

2010-2011

St. Patrick's Elementary School

Annual Report

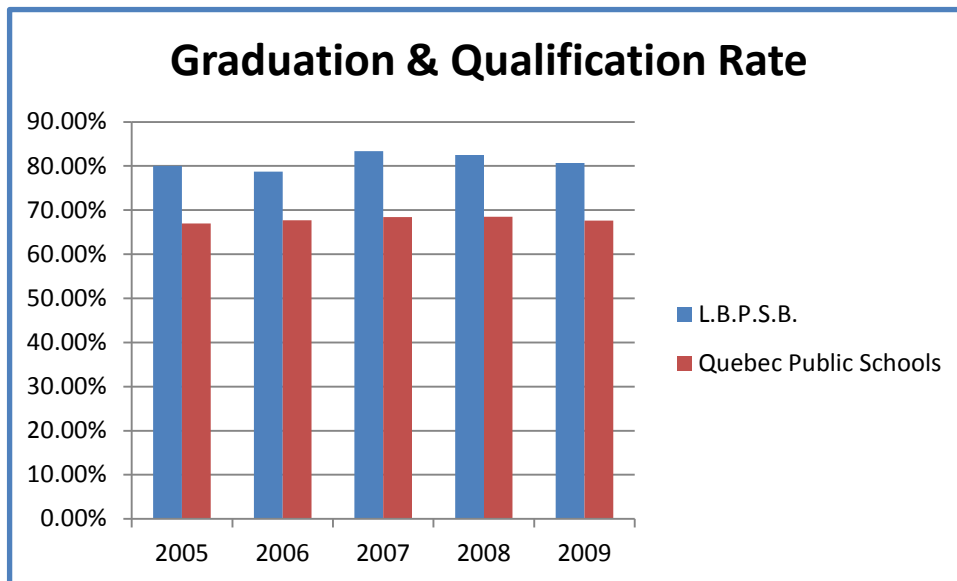


School Board Context

Increased Graduation and Qualification Rate

The student success rate in terms of certification and qualification remains for us an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province. In the next four years we are faced with the challenge of increasing our graduation and qualification rate to 85.5% and reducing the number of students who drop out of school by 20%. We continue to address the ten point difference in the graduation and qualification rate between boys and girls. The latest M.E.L.S. graduation and qualification results are presented in figure #1. All elementary schools are also working towards a 2% increase in the success rate for MELS Elementary End of Cycle III Math exam results.

Figure #1



Bilingualism

Programs throughout the system, while responding to the parameters of the curriculum, provide choices for parents and offer flexibility with the students' academic, socio-emotional and physical needs being a focus. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in French. Our focus for this strategic plan is early intervention to further improve literacy skills while targeting a 4% increase in the success rate for end of cycle III French and English exam results, and a 4% increase in the number of students writing at level.

Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools. In each school they are members of the community receiving support services as indicated by an Individualized Education Plan. Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Pathways programs which address the needs of our students and lead to qualification. Figure #2 illustrates the school board portrait regarding the proportion of students with handicaps, social maladjustments, or learning difficulties for all elementary schools.

Figure #2

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total # Students Registered	14181	13589	12853	12043	13208	12916
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	8.4	8	8.1	7.5	8	8.4

Healthy and Safe School Environment

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment.

Vocational Education

The Vocational Education pathway is a growing choice towards qualification for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sport. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to an exciting career. Our priorities for this strategic plan include further expanding the choices of vocational education programs available to our students and promoting these programs as viable options.

School Portrait

	2010-2011
School Capacity	278
Program(s)	BILINGUAL
Total Number of Students Registered	350
Total Number of Students Registered In Daycare	138
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	58

School Mission/Vision for St. Patrick's Elementary

School Vision:

St. Patrick's students will feel secure, confident and grow in an atmosphere which fosters responsible citizenship, flexibility, acceptance and integrity. This environment will provide them with the internal motivation and perseverance necessary to help them reach their full potential in literacy, mathematics, technology, physical activity and the arts.

Mission Statement:

St. Patrick School is committed to excellence. Our goal is to ensure that all students feel welcomed, supported and are eager and able to commit to their job of being active lifelong learners.

The staff firmly believes that to teach a child one must reach a child; therefore we focus on their entire world. This includes not only their academic abilities, but also their physical, social/emotional and personal well being.

School Results

Goal 1: Increased Graduation and Qualification Rate

#	Objective	Baseline	2015 Target	2011 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	77.25	79.25	53.71
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N/A	N/A	N/A

Level of accomplishment:

In the time period from the baseline (2008-2009) to the 2011 results, our enrollment has increased from 283 to 350. While the enrolment itself is not significant when explaining our drop in results on the Cycle 3 math exam, the percentage of our population “with Handicaps, Social Maladjustments, or Learning Difficulties” (see table on previous page) has increased disproportionately. Significant effects on our end-of-cycle results were first noted in 2011. Before changes are implemented, we need to carefully monitor our results in the next year to determine whether the 2011 results were an anomaly or a trend that requires our attention.

We have started a number of different programs targeting the engagement of boys. We have a lunch time intramural program in which the activities are coordinated, refereed, and teams are captained by grade 6 boys. We also have a leadership program in which our boys represent a large percentage of the members. We also have an active sports program in which both boys and girls from Cycles 2 and 3 participate and represent the school at different events throughout the territory of our school board.

What worked, what did not and what lies ahead:

It is important to note that our ever growing needs of our students identified with “Handicaps, Social Maladjustments, or Learning Difficulties” requires a proportional increase in Resource support especially during Examination Periods. We currently have resource support for these students but are constantly in need of more. Therefore, We will be monitoring our math results in relation not only to our enrollment but to our increasing percentages of students identified as experiencing difficulty, to establish whether or not there is a trend developing or whether the results from 2010-11 were an anomaly.

While there are programs in our school that target the students in cycle 2 and 3, we have very few that are geared towards cycle 1. This is one direction that we would like to explore further.

Goal 2: Improved Mastery of English and French Language Skills

#	Objective	Baseline	2015 Target	2011 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results.	67.5	71.5	91.35
2	A 4% increase in the number of elementary students reading at level.	TBD	TBD	1.2
3	A 4% increase in the success rate for elementary end of cycle III English exam results.	56.66	60.66	77.36
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N/A	N/A	N/A

Level of accomplishment:

Due to the continued/sustained efforts of all staff and members of our community, we are able to demonstrate that one year into our five year plan; all of our efforts to focus on literacy in both official languages have paid dividends. Despite an increasing enrollment and an increasing population of students with particular needs, our Cycle 3 results are significantly above the 5 year target rates set by the school board. Our number of students reading “at level” has demonstrated a 1.2% increase, equal to the increase in enrollment despite the fact that our number of students with learning difficulty has increased by a percentage of 1.4%

More field trips linked to students’ work in French (Radio Canada in gr. 6, Vieux-Port in gr. 5) were added in order to provide the students a context and a necessity to speak and develop their French.

What worked, what did not and what lies ahead:

Organization of our Cycle one teachers, so that there is one teacher per class teaching both English and French, Tutoring programs run by the school, offered after classes have done a great job in increasing our number of students reading at level.

Fieldtrips focusing on French Content (Radio Canada and Jouvence in Grade 6, Quebec City and Vieux Port in Grade 5) provide a natural environment in which students are encouraged to speak and develop their French Language Skills.

Parents, former St. Pats staff and retired teacher who volunteer weekly in the classrooms have supported the Language Arts programs and helped to boost our “Running Record Levels.”

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

#	Objective	Baseline	2015 Target	2011 Result
	Maintain and improve the identification and support of these students	N/A	N/A	N/A
	Involve these students in all aspects of all of the activities that we offer	N/A	N/A	N/A

Level of accomplishment:

Through the use of our complete staff, parent and community “reading partners” as well as concerted effort of Resource Teachers, we have been able to improve the reading levels in English and in French. We have also increased the number of students reading “at level” at a rate that is more significant than our increasing enrolment.

We provide extra responsibilities for Cycle 3 students in our intramural sports program for kids with learning difficulties, as well in our active drama and music department. In addition to other sports activities offered during our lunch hour, there are a variety of places in which our students with special needs can demonstrate great levels of success.

Our leadership program, as well as various groups during break times is offered to address particular needs as they present themselves. Organized and animated primarily by our Family Support and School Support and Treatment Team Technician.

Our non-teaching professionals meets with teachers on a regular basis as well as to sit down as a separate group to coordinate efforts in supporting as well as to identify, assess and problem solve with the teachers in order to support our students with learning difficulties in order to help the students achieve in class to a greater degree.

What worked, what did not and what lies ahead:

St. Patrick’s works very well with our students in this category. Our processes that we have in place along with the hard work of all staff concerned does an exemplary job of preventive identifying, problem solving together and supporting of students once they have been identified. We intend to maintain these processes and procedures.

Goal 4: Promoting Wellness in a Safe and Caring Community

#	Objective	Baseline	2015 Target	2011 Result
1	The number of initiatives that promote pride in and respect for our environment.	N/A	N/A	N/A
2	The number of programs and interventions that address violence prevention and conflict resolution.	N/A	N/A	N/A
3	Implementation of the Healthy Schools Approach.	[x] In Progress [] Implemented		

Level of accomplishment:

St. Patrick Elementary is a member of Peaceful Schools International. As such, we offer peer mediation as well as a number of “social groups” run by staff during break times and lunch to work with students (both male and female), outside of the classroom on social skills development.

Our Green Team has been established for a number of years through a teacher initiative to encourage student awareness of waste management within our school. Students are encouraged to Reduce, Reuse and Recycle. The City of Pincourt has also provided us with a three tiered composting bin. Senior students are supervised by a teacher to collect composting and recycling bins from each classroom.

We have a “bus buddy” program, in which our grade 6 students are paired up with our kindergarten students to make sure that they arrive and leave safely and confidently on the appropriate bus. This program is extended to students in Cycle One who demonstrate specific needs.

Our grade 6 students participate in a trip to Jouvence, an outdoor education and activity centre, in the month of January to gain exposure to outdoor winter sports as well as to continue to build strong social ties with their classmates and with the teacher chaperones who accompany them.

We also have a “reading buddy” program in which our cycle 3 students go to our younger grades and do some reading on a one-to-one basis with them.

What worked, what did not and what lies ahead:

These are all programs that we will be continuing and continue to “tweak” and make adjustments in order to maintain our excellent levels of support that are already in place.

**Goal 5: Increased Enrollment of Students Under 20 Years
of Age in Vocational Training**

#	Objective	Baseline	2015 Target	2011 Result
1	The number of initiatives that promote vocational education	N/A	N/A	N/A

Level of accomplishment:

Our grade 5 and 6 students participate in the Montreal “Hooked on School” program whereby they are presented with interest surveys, as well as some choices of professions that they may or may not have otherwise been exposed. We also bring in speakers from the Lester B. Pearson Adult and Vocational Education sector to speak to our students about the programs that are available, as well as the pre-requisite High School credits that they would need in order to participate.

What worked, what did not and what lies ahead:

We will be maintaining these programs in the future.