

Annual Report

2012-2013

St. Patrick's Elementary School

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



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 (2012-2013) 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

St. Patrick's Elementary School	2012-2013
School Capacity	328
Program(s)	Bilingual
Total Number of Students Registered	355
Total Number of Students Registered In Daycare	159
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	41

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.

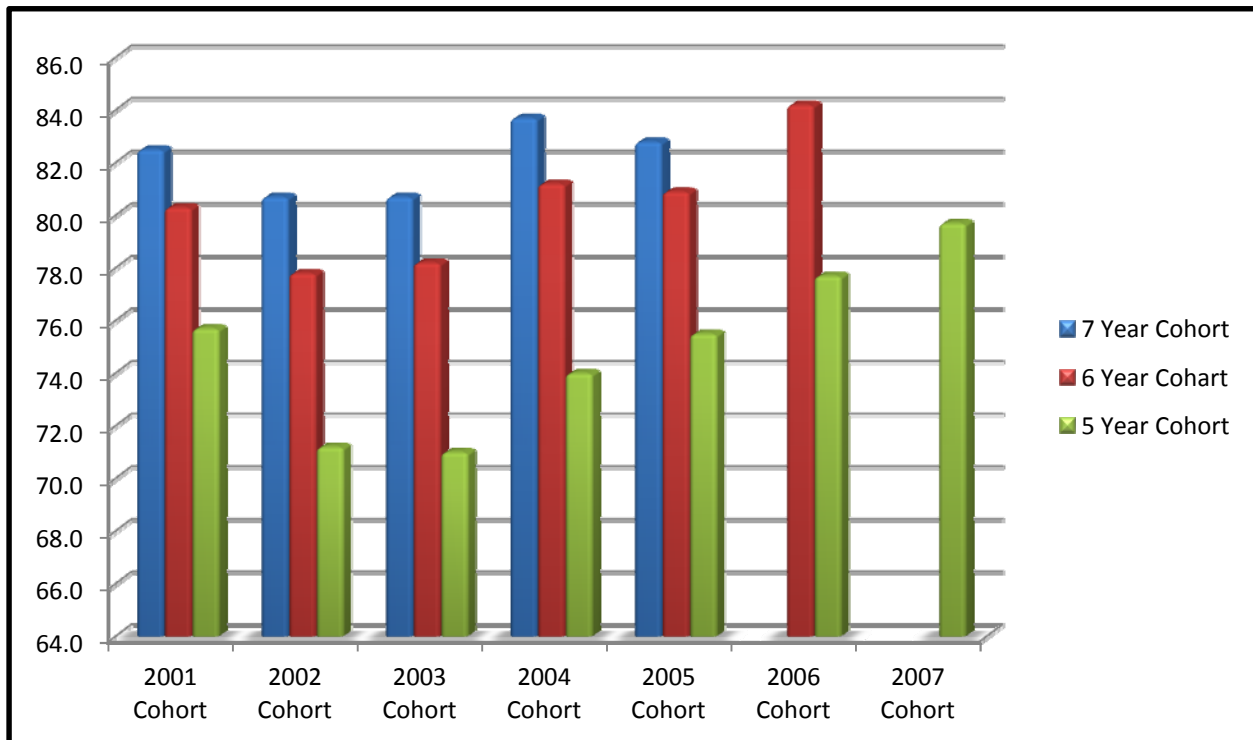
Goal 1: Increased Graduation and Qualification Rate

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	2013 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	77.25	79.25	79.37
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	n/a	n/a

Level of Accomplishment:

We are proud to say that we are now performing at our 2015 targets. In the past annual reports we have not and we outlined a multistep plan to address this issue. Step 1 of the plan for 2012-2013 was to tighten our vertical plan through planning sessions with all math teachers and then further meetings and sessions with teachers of each cycle. Throughout these sessions reference was made extensively to the “Progression of Learning” document produced by MELS which outlines “step by step” what is to be accomplished at the end of each year.

Step 2 of the plan for 2013-2014 is to examine basic math facts to make sure that our students are exposed to a firm foundation and mastery of level appropriate math facts. This is in motion this year through our weekly math “blitz” in which classes perform timed quizzes on basic math facts. Class averages are posted outside of the office on a weekly basis and the highest winning class averages as well as the school wide highest average are announced.

Situation Analysis:

Approaches taken seem to have paid off but we will continue to monitor our math results very carefully and note any trends as they become available. Step 3 of the plan is to continue our vertical planning sessions in math as well as to continue to reinforce the link between our practices and the requirements of MELS as laid out in the Progression of Learning. To support this, we have purchased a new set of math workbooks that will be “piloted” in Cycle 1 in 2013-14 that are linked directly to the Progression of Learning. Effectiveness will be evaluated through conversations with teachers and examination of end-of-year results and if we are satisfied with them, we will expand their use into other grades.

St. Pat’s continues to offer an extensive intermural program in which all students from grades 4-6 are encouraged to participate, which gives boys a good outlet. For the non-athletic, our lunch program offered a “Learn to play chess” Program through Chess Canada as well as the beginning of robotics clubs. This promotes engagement of our boys.

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	2013 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	67.5	71.5	72.54
2	A 2% increase in the number of elementary students reading at level by 2015.	ELA: 73.9 FSL: 100	ELA: 82 FSL: 83	ELA: 74 FSL: 40
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	56.66	60.66	81.08
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 are proud of our levels of accomplishment in both French and in English. We continue to perform way above our 2015 targets. There was extensive work done in both subjects to bring our curriculum in line with the requirements as laid out by the Progression of Learning and these seem to continue to allow our students to perform above target.

Field trips to cultural establishments (grade 5 trip to the Old Port, Grade 1 and 2 trip to the art gallery, grade 6 trip to Jouvence) were all animated in French. Students needed to make themselves understood in French in order to participate in the activities. Furthermore, we invited a theatrical production to come and present for us during our winter carnival that was in French.

For the past couple of years, we have maintained a 74% success rate in the number of students reading at level in English. Continued intervention by resource team as well as the implementation of a strong “Jollyphonics” approach that started in the winter of 2013 should allow us to move closer to our 2015 targets. Continued vigilance in regards to the Progression of Learning and moving our curriculums in line with that document should assist as well.

There is a large discrepancy between our end-of-cycle III success rates in French (72.54%) and the number of kids reading at level in French throughout the rest of the school (40%). While we are above our targets by the end of grade 6, there appears to be a problem or lack of consistency throughout the other grades.

We have increased the number of French teachers in the school by separating, especially in the older grades, into an English Teacher as well as a French Teacher. French Teachers on staff provided an excellent model to their classes by only speaking to their students in French. For teachers who teach in both languages, the rules for French and English are well defined and strictly enforced by all adults in the school.

Situation Analysis:

We will continue to bring our curriculums in line with the Progression of Learning, adjusting our practice to ensure we are reinforcing and pushing our students at a challenging and yet appropriate level.

In addressing the “gap” in French between grade 6 results and the number of kids reading at level, we have looked at a number of reasons. First of all, there is always a question of uniformity of the evaluation tool. Up until the school year of 2013-14, we did not have a full time French resource teacher. It was handled by half-time resource personnel who concentrated mainly on supporting kids in classes and not on verifying results. This year, we have a full time Resource teacher who is supervising and supporting teachers with the uniformity of the testing. As a school, we will be undertaking a number of measures to examine this result more deeply. We will be examining school organization, distribution of resources, both physical and personnel, scheduling as well as ensuring our curriculum is in close relation to the Progression of Learning.

Opportunities to promote French will continue to be through cultural/educational/and sport outings as well as through bringing in members of our Francophone community to speak and work with our students.

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	2013 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.

Situation Analysis:

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 Elementary School Climate Portrait 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 twice yearly. The elementary student survey provides 20 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 7,950 elementary school students from 33 schools.

With the 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 updated its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools have updated their Codes of Conduct and their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, are of paramount importance reporting on progress.



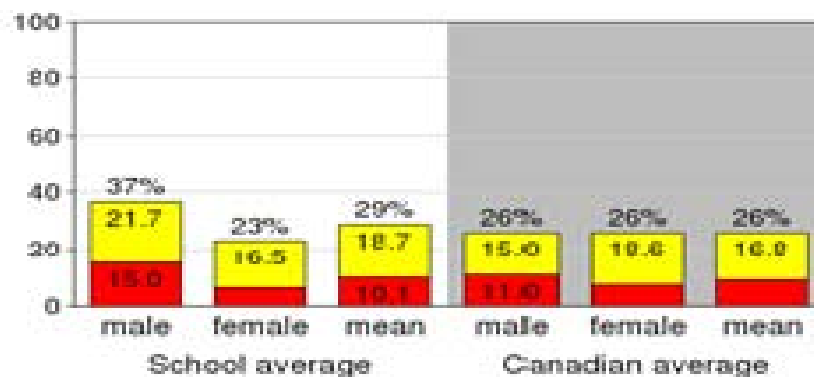
School Results

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.	n/a	n/a	2
2	The number of programs and interventions that address violence prevention and conflict resolution.	n/a	n/a	2
3	Implementation of the Healthy Schools Approach.	[] In Progress [] Implemented		
4	Complaints: Bullying	n/a	n/a	0
5	Complaints: Violence	n/a	n/a	0

Level of Accomplishment:

Results from St. Patrick's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 29% which is slightly above the Canadian Average of 26%. Of these students, 61% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 22% and 6% respectively. Students identify recess (27%) and lunch (26%) as the most common times during the day when they encounter conflict with peers. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

Figure 1: Prevalence of bullying at St. Patricks



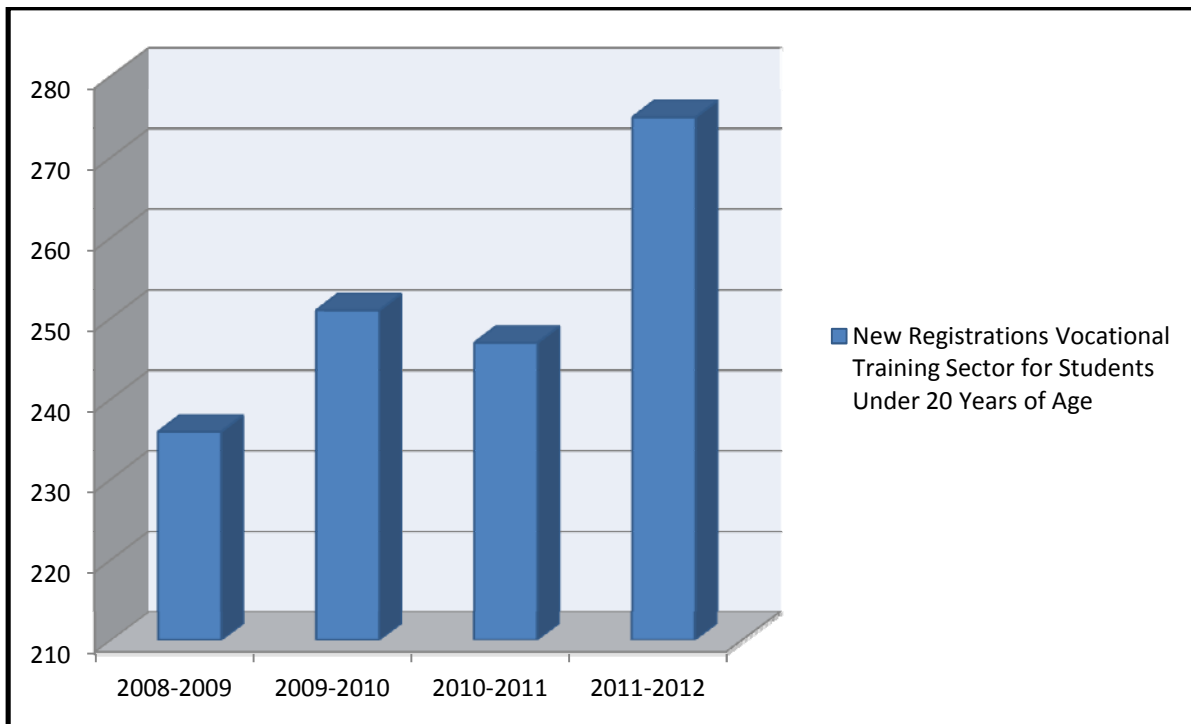
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

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.

New Registrations Vocational Training Sector for Students Under 20 Years of Age



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2013 Result
1	The number of initiatives that promote vocational education	n/a	n/a	2

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.

Situation Analysis:

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