

---

---

# Brother Rice Junior High Annual School Development Report

## 2016 - 2017

75 Bonaventure Avenue  
St. John's, Newfoundland  
A1C 3Z3  
Phone: (709) 753-6453  
Fax: (709) 753-8527

Principal: Ms. Niki O'Brien-MacDonald

Assistant Principal: Mr. Don Snow

---

### Home of the Celtics



Brother Rice Junior High School is an inclusive, safe, caring and socially just community, which empowers all to reach their full potential. Our mission is to enhance student achievement in a safe, caring socially just environment where all students feel they belong.



A Message From  
**TONY STACK**  
CEO / DIRECTOR OF EDUCATION (Interim)

The school development report for the 2016-17 school year outlines your school's successes in areas such as student achievement and professional development.

School development plans align with and support the Strategic Plan of the Newfoundland and Labrador English School District, and also give guidance to individual staff growth and development plans. Producing this report is not done to simply satisfy an administrative requirement, but rather it is an important exercise that captures what has been achieved in order to frame the next steps that schools must take to continually ensure the safety, security, and success of our students so that they may have all the tools needed to realize their full potential.

Our schools are full of passionate educators and staff who give of themselves every day to see a child realize their potential. Our teachers, support staff, administrators, school councils, parents, guardians, and students are truly invaluable as we set collective goals to take us into the future. Each and every member of our school communities has a role in creating an accomplished education system and please know we appreciate your support, feedback, and continued efforts as evidenced in this report.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Tony Stack'.

Tony Stack  
CEO/Director of Education (Interim)



## **Message from Administration**

The 2016-2017 was an exciting school year as Holy Cross Junior High students transitioned to Brother Rice Junior High School (BRJH). With this new group of students we continued to strive, as in previous years, for excellence in providing an inclusive, safe, caring and socially just school community. We continued to empower all of our students to reach their full potential. Our school community was revitalized with the two school communities coming together, and the BRJH 2016-2017 school year was indeed a success.

All stake holders continue to work together in support of moving our school forward by following school development plan and ensuring that the Safe and Caring Schools Policy is front and center in our day to day policies and practices at school.

The support and energy of our students, staff, parent/guardians, and school community is always key to our success. Together, we are able to continue to improve and provide an enhanced learning environment for all. The contributions of our school community are very much appreciated and valued as we fully understand the vital role that each stake holder plays in promoting a safe and caring learning environment for all at BRJH.

We hope to convey through this report, our continued commitment to excellence for all students entrusted to our care at Brother Rice Junior High School.

Sincerely,

Brother Rice Junior High School Administration  
Niki O'Brien-MacDonald, Principal  
Donald Snow, Assistant Principal

On behalf of the School Council I would like to take this opportunity to thank the teachers, staff and administration of Brother Rice Junior High School for their hard work and dedication over the past year. This year saw the blending of the former Holy Cross Junior High School students into Brother Rice, by all accounts this transition was a seamless one. The students of Brother Rice are lucky to have a dedicated and caring group of people offering their support on a daily basis.

The past year has been a successful year for the students and staff of Brother Rice in their academics, sport teams, art programs and the various club activities that are available at the school. We have seen improvements in the school grounds at the front door area and improvements to safety at the front of the school with the installation of a cross walk in that area. We anticipate that students will be greeted to a new and improved look for the main lobby when they return to school in September 2017.

It has been a pleasure working with members of the school council this year. Several members will be moving on, as their children are on their way to high school. I would like to thank them for their service and wish them well in the future and look forward to working with new council members in the new school year.

I wish you a safe summer.

Kevin Foley

Chair, Brother Rice Junior High School Council

## **Overview of School**

### **Our School Community**

Brother Rice Junior High School is located in the center of the city of St. John's, Newfoundland on 75 Bonaventure Avenue. We are a 7-9 school with a population of 378 students during our 2016-2017 school year. We offer curriculum programming in English as well as Early French Immersion programming. This past year we also had a group of Late French Immersion students as a result of the transition of programs being offered at Holy Cross Junior High School. The average class size is 24 students in the English program and 23 students in the French program. We are also very proud to offer a LEARN program (Literacy Enrichment and Academic Readiness for New Canadians).

The current feeder system to Brother Rice Junior High includes: St. Teresa's, Bishop Field, and Bishop Abraham. Students exiting Brother Rice Junior High at the end of Grade 9 feed into Holy Heart of Mary High School.

Brother Rice has a total of 31.75 full and part time educational staff, which includes 17.0 classroom teachers, 0.43 Learning Resources, and 6.5 special services personnel. We have 1.5 Administrators with an additional .5 allocation to support the transition of Holy Cross Junior High to Brother Rice. There was an allocation of 1.0 guidance counselor, 2.85 specialist teachers in the areas of music, physical education, technology education and an additional 2.0 allocation for LEARN, Band Itinerant, and IRT2 inclusion.

### **Key Highlights/Special**

#### **Mathematics School Report for Brother Rice Junior High: 2016-2017**

The mathematics department at Brother Rice Junior High School consists of six teachers and five IRT teachers, who work cooperatively and collaboratively throughout the year. As a department, our goal is to encourage the development of our students as critical thinkers and confident problem solvers in everyday life. We strive to achieve this goal through a variety of teaching and learning strategies. In addition to unit tests and quizzes, students display their mathematical knowledge through problem solving, journal writing, reflections and portfolios. The incorporation of projects into our curriculum not only links mathematics with other subjects but also connects math with everyday life.

The mathematics department applies learning mathematics through other disciplines and the use of multiple intelligences, as well as cooperative learning. The inclusion of other members of other departments helps to foster the use of multiple intelligences and cross-curricular development. In an attempt to supplement classroom teaching, our math teachers hold regular weekly extra help sessions throughout the year. Ultimately, we want our students to experience success and develop confidence in mathematics. In addition to developing a responsible work ethic, we want them to have fun. We want to empower our students to become responsible citizens, critical thinkers and life long learners, which is a goal consistent with the entire staff at Brother Rice.

We encourage participation in Mathematics Contests and Competitions throughout the year. The Grade 7 and 8's participated in the Gauss Contest in May and performed extremely well. Khang William Le was the overall winner in grade eight and Aoife Monaghan for grade seven.

Students also participated in our annual "Pi" contest where the students competed to recall the most digits of pi at the classroom level.

This year, our students were again involved in the Junior High Math League competitions sponsored by Memorial University of Newfoundland and Labrador. Our students enjoyed the opportunity to compete with other students from around the district and to challenge their mathematical ability.

As well, some of our grade nine students participated in the University of Waterloo Mathematics National Pascal Competition. We are pleased to announce that Brother Rice placed 8th in our zone and 12th in the province. Josh Reimer placed in the top 25% of all the students who wrote across Canada and received a Certificate of Distinction and a medal From The University of Waterloo for obtaining the top mark at Brother Rice.

### **Science School Report for Brother Rice Junior High: 2016-2017**

The Science Program at Brother Rice Junior High is designed to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge students need to develop inquiry, problem-solving, and decision-making abilities; to become lifelong learners; and to maintain a sense of wonder about the world around them.

**(<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/science/grade9/introduction.pdf>)**

To develop scientific literacy, students require diverse learning experiences. In order to facilitate these experiences, the Science Department at Brother Rice Junior High used a wide range of differentiated instruction strategies. Some of these strategies included curriculum prescribed labs, foldables, interactive smart board simulations, choice-boards for assignments, and the use of Kahoot.it for multiple choice practice tests that allow both students and teachers instant feedback on whether these strategies are effective in maximizing student achievement.

Some of the highlights both inside and outside of the classroom this year included:

- Throughout the year all the Science classes had the opportunity to learn both in the classroom and in the lab environment. Grade 7 students began the year with an outdoor lab activity on the school yard grounds and continued their learning in the classroom, Science lab, and computer lab.
- In the lab students were given opportunities to create comic strips, DNA models, posters, collages and a variety of other projects both individually and as a group.
- Grade 9 classes also utilized an online technology to learn about series and parallel circuits. Both Smartboard and Team Board technology was utilized on a daily basis

within the Science classroom.

- Brother Rice students demonstrated their high level of ingenuity by participating in National Engineering Month's Bridge Building Competition at the Johnson Geo Centre.

This year saw a continuing implementation of inclusionary practices within the Science Department. The teachers of the Science Department would like to thank students and parents for their patience as we learn new effective strategies together. With the addition of a variety of new resources that have been provided, the science program will only continue to strengthen and grow, introducing students to many different scientific fields and practices.

### **French School Report for Brother Rice Junior High: 2016-2017**

The French Language Department at Brother Rice Junior has had another very successful year.

In December we hosted a week of French movies at lunch time before the Christmas holiday break. We were quite pleased to see students from both the immersion and Core French streams attend this co-curricular activity.

In March we held a series of activities for *La semaine de la francophonie*. Thirty students in immersion participated in a trivia activity that was presented by the FFTNL (Fédération des francophones Terre-Neuve et Labrador). The trivia was based on la francophonie in the Atlantic region and included a life size game board. All students raved about how much fun they had! Both Core French and immersion students also participated in a trivia competition during instructional time (using the app Kahoot) with prizes generously provided by the administration. We also featured a movie in French during lunch time which was attended by both immersion and Core French students. This week long event was a huge success.

The Grade 7-9 Concours oratoire for our immersion students was also a huge success. Each class participated and 12 students were chosen to compete at the school level. Three students proceeded to the provincial level and we were very pleased with a 2<sup>nd</sup> place finish in the Gr 7-8 category and 3<sup>rd</sup> place finish in the francophone category.

In April, we had 9 students apply for a bursary from the Provincial/Federal government to study in Québec for three weeks – a good indication of the positive attitude towards French study. These students were in both the immersion and Core French streams which is very encouraging. Five students were randomly selected and will be completing the enrichment course.

Our focus for 2017-2018 will be to continue to have a positive and engaging learning environment for our students and to make language learning accessible and fun.

### **English Language Arts School Report for Brother Rice Junior High: 2016-2017**

At the Intermediate School Level, the English Language Arts program is designed to develop the student's knowledge and strategies in speaking, listening, reading, viewing, writing and other ways of representing meaning. A number of specific activities in the program were designed with the outcomes for these strands in mind.

The 2016-17 school year was a very successful one as we worked as a department side by side the French department to action strategies as outlined in our school development plan. Both departments worked together to support the goal to increase student achievement across the curriculum through enhanced learning within an inclusive environment by improving results in writing and representing. The English Language Arts department played a critical role in leading our school development academic action plans for 2016-2017.

This department worked closely with all other departments by creating the TDSC acronym as a learning tool to improve student writing in all subject areas not just English Language Arts. As in previous years English Language Arts teachers met once a month to discuss progress in their classes, to plan units, to analyze our at risk data and to address the needs of our school development plan. They also worked very closely with IRTs to collaborate on instructional and assessment strategies to meet the needs of all students but in particular our at risk students. Each meeting always had a focus on students at risk and discussions around intervention plans were always addressed.

This was a very successful year for the English Language Arts department at BRJH. Next year we will continue to use our school development plan to map our actions and strategies as we strive for success. We will also continue to focus on our internal data to meet the needs of our students.

### **Social Studies School Report for Brother Rice Junior High: 2016-2017**

During the 2016-2017 school year the students were afforded opportunities to explore various aspects of Social Studies. These activities ranged from cultural to geographic to historical. This year we continued to participate in some familiar activities such as the Canadian Geography Challenge and the Heritage Fair.

The students at all grade levels participated in the Canadian Geography Challenge. This year the students in grade eight participated in the Heritage Fair. The caliber of student work was remarkable. There were three projects chosen to represent the school at the Avalon Historica Fair.

This year, Brother Rice had a number of students participate in the 2017 Heritage Places Poster Contest that was sponsored by the Heritage Foundation of Newfoundland & Labrador. Representing Brother Rice were Madison Walsh, Felicity Kimberley, Anna Squires and Jessica Osmond. Special congrats to Anna Squires who won Honourable Mention for her drawing of the War Memorial (St. John's).

We also had 45 of our grade 8's (from 8-1 and 8-3) participated in a Career Exploration project that was sponsored by Oil & Gas Newfoundland. This grant project had the grade 8 students complete an interest quiz and then researched possible career options within the oil and gas industry. For their efforts, the school received \$1000 that will go towards purchasing technology for the school.



And finally, Sarah Fowler, a grade 8 student, participated in a national speech writing contest, on behalf of Brother Rice. Sarah's speech, which was entitled "What Parliament Means to Me ..." was entered into the Speaker's Speech Writing contest, sponsored by the Federal Government of Canada, as a part of Canada's 150<sup>th</sup> Anniversary.

In this area of the curriculum we used the new acronym TDSC to focus on improving academic success in our inclusive Social Studies classrooms by working together as a department to improve student written responses. Overall, this was a very successful year for Social Studies at our school. We continued to pull academic data on all of our students from PowerSchool and we would analyze this data at our monthly department meetings. We had a consistent focus on identifying our at risk students and implementing interventions to support each individual student in finding academic success.

This was an incredible year and we look forward, with enthusiasm, to continued success.

### **School Partnerships/Initiatives**

During the 2016-2017 school year many initiatives/partnerships were continued and more were welcomed. These range from partnerships with people within our school community as well as with outside agencies, businesses and organizations. All of which were contributing supports to the growth and development of Brother Rice Junior High School as a whole.

- Breakfast Club available to all students – partnership with **Kids EatSmart**
- Partnership with **Chartwells** to supplement kids occasionally as needed. (Provision of Chartwells Bucks)
- Linking with private agencies and/or community partners with respect to students/families in need regarding Christmas, lunches, clothing, supplies etc. Done on an individual basis and as needed.
- **Molson's**
- Thanksgiving and Christmas Food Drives led by **student leadership initiatives**
- Anti-bullying initiatives
- **STAT Oil**
- **TechSploration**
- **Women in Resource Development Corporation (WRDC)**
- **Bell Aliant – Bell Lets Talk – Mental Health Awareness**
- **LBGTQ** awareness
- **RNC** for educational programs
- **RNC** for supervision support on school property during lunch time
- Advertisement and Promotion for agencies e.g. Community Centers, Community Youth Network, Violence Prevention Initiative that support social justice in various ways

- A conjoint project between Safe and Caring Schools Team, L.E.A.R.N group and teacher, S.W.I.S. worker and Student Leadership to promote and awareness of global issues and celebrates cultural diversity
- **The Association for New Canadians**
- Memorial University of Newfoundland: Making at MUN
- **NLESD and Dept of Education:** Comfort Cove Innovation Grant Completed and approved for 17-18 school year
- MUN Music School
- Folk Society of Newfoundland
- MUN Engineering – CoOp Program
- City of St. John’s – Grade 9 Leaving Carnival;
- City of St. John’s Traffic Department i.e Cross Walk
- Skills Canada
- Telegram Spelling Bee
- NLVA
- NLBA
- Bring Your Child to Work Day

### **Internal Assessment Data**

This year all departments and specialist teachers took an active role in analyzing internal assessment data at the school. School administration would pull monthly academic data from PowerSchool and highlight at risk students so that teachers could meet to discuss and analyze the data with the focus of developing interventions to enable students find individual academic success. We did implement a “Catch Up Day” to assist at risk students to complete unfinished assignments and assessments and this day was very successful.

The school development plan does highlight two key areas of focus under the umbrella of increasing student achievement across the curriculum through enhanced learning within an inclusive environment. Based on trends in both internal and external data our school wide academic goal focuses in two key areas: number sense and writing and representing. The school development plan is organized with specific objectives to support this goal and the 2016-2017 was year one, and it was a very successful year. Many strategies were completed and we have set the school up for another year of success in 2017-2018 as result of this.

## *2016 / 17 School Development Plan*

### School Development Plan 2016-2017

<b>Goal 1: To increase student achievement across the curriculum through enhanced learning within an inclusive environment.</b>		
<b>Objective 1.1:</b> To improve student's Number sense by June 2017.	<b>Objective 1.2:</b> To improve results in writing and representing by June 2017.	<b>Objective 1.3:</b> To improve access to assistive technology to support learning challenges by June 2017.
<p><b>Strategies:</b></p> <p>1.1.1 Develop and administer a pre-test for grades 7-9 to determine the achievement level of students in the areas of number sense (i.e. Integers, time tables, fractions, etc.).</p> <p>1.1.2 Analyze data from the pre-test.</p> <p>1.1.3 Develop a plan to target deficiencies found during the data analysis.</p> <p>1.1.4 Implement the plan throughout the year to help students become more proficient in these areas.</p> <p>1.1.5 Administer the post-test in May and analyze the data.</p>	<p><b>Strategies:</b></p> <p>1.2.1 To provide exemplars to students in all levels of the grading scale for writing and representing</p> <p>1.2.2 To create and use an acronym (TDSC) to guide students how to write a constructed response.</p> <p>1.2.3 To create a booklet of exercises to target conventions for all grade levels.</p> <p>1.2.4 To improve student vocabulary by focusing on synonyms and antonyms.</p> <p>1.2.5 To develop consistent standards of evaluation.</p>	<p><b>Strategies:</b></p> <p>1.3.1 Increase efficiency of the testing ipads for supporting academic achievement.</p> <p>1.3.2 Continue ipad training for teachers and students.</p> <p>1.3.3 Select and install new apps allowing usage for mathematics.</p> <p>1.3.4 Get additional ipads</p>

<b>Indicators of Success:</b>	<b>Indicators of Success:</b>	<b>Indicators of Success:</b>
<p>1.1.1. Development and administration of pre-tests for number sense.</p> <p>1.1.2. Completion of the analysis.</p> <p>1.1.3. Completion of the plan to deal with deficiencies.</p> <p>1.1.4. Plan is implemented throughout the year.</p> <p>1.1.5. Completion of post-test and analysis for year end.</p>	<p>1.2.1. Departments create and provide exemplars for constructed response questions and demand writing.</p> <p>1.2.2. Acronym is used in all departments and posted in all classrooms.</p> <p>1.2.3. Booklet is created and used in all ELA and FSL classrooms (not as a discrete unit of study).</p> <p>1.2.4. Improvement in selected response results targeting vocab.</p> <p>1.2.5. All teachers are using the standards of evaluation.</p>	<p>1.3.1. More students using ipads for reading/scribing of tests.</p> <p>1.3.2. Continue to have all students identified with exceptionalities trained.</p> <p>1.3.3. Feedback from students/teachers/IRT's on whether or not the new apps were successful.</p> <p>1.3.4. Acquired ipads</p>

**Goal 2: To enhance school culture and climate that fosters a safe, healthy, caring, socially just learning environment.**

**Objective 2.1:** By June 2017 students and staff will feel safer everywhere in school, including buses.

**Objective 2.2:** By June 2017, students and staff will have enhanced, physical, mental, and social/emotional well-being.

**Objective 2.3:** To continue to create, communicate and implement a code of conduct by June 2017.

<p><b>Strategies:</b></p> <p>2.1.1 School wide plan (as developed by our safe and caring school committee) to educate students about the need to respect personal space and reduce physical contact.</p> <p>2.1.2 School wide plan (as developed by our safe and caring school committee) to educate students on appropriate use of verbal and nonverbal language.</p> <p>2.1.3 An increased focus on respectful online behavior (digital citizenship) as taught in the classroom and communicated to parents/guardians to help reduce incidents of online aggression.</p> <p>2.1.4 Students will use the main entrance to enter the school. A new plan for parent and bus drop-off will be developed. School will implement plan to improve the appearance and function of the main foyer.</p>	<p><b>Strategies:</b></p> <p>2.2.1 Partake in a variety of thematic days/events/clubs: Healthy Commotion Day, Breakfast Program, Bell Let's Talk, Spirit Week, Anti-Bullying day, GSA club, the Fun Club, Leadership. Increase Breakfast Club (Grab &amp; Go).</p> <p>2.2.2 Increase 'Clan' Days where students are joined together in diverse groupings to promote social connections, participate in physical activities, and promote fun in Brother Rice.</p> <p>2.2.3 Enhance connection and knowledge regarding students in LEARN and ESL program with all students and staff through buddy system, multicultural activities and awareness (staff meeting presentation).</p> <p>2.2.4 Increase positivity promotion through positive post-its, free positive thoughts, Valentines Hearts, Positivity Day, Character education/Value Street signs.</p> <p>2.2.5 Have Mental Health Day/Afternoon for students: information booths, physical activities etc. Have 'Staff Wellness' on agenda for PD.</p>	<p><b>Strategies:</b></p> <p>2.3.1 To establish a committee to review the existing code of conduct.</p> <p>2.3.2 The committee will present the existing code of conduct to staff for review, collaboration and revision in the November staff meeting.</p> <p>2.3.3 The committee will revise the code of conduct based on staff input.</p> <p>2.3.4 School administration will communicate the revisions to the code of conduct to all stakeholders.</p>
---	---	--

<b>Indicators of Success:</b>	<b>Indicators of Success:</b>	<b>Indicators of Success:</b>
<p>2.1.1 Reduced incidents of physical contact as reported in Review 360 and school climate survey.</p> <p>2.1.2 Reduced incidents of inappropriate language as reported from staff surveys.</p> <p>2.1.3 Reduced incidents of online aggression as reported in Review 360 and school climate survey.</p> <p>2.1.4 Decreased congestion of students entering the building. Increased safety in the parking lot at arrival. Students will enter into a more welcoming environment.</p>	<p>2.2.1 Increased student participation in all thematic day events/clubs. Breakfast provided 5 days/week (Grab &amp; Go) Scheduled and occurred.</p> <p>2.2.2 Have ‘clan’ activities 3 times/year. Scheduled and occurred.</p> <p>2.2.3 LEARN/ESL survey</p> <p>2.2.4 Scheduled and occurred. Signs posted</p> <p>2.2.5 Scheduled and occurred</p>	<p>2.3.1 The committee will be formed by the end of September 2016.</p> <p>2.3.1 The committee will review the existing code of conduct by the end of October 2016.</p> <p>2.3.2 The committee will present the existing code of conduct to staff in the November staff meeting.</p> <p>2.3.3 The committee will present the revised code of conduct to staff in the December staff meeting.</p> <p>2.3.4 School administration will communicate the revisions to the code of conduct to all stakeholders by January 2017.</p>

