

# What We Heard

A summary of the feedback received from the public consultation process on the Kenmount Terrace/  
Prince of Wales Collegiate School System







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## Introduction

The Government of Newfoundland and Labrador is building a new school in the Kenmount Terrace neighbourhood of St. John's to support the growing number of Kindergarten to Grade 12 students living in the area. While it is anticipated that the school will encompass primary and elementary grades, the Department of Education sought input on the grade configuration that will best meet the needs of the area. As well, the department sought input on the school system planning process for the entire Prince of Wales Collegiate School System to address the needs of the growing student population on the Northeast Avalon.

The objectives of the consultation process were:

- To seek input on the grade levels and catchment areas that should be included in the new school to be constructed in Kenmount Terrace.
- Ensure community stakeholders have the opportunity to provide input in the school system planning process.
- To gather feedback from students, parents/guardians, teachers and staff within the area included in the Prince of Wales Collegiate School System as to the challenges and opportunities for growth or change.

## Engagement Process

The approach utilized to gather input related to the Kenmount Terrace/Prince of Wales Collegiate School System was designed and implemented with the support of the Public Engagement and Planning Division (PEP).

To gather input, a questionnaire was hosted through EngageNL for people to submit their thoughts. The survey was active from March 11, 2024 until March 31, 2024. The questionnaire contained two demographic questions and two open-ended questions about important considerations involving the planning, construction, and implementation of the new school. The questions posed were as follows:

1. What do you feel is critically important for the Provincial Government to consider in the construction of the new school in the Kenmount Terrace neighbourhood of St. John's?
2. What additional considerations should the Provincial Government take into account as we move forward with planning and potential adjustments to the entire school system?

The Department of Education also invited input through written submissions.

## Participation

There were 143 individuals who accessed the questionnaire. Sixteen of the 143 supplied no answer to either question therefore were eliminated from the analysis, for a total of 127 respondents.

The majority of respondents (72.4%) indicated their role in the consultation as a parent/guardian. The full demographics of respondent roles are given in the following table:

<b>Recognizing you may belong to more than one of the following groups, please choose the one that most appropriately describes your role in this consultation:</b>	<b>Percent of Respondents</b>
Parent/guardian	72.4%
Extended family member (grandparent, aunt, etc.)	5.5%
School staff member	6.3%
Community member	12.6%
Other	3.2%

Larkhall Academy was indicated as the most common school with which respondents associated (44.1%). The full demographics of school communities is given in the following table:

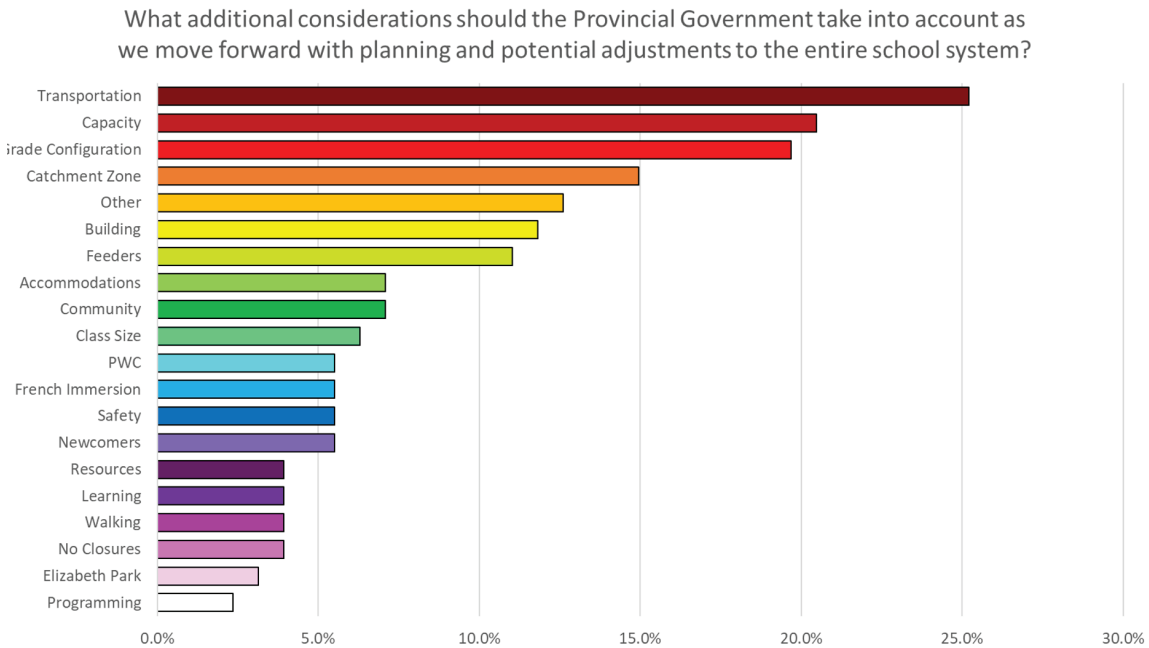
<b>Which school community do you most closely associate with? If you have multiple students in the Prince of Wales Collegiate School System, please choose the school of your youngest student.</b>	<b>Percent of Respondents</b>
Larkhall Academy	44.1%
St. Andrew's Elementary	7.1%
Leary's Brook Junior High	10.2%
Prince of Wales Collegiate	11.8%
Elizabeth Park Elementary	11.8%
Other	13.4%
no answer given	1.6%

## Demographic Differences in Responses

In general, there was agreement across demographic groups in response themes. Demographic differences are discussed further under the responses for each question.

## Considerations for Construction of Kenmount Terrace School

The majority of respondents cited grade configuration as a critically important consideration (56.7%), which was the most commonly indicated theme. There were a number of suggestions for specific grade levels to include in the new school, with K-6, K-12, and K-9 being the most repeated. Other common themes were the suggestion for the school to offer a French Immersion program (36.2%), ensure access to transportation (24.4%), consideration for overall school capacity (24.4%), the physical qualities of the building (21.3%), the geography of the student attendance (catchment) zone (15.7%), and access to accommodations for students. The full list of themes is given in the following graph:



## Results by Role in Consultation

For question one, grade configuration was the most common theme for all roles except extended family members, for which it was the second-most common. Because parent/guardian made up such a large proportion of the respondents, the ranking of their responses was very similar to the total of all respondents. Transportation (23.9%) and capacity (25%) were swapped in the rank order, and programming (8.7%) was less commonly mentioned than accommodations and class size (10.9% each) and safety (9.8%).

For extended family members, French Immersion was the most common theme in question 1 (42.9%), with grade configuration, transportation, and capacity all equally common (28.6%).

School staff members indicated French Immersion, building, catchment zone, outdoor/active, and resources (each cited by 25% of respondents in this group) as the second-most common themes.

Among community members, the second-most common themes were transportation and capacity (31.3% each). This was followed by building, catchment zone, programming, community, and after/before school care (18.8% each).

## Results by School Community

Grade configuration was the most common theme for all school communities. For respondents associating with Larkhall Academy, transportation (25%) and capacity (21.4%) were swapped in the rank order, and programming (5.4%) and accommodations (8.9%) were less commonly mentioned than class size (16.1%), outdoor/active (14.3%), and safety (10.7%). There was further variation in those themes occurring in less than 10% of responses.

For St. Andrew's Elementary, the second-most common themes were transportation, capacity, catchment zone, and accommodations (each cited by 33.3% of respondents).

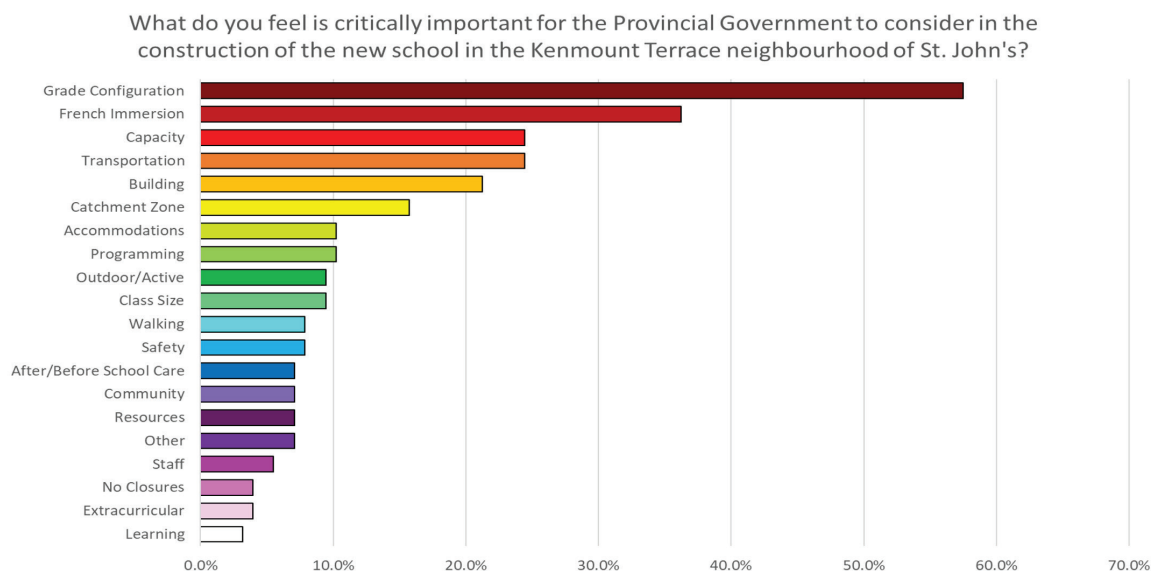
Respondents associating with Leary's Brook Junior High were less likely to cite transportation (7.7%) as a critical consideration than other groups, with capacity as the second-most common theme along with French Immersion (both indicated by 30.8% of respondents). Extracurricular (15.4%) was ranked higher than in other school groups.

The Prince of Wales Collegiate group had building as the second-most common theme (40%), followed by capacity (26.7%), then transportation and catchment zone (20% each). Responses themed under "other" were more common for Prince of Wales Collegiate than the other groups, which may indicate additional considerations for this demographic.

Elizabeth Park Elementary had French Immersion as the most common theme as well as grade configuration (both at 60% of responses). Transportation was the second-most common (33.3%).

## Considerations for Prince of Wales Collegiate School System

Forty-eight (37.8%) respondents who provided an answer to question 1 did not provide an answer to question two or provided a response such as “nil” or “unsure.” The most indicated additional consideration was transportation (25.2%). Other common themes were school capacity (20.5%), grade configuration (19.7%), the geographical student attendance zone (15%), the physical building (11.8%), and the feeder schools (11%). The full list of themes is given in the following graph:



## Results by Role in Consultation

For question two, transportation was the most common theme for parent/guardians and community members, and the second-most common for extended family members and school staff. For parent/guardians, grade configuration (20.7%) and capacity (19.6%) were swapped in the rank order, as were building (14.1%) and other (10.9%). French Immersion and Prince of Wales Collegiate (7.6% each) were more likely to be cited than in other groups.

For extended family members, capacity (42.9%) was the most common theme, while building and class size were the second-most common themes (28.6% each). Walking (14.3%) was a more common theme than in other groups, while transportation (14.3%) was less common than in other groups.



School staff members indicated capacity and grade configuration as the most common themes (37.5% each) followed by catchment zone, feeders, and accommodations (25% each). Resources and Elizabeth Park were mentioned more commonly than in other groups (12.5% each), while transportation (12.5%) was less common than in other groups.

Among community members, the second-most common theme was safety (18.8%), which was more common than any other group. This was followed by capacity, catchment zone, and community (12.5% each).

## Results by School Community

Transportation was the most common theme for respondents associating with Prince of Wales Collegiate and Elizabeth Park Elementary, while it was the second-most common for Larkhall Academy, St. Andrew's Elementary, and Leary's Brook Junior High. For respondents associating with Larkhall Academy, capacity (25%) was the most common theme, with grade configuration equally as common as transportation (23.2%). Building (16.1%) was more common than catchment zone or other (both 10.7%).

For St. Andrew's Elementary, the second-most common themes were transportation and catchment zone (each cited by 44.4% of respondents). Accommodations and newcomers followed (33.3% each), which were higher than any other group. Notably, this group was more likely to have responses coded as "other" than any other group, and equal to the most-common theme of capacity (55.6%). This may indicate that there are additional concerns for this school community that are not shared by the others. It is important to keep in mind that there were only nine respondents from this group.

Respondents associating with Leary's Brook Junior High cited grade configuration and transportation (15.4% each) as the second-most common themes. Resources (15.4%) was ranked higher than in other school groups.

The Prince of Wales Collegiate group had capacity and feeders as the most common themes along with transportation (20%), followed by grade configuration and safety (13.3% each).

Elizabeth Park Elementary had French Immersion as the second-most common theme at a rate higher than any other group (26.7%), followed by catchment zone (20%). This group was less likely to cite capacity (6.7%) than other school groups.

## Conclusion

The Department of Education would like to thank all who participated in the consultation process. Individuals from all relevant school communities and members of the public offered important insights that will help inform the Provincial Government in its decision-making related to grade levels and other areas of importance when constructing the school in Kenmount Terrace. The information gathered through this process will aid the Department of Education in its consideration of ways to improve the catchment area included of the Prince of Wales Collegiate School System in relation to current or future challenges and opportunities for growth or change.



