

Annual Report

2011-2012

St. Patrick's Elementary

Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan



Together We Learn:
Partnering for Student Success



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

Introduction

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement is valid until June 30th, 2015 and is reviewed on a yearly basis. The agreement is closely aligned with the school success plan for 2010-2015. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2011-2012) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.

School Portrait

School Name	2010-2011
School Capacity	328
Program(s)	Bilingual
Total Number of Students Registered	341
Total Number of Students Registered In Daycare	152
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	75

School Mission/Vision

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.

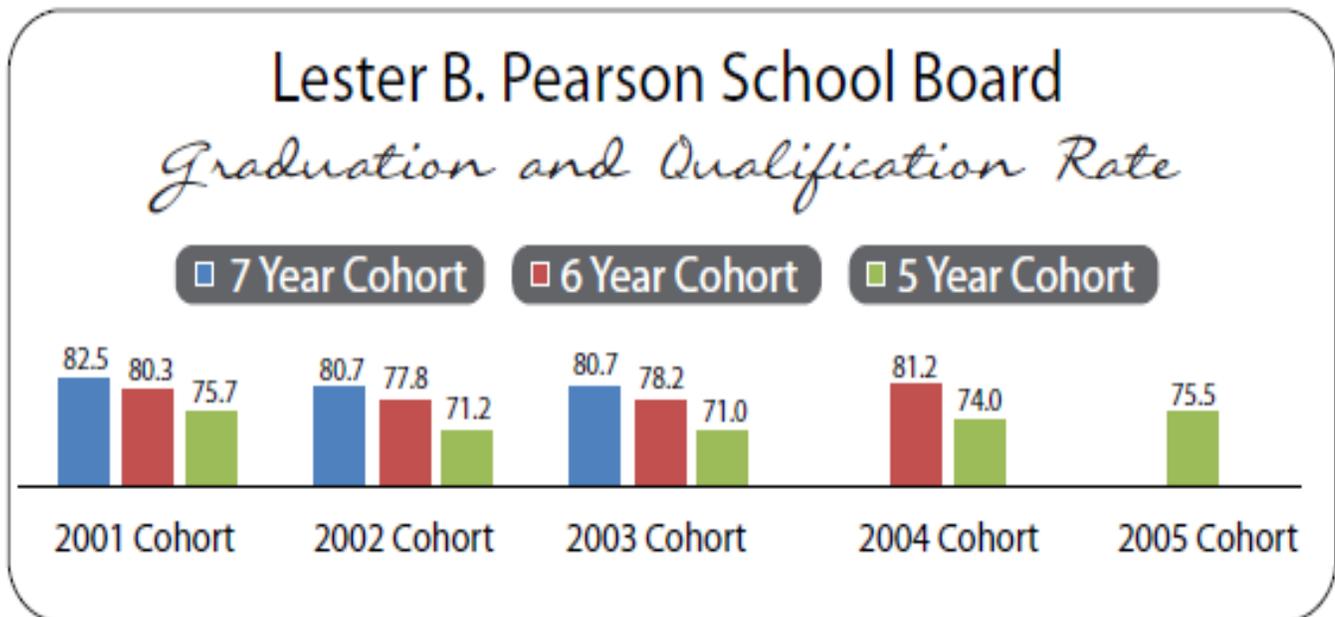
The staff firmly believes that to teach a child one must reach a child; therefore we focus on their entire world. This includes not only their academic abilities, but also their physical, social/emotional and personal well being.

Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past five years. Over the next ten years, the MELS has given us the challenge of increasing our graduation and qualification rate to 88%. We have set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MELS Elementary End of Cycle III Math exam results.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2012 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	77.25	79.25	65.85
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 enrolment 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 and again in 2012. With the results from 2012 and conversations with math teachers at all levels in the school, we must now begin to look at programs and initiatives to better prepare our students for this end of year exam (see future directions below)

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.

Future Directions:

In conversations with our staff and consultants from the school board, we are looking at a number of different objectives. First of all, a diagnostic tool such as “Running Records” in English or “GB+” in French. This will, as it has with our literacy in French and English, allow us to identify strengths and weaknesses early on and target individuals who need extra support both in and out of the classroom.

Our math scores are divided into 2 competencies (“Solves a Situational Problem” and “Uses Mathematical Reasoning”). Our results in end-of-cycle evaluations in grade 6 reflect that we score well in “Solves a Situational Problem” but do not so well on the “Uses Mathematical Reasoning.” It is our observation that it is pure math skills that require work. Clear curriculum mapping as well as introduction of some new programs are two of the initiatives we will be looking at this year.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. 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 English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our systemic efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and a bilingual program at Cycle I of the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2012 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	67.5	71.5	87.27
2	An increase of 2% of the number of elementary students reading and writing at level by 2015 in French. An increase of 6% in the number of elementary students reading and writing at level by 2015 in English.	ELA: 73.91 FSL: 100	ELA: 82 FSL: 83	ELA:73.91 FSL: 100
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	56.66	60.66	69.77
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:

We continue to maintain Success Rate results above our targets in both French and English due to a number of different factors described below.

For Goal 4, we continue to expose our students to French extra curricularly whenever possible. In Cycle 3, this was done last year through the grade 6 trip to Jouvence where animation for nature activities was done in French. Our grade 5 students also participated in a trip to Quebec City as well as to the Old Port of Montreal where again, animation and tours were carried out in French, not only exposing our students to the language but also to the history of the culture.

Our Grade 4 Teachers also participated in a comparative study through McGill University that looked at language apprehension and literacy development between French and English.

Wherever we have been able, we have maintained one teacher per class handling instruction in both English and in French. In cycle 1 this is an excellent model of bilingualism that our students certainly observe and reap the benefits of.

Future Directions:

We will continue to maintain focus on early intervention USING BOTH pm Benchmarks and GB+ as our diagnostic tools. Emphasis is placed on identifying students who have demonstrated an inability to read at level by the end of Cycle 1 (end of grade 2) with these two tools. Through a series of steps, these students are offered different supports in the classroom and without, during school day and after the school day in order to meet their needs and to get them to the appropriate level by the end of the school year.

We will also continue to seek every opportunity to have our students participate in French activities within and in addition to the curriculum in order to support and continue our positive results in class and on our end-of-cycle exams.

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

School Board Context

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). 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 Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	2012 Result
1	Students will be offered a number of different activities to participate in extra curricularly	n/a	n/a	n/a
2	We will promote and support a sense of community within our school	n/a	n/a	n/a

Level of Accomplishment:

We at St. Patrick's make participation in our community events a focus for all students and we are proud that students who do have Handicaps, Social Maladjustments or Learning Difficulties are involved in all of our activities and play an equal role in our school community with all other students.

St. Patrick's offers a number of extracurricular activities to our students both in the arts and in sports. There is a once weekly Tae Kwon Do program as well as Hip Hop dance program that are open to students in all levels of the school. Since there are no pre-requisites needed for participation in these programs therefore promoting participation by all and building our community.

We also ran school wide festivals organized by the grade 6's at Halloween as well as for Winter Carnival in February in which all of the grade 6's plan, prepare and lead groups of other students through sets of activities related to team building and community development.

We held a Christmas Basket collection drive that supports both families in our community as well as in the community of Lachine. We were paired up with Maple Grove Elementary School for this program and students along with staff supervision, delivered the baskets to families in Lachine who were in need.

Future Directions:

Participation in all of the above mentioned programs is going to continue through this year re-emphasizing the importance of maintaining a positive sense of community amongst all students.

Academic support and early identification of students at the end of cycle 1 will continue to be a focus for our resource team as well as our staff as a whole.

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

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 and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The yearly portrait of the school climate is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 5,500 elementary school students from 32 schools.

With the recent changes to the Education Act through Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools the school board is working with students, staff, administrators, Governing Boards, parents, and community partners to implement necessary changes. The school board is also reviewing its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools are reviewing their Codes of Conduct and are formalizing their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, will be of paramount importance in completing these plans, analyzing school situations and reporting on progress.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2012 Result
1	The number of initiatives that promote pride in and respect for our environment.			2
2	The number of programs and interventions that address violence prevention and conflict resolution.			5
3	Implementation of the Healthy Schools Approach.	[X] In Progress [] Implemented		

Level of Accomplishment:

St. Patrick's has a fully operational recycling and composting program in the classrooms and offices of the school. Grade 6 students collect and clean bins once a week. We also had a grade 2 field trip to Quinn Farms to have the students see composting in action on a larger scale. Teachers promote environmental awareness through classroom projects and presentations when it is possible.

Leadership students work in the school yard at recess to work with and model positive behaviour for junior students. Awards assemblies also had a focus on maintaining our membership in Peaceful Schools. Peer reading programs also encourage interaction and positive role models between older and younger students.

Intramural program was also run using grade 6 students to make teams, handle set up as well as to be team captains, making decisions throughout the game with a focus on fair play and equal participation of all students

Future Directions:

In addition to continuing the initiatives already in place, we will also be working with Dare to Care this school year to re-enforce our positive atmosphere as well as to give a common language and set of tools to all members of the community, parents, students and staff, when dealing with violence and bullying issues.

We will also be developing and implementing an anti-violence and anti-bullying plan in accordance with the Law 19 (anti-bullying legislation passed in June, 2012)

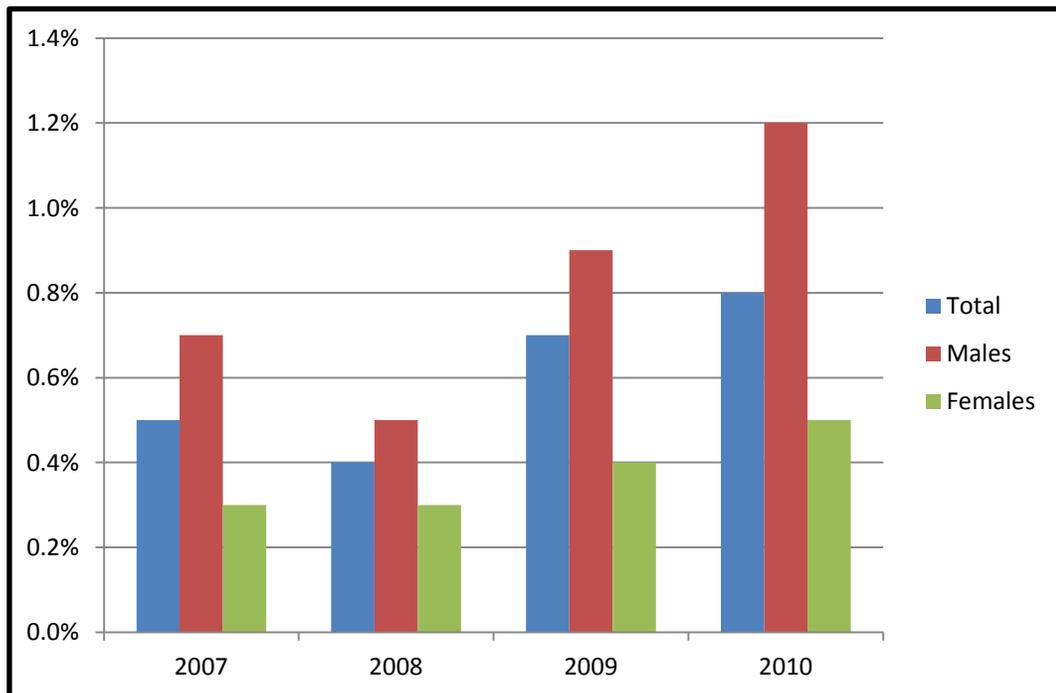
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career. New programs implemented over the past year include Building Maintenance, Sommelier, and a Bakery program which involves an important partnership with Première Moisson Bakeries.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priorities include expanding the number of vocational training opportunities and promoting vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the contribution from the Vocational Training sector to the School Board's overall graduation rate.

Vocational Training Sector's Contribution to the School Board Graduation and Qualification Rate



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2012 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.

Conversations and discussions with parent groups throughout the year around vocational studies and how we can promote and develop the awareness of our parent community of these programs were held. Governing Board discussed at length the importance of starting the process earlier in the year and working at removing the stigma of studying in the vocations.

Future Directions:

Conversations will continue and discussions around the passing of information will result in some concrete plans for next year.