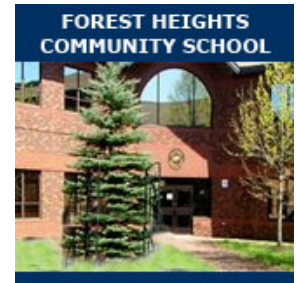


Annual Report to the Community

September 2013 – June 2014

Forest Heights Community School



A note from the Principal

Last year was my first year at FHCS and it was my first year as a high school principal. To say I was a little intimidated would be an understatement. However I was pleasantly surprised to learn, early in the year, that both staff and students were very welcoming and many special events and activities were already in place. Staff and students took lead roles and participated in, the Candidates Forum, Model Parliament, a visit to Neptune Theatre, and Celebration of the Arts. Students had the opportunity to become part of our student council, the art club “Creative Soul”, and the many sports teams including soccer, basketball, cross-country, volleyball, golf, hockey, track and field, badminton, and wrestling.

FHCS had an international flavor last year with 10 exchange students coming from 6 different countries. We also had students travel to Spain and we were hosts to a group of students from Holland.

As a principal I recognize that many of the special events that happen at schools, above and beyond the regular curriculum, could not happen without the support and volunteerism of all involved, so to all those parents and staff who helped out, thank you very much for your time and effort. ~ Miles Page

Data and Results

Before we develop goals for our school, we have to take a serious look at how we are doing currently. The number of students who received at least one mid-term grade below 50% during the 2013-2014 school year were as follows:

- First semester mid-term – 76 (27%)
- Second semester mid-term – 46 (16%)

Our school is also interested in the percentage of students with moderate to high levels of anxiety as measured by the 2012-2013 TTFM Student Survey which was 24%. The Canadian norm is 18%. The percentage of students with moderate to high levels of depression as measured by the 2012-2013 TTFM Student Survey was 29%. The Canadian norm is 19%.

Professional Learning

We organize our professional learning activities to ensure that the time is used wisely in order to have the most positive impact on student learning, achievement and school culture.

This year, teachers used their collaborative team time to learn about and develop strategies to better help students with learning disabilities. They also used this time to develop a better understanding of mental health issues that can touch some of our students.

There is increasing evidence that student learning, achievement and engagement increase when teachers have opportunities to work together in Collaborative Learning Teams.

Continuous School Improvement

Teachers at FHCS are always working hard to improve student learning, achievement and engagement. During the past year, teacher teams used their embedded time afternoons to focus on several topics.

Mental health: This team reviewed the Stan Kutcher model for teen mental health training and put steps in place to implement six curriculum modules with all grade 10 students during the 2014-2015 school year.

Learning Disabilities: This team looked at strategies to help students with learning disabilities and create a digital (online) resource for the staff.

Social Skills: This group divided their work in three strands (sub-groups). One group looked at restorative practices and formed a lead team that was trained at the provincial level. Another group looked at *Mindfulness Education*, a self-awareness program that helps students develop and build empathy and relationship skills. The last group identified strategies to teach social skills that they shared with teachers.

School Goals

Goal 1: To reduce the number of students receiving a mid-term grade in a single course below 50%.

In order to meet this goal, our teachers accomplished the following tasks during the first year of this continuous school improvement process:

- Examined the course selection process, including timing and a course selection fair for grades 10 to 12;
- Developed a better understanding of how to plan and teach LD students;
- Developed a better understanding of mental health issues and how to help struggling students.

Goal 2: The percentage of FHCS students who reported moderate to high levels of anxiety and depression on the TTFM survey will decline.

In order to meet this goal, our teachers also accomplished the following tasks:

- Developed a curriculum that focuses on mental health issues;
- Participated in Restorative Practice Training.



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