



## ***Peace River School Division***

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### **School Annual Education Results Report** **2008-2009**

**School Name:     Worsley Central School**

Worsley Central School's school improvement focus for 2008-2009 was to improve student achievement. One particular area of student achievement was to have 100% of students achieve the Acceptable Standard in both Provincial Achievement Tests and Diploma Exams. We will continue to develop and implement strategies as outlined throughout this report in order to improve student achievement in this area. Teachers have worked on preparing students for the testing by building a common vocabulary used in curriculum and on exams. Teachers have engaged in TESA (Teacher Expectation Student Achievement) Strategies program and have continued with subject PLC's (Professional Learning Communities) to further their work in the areas of Backwards Planning, Portfolio Assessment and SmartBoard Lesson Planning. Further, our Study Hall program will support students in their homework completion. AISI (Alberta Initiative for School Improvement) provided supports for these initiatives.

New courses being planned for the fall of 2009 include Fashion Studies, Food Studies, Information Processing, Digital Media Studies, and Financial Management. Funding from a CTS Enhancement Project will allow the necessary renovations and equipment upgrades to occur. The next phase of the project will be to develop Construction Technology Studies courses.

**Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measure			Results (in percentages)**												Target		
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).			2005		2006		2007		2008		2009		2010				
			A	E	A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	School	70.0	10.0	80.0	0.0	*	*	*	*	33.3	0.0	80	25			
		Authority	87.6	17.5	86.0	9.8	76.5	10.9	79.7	9.3	88.5	10.3					
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2					
	Mathematics 3	School	100.0	10.0	70.0	0.0	*	*	*	*	50.0	16.7	80	20			
		Authority	84.6	25.6	84.7	19.6	82.7	21.2	81.1	18.5	82.1	18.8					
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8					
Grade 6	English Language Arts 6	School	85.7	0.0	75.0	12.5	50.0	16.7	90.0	0.0	100.0	0.0	100	20			
		Authority	76.9	10.1	76.6	9.2	76.8	13.6	83.5	12.6	75.7	9.7					
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9					
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		Authority	84.6	7.7	87.5	12.5	83.3	0.0	76.9	0.0	50.0	0.0					
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9					
	Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a					
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7					
	Mathematics 6	School	100.0	14.3	75.0	0.0	33.3	16.7	90.0	30.0	85.7	0.0	80	30			
		Authority	75.4	8.6	68.6	8.0	66.2	9.2	75.7	9.1	66.8	4.0					
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8					
	Science 6	School	71.4	14.3	75.0	12.5	33.3	0.0	60.0	0.0	100.0	0.0					
		Authority	78.0	18.7	76.6	16.1	68.4	17.1	76.3	14.9	69.9	13.0					
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8					
	Social Studies 6	School	85.7	14.3	75.0	12.5	50.0	16.7	50.0	0.0	n/a	n/a	100	20			
		Authority	74.9	13.1	67.0	8.0	64.5	12.7	78.5	13.6	76.6	20.6					
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6					
	Grade 9	English Language Arts 9	School	66.7	16.7	100.0	7.1	100.0	0.0	100.0	0.0	87.5	12.5	100	20		
			Authority	86.4	14.8	70.0	8.1	79.5	9.2	75.2	8.1	77.0	8.3				
			Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7				
		French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
			Authority	80.0	10.0	50.0	0.0	83.3	0.0	100.0	0.0	85.7	0.0				
			Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3				
Mathematics 9		School	*	*	71.4	0.0	57.1	0.0	63.6	9.1	75.0	12.5	75	20			
		Authority	71.4	15.7	54.3	8.9	54.4	8.9	54.1	9.3	55.6	6.3					
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6					
Science 9		School	83.3	0.0	64.3	0.0	71.4	0.0	81.8	9.1	37.5	12.5	100	33			
		Authority	69.8	10.6	60.3	6.4	59.8	7.6	64.9	6.8	64.5	7.6					
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8					
Social Studies 9		School	66.7	16.7	28.6	0.0	71.4	0.0	81.8	0.0	25.0	12.5	80	20			
		Authority	78.0	22.4	61.7	12.8	63.9	12.0	67.2	13.4	57.1	16.3					
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4					

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>Overall</b>	School	81.4	11.9	76.7	3.5	60.8	5.9	77.5	7.0	71.9	7.0	85	20
	Authority	78.6	14.9	71.5	10.5	70.5	12.0	73.5	10.8	72.3	9.6		
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence

For most subject areas in Grade 6 and 9 our percentage of students that reached the Acceptable Standard was very high, above the cohort and provincial averages. The number of students that reach the Standard of Excellence is, however, quite low. Teachers have identified strategies to continue to strive to get 100% of students in the Acceptable Standard and to get a higher percentage (20%) of students at the Standard of Excellence. These strategies include: focusing on content that is technical in nature and contains vocabulary pertinent to the curriculum that is tested (The development of "technical" language involves the focusing on specific words that may have different meanings from subject to subject. The specific use of the word across subject areas requires the student to answer a question in a particular way. Teachers have worked with other teachers in their PLC's – Professional Learning Communities to begin to develop these vocabulary lists); identifying content areas, during question analysis sessions, that the students struggled with at the various levels; focusing on concepts that require critical thinking and problem solving; switching to single curriculum classes in Science that will allow students to benefit from a singular instructional focus; the use of manipulatives that will allow students to better understand abstract concepts; exploration activities that allow students to discover the processes and solutions; recognizing key details in questions and recognizing key words and what they require the student to do. Our Study Hall program will continue in order to help students with homework completion. Teachers have also been encouraged to keep the lines of communication with parents open so that students will stay on track in their courses. This may be accomplished through the use of agendas, notes on evaluation items, and parent phone calls and meetings. We also continue to face some ESL challenges in our early grades but are working with these students to improve their language skills.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	
Participation rates in provincial achievement tests(PATs) for Grades 3, 6 and 9.								
Grade 3	English Language Arts 3	School	100.0	100.0	*	*	100.0	100
		Authority	95.3	97.0	95.2	94.7	98.3	
		Province	90.2	90.6	90.1	89.8	90.6	
	Mathematics 3	School	100.0	100.0	*	*	100.0	100
		Authority	93.2	93.2	93.1	95.6	97.9	
		Province	90.8	90.8	90.5	90.5	91.2	
Grade 6	English Language Arts 6	School	100.0	100.0	100.0	100.0	100.0	100
		Authority	91.4	96.9	96.9	98.3	98.4	
		Province	89.9	90.1	89.6	89.5	90.0	
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a
		Authority	100.0	100.0	100.0	92.3	100.0	
		Province	96.1	96.1	97.5	95.6	97.6	
	Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	97.6	98.0	97.6	98.5	97.7	
	Mathematics 6	School	100.0	100.0	100.0	100.0	100.0	100
		Authority	90.7	94.3	97.8	98.3	98.8	
		Province	90.9	90.6	90.0	90.0	90.6	
	Science 6	School	100.0	100.0	100.0	100.0	100.0	100
		Authority	92.5	96.9	96.9	97.8	99.2	
		Province	90.6	90.0	89.1	89.0	89.6	
	Social Studies 6	School	100.0	100.0	100.0	100.0	n/a	100
		Authority	91.0	98.1	97.8	98.2	100.0	
		Province	90.0	90.5	89.6	89.2	100.0	
Grade 9	English Language Arts 9	School	100.0	100.0	100.0	100.0	100.0	100
		Authority	95.3	91.5	93.6	88.8	93.7	
		Province	87.4	87.7	87.9	87.7	89.7	
	French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a
		Authority	100.0	100.0	100.0	100.0	100.0	
		Province	97.1	95.9	93.7	96.8	95.2	
	Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	97.4	98.0	96.9	97.8	98.5	
	Mathematics 9	School	*	100.0	100.0	90.9	100.0	100
		Authority	95.3	87.2	94.0	87.3	92.5	
		Province	87.6	87.3	88.0	88.0	89.8	
	Science 9	School	100.0	100.0	100.0	100.0	100.0	100
		Authority	96.5	91.1	93.6	88.7	94.8	
		Province	88.2	88.1	88.8	89.0	90.5	
	Social Studies 9	School	100.0	100.0	100.0	100.0	100.0	100
		Authority	96.1	91.8	94.4	88.4	100.0	
		Province	87.8	88.5	88.4	88.9	100.0	

**Outcome: Students demonstrate high standards in learner outcomes.** (continued)

Performance Measure		Results (in percentages)**												Target	
		2005		2006		2007		2008		2009		2010		A	E
		A	E	A	E	A	E	A	E	A	E				
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.															
English Lang Arts 30-1	School	n/a	n/a	90.0	0.0	*	*	*	*	62.5	12.5	if set	if set		
	Authority	87.9	16.1	82.4	12.6	80.3	15.0	76.2	10.4	84.1	4.8				
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3				
English Lang Arts 30-2	School	n/a	n/a	*	*	*	*	*	*	*	*	if set	if set		
	Authority	90.5	14.3	82.0	1.6	91.8	10.2	95.3	7.8	86.6	3.7				
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5				
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9				
Pure Mathematics 30	School	n/a	n/a	57.1	0.0	n/a	n/a	61.5	0.0	n/a	n/a	if set	if set		
	Authority	70.1	17.8	73.8	16.8	60.2	13.9	68.0	8.6	46.5	7.9				
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3				
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	96.8	29.0	73.0	8.1	88.2	17.6	76.5	7.8	72.1	7.0				
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5				
Social Studies 30	School	*	*	88.9	0.0	*	*	*	*	*	*	if set	if set		
	Authority	78.1	20.3	80.2	19.8	74.8	17.1	78.1	17.1	77.0	13.0				
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4				
Social Studies 33	School	*	*	87.5	0.0	*	*	*	*	71.4	14.3	if set	if set		
	Authority	85.9	21.1	86.6	13.4	87.5	26.6	88.0	13.3	80.9	18.0				
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2				
Biology 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	if set	if set		
	Authority	76.5	28.2	80.9	29.2	76.0	20.8	71.2	18.4	73.7	14.7				
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6				
Chemistry 30 Old	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	73.6	20.7	76.3	24.7	81.3	32.3	87.2	26.6	n/a	n/a				
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5				
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.8	13.4				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7				
Physics 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	67.8	20.3	79.4	13.2	72.7	15.6	69.2	18.5	n/a	n/a				
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6				
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62.1	17.2				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1				
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9				

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	School	50.0	0.0	82.1	0.0	*	*	75.0	8.3	70.8	12.5	if set	if set
	Authority	81.6	20.0	80.3	15.7	76.8	17.1	77.2	12.4	74.8	9.8		
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Due to small class size, percentages are often widely skewed by the results of even one student. In looking at the Overall Results (the chart immediately above this paragraph), which only includes two exams (since any enrolment under six is not reported), we are below our cohorts and the province in reaching the Acceptable Standard. In comparing the Standard of Excellence, we are above our cohorts and below the Province. As our class sizes increase, further in depth analysis can be done. Teachers are applying the strategies identified in the Grade 3, 6, and 9 PAT sections to their teaching of the Diploma courses, as well.

***Outcome: Children and youth at risk have their needs addressed through effective programs and supports.***

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2010
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	School	8.9	3.8	4.4	3.8	8.2	0
	Authority	7.8	6.5	7.6	7.3	5.1	
	Province	5.3	5.0	4.7	5.0	4.8	

The annual drop out rate for Worsley Central School has been decreasing, but showed an increase this past year. With the addition of new programs and the continued commitment to Video-Conferencing, more choices are offered to students in terms of the number of courses available.

***Outcome: Students complete programs.***

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2010
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	School	76.2	80.0	50.6	14.6	71.4	75
		Authority	65.7	67.8	62.4	66.9	70.6	
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	School	84.2	82.6	90.0	73.3	44.9	75
		Authority	68.1	70.9	72.7	69.9	71.1	
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	School	61.5	84.2	82.6	90.0	80.5	85
		Authority	69.8	71.6	75.7	75.9	73.4	
		Province	75.5	77.4	78.6	79.5	79.2	

Worsley Central School's high school completion results have consistently been above our cohorts and the Provincial average (with a few exceptions). Again, small class sizes can skew the data, in any particular year. The "Within 5 Years" section backs up the premise that our completion rates have consistently been above our cohorts and the Provincial average. We continue to encourage students to complete their Grade 12 education in order to "open doors" to their futures, in terms of job training and post-secondary opportunities.

***Outcome: Students demonstrate high standards in learner outcomes. (continued)***

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2010
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	School	50.0	57.1	52.9	87.5	83.3	80
	Authority	46.0	45.6	47.7	50.6	52.6	
	Province	52.9	54.6	56.1	56.8	57.3	

The percentage of students who have met the criteria for the Rutherford Scholarship continues to trend higher and is significantly above the PRSD and Provincial Rates. We will continue to encourage our students to strive to do their best and communicate the Rutherford Scholarship program to all of our high school students on an annual basis, informing them of the requirements and the monetary benefits.

**Outcome: Students are well prepared for lifelong learning.**

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	School	46.3	26.6	37.4	53.1	40.5	60
		Authority	53.1	51.5	56.7	55.9	54.9	
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	School	31.3	39.2	30.2	46.2	0.0	50
		Authority	35.2	36.9	34.6	42.6	44.4	
		Province	34.0	37.0	39.5	40.7	40.3	

We are currently implementing programs to encourage students to think about post-secondary education. We are having students engage in career path activities to allow them to investigate careers that align with their interests and skills and abilities. We are also planning to invite as many post-secondary institutions as possible to visit our school and share with us their offerings and entrance requirements.

**October 2009 Accountability Pillar Overall Summary**

Goal	Measure Category	Measure Category Evaluation	Measure	Worsley Central School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	94.6	90.2	82.4	86.9	85.1	84.6	Very High	Improved	Excellent
	Student Learning Opportunities	Acceptable	Program of Studies	67.4	50.1	49.8	80.3	79.4	78.7	Low	Improved	Acceptable
			Education Quality	89.5	81.4	75.5	89.3	88.2	87.8	High	Improved	Good
			Drop Out Rate	8.2	3.8	4.0	4.8	5.0	4.9	Low	Maintained	Issue
			High School Completion Rate (3 yr)	71.4	14.6	48.4	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	71.9	77.5	71.7	76.8	75.3	75.6	Low	Maintained	Issue
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	7.0	7.0	5.5	19.2	18.3	18.3	Very Low	Maintained	Concern
			Diploma: Acceptable	70.8	75.0	78.5	84.4	84.4	84.5	Very Low	Maintained	Concern
			Diploma: Excellence	12.5	8.3	4.2	19.1	19.4	20.3	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	28.6	0.0	40.2	53.3	53.6	53.6	Very Low	Maintained	Concern
			Rutherford Scholarship Eligibility Rate (Revised)	83.3	87.5	65.9	57.3	56.8	55.8	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	40.5	53.1	39.0	60.7	60.3	59.1	Very Low	Maintained	Concern
			Work Preparation	85.7	83.3	67.4	79.6	80.1	78.1	High	Improved	Good
Citizenship			88.1	78.4	70.1	80.3	77.9	77.1	Very High	Improved	Excellent	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Issue	Parental Involvement	73.6	78.3	67.9	80.1	78.2	77.9	Low	Maintained	Issue
	Continuous Improvement	Excellent	School Improvement	80.5	60.6	58.5	79.4	77.0	76.7	Very High	Improved	Excellent

## **School Professional Development Plan**

Worsley Central School's Professional Development Plan for 2008-2009 involved the following goals:

First, teachers were examining curricula and past PAT and Diploma Exams in order to develop a list of terms that students may encounter. This has occurred and in the current school year, teachers will compile lists and analyse differences from subject to subject of identical words and phrases, in terms of their meanings and expectations when appearing in an examination question.

Secondly, teachers were attending PLC's (Professional Learning Communities) and workshops to work on Backwards Planning and Portfolio Assessment. Teachers have implemented these techniques and methods into their unit plans and assessment strategies. Presentations of products have occurred at staff gatherings and will continue into the next school year.

There will be a continued teacher participation in TESA (Teacher Expectation Student Achievement). TESA strategies include: questioning techniques, interacting with students during the lesson, providing valuable feedback to students and working with low and high achievers within the classroom setting.

Some of the other initiatives that teachers are working on include: co-constructing criteria with students (assessment by rubric), collegial visits within the school and school division to share teaching expertise and varying methodology and pedagogy.

Teachers are also continuing to develop SmartBoard strategies.

Provincial Achievement Tests and Diploma Exams results will be analyzed in order to develop strategies that will enhance student achievement by focusing on certain underachieving areas of the curriculum.

Further, we will be embarking on strategies to enhance the motivation of students to complete the tests to the best of their abilities.

*This report will be presented to School Council and will be available to parents at the November School Council Meeting in order to field their questions and solicit their input.*