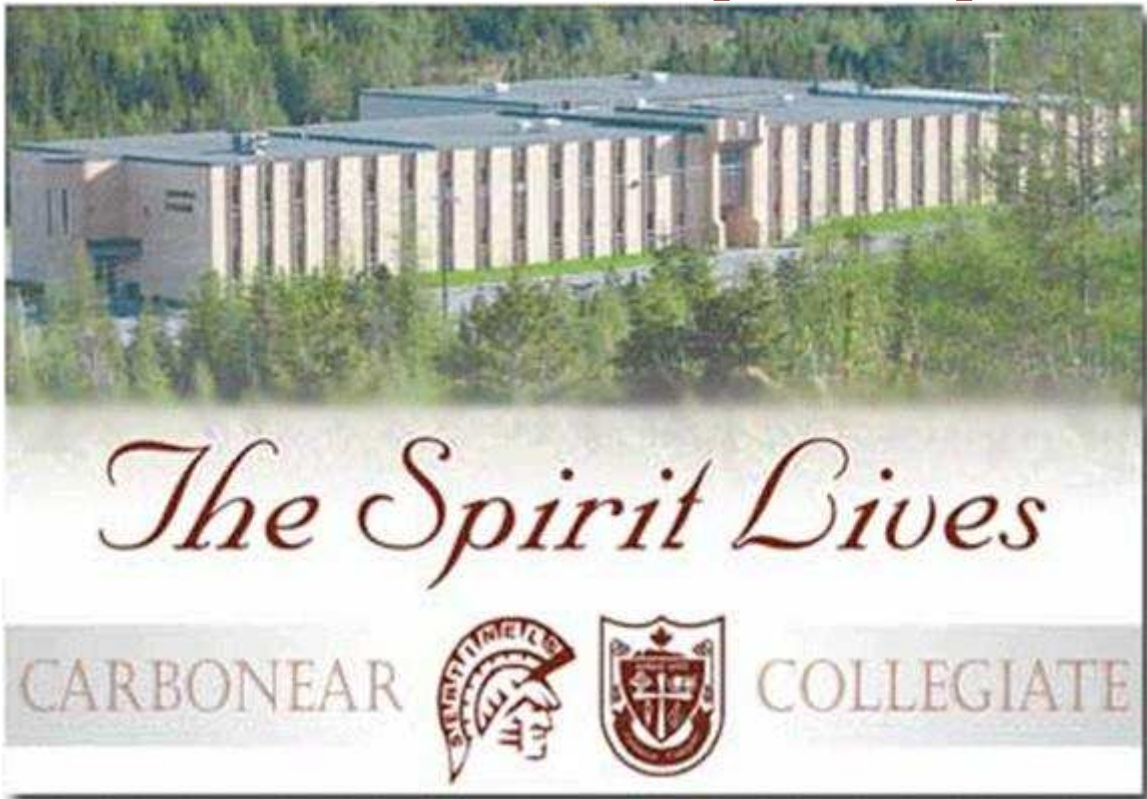


Carbonear Collegiate

2008-2009 School Development Report



Mission

It is the mission of Carbonear Collegiate, a community-minded centre, to provide a program that facilitates the development of each student within a caring, supportive learning environment which allows the student to reach his/her potential as a productive member of society.

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Message from the Director of Education

The strategic plan of the Eastern School District identifies the mission of our District to enhance achievement and success for all students, within a healthy, active, safe, caring and socially-just learning environment. We are supported by a strong team of professionals both at the school and district level who work diligently to achieve the goals of our individual school plans.

This report is an opportunity for schools to highlight the challenges and successes experienced over the past year. It celebrates the accomplishments of the school as it works to achieve its stated goals. Success is possible when teachers, parents, and community members work together in a supportive and collaborative manner.

I encourage you to review this report, reflect upon the information and discuss with your school's administrators and teachers items of interest. It is the ongoing dialogue and engagement that maintains the commitment to our goal of enhanced learning for all.

I would like to congratulate each school for their dedication to learning and teaching as evidenced by this Annual School Report.

FORD RICE

Message from Principal

As a school community, we are very proud of the good things evidenced in this report. Academically, our results are good and staff work hard to ensure exceptional instructional and co-curricular opportunities for our students. We constantly review new approaches that may inform our classroom instruction, and take part in any professional development opportunities appropriate to our goals. We feel very good about the safe and caring atmosphere in our school, and are constantly developing ways to ensure the overall well-being of our students and staff.

We are very fortunate to have a very supportive School and Student Council. Our School Council is comprised of dedicated parents and community members who believe in the importance of an effective partnership between school, home and the community. Many of these members also are members of our School Auction Committee, a group that raises between fifteen to twenty thousand dollars every year for our classrooms and Breakfast Program. Our Student Council is an active body that concentrates on the needs of students, and plans various activities throughout the school year designed to help build school spirit and provide fun activities for our students.

We value dialogue from all our school community groups and promote an open door policy with students, staff, parents and supporters. It is through these discussions and committee work that we are able to witness our success. We are pleased to be known as an innovative school, and we value new ideas and opportunities as they become available.

We invite you to provide feedback on this report and in doing so, help us to continue to strive for excellence.

Susan Oke-Cumby, Principal

Message from School Council

As Chair of the School Council for 2008-2009 I am proud to support the achievements of last year. Along with my council colleagues, Cyril Forward, Fred Earle, Paul Kennedy, Darrell Noel, Randy Ralph and Susan Oke-Cumby, it is with pride that we recognize the personal achievements of each and every student, their efforts and the goals they have attained. We also celebrate collective efforts of our students, teachers and parents and all their successes in academics, sports and fine arts and the various activities that the school hosted and participated in during the school year.

Your school council looks to this coming year to build on and, where possible, add to and increase the many successes we have enjoyed in past years. We look forward to representing parents and supporting the professional people in our schools who have such an important role in helping prepare our children for the bright future that is theirs.

Boyd Riggs, Chair
School Council

Overview of School

Carbonear Collegiate is a high school of approximately 485 students in grade 10, 11 and 12. The school is located in the community of Carbonear, with a population of approximately 4700 people. It serves several communities in Trinity and Conception Bays, and the catchment area is rural and varied.

Our physical plant is housed over two floors. Besides our numerous classrooms, we also have a double gym, a weight room, a skilled trades lab and classroom, a computer lab attached to a resource center, a fully functioning cafeteria, a music/band room, an art room, three labs for Physics, Chemistry and Biology, and a French lab.

Our school offers a varied co-curricular program, with almost one hundred percent teacher sponsorship. Sports teams include hockey, soccer, basketball, volleyball, badminton, cross-country, softball, wrestling, table tennis, track and field, ball hockey, and rugby. Other groups include choir, art club, social justice and student council.

The school is administered by an administrative council, which includes the principal, assistant principal, guidance counselor and department heads. In addition to our active School Council, we also have several school committees that help create direction for our school, namely, the Safe and Caring Committee, the School Growth and Development Committee and the Finance Committee. Other teacher committees are formed around healthy students and staff, our environment, occupational health and safety, annual fundraising auction, student awards, graduation and the school newsletter.

As a school, we are proud of the academic success of our graduating students for 2008-2009. Of the 118 students who graduated, almost one-third of the group succeeded in obtaining an honours graduation status, while another 55 percent graduated with an academic status. We feel confident that our varied academic program, coupled with after-school tutoring, classroom instruction and dedication of students, parents and staff, has led to this success.

Our School Community

As noted above, our school is located in the community of Carbonear, central to our catchment areas, which extend from Riverhead, Harbour Grace, to Adam's Cove, and across to Trinity Bay to Turk's Cove. While the area is vast, students share a collegiality and dedication to our motto, "The Spirit Lives."

Our staff of almost 30 teachers, 5 support staff and 3 student assistants are exceptional and work hard to ensure success for all our students. They are innovative and constantly look for ways to improve our instruction, co-curricular program, and the school physical building. They are very focused on providing a safe and caring environment, and take the role of connecting with students very seriously. We offer approximately 140 courses in

all academic levels, and constantly challenge students to exceed beyond their own expectations.

Key Highlights/Special Projects

While we are proud of all the accomplishments of our students and dedication of our staff in supporting our students both in and out of the classroom, the following serves to highlight and exemplify the various involvements of our school for the past year. Our students have been very successful in our various competitions. The University of Waterloo, Ontario, annually sponsors a series of Mathematics competitions which the students challenged again this year. These contests were written by approximately 64,000 students from over 1,300 schools across Canada. Congratulations to the following students who received Certificates of Distinction for ranking in the top 25%: Cayley Contest, Benjamin Hiscock, Fermat Contest, Jeffery Ryan, Lucas Sweetland, and Karla Finn. The medal for the top student in the Cayley went to Jeffery Ryan; the medal for the top student in the Fermat went to Benjamin Hiscock. The Math Competition Team also had a successful year. The team finished first in the Western District. They went on to compete provincially and did extremely well. Team members demonstrated excellent Mathematical knowledge while maintaining an attitude of teamwork and fun. Team members included: Daniel Mackenzie, Andrew Rose, Mark Ryan, Danielle Conway, Daniel O'Leary, Kathryn Baker, Karla Finn and Kyle Snow. This year for the first time we had students enroll in the Euclid contest which is designed to provide opportunity to develop mathematical ability. The six students that enrolled in the contest were Daniel Mackenzie, Daniel O'Leary, Andrew Rose, Danielle Conway and Eilanda Anderson. We are proud to say that they ranked third in our zone and eighth in the province. During the Winter semester of 2009, five students from Carbonear Collegiate participated in the annual BrainStorm competition held at Memorial University's School of Medicine. The five students were Patrick Smith, Lucas Sweetland, Meagan Butt, Samantha Butt, and Stacey Pike. Of those participating, Stacey Pike came in second. A number of our Physics 3204 students wrote the Canadian Association of Physicists Prize Exam in April. While we had no students place in the top three, we had one of the largest numbers of participating students of any of the Newfoundland schools writing the exam. The Sentinel Robotics Teams were also busy this year. In April, the Skills Canada Robotics Team of Dylan Reid, Stacey Reynolds, Daniel O'Leary, and Daniel MacKenzie travelled to St. John's to compete in the Provincial Skills Competition with a remote controlled robot designed and built by the robotics class at Carbonear Collegiate. The Sentinels finished in fourth place. In May, the ROV team also travelled to St. John's to compete in the annual MATE ROV Regional Competition. Under the mentorship of Mr. B. Davis and Mr. D. Fillier, the team of Daniel MacKenzie, Daniel O'Leary, Dylan Reid, Bethany Randell, Jeffery Ryan, Tyler Hiscock, Kathryn Baker, Karla Finn, Andrew Rose, and Nick

Lushman designed and built a Remotely Operated Vehicle (ROV) to complete a simulated submarine rescue. In a field of 18 teams, the Sentinels finished in a respectable 8th place. The Challenging Needs class in our school was heavily involved in numerous activities throughout the year, however, we were especially proud of the Duke Of Edinburgh Awards handed out at a ceremony at Glendenning Golf course in Mount Pearl, where two students received Gold Sectional Awards and one student received Silver Sectional Awards. This past school year saw much opportunity for student travel. During the Easter break, 30 history students accompanied by four teachers participated in a Holocaust History in Europe trip to visit Europe's main sites associated with this dark period in history, During the trip, the students were exposed to Jewish cultural life before, during and after the Holocaust. The trip started with a visit to Prague in the Czech Republic and ended with a visit to the capital of Germany, Berlin. For the second year in a row, World Religions students at Carbonear Collegiate studied Human Rights and Holocaust Studies Education through the Asper Foundation. The studies of genocides with a particular emphasis on the Holocaust concluded with a trip to Washington, DC to visit the United States Holocaust Memorial Museum (USHMM). Nine students from Carbonear Collegiate were joined by about 200 other students from all across Canada to visit the museum and speak to Holocaust survivors to discuss such issues as hatred of different groups and what can be done to prevent it. The students also visited the site of the America Civil rights Leader Martin Luther King's famous "I Have a Dream" speech. In April, Miss Anne Whelan and Mr. David Kennedy accompanied 14 students to New York City. This trip focused on musical theatre. Students enjoyed "The Lion King" and "Jersey Boys". They also participated in a Broadway Workshop that included working with a cast member from "The Lion King". The year 2008-2009 was another successful year for Carbonear Collegiate's Music and Theatre program. In April the Drama Troupe of Carbonear Collegiate competed in the Regional Drama Festival, held at the Nageira Theatre in Carbonear. For the first time, the drama troupe performed an original play written by student, Jessica McCarthy. The troupe won "Best Sound and Lighting". Jessica McCarthy won "Best Original Play". Andrew Rose won "Best Supporting Actor" and the troupe won "Best Play". As a result, the CC Drama Troupe travelled to Gander to represent our region at the Provincial Drama Festival. Jessica McCarthy won an award for her original play, and Cassandra Lynch and Andrew Rose won Acting Merit Awards. Also in May, the students of Carbonear Collegiate voted Courtney Broaders, a Level One student, Carbonear Collegiate Idol for 2008-2009.

Partnerships

We have been very lucky to continue to rely on several partnerships within our school community. We continue to enjoy a reciprocal partnership with the Carbonear Parks and Recreation Commission. Our students use the Commission's facilities to achieve the

outcomes of the Healthy Living and Physical Education courses, as well as for other co-curricular programs throughout the year. Our school facilities are used throughout the summer months to support the programs offered by the town's summer recreation program. Our Skilled Trades Program has also designed and made equipment, such as bike racks, for the Commission's use.

Our partnership with Community Policing continues as well. We have had various presentations from the RCMP, most notably, having an officer discuss career choices with our Career Development Class students. In addition, the RCMP funded a MADD presentation for students and provided follow-up with Level 1 students in particular. The School Liason Officer, Constable V. Chalker, is a regular visitor to our school, and hosts a student leadership group within her division.

Perhaps our biggest partnership with our school community centers around our Annual School Auction. For the fifth consecutive year we have had tremendous support from local businesses and community groups and have been able to access funds that allow us to enhance the educational opportunities for our students. Our committee is comprised of community members, parents and otherwise, who give numerous hours to ensure the success of this project every year.

We have been successful this year in developing a successful partnership with the Kids Eat Smart Foundation that financially helps to support our breakfast program. Over 100 students eat every morning free of charge, thanks to the Foundation, a committee of dedicated teachers who oversee the program, and our community volunteer group who help serve each morning. These volunteers come from various church groups and have been instrumental in making our program the success it is. As educators, we have certainly seen the benefit of having a full belly in the morning.

3. 3 Year School Development Plan: 2006-2009

Goal 1: To improve student academic performance in core subjects.

Year	Objectives	Objectives	Objectives
2006-07	To improve student academic performance in Chemistry 3202	To improve student academic performance in Earth Systems 3209	To increase student achievement in Physics 3204
	To improve Student Academic performance in Biology 3201	To improve student academic performance in Mathematics	To improve student academic performance World Geography 3202
	To improve student academic performance World History 3201	To improve student academic performance in Language Arts	To improve the academic performance of pathway 2-4 students
2007-08	To improve student academic performance in Chemistry 3202	To improve student academic performance in Earth Systems 3209	To increase student achievement in Physics 3204
	To improve Student Academic performance in Biology 3201	To improve student academic performance in Mathematics	To improve student academic performance World Geography 3202
	To improve student academic performance World History 3201	To improve student academic performance in Language Arts	To improve student performance Technology courses
	To improve the academic performance of pathway 2-4 students		
2008-09	To improve student academic performance in Chemistry 3202	To improve student academic performance in Earth Systems 3209	To increase student achievement in Physics 3204
	To improve Student Academic performance in Biology 3201	To improve student academic performance in Mathematics	To improve student academic performance World Geography 3202
	To improve student academic performance World History 3201	To improve student academic performance in Language Arts	To improve student performance Technology courses
	To improve the academic performance of pathway 2-4 students	To improve student academic performance in Fine Arts	

Goal 2: To Foster a Safe and Caring School

Year	Objectives	Objectives	Objectives
2006-07	To reduce percentage of students in school who smoke	To improve student expectations for themselves in academic achievement and interpersonal relationships	To monitor student behaviour around school to ensure student safe environment
2007-08	To provide food in school that's nutritious	To develop a mentor program that identifies problem children and identify teachers who can connect with them	To provide students with experiences that allow them to grow both spiritually and morally
2008-09	To increase the wellness of staff, to promote teachers as valued, so that a teacher buoyed by self-worth in turn promotes student wellness	To foster more opportunities for student leadership within the school community	To promote the Breakfast Program as an integral part of the morning routine

Operational Issues

Year	Issues	Issues	Issues
2006-07	To reduce class disruption	Improve signage around school	
2007-08	To improve attendance	To replace existing P.A system	
2008-09	To develop infrastructure for a Breakfast Program	To raise the French Culture with bilingual signage around the school	To improve school overall physical appearance

Report on School Development Plan for Previous Year (2008-09)

A. Science Department

Goal 1. To improve student academic performance in core subjects		
Objective 1.1 To improve student academic performance in Chemistry 3202, Biology 3201, Earth Systems 3209, Physics 3204.	Evaluation 1.1 Teachers used various audio/visual aids, increased emphasis on important units, core labs, did more cumulative testing, continued use of internet resources, used the Department of Education Field Test as part of our evaluation.	Commendations 1.1 Varied approaches and increased time on labs has had a positive impact on student learning, and will continue into the next year, increased cumulative evaluation, increased emphasis on units of concern to improve results, focus on Differentiated Instruction and evaluation
Recommendations 1.1 More time on lab work is planned and will continue to participate in Field Testing, continue with more cumulative testing as it relates to Differentiated Instruction, analyze results from previous year to mark continued areas of need, continue to include more audio/visual aids for students.		

B. Social Studies Department

Objective 1.2 To improve student academic performance World Geography 3202, World History 3201	Recommendations 1.2 Continue with common midterm Continued in-class evaluation of terms at end of each unit Continued work with pc viewer and audio/visual resources Continue with modeling of answers and examples of source questions	Commendations 1.2 Knowledge of terminology improved Creation and implementation of common midterm with other high schools Use of sample/model answers has improved student comprehension of source questions
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C. Math Department

Objective 1.3 To improve student academic performance in Mathematics		
Evaluation 1.3 We were successful with our results. Public exam marks in Math 3204 and Math 3205 were significantly higher than the provincial marks. However, the knowledge base questions on	Recommendation 1.3 Our objective last year was to maintain and improve the math 3204 and math 3205 results, we must still continue to use our strategies which are listed below.	Commendation 1.3 Teachers felt the behavior protocol helped with student learning

<p>the math 3204 can be improved. The public exam average marks in Math 3204 was 64.2 and the ratio of school to district exam mark was 1.12. Also, in Math 3205 the public mark average was 87.1 and the ratio of school to district exam mark was 1.10. Our marks are significantly higher than the provincial marks.</p>	<p>To have more pop quizzes on knowledge based questions. To use the PC viewer and smart board to place knowledge base question from previous public exams, assignments and tests. To have more knowledge based questions on assignments and tests. To use a class set of TI Inspire to administer knowledge base questions</p>	
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D. English Department

<p>Objective 1.4 To improve student academic performance in Language Arts with regards to major texts (plays and novels).</p>	<p>Evaluation 1.4 Modest successes with numbers of students failing school portion of 3201 evaluation and actually passing public exam in 3201.</p>	<p>Commendation 1.4 Multiple review of model answers.</p>
<p>Recommendation 1.4 Participate in Dept. of Education field testing in English 3201 if available. Extensively review with students in English 3201 both June & August public exams in English 3201 as a study guide and provide model answers.</p>		

E. Student Support Services Department

<p>Objective 1.5 To improve the academic performance of pathway 2-4 students, to better identify students with special needs who may be inappropriately registered for specific courses To adjust programming when student has been identified as inappropriately placed and/or provide support with other issues affecting performance</p>	<p>Evaluation 1.5 student’s cumulative files and academic history was reviewed and course work monitored, especially with regards to student participation and completion of assigned work, students were interviewed and teacher observations noted, and this helped determine appropriate programming for students needing assistance. through parent/student and teacher meetings as part of the Issp/Iep process, it was determined if students were inappropriately placed or demonstrated personal and or social difficulties which could be addressed through the Guidance Office. Students were more content with these</p>	<p>Commendation 1.5 Upon recommendation of course teachers, parents, Guidance Counselor, individual student programs were reviewed and appropriate course adjustments implemented for a small number of students. Majority of students have demonstrated that with appropriate programming and teacher empathy/mentoring they are more content and successful in school.</p>
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	interventions and thus had more academic success.	
Recommendation 1.5 In consultation with/on recommendation of Special Services personnel, course teachers need to focus on identifying, developing and implementing PW3 courses to meet the needs of specific students. Non-classroom issues continue to be identified and addressed by Guidance Office, and/or other appropriate personnel, to allow more emphasis on classroom success, motivate “at-risk” students to stay in school, continue to be emphatic to student needs, allow more time for teacher mentoring.		
F. Technology Department		
Objective 1.6 To improve student performance in Technology courses, in hands on shop work with Skilled Trades. To improve student performance in Skilled Trades/Tech courses with students working towards set standards according to the rubrics provided.	Evaluation 1.6 Skills were broken down into smaller segments and models built and discussed before students started work, which allowed for better understanding of process. Also, rubric was used for better evaluation. Exemplars that were constructed and displayed in the shop helped students to build roof trusses and walls with siding and trim.	Commendation 1.6 Students had greater success in hands on component of Skilled Trades Courses, greater understanding of process. Exemplars were successful in aiding students in their construction.
Recommendation 1.6 Continue with models and rubrics for evaluation. Continue with the exemplars and rubrics.		
Goal 2: To Foster a Safe and Caring School		
Objective 2.1 To increase the wellness of staff, to promote teachers as valued, so that a teacher buoyed by self-worth in turn promotes student wellness	Objective 2.2 To foster more opportunities for student leadership within the school community	Objective 2.3 To promote the Breakfast Program as an integral part of the morning routine
Evaluation: 2.1 A Teacher Appreciation Committee was struck to address the issue of being valued and was responsible for several activities for teachers, including the 5 days of Christmas and March Madness Month.	Evaluation: 2.2 We continue to have an active student council who participate every year in the Provincial Student Leadership Conference. Students take an active role in all school assemblies.	Evaluation: 2.3 Over 150 students take part in our breakfast program every morning.

Commendations 2.1 Teachers appreciated the efforts to value them in the workplace.	Commendations 2.2 Increased student involvement in school activities.	Commendations 2.3 The number of students participating has a positive impact on the classroom.
Recommendations 2.1 Continue to find ways to appreciate staff and focus on wellness.	Recommendations 2.2 Expand leadership opportunities to more students not currently involved.	Recommendations 2.3 Expand the program even more so by having a separate site on the second floor as well as expand food offerings.

Operational Issues Report (2008-09)

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2008-09	To develop infrastructure for a Breakfast Program	To raise the French Culture with bilingual signage around the school	To improve school overall physical appearance
<i>Report</i>	Necessary appliances, etc., were purchased both by the Kids Eat Smart Foundation and the School Auction Money.	Signage was started by the Skills Trade classes, but not finished by the end of the year.	Several areas of the school have been repainted to reflect school colours and new, cheerful colours selected where possible.

Summary Report on the School's Most Current Data

Our June results, as evidenced in the table below, reflect areas of success, as well as areas of concern. While our French results continue to be relatively strong, with a 6 percent improvement over the previous year, we are concerned with enrollment numbers. Our school plan reflects efforts to increase our student registrations so that our program can remain viable. With regards to Math 3204, we are continuing to average above the province, and our Math 3204 registrations have improved, while our numbers in the general math program have decreased, also evidenced by the lower number of general graduation status, in the table below. The Math 3205 results continue to be exceptional and teachers continue to challenge students to stay with the advanced program into grade 12. While our World History 3201 marks are down from the previous year we are still above the provincial average and our class sections went from 1 to 2 in 2008-2009. With regards to Biology, Chemistry, Physics, Earth Systems and English, we are working on ways to see improvements in item analysis, as evidenced by our one year plan contained in this report. On a positive note, with regards to Graduation Status, we are happy with our continued decrease in general graduation. Challenging students to stay with the academic and honours program has obviously been successful and hopefully the downward trend will continue.

PUBLIC EXAMS

Exam Mark	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
French 3200	75.2%	67.8%	81.7%	70.2%	70.9%	65.1%	76.2%	68.3%
Math 3204	59.0%	56.0%	72.6%	62.7%	64.3%	57.4%	60.5%	58.9%
Math 3205	80.8%	72.4%	85.5%	73.8%	87.1%	78.9%	79.0%	74.8%
World History 3201	67.2%	62.2%	74.9%	66.9%	69.3%	61.7%	64.1%	63.6%
World Geography 3202	60.4%	61.1%	61.9%	61.8%	58.9%	63.1%	58.0%	63.2%
Biology 3201	59.0%	61.8%	59.4%	61.4%	57.9%	61.2%	52.1%	58.4%
Chemistry 3202	60.7%	60.4%	62.2%	61.3%	63.9%	64.6%	59.1%	62.2%
Physics 3204	59.3%	65.9%	66.4%	65.8%	73.7%	68.3%	65.9%	67.2%
Earth Systems 3209	53.8%	58.1%	55.7%	61.8%	61.0%	61.1%	51.2%	56.3%
English 3201	61.1%	60.5%	57.8%	59.1%	66.0%	65.3%	54.8%	60.2%

GRADUATION STATUS

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Honours	24.6%	21.6%	28.8%	23.1%	35.0%	25.1%	25.0%	23.1%
Academic	43.4%	41.9%	35.3%	40.6%	36.7%	35.9%	51.6%	40.9%
General	32.0%	36.5%	36.0%	36.3%	28.3%	38.9%	23.4%	36.0%

School Development Plan for Current Year

One of our biggest considerations for our school development plan for the current school year is the item analysis information, supplied to us from the Department of Education. Each year it provides our teachers with information about how well our students did by subject on the June Public Exams, by test item. Departments study the data carefully to inform the current year's instruction so that we can address areas of most difficulty for our students. The remainder of our plan comes from consultation within our school community as to general areas in which we would like to see improvement.

School Development Plan 2009-2010

Goal 1: To improve student academic performance in core subjects		
<p>Objective 1.1: To improve student academic performance in Mathematics</p> <p>Strategies:</p> <p>1.1.1 To have learning checks in each course.</p> <p>1.1.2 To use the PC viewer and smart board to place knowledge base question from previous public exams, assignments and tests.</p> <p>1.1.3 To have more knowledge based questions on assignments, learning checks and tests.</p> <p>1.1.4 To have a detailed course outline for each unit available on the web and in class.</p> <p>1.1.5 To have sample assessment questions with solutions on all topics place on our mathematics web site.</p> <p>To have students properly placed in appropriate math courses.</p>	<p>Objective 1.2: To improve student academics in English, especially with regards to prose and poetry.</p> <p>Strategies:</p> <p>1.2.1 More in-class time on terms for prose</p> <p>1.2.2 More in-class time on terms for poetry</p> <p>1.2.3 More in-class time linking prose and poetry</p>	<p>Objective 1.3: Improve student performance in World History 3201 and World Geography 3202</p> <p>Strategies:</p> <p>1.3.1 Devote more instructional time to the following topics: WWI Battles, Communist Theory, WWII Conferences, and UN Structure Assign source questions at the end of each section.</p> <p>1.3.2 More practice in answering multiple choice questions that have sources.</p> <p>1.3.3 Introduce Smart Board technology to provide students with up to date audio/visual materials relevant to learning outcomes.</p> <p>1.3.4 Increased practice in answering multiple choice questions with sources (charts/graphs)</p> <p>1.3.5 Devote more instructional time to the following topics: Ecosystems and Population</p> <p>1.3.6 Continue to use work books</p> <p>1.3.7 Assign more case studies</p>
<p>Indicators of Success:</p> <p>1.1.1 We were successful with our results. Public exam marks in Math 3204 were on par and Math 3205 was higher than the provincial marks. However, the knowledge base questions on the math 3204 can be improved. The public exam average marks in Math 3204 was 62.2 and the ratio of school to district exam mark was 1.01. Also, in Math 3205 the public mark average was 80.7 and the ratio of school to district exam mark was 1.05. Our marks are higher in math 3205 and on par with math 3204 than the provincial marks.</p>	<p>Indicators of Success:</p> <p>1.2.1 Improved raw scores on public exam</p> <p>1.2.2 Improved test scores on in-class, mid-year and school-based final exams</p>	<p>Indicators of Success:</p> <p>1.3.1 Improved results in Public Exam in June Midterm Exam, unit Test, In School final, Source question assignments, case study assignments</p>

<p>Objective 1.4 Improve student academic performance in all Science Courses</p>	<p>Objective 1.5: Continue to maintain good academic performance in French 3200 with a view to improve performance to listening comprehension requiring written responses and improve writing skills, as well as increase numbers in the French program and improve student enrollment in French courses.</p>	
<p>Strategies: 1.4.1 More focus on units needing improvement, specific to each course 1.4.2 Lab work to increase. 1.4.3 Make up booklets of public exam questions unit by unit, to help give students practice at exam style questions and use these questions for tests, homework, and assignments. 1.4.4 Create a booklet of sample questions students can use as study guides 1.4.5 Make up study sheets outlining key facts/points in each unit. 1.4.6 Provide extra worksheets / assignments for areas identified as problem areas on item analysis of public exams 1.4.7 Provide extra tutoring for students 1.4.8 Increase the use of technology to assist in the instruction of topics which are very difficult to visualize</p>	<p>Strategies: 1.5.1 increase amount of practice and use previous public exams as examples 1.5.2 Use previous public exams as examples 1.5.3 Use of authentic documents (i.e. Radio Canada) 1.5.4 Practice writing articles in newspaper format 1.5.5 visit a school with large numbers in the French program with a view to assessing course delivery, culture, and have discussion with teacher to ascertain popularity of program 1.5.6 develop several French cultural activities in the school to generate visibility and interest</p>	
<p>Indicators of Success: 1.4.1 overall student results and especially on 2010 public exam 1.4.2 increase in numbers of students staying for extra help</p>	<p>Indicators of Success: 1.5.1 Improved results in public exam 1.5.2 Increased numbers in the French program</p>	

Goal 1. Support Plan	
Financial	Professional Development/Time Required
1.1.1 Scanner 1.1.2 Wireless mice 1.1.3 Class set Senteo clickers 1.1.4 ScanTron Sheets in order to conduct item analysis 1.6.1 Travel money, basic supplies for cultural theme days	1.1.1 Session on Smart Board for Math Teachers 1.1.2 Interacting with colleagues both within and without our school for Language Teachers 1.1.3 Leave to participate in item writing for common district midterm. 1.6.1 Time to visit another school to observe French program

Goal 2: To Foster a Safe and Caring School		
Objective 2.1: To develop a School Crisis Intervention Team	Objective 2.2: Students will continue to demonstrate a culture that resembles a jobsite with respect to safety in Skilled Trades and Technology courses.	Objective 2.3: Be proactive in creating a safe and caring environment for students
Strategies: 2.1.1 Review District Policy on composition of team 2.1.2 Invite participation from staff, District and School Community 2.1.3 Review plan with staff and school council	Strategies: 2.2.1 No loss time or near misses caused by unsafe work practices.	Strategies: 2.3.1 Selection of music/drama pieces that promote tolerance and respect for individual differences and lifestyles. 2.3.2 Address bullying issue within the drama program and incorporate the Save One Sentinel initiative 2.3.3 Use of graphic design to promote anti-bullying, tolerance of differences. Students will create posters and slogans that will be posted throughout the school. 2.3.4 Create a lunch hour safe space for students where they can play board games and/or get extra help from staff.

<p>Indicators of Success: 2.1.1 Appropriate and relative response to crisis events in the school and community 2.1.2 positive de-briefing after a crisis</p>	<p>Indicators of Success: 2.2.1 A jobsite culture is a difficult concept for many students to grasp in the classroom. Everything about the Skilled Trades courses should be geared toward maintaining this culture throughout all projects. 2.1.2. Greater effort will be employed to make the work in Skilled Trades as much like a “real” jobsite as possible. This will be accomplished by incorporating safety into our evaluation scheme. (i.e. Role playing - Safety Supervisors, Forepersons) 2.1.3. Use of realistic apprenticeship Record of Occupation Progress modified for high school use.</p>	<p>Indicators of Success: 2.3.1 Monitor Winschool for indications of a lessening of disciplinary actions against students for bullying behaviors.</p>
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Goal 2. Support Plan	
<p style="text-align: center;">Financial</p> <p>2.3.1 money to purchase music and drama selections and board games</p>	<p style="text-align: center;">Professional Development/Time Required</p> <p style="text-align: center;">None required</p>

Operational Issues for 2009-2010

Operational Issue	Intended Action
Continued beautification of the school physical plant.	Continue with summer painting of designated areas.
Improve traffic flow around school property	Repaint parking and directional areas around the building and order signage for bus parking areas.
Expand the Breakfast Program	Have Career Development Students get volunteer hours prior to start of the school day to serve breakfast on second floor

Appendix A – Summary of School Fundraising

In February of each year, Carbonear Collegiate has a charity dinner/dance and auction, which raises on average \$15, 000.00 a year. This is our sole fundraiser for our school for the year, and has provided us with many important resources over the past 5 years for improved classroom instruction. Most recently, we have also used part of our money to co-fund our Breakfast Program with the Kids Eat Smart Foundation.