

Mount Pearl Senior High

2016 - 2017 School Development Report



Harmony with Truth

Mission

The faculty of Mount Pearl Senior High, together with Parents, Students, and Community, will foster an inviting and stimulating environment that promotes excellence in academic and personal achievement in preparing students as contributing citizens in a global community.

Table of Contents

Message from our Director of Education.....	3
Message from our Principal.....	4
Message from our School Council.....	5
Our School Community.....	6
Programming.....	6
Key Highlights/Special Projects.....	7
School Department Reports.....	7 - 19
School Partnerships.....	20 - 30
2015-2016 Diploma Night Scholarships/Awards.....	31 - 36
Summary Report on School's Most Recent Data.....	37 - 44
School Development Plan Summary.....	45 - 64



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)



Principal's Message



Mount Pearl Senior High first opened on December 19th 1986, and is currently under the trusteeship of the Newfoundland and Labrador English School District. Our school remains committed to excellence in English and French literacy, Mathematics, Science and Technology, Social Studies, and Fine Arts curriculum. Our aim is to allow each individual student to achieve their personal best in a safe, caring and socially just learning environment. This report outlines the current profile of our school and provides information about staffing, programming, provincial testing results, and school projects and initiatives.

We are continuously trying to improve as a school by analyzing our school data and making adjustments to our school plan. The provincial school development model is the mechanism we use to analyze our achievement and school climate data to determine our strengths and weaknesses and to keep our school moving forward in line with District goals. MPSH participated in an internal and external review in 2016 in which our school created our latest school development plan. This plan has been validated by an external team and is ready to be implemented. MPSH will be in year one of a four year plan next year in our new school development plan.

The first goal of our new school development plan is to increase student achievement across the curriculum through enhanced learning in an inclusive environment. Our second goal is to foster a safe, caring, healthy and socially just learning environment. We have outlined how we are attempting to achieve these goals in detail in the pages that follow. Please keep in mind that this report is only a summary of some key points. Therefore, you may want to browse our school's web site (www.mpssh.ca) or follow us on Twitter @huskiesMPSH to find out more about what we do throughout the school year.

I'm excited for and encouraged by our school success during this past school year. Our students had many outstanding accomplishments locally, provincially, nationally and internationally. None of these would have been possible without the hard work and dedication of teachers, staff, parents, students, and our school community. Mount Pearl Senior High has an abundance of outstanding students, staff and teachers. This is the single most important reason why our school is able to have a high degree of success.

Finally, I would like to thank all the volunteers who commit so freely of their time. From coaching teams to organizing the safe grad, our school is fortunate to have a continuous pool of exceptional volunteers.

Sincerely,

Don King
Principal
Mount Pearl Senior High School

School Council Message

I am extremely pleased to bring greetings on behalf of our School Council. I would like to thank all of our members who have worked so hard to provide a high quality educational environment for our children.

School Development has once again been a priority for our School Council. We completed the final year of our school development plan and are looking forward to beginning a new school development plan next year. This past year, our members have been pleased to work with the school administration, staff, and students in the development and implementation of the plan. Our council has worked with the school community to address specific areas such as to promote positive, respectful relationships within the school community and to foster Independent learning in order to increase student achievement. We will continue to focus on the goals of the School Development Plan in the coming year.

We would like to acknowledge and thank the staff, students, and the entire school community for their continued hard work and support. We look forward to working with you in the coming year, as we continue our quest to provide the best possible educational and learning experiences for our children.

Sincerely,

Joanne Juteau
School Council Chair

School Council members include:

- Joanne Juteau – Chair
- Sheila Hynes-Brenton – Parent Representative
- Todd Goodyear - Parent Representative
- Kim Fifield - Parent Representative
- Paul Dube - Parent Representative
- Michelle Short – Teacher Representative
- Chloe White - Student Representative
- Hunter Madden - Student Representative
- Chris Druken – Vice Principal
- Dean McCarthy - Vice Principal
- Don King – Principal

Our School Community

Mount Pearl Senior High School is a Grade 9 to Level IV secondary school located at 46 Ruth Avenue in the City of Mount Pearl, Newfoundland, Canada. The school first opened on December 19th 1986. The school operates on a seven-day cycle with 300 minutes of instruction per day. There are five 60 minute class periods per day. The school curriculum consists of:

- 110 different courses / 218 sections
- 3 French streams (Early and Late French immersion, and Core French)
- Alternate Programming in functional and non-functional curriculum
- Practical, Academic and Advanced Courses in Math, English, Science and Social Studies
- Developmental courses in the Arts, Physical Education, Food Science and Technology
- Advanced Placement Programs in French and Psychology

Our school has an enrollment of 956 students age 13 - 21. The average classroom size is 26 students in grade 9 and 30 students in high school classes. 16 percent of our student population is receiving student services support from our instructional resource teachers and student assistants. Our school serves the citizens of the Town of Paradise and the City of Mount Pearl. Paradise students are bused to school.

Mount Pearl Senior High was allocated a total of 59 staff to offer its program, which includes three administrators, twenty five classroom teachers, ten instructional resource teachers, and specialist teachers in the areas of guidance, music, art, physical education, and technology. We also have four student assistants, three custodians, one cleaner and two secretaries. In addition to staff based at the school, we have access to itinerant services for speech-language pathology, hearing impairment, visual impairment, and education psychology.

Programming

Our school offers a provincially prescribed curriculum in grade 9 as well as high school Level I through Level IV. In our school, 297 course slots are offered providing students with options for programs in Mathematics, Sciences, Technology, Physical Education, Language Arts, Fine Arts, and Social Studies. We also offer a Late and Early French Immersion program and a core French program. To ensure all levels of student is embraced we also offer Advanced Placement Programs in French and Psychology as well as alternate curriculum for those students not on the regular prescribed curriculum such as our challenging needs students.

Key Highlights/Special Projects

Guidance Department

The Guidance allocation in the 2016-17 school year remained the same as the previous year with two full-time Guidance Counsellors, Ms. Michelle Short, and Ms. Debnai St. George. Ms. Short also had a Memorial University Guidance Intern placed with her from January to April. Mr. Shannon Warren had the opportunity to become involved in all aspects of the Guidance Counsellor's role in a secondary setting such as individual and group counselling for personal, academic and career reasons, educational assessment, and some of the initiatives and activities described below.

In September, MPSH hosted its second annual **Club Fair** in the Resource Centre at lunch time. This opportunity was organized by Ms. Short and Ms. St. George so that students new to the school could get an idea of all the wonderful extra-curricular and co-curricular activities that MPSH offers.

In October, Ms. Short hosted the **AARAO Post-Secondary Fair**. This provided students from MPSH and O'Donel High School an opportunity to speak with Recruiters from a number of different universities and colleges across Atlantic Canada and to find out about post-secondary offerings within and outside the province.

The Guidance Department was also responsible for nominating students for various scholarships and awards during the year such as the **Mount Pearl Focus on Youth Awards, Memorial University Entrance Scholarships, Schulich Leader Award, Loran Scholars, and Johnson Horizon's Award** to help ensure that the outstanding hard work and achievements of our students are recognized in a formal way.

The **Youth Mental Health Team** continued its great advocacy and education work at MPSH for the third year under the direction of Ms. Short and Ms. St. George. The purpose of the group was to help reduce stigma and encourage understanding of mental health disorders. This year we hosted two information sessions for students regarding mental health where we had guest speakers come in and give a talk in a Pizza Lunch and Learn. The first session focused on ways to help a friend/family member with mental health concerns and the second was a message of hope regarding recovery from depression. Feedback was obtained from students and both sessions were well received by students.

Mr. Warren, under the direction of Ms. Short, offered a four session **Test/Exam Preparation** workshop series which was offered to interested students at lunch time prior to midterm exams.

In February **Course Selection** presentations were delivered to grade nine students in classroom presentations and to parents in an evening session. In addition, both Guidance Counsellors were kept quite busy responding to questions from students and parents during the entire course selection process and assisting them in choosing courses that were compatible with their future career plans and learning needs.

It was another successful year for the **Tutoring for Tuition** Program (TFT) at Mount Pearl Senior High with ten Tutors earning post-secondary tuition vouchers. This year we followed the "Drop-In" format on Wednesdays after school. In addition, three Tutors also provided tutoring assistance to elementary aged students at Morris Academy after school on Mondays.

Once again, the Guidance Department offered the 6 week **Tutoring Work Experience** Program (TWEP) in May and June. Three former students of MPSH, now attending post-secondary, offered their

support to students preparing for Public and School-based exams. These Tutors were able to earn a post-secondary tuition vouchers while assisting students in preparing for finals.

MUN Advising Interviews were held in May 2017 and more than 100 Level III students had the opportunity to sit individually with a representative from Memorial to discuss their post-secondary program and choose courses for the Fall 2017 semester.

This year our **Red Cross Beyond the Hurt** (BTH) Youth Facilitators were actively involved in both **Pink Day** in February and a presentation to our grade nine students by Pink Day co-founder Travis Price. Beyond the Hurt is a program that supports a school or organization-wide approach to preventing bullying and building empathy and respect. It is based on the belief that all youth (those targeted, those who bully, and bystanders) have a critical role in preventing bullying. The Red Cross provided MPSH with free Pink Day t-shirts and these were distributed to students on Pink Day in exchange for signing a Pink Day Husky Pledge with pledges such as “#pinkitforward”. The pledges were then displayed in the main foyer in the school. Also, our Youth Facilitators delivered workshops to grade nine classes regarding what a safe school is to them. In addition the Red Cross also offered Travis Price as a guest speaker to us in April. The one hour presentation he gave with the message that “one person can make a difference” was extremely well received by our grade nine students based on the feedback provided by Staff and Students.

A new project was undertaken in the second term with direction provided by Guidance Intern, Mr. Warren. The **Open Studio** was held every Wednesday and offered a safe space for students to get together, eat lunch, and work on art and/or craft projects. The students who participated in this venture were quite enthusiastic and a pleasure to work with. Some of our Open Studio participants collaborated with our BTH Facilitators to create a bulletin board display “Spread kindness around like confetti” with positive sticky note messages. The plan is to continue with this project into next year and to possibly secure funds for supplies from a youth project grant.

Overall it was a very busy and successful year for the Guidance Department with many new initiatives undertaken. We look forward to another busy year next year!

Student Services Department

The delivery of Special Services at Mount Pearl Senior High is provided through the inclusion model as directed by the Department of Education. Students with exceptionalities attend class in the regular classroom where both the instructional resource and classroom/subject teacher work together to support the diverse learning needs of the students. The students’ learning needs, the resources available, the expertise of the teachers, as well as, the subject area dictate the type of programming the student may receive. It may include co-teaching, collaboration, pull-out instruction or a combination of these.

In the 2016-2017 school year, a total of 211 students (Grade 9 – L4) received services provided by the Support Services Personnel. This includes 202 students who received Accommodations, Modified Courses and/or Alternate Programs or Courses and 9 students who followed the Alternate Functional Curriculum. The Support Services Department had 10.25 teaching units which included both Instructional Resource teachers and Pervasive Needs teachers. There was also a total of 27 hours in Student Assistant time assigned to the Department. There were 17 students approved for student assistant time.

Mathematics Department

The Mathematics Department has offered many co-curricular and extra-curricular activities throughout the year to enhance student learning.

Pi Day Celebrations

Pi Day was celebrated on Tuesday, March 14th (3.14 – 3rd month and 14th day!) by Pi Day in-class math competitions. Classrooms were bustling with energy as students answered mathematical questions to obtain paper pieces of pie to collect in a pie plate, similar to the scoring system in Trivial Pursuit. Winners from each class were given a MPSH Huskie Pi Day shirt which they proudly wore!



Mathematics Jeopardy

Mathematics Jeopardy using the SmartBoard was played in academic and advanced math classes to assist students in their final exam review in June. The game was curriculum-based, the categories being the course units. Students worked in groups on the selected question. Each group wrote their answer to the question on a mini dry erase board and, when time was up, sent a representative to the front of the class to display their team's answer. Students thoroughly enjoyed the interactive nature of these classes. The winning teams were invited to our annual MPSH Math Jeopardy Pizza Party!



Junior and Senior High Math League

Many MPSH students participated in Math League competitions, organized by Memorial University of Newfoundland. There were competitions in October, November, February and March for senior high students and competitions in November and March for junior high students. MPSH sent teams of four to all competitions where our students competed with students from other schools in the region. MPSH students represented our school quite well at these competitions.



University of Waterloo Math Contests

Many students took part in the University of Waterloo math contests – Pascal contest for grade 9, Cayley contest for grade 10, Fermat contest for grade 11 and Euclid contest for grade 12. A school's score is comprised of the top three scorers in the school. MPSH placed 7th in our zone and 11th provincially in the Pascal Contest, 4th in our zone and 5th provincially in the Cayley Contest, 2nd in our zone and 4th provincially in the Fermat Contest and 3rd in our zone and 5th provincially in the Euclid Contest. Medals are awarded to the top student at each school in each contest (provided they obtained a minimum score identified by the University of Waterloo). Certificates of Distinction are given to students who place in the top 25% of all contestants in Canada. Shane Williams (Cayley) and Blake Williams (Fermat) were each awarded a medal and a Certificate of Distinction. Cameron Kinsella (Cayley) was awarded a Certificate of Distinction. Brooke Simms (Pascal) was awarded a medal.

MUN Blundon Math Contest and Seminar

Several of our grade 12 students wrote Memorial University's Blundon Math Contest. Based on the results of this contest, as well as the results of Waterloo contests, two of our students, Abigail Druken and Brianna Strowbridge, were invited to the annual three-day Blundon Mathematics Seminar at Memorial University in May for their outstanding results. While at this seminar, they participated in various activities, including mathematics competitions.

Online SmartBoard Notes

Mathematics teachers posted their SmartBoard notes online for students to view. Many students downloaded an app to their Smartphones to view their teacher's notes.

Math Tutorials

Throughout the year, teachers offered math tutorial sessions at lunch and after school. These sessions allowed students to ask questions about topics they did not understand or seek further clarification on topics. Tutorials were also offered during the midterm exam and final exam schedule.

Technology Incorporation

Mathematics teachers supplemented applicable mathematics lessons by using a virtual graphing calculator and Desmos software on their SmartBoard. This enhanced students' understanding of curriculum outcomes.

Diploma Night

Each year, the Mathematics Department Head organizes the gown rental for Diploma Night in December. A team of teachers volunteer to distribute caps and gowns and organize students for the Grand March on the evening of Diploma Night. At Diploma Night, three mathematics awards, the David Hodder Memorial Scholarship, the Joanne J. Sparkes Mathematics Excellence Scholarship, and the Advanced Math Excellence Award, were presented to three of our very enthusiastic and very brilliant students.

From activities and events such as those listed above, the Mathematics Department at MPSH does its best to enhance learning opportunities for all students through co-curricular and extra-curricular activities, incorporating technology as appropriate. We also foster a safe, caring, and collaborative environment in which the ideas of all students are valued and respected.

Science Department

The 2016-2017 school year was an active and exciting one for the Science Department, with teachers and students engaged in a wide variety of activities and competitions.

Two scholarship examinations were offered this year. Thirty of our Grade 9 and 10 students participated in the University of British Columbia's **Michael Smith Competition**. Noah Smith received the highest score of those writing at our MPSH.

The **University of Toronto Biology Competition** was challenged by several of our Biology 3201 students. Sydney Parsons attained the highest score this year, well above the Canadian average for this exam.

Fifteen of our science students engaged in the **Eastern Newfoundland Science Fair**, with excellent results. After months of hard work and dedicated mentoring by Mr. Jensen, Mr. Power and Ms. Riggs, the following students were recognized for the high quality of their work

Honorable Mention (Intermediate):

Cameron Kinsella
Ally Brothers
Megan McLoughlin
Dawson O'Toole-Didham
Zachary Dalton
Madison Button
Chase Tucker

Silver Medal (Intermediate)

Carly Clifford

Gold Medal (Senior)

Gabrielle DuPont

MUN Psychology and Association of Psychologists of NL Award

Cameron Kinsella

The Mount Pearl Senior High Robotics Team competed with thirteen other teams in the Provincial Robotics Competition at the Marine Institute again this year. The students were judged on three different criteria: Marketing Display; Engineering Presentation; and Product Demonstration.

Our Robotics team placed First in Engineering Presentation, Second in Marketing Display and Second in Product Demonstration. This resulted in an overall Second Place finish and the right to represent Newfoundland at the **International Competition** in Long Beach California.

Raquel Morgan was chosen from 250 students at the Competition to receive the **Steven Brown Leadership Award**.

Participation in science activities, outside the competitive field, was high this year as well. Environmental Science students enjoyed a field trip to the Windsor Lake water monitoring station; Biology students engaged in an intertidal zone investigation in Holyrood with **Coastal Explorers**; Grade

9 technology students became involved with building water rockets. All Grade 9 students were treated to a **Let's Talk Science** demonstration early in the school year while Level 2 and 3 students were offered the opportunity to explore potential science careers through a day spent in MUN's **Discovery Days** in Science.

Several female students engaged in the **Techsploration** program this year. Techsploration provides young women from grades nine through twelve with opportunities to explore science and technology occupations, while creating awareness about the critical role of work in their lives. It also helps them understand the significance of high school math and science for their future careers.

Many students took part in extra-curricular science activities through clubs offered by our science teachers. The **Science, Animal Rights, Environment and Hydroponics Clubs** allowed those interested to explore specific areas of science with their like-minded peers.

Our Hydroponics Team, newly formed this year, received a Youth Engagement Fund Initiative Grant. Because of this the Team was able to experiment with factors involved in growing indoor edibles. They then built seven new hydroponic units which were placed in classrooms throughout Mount Pearl Senior High. Enthusiasm is high and the Team has already started planning for the 2017-2018 school year.

We are also pleased to report that eleven **Advanced Placement Psychology** students attempted the AP Psychology examination this year.

The teachers of the MPSH Science Department are committed to helping our students explore their academic abilities and skills in science. We are very proud of our students' interest and achievement in all that is offered.

English Department

This year both ELA teachers (for the benefit of students) were involved in much technology in-service which will take MPSH and other high schools into an English curriculum for the 21st Century. Google Classroom, Schoology and other technological supports are now becoming the mainstay of communication and learning in and out of the classroom.

The academic results are showing success as with past years and student achievement has been evident over the past year. In particular, each year students are honored with the highest marks in a particular course and the sharing of awards in 2016/17 indicate the wealth of student achievement this year. In particular, mention should be made of the following:

English 9 – *Nicole Careen (99%)*

English 1201 – *Lauren Bill, Megan King, Kaitlin Stuckless, Shane Williams (94%)*

English 1202 – *Brent Tucker (87%)*

English 2201 – *Benjamin Hearn-Thomas (96%)*

English 2202 – *Keisha Boone (90%)*

Literacy 1204 – *Nathan Russell (93%)*

Writing 2203 – *Megan Fitzgerald (100%)*

English 3202 – *Ryan Murphy (83%)*

Novel Cinema 3221 – *Maggie O’Connell, Melissa Butler (91%)*

No department is a success just on academics and the teachers in the department were very involved in English and non-English related extra-curricular activities: **Graduation, Safe Grad, Student Council, School Newspaper, Public Speaking, Debating, Drama Club, School Council, GSA, School Development**. Thanks to them is extended as this makes for a valuable contribution to the entire life of the school and is well worth the effort.

The past year has been another great indicator of the English oral and dramatic skill level of students. Outstanding achievement in **Public Speaking** can be attributed to the hard work and skill of many students: Level II students, Breanna Lynch and Brooklyn Conway-Parsons, participated in the February **Lions Club Speak Out** against Senior High students from O’Donel. Many other students participated in oral activities: Valedictory Address (Graduate, Abigail Druken), **Youth Action Team Debate** and **Focus on Youth Awards** nominees who also showed their talents and abilities in the fall and spring of the year.

Special writing recognition goes to Hayleigh Bursey who won the **Junior Arts and Letters competition** in Nov. 2016 for the short story, which she presented to a full audience of students and parents in June at the MPSH Annual **Fine Arts Night**. Also, presenting for their final accolades in June, was the cast of the **spring musical, “Little Shop of Horrors.”** The musical was the second to be presented to the public of the Metro area at the LSPU Hall. Over 35 teachers and students helped to make this show a reality and the English Dept. is looking forward to helping make future shows equally as successful. Drama is not just alive in musical format however. Many students participated in the **NLESD Drama Festival** in the spring, with their version of “**Antigone**”. Once again the drama club returned to school proud of many theatrical awards. Kudos to the Drama Club on a job well done!

All in all, the year was a great success, both academically - through provincial and school evaluations - and through the many curriculum enhancing activities presented to the students of the school.

Social Studies Department

The Social Studies Department at Mount Pearl Senior High enjoyed yet another busy and successful academic year through our many curricular, co-curricular and extra-curricular activities. Our public exam results were on par with students across the province in both senior level courses, World Geography 3202 and World History 3201.

In keeping with tradition, our Department sponsored scholarly as well as academic opportunities through our Social Studies Scholarship Fund. We awarded \$200 is scholarships to Level One and Level Two students for highest average in Economic Education and Canadian Studies courses. Our annual scholarship valued at \$200 will be awarded during diploma night to the student with the highest average in social studies courses during their high school career.

This year was another busy one for our Career Development 2201 teachers and students. The learning activities arranged by our teachers allowed for varied opportunities for students to explore their strengths, skills, interests and values in the context of charting their career path.

Career students participated in a **Job Shadowing Program** through which they identified a profession of choice and were given time to experience a workday in this profession. Approximately **twenty guest speakers** were also invited to the school throughout the year to speak with our students. Organizations and professions represented included an NTV reporter, policing, military, Keyin College, Holland College, Memorial University of Newfoundland and Labrador; College of the North Atlantic; Academy Canada; MUN Pharmacy, MUN Engineering, MUN Medical School, Junior Achievement; and the Provincial Department of Innovation's Getting the Message Out.

As a requirement of the course, each student must complete 30 hours of volunteer work or community involvement to help them appreciate the importance of volunteerism in their school, in their city and in their province. In this regard the students of Mount Pearl Senior High involved themselves in many voluntary projects this year, including **The Soup Kitchen, Janeway fundraising and a Christmas Food Drive.**

Senior Social Studies were provided numerous extra-curricular opportunities during the year. Our students also attended the annual **Model United Nations** Session. This is hosted by the **Political Science Society at Memorial University**. This year some 35 students from our World History classes attended this two-day event that saw students debating world (United Nations) issues from the perspective of their pre-assigned member country.

Students of Newfoundland Studies enjoyed a fieldtrip to Powers Pond in Mount Pearl. The class spent time canoeing and had a **traditional cook-up** of toutons and beans on the shore. This year the class organized a traditional Kitchen Party for the class and brought some mummering performances to various classes. As well, a local story teller visited the class to perform recitations and to describe the art of story-telling.

World History students visited the **Beaumont Hamel exhibit at The Rooms** in March. They engaged in an archives activity in addition to exploring the WWI exhibit, trying on the clothes of soldiers and nurses of the time. The tour guides remarked numerous times on their great behaviour and even called the school to express how well the students represented MPSH.

In October, 45 World Geography students made the annual trek to **Gros Morne National Park** for a four-day field trip. They stayed at Kildevil Camp in Lomond and spent two full days conducting geographical studies in the landscape classroom of this UNESCO World Heritage Site. During the trip, students visited Memorial University's Bonne Bay Marine Centre in Norris Point.

Students of Consumer Studies 1202 benefited from guest speakers to help supplement their in-class learning. A local franchisee shared the experience of starting and running a franchise. And our **Member of Parliament**, Seamus O'Regan, visited the class to discuss the issues of food labeling and assisted dying legislation.

Our Department's motto is "the world is our classroom". Once again our teachers took great efforts to bring the curriculum alive through field trips and learning activities designed to expose our students to the world beyond our classroom walls.

The 2016-2017 school year was exciting and enriching for students in Social Studies courses at MPSH. Through their professionalism, dedication, compassion and love of learning, our teachers successfully created a learning environment to foster the academic, spiritual and social growth of our students.

French Department

This year has once again proved to be an exceptional year in the MPSH French department. We have offered a wide range of courses where students can learn and improve on their French language skills but also to learn many different subjects in the French language. The following courses included both early and late French Immersion students.

Grade 12: Français 3202 and Histoire Mondiale 3231

Grade 11: Français 2202, Histoire du Canada 1231 and la Géographie du Canada 1232

Grade 10: Français 1202 and Carrière et Vie 2231

Grade 9: Français 9 EFI and LFI, Sciences 9, Santé 9, Religion 9, Sciences Humaines 9, Core French 9

Core French in High school: 1200, 2200, 3200

Public Speaking/Concours d'Art Oratoire

Our annual school public speaking competition **or Concours d'art oratoire** took place and we are proud to announce that several of our students did very well in our school concours but also in the regional Concours.

Four of our high school students spoke in the regional Concours.

In level three, Brianna Strowbridge LFI and Maggie O'Connell EFI spoke with Maggie placing third.

In level two, Shae LeDevehat placed second in the Francophone category.

In level one, Sophie Burke placed first in the EFI category.

Maggie O’Connell and Shae Ledehavat had the honour of having their speeches published in the NL French newspaper, “Le Gaboteur”. As did past graduates Hannah Wadman-Scanlon and Katie Vardy.

In Grade nine, the following students presented speeches:

For Late French Immersion:

Brooke Simms (1st)

Liam Lundrigan (2nd)

Rachel Waddleton (3rd)

Jillian Collier

Taylor Sandbrook



For Early French Immersion:

Carly Clifford (1st)

Mackenzie Collins (2nd)

Ally Brothers (3rd)

Emilie Bulger

Madison Button

Katelyn Martin

Megan Mcloughlin



Conferences/ Events/Awards/Initiatives

On December 6th, thirty-two students from grades 10-12 attended a “**Français Pour l’Avenir**” conference at MUN. During the day they learned about further opportunities to study the French language and ways to pursue their field of interest in French.

They also participated in a variety of different workshops, listened to a French comedian and enjoyed some music from Sabrina and Chris, a singer/songwriter duo that shares music in both official languages.

Thirteen of our Histoire Mondiale 3231 students attended the **Model UN** event at MUN on February 20-21. A highlight of the year for many of the participating students, MPSH was very well represented. We encourage all of our students to attend this fantastic event and hope that many more will show an interest for next year.

Brett Dalton and Joel Martin, both level two French Immersion students, participated in “**Encounters with Canada**” over the Easter break. This fantastic event is a week-long forum that takes place in Ottawa every year where students interact with other students from across the country and learn about our Parliament, Senate and country in general.

Briana Bugden, a level three FI student, was selected to take part in the Government of Canada overseas event in France to commemorate the 100th anniversary of the **Battle of Vimy Ridge**. She spent a week in France with other students from across the country. According to Brianna, it was an unforgettable experience.

Abigail Laing, a level two FI student, won the **Vimy 100 Commemoration contest**, sponsored by EF. It was called “One Idea” and Abigail submitted one idea to improve her community and country. She spent a week in London, and Paris and Vimy in April and then a long weekend in Ottawa working with several parliamentarians.

Rachel Vey, a level three FI student, won a \$10,000 scholarship to study at **l’Université de Sainte-Anne** in Nova Scotia for the **Concours national de rédaction du Français pour l’avenir** for an essay

that she wrote in French. This was noteworthy enough for “Le Gaboteur” to write a story in the newspaper about Rachel.

Carter Freake, a level one FI student, wrote a photo caption in a contest sponsored by the College of the North Atlantic and Provincial Airlines. Carter’s caption won Mr.Kinsella’s Carrière et Vie 2231 class a trip to tour the **PAL hanger** in June.

As well, Brianna Hillier won the same Carrière et Vie 2231 class a pizza party for her volunteering experience at the **Health Care Foundation**. The student in the St.John’s region who volunteered the most hours won the pizza for his or her class. Bravo Brianna!

Megan Fitzgerald, a level two FI student, was one of two NL students selected to be ambassadors for **the French for the Future conference** in PEI this summer. A significant accomplishment!

This year, the French Department asked our school’s administration if we could present the daily announcements in French. Brianna Strowbridge, a level three FI student, agreed to do this every Friday for the whole year. This improved our school culture and enhanced the presence of French in the building. Thank you Brianna.

Ms. Flight hosted la **Semaine de la Francophonie and le Café Français** that took place in March for her Grade 9 EFI classes. Ms.Flight also hosted the **French club** at MPSH this year.

Again this year, we have a large number of students participating in the **Summer Bursary program** during June and July. This is certainly a great experience!

Ms.Antle is planning for her annual trip to the **Quebec winter carnival 2018**. It seems that there are many interested students and is sure to be a wonderful time.

Guest Speakers

One of goals in the French Department is to invite different guest speakers to our classes in order to expose our students to different careers and as many authentic Francophone speakers as possible.

This year we had visitors to our Grade Nine Sciences Humaines classes to talk about diversity/multiculturalism, immigrants and refugees.

In our Carrière et Vie 2231 classes, we had over twenty five visitors to speak about their different careers. For example, there were people from the **Canadian Armed Forces, the RNC, RCMP, MUN, CNA, Provincial government, Geomatics, Academy Canada, Health Care Foundation, MUN Pharmacy, Organ Donors, Holland College, Forestry, Aircraft Maintenance** and many more.

Once again, our Carrière et Vie 2231 students took part in the **Job Shadowing** component of the course. This was the highlight for many of these students as they had the opportunity to spend a day with someone from a profession in which they are interested.

To conclude, the French department is proud of all of our students and their accomplishments, and we look forward to a wonderful year in 2017-2018.



Partnerships

Causes for Concern Community Outreach

The 2015-16 school year was incredibly successful for the Causes for Concern community outreach group. The group raised awareness and funds for numerous causes, both local and global. Comprised of approximately thirty dedicated students, Causes for Concern met once a week to plan fundraising activities. Some of the group's projects include: raising money for the **Janeway Foundation** through the **Janeway Pajamarama**, organizing a local "**Trick or Eat**" food drive event where volunteers collected 70 bags of non-perishable food items, raising money through the **Alzheimer Coffee Break**, volunteering with the **Mount Pearl Minor Hockey Association food drive**, fundraising money through school dance canteen to **sponsor local families during Christmas**, raising money for a local **Syrian refugee family** through **Pi Day teacher auction**, raising money for the **Epilepsy Foundation** through a Purple Day bake sale and donating money to the **Canadian Breast Cancer Foundation** through the Get Pink's fundraiser. Furthermore, the group also planned an incredible Remembrance Day Assembly!

A new initiative Causes for Concern took this school year was the "**Candy Jar Fundraiser**". During Halloween, many teachers purchase candies for their students. However, some of this candy is leftover. Furthermore, once Halloween has passed stores sell bulk amount of candy at great prices. Causes for Concern decided to put this candy to good use. Investing in candy and candy jars, interested teachers chose a charity and received a candy filled jar. Students could then purchase candy through a donation to the respective charity. The charities supported through this initiative include: **Heavenly Creatures**, **the Terry Fox Foundation**, **Choices for Youth**, **Prostate Cancer**, **Association for New Canadians**, **Single Parent Association**, **Candlelighters**, **the Gathering Place**, **Marguerite's Place**, **Kids Eat Smart**, **Fort McMurray Relief Fund**, **YMCA**, **Beagle Paws**, **Alzheimer's Society**, **Plan Canada**, **Stephen Lewis Foundation** and the **Canada Cancer Society**.

Huskies for Heroes Fundraiser

For a third straight year students and teachers raised over \$6000 that was donated to the school **Needy Families**. The funding has supported over 50 families in the school community



Depicted above, approximately 80 students and staff who participated in the overnight wake-a-thon fundraiser.

Mount Pearl Show Choir

The Mount Pearl Show Choir, established in 1983, has reached national and international acclaim as a performance group in the province. Since 2005 the choir has been engaged in an **International Peace Education Project**, with a mandate to perform music of remembrance as its primary focus.

The peace music performed by the choir, during world tours, has a connection to history and remembrance, embracing the concept that all humanity will benefit from peaceful coexistence.

The first phase of the project was accomplished in 2005 when the members of The Mount Pearl Show Choir traveled to Japan, with Canadian composer, R. Murray Schafer, to perform his peace music, “Threnody” among the citizens of **Hiroshima**, at Elizabeth University. Other Japanese performance venues included the **World Peace Cathedral**, the **Notre Dame Seishen School**, the **Children’s Peace Park**, the **Hiroshima World Peace Memorial** and the **World Expo 2005** at Aichi.

In the ten years since the initial Peace Education Tour of Japan, the choir has toured and performed for national and international audiences. Peace Education music has been performed at historically significant venues in **Canada, France, Belgium, England, Ireland, Russia, and Finland** and at The Peace Palace in The Hague, **The Netherlands**.

The Mount Pearl Show Choir and its history are detailed on the choir’s website, www.mountpearlshowchoir.com, providing insight into the group’s performance credits and profile. Its concert series, ETCETERA, is an annual spring performance program, now in its thirtieth year of production, attended by audiences of five to six thousand people every year. This cultural event, which focuses on modern music, song and dance, provides an element of performance diversity that celebrates the exuberance and energy of our talented students.

In July and August of 2016, the members of The Mount Pearl Show Choir will be involved in the latest phase of the Peace Education Project, returning with a new generation of performers to the country of the peace education project's inception, Japan.

Youth Apprenticeship Program

Mount Pearl Senior High continues its involvement with the Youth Apprenticeship Program. In June of 2012 we had our first three Youth Apprentices graduate high school and move on to pursue their careers at the post-secondary level. All three graduates continue to excel at their chosen trade due in large part to their experiences with the YAP program. We had another 2 students employed for the past summer with Pennecon and Starlite Electrical. This program gives students valuable work experience in their chosen field while attending high school.

School Breakfast Program

Our daily menu offers a variety of foods including fruit, toast, bagels, English muffins, croissants, muffins, yogurt, juice, milk, cheese, hot chocolate, and snacks to grab and go. Also, smoothies are available on Friday morning. A special thank you to our local community partners for donation of fruit and

Coats for Kids Campaign

October 9-13th was Coats for Kids Week.

MPSH students worked to help young people in need by bringing in their gently used winter items - coats, hats, mittens, etc. - for collection by the **VOCM Cares Foundation**.

Trick or Eat Food Drive

Students from MPSH participated in a food drive called "Trick or Eat!" this past Halloween generating several hundred food donations for the Vincent de Paul Society.

Beyond the Hurt Program

MPSH had students trained this past year. This is a nationally recognized **Red Cross Bullying Prevention Program** designed for junior and senior high students

Operation Christmas Child

Many of our students gave up most of their after school hours, all day Friday and weekend off to come to Operation Christmas Child Collection Center to pack and stack heavy cartons containing up to ninety four filled shoe boxes!

Animal Rights Club Donation to RNC Stable

Members of our animal rights club visited the RNC stables to make a donation in honor of the WSPA' war horse and donkey rescue program

Planting the Seeds: Changing Attitudes, Impacting Lives

Students from MPSH were selected to participate in an Anti-Violence/ Anti-Bullying Workshop

Breast Cancer Awareness

An awareness raising event and bake sale was held for this worthy cause which resulted in a sizable donation being made to Breast Cancer Research.

Janeway Foundation

Using social media, a Pajamarama Day was organized for students at MPSH. The majority of students wore their jammies in empathy for children at the Janeway and donated \$1 to the cause.

International Foster Child through CARE Canada

The Causes for Concern Group raises funds to support the MPSH foster child.

Alzheimer's Coffee Break

Hot chocolate and treats were sold to raise money for the Alzheimer's Society

Pie Day for Learning Disabilities

Students are raising awareness and funds by auctioning off pies to students. Teachers are supporting the cause by volunteering their faces to receive the pies.

AARAO Post-Secondary Fair

In October 2016 - Level I, II and III students from MPSH and Level III students from O'Donel had opportunity to visit more than 30 tables from various post-secondary institutions across Atlantic Canada.

Tutoring for Tuition

Selected and trained Tutors and Coordinator of Tutoring for Tuition program - providing free tutoring to students from Morris Academy, MPI and MPSH from October 2016 through May 2017 while Tutors earn a post-secondary tuition voucher.

MUN/CNA Information Session

December 2016 - All Level III's had opportunity to attend an information session of their choice about post-secondary offerings.

Career Lunch and Learns

March 2017 - four lunchtime sessions were held where students were provided a pizza lunch and had the opportunity to find out information about careers in Medicine, Policing, Psychology and Journalism.

Tuition for Work Experience Program (TWEP)

May/June 2017 - Free tutoring to students preparing for final exams while the three tutors earn a cash stipend and tuition voucher in this 6 week program.

Traditional Folk Band

MPSH Traditional Folk Band Performed at our annual Diploma Night and Prom 2017.

Friday Lunchtime Concerts

Weekly Friday concert series allowing all students to showcase their talent

Annual Student Variety Concert

Variety Concert, Art exhibit and Fashion show was offered by the MPSH Arts students. Students from other schools were invited to participate.

Challenging Needs Program

MPSH has 11 students in our CN program. They are involved in a variety of activities throughout their daily schedule. Students on Functional Curriculum deliver **The Telegram** daily to all classrooms in the school. They coordinate a **Recycling program** within the school promoting environmental awareness. All funds collected help to support the various activities and community access that are required to complete all aspects of the **Prescribed Functional Curriculum**. An **ice cream sale** is held once every 2 weeks to help provide funds for field trips, groceries for cook day, swimming sessions and various class trips. MPSH has established a partnership with Mount Pearl Intermediate with the students that are on a Functional Curriculum. Once a cycle, a group of students visit to take part in a program from Special Olympics called **FUNDamentals**. On another day of the cycle a smaller group of students visit to play games to help develop social skills such as turn taking and social interaction. As part of the inclusion process students participate in various classes in the school classes such as Drama, Art and Sciences. Mount Pearl Senior High is committed to fostering collaborative environments and developing the whole child in an effort to make our students contributors to the community.

Healthy Living

As a part of the Healthy Living course, students at Mount Pearl Senior took part in **wheelchair basketball**. The topic was introduced by Mr. Mel Fitzgerald. Mr. Fitzgerald was a two time Paralympic gold medalist. The presentation and subsequent games, gave the students an appreciation for the obstacles faced by individuals with disabilities. While we all have some type of limitation, Mr. Fitzgerald, was a fantastic example of how, with hard work and determination, we can overcome many of these obstacles. Valuable lessons and a great bit of fun were had by all.



MPSH Student Council Report

Our school's Student Council was a select group of representatives for parts of the school community elected by the students and we wanted to create a council that people wanted to join, where they could give their own opinions on what we do with our school year in hopes to improve student life. Throughout the year, we worked together, with Administration and our amazing teacher sponsors, Ms. Penny, M. Power and Ms. Flight, without them none of this would've been possible. Together we created, what we like to think, was a very enjoyable year for the student body at Mount Pearl Senior High.

Welcoming Committee:

This year we found that the idea of a welcome lunch worked well in regards to last year, so in the morning we had our welcome committee meet together before school started and we handed out neon orange shirts to all of the volunteers. The neon orange helped the grade nines identify us as people they could feel free to ask questions or help with directions to classes throughout the day. We tried using an electric barbecue this year to cook the hotdogs, but found it was too slow for the amount we had to prepare. So we spent the period before lunch boiling the hot dogs in pots in the home economics room. This year we tried to accommodate more towards dietary choices of the students and so we had bought a couple packages of veggie dogs that were also gluten free and found that quite a few people enjoyed this option. However we found the same thing as last year, that we had quite a few hot dogs leftover so we went to classrooms giving them to whichever students wanted them. This wasn't necessarily a bad thing though, it just meant more happy and full students.

Fall Elections:

For our fall elections we immediately set a date so we could get our full council started as soon as possible. We did things a little differently this year where we had our Secretary and Treasurer as a position that was a council decided vote and given to someone in council that we knew would fit this job well. We chose this method because we found last year that there were complications with members' attendance in these positions when they ran into a bump in the road last year. We also had chosen to have reps for parts of the school. These were also in-council decided positions, these reps were the:

- Sports Rep (we had chosen 2 people for this in different grade levels as we found we got more insight as to what the teams in different grades wanted.)
- Clubs Rep (one person in charge of knowing all the clubs information in the school.)

Then we had our full school elections where you selected your grade reps. These positions were given to two students, one from each gender, in hopes to reach out to more students. For these positions you could only vote for your own grade level and we had the positions of:

- Grade 9 Rep
- Level 1 Rep
- Level 2 Rep
- Level 3 Rep

The next morning after having the results, we announced the winners of the positions in council and congratulated them.

Benches:

With the money left over from last year's account, we purchased four benches and had them installed around the school. This was a positive change to the school and found that students use them more often than not and like this option as opposed to sitting on the ground.

Trivia Night:

Trivia night was our first fundraiser of the year and was a huge success. This was the first time trying this and we hosted trivia night in the LRC and students worked together in teams to try to win, it is up to Council if they decide to charge by team or by person. We gave out plastic medals to the winners and everyone seemed to really enjoy themselves. For preparations for this event we had two people prepare the questions, these people were not allowed to take part in the competition however. We had a host read out the questions and found that it played out very smoothly. For extra profit we set up a canteen where we sold food items as well. Due to popular demand, I would definitely recommend council host another fundraiser like this in the future.

Thanksgiving Food Drive:

Our goal this year was to beat last year's number for the thanksgiving food drive. With a school of such a large population we really wanted to get a big number and make a big donation to the St. Peter's Church Food Bank. To help improve the number we took initiatives such as making posters, announcements and tweeting on our council account to really spread the word. We also decided to have a competition amongst the Grade 9's to see which class could collect the most items and the winning team got a free pizza party, paid for by council and, with the permission of their homeroom teacher, a movie period. This worked out tremendously and we had a grand total of over 2000 items to donate to the food bank, over 3 times the amount we had last year.

Candy Grams:

Candy Grams are an annual event put off by Council. In order for this to be a success, make sure you have Candy Canes bought, labels ready to go, and ensure you have a set date of when you're giving them out. Also have a cut off of selling them that gives you enough time to make them, and a homeroom list of who's in what homeroom will help make everything run smoother. In terms of selling them, this year, we had sheets formatted like so:

Name of buyer:
Name of receiver:
Anonymous: (Yes/No)
Message:

Prices should be decided by Council, but traditionally it costs more to have a personalised message on the gram. We took a few lunchtimes this year after they were sold to put them together, and then distributed them during a homeroom session. This year, the Candy Grams were a big success.

Christmas Food Drive:

We again collected food for the food bank. While the total amount this time was lower, we still made a significant donation of over 500 items. We offered a cookies and milk prize to the grade 9 classroom who donated the most items. While this was motivating, it did not seem to encourage as many donations as the Pizza party. Something to consider for the future.

Holiday Week:

A week before break we had a week of set themed days where students could dress up, such as “Me the tree” and “Ugly Sweater Day”.

Murals:

In council we were talking about how often our bathrooms are marked up with graffiti from students and how awful this looks. To deter the students from doing this we decided to paint murals on the stalls so that students would feel less inclined to mark up the artwork. The idea was good, but i would not recommend that anyone try this again anytime soon because it was a huge consumption of time and was difficult to complete when we didn't have a group of students committed to the mural.

New Year's Semi Formal:

This was the biggest fundraiser of the year and is an annual event Student Council hosts. This year the dance was held in the cafeteria, which meant we only had a set number of tickets we could sell. We sold out all the tickets and had quite a lot more students that wanted to go.

Spirit Week:

Spirit week was held on education week where on the Wednesday we had Husky Havoc School spirit Day and on Friday we had our student spoof awards.

1. Themes

The themes were council-decided, where we had a set theme each day and students were encouraged to participate and dress up according to the themes. On Thursday we had Jersey Day where we asked to students to bring in a dollar or so and we donated that money to **Breakaway Foundation NL**. \$500 was donated to this foundation.

2. Husky Havoc

This was our third year with Husky Havoc and each year it becomes an even bigger event. This year however, with the help of Mr. Morgan, we organized our very first Husky Olympics where we had students make teams of 10 and compete in games in the morning and at lunch we tallied up the points and awarded the team the trophy. Along with the Olympics, we also had all the themed rooms around the school available to students as well as activities in the gym such as sky high and dodgeball in the afternoon.

3. The Awards

The awards were held on Friday at lunch time in the cafeteria. The President usually is the host and the awards should be decided by Council, but there are a few favourites, such as Worst Parker and Cutest Couple. This year we gave out one award per grade (so for each category there was at least one winner in each grade).

PURPLE DAY FOR EPILEPSY

This year we did not make a donation to the epilepsy group, but decided to encourage students to dress in Purple for Epilepsy awareness. There was a prize (\$50 gift card) for the student the “most purple-d out”.

Dodgeball Tournament:

Since as the dodgeball tournament on Husky Havoc is such a fan-favourite, Council decided to pair up with Easter seals and host an after school dodgeball tournament. The proceeds from the fundraiser were split between the school and the organization and everyone really enjoyed themselves.

Presidential Elections

The Presidential Elections are usually held around the end of May to decide who next year’s school President and Vice President will be. This year we had voting all day Friday and stayed after school to count all the votes. The only students who are allowed to vote for the presidential elections are level 2s, level 1s and Grade 9s, seen as they will be the ones in the school next year. The candidates had to fill out a form with 25 support signatures (Council can change the number of signatures if they wish). People do not have to vote for a pair, they have the choice to choose whichever candidates they see fit the position the best. The nomination process takes about a week then the following week, after we have the office make sure that the candidates would suit the position, candidates are free to start campaigning, and this usually includes posters, handing out food, all that jazz. Then we had all candidates, (both President and Vice President) do speeches at lunchtime in the cafeteria, some of the students that were running together did their speech together, that is completely up to them. Then after the voting Friday, we announced the winners on Monday on the morning announcements. This is usually announced by the President.

Donations:

1. Inside Out for Autism - (\$250)
2. Jersey Day - *Breakaway foundation NL* (\$500)
3. Janeway Day - (\$350)
4. Tim Horton’s Camp day - (\$180)
5. St. Vincent de Paul food bank - (\$370)
6. Easter Seals Dodgeball - (\$250)

Total: \$1900

School Gift:

This year we donated a large sum of money to local organizations and charities, but to thank the school for everything they’ve done, we used the money left over to buy grills for the school for making pancakes, cooking hotdogs, etc.

Diploma Night 2016

Mount Pearl Senior High School held its annual Scholarships and Awards Ceremony on Wednesday, December 16th, 2016 for the class of 2016. The data for 2016-17 will be reported in next year's version of our school report as scholarship winners have not been determined as of the release of this report. Students, parents/guardians, family members, and friends joined teachers and special guests to watch graduates receive their diplomas during a traditional cap and gown ceremony. A School district representative brought greetings from the Newfoundland and Labrador English School District and Provincial School Board trustees. The School Traditional Band, School Jazz Band and the Mount Pearl Show Choir provide entertainment during the evening.

The winners of the school's internal major awards and scholarships, as selected by the school scholarship committee, was publicly named and presented.

The Class of 2016 **Valedictorian Award**, given to the student with the highest Memorial University Entrance average, is Katherine Hatcher. The **Edith Allison Peters Scholarship**, given to the student of the year, was named at the ceremony. The **Principal's Award plaque** for highest academic standing over the three year program and **The Governor General's Academic Medal**, given to the student with the highest academic standing in level two and level three courses was also be presented as major awards.



Katherine Hatcher

A total of forty individual scholarships were presented for outstanding achievement, perseverance and community service. Of the 155 graduates, 71 students graduated with honours and 55 students graduated with academic status according to the Department of Education guidelines. A summary of school-based scholarship awards is listed below.

2015-16 MPSH SCHOOL, COMMUNITY AND DISTRICT SCHOLARSHIPS

1. Gordon Christian Memorial Scholarship
 - Excellence in Music
2. Peters and J.P. Blackwood Leadership Award
 - Involvement in School and Community
3. Dr. L Curtis Award
 - Perseverance of Studies
4. John Vivian Memorial Scholarship
 - Computer Involvement/Applications
 - \$500.00
5. David Hodder Memorial Scholarship
 - Academic Excellence - Mathematics
6. City of Mount Pearl Scholarship
 - Academic Excellence, Involvement and Service
7. The Town of Paradise Scholarship
 - Academic excellence, involvement and service
8. Mount Pearl Lions Memorial Scholarship
 - Academic Excellence, Progress, Involvement
9. Mount Pearl Lions Memorial Scholarship #2
 - Service to School
10. Lodge Westmoreland Masonic Award
 - \$250
 - Pursuit of Post-Secondary training
11. Drama Club Award
 - Most outstanding student in drama courses
12. Excellence in English Literature Award
 - Highest mark in most challenging Lit courses
13. Advanced Math Excellence Award
 - Highest average in all Advanced Math courses

14. Social Studies Excellence Award

- Highest average in World Geography 3202

15. Social Studies Excellence Award

- Highest average in World History 3201

16. Joanne J. Sparkes Mathematics Award

- Passion and Enthusiasm towards Mathematics

17. Second Language Excellence Award

- Highest Grade in Francais 3202

18. Second Language Excellence Award

- Academics/Enthusiasm towards learning French

19. Second Language Social Studies Excellence Award (Mike Kinsella)

- Highest Grade in Histoire Mondiale 3231

20. Chemistry Excellence Award

- Highest mark in Chemistry 3202

21. Earth Systems Excellence Award

- Highest mark in Earth Systems 3209

22. Biology Excellence Award

- Highest mark in Biology 3201

23. John Bartlett Award

- Highest mark in Physics 3204

24. Lifetouch Visual Arts Award

- Artistic Talent and Interest in Visual Arts

25. Mount Pearl Senior High Perseverance Award

- Hard work to reach potential

26. Student Community Volunteer Award

- Department of Education Medal for involvement in community

27. Advanced Placement Excellence Award

- Excellence in all AP courses

28. Mount Pearl Show Choir Award

- Leadership

29. Academic Athlete Award

- Best combines academics and athletics
- Must have high academic average/compete in several sports

30.RBC Award

- Pursuit of a post-secondary business degree or Environmental Studies

31.Mount Pearl/Paradise Chamber of Commerce Award

- Entrepreneurship 3209

32. Skilled Trades Scholarship

- Highest academic average in Skilled Trades 1201

33.The Michelle Jackson Performing Arts Award

- For the pursuit of Post-Secondary Studies

34.Rev. G.S. Milligan Scholarship

- Academic Excellence-third place in Level 3

35.Rev. G.S. Milligan Scholarship

- Academic Excellence-second place in Level 3

36.Mount Pearl Senior High Academic Excellence Award

- Academic Excellence-First Place in Level 3

37.Governor General's Academic Medal

- Highest Academic Standing in Level 2 and Level 3 Courses

38.Principal's Award Plaque

- Highest Academic Standing over three year program

39.Edith Allison Peters Scholarship

- Graduating Student of the Year

40. Colin Campbell Memorial District Scholarship

- From the former Avalon Consolidated School District
- Highest MUN Entrance Average between Bishops, Booth , PWC and MPSH

Students who graduated as of September 21, 2016

Anstey, Zachary
Arns, Christopher
Atkins, Faith
Baker, Chloe
Bishop, Jordan
Blundon, Kathleen
Boyer, Rachael
Brinson, Amy
Brockerville, Brandon
Bungay, Elena
Clarke, Emily
Coffey, Alexander
Collier, Samantha
Corcoran, Heather
Crowe, Justin
Crowley, Cody
Curtis, Kyle
Cutler, Derian
Davis, Paul
Dooley, Colin
Drodge, Daniel
Dunne, Patrick
Dunne-Leite, Jessica
Dutton, Brady
Evans, Scott
Feltham, Emmaline
Fifield, Aaron
Finney, Clifton
Fleet, Bryanna
Follett, Erin
Foote, William
Froggatt, Carley
Gibbons, Ryan
Halliday, Pierce
Hannaford, Andrew
Hart, Miranda
Hayes, Ryan
Hearn, Chelsea
Hewlett, Natalie
Hollett, Sarah
Hudson, Stacey
Hynes, Jessica

Jenkins, Stephen
Jones, Kyle
Kean, Haley
Kelly, Katrina
Kelly, Kerilyn
King, Jillian
Kirby, Jennifer
Laing, Josh
Lethbridge, Kyle
Lingard, Riley
Lovelace, Matthew
MacDonald, Eden
MacKinnon, Eric
Mason, Alannah
McDonald, Christopher
Mudge, Ireland
Murphy, Samantha
Mutrey, Sarah
Norman, Brandon
Oliver, Veronica
Osmond, Devon
Paddock, Jillian
Picco, Jacob
Pike, Khafre
Pond, Matthew
Porter, Curtis
Purchase, Sean
Rose, Nicholas
Sheppard, Ashley
Sheppard, Breanna
Sheppard, Jasmine
Skinner, Kendra
Smith, Dylan
Snook, Zachary
Sooley, Gavin
St. George, Adam
Sturge, Alexander
Taylor, Jenna
Thistle, Chelsea
Tobin, Brad
Traverse, Erica
Tucker, Hayleigh
Vaillancourt, Raquel

Vardy, Erica
Verge, Kevin
Vineham, Riley
Whelan, Kyle
White, Janelle
White, Jared
Williams, Kyle
Wiseman, Kristan
Workman, Emily
Yetman, Olivia

Students who graduated with Honours designation from the Department of Education

Adey, Stephanie
Barter, Kent
Batterton, Larissa
Brenton, Kathryn
Brophy, Griffin
Burton, Hannah
Burton, Laura
Butler, Brian
Chaulk, Braden
Chaulk-Goodyear, Brady
Clarke, Sarah
Collier, Micaela
Connors, Erin
Corcoran, Alicia
Cranford, Brianna
Cross, Kelsey
Dube, Corey
Dyer, Emily
Edison, Kyle
Fillier, Meghan
Forsey, Rachel
Frampton, Candace
Hannam, Spencer
Harris, Allison
Hasnain, Noubahar
Hatcher, Katherine
Healey, Natasha
Hermanto, Katherine
Hickey, Jenna
Hicks, Joel
Hogan, Jared
Hollett, Claire
Holley, Paul
House-Denine, Marissa
Jackman, Liam
Jackman, Victoria
Jacobs, Noah
Jennings, Nicholas
Joyce, Amy
Joyce, Jonathan
Kent, Caleb
Kirby, Sarah
Lapierre, Melanie
Legge, Vanessa
Martin, Brigid
McGettigan, Melissa
McGrath, Mandy
Mews, Karley
Miller, Brittany
Mills, Bradley
Moss, Draven
Myles, Leah
Norman, Kelsey
O'Keefe, Shea
Oates, Keaton
Osmond, Maddison
Preston, Andrew
Purchase, Tyler
Pye, Andrew
Quinton, Joel
Reid-Djukan, Alena
Rice, Liam
Skinner, Taylor
Squires, Erika
Sutton, Jesse
Therault, James
Tucker, Jarod
Wadman-Scanlan, Hannah
Whelan, Sarah
Whitten, Victoria
Yarn, Cole

Summary Report on the School's Most Current Data

Grade 9 English CRT Provincial Exam



Provincial Assessment School Results Intermediate English Language Arts 2017

NLESD - Eastern Region

#311 - Mount Pearl Senior High, Mount Pearl

Grades: 9-12

Number of Students : 218

Multiple Choice

Non-Fiction

School
Region
Province

Mark	School vs Region	School vs Province
86.1	▲	▲
82.6		
82.4		

Closed Responses*

Demand Writing

School
Region
Province

87.2	▲	▲
81.1		
80.7		

Non-Fiction Reading

School
Region
Province

89.3	▲	▲
87.8		
89.1		

* How to interpret the results for Closed Responses

On the Demand Writing (Creative) section, the students in Mount Pearl Senior High scored 87.2%. This means 87.2% of the students met or exceeded the cut score for this section.

2016 Public Exam Result Summary

MPSH							Province						
COURSE	# STUDENTS	SCHOOL MARK	EXAM MARK	FINAL MARK	PASSED EXAM	PASSED COURSE	COURSE	# STUDENTS	SCHOOL MARK	EXAM MARK	FINAL MARK	PASSED EXAM	PASSED COURSE
FRANCAIS (FI) 3202	53	79.45	70.64	75.34	100	100	FRANCAIS (FI) 3202	645	78.49	70.38	74.62	98.91	99.38
WORLD GEOGRAPHY 3202	102	69.27	68.94	69.62	92.16	94.12	WORLD GEOGRAPHY 3202	2510	73.24	67.18	70.46	90.32	95.34
WORLD HISTORY 3201	29	79.24	62.93	70.48	86.21	93.1	WORLD HISTORY 3201	273	75.06	60.88	68.3	75.46	90.84
HISTOIRE MONDIALE 3231	54	77.89	73.24	75.8	94.44	96.3	HISTOIRE MONDIALE 3231	425	77.33	68.93	73.41	92	96.71
ENGLISH 3201	167	71.1	71.86	73.23	98.2	99.4	ENGLISH 3201	3940	74.06	67.16	70.92	92.94	97.26
MATHEMATICS 3200	61	84.16	83.15	84.33	98.36	100	MATHEMATICS 3200	1240	81.95	74.56	78.49	93.15	97.66
MATHEMATICS 3201	95	66.46	73.11	72.6	92.63	94.74	MATHEMATICS 3201	2632	69.07	64.58	67.08	80.09	87.65
BIOLOGY 3201	114	72.92	64.76	69.15	80.7	87.72	BIOLOGY 3201	3115	72.19	63.52	68.23	80.39	89.57
CHEMISTRY 3202	85	77.88	71.68	75.05	89.41	96.47	CHEMISTRY 3202	1933	77.28	69.64	73.7	86.6	93.95
PHYSICS 3204	66	81.73	75.33	78.8	93.94	96.97	PHYSICS 3204	1013	78.86	70.64	74.98	86.87	94.37
EARTH SYSTEMS 3209	63	69.14	51.49	60.25	53.97	90.48	EARTH SYSTEMS 3209	787	67.68	56.35	62.3	64.42	81.7

Mount Pearl Senior High has consistently performed well in courses that have provincial external examinations. In 2016-2017 MPSH scored above the Province in 8 of 11 public exam courses and within several percentage points of the provincial average in the other 3 public exam courses. The school pass rate is higher than provincial pass rates in 8 of 11 courses. This indicates students are meeting Department of Education curriculum standards at a high level as compared to their cohort.

Percentage of Students Enrolled in Academic/Advanced/General Courses

	#	#	%	# Non-	#	%	#	%	#	%
2017	Potential	Graduates	Graduates	Graduates	Honours	Honours	Academic	Academic	General	General
Province	4,661	4,349	93.3	312	1,520	35	1,691	38.9	1,138	26.2
Eastern	2,733	2,523	92.3	210	942	37	1,021	41	560	22.2
MPSH	178	171	96.1	7	79	46	69	40.4	23	13.5

MPSH has a higher percentage of its students enrolled in advanced programming than the region and the province. It has a lower percentage of students enrolled in a general program as compared to the region and province as well. This year 86.5% of our students graduated with an academic diploma which will set them up quite well for post-secondary training in advanced programs.

Our school is well above the District and the Province in graduation rate. The administrative team continues to focus on individual student needs to ensure students are given every opportunity to stay in an academic program. MPSH is approximately 11 % ahead of the Province in terms of the percentage of students that achieve an honours designation on their high school diploma. As well, MPSH is approximately 9 % lower than the province in terms of the percentage of students who graduate with a general designation. Consequently, we have more students graduating with an academic diploma on average than the Province and the District.

Graduation Rate and Status – 4 Year Trend

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

Level 3 Enrolment = 177

	2013/14			2014/15			2015/16			2016/17		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Graduation Rate	94.9	94.9	95.2	96.6	95.3	95.4	97.1	95.4	95.6	96.1	92.3	93.3
Graduation Status												
Honours	34.3	30.7	29.3	42.4	32.3	30.3	42.5	33.7	31.5	46.0	37	35
Academic	50.0	42.4	40.2	38.4	42.2	40.7	32.9	39.9	38.8	40.4	41	39
General	15.7	26.9	30.5	19.2	25.5	29.0	24.6	26.4	29.7	13.6	22	26

The four year trend data shows that MPSH consistently graduates a very high percentage of its students. This year the graduation rate is 96.1% which is approximately 3% higher than the region and the province.

Advanced Placement Results

MPSH offers students University credit opportunities in three subject areas; Calculus, French Language and Culture, and Psychology. Mathematics 3208 is offered under provincially prescribed curriculum. Students who successfully complete Mathematics 3208 in high school and pass a calculus placement test administered by Memorial University will receive credit for Mathematics 1000 and be permitted to directly enter Mathematics 1001 in their first semester. 100% of students in Math 3208 passed the public exam and in position to receive University credit. Similarly, students who successfully complete Advanced Placement courses with a score of 3 out of 5 in an external exam will receive University credit in those areas. Our students are given the opportunity to write the College Board Advanced Placement exam in May of each year in addition to receiving high school credit for those courses. The external exam is optional to students. 19 out of a total of 24 students who attempted the external exams passed the exam and earned University credit.

School Totals by Score

Score	Psyc	Fren Lang	Total Exams	% of Total Exams
5		4	4	16.7
4	5	6	11	45.8
3	1	3	4	16.7
2	3		3	12.5
1	2		2	8.3
Total	11	13	24	100.0

Mount Pearl Senior High (824250)

	Score	Psyc	Fren Lang	Total Exams*
School (824250)	5		4	4
	4	5	6	11
	3	1	3	4
	2	3		3
	1	2		2
	Total Number of Exams	11	13	24
	Mean Score	2.82	4.08	3.50
	Standard Deviation	1.25	0.76	1.18
	Total Schools	1	1	1
Newfoundland	5	11	18	39
	4	15	39	91
	3	20	18	102
	2	10	2	76
	1	11		18
	Total Number of Exams	67	77	326
	Mean Score	3.07	3.95	3.17
	Standard Deviation	1.31	0.76	1.09
	Total Schools	5	6	7
Canada	5	591	527	7,894

In 2016-17 MPSH had a total of twenty four advanced placement exams written in French (13 students) and Psychology (11 students). Out of a maximum score of 5 we had nineteen students score three or better on the exam and earned University credit. Four students scored a perfect five, eleven scored a four and four students scored the minimum score to obtain University credit. MPSH has consistently outscored provincial and global counterparts in these areas. These results validate the strength of our French Immersion and Psychology as one of the best in the province.

Scholarships

Number of Level III student graduates in 2015-16 = 157

Provincial Government Scholarships obtained by MPSH Students

	2012/13	2013/14	2014/15	2015/16	2016/17
Junior Jubilee	0	1	1	0	0
Electoral	6	5	2	0	7
Centenary/Harris	1	1	2	2	5
Entrance/Endowment	23	15	17	18	26

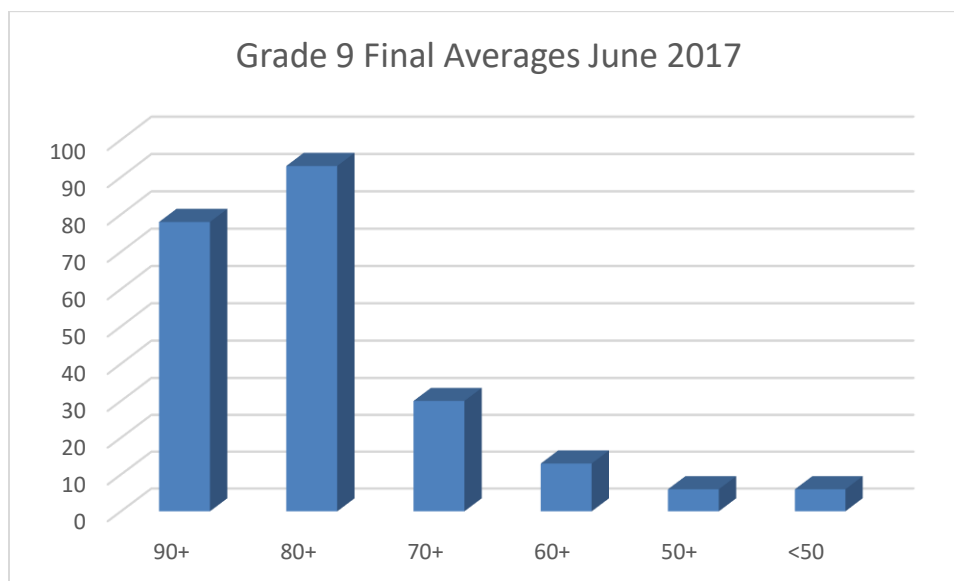
Total Scholarship/Bursary Offers

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of Students Awarded a Scholarship or Bursary	60/160	65/161	64/166	68/156	80/171
Total (estimated) Dollar Figure Offered (all students)	95,000	91,000	91,000	102,000	132,000

The charts above sort the number of students by class year and class size that received scholarships from Provincial government sources over the past four years. MPSH students have traditionally had many students attend post-secondary institutions such as Memorial University. To receive entrance/endowment scholarships they would have to obtain at least an 85% average in specific core public examination courses. To obtain the other scholarships they would also have to compete against their cohort in terms of entrance average and service to the community. This chart does not include any external scholarships from other sources.

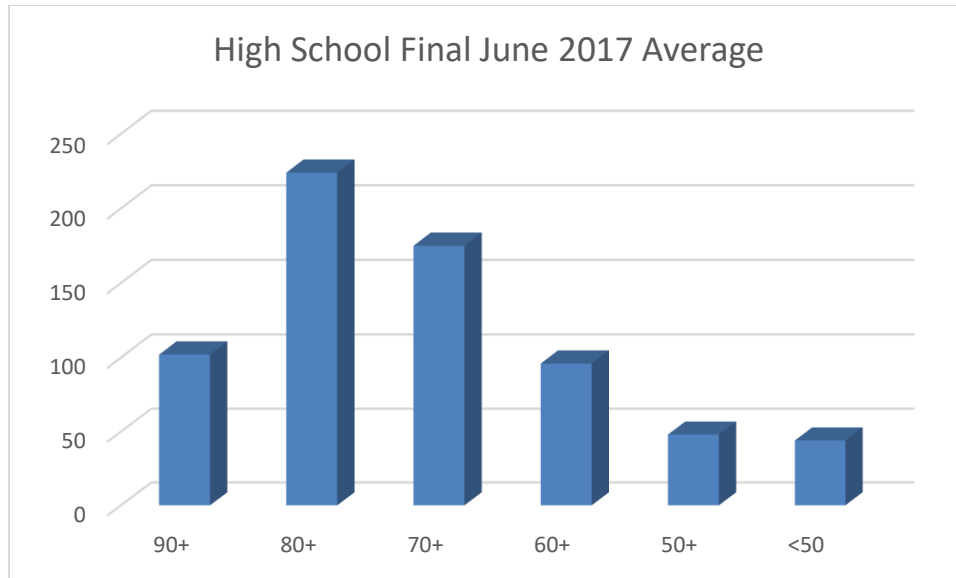
Internal Assessment Data

June 2017 Report Card Student Final Average



June 2017 Average	# of Students	% of Class
90+	78	34.51
80+	93	41.15
70+	30	13.27
60+	13	5.75
50+	6	2.65
<50	6	2.65
Total	226	

The table above depicts the percentage of students who have obtained an average in a particular range. For example, 34.5% of grade 9 students obtained a 90+ overall average in their course work. Whereas only 2.65% were below a 50% average. While students are performing quite well our school development plan continues to focus on individual student needs offering weekly tutorials, online resources and practice exams for students.



June 2017 Average	# of Students	% of Class
90+	102	14.80
80+	224	32.51
70+	175	25.40
60+	96	13.93
50+	48	6.97
<50	44	6.39
Total	689	

MPSH had 72.71% of its students obtain a 70% or above overall final average on their June report card. 47.31% obtained an honor roll designation based on achieving an 80% overall average. Conversely, 6.39 % of students had a failing overall average on their June report card. The data indicates that the vast majority (93.61%) of the students at Mount Pearl Senior High School had a passing average on their report card in June 2017.

The school development plan has focused on maintaining and improving our current student academic achievement results going forward. Teachers have committed to enhancing the learning environment by differentiating instruction and using 21st century learning principles to keep our classroom environment engaging. Many teachers offer tutorials, online access to class notes and practice exams to students. Administration has committed to investments in technology improvements, new teacher resources and student manipulatives for classroom use.

The administration, guidance personnel and student support staff focus on individual student needs to help them succeed. Administration has monitored student progress throughout the year by analyzing student report card results and interviewing students at risk. Academic intervention strategies have been implemented by teachers for struggling students after each successive report card. Some students may have started in a struggling position academically but have improved as the year progressed with the cooperation of parents and teachers. For

those students who fail a course they will have several options to obtain credit. They will be offered supplementary exams, summer school courses, credit recovery or the option to repeat the course in the next school year.

Report on School Development Plan

A school development plan is designed to sustain and extend school strengths, and address areas needing change. This is achieved through realistic goals, objectives, and strategies articulated by action plans that include time lines, individual responsibilities, indicators of success, and resources required.

The school uses the results of the focus area analysis to formulate goals, objectives and strategies for its School Development Plan. The analysis focused on five key areas: instructional practice, assessment practice, student achievement data, building collaborative cultures and, safe and caring schools.

MPSH finished its four year school development plan cycle in 2016-17 completing all actions and strategies outlined in the school development plan. The staff completed an internal review of the most recent data and compiled a new school development plan for 2017-18. Details of this action plan is shown below.

Mission Statement

The faculty of Mount Pearl Senior High, together with Parents, Students and Community, will foster an inviting and stimulating environment that promotes excellence in academic and personal achievement in preparing students as contributing citizens in a global community.

Vision Statement

Mount Pearl Senior High provides a safe, caring and socially just environment that maximizes the learning of all students

School Development Plan Goals

Goal #1: To increase student achievement across the curriculum through enhanced learning in an inclusive environment

Goal #2: To continue to foster a safe, respectful, and inclusive learning environment

School Action Plans – MPSH will follow the action plans below to implement our school development plan

English Department

GOAL: .Goal 1: To increase student achievement across the curriculum through enhanced learning in an inclusive environment
OBJECTIVE: To increase student achievement in English Language Arts
<p>STRATEGIES: - to provide a clear and consistent approach of student expectations for the analytical essay</p> <p>1.1 To create an incremental rubric, in line with Dept. Educ. Scoring scale analytical, applicable to each Grade (9-12) 1.2 To provide and teach from student exemplars for Outstanding Analytical Essays in each Grade level 1.3 To provide practice sessions using the rubric 1.4 To increase instructional time analyzing literature in the classroom</p>
<p>INDICATORS OF SUCCESS:</p> <p>1.1 .Rubric created and distributed in Lang. Arts classes for Grades 9-12. 1.2. An increase in scores on analytical essays on end of year exams. 1.3 An increase in scores before end of school year is evident 1.4 .Time is allocated to increased analytical focus.</p>

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
One half day PD allocation for 6 teachers will need to be provided at a cost to the	Use substitute time: .5 PD session (2 hours for each teacher) - 12 hours in	N/A	3 days English Dept. Planning Day to create the rubrics and identify excellence in student

school. (\$600)	total.		samples
-----------------	--------	--	---------

Science Department

GOAL: Goal 1: To increase student achievement across the science curriculum through enhanced learning in an inclusive environment

OBJECTIVE: To improve student achievement through a variety of assessment strategies in science

STRATEGIES:

- 1.1 Starting in grade 9, a focus on the teaching of study and test taking skills will be implemented
- 1.2 Starting with grade 9 and continuing through grade 12 science students will be assigned text and other readings and these will be evaluated
- 1.3 All science teachers will continue to reserve one afternoon per week for tutorials in their discipline
- 1.4 A series of “Are you interested in learning about.” powerpoints will be created for each discipline. These will be shown to students before course selection so that they may make better informed choices for the following year. Evaluation scheme, potential career paths will be included
- 1.5 Teachers will make an effort to spotlight individual successes of struggling students and contact parents (e.g., email) to highlight these improvements in performance
- 1.6 Administer frequent, closed book in-class assignments as formative evaluation. These assignments should consist of 10-15 multiple choice questions and one brief, very specific short answer question to support the improvement of student test taking skills.
- 1.7 Supply exemplars of multiple choice and short answer questions/problems, with answer keys, for student review prior to tests or other evaluations
- 1.8 Review each previous year’s outcome report in order to assess students’ strengths and weaknesses in each course. Instruction will be adjusted to compensate for any weaknesses

INDICATORS OF SUCCESS:

- 1.1 Mini lessons on test taking skills has been developed and implemented by all science teachers.
- 1.2 Curriculum related readings are identified and supplement teaching and learning
- 1.3 Tutorials are scheduled weekly by all teachers in the Science Dept.
- 1.4 Presentations are created and showed to students prior to course selection
- 1.5 Teachers make periodic contact with parents to highlight successes as well as struggles
- 1.6 In-class assessments will be representative of unit and mid-term evaluations in terms of question types
- 1.7 Exemplars are posted on teacher's websites and/or handed out to students prior to major pieces of evaluation
- 1.8 New yearly plans are made in response to issues that arose from the previous year.

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
12 substitute days = \$2400	1-2 days for science teachers for dept. collaboration		3 days combined for science teachers to speak to students: One half day for teachers to speak to classes about requirements/content of each science course

Fine Arts Department

GOAL: .Goal 1: To increase student achievement in fine arts and technology courses

OBJECTIVE: To increase student achievement in fine arts and technology courses by placing students in courses they are interested in that meet their graduation requirements.

STRATEGIES:

- 1.1 .Fine arts and technology teachers promote their courses during course selection to all grade levels.
- 1.2 Fine arts/technology website/google classroom/PowerSchool to communicate course outlines and expectations with parents and students as well as ongoing events and activities throughout the year
- 1.3 .Continue to offer well-resourced courses that will enhance student learning.
- 1.4 Continue to provide specific and measurable curriculum goals for students
- 1.5 Continue to provide a supportive, inclusive environment where students are stimulated and instruction is differentiated

INDICATORS OF SUCCESS:

- 1.1 .Technology and Fine Arts teachers attend all course selection meetings. (Students visit teachers in their curriculum areas)
- 1.2 The existence of the webpage and a review of web page analytics
- 1.3 Creation of an inventory to determine strengths and needs of physical resources
- 1.4 Students continue to achieve well in courses with a high pass rate
- 1.5 Students and teachers have a safe, caring environment where all learning styles are taken into account

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
1.1.3/1.1.4 Necessary funding to support the ongoing maintenance/replacement and purchasing of resources to meet course outcomes.	1.1.5 Possible PD for Differentiated Instruction Strategies	1.1.2 Technology/Fine Arts Website/Google Classroom/Powerschool	1.1.1 If needed sub time for skilled trades and fine arts teachers during course selection 1.1.2 Time allocation for self directed PD to complete fine arts/skilled trades website

Mathematics Department

GOAL: .Goal 1: To increase student achievement across the curriculum through enhanced learning in an inclusive environment

OBJECTIVE: To maintain or increase our high level of achievement in mathematics.

STRATEGIES:

1.1 Continue to do Item Analysis for the Mathematics 3200 Public Exam, the Mathematics 3201 Public Exam and the Grade 9 Provincial Exam (when written - every second year) to identify areas of strength and weakness in order to inform teaching and learning and properly prepare students for futuristic assessments.

1.2. Continue to identify at risk students to provide necessary support and encouragement and continue to follow them throughout high school.

1.3 .Continue to use a variety of assessments such as entrance cards, exit cards, portfolios, worksheets, journal entries, mini projects, in class open book assignments, in class closed book assignments and unit tests. Unit tests will have L1, L2 and L3 questions in a 20-60-20 split.

1.4 .Continue to use a variety of teaching strategies (i.e. differentiated instruction) to meet the learning styles of different students.

1.5 .Continue to have math tutorials and extra help math sessions, fostering the idea that improving in mathematics is oftentimes based upon the idea of learning from one's mistakes.

1.6 .Continue using technology - FX Draw, MathType, Desmos, Google Classroom and graphing calculators. Potentially purchase other technologies and/or upgrades as they become available.

1.7. Continue to collaborate as mathematics teachers.

1.8 .Continue to involve students in fun mathematics activities such as Pi Day, Mathematics Jeopardy, Senior High Math League (SHML), Junior High Math League (JHML) and University of Waterloo math contests (Pascal, Cayley, Fermat and Euclid).

INDICATORS OF SUCCESS:

- 1.1. Item Analysis was completed. Teachers used ideas discussed during the Item Analysis to modify their teaching and to prepare students for future assessments. MPSH math averages were maintained or increased compared to previous years. Additionally, MPSH Public and Provincial assessment results were compared to district/provincial results and our results were excellent in comparison.
- 1.2. List of students was created. Analysis of BEV tables throughout the year was used to track students who were identified. The grades of at risk students increased.
- 1.3. A variety of assessments were used by all teachers and unit tests had L1, L2 and L3 questions in a 20-60-20 split. MPSH maintained or increased its success rates in summative assessments (information obtained through a review of BEV tables and class averages).
- 1.4. A variety of teaching strategies were used by all teachers. MPSH maintained or increased its success rates in summative assessments (information obtained through a review of BEV tables and class averages).
- 1.5 .Students who attended math tutorials and/or extra help sessions (attendance was tracked) maintained or improved their math grades.
- 1.6 .There was Department wide use of technology in instruction and assessment. MPSH maintained or increased its success rates in assessments using technology.
- 1.7 .Math Department meetings were held and there were weekly informal teaching discussions. Some math teachers at MPSH were involved in the “bigger picture” at the District and Department and brought ideas from the District and Department back to the school. We continued to share assessment items for each math course via MPSH Math Shared Folders on Google Drive. MPSH maintained or increased its high level of achievement.
- 1.8 .Pi Day was played in all applied, academic and advanced math classes. Math Jeopardy was played in all academic and advanced math classes. MPSH was represented at all District Senior and Junior High Math League competitions throughout the year. The University of Waterloo Math Contests were written by our students (30 Grade Nine Pascal, 30 Grade Ten Cayley, 15 Grade Eleven Fermat and 3-5 Grade Twelve Euclid).

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
<p>6. \$1000 for software purchase/upgrades</p> <p>8. \$5000 (Pi Day - \$2000, Math Jeopardy - \$2500, Waterloo Contests - \$500)</p>	<p>1. PD time for Item Analysis (3 hours per teacher).</p> <p>3. PD time to have Math Program Specialist and colleagues discuss assessment strategies and have time to create assessments using these strategies (2 days per teacher).</p> <p>6. PD time for learning new/current technology and upgrades (1 day per teacher).</p>	<p>Ongoing between colleagues in Math Department, with Math Program Specialist and with school administration.</p>	<p>1. Item Analysis completed by September 29.</p> <p>2. Students first identified by September 15 using June 2017 report card marks, summer school results and supplementary exam results. Students tracked through BEV tables throughout the entire year.</p> <p>3-7. Ongoing: September 2017 - June 2018.</p> <p>8. Pi Day - March 14/15. Math Jeopardy - May 31/June 1. SHML - October 19, November 16, February 15 and March 15. JHML - November 17 and March 16. University of Waterloo Math Contests - February 27 and April 5.</p>

French Department

GOAL: To increase student achievement in Core French and French Immersion through enhanced learning in an inclusive environment.

OBJECTIVE 1: To increase the use of spoken French and oral production outcomes in Core French and French Immersion programs.

STRATEGIES:

- 1.1: Provide a positive language model for students (the teacher speaks French to students and other teachers inside and outside of the classroom).
- 1.2: To incorporate literature circles in more Français and and more collaborative reading in Sciences Humaines courses.
- 1.3: To invite more French speakers to visit our classrooms.
- 1.4: To continue offering French public speaking competitions inside and outside of school.
- 1.5: To incorporate French conversation classes in various courses.
- 1.6: To increase the presence of the French language in the school (ex: French on the school website/letterhead, signage, etc.).
- 1.7: To increase the use of French media in class.
- 1.8: To create a reward system in order to promote an increased student use of French.
- 1.9: To increase access to authentic French events outside the school (ex: student conferences, plays, field trips, etc.)
- 1.10. To increase oral performance on Français 3202 Public Exam interviews.

INDICATORS OF SUCCESS:

- 1.1: Students will be able to communicate more fluently in French.
- 1.1: Teachers are speaking French to students and to each other.
- 1.2: Literature circles and collaborative reading groups are used in Français and Sciences Humaines courses.
- 1.3: Speakers visit the school to present to various classrooms.
- 1.4: School-based French Concours d'art oratoire are held for interested students. Students are invited to participate in the regional competition.
- 1.5: French conversation classes are held to engage students and increase fluency.
- 1.6: Changes are made to school website/letterhead and signage to include French.

- 1.7: More authentic French media has been included in classes (French films, french radio, french music, etc.)
 1.8: A reward system is created and implemented consistently to help encourage using French in the immersion classrooms.
 1.9: Students are provided with opportunities to access French events in the community (ex : student conferences, plays, field trips, etc).
 1.10. Analysis of Français 3202 student performance results related to oral interview component.

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
1.0: Funding for teachers to travel to French conferences such as ACPI and CASLT (funding should be increased due to the high cost of travel from NL) 1.2: Funding for novels and the creation of classroom libraries. 1.4 .Funding to provide prizes for in-school Concours oratoire. 1.6: Funding allocated to add French/bilingual signage to school. 1.7: Funding for online subscriptions to French materials and other French language resources (ex. DVDs, novels, etc). 1.8. Funding for rewards system (ex. prizes and other incentives).	1.0: Time to travel to French conferences such as ACPI and CASLT 1.1 Professional Development to learn about use of GAFE with respect to French language development (ex: voice to text applications) 1.2: Professional Development on use of Literature Circles	1.0-1.9: Departmental collaboration and communication (ex: Department meetings, Professional Development, funding)	These goals are to be completed within a one-year time frame.

1.9. Funding for various field trips.			
---------------------------------------	--	--	--

<p>GOAL: To increase student achievement in Core French and French Immersion through enhanced learning in an inclusive environment</p>
<p>OBJECTIVE 2: To improve student achievement in reading and writing in Core French and French Immersion programs.</p>
<p>STRATEGIES:</p> <p>2.1: To provide detailed feedback on written compositions and give students opportunities to re-do work</p> <p>2.2: To do more vocabulary building activities and encourage students to create personal vocabulary lexicons.</p> <p>2.3: To provide written models for students (ex: exemplars)</p> <p>2.4: To discuss and provide strategies for reading comprehension.</p> <p>2.5: To increase the use of authentic French resources in the classroom (ex : dictionaries, grammar references)</p> <p>2.6: To incorporate mini lessons on frequent grammatical errors based on student work.</p> <p>2.7: Histoire Mondiale, Histoire du Canada and Français teachers to collaborate in improving essay writing in these courses.</p> <p>2.8. To increase written production and reading comprehension performance on Français 3202 and Histoire mondiale 3231 Public Exam.</p> <p>2.9. To encourage independent and authentic writing, eliminating the use of online translators (ex: Google Translate) and to support this initiative in the school Assessment and Evaluation Policy.</p>
<p>INDICATORS OF SUCCESS: *</p> <p>2.1: Teachers use various opportunities to provide constructive feedback and for certain pieces of work give opportunities to re-do (ex: use of Google Docs editing tools and peer-editing)</p> <p>2.2: Teachers include more vocabulary activities during lessons and target specific vocabulary.</p> <p>2.3: Teachers create, provide and demonstrate models for various pieces of work/questions (ex: providing and critiquing exemplars).</p> <p>2.4: Teachers demonstrate and model different strategies to aid with reading comprehension (ex. how to properly use</p>

dictionaries, how to tackle different literacy examples, how to incorporate strategies to improve comprehension)
 2.5: More incorporation of authentic French resources is used for different activities.
 2.6: Mini grammar lessons are used, specifically to target student mistakes and to ensure that these frequent errors are less common in future work.
 2.7. Students have opportunities to workshop their writing in co-curricular setting (ex: Histoire and Français).
 2.8 . Analysis of Français 3202 and Histoire mondiale 3231 student performance results related questions from constructed-response and selected-responses sections of the Public Exam.
 2.9. Provide students with a clear and consistent policy related to the use of online translators and that supports independent and authentic writing.

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
2.5: Funding for dictionaries, grammar reference materials and classroom technology (ex: Ipads, Chromebooks)	2.1-2.9: Time to travel to French conferences such as ACPI and CASLT 2.1.-2.4: Professional Development to learn about use of GAFE with respect to French language development (ex: voice to text applications, editing tools, Google Classroom, etc.) 2.1-2.7: Professional Development related to Writing and Reading remediation, Writing and Reading Strategies, etc.	2.0-2.9: Departmental collaboration and communication (ex: Department meetings, Professional Development, funding) 2.9. Clearly communicate Assessment and Evaluation policy, specifically as it relates to the use of online translators, to students and parents/guardians in the school policy and via Department at the start of the school year.	These goals are to be completed within a one-year time frame.

Physical Education Department

GOAL: To increase student achievement across the curriculum through enhanced learning in an inclusive environment

OBJECTIVE:

Improve instructional practices in Healthy Living, Physical Education and Nutrition

STRATEGIES:

- 1.1 Students are matched with their chosen elective, available space and student ability
- 1.2 Creating connections between school-based learning and real life skills by continuing to update healthy living bulletin board.
- 1.3 Continue to communicate expectations with parents.
- 1.4 Use new and innovative approaches to deliver healthy living curriculum
- 1.5 Collaborate with other teachers of the province teaching regarding different teaching methodologies

INDICATORS OF SUCCESS:

- 1.1 Students are in the chosen elective. Increased participation by students in elective courses.
- 1.2 Bulletin Boards are refreshed on a monthly basis highlighting various healthy living initiatives
- 1.3 Contact is made with parents regarding expectations.
- 1.4 Teachers deliver the healthy living curriculum using the new approaches.
- 1.5 Attending the PESIC conference.

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
Financial resources for traditional and non-traditional activities.	Attended PESIC or other Professional Development/Sharing days	With program specialists and other PE teachers across the district.	1 day a year covered by the school

GOAL: To increase student healthy life style activity via improved instructional practices in Healthy Living, Physical Education and Nutrition

OBJECTIVE:

2. Emphasizing the importance of a healthy lifestyle and its positive impact on your physical and mental well-being.

STRATEGIES:

- 1.1 To continue to incorporate physical activity through Community involvement (Relay for life/ Run for the cure)
- 1.2 To continue with school spirit days revolving around healthy living and inclusive participation walks around Powers Pond /Terry Fox walk
- 1.3 To Continue to advertise and promote a healthier lifestyle through proper nutrition and exercise using the healthy living bulletin board.
- 1.4 To create a school wide committee to ensure program success, student involvement and a Variety of activities that appeal to students with diverse athletic abilities.

INDICATORS OF SUCCESS:

- 1.1. Completion of the Relay for Life and Run for the cure by students and teachers
- 1.2. Students participate in spirit days, and healthy living activities.
- 1.3. Bulletin board is complete.
- 1.4. School wide committee is formed.

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
-Financial resources for bulletin board development		-teacher/student led committees to organize and supervise spirit days	- 1 spirit day - 1 afternoon for Terry Fox Run / health walk

Social Studies Department

GOAL: .Goal 1: To increase student achievement across the curriculum through enhanced learning in an inclusive environment

OBJECTIVE:

1. To improve student achievement through a variety of assessment and instructional practices in Social Studies courses keeping at-risk students in the forefront.

STRATEGIES:

- 1.1. Regular review of assessment data (PowerSchool, Mid-term and BEV data) at monthly department meetings to identify at-risk students.
- 1.2. Develop mentoring relationships with students (e.g., resource sharing through Google Classroom; informal meetings with students outside of class)
- 1.3. Scaffolding initiatives to introduce forms of assessment in prerequisite courses (case studies, source-based visuals)
- 1.4. Co-curricular initiatives to reinforce concepts taught in class.

1.5 Use a variety of assessment strategies to accommodate diverse learners

Indicators of Success:

- 1.1. Lower percentage of students at-risk.
- 1.2. Increase in classroom averages.
- 1.3. Greater percentage of students consistently handing in assessments on time.
- 1.4 Increase in class attendance of at-risk students

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
Money to support co-curricular activities.(sub days, bus rentals, registration fees)	Time for PL opportunities relating to strategies on student motivation.		

Goal #2 - Safe and Caring Schools

GOAL: .To continue to foster a safe, respectful, and inclusive learning environment

OBJECTIVE: Create safe and inclusive spaces for students.

STRATEGIES:

- 1.1 Provide a safe space for students where they can engage in therapeutic art/craft activities (“Open Studio”) once per week during lunch hour.
- 1.2 Enhance the Breakfast Program by providing more menu options and to increase advertising of the program.
- 1.3 Actively recruit and retain student members for the Youth Mental Health Team by scheduling Lunch and Learn sessions and involve students in taking a leadership role within the school.
- 1.4 Create a Sign Language Club one day per week during lunch.
- 1.5 Create and/or purchase posters to encourage and promote activities, inclusion, diversity and safety within the school.
- 1.6 Continue to promote Beyond the Hurt (Anti-Bullying) Youth Facilitator Program, train incoming students, train additional staff member.
- 1.7 Consistent implementation of school policies and procedures to ensure student safety and a respectful environment
- 1.8 Consistent reporting of student behaviour contravening the school code of conduct on Review 360
- 1.9 Continue to promote positive school climate and student belonging to school
- 1.10 Increase student engagement in school by offering clubs and committees, multi-sports and co-curricular events

INDICATORS OF SUCCESS:

- 1.1 By June 2018, Open Studio will be held once a week during lunch hour.
- 1.2 Breakfast Club operating daily with increased menu options and increased advertising.
- 1.3 Increased Student membership in Youth Mental Health Team, Lunch and Learn sessions completed.
- 1.4 By June 2018, Sign Language Club once per week during lunch hour.
- 1.5 Posters visible throughout the school.
- 1.6 Complete training session for students and staffs and Facilitators active in the school.
- 1.7 An increased participation and compliance with policy and improved school safety and respectful environment
- 1.8 Staff from all departments consistently report issues via Review 360
- 1.9 Student council is actively engaged and partnering with staff working to improve student life at school
- 1.10 Student participation in extra-curricular and co-curricular activities increase

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
1.1 \$500 Open Studio supplies 1.3 \$400 Pizza Lunch and Learn(s) 1.4 \$500 Sign Language Club materials 1.5 \$500 Posters 1.9 \$250,000 lockers 1.9 \$10,000 student projects for art work, benches and murals, placement of group/team plaques/memorabilia/trophie cases	1.6 10 hours of PD for BTH Training (1 staff member)		

Student Services

<p>GOAL: To foster a safe, caring, healthy and socially just learning environment</p>
<p>OBJECTIVE: To increase the knowledge and utilization of assistive technology to create an inclusive environment</p>
<p>STRATEGIES:</p> <p>1.1: To connect with other schools and collaborate regarding the most up-to-date assistive technology.</p> <p>1.2: To connect with district personnel to receive in-servicing in the most up-to-date assistive technology.</p> <p>1.3: Time provided for assistive technology PL for teachers and time in class for students</p> <p>1.4: To purchase the necessary assistive technology.</p> <p>1.5: To create time within IRT schedules to allow for implementation of assistive technology with students.</p>

- 1.6: Implement assistive technology with Grade 9 students at MPSH.
- 1.7 Collaborate with other schools who have used this technology before and learn best practices

INDICATORS OF SUCCESS:

- 1.1 -1.2: Attended sessions with other schools/district personnel and gathered information re: assistive tech
- 1.3: Attend PL and are proficient in assistive technology.
- 1.4: Materials purchased.
- 1.5: Students trained in appropriate assistive technology.
- 1.6: Students using assistive technology within the regular classroom, when possible and appropriate.

SUPPORT PLAN

Financial (Budget)	Professional Development	Communication	Time Allocation
\$10 000 - \$15 000 for the purchase of appropriate assistive technology equipment: <ul style="list-style-type: none"> - 10 I pads - 10 sets of headphones - 15 Wireless keyboards (to augment the I pads currently being used) - 1 Charging cart - Mac Book 	<ul style="list-style-type: none"> - 2 IRT's to receive training in new assistive tech and then use train the trainer approach with the tech (4 sub days total) -1 full day for all members of the SS Department 	<ul style="list-style-type: none"> - between other schools and District personnel 	1 year

This concludes our report. Thank you for taking the time to read it.