



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

ELEMENTARY ANNUAL REPORT 2016-2017

St. Patrick Elementary School

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

*Engaging learners
for life*

Introduction

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines its priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education and Superior Education. By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

School Portrait

School Name	2016-2017
School Capacity	624
Program(s)	Bilingual
Total Number of Students Registered	487
Total Number of Students Registered in Daycare	190
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	113

School Mission/Vision

MISSION STATEMENT

St. Patrick Elementary School is committed to excellence. In order for all students to become lifelong learners, our goal is to ensure that they are supported and engaged in their learning.

The staff is committed to the global learning of each child in reaching their full potential. This includes not only improving their academic abilities, but also ensuring their sense of wellness and belonging in the school community.

VISION STATEMENT

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

St. Patrick Elementary will strive to:

- Build strong **learning partnerships** between students, staff and parents in order to best support the learning process.
- Create a **learning environment** in which every student feels valued, respected and safe.
- Embrace **pedagogical practices** with high academic standards and expectations of student excellence in all subject areas.
- Foster an environment where students can **leverage technology** in pursuit of academic goals and achievement.
- Encourage students to **collaborate**, be **creative**, use **critical thinking**, understand **citizenship**, build **character** and strengthen their **communication** skills.



St. Patrick Elementary School

Strategic Direction 1: Improving Achievement

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 MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We 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 MEES Elementary End of Cycle III Math exam results.

School Results

DIRECTION 1: Improving Achievement			
Objective: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	Target	2017 Result
Grade 3 BOARD Math exam success rate - competency (uses mathematical reasoning).	98.4% Success Rate June 2015 LBPSB Uniform Exam	Increase of 5% (maintain the baseline)	57.8%
Grade 5 BOARD Math exam success rate - competency (uses mathematical reasoning).	100% Success Rate June 2015 LBPSB Uniform Exam	Increase of 5% (maintain the baseline)	79.5%
End of Cycle 3 MEES Grade 6 ELA exam overall success rate.	89% Success Rate June 2015 LBPSB Uniform Cycle III Exam	Increase of 5%	68.7%
End of Cycle 3 MEES Grade 6 French exam overall success rate.	91.4% Success Rate June 2015 LBPSB Uniform Cycle III Exam	Increase of 5%	81.6%

Future Directions

In analyzing the results from the 2010-2015 Education Project, the school team felt a need to begin interventions in mathematics early on in our students' academic life. The aim is to assess student achievement after grade 3 in order to implement strategic opportunities that positively affect student learning and success. We can then analyze successes and shortcomings after grade 5 in order to continue to work towards improvement during the final year of cycle 3.

To date, three teachers from our staff have been participating in the Summer Institute Math Camp professional development opportunity and, as of February 2018, four additional teachers

have applied to join a new cohort of educational leaders for the summer of 2018. Cycle meetings to connect lessons within the cycle and across grade levels have continued. The school team will continue to analyze workbook effectiveness through conversations, cycle meetings and weekly use.

We will continue to aim for uniformity in our assessment and evaluation tools, a focus on formative assessment will become another tool for teachers in their overall assessment of student achievement. Early Literacy Programs, under the guidance of our resource team, will continue to be a focal point to support the acquisition of reading skills in both English and French. Full-time French and English resource teachers are in place to supervise and support teachers with uniformity of testing as well as supporting interventions. Francisation will continue as a program to support the acquisition of comprehension skills in French. Our cycle III teachers have created weekly lessons focusing on organizational skills in order to help support student achievement as well as to support their transition to high school.

Opportunities to promote French will continue through cultural, educational and sport outings, as well as through bringing in members of our Francophone community to speak and work with our students. Simple activities, such as school-wide assemblies, will allow for a portion of the presentation to be done, by the students, in both languages of instruction. The after-school daycare program will seek to offer academically sound activities in both languages of instruction. We will continue to offer an after-school homework success program twice weekly for students who require extra support.

Our French PDIG initiative, during the 2015-16 school year, will be a tool to support bringing grade-level curriculum in line with the Progression of Learning, adjusting our practice to ensure that we are reinforcing and pushing our students at a challenging, yet appropriate, level. The English teachers have implemented their PDIG from 2016-17 focusing on aligning the ELA curriculum across all of the grade levels. In the years to come, we will explore a PDIG that will focus on aligning the math curriculum, as well.

St. Patrick Elementary will continue to offer an intramural athletics program in which all students from grades 4-6 are encouraged to participate. For the non-athletic student, our teachers and staff will offer lunch programs such as a robotics club, math Olympics, K.I.C.K and various activities to engage students. These activities promoted engagement of all of our students in both curricular and extra-curricular endeavours.

Strategic Direction 2: Ensuring Wellness

School Results

DIRECTION 2: Ensuring Wellness			
Objective A: To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline	Target	2017 Result
Tell Them From Me (TTFM) Elementary School Indicator: Students with a positive sense of belonging.	2015 spring survey results of the grade 5 students of 56% showing a positive sense of belonging.	Increase of 10%	82%
Objective B: To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline	Target	2017 Result
Tell Them From Me (TTFM) Elementary School Indicator: Student participation in school sports and clubs.	2017 spring survey results of grades 4-6 students of 78% participation in school sports as well as 43% participation in school clubs.	Increase of 5%	78% participation in school sports 43% participation in school clubs
Objective C: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	Target	2017 Result
Tell Them From Me (TTFM) Elementary School Indicator: Student with positive relationships.	2017 spring survey results of grades 4-6 students where 85% indicate positive relationships.	Increase of 5%	85%
Tell Them From Me (TTFM) Elementary School Indicator: Positive teacher-student relations.	2017 spring survey results of grades 4-6 students where 8.4/10 indicate positive teacher-student relations.	Increase of 0.6/10	8.4/10

Future Directions

In order to support student wellness, the staff will offer programs and activities that also support student development outside of the academic classroom. Participation in athletic and cultural initiatives will continue to be a major focus for our school. The feedback has continued to be positive and works to reemphasize the importance of maintaining a positive sense of community

amongst all students. During the 2016-17 academic year, the school community engaged in a Terry Fox Run with Edgewater Elementary. The student community again performed a school play and our students participated in many school-wide events (Jr. Cross Country Run and a Kindergarten Transportation and Safety day) and hosted the cycle III LBPSB basketball tourney. Events such as these have impacted, in a most positive way, the success of our student body by incorporating opportunities to support physical activity and extra-curricular programs.

School assemblies that are to be led by senior students, school-wide activities and collaboration between students in different grade levels will continue to be a major focus in establishing a positive school climate for all students of St. Patrick Elementary. The professionals from Dare to Care again returned to visit our cycle III students in the winter of 2017 as a component of our anti-bullying initiative. An eight-week in-school program to reinforce anti-bullying lessons explored with the professionals from Dare to Care was implemented across all grades. These programs strive to empower students to build positive relations among peers and staff. The Virtues Program will continue to focus on positive characteristics and several grade levels will have an opportunity to learn about a specific virtue and then teach that lesson to the greater school student community in a school-wide assembly.

The St. Pat’s staff will continue to promote a healthy lifestyle, balancing physical activity in the classroom and during the recess and lunchtime activities. The school daycare will continue to explore programs such as My Daycare is Physically Active! In order to enhance our school’s extra-curricular programming. During special classroom or school events, we will continue to strike a balance between what students eat during the school day and the needs to encourage a healthy lifestyle when making nutritional choices.

Strategic Direction 3: Strengthening Engagement

School Results

DIRECTION 3: Strengthening Engagement			
Objective A: To have our students engaged in their learning.			
Indicator	Baseline	Target	2017 Result
Tell Them From Me (TTFM) Elementary School Indicator: Students who are interested and motivated.	Elementary School Baseline: 84% Three Year National Average Composite 2013-2015	10% above the National Average Composite 2017-2020	86.7%

Objective B: To have our students engaged in the world around them.			
Indicator	Baseline	Target	2017 Result
Tell Them From Me (TTFM) Elementary School Indicator: Students who are interested and motivated.	2015 spring survey results of the grade 5 students of 65% reporting interest and motivation in learning.	Increase of 10%	89%

Future Directions

The Tell Them From Me (TTFM) survey of grades 4-6 students, administered twice each year (November and April) shows consistent results that indicated our students are interested and motivated in their learning. The number of extra-curricular activities continues to play a part in student motivation. Programs that support academic success enable students to bring their learning experience to real-world challenges. Programs such as math Olympics, robotics K.I.C.K. are but a few examples that help to engage learners.

St. Patrick Elementary is one of four school piloting a professional development endeavour to focus on the engagement of learners. Deep Learning seminars will be attended by teachers who will then look to use 6 directions to focus the curriculum. This exciting professional development opportunity is a method to involve students in their learning which will give our students more chances to seek out individual interest which in turn can increase motivation.

Our school community continues to have a wide range of learners of different skill levels at each grade level. Conversations and discussions with individual parents or small groups of parents throughout the year around vocational studies continue to be the main focus in determining what direction is required. These discussions include how we can promote and develop the awareness of our parent community of these programs available to our students. Our school team is always looking for opportunities to bring in teachers and staff who can highlight the different academic and non-academic programs available to our cycle III student population. Students looking to explore various high school programs for differentiated learners were connected to high schools within our school board that offered a variety of student programs.

Determining the pathways for each individual learner, in collaboration with teachers, staff, admin, parents, will continue to be a main focus in motivating our students to become independent learners who strive for personal successes on their journey through the elementary school years.

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