

Newfoundland and Labrador English School Board

# What We Heard



# 2017-2020 Strategic Planning Consultations

January - March, 2017



# Table of Contents

<b>Introduction.....</b>	<b>2</b>
<b>Literacy.....</b>	<b>3</b>
<b>Numeracy.....</b>	<b>5</b>
<b>Enhanced Curricular Supports.....</b>	<b>7</b>
<b>Safe and Caring Schools.....</b>	<b>8</b>
<b>Conclusion.....</b>	<b>9</b>
<b>Appendix A – Strategic Plan Surveys.....</b>	<b>10</b>
<b>Appendix B – Strategic Plan Survey Results.....</b>	<b>17</b>
<b>Appendix C – Student Focus Groups.....</b>	<b>39</b>
<b>Appendix D – Leadership Development and Organizational Effectiveness. ....</b>	<b>46</b>

# What We Heard

## Strategic Planning 2017-2020 Consultations (January to March, 2017)

### Introduction

In accordance with the *Transparency and Accountability Act*, the Newfoundland and Labrador English School Board (NLESB) is required to develop and implement a three-year strategic plan. The current strategic plan will end in June 2017 and the Board is required to have a new plan for 2017-2020. In order to have the plan developed and ready for implementation, beginning in September 2017, consultations took place from January to March of the 2016-17 school year.

In preparing for the consultation process, the Board agreed that the Strategic Plan's overarching areas of focus would be Student Success, Safe and Caring Schools, and Leadership Development and Organizational Effectiveness. It also recognized that any multi-year strategic planning goals must be achieved within an approved budgetary framework – i.e., directions or initiatives requiring significant additional resources could not be considered as part of the planning process. The goals have to be achievable using available resources.

To help inform the Strategic Plan, a consultation survey was developed to focus on four specific aspects of the Student Success and Safe and Caring Schools goals – Literacy, Numeracy, Enhanced Curricular Supports, and Safe and Caring Schools initiatives. **See Appendix A.** It was determined that plans around Leadership Development and Organizational Effectiveness would be developed in-house, as early survey participants felt they were not in a position to provide informed comment on the subject. For more information on plans around Leadership Development and Organizational Effectiveness, see **Appendix D.**

In addition to meetings held with representatives of the Department of Education and Early Childhood Development, the Newfoundland and Labrador Teachers' Association, and the Newfoundland and Labrador Federation of School Councils, the province-wide consultation had three main components:

#### Regional Focus Groups/Surveys

Five (5) face-to-face regional focus group sessions were held with school council chairs and principals in St. John's, Clarenville, Gander, Corner Brook, and Happy Valley-Goose Bay. Board trustees also attended these sessions. Participants completed the survey, and the results were entered into a database.

Newfoundland and Labrador English School District (NLESD) staff also led focus group sessions with intermediate/high school students at each location, and principals were asked to conduct sessions and complete surveys at schools with students in Grades 7-12. **Appendix C** provides a summary report.

#### School-based Consultations/Surveys

School principals held consultation sessions with their respective school councils, school staff - including all teachers and support staff - and focus group sessions with students (in schools which included grade levels 7-12). Surveys were completed online by District staff, administrators, schools councils, teachers, support staff and students.

### Public Consultation Surveys

Parents/guardians, stakeholder groups and the individual members of the public were invited to complete the online survey, which was posted to the NLESD website.

Close to 6,000 surveys were completed as part of the full consultation process.

Meanwhile, it will be important to ensure the Board's Strategic Plan is aligned with the plans and activities of the Provincial Government, most notably the Premier's Task Force on Educational Outcomes. It may, for example, be necessary to update plans should the Task Force make recommendations which overlap with District initiatives or require District resources.

## **What We Heard**

A report on how each survey group (focus groups, schools and parents/the public) responded to the surveys is presented below (Note: The school council survey results – part of the school-based surveys – have been presented as a separate section for the purposes of this report). A summary of all responses to each of the four overarching survey topics is provided, along with point totals. For more information on the surveys, and the results, see: **Appendix B**.

### Point Totals - Methodology

To provide a point total for each focus area, calculations were as follows:

- #1 Ranking = 3 points
- #2 Ranking = 2 points
- #3 Ranking = 1 point

### Literacy

In addition to ongoing work in the area of literacy, the survey asked participants to identify their top three priorities (of five presented), list any "other" potential areas of focus, and provide general comment.

<b>OVERALL SUMMARY (WITH POINT TOTALS)</b>		
1	Early Literacy Interventions	12,359
2	Additional Literacy Skills - e.g., media literacy, presentations	9,635
3	Technology – Supporting Teaching and Learning	6,230
4	Writing – Grades 7-12	5,891
5	Learning Resource Centres / Learning Commons	4,156

All surveys ranked Early Literacy Interventions as the top choice, followed by Additional Literacy Skills (e.g., media literacy, presentation skills, critical thinking). Writing for Grades 7-12 and Technology – Supporting Teaching and Learning were ranked either third or fourth, with the transformation of libraries into more collaborative learning centres, Learning Resource Centres/Learning Commons, ranked as the lowest priority among the options presented.



<b>FOCUS GROUPS (WITH POINT TOTALS)</b>		
1	Early Literacy Interventions	182
2	Additional Literacy Skills - e.g., media literacy, presentations	115
3	Writing – Grades 7-12	77
4	Technology – Supporting Teaching and Learning	57
5	Learning Resource Centres/Learning Commons	26

<b>PUBLIC (WITH POINT TOTALS)</b>		
1	Early Literacy Interventions	1,316
2	Additional Literacy Skills - e.g., media literacy, presentations	1,108
3	Writing – Grades 7-12	768
4	Technology – Supporting Teaching and Learning	701
5	Learning Resource Centres/Learning Commons	545

<b>SCHOOLS (WITH POINT TOTALS)</b>		
1	Early Literacy Interventions	10,861
2	Additional Literacy Skills - e.g., media literacy, presentations	8,412
3	Technology – Supporting Teaching and Learning	5,472
4	Writing – Grades 7-12	5,046
5	Learning Resource Centres/Learning Commons	3,585

<b>SCHOOL COUNCILS – SUB GROUP (WITH POINT TOTALS)</b>		
1	Early Literacy Interventions	454
2	Additional Literacy Skills - e.g., media literacy, presentations	339
3	Writing – Grades 7-12	222
4	Technology – Supporting Teaching and Learning	153
5	Learning Resource Centres/Learning Commons	81

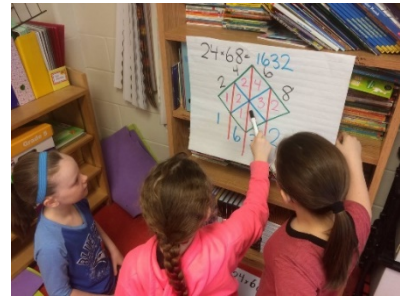
**Other/Comments:** The most common theme amongst the other potential priorities identified by survey participants, and the online comments provided, was the need to increase the focus on speaking, listening and writing (spelling, grammar, cursive writing) in the K-6 English Language Arts curriculum.

## Numeracy

In addition to ongoing work in the area of numeracy, the survey asked participants to rank their top three priorities of the five initiatives listed below; list any “other” potential initiatives, and provide general comment.

OVERALL SUMMARY (WITH POINT TOTALS)		
1	Mathematics Interventions – Grades 6-9	11,135
2	Technology to Support Numeracy Instruction – K-12	8,875
3	Promoting Mathematics – K-12	8,220
4	Mathematics Interventions – Grades 9-12	6,147
5	Online Summer School – Grades 7-12	2,086

All surveys ranked Mathematics Interventions at Grades 6-9 as the top priority amongst the focus topics presented. Overall, the use of Technology to Support Numeracy Instruction and the Promotion of Mathematics (combatting the negative perceptions/attitudes) scored second and third respectively. Those topics were also highly ranked in the public and school-based surveys.



FOCUS GROUPS (WITH POINT TOTALS)		
1	Mathematics Interventions – Grades 6-9	171
2	Mathematics Interventions – Grades 9-12	94
3	Technology to Support Numeracy Instruction – K-12	89
4	Promoting Mathematics – K-12	67
5	Online Summer School – Grades 7-12	11

PUBLIC (WITH POINT TOTALS)		
1	Mathematics Interventions – Grades 6-9	1,137
2	Technology to Support Numeracy Instruction – K-12	1,061
3	Promoting Mathematics – K-12	1,039
4	Mathematics Interventions – Grades 9-12	684
5	Online Summer School – Grades 7-12	309

SCHOOLS (WITH POINT TOTALS)		
1	Mathematics Interventions – Grades 6-9	9,867
2	Technology to Support Numeracy Instruction – K-12	7,725
3	Promoting Mathematics – K-12	7,114
4	Mathematics Interventions – Grades 9-12	5,369
5	Online Summer School – Grades 7-12	1,766

SCHOOL COUNCILS - SUB GROUP (WITH POINT TOTALS)		
1	Mathematics Interventions – Grades 6-9	424
2	Promoting Mathematics – K-12	291
3	Technology to Support Numeracy Instruction – K-12	245
4	Mathematics Interventions – Grades 9-12	189
5	Online Summer School – Grades 7-12	33

**Other/Comments:** Survey participants repeatedly suggested more focus on basic math skills development at the K-6 level, including mental math and math facts. Many also suggested the need to reduce the number of outcomes required in the mathematics curriculum (this will be conveyed to the Department of Education and Early Childhood Development), and the multiple strategies taught to arrive at answers to mathematics equations. Many felt the curriculum is too broad and that, consequently, students are not mastering a skill before moving on to the next.

**Enhanced Curricular Supports**

In addition to ongoing work to enhance curricular supports across various educational areas, the 2017-2020 Strategic Planning survey asked participants to rank their top three initiatives of the seven listed below; list any “other” potential initiatives, and provide general comment.

OVERALL SUMMARY (WITH POINT TOTALS)		
1	Autism Supports	8,802
2	Physical Wellness	7,667
3	Financial Literacy	6,547
4	Experiential/Real World Learning	6,165
5	Multi-Level Teaching	5,250
6	Computer Coding	2,803
7	Distance Education	2,500



Autism Supports and Physical Wellness scored consistently well in all surveys, but particularly in the public and school-based surveys. Financial Literacy and Experiential/Real World Learning also scored comparatively high.

FOCUS GROUPS (WITH POINT TOTALS)		
1	Physical Wellness	98
2	Experiential/Real World Learning	95
3	Multi-Level Teaching	74
4	Autism Supports	68
5	Financial Literacy	55
6	Computer Coding	39
7	Distance Education	27

<b>PUBLIC (WITH POINT TOTALS)</b>		
1	Autism Supports	919
2	Physical Wellness	885
3	Experiential/Real World Learning	836
4	Financial Literacy	831
5	Multi-Level Teaching	544
6	Computer Coding	420
7	Distance Education	366

<b>SCHOOLS (WITH POINT TOTALS)</b>		
1	Autism Supports	7,815
2	Physical Wellness	6,684
3	Financial Literacy	5,661
4	Experiential/Real World Learning	5,234
5	Multi-Level Teaching	4,632
6	Computer Coding	2,344
7	Distance Education	2,107

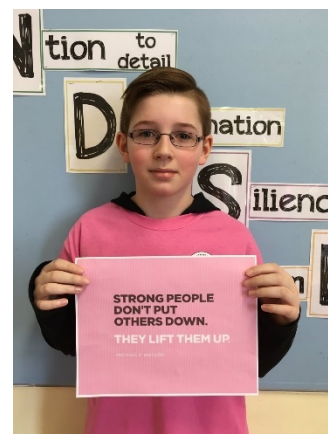
<b>SCHOOL COUNCILS - SUB-GROUP (WITH POINT TOTALS)</b>		
1	Physical Wellness	298
2	Financial Literacy	232
3	Experiential/Real World Learning	224
4	Autism Supports	219
5	Multi-Level Teaching	161
6	Distance Education	63
7	Computer Coding	56

**Other/Comments:** Commentary on the Enhanced Curricular Supports survey centred around the need to emphasize supports for students with all forms of exceptionalities, and the need to focus on behaviour issues in the classrooms. Many respondents advocated for an increased focus on the arts – music, drama, dance, art, etc., and support for gifted students. Survey participants had several suggestions as to how to incorporate financial literacy into the classroom – including making it part of the high school Career Education course; or the mathematics curriculum (as part of experiential learning exercises).



## Safe and Caring Schools

The Board has indicated it will continue its focus on Safe and Caring Schools initiatives as part of the 2017-2020 Strategic Plan. Survey participants were asked to rank their top three priorities of the four initiatives listed below; list any “other” potential initiatives, and provide general comment.



<b>OVERALL SUMMARY (WITH POINT TOTALS)</b>		
1	Mental Health and Wellness	14,827
2	Internet and Social Media Safety	9,774
3	Data Collection on Behaviour-related Incidents	7,471
4	LGBTQ Initiatives	4,916

Survey responses in the Safe and Caring Schools category were consistent across all sectors, with focus groups, school-based groups, and parents/the public all ranking Mental Health and Wellness as the top priority.

<b>FOCUS GROUPS (WITH POINT TOTALS)</b>		
1	Mental Health and Wellness	213
2	Internet and Social Media Safety	142
3	Data Collection on Behaviour-related Incidents	54
4	LGBTQ Initiatives	45

<b>PUBLIC (WITH POINT TOTALS)</b>		
1	Mental Health and Wellness	1,561
2	Internet and Social Media Safety	1,120
3	Data Collection on Behaviour-related Incidents	913
4	LGBTQ Initiatives	564

<b>SCHOOLS (WITH POINT TOTALS)</b>		
1	Mental Health and Wellness	13,053
2	Internet and Social Media Safety	8,609
3	Data Collection on Behaviour-related Incidents	6,504
4	LGBTQ Initiatives	4,307

<b>SCHOOL COUNCILS- SUB-GROUP (WITH POINT TOTALS)</b>		
1	Mental Health and Wellness	535
2	Internet and Social Media Safety	385
3	Data Collection on Behaviour-related Incidents	152
4	LGBTQ Initiatives	146

**Other/Comments:** Safe and Caring Schools commentary emphasized the importance of all four focus areas, but spoke to student mental health, anxiety, a lack of resilience and coping skills, and the need to incorporate more social-emotional learning into the school day. Many survey respondents also raised the issue of teacher mental health, and several emphasized the need to involve parents more in accountability and responsibility for student behaviour (restorative justice).

## **Conclusion**

The 2017-2020 Strategic Planning Consultation Survey was conducted through Google Apps for Education (GAFE) – the first time the NLESB has administered strategic planning consultation through this platform. There were close to 6,000 respondents to the survey, including 5,235 school-based surveys (District staff, administrators, teachers, support staff, school councils and students); 632 parent/public surveys, and 77 surveys completed as part of the face-to-face District-led focus group sessions in the regions.

The Top 10 priorities identified across all categories are as follows:

1. Mental Health and Wellness
2. Early Literacy Interventions
3. Mathematics Interventions (Grades 6-9)
4. Internet and Social Media Safety
5. Additional Literacy Skills (e.g., media literacy, presentation skills, critical thinking)
6. Technology to Support Numeracy Instruction
7. Autism Supports
8. Physical Wellness
9. Data Collection on Behaviour-Related Incidents
10. Promoting Mathematics (K-12)

The Newfoundland and Labrador School District sincerely thanks all those who attended regional and school-based focus group sessions, and all the District staff, administrators, school councils, teachers, school support staff, students, parents/guardians, stakeholder groups and members of the public who completed surveys to help inform the 2017-2020 Strategic Plan.

# **Appendix A**

## **Strategic Plan Surveys**



## 2017-2020 Strategic Planning Survey

### Introduction

In accordance with the Transparency and Accountability Act, the Newfoundland and Labrador English School Board is required to develop and implement a three-year strategic plan. The current strategic plan will end in June 2017 and the Board is required to have a new plan in place for 2017-2020.

As part of stakeholder consultations designed to inform the new plan, an online survey has been developed to encourage input from school councils, district-level staff, administrators, teachers, parents, students and the public at large. Regional focus groups will also be held with administrators and school councils, as in the past.

The Newfoundland and Labrador English School Board anticipates the overarching areas of focus in the 2017-2020 Strategic Plan will be: Student Success, Safe and Caring Schools, and Leadership Development and Organizational Effectiveness. The survey will help identify potential new initiatives and areas of increased concentration which will build on the progress made to date.

It will be important to ensure the Board's strategic plan is aligned with the plans and activities of the Provincial Government (e.g., the Premier's Task Force on Improving Educational Outcomes) and to recognize that any multi-year strategic planning goals must be achieved within an approved budgetary framework.

**INSTRUCTIONS: (Please read carefully)**

For each of the four questions, consider each potential area of additional focus.

Choose your top 3 priorities, and rank them from 1 to 3, with 1 being the top priority.

Do not use the same number to rank more than one item  
(i.e., do not rank two items as your number 1 priority).

**Part #1 – Literacy**

The Board will continue its focus on literacy, which includes plans to:

- Complete assessment training for all K-6 teachers.
- Implement tracking and reporting process within PowerSchool to monitor assessment activities.
- Develop guidelines to review and respond to significant issues around student achievement.
- Ensure schools have incorporated a literacy focus in their school development plans.

**Potential Areas of Focus:****Early Literacy Interventions**

Provide more early intervention resources to K-6 schools.

**Learning Resource Centres/Learning Commons**

Transform learning resource centres (libraries) into interactive 'learning commons', where students collaborate, using a variety of strategies and technologies to produce and share knowledge.

**Literacy Skills**

Focus on helping students develop a variety of additional literacy skills (e.g., media literacy, presentation skills, and critical thinking).

**Technology – Supporting Teaching and Learning**

Provide more access to assistive technologies for schools; develop online portfolios to collect and monitor student work, train teachers in new technologies that support learning, etc.

**Writing (Grades 7-12)**

Focus on effective writing within the context of 21<sup>st</sup> Century Learning (Communication, Collaboration, Creativity and Critical Thinking).

**Other:** \_\_\_\_\_

**Comments:**

**Part #2 - Numeracy**

The Board will increase its focus on numeracy from 2017-2020, which includes plans to:

- Develop a numeracy plan for Grades 6-9.
- Provide professional learning for teachers, with a focus on assessments.
- Further develop mechanisms to track, monitor and respond when student achievement issues have been identified.

**Potential Areas of Focus:****Mathematics Interventions (Grades 6-9)**

Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing effective teaching strategies.

**Mathematics Interventions (Grades 9-12)**

Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing effective teaching strategies.

**Online Summer School for Mathematics**

Enable students to improve their math results through online programming and assessment.

**Promoting Mathematics**

Promote the importance of Mathematics (more Math Days; Math Fairs, etc.); help build confidence, and increase positive attitudes.

**Technology – Supporting Numeracy Instruction (K-12)**

Increase use of available technologies to support classroom teaching and learning.

**Other:** \_\_\_\_\_

**Comments:**

**Part #3 - Enhanced Curricular Supports**

The Board will continue its focus on enhancing curricular supports, which includes plans to focus on:

**Inclusive Education**

Continued emphasis on inclusive education - professional development around service delivery.

**Professional Learning**

Continued professional learning - e.g., use of technology, new initiatives.

**Technology**

Continued focus on the use of technology to enhance teaching and learning.

**Potential Areas of Focus**

**Autism Supports**

Focus on supports for teaching and learning for students on the autism spectrum.

**Computer Coding**

Increase exposure to computer coding for Grades 4-6 and 7-9 students.

**Distance Education**

Work with the Department of Education and Early Childhood Development to expand distance education opportunities for intermediate/high school students (e.g., independent study, increased access to more students).

**Experiential/Real World Learning (Grades 7-9)**

Develop a multi-year initiative to build real world, project-based activities into classrooms , promoting communication, collaboration, critical-thinking and creativity (e.g., problem-solving, Robotics, etc.).

**Financial Literacy**

Develop a program to increase students' understanding of financial management.

**Multi-level Teaching**

Focus on supporting classroom teachers in multi-age, multi-grade and combined grades.

**Physical Wellness**

Further implement programs/practices to promote movement in the classroom and active, healthy living for students.

**Other:** \_\_\_\_\_

**Comments:**



**Part #4 - Safe and Caring Schools**

The Board will continue its focus on safe and caring schools, which includes plans to support and enhance:

- Positive Behaviour Supports (PBS) and behavioural incident protocols (e.g., consistent, district-wide response and review protocols);
- Mental Health initiatives (focus on students), including implementation of a mental health curriculum pilot; and
- LGBTQ awareness programs, and professional learning for staff.

**Potential Areas of Focus:**

**Data Collection on Behaviour-related Incidents**

Increase emphasis on data collection, analysis and tracking responses as part of efforts to prevent and respond - in a consistent manner - to bullying and other disruptive behaviours (Positive Behaviour Supports).

**Internet and Social Media Safety**

Enhance focus on internet and social media safety awareness programs.

**LGBTQ Initiatives**

Build on current initiatives and professional learning for teachers and staff.

**Mental Health and Wellness**

Expand training for administrators/teachers and other school staff to support mental health and wellness for students.

**Other** \_\_\_\_\_

**Comments:**

## **Appendix B**

### **Strategic Plan Survey Results**

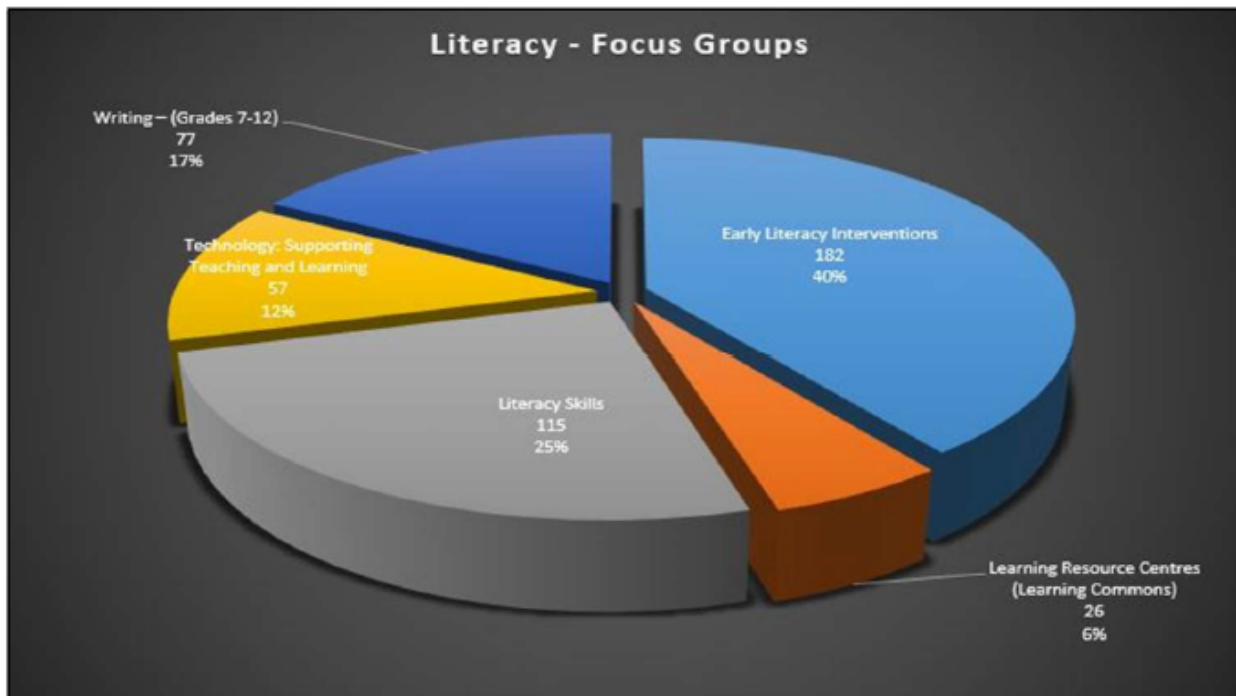


## Focus Group Survey Results

...

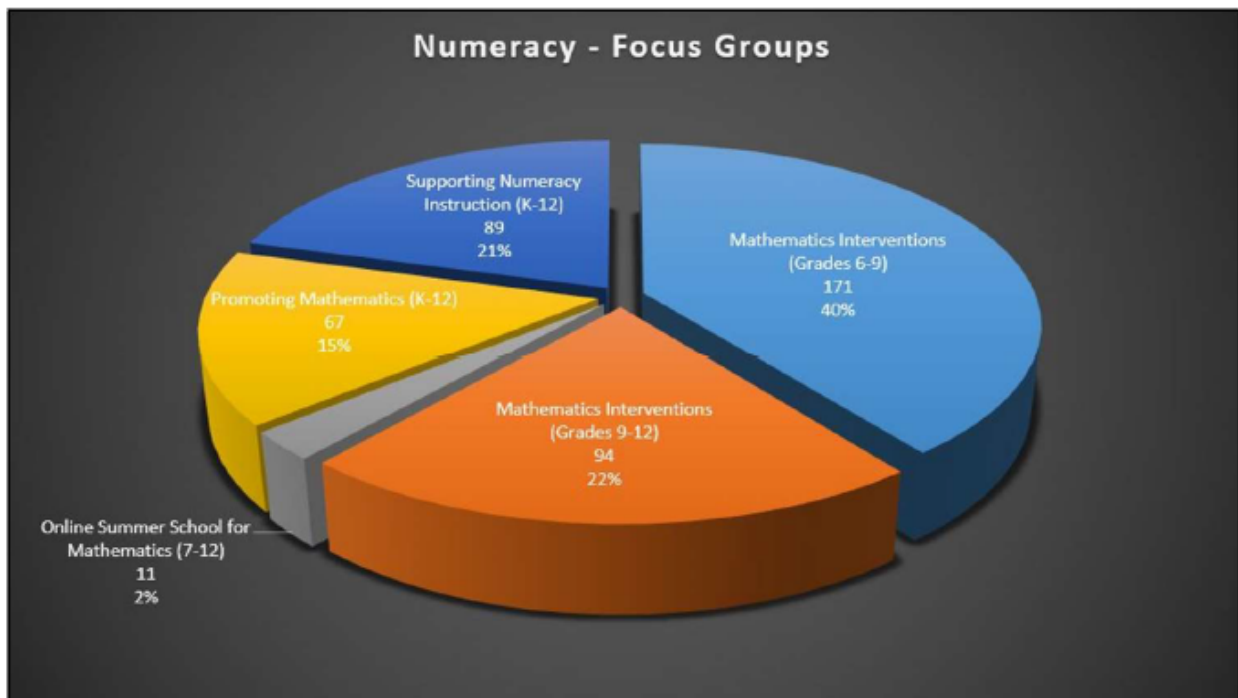
## Literacy Survey Results - Focus Group Survey

Early Literacy Interventions	Provide more early intervention resources to K-8 schools. (182 Points)
Learning Resource Centres/Learning Commons	Transform learning resource centres (libraries) into interactive 'learning commons', where students collaborate, using a variety of strategies and technologies to produce and share knowledge. (26 points)
Literacy Skills	Focus on helping students develop a variety of <u>additional</u> literacy skills (e.g., media literacy, presentation skills, and critical thinking). (115 Points)
Technology - Supporting Teaching & Learning	Provide more access to assistive technologies for schools; develop online portfolios to collect and monitor student work, train teachers in new technologies that support learning, etc. (57 Points)
Writing (Grades 7-12)	Focus on effective writing within the context of 21 <sup>st</sup> Century Learning (Communication, Collaboration, Creativity and Critical Thinking) (77 Points)



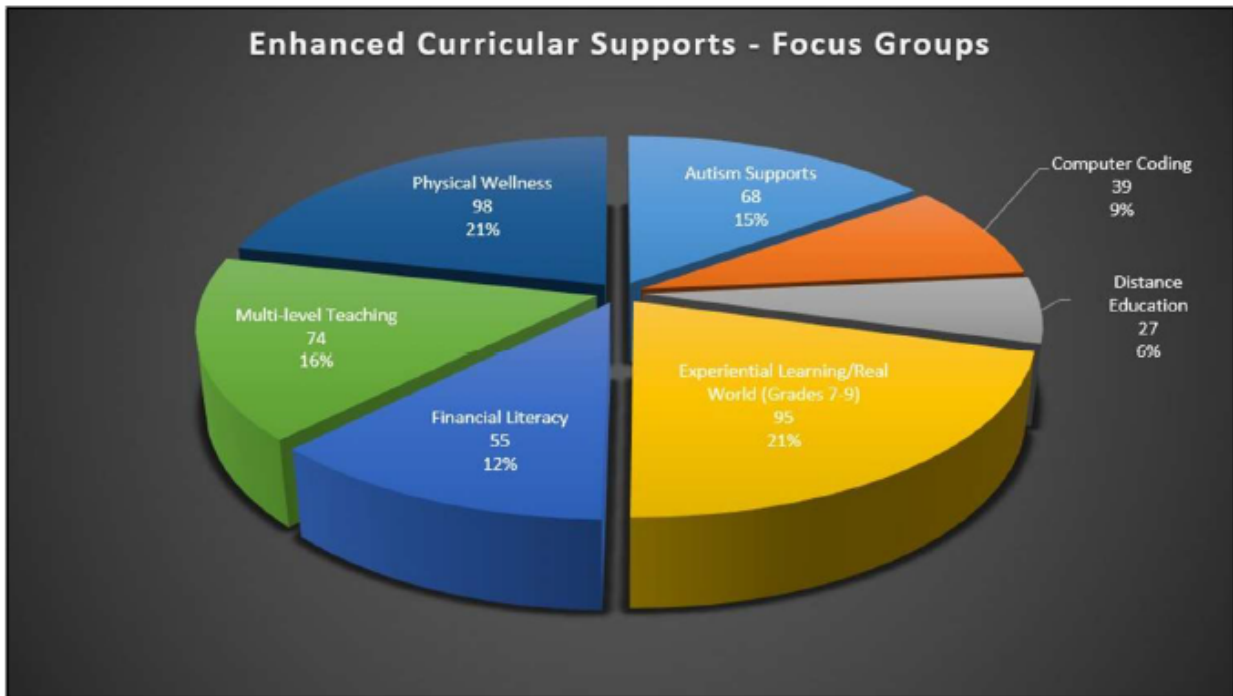
## Numeracy Survey Results - Focus Group Survey

Mathematics Interventions (Grades 6-9)	Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing effective teaching strategies. (171 Points)
Mathematics Interventions (Grades 9-12)	Mathematics Interventions (Grades 9-12) - Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing with effective teaching strategies. (94 Points)
Online Summer School for Mathematics (7-12)	Enable students to improve their math results through online programming and assessment. (11 Points)
Promoting Mathematics (K-12)	Promote the importance of Mathematics (more Math Days; Math Fairs, etc.); help build confidence, and increase positive attitudes. (67 Points)
Supporting Numeracy Instruction (K-12)	Increase use of available technologies to support classroom teaching and learning. (89 points)



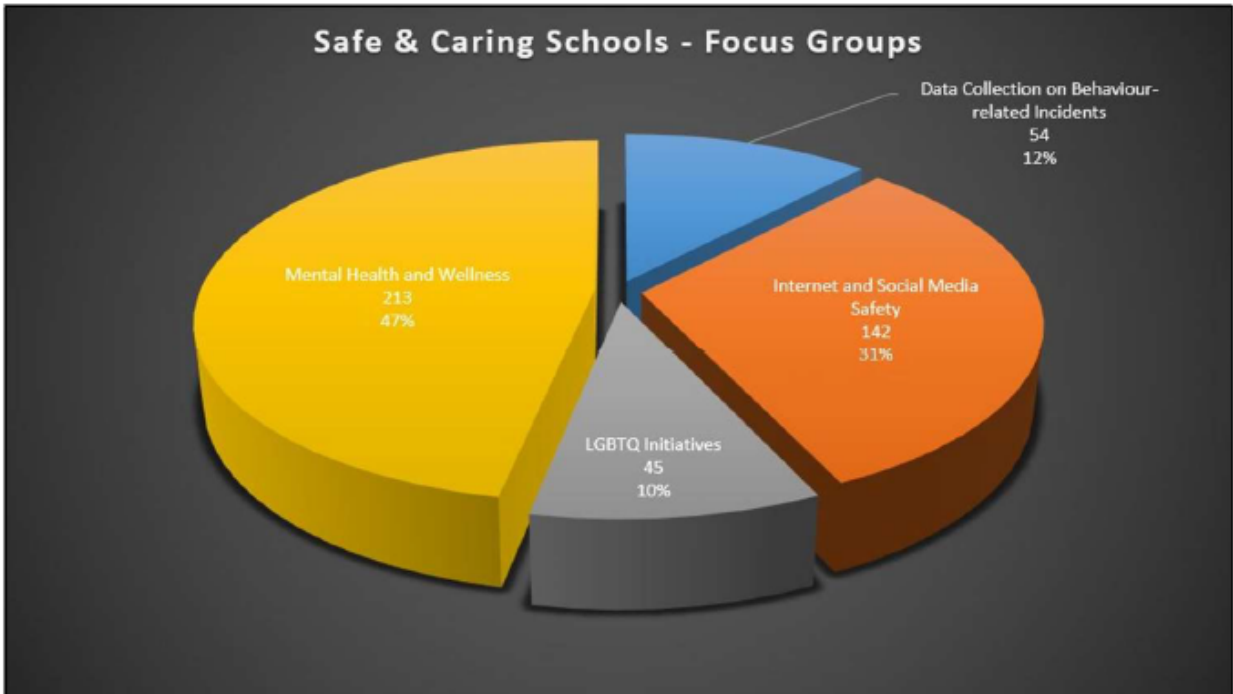
### Enhanced Curricular Supports Survey Results - Focus Group Survey

Autism Supports	Focus on supports for teaching and learning for students on the autism spectrum. (68 Points)
Computer Coding	Increase exposure to computer coding for Grades 4-6 and 7-9 students. (39 Points)
Distance Education	Work with the Department of Education and Early Childhood Development to expand distance education opportunities for intermediate/high school students (e.g., independent study, increased access to more students). (27 Points)
Experiential Learning/Real World (Grades 7-9)	Develop a multi-year initiative to build real world, project-based activities into classrooms, promoting communication, collaboration, critical-thinking and creativity (e.g., problem-solving). (95 Points)
Financial Literacy	Develop a program to increase students' understanding of financial management. (55 Points)
Multi-level Teaching	Focus on supporting classroom teachers in multi-age, multi-grade and combined classes. (74 points)
Physical Wellness	Further implement programs/practices to promote movement in the classroom and active, healthy living for students. (98 Points)



## Safe and Caring Schools Survey Results – Focus Group Survey

Data Collection on Behaviour-related Incidents	Increase emphasis on collection, analysis and monitoring of data to help promote prevention and consistent response to bullying/disruptive behaviours. (54 Points)
Internet and Social Media Safety	Enhance focus on internet and social media safety awareness programs. (142 Points)
LGBTQ Initiatives	Build on current initiatives and professional learning for teachers and staff. (45 Points)
Mental Health and Wellness	Expand training for administrators/teachers and other school staff to promote mental health and wellness for students. (213 Points)



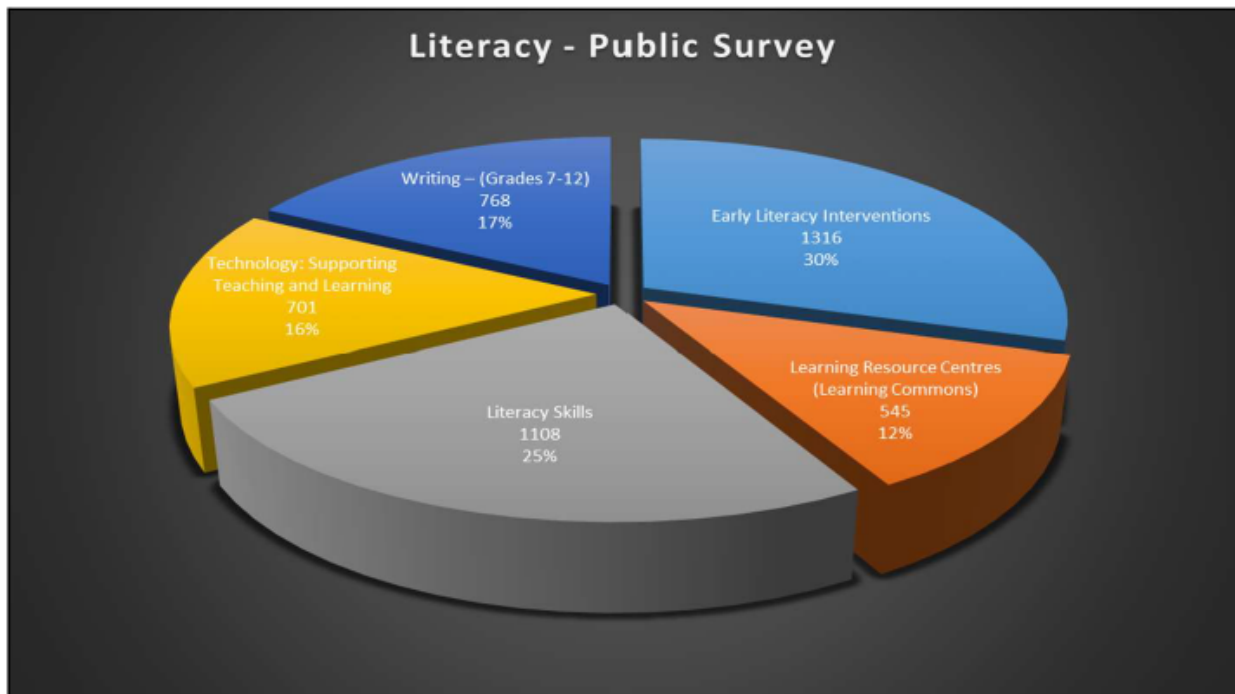
# Public Survey Results

...



## Literacy Survey Results - Public Survey

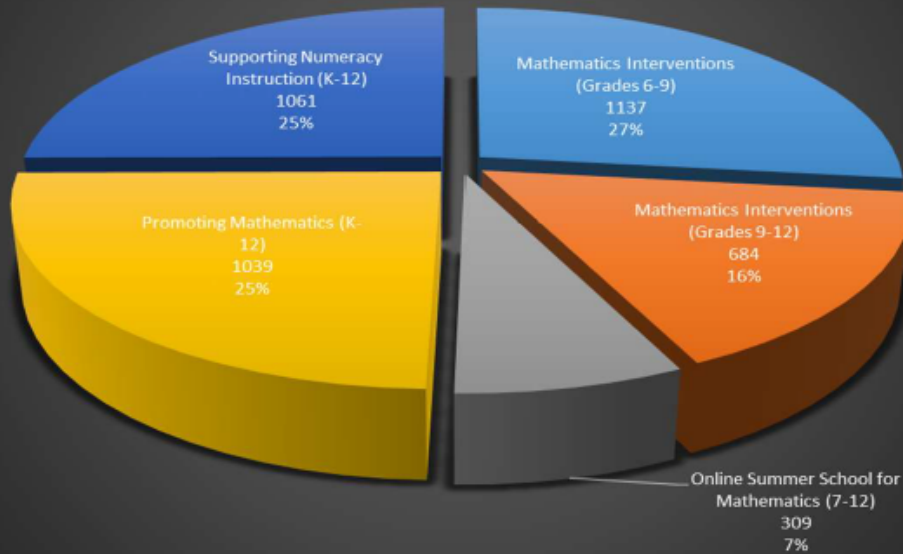
Early Literacy Interventions	Provide more early intervention resources to K-8 schools. (1318 Points)
Learning Resource Centres/Learning Commons	Transform learning resource centres (libraries) into interactive 'learning commons', where students collaborate, using a variety of strategies and technologies to produce and share knowledge. (545 points)
Literacy Skills	Focus on helping students develop a variety of additional literacy skills (e.g., media literacy, presentation skills, and critical thinking). (1108 Points)
Technology - Supporting Teaching & Learning	Provide more access to assistive technologies for schools; develop online portfolios to collect and monitor student work, train teachers in new technologies that support learning, etc. (701 Points)
Writing (Grades 7-12)	Focus on effective writing within the context of 21 <sup>st</sup> Century Learning (Communication, Collaboration, Creativity and Critical Thinking) (768 Points)



## Numeracy Survey Results - Public Survey

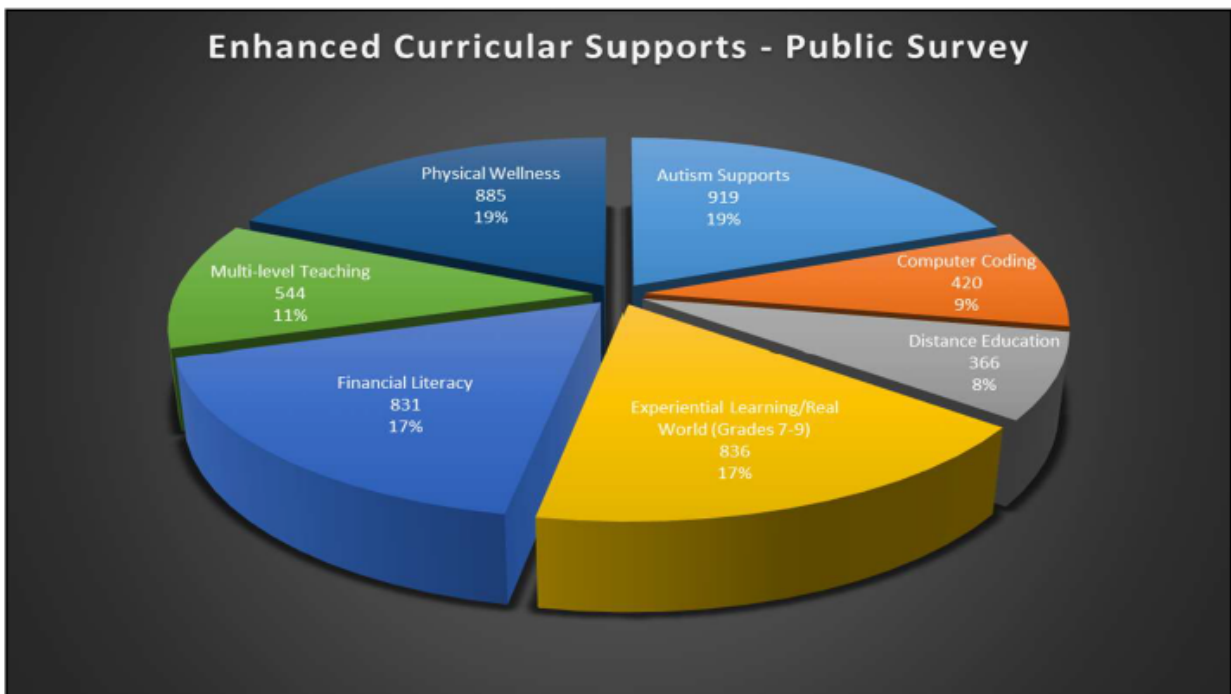
Mathematics Interventions (Grades 6-9)	Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing effective teaching strategies. (1137 Points)
Mathematics Interventions (Grades 9-12)	Mathematics Interventions (Grades 9-12) - Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing with effective teaching strategies. (684 Points)
Online Summer School for Mathematics (7-12)	Enable students to improve their math results through online programming and assessment. (309 Points)
Promoting Mathematics (K-12)	Promote the importance of Mathematics (more Math Days; Math Fairs, etc.); help build confidence, and increase positive attitudes. (1039 Points)
Supporting Numeracy Instruction (K-12)	Increase use of available technologies to support classroom teaching and learning. (1061 points)

### Numeracy - Public Survey



### Enhanced Curricular Supports Survey Results - Public Survey

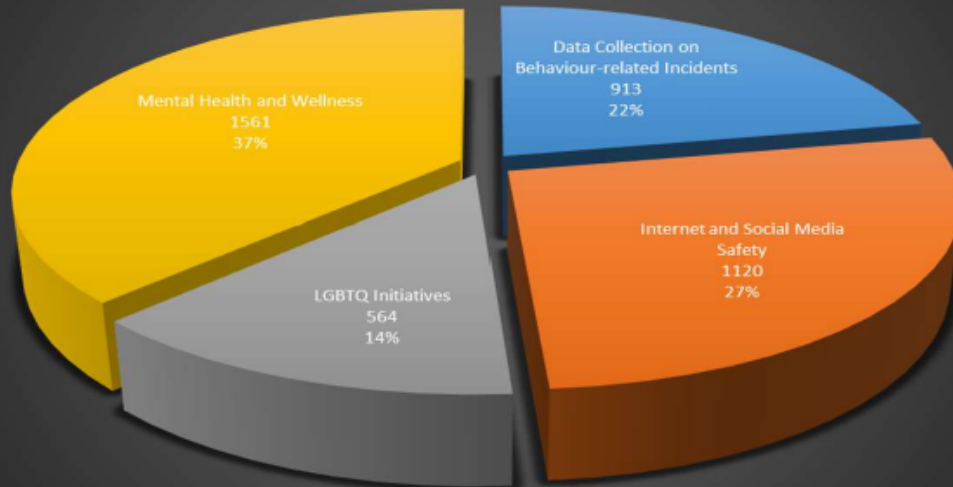
Autism Supports	Focus on supports for teaching and learning for students on the autism spectrum. (919 Points)
Computer Coding	Increase exposure to computer coding for Grades 4-6 and 7-9 students. (420 Points)
Distance Education	Work with the Department of Education and Early Childhood Development to expand distance education opportunities for intermediate/high school students (e.g., independent study, increased access to more students). (366 Points)
Experiential Learning/Real World (Grades 7-9)	Develop a multi-year initiative to build real world, project-based activities into classrooms, promoting communication, collaboration, critical-thinking and creativity (e.g., problem-solving). (836 Points)
Financial Literacy	Develop a program to increase students' understanding of financial management. (831 Points)
Multi-level Teaching	Focus on supporting classroom teachers in multi-age, multi-grade and combined classes. (544 points)
Physical Wellness	Further implement programs/practices to promote movement in the classroom and active, healthy living for students. (885 Points)



## Safe and Caring Schools - Public Survey

Data Collection on Behaviour-related Incidents	Increase emphasis on collection, analysis and monitoring of data to help promote prevention and consistent response to bullying/disruptive behaviours. (913 Points)
Internet and Social Media Safety	Enhance focus on internet and social media safety awareness programs. (1120 Points)
LGBTQ Initiatives	Build on current initiatives and professional learning for teachers and staff. (564 Points)
Mental Health and Wellness	Expand training for administrators/teachers and other school staff to promote mental health and wellness for students. (1561 Points)

### Safe & Caring Schools - Public Survey



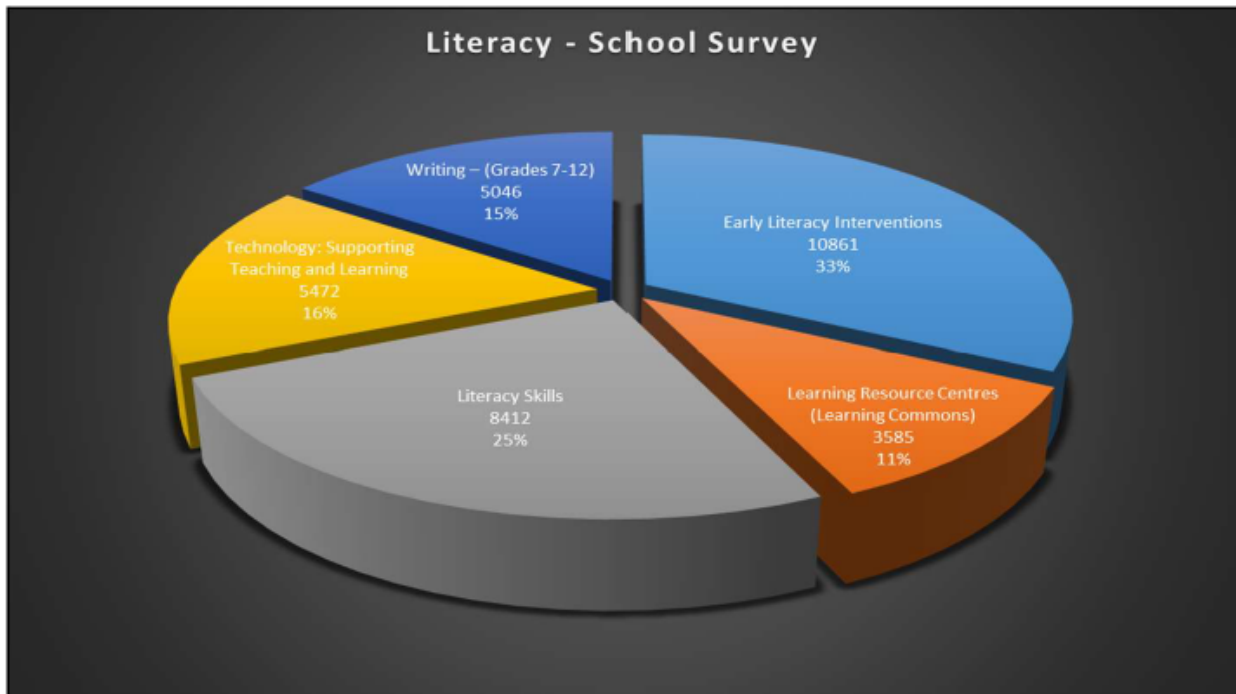


# School Survey Results

...

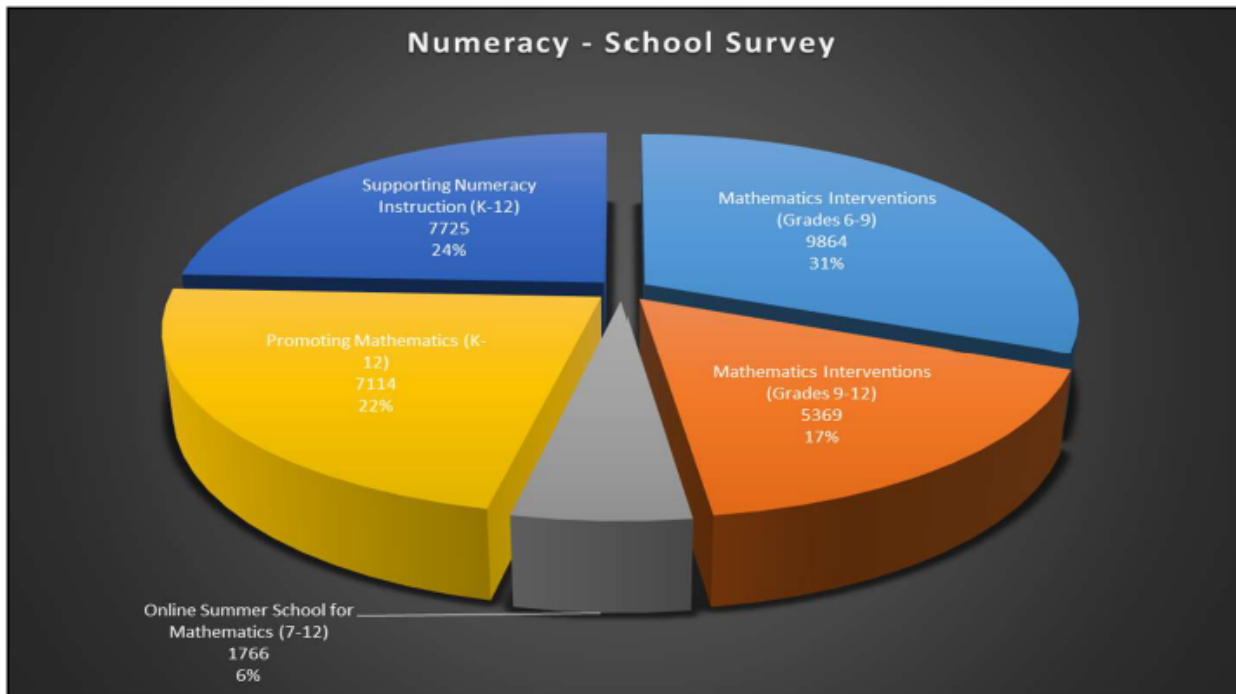
## Literacy Survey Results - School Survey

Early Literacy Interventions	Provide more early intervention resources to K-8 schools. (10861 Points)
Learning Resource Centres/Learning Commons	Transform learning resource centres (libraries) into interactive 'learning commons', where students collaborate, using a variety of strategies and technologies to produce and share knowledge. (3585 points)
Literacy Skills	Focus on helping students develop a variety of additional literacy skills (e.g., media literacy, presentation skills, and critical thinking). (8412 Points)
Technology - Supporting Teaching & Learning	Provide more access to assistive technologies for schools; develop online portfolios to collect and monitor student work, train teachers in new technologies that support learning, etc. (5472 Points)
Writing (Grades 7-12)	Focus on effective writing within the context of 21 <sup>st</sup> Century Learning (Communication, Collaboration, Creativity and Critical Thinking) (5046 Points)



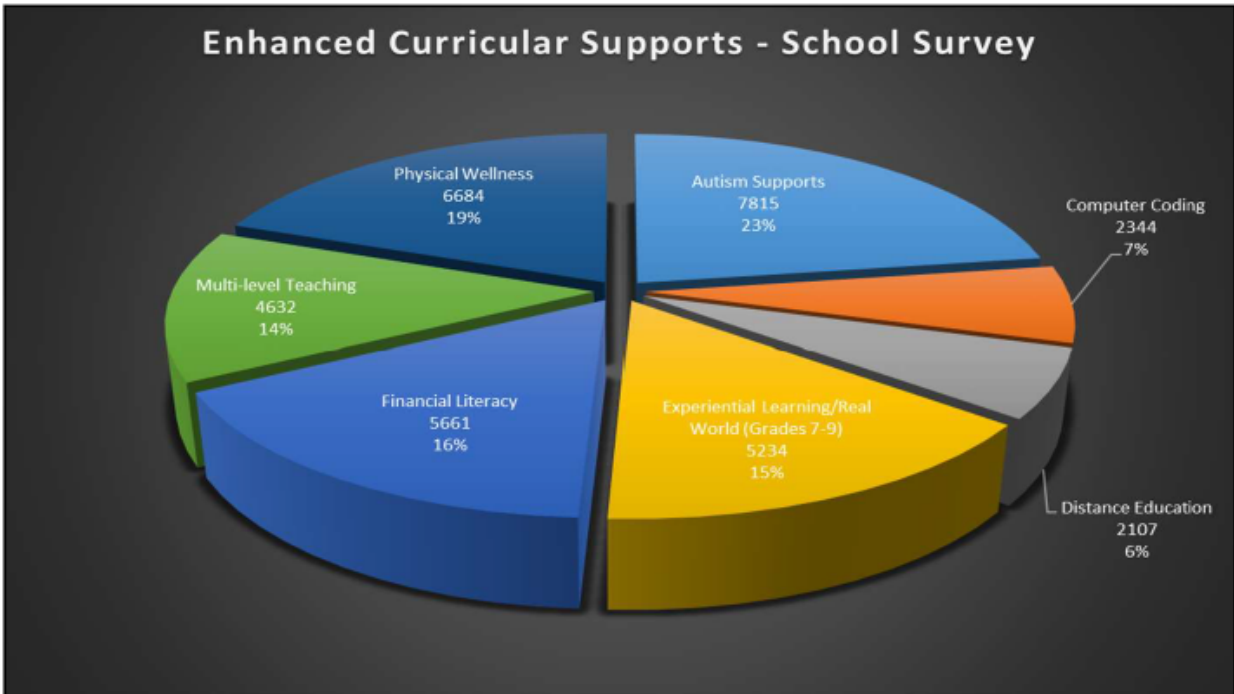
## Numeracy Survey Results - School Survey

<p><b>Mathematics Interventions (Grades 6-9)</b></p>	<p>Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing effective teaching strategies. <b>(9864 Points)</b></p>
<p><b>Mathematics Interventions (Grades 9-12)</b></p>	<p>Mathematics Interventions (Grades 9-12) - Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing with effective teaching strategies. <b>(5369 Points)</b></p>
<p><b>Online Summer School for Mathematics (7-12)</b></p>	<p>Enable students to improve their math results through online programming and assessment. <b>(1766 Points)</b></p>
<p><b>Promoting Mathematics (K-12)</b></p>	<p>Promote the importance of Mathematics (more Math Days; Math Fairs, etc.); help build confidence, and increase positive attitudes. <b>(7114 Points)</b></p>
<p><b>Supporting Numeracy Instruction (K-12)</b></p>	<p>Increase use of available technologies to support classroom teaching and learning. <b>(7725 points)</b></p>



## Enhanced Curricular Supports Survey Results - School Survey

Autism Supports	Focus on supports for teaching and learning for students on the autism spectrum. <b>(7815 Points)</b>
Computer Coding	Increase exposure to computer coding for Grades 4-8 and 7-9 students. <b>(2344 Points)</b>
Distance Education	Work with the Department of Education and Early Childhood Development to expand distance education opportunities for intermediate/high school students (e.g., independent study, increased access to more students). <b>(2107 Points)</b>
Experiential Learning/Real World (Grades 7-9)	Develop a multi-year initiative to build real world, project-based activities into classrooms, promoting communication, collaboration, critical-thinking and creativity (e.g., problem-solving). <b>(5234 Points)</b>
Financial Literacy	Develop a program to increase students' understanding of financial management. <b>(5661 Points)</b>
Multi-level Teaching	Focus on supporting classroom teachers in multi-age, multi-grade and combined classes. <b>(4632 points)</b>
Physical Wellness	Further implement programs/practices to promote movement in the classroom and active, healthy living for students. <b>(6684 Points)</b>

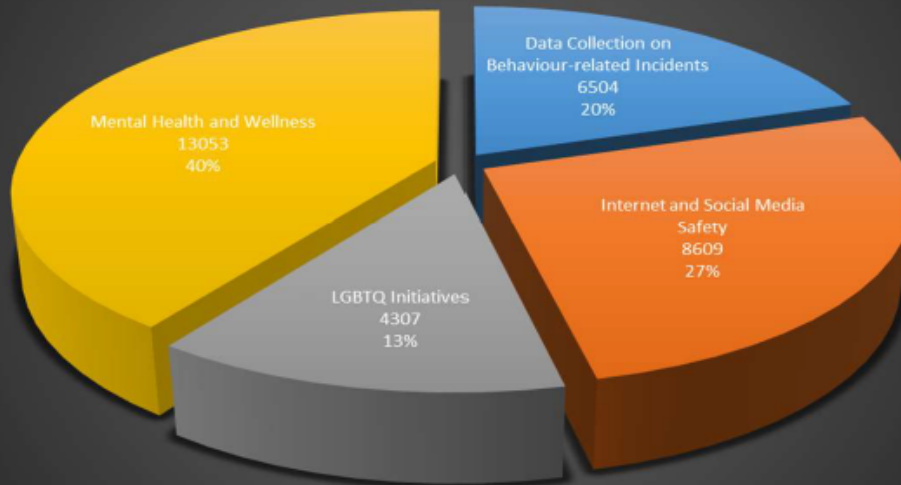




## Safe and Caring Schools - School Survey

Data Collection on Behaviour-related Incidents	Increase emphasis on collection, analysis and monitoring of data to help promote prevention and consistent response to bullying/disruptive behaviours. (6504 Points)
Internet and Social Media Safety	Enhance focus on internet and social media safety awareness programs. (8609 Points)
LGBTQ Initiatives	Build on current initiatives and professional learning for teachers and staff. (4307 Points)
Mental Health and Wellness	Expand training for administrators/teachers and other school staff to promote mental health and wellness for students. (13053 Points)

## Safe & Caring Schools - School Survey



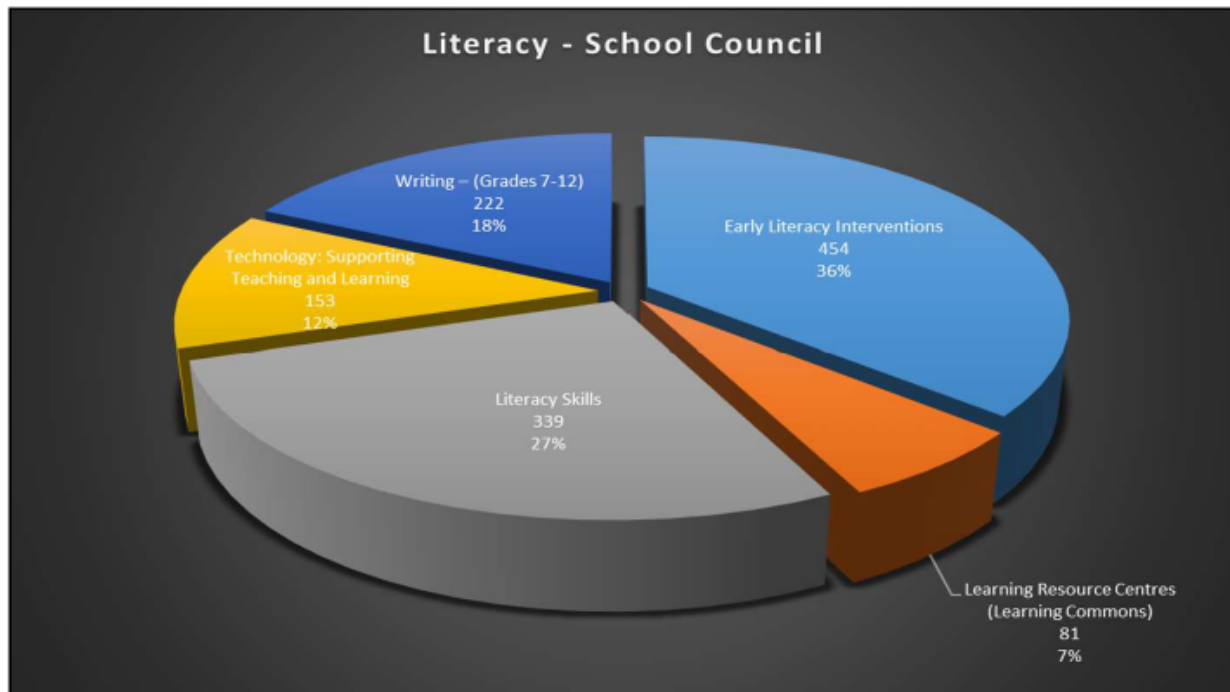


## School Council Results Filter

...

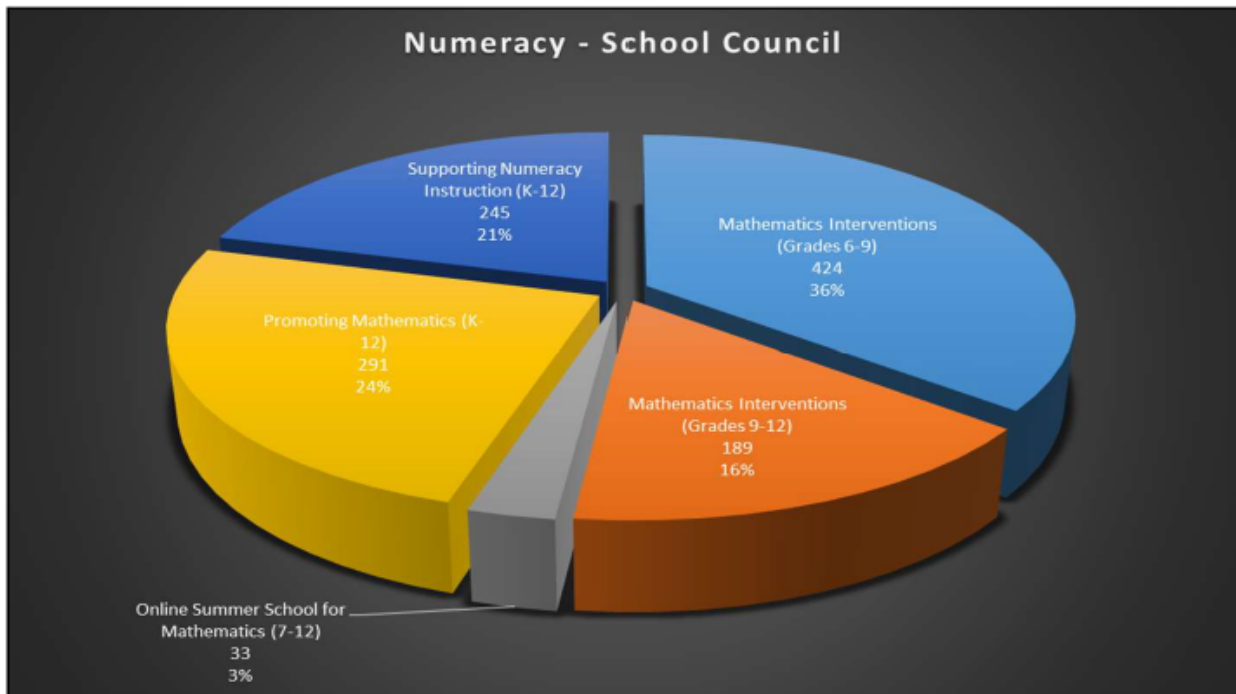
## Literacy Survey Results - School Council Survey

Early Literacy Interventions	Provide more early intervention resources to K-8 schools. (454 Points)
Learning Resource Centres/Learning Commons	Transform learning resource centres (libraries) into interactive 'learning commons', where students collaborate, using a variety of strategies and technologies to produce and share knowledge. (81 points)
Literacy Skills	Focus on helping students develop a variety of additional literacy skills (e.g., media literacy, presentation skills, and critical thinking). (339 Points)
Technology - Supporting Teaching & Learning	Provide more access to assistive technologies for schools; develop online portfolios to collect and monitor student work, train teachers in new technologies that support learning, etc. (153 Points)
Writing (Grades 7-12)	Focus on effective writing within the context of 21 <sup>st</sup> Century Learning (Communication, Collaboration, Creativity and Critical Thinking) (222 Points)



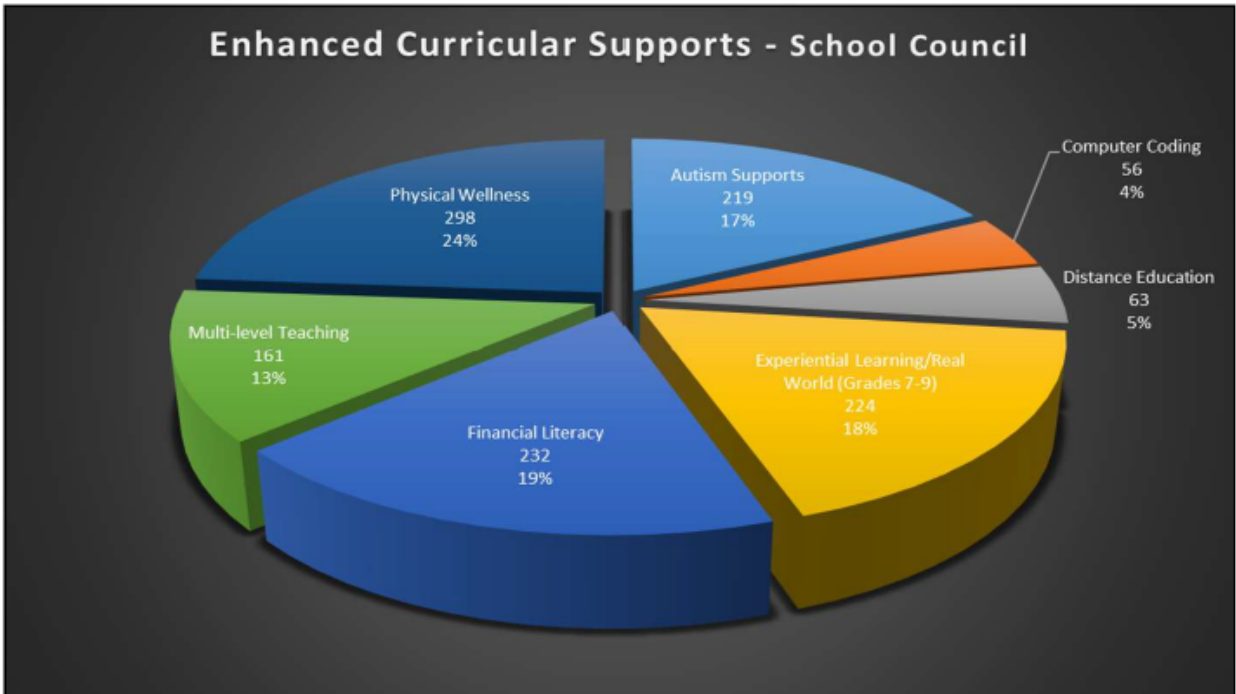
## Numeracy Survey Results - School Council Survey

Mathematics Interventions (Grades 6-9)	Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing effective teaching strategies. (424 Points)
Mathematics Interventions (Grades 9-12)	Mathematics Interventions (Grades 9-12) - Focus on identifying at-risk students (those not reaching their full potential), and supporting teachers by sharing with effective teaching strategies. (189 Points)
Online Summer School for Mathematics (7-12)	Enable students to improve their math results through online programming and assessment. (33 Points)
Promoting Mathematics (K-12)	Promote the importance of Mathematics (more Math Days; Math Fairs, etc.); help build confidence, and increase positive attitudes. (291 Points)
Supporting Numeracy Instruction (K-12)	Increase use of available technologies to support classroom teaching and learning. (245 points)



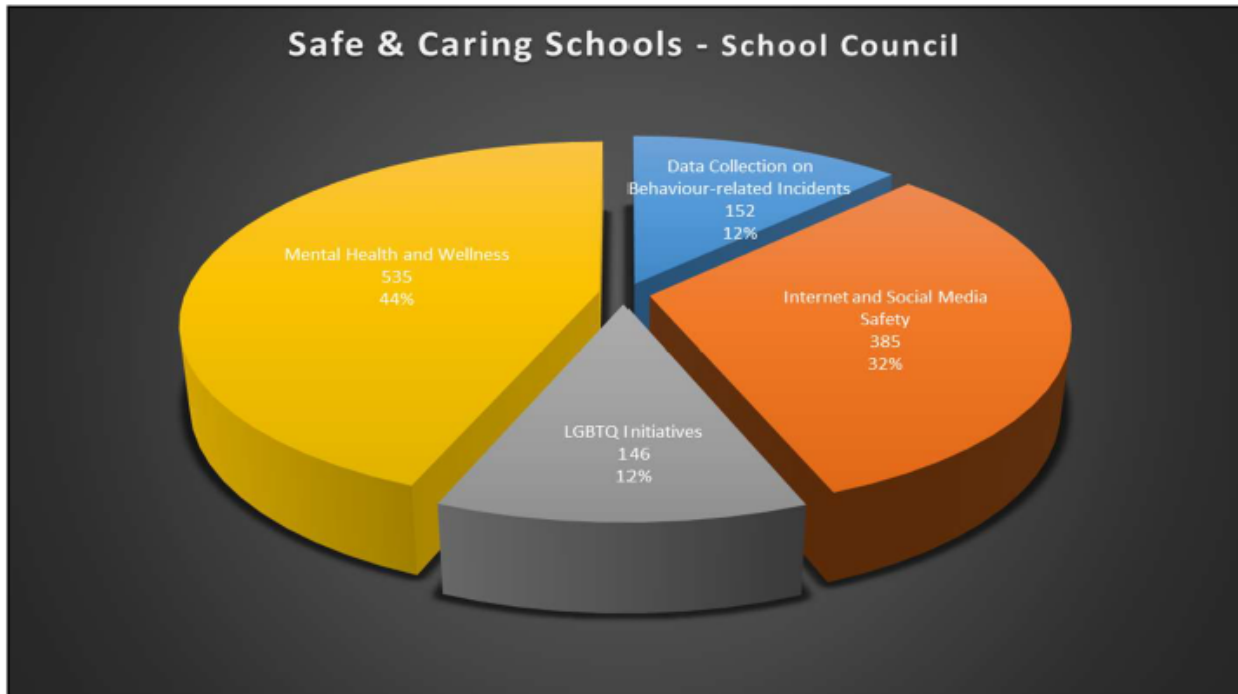
### Enhanced Curricular Supports Results - School Council Survey

Autism Supports	Focus on supports for teaching and learning for students on the autism spectrum. (219 Points)
Computer Coding	Increase exposure to computer coding for Grades 4-6 and 7-9 students. (56 Points)
Distance Education	Work with the Department of Education and Early Childhood Development to expand distance education opportunities for intermediate/high school students (e.g., independent study, increased access to more students). (63 Points)
Experiential Learning/Real World (Grades 7-9)	Develop a multi-year initiative to build real world, project-based activities into classrooms, promoting communication, collaboration, critical-thinking and creativity (e.g., problem-solving). (224 Points)
Financial Literacy	Develop a program to increase students' understanding of financial management. (232 Points)
Multi-level Teaching	Focus on supporting classroom teachers in multi-age, multi-grade and combined classes. (161 Points)
Physical Wellness	Further implement programs/practices to promote movement in the classroom and active, healthy living for students. (298 Points)



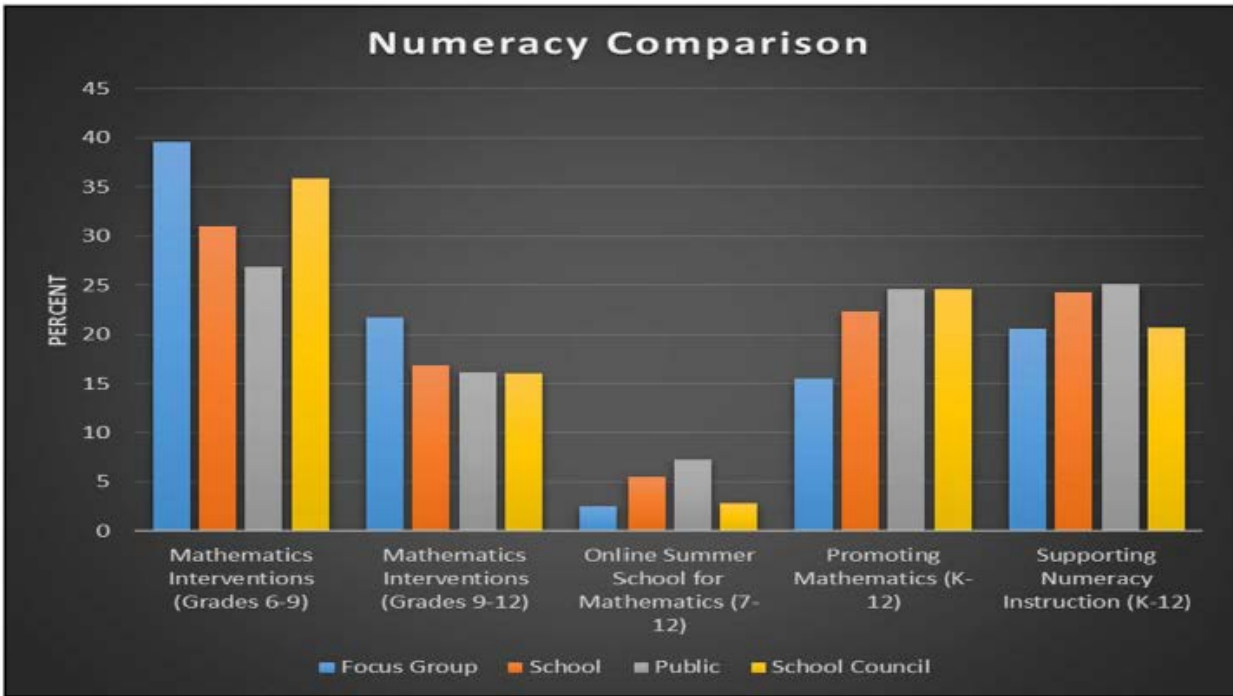
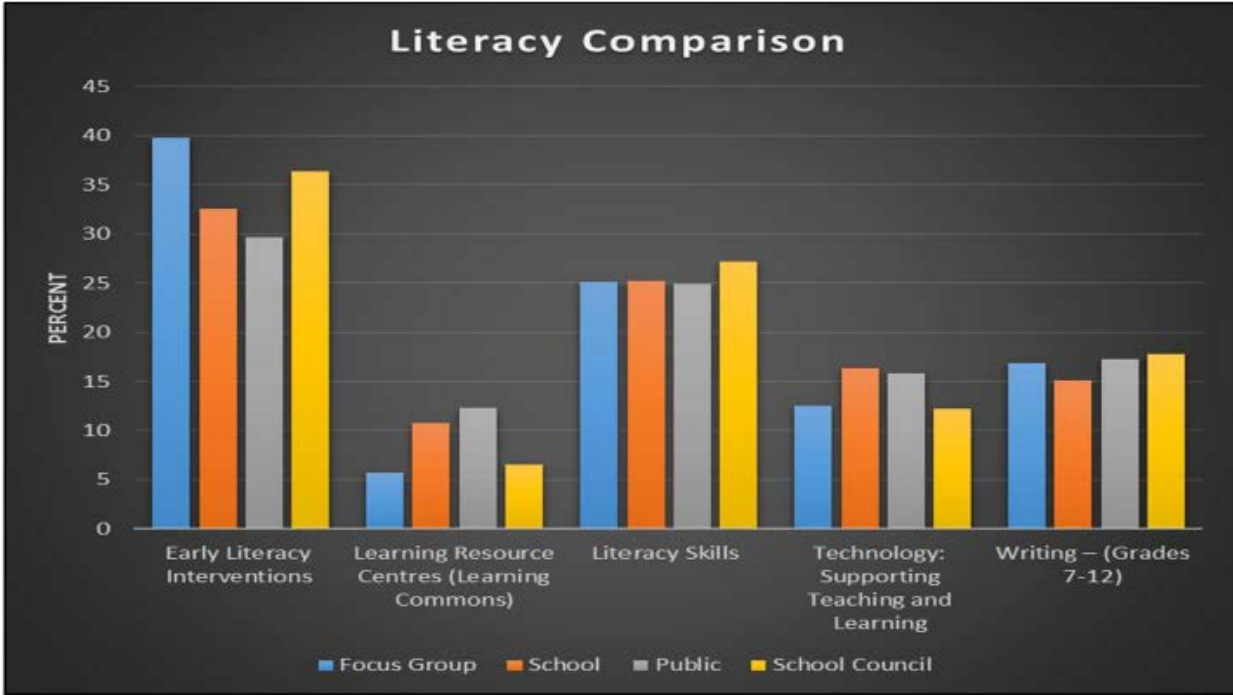
## Safe and Caring Schools - School Council Survey

Data Collection on Behaviour-related Incidents	Increase emphasis on collection, analysis and monitoring of data to help promote prevention and consistent response to bullying/disruptive behaviours. (152 Points)
Internet and Social Media Safety	Enhance focus on internet and social media safety awareness programs. (385 Points)
LGBTQ Initiatives	Build on current initiatives and professional learning for teachers and staff. (146 Points)
Mental Health and Wellness	Expand training for administrators/teachers and other school staff to promote mental health and wellness for students. (535 Points)

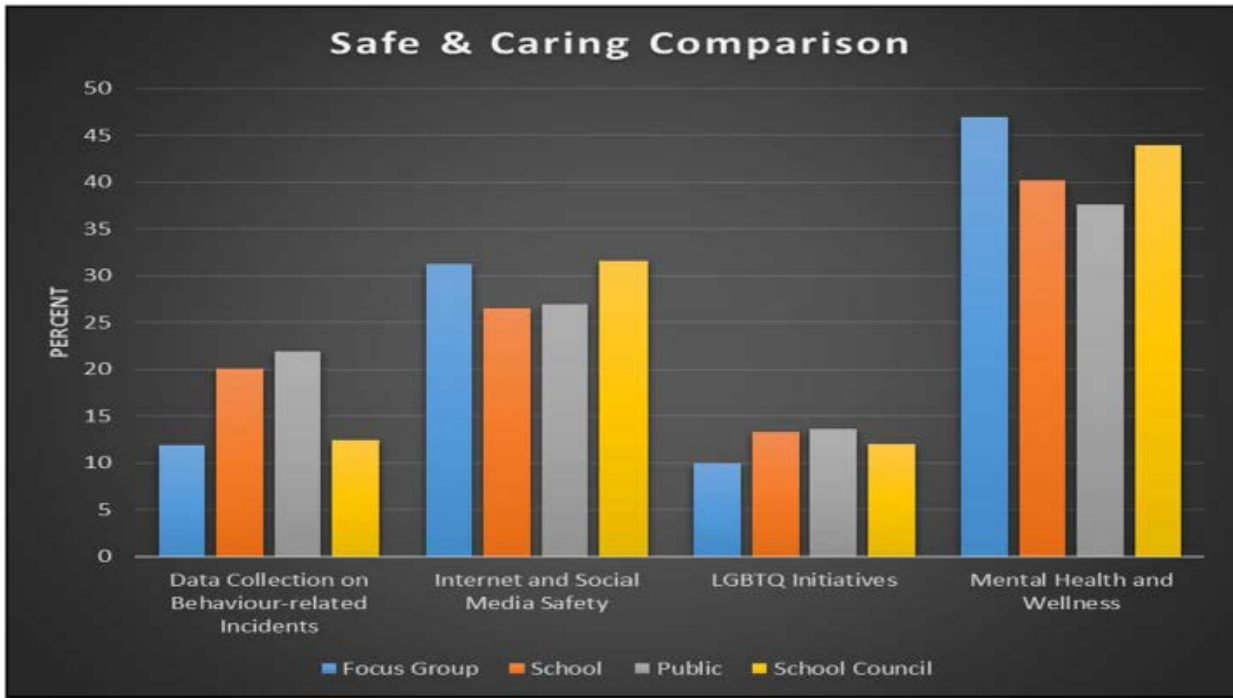
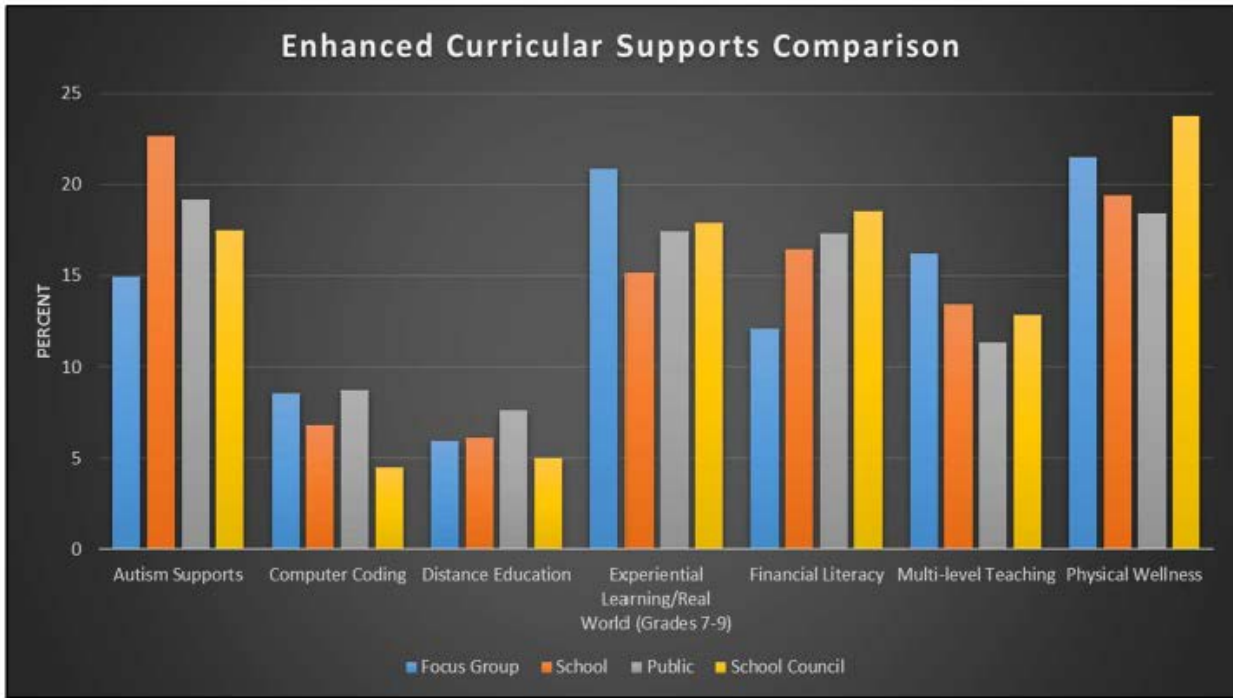


## Comparison Charts (%)

...







## **Appendix C**

### Student Focus Groups

# What We Heard

## Strategic Plan 2017-2020 - Student Focus Group Sessions/Surveys

As part of the 2017-2020 Strategic Plan consultation process, the Newfoundland and Labrador English School Board made a concerted effort to hear the voices of those most impacted by decisions around K-12 education – our students. Principals at all schools with students in Grades 7-12 were asked to hold a student focus group session and complete an online survey. In addition, the District CEO and staff also included student groups in separate, face-to-face sessions held as part of broader consultations in the regions. Students in Happy Valley-Goose Bay, Corner Brook, Gander, Clarenville, and St. John's participated in this latter process.



Students were asked to focus on two aspects of the strategic planning process – Enhanced Curricular Supports and Safe and Caring Schools. What areas would they see as priorities in the area of curricular supports? Where did they feel flexible resources should be directed? How did they feel school efforts to create safe and caring school environments were working – and where should we be focusing more attention?

### **Enhanced Curricular Supports**

The students were questioned around the following priority areas identified in the Enhanced Curricular Supports survey:

- Autism Supports
- Computer Coding
- Distance Education
- Experiential/Real Word Learning
- Financial Literacy
- Multi-level Teaching
- Physical Wellness

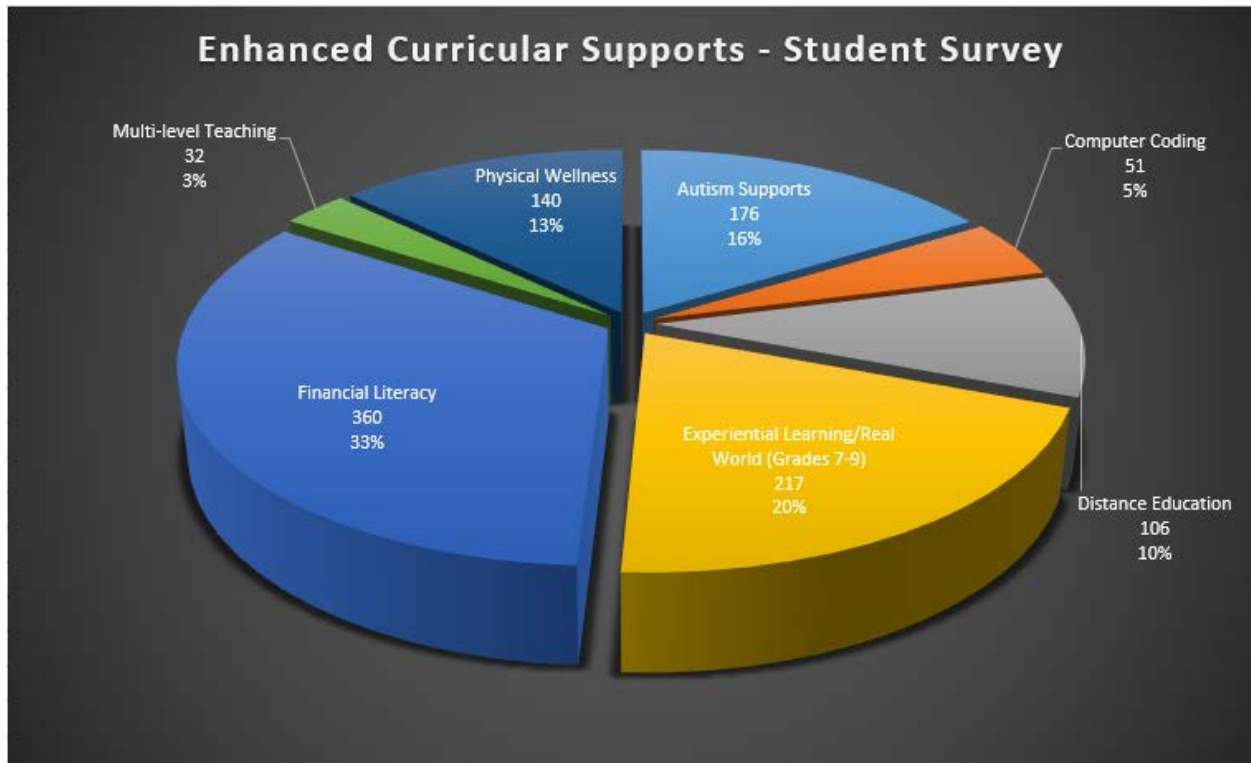
While all the focus areas were deemed valuable, and individual students had different opinions on the “Top 3” choices – there were similarities in their responses. The top priority – in both the District-led and school-led focus groups, was Financial Literacy, with virtually all pointing to a lack of knowledge around budgeting, banking, taxes, credit card use, investment, and the ability to manage money. Experiential/Real World Learning and Computer Coding also ranked highly within the District-led focus group sessions (although Computer Coding was not highly ranked in the school-led sessions), with Physical Wellness and Autism Supports seen as important priorities as well. In terms of other areas where students felt more attention would be beneficial, the arts (music, drama, dance, etc.) were most frequently mentioned, along with suggested changes to the high school Career Development course.

Top 3 - District-led Sessions (Discussion)

1. **Financial Literacy** – Students felt they have little exposure to money management, and suggested making Financial Literacy part of a revamped Career Development course.
2. **Experiential/Real World Learning** – Students expressed a need for more exposure to “real world” applications of lessons learned in school.
3. **Computer Coding** – Students felt it is the way of the future – and yet they have very little knowledge or exposure to it.

Top 3 - School-led Sessions (Survey Results – Point Totals)

1. **Financial Literacy** (360)
2. **Experiential/Real World Learning** (217)
3. **Autism Supports** (176)



### **Safe and Caring Schools**

Do our students feel safe and supported in their school? Students were asked to prioritize the following areas where schools are already focusing attention, but where additional supports may be required.

Data Collection on Behaviour-related Incidents  
 Internet/Social Media Safety  
 LGBTQ Supports  
 Mental Health Initiatives

Once again, students pointed strongly to one area which they feel requires additional focus - mental health issues (particularly anxiety) amongst their peer group. Many acknowledged a lot of that anxiety was connected to cyberbullying on social media, and the inability to control hurtful or embarrassing comments/photos shared with other students. Some spoke of feeling powerless to help their friends going through difficult experiences, and being reluctant to tell school staff about incidents of bullying, for fear of retaliation from other students.

Some students noted the difficult transition from junior high school to high school, and from elementary school to junior high, in particular. Others mentioned washrooms as places where students often congregate, creating unsafe environments for others.

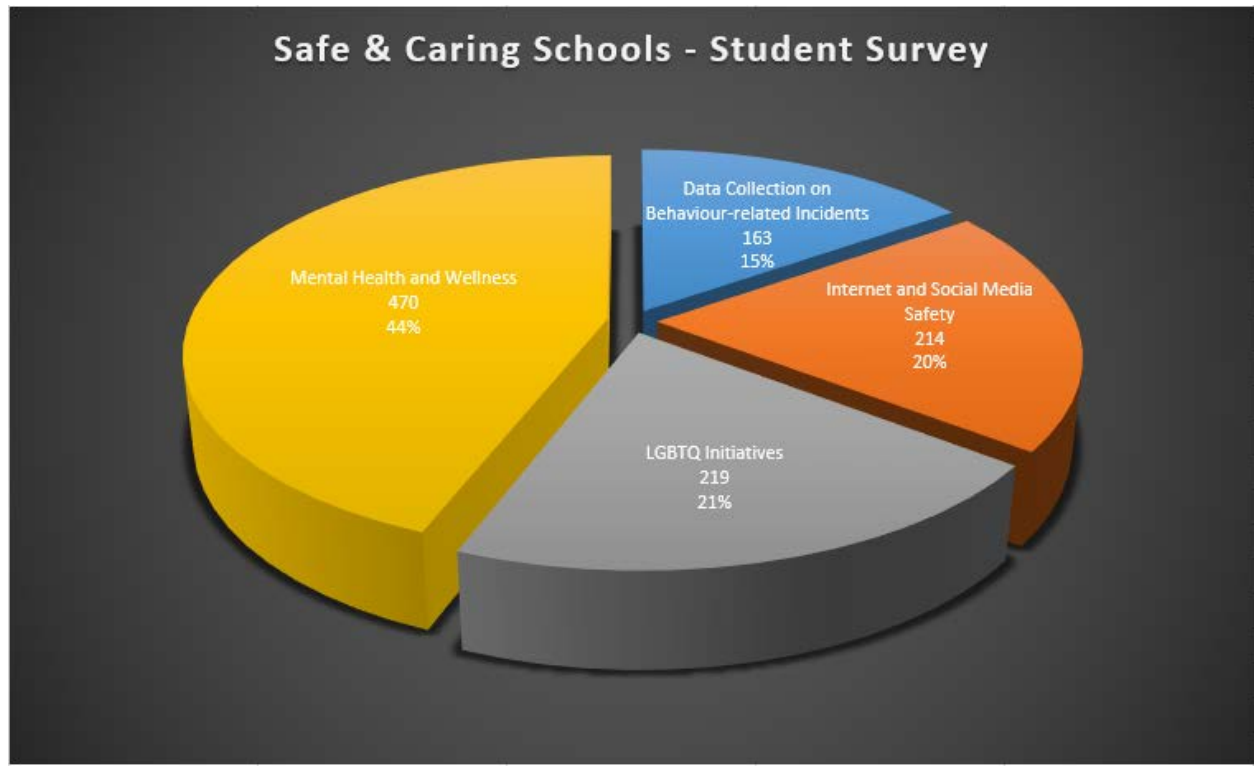
#### Top 3 - District-led Sessions (Discussions)

1. **Mental Health Initiatives** – Students felt many of their peers have an inability to cope with stressful situations. They also felt many lacked self-esteem, which can lead to mental health issues, as well as alcohol and drug use.
2. **Internet/Social Media Safety** – Students noted there is little control over cyberbullying and few consequences for perpetrators.
3. **LGBTQ Initiatives** – Students were supportive of their LGBTQ peers, but felt more information should be introduced in junior high school.

#### Top 3 – School-led Sessions (Survey Results/Point Totals)

- |  |       |
|--|-------|
| 1. <b>Mental Health and Wellness</b>   | (470) |
| 2. <b>LGBTQ Initiatives</b>            | (219) |
| 3. <b>Internet/Social Media Safety</b> | (216) |

The school-led survey results supported what was heard at the District-led focus groups, but with LGBTQ Initiatives ranking just slightly higher than Internet/Social Media Safety.



### **Other Priority Areas**

The District-led student focus group sessions also asked high school students to identify other areas where changes could enhance student learning and the high school experience in general. Among the suggestions were:

1. **High School Graduation Requirements** – Students felt they should have more choice in determining what courses they were required to complete, including:
  - Removing the requirement to complete credits in Physical Education/Fine Arts.
  - More opportunities to “challenge” final exams online for credit.
  - More opportunities for larger schools to avail of courses through distance learning.
  - Fewer requirements to fill their schedule with courses not required for graduation.
  
2. **Career Development Course** – Students in all focus group sessions suggested the required Career Development course was not meeting their needs and should be revamped. Some suggestions included:
  - The addition of a module on Financial Literacy.
  - More focus on “life after high school” and “real life situations/expectations”.
  - More assistance for students planning to further their education at post-secondary institutions outside Newfoundland and Labrador.
  
3. **Semesterization** – Students generally approved with the concept of semesterization, which might allow them to focus on fewer subject areas during a single term and also allow them to complete high school requirements earlier.

## Conclusion



The Newfoundland and Labrador English School District sincerely thanks the students and administrators involved in District-led student focus groups held in all four regions as part of the Strategic Planning Consultation process. Without exception, the sessions proved to be informative and insightful, with students providing valuable input into the planning process.

## **Appendix D**

### Leadership Development and Organizational Effectiveness



# Leadership Development and Organizational Effectiveness

## Strategic Planning 2017-2020

The Newfoundland and Labrador English School Board has determined that **Student Success, Safe and Caring Schools**, and **Leadership Development and Organizational Effectiveness** will be the overarching areas of focus in the Board's 2017-2020 Strategic Plan.

To help inform that plan, province-wide consultations were held between January to March 2017 with District staff, school councils, administrators, teachers, support staff, students, parents, stakeholder groups and the public.

Early focus group sessions indicated the majority of participants did not feel adequately informed to comment on the relative merits of District plans, policies, and procedures designed to enhance organizational effectiveness. As such, District staff members have identified areas where efforts to enhance organizational effectiveness should continue, and be enhanced. They are as follows:

### Leadership Development and Organization Effectiveness – Potential Focus Areas

**1. School Leadership - Increase efforts to identify potential leaders and build leadership capacity at the school level.**

The District is holding four regional professional learning sessions for aspiring school leaders this school year and hopes to enhance those efforts during the 2017-2020 Strategic Planning period. This is considered a priority in terms of succession planning, as long-serving administrators prepare for retirement.

**2. School Management Software – Enhance the use of PowerSchool software.**

As of September 2016, all District schools are using the PowerSchool school management software to record student data and information around achievement. PowerSchool has the ability to provide a wealth of information to enhance student success. Enhanced training for school staff will better inform school-based decision-making and best practices.

**3. School Planning Software – Expand use of the Baragar school systems planning software**

The District is using Baragar, the school planning software, to assist with multi-year planning and the monitoring of province-wide school enrolments. The use of Baragar is expected to continue, as required, as demographic changes, new/renovated schools, and the subsequent need for school reorganizations are identified.

**4. Electronic Personnel Systems – Enhance electronic personnel systems**

The District hopes to continue to improve the efficiency of electronic personnel systems, (such as *SmartFind Express*, the School District System), and enhance the Electronic Hiring Package through ongoing training, as required.

**5. Purchasing Policy/Procedures – Enhance consistency**

The District hopes to continue work to ensure consistent purchasing policies/procedures in all regions.

**6. Policy Development – Continue policy development and review**

The District should continue to develop, review, and finalize policies to ensure consistent District-wide implementation.

**7. Communications – Enhance communications with stakeholders**

The District hopes to continue efforts to improve communications with stakeholders – particularly information provided from the school/teacher to parents and guardians.