



L'école élémentaire Vanier

Elementary School

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Vision

Learning, sharing, growing – preparing for the future

En apprenant, en partageant, en grandissant – on se prépare pour l'avenir

Mission

At Vanier Elementary School, we are committed to fostering independent lifelong learning in an atmosphere of caring and mutual respect, which encourages personal achievement and development, and promotes a sense of responsibility to society and the world.

School Report 2018-2019

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MESSAGE FROM THE ADMINISTRATIVE TEAM

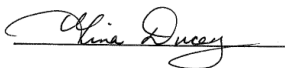
The staff and students of École élémentaire Vanier Elementary School is proud to present our Annual School Development Report for the 2018-19 school year. Our school has a long history of excellence in the East End of St. John's. Every day, we are reminded of our motto *Be the best you can be ~ Fais de ton mieux !* and we work hard to live out that motto in everything we do.

During the 2018-19 school year, staff members and school council members reviewed data from our school community in the Fall, which served to inform and shape our one year School Development Plan. We thank the members of our school community who took time to complete surveys and provide feedback to our school through this process. This document reports on our progress in that plan, and presents our plan for the current school year. Our objectives focus on increasing student achievement in reading, writing and representing, and providing STEAM/STEM (Science, Technology, Engineering and Mathematics) opportunities for all. We are also focused on promoting a safe, caring, healthy and inclusive environment, and ensuring that our communication with stakeholders is efficient and effective.

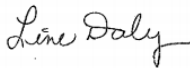
Our plan aligns with the NLESD Strategic Plan, and each teacher's professional learning plan. We work with our district office and our school council to ensure that our school development plan guides and informs our collective efforts. Professional development days are used to complete this work. There are five days allotted per year for learning in areas such as new curriculum, assessment, instruction, policies and initiatives. School Development is discussed at each School Council Meeting.

In the School Development Model, a school's five-year plan is reviewed through peer validation once in a five-year cycle. Vanier is scheduled for Peer Validation in the 2019-2020 school year.

This report provides both a look back on 2018-19, and a look forward in 2019-2020, as our School Development Plan for the coming school year extends the work we have done, and is informed by data reviewed. We look forward to working with our school community as we monitor our progress together, and chart our course for future improvements.



Gina Ducey
Principal



Line Daly
Assistant Principal

MESSAGE FROM THE SCHOOL COUNCIL

The members of the 2018-19 School Council were:

David Pine (Chair and Community Representative)
Ashleigh Hudson (Teacher Representative)
Krista Goulding (Teacher Representative)
Gina Ducey (Administration)
Claudia O'Dea (Parent Representative)
Glenn Janes (Parent Representative)
Erin Stanley (Community Representative)
Dana Noseworthy (Parent Representative)

Dear Parents / Guardians and School Community,

The Vanier School Council held eight meetings during the 2018-2019 school year with a continued focus on student achievement, the learning environment and parental involvement. As a regular part of our Council meetings we review and discuss progress on the School Development Plan with school administration to ensure that the school is attaining its objectives. The School Council works in an advisory capacity, providing ideas on improving our student achievement or improving our school performance and environment. Notice of our School Council meetings and approved minutes are posted on the school website, and any parent may attend any of our meetings just to listen or to voice their opinion or ideas.

This year has been another busy and rewarding year for our school, Council and its many volunteers. We participated in supporting school fundraising, continued progress towards improving our outside space, and continued to support and sponsor a variety of events to help promote school and community spirit.

At Vanier we are very fortunate to have a dedicated school community of parents, students, teachers, and administration where we all work to help our children fully thrive as they learn, develop their talents, and make friends. Student learning and the school environment are greatly enhanced by the contributions of our volunteers' time and help. Some of the achievements of the school council in 2018-2019 include the following:

- Continued investment in the School Technology Plan
- Installment of the new Primary Playset
- Continued monitoring of the School Development Plan
- Growth of the Vanier Garden Club and improvements to the garden
- Continued to support the Vanier Breakfast Club. Many students avail of this important initiative and the school community showed tremendous support through generous contributions of food and money throughout the year.

We wish to acknowledge the hard work and dedication of the many individuals who volunteered their time to contribute to the success of the School Council in the 2018-2019 school year.

On behalf of the Vanier School Council, I would like to thank the entire school community for its support and commitment to L'École élémentaire Vanier Elementary School.

David Pine
Chair
Vanier Elementary School Council

OVERVIEW OF THE SCHOOL

Our School Community

Vanier Elementary is a primary/elementary school located on Ennis Avenue in the East End of St. John's. It serves a student population from Kindergarten to Grade Six. It is a dual track school with English and French Immersion streams.

Our 2018-19 enrollment was **265** students. The average class size was **16.6** students. Our school had **23.5 teaching units** which included **16.00** regular units and **3.5** Instructional Resource Teachers (IRTs).

Included in Vanier's teacher allocation was a School Counselor (**0.75** unit), Music Specialist (**0.75** unit), Physical Education Specialist (**0.72** unit), Learning Resource Teacher (**0.28** unit), and administration (**1.25** unit). There was also a band instructor (**0.25** unit) for interested students in Grades Five and Six.

There was a total of **24.5 hours** of student assistant time per day (one **6-hour** student assistant, two **5.5-hour** student assistants, one **5-hour** student assistant and a **2.5 hour** student assistant).

In addition to staff based at the school, itinerant personnel at District Office are also available to work directly with students and in consultation with teachers, including the areas of Speech-Language Pathology, English as a Second Language, Hearing, Autism, Educational Psychology, Audio-Visual Therapy and Behaviour.

Vanier also has the services of a secretary, a master custodian, a custodian and a cleaner.

Key Highlights / Special Projects

Vanier offers programming from Kindergarten to Grade Six using the curriculum prescribed by the Department of Education and Early Childhood Development. We also offer KinderStart sessions to our pre-Kindergarten students and their families.

The following are some of the highlights of this school year.

Vanier Learning Commons

Like many schools, we are in the process of developing our Learning Commons, which we formerly referred to as our Resource Centre. Our goal is to create an inclusive space that is flexible, learner-centered, and both virtually and physically encourages collaboration, inquiry, imagination, and play. We also had 30 iPads in constant circulation, to which we added many new exciting apps. There were

many projects happening throughout the year which had students engaged, collaborating, and excited about their learning.

We also continued to transform our physical space into a Makerspace, so that it is better suited for presentations and group discussions, yet flexible for collaborative projects. This is a work in progress, but we are off to a great start, and have exciting plans that will be implemented in the coming year(s). The Learning Commons will grow and change to reflect how students interact, learn, and exchange information. We are excited!

Physical Education

Throughout the 2018-2019 school year students were encouraged to be physically active in a wide variety of ways. Vanier continues to be part of the Active Schools program, characterized by daily physical activity in the classroom.

Beyond the curriculum, we also had a variety of programs for our students throughout the year including the cross country running program for Grades 4 to Grade 6, NLAA Cross Country Running Series, ANE School Mile One Race for Grades 1 to Grade 6, Healthy Commotion Day, Steven Phillips Baseball Tournament for Grade 3 and 4, Geoff Walsh Memorial Baseball Tournament for Grade 5 and 6, Volleyball program for Grades 4-6, Basketball program for Grades 4-6, Ultimate Frisbee, Sprockids Mountain Biking program, Terry Fox Walk, Sports Day, iWalk/iWheel to School Day, Dart Outdoors and an Outdoor Adventure Program for Grade 6 students. We have a number of volunteer coaches who work very hard to practise with our students and assist with tournaments. Thank you to our many volunteers!

Our annual Sports Day was held on June 7th at the Techniplex with all students enjoying a wide variety of activities. Students in Grade Six led each station. A big thank you to all who helped to make this day such a great success! This day provided an excellent opportunity for all to be involved and to get lots of physical activity.

Last year, Ms. Shortall did more training as an instructor for the Sprockids Mountain Bike Program, she has been working hard to implement the program once again this past school year. This is an afterschool program that teaches mountain bike riding skills. The program is designed to provide participants with the opportunity to experience success no matter what their riding skill level. Through the sport of cycling, 8-12 year olds develop a strong sense of self-esteem by discovering and building on potential within themselves. Ms. Shortall has also been trained in the PN Outdoor Adventure Backpacking Program. This program provides Grade 6 students an opportunity to be engaged and inspired to learn more about nature, what it can provide and how important outside play, activities and movement means to everyday life. She looks forward in continuing with these two programs and the many others listed above into the next school year,

Music

The music program at Vanier Elementary continues to foster musicality and promote an appreciation of music for all students. All students in Kindergarten to Grade Six participated in the classroom music program and have been involved in a variety of musical activities through performing, creating and listening. For 2018-2019, in order to accommodate a slight reduction in music specialist allocation, Grade level choirs were combined to create three groups consisting of Grades 1-2, Grades 3-4, and

Grades 5-6. A Kindergarten choir group was also created as part of the music schedule. These groups rehearsed together all year round.

Throughout the 2018-2019 year, students participated in a number of cross-curricular activities involving music. In fall and winter, singer-songwriter, Colleen Power, worked with the elementary French classes writing songs through an Art Smarts grant. In February, Grades 1 - 6 attended the PWCs production of *Mary Poppins*. In March, the Grade 3-4 choir performed as invited guests at the Kids Eat Smart fundraiser gala. Also in March, Grades 5 & 6 attended an educational concert by Calos, the newly rebranded NSYO. In May, the Grade 5-6 choir performed at the Arts and Culture Centre for a media release with NL Arts for the unveiling of a new public use piano.

Before the winter break, Grades 4, 5, & 6 students performed two shows of the musical *Dear Santa*. In spring, all students at Vanier participated in Rotary Music Festival in each of their respective grade level choirs. This was a first for Kindergartens who did not participate in the evening concert of the festival but performed beautifully during their clinic, as did the other groups. Ending the year, Grades 1, 2, and 3 held two concerts of the school show *Squirm*.

Instrumental Music Program

The Vanier Elementary Instrumental Music program consists of two bands, the Grade Five Beginning Band and the Grade Six Advanced Band. The Beginning Band instruction focuses on developing fundamental technical and musical skills, mostly in small groups or sectionals. The Advanced Band continues the development of these skills, as well as, a focus on blend, balance and playing in the full ensemble. Each band student has band class twice each seven day cycle, usually with one small sectional class and one larger group class or full band. Both bands perform at Christmas time and at the Spring Concert in school. This year the Grade 6 Band joined with the Grade 6 Bands of Rennie's River Elementary and Macdonald Drive Elementary and performed at the Macdonald Drive Junior High Spring Concert in May, as well as, the Rotary Music Festival in St. John's where they received a Gold Award for their performance.

Guidance Program

The Guidance Program at Vanier Elementary is a comprehensive developmental program designed to support students in developing positive self-concept, effective relationships with others and problem-solving skills that will enable effective choices in all environments. These outcomes are achieved through individual and small group counselling, class-based programs and other school-wide initiatives. Providing and delivering guidance to the children of Vanier Elementary is a team effort involving the school counsellor, teachers, administration, students and parents.

Roots of Empathy was delivered in the Grade Three classes this year. These two classes participated in the program over the course of the school year. It is a school goal to have all students experience *Roots of Empathy* before they leave Grade Six. Currently, students from Grade Three to Grade Six have taken part in the *Roots of Empathy* program at our school. The Fun Friends and Friends for Life programs were discussed at the district level. Guidance is currently exploring opportunities to target the outcomes of these programs as a school-wide initiative delivered by classroom teachers in collaboration with Instructional Resource Teachers and Guidance.

Vanier's original "Sea Stars" Program was revitalized with the help of the Safe and Caring School Committee. The program that acknowledges and rewards the Positive Behaviors and Traits outlined in our Behavior Matrix, was a huge success with numerous students being recognized on our "Sea Star" wall and in the "Vanier Voice" newsletter.

A number of prerequisite and alternate courses and programs were developed and delivered to support exceptional learners at all levels within our school.

Program Planning Teams met and reviewed Individualized Education Plans in the fall of the year. Records of Accommodations for students who require them, but who do not avail of any other supports or services were updated during first term parent teacher conferences, Individual Support Services Plans Meetings were held in June.

In February 2019, we celebrated "Pink Shirt Day". This consisted of individual classrooms engaging in lessons, activities and discussions of the origins of why we wear pink on this day and how we can promote peace in our school. Vanier students and staff showed support, awareness and a whole school effort in encouraging kindness by wearing their pink shirts.

The entire staff benefited from a number of professional learning opportunities including work around our School Development plan, The Importance of Self-Care for Education and Counsellors, as well as, training on LGBTQ in our schools. These learning opportunities made us revived, restored, focused and ready for what lies ahead.

We continued to work on our school's goal to enhance our safe and caring environment for students and staff. The Character Development program was adopted by individual classes and resulted in a better understanding and commitment to the positive characteristics and traits we value as individuals, and as a school. This was capped off with Project Peace Day in May. Project Peace Day is a special event each year and for the seventh consecutive year, we had a photograph taken of all students and staff wearing our pink t-shirts. All students received a copy of the picture with #ProjectPeaceDay printed on it. We also had a number of special guests come to our school to present on Project Peace Day on topics including: Foster families, Living and Learning with Exceptionalities, Mindful and Yoga practices.

PARTNERSHIPS

Kids Eat Smart Breakfast Club

This year, we were very pleased to continue our Vanier Breakfast Club. We are truly grateful to the Kids Eat Smart Foundation of Newfoundland and Labrador for their continued support ensuring our children start their day with a healthy breakfast, so they are well nourished and ready to learn. Over the course of the year, we served approximately 120 children each day, with more on smoothie and pancake day. We are so thankful for our over 30 wonderful volunteers and student volunteers who willingly gave their time to help serve breakfast with smiles on their faces, among the other myriad of other tasks to be done daily to serve so many students! In addition to the funds provided by KES, our school community donated over \$3,000 through cash donations, food donations, and fundraising events such as our Fill the Fridge/Cupboard event. We also received over \$5000.00 in funding from

the President's Choice Kids Charities, which we are very grateful for. We also wish to recognize the contributions made by local businesses like Sobeys, and Colemans and business leaders, like the Honorable Bernard Davis who supported this important initiative. Thank you to everyone in our school community for your support of such a wonderful program!

Royal Newfoundland Constabulary DARE Program

The *Drug Abuse Resistance Education* (DARE) program continued at Vanier during the 2018-2019 school year. Our Grade Six students participated in the program with 100% graduation rate. Constable Milks of the Royal Newfoundland Constabulary delivered the program to the Grade Six classes, and the DARE graduation was held on January 14, 2019. During the graduation, two students read their DARE essays and the Grade Six students celebrated their learning by receiving certificates and DARE T-shirts.

Vanier Chess Club

Vanier Chess Club continued to meet in 2018-19 on Saturday mornings. All grades and skill levels were encouraged to participate. The club was opened to students from K-12 from other schools in the Metro area. The objective of the Vanier club is to help every child improve his/her chess skills through game play and instruction. Chess fosters the development of mathematical and problem-solving skills, builds self-esteem and confidence. A science fair project by a former Vanier graduate showed that playing chess improves problem-solving skills of K-6 students by a full grade level. Chess is played equally well by both boys and girls, and continues to challenge players well into adulthood.

In 2018-19 Vanier students participated in a number of events including the Newfoundland and Labrador Provincial Championship of the Canadian Chess Challenge in March 2019. A number of students won awards, and two Vanier students were invited to join the 12-player Newfoundland and Labrador Chess Team at the National Chess Championship in Vancouver in May: Millie Janes in Grade 4 and Peter Drover in Grade 3. Many students from other schools who attend the Vanier club also made the provincial team.

The 2018-19 Vanier Open Chess Tournament was held in January 2019. As well, Vanier students won medals, trophies, plaques, pins and other performance awards at tournaments during the school year; many did so several times.

An exciting and unique scholastic chess event every year is the Newfoundland & Labrador Team Chess Championship. Vanier students participated in April 2019, with both primary and elementary players participating.

We thank our volunteers of the Vanier Chess Club. Their tireless work to continue the strong legacy of the Vanier Chess Club has been exceptional.

Chapters Fundraiser Night for Vanier Learning Commons

In November, Vanier held its third fundraiser for our Learning Commons. Once again, our school community came out to support this important initiative, while many of our students provided a wonderful night of entertainment. We had incredible support from our families, who purchased many books from our "Student Wish List" table. In addition, we received a gift card for over \$1397 to

purchase new books and technology. This was a great night and our most successful fundraiser for the Learning Commons to date!

Scholastic Book Fair

In March, Vanier hosted the *Saddle Up and Read Scholastic Book Fair*. This is an exciting week for our students, and this annual literacy event brings out the whole community to our special family night. The Book Fair is a great way to build excitement and interest in reading. Once again, we had a very successful fair and were able to acquire many new resources based on our school community's support.

Freeze DNA Kid's Comic Book Art Tour

In April, we were lucky enough once again to host the Freeze DNA Kid's Comic Book Art Tour at Vanier. Over the past 10 years, professional comic book artists Anthony Stanberry and Jermaine Smith, along with their team at Freeze DNA, have travelled to hundreds of schools across Canada teaching thousands of kids the fundamentals of drawing comic art through their interactive workshops. This initiative partners artists with students, giving them the opportunity to explore their artistic abilities and help build self-esteem. Students are so engaged and love these worthwhile presentations. Comic book art continues to be a great inspiration for many great writing opportunities at Vanier.

TD Canadian Children's Book Week

In May, we welcomed award-winning Canadian author, Anna Humphrey, to Vanier as part of *TD Canadian Children's Book Week*. Anna gave two engaging presentations to our Grade two, three, and four learners. Anna talked about how becoming a writer gave her a voice as a shy child, and how much time and effort goes into getting a book written, and then published. She also talked about editing, and how it's a process that every writer must go through. Her message was that it's really important to 'keep trying to make your work better', and 'don't give up' if a teacher suggests that your writing might need a little editing. She shared her published books, and read from her newest book coming this summer, *Mega Bat*. The question and answer period was great, and the students learned a lot. We love having Canadian authors touring Newfoundland schools.

Community Food Sharing Association

At our annual Thanksgiving Assembly, Mr. Eg Walters of the *Community Food Sharing Association* addressed our school community and thanked them for the support that they have provided to the local food banks. Each year, Vanier conducts several food drives in support of the *Community Food Sharing Association*, at Thanksgiving and Christmas. We also sponsored one in February 2019 to assist the Food Bank after the disastrous fire in the building. Our food drives are greatly supported by our families, and each year we make a substantial contribution to this very worthy cause.

Mathematics Centrum Contest

35 students from Grade 5 and 6 participated in the Mathematica Centrum Contest on April 17th. The Fibonacci (Grade 5) and Pythagoras (Grade 6) contests are national competitions prepared by the Mathematics Contest Centre that challenge and promote students' problem solving skills. To help prepare students for the contests, a Math Club, supervised by Mme Daly, was created and run by two former Vanier students from Gonzaga High school who have a passion for Math and wanted to give back to the school. We had 4 Grade 6 students and 3 Grade 5 students score higher than the national

average in their respective contests. Top scorers in each contest within our school received a medal, while all participants received a certificate to acknowledge their achievement.

Student Vote 2019

Our Grade 4-6 students learned about the democratic process and the provincial general election by participating in CIVIX's Student Vote on May 16, 2019. CIVIX is a non-partisan, national registered charity dedicated to building the skills and habits of active and engaged citizenship among young Canadians. They provided experiential learning opportunities in French and English to help our students practise their rights and responsibilities as citizens. Instead of studying about democracy, they experienced it first-hand with real issues in real-time.

Hour of Code

During the week of December 3-9th, 2018, Vanier participated in our second *Hour of Code*, as organized by *Code.org*. It was a great success, with students engaging in a wide variety of fun activities that help them better understand coding and why it is an important skill. Activities included Lego Robot coding, Scratch storytelling and Micro Bit pedometer coding. *Code.org* is an international non-profit organization which is dedicated to increasing participation in computer science, in particular by women and minorities.

Technology / MakerSpace Update

Vanier has dedicated a lot of time and funds to improving the technology in our school over the last year. An upgrade of our WIFI system, means high speed connectivity in all areas of our building. Fundraisers throughout the year were successful in purchasing 22 additional Chromebooks and a charging cart. We now have a class set of Chromebooks to support learning activities, such as Google Apps for Education, coding, literacy block activities and numeracy block. Vanier was awarded with two grants from Brilliant Labs, one for a 3D printer and another for \$ 3500 to revamp the learning commons into a "MakerSpace". This \$ 3500 went towards crafting materials and technology accessories. Exciting new additions include Ozobots, Cricut machine, Makey Makey pack, and microphones to enhance recordings. The idea of the MakerSpace is to involve students in more project based learning which allows student choice in making, crafting or technology to demonstrate their learning. Technology enhanced projects this year included Stop Motion videos for a Bear unit in Grade 2, Scratch Jr. habitats in Grade 1, green screen videos in Grade 4, Makey Makey coded body systems in Grade 5, Beebots wants and needs in Kindergarten, and many more fun and engaging activities. The Little Green Thumbs program in Grade 4 was even enhanced by technology with microbit sensors that were coded to collect data and students created 3D printed objects to solve problems.

Vanier Garden Club

We received \$500 from the Community Garden Support Program in June to continue the wonderful work of our garden on our school grounds. It has been such a success and our students have loved being a part of our lunchtime Garden Club. Wonderful parent volunteers run the program and ensure everything gets watered over the summer months. The vegetables and herbs grown have all been used in our Breakfast Program and for class cooking projects. Our Grade 4 French class planned, organized

and put into an action a seed sale to raise further funds for soil, compost etc. and whatever is needed to keep the program a great success.

Summary Report on Vanier Elementary's Internal Data

Internal Assessment Data

Synthesis of Report Card Data

On October 5, 2018, Vanier staff members reviewed all internal and external data for our school. This included a thorough review of report card results from the previous school year for our K-6 students, in order to further refine our school development plan. The following synthesis is provided of our internal data (report card results):

- Reading in Primary was identified as an area for improvement for a percentage of our student population. While many results were strong, some of our students were still struggling with reading at a desired level. (i.e.: 46% of Grade 1 students scored 1 or 2 in reading and 25% of Grade 2 students scored 2 or lower in reading).
- Student writing results tend to improve from Term 1 to Term 3, but there is still room for improvement. For example, in Kindergarten 25% scored a 2 in writing on report cards and in Grade 2 30% of students scored 2 or lower in writing)
- Improvement was noted in Listening in the Primary grades in Term 3, increased from Term 1 and 2.
- Good achievement was shown in speaking, math, reading and writing in Elementary.
- Most students in French are reading on par with their English peers. Each strand for each grade level showed improvement in student scores from Term 1-3 in English Language Arts.
- Most elementary students are scoring 3 or 4 in French Language Arts. Overall, there is a need to increase French primary reading and writing.
- Most grades show 50% or higher of students achieving 4 in patterns, shape and statistics. Lower scores exist schoolwide in understanding number.

What do these results tell us?

The following recommendations were made by staff after reviewing the data trends and the school development plan for 2018-2019:

- Explore ways to best meet the needs of our at-risk students in the classroom and with IRT support (seek consultation).
- Review programming for students with specific learning disorders.
- Promote and use the writing strategies resource purchased for classrooms (Jennifer Saravallo)
- Continue modelled and shared writing
- Focus on analysis of Benchmark Assessment System (BAS) running records
- Continue to learn about and implement LLI and strategies to support struggling students during literacy block, with a focus on primary grades to ensure we are striving to have all students reading by the end of primary (Grade 3).
- Look at the possibility of implementing a program such as LLI in the French classroom to meet the needs of the students who are non-readers or are reading below grade level expectations

- Increase emphasis on Math achievement (math clubs, problem of the week, math game resources, Grade 6 pilot of the number assessment)
- Develop centers for math resources from which teachers can store and use resources
- Continued focus on LNT work with higher order questioning and thinking

REPORT on School Development Plan 2018-2019

Goal 1: Student achievement will improve through enhanced collaboration and communication in a responsive teaching environment.

<p>Objective 1.1 To increase the number of students reading at grade level.</p>	<p>Objective 1.2 To increase the number of students achieving success (3 and 4s) in writing and representing.</p>	<p>Objective 1.3 To enhance/provide STEM opportunities for all students.</p>
<p>Evaluation 1.1: -Literacy practices were shared regularly at the beginning of each staff monthly staff member. Best practices were encouraged to be adapted by everyone at their own discretion to increase reading levels at grade levels. -LLI was continued in all classrooms where it was needed. IRT support was offered to these students to benefit from these kits. -French LLI resources such as, “Envol en litteracie” will be explored to be obtained/purchased to ensure LLI is incorporated in all early French Immersion classes -Reading levels are more consistently being tracked by all grade levels in French and English in our longitudinal reading record form.</p>	<p>Evaluation 1.2: -The writing continuum has been established for ELA and its effectiveness evaluated which will be ongoing. Kindergarten and Grade 1 teachers have had professional learning for the writing continuum, as it is being implemented by the district. -Staff have continued to successfully share effective practices and writing resources (J. Serravallo) during collegial circles, staff meetings and professional development days.</p>	<p>Evaluation 1.3: -Beebots and Scratch Jr. has been implemented with primary grades. During school professional learning sessions we will continue to focus on mentoring and buddy blocks for learning technology literacy. -Students in Kindergarten and Grade 1 have had basic computer skills. -We will further explore technology integration and also Maker education. -Effective practices have been shared during staff meetings and professional learning days. (Makey Makey, 3D printing, Scratch and Scratch, Jr.) -Zobits may be used again in Primary, not Dreambox. -Grade 6 EFI Math videos are being implemented by district. -Science resources will be rolled out through professional learning sessions provided by the district and the Department.</p>

Goal 1. Support Plan

Financial	Professional Development/Time Required
1.3.1, 1.3.2 \$ 500 for Code & Go/Beebots/Sphero 1.3.8 \$ 500 for math manipulatives for math games for whole school 1.3.9 Mystery Science subscription (\$400)	1.2.1 Planning time to develop common school wide language/expectation/uses of the writing continuum. 1.3.1 Planning time for STEM activities (coding/robotics, video capture, etc.)

2018-2019

Goal 2: We will promote, nurture and communicate our safe, healthy, caring and inclusive environment.

Objective 2.1 : To promote a safe, inclusive, and caring environment	Objective 2.2: To promote a healthy environment	Objective 2.3: To create a gender neutral school environment
<p>Strategies</p> <p>2.1.1 Continue positive behavioural supports (PBS) to encourage following the Code of Conduct</p> <p>2.1.2 Evaluate the effectiveness of BURP (beginning and end of year survey)</p> <p>2.1.3 Regular review of Review 360 (monthly) and report trends to the Action Team</p> <p>2.1.4 Implement the “Sea Stars” Program in September at opening assembly and use throughout the year.</p> <p>2.1.5 Recognize Sea Star recipients in a meaningful way (announce during assemblies, photos, Vanier Voice, Etc.)</p> <p>2.1.6 Explore the implementation of one of the following Programs: Roots of Empathy, Fun Friends, Friends for Life, Random Acts of Kindness, or others.</p> <p>2.1.7 Continue with Project Peace Day, Pink Shirt Day, Character Development Program</p> <p>2.1.8 Look into having Character Development signs for the stairway and hallways.</p> <p>2.1.9 “Buddy Bench/Table” in the tree section between both Primary and Elementary play areas and implement a plan to inform students of its/their use (Student Leadership opportunity?)</p>	<p>Strategies</p> <p>2.2.1 Explore the possibility of other recreational opportunities (ex. curling)</p> <p>2.2.2 Continue to explore more regular staff wellness and team building</p>	<p>Strategies</p> <p>2.3.1 Create an awareness of and a respect for a gender neutral bathroom</p>
<p>Evaluation 2.1:</p> <p>-Weekly messages were announced on daily announcements to remind students of our behavior matrix expectations. A set plan has been recommended to give to teachers to teach this behavior matrix to students in their classrooms.</p> <p>-LRC and LRT will focus on project based learning, Makerspace, and coding.</p>	<p>Evaluation 2.2:</p> <p>-Swim to survive program for Grade 3s did not go ahead due to a lack of resources at the pool.</p> <p>-Grade Sixes went skiing and snowshoeing, orienteering and archery. Grade Fours did orienteering, GEOcaching. PN program for Grade</p>	<p>Evaluation 2.3:</p> <p>-We have begun to successfully provide a gender neutral environment for everyone. We have established a gender neutral washroom, we encourage gender neutral language to be used in the classroom, on memos, announcements and birthday invitations, etc.</p>

<p>-Review 360 reports are reviewed frequently and graphs/data are communicated to staff. Very good consistency entering incidents by all staff.</p> <p>-Sea Stars program is consistently being utilized with rewards given to weekly winners. Bulletin board displays, morning announcements and Vanier Voice recognition reinforces this positive behavior exhibited by students.</p> <p>-Behaviour matrix reminders were included in morning announcements periodically to reinforce positive behaviours.</p> <p>-Roots of Empathy was successful implemented into Grade 3 with great success from start to finish.</p> <p>-Pink shirt day was consistently held once a month to highlight anti-bullying and the kindness message.</p> <p>-Character development street signs were ordered for the hallways, etc. They will be installed and highlighted once they arrive.</p> <p>-Project Peace Day was another great success on Friday, May 17th, 2019.</p>	<p>Threes, Sprockids, The Outdoor adventure program, walks, cross country running, Mile One Run, Ultimate Frisbee, baseball, basketball and volleyball teams and programs were all very successful.</p> <p>-Staff participated in a professional development day with Laurie Pinhorn on mental health and wellness. We had snack days, staff socials, Final Friday Thoughts, flowers, special soap in the washroom.....all contribute to making our school a very positive environment with a caring, safe and enjoyable climate.</p>	<p>-All staff have received a full day PD training on LGBTQ. It was a very rewarding day and has certainly empowered staff to address gender issues with professionalism and poise as they arise.</p>
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Goal 2. Support Plan	
Financial	Professional Development/Time Required
<p>2.1.1 Money for a buddy bench or painting the ones in place.</p> <p>2.1.2 Inventory update for LRC</p> <p>2.1.7 Money for guest speakers/snacks</p> <p>2.1.8 Money for Character Development Signs</p> <p>2.2 Funding for speakers for staff meetings, outings for team building, resources for information for both teachers and students on anxiety/wellness</p> <p>2.3.1 Money for bathroom upgrades</p>	<p>2.2 PD time for wellness/team building individual staff as well as whole group</p> <p>2.3.1 PD time for more LGBTQ and gender neutral initiatives</p>

OPERATIONAL ISSUES 2018-2019

Year	Issue	Intended Action	EVALUATION
2018-2019	Continued improvement of school grounds	Remove aged slides on front of school and replace with new playground equipment	Tender has been awarded and new playground will be installed by September 2019.
2018-2019	Security and surveillance of grounds (evenings and weekends); reduce vandalism and graffiti	Security system installed; further training of use required and cameras to be adjusted	Further training has been given with a memory stick with directions on how to manipulate, load and review.
2018-2019	Classroom lightning-high ceilings require scaffolding for repair	As some rooms are resolved, other rooms develop issues. Continued monitoring and requests for repairs/replacement as these occur.	Requests for lightning have been ongoing. They have been recorded during OHS meetings and requests put into the SIEMS system to have scaffolding to change extremely high lighting.
2018-2019	Aesthetics of school environment (chemical sensitivities require this to be done when school is not in session)	Development of learning commons	New furniture was purchased for the Learning Commons, as well as, books, shelving, etc.
2018-2019	Clocks throughout the school are out of sync	Tie in with new PA system, based on requested quotes; three rooms remain for installation	To be revisited in 2019-2020....all rooms with digital clocks to be checked for synchronization.
2018-2019	Replace/install blinds in classrooms	Continue process starting with rooms with large windows	5 more rooms to date have had blinds installed and we will continue to ensure every classroom has them installed.
2018-2019	Fencing issues-deliveries to front door and snow clearing hampered	Monitor-follow plan to clear path for deliveries	All deliveries appeared to be delivered unhampered. Doors were readily cleared and all deliveries were received in a timely manner.

ACTIONS FOR CHANGE

Goal 1: Student achievement will improve through enhanced collaboration and communication in a responsive teaching environment.

<p>Objective 1.1 To increase the number of students reading at grade level.</p>	<p>Objective 1.2 To increase the number of students achieving success (3 and 4's) in writing and representing.</p>	<p>Objective 1.3 To enhance/provide STEAM opportunities for all students.</p>
<p>Actions for Change 1.1</p> <ul style="list-style-type: none"> • Explore STEM/STEAM activities for all grades • Collegial sharing of best practices • Enquire about French reading resources as needed. “Envol en litteracie” • Team teaching/multi-grade activities to enrich learning activities, Daily 5, LLI, etc. • Longitudinal reading record levels being tracked consistently through reminders and encouragement. 	<p>Actions for Change 1.2</p> <ul style="list-style-type: none"> • To continue to have regular sharing of resources and best practices being used in each classroom during collegial circles at the beginning of every staff meeting, PD days • ELA writing continuum has become district implemented and Kindergarten and Grade 1 teachers have had professional learning this year. 	<p>Actions for Change 1.3</p> <ul style="list-style-type: none"> • Explore grants for more involvement in STEAM activities • PD for sharing technology with staff • Collegial Circles consistently before staff meetings • To implement mentoring/buddy blocks for learning technology literacy • Further exploration in technology integration and Maker education • Science resources to be supplied by the district as new programs continued to be rolled out

Goal 2: We will promote, nurture and communicate our safe, healthy, caring and inclusive environment.

<p>Objective 2.1 : To promote a safe, inclusive, and caring environment</p>	<p>Objective 2.2: To promote a healthy environment</p>	<p>Objective 2.3: To create a gender neutral school environment.</p>
<p>Actions for Change 2.1</p> <ul style="list-style-type: none"> • Ensure guidance programs are carried out (Roots of Empathy) each year. • To continue with consistent Pink shirt days and Project Peace Day and other peace activities • Code of conduct reviewed with Review 360 usage consistently and to be shared more frequently 	<ul style="list-style-type: none"> • Maximize creative scheduling to meet all needs and support teachers • To continue to provide Mental Health awareness literature to provide staff • Involve more parents as 	<ul style="list-style-type: none"> • Edit student data form to ensure it is a true reflection of an inclusive school sensitive to all family needs and true diversity • Ongoing policy review of inclusive, gender neutral language in all communications

<ul style="list-style-type: none"> • To continue to ensure that the implementation of the "SeaStar" program is successful. • To ensure weekly reminders are consistently shared on the announcements as a reminder of the Behaviour Matrix and will include a set teaching plan for teachers to implement in their classrooms. • Focus on project based learning, coding and Makerspace activities. • Character Development street signs to be installed throughout our school in the stairways and hallways to reinforce positive behaviours and kindness. 	<p>volunteers for Breakfast Program</p> <ul style="list-style-type: none"> • To continue to provide activities, socials, supports etc. to ensure our positive school climate is nurtured and further developed 	<ul style="list-style-type: none"> • To create a continued awareness of our gender neutral washroom, and reinforcing gender neutral language to be used at all times in the classroom, on memos, announcements, birthday invitations and any further school communications.
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One Year School Development Plan

School Development Plan 2019-2020.....VANIER ELEMENTARY

Goal 1: We will promote, nurture and communicate our safe, healthy, caring and inclusive environment.

Objective 1.1 To promote a safe, caring and inclusive environment.	Objective 1.2 To promote a healthy environment that fosters mental wellness.	Objective 1.3 To show recognition for student, teacher, class accomplishments.
<p>Strategies:</p> <p>1.1.1 To establish a teacher rotational schedule to re-teach the Behavior Matrix to students.</p> <p>1.1.2 Continue to create an awareness of and a respect for gender diversity.</p> <p>1.1.3 Continue to enhance the school and grounds area to promote mental health and wellness.</p>	<p>Strategies:</p> <p>1.2.1 To create a guidance group that explores ways to communicate and promote mental wellness initiatives.</p> <p>1.2.2 Implement school wide Restorative Justice in Education.</p> <p>1.2.3 Research and provide resources for teachers to help students to regulate (social and emotional learning).</p>	<p>Strategies:</p> <p>1.3.1 To fully promote and utilize the Sea Star PBS program.</p> <p>1.3.2 To recognize student and teacher accomplishments on morning announcements and monthly newsletters</p> <p>1.3.3 To promote awareness of accomplishments through bulletin board displays etc.</p>
<p>Indicators of Success</p> <p>1.1.1 Teacher rotational schedule to teach the Behavior Matrix to students was implemented.</p> <p>1.1.2 Create an awareness of and a respect for gender diversity by using more gender neutral language in the classroom and around the school and by reading more diverse texts in the classroom.</p> <p>1.1.3 School and school grounds area has been enhanced and promote mental health and wellness.</p>	<p>Indicators of Success</p> <p>1.2.1 A guidance group that explores ways to communicate and promote mental wellness initiatives will be created and will meet once a week.</p> <p>1.2.2 Year one Restorative Justice in Education has been implemented.</p> <p>1.2.3 Teacher will have research and resources provided to help students to regulate (Social and emotional learning)</p>	<p>Indicators of Success</p> <p>1.3.1 Weekly Sea Star winners will be announced and awarded prizes.</p> <p>1.3.2 Daily announcements highlight student and staff accomplishments and positive contributions</p> <p>1.3.3 Displays exhibited throughout the building to acknowledge accomplishments and a positive climate firmly established.</p>

Goal 1. Support Plan

Financial	Professional Development/Time Required
1.1.2 Presenters (\$1000)/LRC resources (diversity and French books) \$1000 1.1.3 Outside grounds (\$1000)/Increase resources available for health and wellness of staff and students (Active kits for playground use for recess and lunch time) (\$3000) 1.2.2 Books for Restorative Justice program (\$500) 1.3.1 Prizes for Sea Star Program (\$500)	1.2.1 Build teacher learning and celebration into all meetings 1.2.2 Safe and Inclusive Itinerant to assist in implementation of Restorative Justice. (PD Day and support during the year) 1.1.3 Staff mental health PD (yoga, drumming, outside cook-up, etc)

One Year School Development Plan

School Development Plan 2019-2020.....VANIER ELEMENTARY

Goal 2: Student achievement will improve through enhanced collaboration and communication in a responsive teaching environment.

<p>Objective 2.1 Enhance assessment and instructional practices</p>	<p>Objective 2.2 Promote a culture of sharing and collaboration</p>
<p>Strategies:</p> <p>2.1.1 Continue literacy and numeracy block structures to facilitate responsive small group and differentiated instruction.</p> <p>2.1.2 Establish school-wide early identification and intervention practices</p> <p>2.1.3 Effectively develop resources to enhance teacher practice in the 6 C's (learning commons, PBL, deep learning, STEAM...etc.)</p>	<p>Strategies:</p> <p>2.2.1 Develop student peer mentoring</p> <p>2.2.2 PLC</p> <p>2.2.3 Bridging relations between school, home, and community</p>
<p>Indicators of Success</p> <p>2.1.1 Improved performance in report cards (BEV tables)</p> <p>2.1.2 - Longitudinal reading records, BEV tables, Service Delivery Team meetings</p> <p>2.1.3 Classes working in the LRC and classroom on projects that reflect 6 C's.</p>	<p>Indicators of Success</p> <p>2.2.1 Peer mentoring</p> <p>2.2.2 Planning time - grade level, divisional, interest level</p> <p>2.2.3 Website, Email, Twitter</p>

Goal 2. Support Plan

Financial	Professional Development/Time Required
2.1.1 Improved Classroom Libraries (\$ 200 per class) 2.1.1 Math manipulatives for classrooms (\$ 100 per class) 2.1.1 Hover Cam - per grade level 2.1.3. Science consumables for units 2.1.3 Containers to store Maker Space 2.1.3 Maker Space consumables 2.1.3. Instruments for music program (\$ 9000)	Professional development opportunities for staff as offered on the NLESD calendar Teacher collaboration and sharing through shadowing as requested.

OPERATIONAL ISSUES 2019-2020

Year	Issue	Intended Action
2019-2020	Lighting	To have all lights replaced in the building, including the lights in high classrooms where scaffolding is required to be set up to fix.
2019-2020	Maker Space/LRC/Learning Commons	To ensure resources and equipment are obtained or purchased to support a Maker Space area in the LRC. To ensure there is sufficient electrical power to support charging carts and technology.
2019-2020	School Aesthetics	To have identified areas of the school painted accordingly. To beautify our school grounds, main entrance of Ennis Avenue, front flowerbed, Kindergarten play area flower/vegetable beds, etc.
2019-2020	Window Blinds	To purchase and install window blinds in all classrooms that don't have them on their windows.
2019-2020	Digital Clock Synchronization	To identify approximately 8 areas/classrooms/hallways in the building which do not have digital clocks installed. To complete installation and ensure all times are digitally the same throughout the building.
2019-2020	Parking lot line painting and signage.	To have all lines repainted on our parking lot to clearly outline all parking spots, staff parking, kiss and ride and general traffic flow.
2019-2020	Gates on Ennis Avenue, Kindergarten play area and field.	To ensure all gates are locked and repaired on Ennis Avenue, Kindergarten garden and the gates to the field behind the school.
2019-2020	WIFI upgrade	To have new routers and an upgrade to our WIFI completed throughout every room in the building.
2019-2020	Technology for Learning	To ensure we have purchased sufficient technology for operational effectiveness to have successful deep learning activities occurring throughout the school.

