tutoring program	Strategies: 1.3.1 One on one visitation to work through math concepts. 1.3.2 Information at curriculum night and parent teacher interviews. 1.3.3 District personnel to do Kinderstart Math session 1.3.4 Communication through school agendas etc. 1.3.5 Unit outlines.

Goal 1. Support Plan			
Financial	Professional Development	Communication	Time Allocation
1.1.1 Funding for Manipulatives.	1.1.1 Gr.3 math program. Math Rubrics and Journals Organization of manipulatives	1.1.1 Increased communication between Department, District, school and home.	1.1.1 Time to sort and distribute items.

Goal 2: To improve student learning and achievement in language arts from K to 6.		
Objective 2.1: Students will improve their ability to write quality constructed responses to questions in all areas.	Objective 2.2 Students will demonstrate their ability to listen and respond critically to text.	Objective 2.3: All students will improve their ability to read a variety of texts with skill and understanding.
Indicators of Success: CRT Results, anecdotal records, internal assessment, positive attitude of students towards writing.	Indicators of Success: CRT results, internal assessments, in class observations, checklists	Indicators of Success: CAMET, Atlantic assessment Kit, conferencing, observations.
Strategies: 2.1.1 Use of CRT exemplars as models 2.1.2 Build positive class atmosphere and encourage risk taking 2.1.3 Teach students to highlight instructions 2.1.4 Use reflective journals to develop personal expression and details 2.1.5 Focus on poetry	Strategies: 2.2.1 Class debates 2.2.2 Read alouds 2.2.3 Oral presentations and audience response to same. 2.2.4 Use of previous CRT samples 2.2.5 Have students summarize and retell what they have heard	Strategies: 2.3.1 Primary word rings, word walls 2.3.2 Novel study of various genres 2.3.3 Soar to Success 2.3.4 Individual Reading Conferences 2.3.5 Exposure to many types of text. 2.3.6 Nightly home reading activities 2.3.7 Guided Reading, Literature Circles

Goal 2. Support Plan			
Financial	Professional Development	Communication	Time Allocation
2.1.1 Each year build upon guided reading and class collections.	2.1.1 Supporting struggling readers and writers	2.1.1 More student communication on expectations in writing. Make students more aware of what each rubric means	2.1.1 ½ day in school shutdown on CAMET and Soar to Success. 1 full day on First Steps

Goal 3: To continue to build upon a positive school culture that provides a safe and caring learning environment for all students and members of the school community.		
Objective 3.1: Students will demonstrate respect for themselves and others in the learning and general school environment and strive to become role models for other students.	Objective 3.2 Parents will become more involved in supporting the school and the learning environment.	Objective 3.3: Teachers will support learning for students, parents and colleagues in a respectful manner and provide a caring climate where students can grow academically, socially, morally and emotionally.
Indicators of Success: Observations, comments from external sources (swim program instructors)	Indicators of Success: Increased parent involvement in school activities	Indicators of Success: Spirit of collaboration among staff, parents and students. Family atmosphere.
Strategies: 3.1.1 Tokens for good behaviour. 3.1.2 Student of the Week 3.1.3 Extracurricular involvement will foster respect, leadership and team building 3.1.4 Prefects 3.1.5 Centre and group work	Strategies: 3.2.1 Communicate all opportunities for parents to be meaningfully involved as partners in learning. 3.2.2 Celebrate and recognize volunteers 3.2.3 Bring attention to website and handbook 3.2.4 Involve them as community resources	Strategies; 3.3.1 Share resources with other teachers 3.3.2 Peer mentoring and collaboration 3.3.3 After school tutoring support 3.3.4 Extracurricular activities 3.3.5 Maintain a respectful classroom learning environment. 3.3.6 Parents are encouraged to talk to their child's teacher about their child's learning.

Support Plan			
Financial	Professional Development	Communication	Time Allocation
3.1.1 Purchase incentives	3.1.1 PBS (Positive Behavioural Supports)	3.1.1 School Handbook, newsletters, websites	3.1.1 Regular recognition at school events.

Operational Issues for 2006-2007

Operational Issue	Intended Action
Complete renovations on science room.	Install new science computer, camera, digital balance and microscope. Clean and paint room, order new resources.
Complete renovations on school library.	New gyproc on last wall, then plaster and paint. Order new resources.
Gym floor, wall and equipment room needs major work.	Work with district maintenance personnel to facilitate completion of these projects.