

# Holy Spirit High School

## 2012-2013 School Development Report



### ***Vision***

The vision at Holy Spirit High School is a partnership between home, school, and community where education is a shared responsibility, and together we '*strive for excellence*' with the ultimate goal of helping each of us become '*the very best that we can be*'.

### ***Mission***

The mission of Holy Spirit High School is to create a safe, caring and socially just learning environment where students aspire to high standards of personal and academic achievement, and lifelong learning, while developing respect for self and others.



A Message From  
**DARRIN PIKE**  
CEO/DIRECTOR OF EDUCATION

This school development plan for 2013-14 outlines your school's successes and highlights, while also determining the direction of the school in matters such as student achievement and professional development for the coming year.

The planning and execution of a school development plan is an important process that must be undertaken by the entire school community. A thorough plan lays the foundation for a productive and successful school year and will be beneficial to every member of the school community, most importantly the students of your school.

The school development plan contained in this report will be the final one completed under the strategic plans of the former English school districts. As we move forward with the development of a new strategic plan for the Newfoundland and Labrador English School District I thank our administrators, teaching staff, school councils and school communities for their efforts in developing and implementing the previous plans to ensure student success and achievement.

I look forward with great enthusiasm to the progress we are going to make as we build upon these school development plans and continue to provide a quality education for every student in our province.

Sincerely,

A handwritten signature in black ink that reads 'Darrin Pike'. The signature is written in a cursive style.

Darrin Pike  
CEO/Director of Education

## **Message from the Principal**

Holy Spirit High School delivers high quality programs under the jurisdiction of the new Newfoundland and Labrador English School District. Holy Spirit High, as a 'neighborhood school, aspires to the principles of academic excellence, co-curricular participation, life-long learning and community partnerships.

Our school remains committed to excellence in English and French literacy, mathematics, science and technology, social/cultural studies, and the fine arts.

Our aim is to allow each individual student to achieve his/her personal best in a safe, caring and socially just learning environment.

In 2012-2013, Holy Spirit completed year two of our three year school development plan focusing on the goals surrounding student achievement and student and staff wellness. The past school year has seen much progress in academics, student involvement and parental participation. Our students were recognized for academic achievement at the district, provincial and national levels in many curriculum areas. Our Student Council organized student activities, Interact Junior Rotary Club initiated many successful community outreach projects and a Gay Straight Alliance group became active at the school.

This year also saw the further building of a successful, positive school-community relationship, with efforts spearheaded by the School Council.

Administrative Team  
Holy Spirit High School

## Message from the School Council

The specific purpose of the School Council is defined as follows:

“To develop, encourage and promote policies, practices and activities which will enhance the quality of school programs and the level of student achievement in the school.”

The School Council has met regularly since its inception. There are usually eight meetings scheduled per year, and they are held in the Learning Resources Center. All regular School Council meetings are open to the public. Meetings are held at 6:00 p.m. on the first Monday of the month, when school is in session. All meeting agendas and minutes are posted on the school’s website. Progress on Holy Spirit’s School Development Plan is discussed at every meeting.

The Holy Spirit High School Council helped to support the school development plan through a variety of events. With the support of the school council Holy Spirit was able to purchase and incorporate the use of Ipads in the classroom. This year the School Council is planning an auction to foster school relations as well as raise funds to purchase ipad cart to enhance teaching and learning.

### The School Council Membership during 2012-13 was as follows:

The School Council Membership during 2012-13 was as follows:

Position	Name
Chair/Parent Rep	Cindy Farrell
Secretary/Parent Rep	Rob Boychuk
Parent Rep	Liz Davis
Community Rep	Don Allen
Community Rep	Richard Smith
Principal	Cecilia Kennedy
Assistant Principals/Teacher Reps	Denise Oldford/Kim Bourgeois
Teacher Rep	Carmen Perry
Student Rep/Student Council President	Daniel Rees

## An Overview of Holy Spirit High School

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

Holy Spirit High School, now part of the Newfoundland and Labrador English School District, is located at 2694 Topsail Road, Manuels, Conception Bay South. Our school community encompasses portions of Conception Bay South as well as Paradise.

Holy Spirit had an enrollment of 780 students in 2012-2013. We offer programs in Grade 9 and Levels I-II-III-IV. Prescribed programs are presently offered in English and French Immersion. In 2012-2013, we offered Advanced Placement Psychology, Advanced Mathematics, Semesterized Science and Mathematics.

For the 2012-2013 year, there were 46.25 staffing units allocated to Holy Spirit. This included 2.5 administrators, 4.9 specialist units, 1.6 guidance units. One of the greatest needs within the school is providing **supports and accommodations** for students who are within two years of performing at grade level. A regular classroom teacher provides this type of intervention, with support from an Instructional Resource Teacher (IRT) whenever possible. At Holy Spirit last year, we had 4.8 IRT 1's as well as an allocation of 1 IRT 2.

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

Holy Spirit, under our school development plan, participated in a number of initiatives this past year.

As part of our goal to foster a climate where students are expected to achieve to their full potential, each department reviewed their action plans for last year and created new ones based on 2011-12 results. After each report, teachers reviewed student reports cards and created interventions based on individual needs. We make use of TWEP and TFT and have made plans for a credit recovery classroom starting in September. In the areas of Differentiated Instruction and Assessment & Evaluation, teachers learned about Edmodo at a Fall Inservice and several teachers have implemented it in their classrooms. We also had Professional Development focused on iPad apps, and each PD day included collaboration. To support 21st Century, we enhance our wireless network in place and installed 9 Aruba access points. Through support of the school council, purchased approximately 40 Ipads for staff in all departments. To increase school and community communication, we started a Holy Spirit High twitter feed. We also decided to formalize our process of helping students through credit recovery by setting up a room for this purpose and have a specific IRT responsible for it.

As part of our goals to foster wellness amongst our students and staff in a caring, supportive environment we participated in our second year of a Breakfast Program. All students participated in the Walk to Breakfast and we had one half day set aside for Healthy Commotion Activities. We also had students participate in a Walk to the Spout, curling and downhill skiing. Money from the school fundraiser was dedicated to the purchase of rock climbing equipment. We had a Safe Grad organized by a parent committee.

In the specific areas of awareness and respect for diversity, we have an Active GSA and during the month of February, we focused on inclusion with each week having a specific focus, Celebrating Diversity Week, Mental Health Awareness Week, Learning Differences Week and Respect for all Gender and Sexual Identities Week. The GSA group also had students complete pledge cards and Holy Spirit established a gender neutral washroom.

In February as we focused on inclusion and celebrating diversity, we also participated in several Anti-Bullying initiatives. All home rooms were shown a video related to anti bullying and we participated in Pink t- shirt day.

In addition to student activities, staff was also involved in wellness and in promoting a professional learning community. At staff meetings we reviewed district policies and had guest presenters on the topics of anxiety, eating disorders and autism as well as the code of ethics.

## ***Partnerships***

Holy Spirit continues to partner with Kids Eat Smart in order to provide our Breakfast Program and promote a healthy lifestyle amongst our students. With this goal in mind we have also had the generous support of the Town of Conception Bay South, the Government of Newfoundland through MHA's Paul Davis and Terry French in helping to raise money towards the purchase and installation of a rock climbing wall.

In order to provide innovative learning experiences to our students we have partnered with Junior Achievement, who provided support through information sharing and through a full day workshop with the Grade 9's in May 2013.

Our Environmental Science class was partnered with DFO and Innovation Business and Rural Development (IBRD) in a cod tagging project, monitoring 6 tagged codfish for 3 years to see where they go in the North Atlantic. In addition to this, the Environmental Science class partnered with Wetland Heroes, Ducks Unlimited, placing nesting boxes around the frog pond and monitoring numbers of hatchlings and nests in boxes.

Our Environmental Science Class, Biology 2201 and Science 1206 classes, supported by MUN, Hebron, IBRD and ACOA are partnered with Coastal Connections, investigating the Sea and using advanced technology to find invasive species and locate local points of interest. As well, these classes were involved with an Aquaponics project, a combination of aquaculture and farming that takes place right in our lab. Supported by funding from Marine Institute and IBRD, we investigated how to raise simple crops using fish waste as fertilizer. They also worked with Learning for a Sustainable Future on project flow, investigating the pond and the nearby river and investigate water quality in particular oxygen levels.

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

**Provincial Assessment Data**

**Grade 9 English Language Arts**

Grade 9 Enrolment = 207

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province									
<b>Multiple Choice</b>												
Poetic	86.5	85.3	85.2	73.2	65.4	64.7	66.6	67.3	66.6	86	85	85
Informational	85.3	79.8	79.3	76.0	72.3	71.2	79.9	77.1	76.8	61.2	56.7	55.9
<b>Constructed Response: Percentage of students achieving at Level 3 (i.e., grade level) or above</b>												
Demand Writing	93.8	86.6	85.5	92.5	82.7	83.3	97.7	91.5	90.6	99.0	93.6	92.7
Poetic	86.5	74.3	73.2	73.7	62.9	61.4	93.5	92.6	91.9	n/a	n/a	n/a
Informational	84.5	70.5	70.2	77.7	69.6	69.2	90.6	90.9	88.8	91.7	87.5	86.2

<b>Percentage of Students Meeting or Exceeding (3 or above) Provincial Outcomes</b>								
	<b>09-10</b>		<b>10-11</b>		<b>11-12</b>		<b>12-13</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Reading</b>	74%	66%	67%	55%	84%	78%	86%	75%
<b>Demand Writing</b>	91%	80%	88%	78%	93%	84%	95%	84%

**What do these results tell us?**

Students at Holy Spirit continue to perform above the province in both Reading and Demand Writing. In addition, since 2010, there has been a consistent increase in the performance of students at Holy Spirit.

## Grade 9 Mathematics

Grade 9 Enrolment = 207

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province									
Multiple Choice												
Number Operations	69.7	69.1	69.4	58.5	64.2	64.4	70.6	68.0	68.0	n/a	n/a	n/a
Number Concepts	52.7	59.0	59.0	58.5	64.2	64.4	70.6	68.0	68.0	n/a	n/a	n/a
Patterns and Relations	74.0	74.8	75.2	65.3	66.5	66.0	70.6	70.8	70.7	n/a	n/a	n/a
Measurement	60.7	65.9	67.5	69.3	63.4	63.7	n/a	n/a	n/a	n/a	n/a	n/a
Geometry	67.1	68.6	69.4	69.9	74.8	76.0	n/a	n/a	n/a	n/a	n/a	n/a
Data Management and Probability	60.0	65.3	65.9	89.1	88.2	87.9	88.8	85.8	85.5	n/a	n/a	n/a
Constructed Response: Percentage of students achieving at Level 3 (i.e., grade level) or above												
Number Operations	44.9	48.2	48.9	51.0	52.8	53.6	69.6	68.1	68.1	n/a	n/a	n/a
Patterns and Relations	64.6	61.0	60.4	61.4	60.5	59.5	55.7	55.2	55.2	n/a	n/a	n/a

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

Course	2009/10			2010/11			2011/12			2012/13		
	School	District	Province									
French 3200	72.8	72.6	72.7	70.1	73.9	72.7	73.7	71.6	72.7			
Français 3202	72.0	74.6	74.7	72.6	73.5	73.7	73.7	75.3	75.6	73.7	76.0	75.7
Mathematics 3204	59.6	61.1	61.7	62.1	61.4	62.0	62.8	62.6	62.8	58.1	60.6	61.3
Mathematics 3205	73.4	79.0	77.9	83.0	80.1	79.3	74.2	80.1	79.1	75.5	79.8	79.8
World Geography 3202	58.8	63.7	64.6	66.3	67.3	68.0	65.1	68.4	68.8	63.7	68.2	70.0
World History 3201	67.3	66.9	67.1	66.3	68.8	69.3	72.4	70.0	70.5	62.8	67.6	68.6
Histoire mondiale 3231	62.9	70.0	69.9	67.9	70.1	69.1	76.5	74.9	74.7	71.3	74.8	72.7
Biology 3201	66.8	64.1	64.4	65.1	64.8	64.0	68.4	66.1	65.9	65.3	67.5	66.5
Chemistry 3202	74.6	70.5	70.8	70.5	71.7	71.1	75.6	72.2	71.3	70.4	71.6	71.9
Physics 3204	69.4	70.8	71.0	72.3	74.4	74.0	75.9	74.6	74.5	74.8	74.8	75.0
Earth Systems 3209	60.9	62.0	61.4	63.1	61.8	61.7	62.3	63.2	62.6	52.7	60.3	60.3
English 3201	67.4	66.7	66.5	69.9	66.3	66.2	63.5	65.2	65.0	69.3	69.6	69.3

**What do these results tell us?**

In most instances, students at Holy Spirit perform on par or above the Province in terms of overall final grade. With the exception of Math 3204 and Math 3205 which are being replaced this year with a new curriculum, specific areas of concern for each subject are addressed below.

<b>Subject: English 3201</b>
<b>Area(s) of improvement:</b> <ul style="list-style-type: none"> <li>• Writing of demand personal response in a variety of styles</li> <li>• For the visual analysis component of the course, incorporate a greater variety of visual genre.</li> </ul>
<b>Strategies for Improvement</b> <ol style="list-style-type: none"> <li>1. Development of model answers and the collection of exemplars for discussion and demonstration purposes for all areas identified as needing improvement.</li> <li>2. Employ teaching methods beyond lecture and/or note-taking such as cooperative learning in groups.</li> </ol>
<b>Indicator(s) of Success</b> <ol style="list-style-type: none"> <li>1. Improved performance results in in-class personal response essays</li> <li>2. Improved performance results in the personal response essay in the public exam</li> <li>3. Improved performance on the reflective section of the public exam</li> </ol>

Subject: Biology 3201

**Area(s) of improvement:**

- Student appeared to have difficulty with molecular genetics questions and reproductive technology questions.
- Student's public exam written section scores were above objective response section

**Strategies for Improvement**

- Past research on student performance indicates the students are failing to comprehend sections of the exam – they cannot properly identify what the question requires. There are several strategies that will be employed to overcome this issue: 1. Have students read instructions as much as possible without guidance. 2. Develop evaluation rubrics that will ensure comprehension is a component of their grade. 3. Demonstrate proper reading for comprehension in lab and exam settings.
- Use a reproductive technology review to ensure students are re-exposed to main outcomes of that unit
- Practice reading objective questions from previous exams as practice problems to develop student skills in this area
- Increase the number of smaller objective based evaluations to help develop testing strategies and use clickers to assess improvement.
- Use a resource web site as support for students to allow students to review objective materials and strategies: [http://mail.esdnl.ca/~patrick\\_wells/biology/biology3201.html](http://mail.esdnl.ca/~patrick_wells/biology/biology3201.html)

**Indicator(s) of Success**

1. Formative assessment- the number of homework sheets and alternate projects completed.
2. Summative assessment- the class average on tests, midterms and finals.
3. Conduct a scantron analysis of the midterm exam to identify where students did poorly on the exam.
4. May comprehensive test

**Subject: Chemistry 3202**

**Area(s) of improvement:**

- Students' lack study skills.
- Students' lack of motivation to complete homework, assignment and to prepare for the tests to achieve to their full potential.
- Students did not know the necessary knowledge of definitions, rules and formulae, thus they were not able make connections among various properties of kinetics, acids/bases, thermochemistry and electrochemistry in order to solve the problems.

**Strategies for Improvement**

1. Continue core lab instruction but implement complementary lab activities.
2. Improve lab instruction by using smart board to provide interactive lab activities or demonstrations, which are very difficult or impossible to conduct in laboratory settings
3. Use technology to promote individual student management where keypad technology provides real time feedback to students.
4. Spend time during each unit to review curriculum from chemistry 2202.
5. Provide frequent, regular and cumulative assignments on formulae and definitions
6. To promote individual student management by providing constant feedback to students
7. Incorporate animation videos to demonstrate theories and to help students to visualize and understand chemistry at the molecular level
8. Incorporate educational games where applicable to motivate students to learn chemistry.

**Indicator(s) of Success**

1. Formative assessment- the number of homework sheets and alternate projects completed.
2. Summative assessment- the class average on tests, midterms and finals.
3. May comprehensive test
4. Use keypad technology to obtain feedback to students and teachers.
5. Conduct a scantron analysis of the midterm exam to identify where students did poorly on the exam.

Subject: Earth Systems 3209

**Area(s) of improvement:**

- Student's public exam scores were below objective response section
- Reading and exam strategy was identified as a weakness for the class

**Strategies for Improvement**

- Post outcomes for the students. Spend part of a class showing students how these are used by teachers to drive their teaching and evaluation.
- Continue to develop the course website with notes, powerpoints, video links, practice multiple choice and short answers to help evaluation.
- Have all students sign-up for CDLI so that they may use these resources.
- Share exemplars from last year's public examinations with the students. Help them develop guidelines for answering questions that will result in better answers for questions.
- Model tests, midyears and comprehensives after the public examination to ready students for the evaluation they will face.
- Use the August 2007 Earth System 3209 exam as a comprehensive as preparation.

**Indicator(s) of Success**

1. Formative assessment- the number of homework sheets and checks.
2. Summative assessment- the class average on tests, midterms and finals.
3. Conduct a scantron analysis of the midterm exam to identify where students performed poorly on the exam.
4. May comprehensive test

**Subject: World History****Area(s) of improvement:**

1. Several students in World history last year had performed satisfactorily throughout the year but performed poorly on the public exam.
2. Students last year at Holy Spirit performed well but were still slightly below the provincial average.
3. Students at Holy Spirit performed poorly on essay questions.

**Strategies for Improvement**

1. Social studies students at Holy Spirit are encouraged to enroll in courses in High School suitable to their ability and courses where they are challenged. World History enjoys tremendously high participation rates at Holy Spirit High School.
2. This year as in previous years several students after consultation voluntarily removed themselves from World History early in the year to ensure they satisfy their graduation requirement instead of remaining in a course with little chance of success. Many students appeared to be safely within the parameters of receiving credit well into the year so this practice was not applied. Closer adherence to adequately placing students in courses that suit their ability was applied in September.
3. Greater awareness of question styles on the public including vocabulary found in multiple choice questions using previous public exams.
4. Practice using former public exams.
5. Students must be aware of what constitutes a successful essay. The “Grading Standards Report” on the provincial web site for each exam will have to be closely examined with students.
6. Students need greater awareness of what constitutes a successful constructed response on the public, this is currently being done but it appears several students are not ready for the essays. This can be achieved using the course table of specifications and numerous strategies available on the government website that unfortunately many are not currently using.
7. World History is a demanding course that marries critical thinking skills and historical understanding of key events during the Twentieth Century. As such, many students enrolled in this course are accustomed to rigorous course loads. However, Holy Spirit does not limit or “stream” students based upon overall averages. If a student is likely to pass they are not encouraged to leave. This inclusive approach will not change, however it is important to realize this when analyzing comparative provincial data. Enrolment in this course is significantly high in comparison to other schools in the district.

<b>Indicator(s) of Success</b>
--------------------------------

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Increased performance on the Public Exam</li><li>2. Performance overall on par or above Provincial Average</li><li>3. Increased performance on essays.</li></ol> |
|---|

<p><b>Subject: Français 3202</b></p>
<p><b>Area(s) of improvement:</b></p> <ol style="list-style-type: none"> <li>1. Listening comprehension through use of images and dialogues/monologues (multiple choice)</li> <li>2. Reading comprehension (multiple choice)</li> </ol>
<p><b>Strategies for Improvement for Listening Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Use exercises similar to those on the public exam with only multiple choice questions.</li> <li>2. Use a variety of sources for audio activities.</li> <li>3. Instruct students how to properly analyze and answer multiple choice questions.</li> </ol> <p><b>Strategies for Improvement for Reading Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Use exercises similar to those on the public exam with only multiple choice questions.</li> <li>2. Use a variety of authentic French texts to expose students to different writing styles.</li> <li>3. Instruct students how to properly analyze and answer multiple choice questions.</li> </ol>
<p><b>Indicator(s) of Success</b></p> <ol style="list-style-type: none"> <li>1. Students will follow and comprehend short dialogues and monologues presented in news broadcasts and other audio resources.</li> <li>2. Students will accurately answer multiple choice questions based on these listening activities.</li> <li>3. Students will demonstrate global understanding of what they have heard, rather than simply focus on information presented in order as the passage is played.</li> </ol>

1. Students will read with understanding of vocabulary, sentence structure, and global meaning.
2. Students will use techniques taught in class to properly decipher a reading passage in order to accurately answer multiple choice questions.

<b>Subject: Histoire Mondiale 3231</b>
<b>Area(s) of improvement:</b> Answering questions requiring reference to a source
<b>Strategies for Improvement</b> <ol style="list-style-type: none"><li>1. More practice with source questions, in both multiple choice and written response format.</li><li>2. More content-based worksheets.</li><li>3. Mediums used to transfer information to be varied, and include Power Point presentations, photocopied notes, video...</li></ol>
<b>Indicator(s) of Success</b> <ol style="list-style-type: none"><li>1. Increased student responses with reference to source.</li></ol>

<p><b>Subject: World Geography</b></p>
<p><b>Area(s) of improvement:</b>  Students seem to be performing poorly on Multiple Choice which is opposite of other recent years.  Case Study answers have improved.  Unit One and Two material seems to be most poorly done.</p>
<p><b>Strategies for Improvement</b></p> <ol style="list-style-type: none"> <li>1. Increase amount of review for the material from the first half of the year at final</li> <li>2. Continue to work on proper format for essay exams</li> <li>3. A class on how to do multiple choice assessments</li> <li>4. Try using some fill in the blank assessments for knowledge outcomes</li> <li>5. Use a what did I do wrong analysis on tests</li> </ol>
<p><b>Indicator(s) of Success</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the Midyear exam</li> <li>2. Analysis of test material on their multiple choice assessments.</li> </ol>

**Subject: Physics 3204****Area(s) of improvement:**

- Multiple choice questions poorly done for unit 1 with the exception of the circles section. Multiple choice for other units show no consistent pattern.
- Constructed response questions on quantum and tension were slightly below the district and provincial averages.
- Students did poorly on most level 3 questions.

**Strategies for Improvement**

- Use online resources (in conjunction with the Smartboard) to enhance student learning (eg. simulation for projectile motion, pHET simulations).
- Spend more time on training students how to do well on multiple choice items.
- Use of portfolio system to keep more accurate records of work completed.
- More demonstrations/activities to make learning physics as hands-on as possible
- Tutorial time for extra help before tests and during exams.
- Recognition of student success (wall of fame).
- Comprehensive (pre-public) exam to ensure student preparation and improve achievement on the public examination. This year will be participating in field testing with the Department of Education.
- Continued maintenance of website to enhance learning for students. Use of homework site to better inform parents of upcoming assignments and tests.
- Encourage better attendance for end of year – results for unit 3 greatly affected by the large number of student absences due to trips away. Material covered in unit 3 is difficult to understand if students are not present when the concepts are discussed – hard to pick up on their own after the fact.
- Increase in class practice with level 3 questions.

**Indicator(s) of Success**

- |   |
|---|
| 1. Analysis of the Midyear exam<br>2. Analysis of test material on their multiple choice assessments. |
|---|

**Graduation Rate and Status**

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

High School Enrolment = 569

	09-10		10-11		11-12		12-13	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	29.2%	25.2%	29.4%	26.1%	38.6%	29.1%	33.8%	29.6%
<b>Academic</b>	42.3%	39.5%	40.0%	40.6%	38.6%	41.1%	39.4%	38.6%
<b>General</b>	28.5%	35.2%	30.6%	33.3%	22.9%	29.8%	26.8%	31.8%

	2009/10			2010/11			2011/12			2012/13		
	School	District	Province									
Advanced Mathematics (Math 3205)	20.3	19.3	61.3	24.0	21.0	20.3	26.6	21.6	21.2	22.2	20.5	19.6
Academic Mathematics (Math 3204)	62.9	62.6	18.6	61.1	58.6	58.0	60.3	58.2	58.4	63.0	62.6	62.5
General Mathematics (Math 3206)	16.8	18.2	20.1	14.8	20.4	21.7	13.2	20.3	20.5	14.8	16.9	17.9
Academic English (English 3201)	78.8	76.8	75.0	82.1	77.3	74.2	81.9	79.3	76.6	81.1	79.0	76.5
General English (English 3202)	21.2	23.2	25.0	17.9	22.7	25.8	18.1	20.7	23.4	18.9	21.0	23.5

**What do these results tell us?**

Holy Spirit continues to maintain high standards as students are encouraged to take the most challenging program available.

**Advanced Placement Results**

**Average Score (max = 5)**

Course	2009/10			2010/11			2011/12			2012/13		
	World	NL	School									
Psychology	3.11	3.09	3.08	3.12	3.22	2.97	3.13	2.88	2.00	3.17	3.11	2.33

**Percentage of Students scoring 3 or better (include enrolment by course in the School cells)**

Course	2009/10			2010/11			2011/12			2012/13		
	World	NL	School									
Psychology	60	68	68	60	63	59	62	68	68	61	70	47

**What do these results tell us?**

These results tell us that more students are attempting the AP Psychology course then ever before and they enjoy the experience.

## Scholarships

**Number of Level III students = 178**

### Provincial Government Scholarships

	2009/10	2010/11	2011/12	2012/13
Junior Jubilee				
Electoral	4	3	3	2
Centenary	3	1	3	1
Moss				

### Total Scholarship/Bursary Offers

	2009/10	2010/11	2011/12	2012/13
Number of Students Awarded a Scholarship or Bursary	40-50	40-50	70	75
Total (estimated) Dollar Figure Offered (all students)	16000	18000	20000	22000

### What do these results tell us?

Holy Spirit continues to increase our scholarship and bursary to extend to as many deserving students as possible.

## Internal Assessment Data

Course	% of Passes		Average Mark	
	Province	School	Province	School
Art Tech 1201	95	100	78	84
Art & Des. 3200	96	100	80	86
Enterprise 3209	94	94	74	77
Clothing 1101	96	100	83	86
Nutrition 2102	96	100	83	86
Human Dyn. 2201	96	100	79	89
Textiles 3101	96	98	82	84
Nutrition 3102	96	100	79	84
French 1200	98	100	80	85
Fran (FI) 1202	100	100	80	86
French 2200	98	100	80	84
Fran (FI) 2202	99	100	79	81
WorkPlace Safety 3220	93	87	73	67
Skill Trades 1200	95	93	77	75
Comm Tec 2104	93	81	75	68
Comm Tec 3104	94	79	77	69
Power & Energy 3201	94	91	75	68
Rob System 3205	97	93	79	74
Math 3206	92	100	66	79
Math 3207	97	100	79	79
Ens Performance 1105	100	100	92	96
Ens Performance 2105	99	100	92	95
Applies Music 2206	98	100	84	88
Ens Performance 3105	100	100	94	95
Applied Music 3206	99	100	88	89
Musical Theatre 3221	100	100	93	93
Healthy Living 1200	95	100	79	88
Phys. Ed 3100	97	100	85	94
Phys. Ed 3101	97	100	85	94
Wor. Religions 3101	95	100	79	96
Wor. Religions 3106	94	100	78	95
Can History 1201	95	88	74	80
Can Geography 1202	93	96	70	77
Geog Can. 1232	99	100	80	86
Can Law 2204	96	100	74	80
World Geography 3200	89	94	61	61
Career 2201	91	95	74	79
Carrier 2231	98	98	85	86
AP Psyc 4220	94	100	71	73
Math 1201	82	84	65	70
Math 1202	88	100	65	67
Math 2200	97	100	75	77
Math 2201	84	85	62	62
Math 2202	88	100	67	50
Science 1206	91	97	70	75
Biology 2201	94	95	69	70
Chemistry 2202	94	94	74	76
Physics 2204	94	90	73	74

### What do these results tell us?

In most instances, students at Holy Spirit perform on par or above the Province in terms of both percentage of students passing the course and overall average.

## Report on School Development Plan for Previous Year

<b>Goal 1: To foster a climate where students are expected and empowered to reach their academic potential.</b>		
<b>Objective 1.1:</b> Increase student accountability and motivation.	<b>Objective 1.2:</b> Continue to diversify teaching practices to maximize academic potential for 21 <sup>st</sup> century learners.	<b>Objective 1.3:</b> Increase the opportunity for collaboration among teachers.
<p><b>Evaluation 1.1</b> Our strategies for last year included</p> <ul style="list-style-type: none"> <li>• examining the use of reward system for encouraging students to respect deadlines,</li> <li>• exploring ways to motivate students to continue on an academic program.</li> </ul> <p>While we were successful in motivating students to remain on academic stream as shown by the reduction in basic class size, the change in the district assessment policy resulted in a change in the strategy regarding a reward system.</p>	<p><b>Evaluation 1.2</b> Our strategies for last year included</p> <ul style="list-style-type: none"> <li>• creating an inventory of successful/innovative teaching practices.</li> <li>• developing and sharing interactive teaching strategies during PD Days and/or Staff/Department Meetings</li> <li>• providing opportunities for teachers to attend PD on effective teaching practices and interactive whiteboards and/or Ipads and then share with their learning with staff</li> <li>• creating a conference on first class to share ideas and templates for interactive whiteboards games and activities that incorporate 21<sup>st</sup> century learning practices</li> </ul> <p>While we were successful in developing and sharing teaching strategies and providing opportunities to attend PD, the creation of a conference did not occur. As well an inventory of teaching practices was not fully implemented.</p>	<p><b>Evaluation 1.3</b> Our strategies for last year included</p> <ul style="list-style-type: none"> <li>• providing a full day PD session to allow teachers to collaborate with each other.</li> <li>• creating a shared folder between IRT and classroom teacher on First Class</li> <li>• providing common departmental duty days to enable teachers to meet during lunch/recess</li> </ul> <p>Collaboration was increased by regular scheduled meetings. All PD sessions involved a collaboration component. All teachers were encouraged to submit duty preferences to ensure common departmental duty days.</p>

<b>Goal 2: To continue to foster student wellness, respect and responsibility in a caring school environment.</b>		
<b>Objective 2.1:</b> Increase the level of student knowledge of and participation in wellness activities within the school community.	<b>Objective 2.2:</b> Decrease the amount of high risk behaviors within the student population.	<b>Objective 2.3:</b> Increase awareness and respect for diversity (grade level, sexuality, disabilities, individuality, and socio-economic status).
<p><b>Evaluation 2.1</b> Last year a survey was conducted regarding student preferences for wellness activities.</p>	<p><b>Evaluation 2.2</b> Last year our strategies included</p> <ul style="list-style-type: none"> <li>• identifying high risk behavior through student survey and student focus groups</li> <li>• developing a prevention plan based on identified high risk behaviors</li> <li>• implementing the prevention plan</li> </ul> <p>All strategies were implemented.</p>	<p><b>Evaluation 2.3</b> Last year our strategies included</p> <ul style="list-style-type: none"> <li>• reviewing our current Anti-Violence Policy to ensure it addresses multiple kinds of discrimination while promoting diversity and inclusivity within the school community</li> <li>• continuing to incorporate topics within the curriculum such as diversity, human rights and discrimination at various grade levels, where possible.</li> </ul> <p>We were very successful in incorporating a diversity month in February, we have an active GSA group.</p>

<b>Goal 3: To continue to promote a professional learning community and wellness amongst staff.</b>		
<b>Objective 3.1:</b> Establish a positive professional atmosphere.	<b>Objective 3.2:</b> Continue to establish opportunities for teacher wellness.	<b>Objective 3.3:</b> Recognize and promote examples of teacher/administration achievement
<p>Evaluation 3.1 Last year our strategies included</p> <ul style="list-style-type: none"> <li>• offering a survey to identify, categorize and address staff concerns.</li> <li>• offering pd relating to code of ethics and positive interactions amongst staff</li> <li>• supporting individuals who wish to further themselves professionally with internal/external pd</li> </ul> <p>All strategies were successfully implemented.</p>	<p>Evaluation 3.2 Last years strategies included</p> <ul style="list-style-type: none"> <li>• identifying wellness needs of staff</li> <li>• creating opportunities for teachers for healthy active living</li> <li>• providing opportunity for staff social interactions.</li> </ul> <p>A survey was conducted to look at health and wellness needs of staff; these were incorporated into PD days. In order to help promote opportunities for staff social interactions, following the extension, the staff room was reconfigured.</p>	<p>Evaluation 3.3 Last years strategies included</p> <ul style="list-style-type: none"> <li>• developing a protocol for nominating staff members for awards</li> <li>• nominating members of our staff for District Awards Program, for NLTA Awards Program, for various Regional and National Awards</li> </ul> <p>While we did develop a protocol for nominating staff members for various awards more work needs to be done in this area.</p>

## Actions for Change

<b>Goal 1: To foster a climate where students are expected and empowered to reach their academic potential.</b>		
<b>Objective 1.1:</b> Increase student accountability and motivation.	<b>Objective 1.2:</b> Continue to diversify teaching practices to maximize academic potential for 21 <sup>st</sup> century learners.	<b>Objective 1.3:</b> Increase the opportunity for collaboration among teachers.
<p>Actions for Change 1.1 Continue to implement the changes to the assessment policy, in line with the district policy.</p>	<p>Actions for Change 1.2 Carry forward strategies regarding creation of inventory of best practices and explore further the idea of a first class conference for technology templates and the sharing of ideas.</p>	<p>Actions for Change 1.3</p>

<b>Goal 2: To continue to foster student wellness, respect and responsibility in a caring school environment.</b>		
<b>Objective 2.1:</b> Increase the level of student knowledge of and participation in wellness activities within the school community.	<b>Objective 2.2:</b> Decrease the amount of high risk behaviors within the student population.	<b>Objective 2.3:</b> Increase awareness and respect for diversity (grade level, sexuality, disabilities, individuality, and socio-economic status).
<p>Actions for Change 2.1 This year should look at implementing suggestions from student survey.</p>	<p>Actions for Change 2.2 We should continue to follow our prevention plan.</p>	<p>Actions for Change 2.3 Recommended we continue to support diversity through endeavors started last year.</p>

<b>Goal 3: To continue to promote a professional learning community and wellness amongst staff.</b>		
<b>Objective 3.1:</b> Establish a positive professional atmosphere.	<b>Objective 3.2:</b> Continue to establish opportunities for teacher wellness.	<b>Objective 3.3:</b> Recognize and promote examples of teacher/administration achievement
<p>Actions for Change 3.1 Recommended we continue individuals who wish to further themselves professionally.</p>	<p>Actions for Change 3.2 Continue to incorporate health and wellness activities for staff during PD days.</p>	<p>Actions for Change 3.3 Recommended that further work needs to be done with this Objective.</p>

# One Year School Development Plan

## School Development Plan 2013 - 2014

<p><b>Goal 1:</b> To foster a climate where students are expected and empowered to reach their academic potential.</p>		
<p><b>Objective 1.1:</b> Increase student accountability and motivation</p>	<p><b>Objective 1.2:</b> Continue to diversify teaching practices to maximize academic potential for 21st century learners.</p>	<p><b>Objective 1.3:</b> Increase the opportunity for collaboration among teachers.</p>
<p><b>Strategies:</b></p> <p>1.1.1 Continue Student Recognition Assembly for academics.</p> <p>1.1.2 Continue Principal’s Honor Roll</p> <p>1.1.3 Maintain Social Media site for student and parent communication (ie. Twitter)</p> <p>1.1.4 Conference with a student group to generate possible strategies for encouraging students to respect deadlines.</p> <p>1.1.5 Continue to encourage students to follow an academic program.</p>	<p><b>Strategies:</b></p> <p>1.2.1 Continue to develop and share interactive teaching strategies during PD Days and/or Staff/Department Meetings.</p> <p>1.2.2 Continue to provide opportunities for teachers to attend PD on effective teaching practices and interactive whiteboards and/or Ipads and then share with their learning with staff.</p> <p>1.2.3 Create an inventory of successful/innovative teaching practices in the staff shared folder for sharing practices important for 21st century learners.</p> <p>1.2.4 Create a conference on first class to share ideas and templates for interactive whiteboards/iPads/ games and activities that incorporate 21<sup>st</sup> century learning practices.</p> <p>1.2.5 Explore ways to effectively use teacher iPads in the classroom through PD (in school or board level) and sharing sessions.</p> <p>1.2.6 Use ½ day for PD on technology and linking iPads to interactive white boards and to a class set of iPads to sign out for classes.</p>	<p><b>Strategies:</b></p> <p>1.3.1 Provide an annual in-school PD session which will allow teachers to collaborate on curricular or cross-curricular initiatives.</p> <p>1.3.2 Create a shared folder between IRT and classroom teacher on First Class for all Departments.</p> <p>1.3.3 Provide opportunity for all Departments to submit request for a supervision schedule which will permit meetings during recess and/or lunch.</p> <p>1.3.4 Provide in-school PD opportunity for course specific collaborative work.</p>

<p><b>Indicators of Success:</b></p> <p>1.1.1 Increase in percentage of students recognized.</p> <p>1.1.2 Increase in percentage of students recognized.</p> <p>1.1.3 Parent and student usage of site</p> <p>1.1.4 Decrease in the number of late assignments.</p> <p>1.1.5 Percentage of students on a non-academic program are lowered (or maintained)</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 Continued increase and incorporation of shared best practices.</p> <p>1.2.2 Increase in number of teachers attending PD opportunities.</p> <p>1.2.3 Creation and use of folder regarding practices for 21<sup>st</sup> century learning.</p> <p>1.2.4 Creation and use of conference.</p> <p>1.2.5 Increased use of Ipads in the classroom.</p> <p>1.2.6 Increased use of linking ipads to whiteboards.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Increase in cross curricular collaboration.</p> <p>1.3.2 Creation and use of folder on first class.</p> <p>1.3.3 Increase in shared supervision time within departments.</p> <p>1.3.4 In school course PD opportunities increase.</p>
---	---	---

<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.1.1 Financial investment in Ipad cart and ipads.</p>	<p>1.1.1 Professional opportunities in the areas of m21st century learning, ipads and interactive whiteboards.</p> <p>1.1.2 Provide professional development time for collaboration within departments.</p> <p>1.1.3 Provide time for course specific professional development.</p>

<b>Goal 2: To continue to foster student wellness, respect and responsibility in a caring school environment.</b>		
<b>Objective 2.1:</b> Increase the level of student knowledge of and participation in wellness activities within the school community.	<b>Objective 2.2:</b> Decrease the amount of high risk behaviors within the student population.	<b>Objective 2.3:</b> Increase awareness and respect for diversity (grade level, sexuality, disabilities, individuality, and socio-economic status).
<b>Strategies:</b> 2.1.1 Continue to provide a variety of ways of displaying student involvement in wellness activities 2.1.2 Compile results of completed student survey regarding the types of activities in which they would like to be involved 2.1.3 Create an action plan for lunch-time wellness activities based on wellness survey 2.1.4 Provide a variety of options for wellness activities (including physical, mental and social wellness)	<b>Strategies:</b> 2.2.1 Have students view MADD presentation. 2.2.2 Have students view Right to Play, overcoming obstacles. 2.2.3 Have students view LIVE presentation on making good decisions.	<b>Strategies:</b> 2.3.1 Continue to focus of displays of diversity through Pledge Wall and posters throughout the school. 2.3.2 Devote 1 week per month to a diversity theme. 2.3.3 Students presentations on diversity topics. 2.3.4 Promoting student awareness of healthy relationships and risks involved in social media.
<b>Indicators of Success:</b> 2.1.1: Use of technology and social media to promote and advertise student involvement in wellness activities 2.1.2: Administration of survey and determination of student preferences. 2.1.3: Creation and implementation of action plan 2.1.4: Successful provision of a variety of wellness options for students	<b>Indicators of Success:</b> 2.2.1 Decreased behavioral visits to administration. 2.2.2 Decreased incidences reporting to guidance regarding high risk behaviors.	<b>Indicators of Success:</b> 2.3.1 Less referrals to administration regarding bullying. 2.3.2 Less guidance consultations around incidents involving bullying. 2.3.3 Less guidance referrals around relationship issues.

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Financial support for wellness activities. 2.1.2 Financial support for presentations.	2.1.1 Time allotted for wellness activities. 2.1.2 Time allotted for presentations.

<b>Goal 3: To continue to promote a professional learning community and wellness amongst staff.</b>		
<b>Objective 3.1:</b> Establish a positive professional atmosphere.	<b>Objective 3.2:</b> Continue to establish opportunities for teacher wellness.	<b>Objective 3.3:</b> Recognize and promote examples of teacher/administration achievement
<b>Strategies:</b> 3.1.1 Continue to provide opportunities for staff interactions.	<b>Strategies:</b> 3.2.1 Develop schedule for Fitness Room and Multipurpose room.	<b>Strategies;</b> 3.3.1 Continue to develop protocol for nominating staff members for awards 3.3.2 Nominate members of our staff for District Awards Program 3.3.3 Nominate members of our staff for NLTA Awards Program 3.3.4 Nominate members for various Regional and National Awards
<b>Indicators of Success:</b> 3.1.1 Increase of extracurricular staff interactions.	<b>Indicators of Success:</b> 3.2.1 Increased use of Fitness and Multipurpose room by teachers.	<b>Indicators of Success:</b> 3.3.1 Increased numbers of teachers nominated for awards. 3.3.2 Increased numbers of teachers recognized for various awards.

<b>Goal 3. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
3.1.1 Financial support for staff interactions.	3.1.1 Provide time for teachers to compile nomination forms.

### Operational Issues for 2013- 14

<b>Operational Issue</b>	<b>Intended Action</b>
Divider for staffroom entrance	Have carpenters build divider.
Private phone space in staffroom	Have carpenters build privacy screen around phone space in staffroom.
Teacher knowledge of students with extended hall privileges.	Provide teachers with list of students with extended hall privileges.
Purchase of Ipad cart and Ipads	Purchase equipment as funds become available.

