



Lester B. Pearson  
School Board

Commission scolaire  
Lester-B.-Pearson

# ELEMENTARY ANNUAL REPORT 2017-2018

## **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***

<b>School Name</b>	<b>2017-2018</b>
School Capacity	624
Program(s)	Bilingual
Total Number of Students Registered	512
Total Number of Students Registered in Daycare	211
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	134

## ***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	2018 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)	47.6% Boys = 45.0% Girls = 49.6%
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)	84.2% Boys = 84.1% Girls = 84.4%
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%	43.0% Boys = 33.5% Girls = 54.8%
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%	74.5% Boys = 68.2% Girls = 83.1%

### ***Future Directions***

Early interventions in mathematics in our students' academic journey continues to be an area of focus in order to address the low results in our success rates. It is important to monitor the results of each individual cohort and track their progress from the end of grade 3 into their grade 5 year to plan out strategies to support them as they prepare for the end of Cycle III MEES exam. The implementation of different strategies in math to support student learning is an ongoing discussion among our cycle teams. Support from our school board consultants is on the agenda as a method to deconstruct the results and plan accordingly to meet our student's needs.

During the summer of 2018, an additional three teachers from our school staff had participated in the Summer Institute Math Camp professional development opportunity, bringing the number of St. Patrick teachers who participated in this math program to 7. Cycle meetings to connect lessons across grade levels have continued and math reasoning strategies continue to be an area of discussion. Workbooks are in place to compliment math lessons. Learning centres and the use of manipulatives for hands on learning are used to build upon their basic math facts. Formative assessment has become a tool in math in our senior cycles to allow for more ongoing feedback during the learning process. Regrouping of students during specific units (podding) has allowed teachers to reinforce strategies to different groupings throughout the school year.

Early Literacy Programs, under the guidance of our resource team, continue to be a focal point to support the acquisition of reading skills in both English and French. We have seen success in math situational problems as a fallout of this supporting process. Full-time ELA and FLS resource teachers are in place to support teachers grow uniformity of testing as well as supporting interventions. Francisation has continued as a program focused on the acquisition of comprehension skills in French. Our cycle III teachers have created lessons focusing on organizational skills to help support student achievement and their transition to high school. These strategies and support mechanisms continued to promote class cohesion and to build upon the general skills required in order to support students during their examination period.

When possible, opportunities to promote French will continue through cultural, educational and sport outings. Simple activities, such as school-wide assemblies, have allowed our students to practice oral skills in both languages of instruction. The after-school daycare program continues to offer academically structured activities in both languages of instruction. During the 2017-18 school year, we have offered an after-school homework success program twice weekly for students who require extra support in math, ELA and FLS. Our daycare has also added an additional homework program for students requiring extra support through a grant opportunity.

Our French PDIG initiative, during the 2015-16 school year, continues to be a tool used to align the grade-level curriculum with the Progression of Learning, adjusting teacher practices to ensure that they 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. The school team will again apply for a PDIG that will focus on aligning the math curriculum. Two teachers participated in a FACET grant (MEES) which focused on aligning specific lesson goals/outcomes in one aspect of both the ELA and the FLS curriculum in Cycle 1. The success from this professional development opportunity motivated the entire school team to apply for a FACET grant for the 2018-19 school year.

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 aspect of school life.

## Strategic Direction 2: Ensuring Wellness

### School Results

DIRECTION 2: Ensuring Wellness			
<b>Objective A:</b> To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline	Target	2018 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%	64%
<b>Objective B:</b> To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline	Target	2018 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%	75% participation in school sports  33% participation in school clubs
<b>Objective C:</b> To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	Target	2018 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	8.1/10

### Future Directions

In order to support student wellness, the staff will continue to offer programs and activities that also support student development outside of the academic classroom. Due to limited gymnasium use (replacement of flooring due to water damage) during the second half of the 2017-18 school year, there was a substantial decrease in the activities/sports offered in both lunch and daycare

extra-curricular activities. Participation in athletic activities were limited however cultural initiatives continued to be offered to our students. The feedback was positive and worked to support the staff in fostering a positive sense of community among students surveyed in our bi-annual TTFM. During the 2017-18 academic year, our school community joined with Edgewater Elementary for our second combined Terry Fox Run.

Our results in 'Objective A' shows a decrease in the level of belonging felt by our grade 5 cohort reported in the spring of 2018. When surveyed in November of the 2017-18 school year, that same group of students showed a result of 80% with regards to "feeling a positive sense of belonging in school". While many factors can have an effect on the reported data, a most recent survey in November 2018 reported that this same cohort of students showed a 77% response when questioned about feeling accepted and valued by their peers and by others at their school (Students with a positive sense of belonging). These fluctuations are affected by many factors.

Many grade 3-4 students performed in our school play and our students participated in many school-wide events (Jr. Cross Country Run, pool days and a Kindergarten Transportation and Safety day) and participated in many of the cycle III LBPSB athletic tournaments. Events such as these continue to have an impacted, in a most positive way, in the success of our student body by incorporating opportunities to support physical activity and extra-curricular programs that complement the overall learning experience.

Our anti-bullying initiative, the Dare to Care lesson, are available to support our student body in creating and maintaining a caring school environment. The eight-week in-school program to reinforce anti-bullying lessons explored with the professionals from Dare to Care was available to teachers and their students in all grade levels.

School assemblies continue to be student-led by our 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. These programs strive to empower students to build positive relations among peers and staff. The Virtues Program continued to focus on positive characteristics and several grade levels had the opportunity to learn about a specific virtue and then teach those lessons 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 created and maintained physical education activities that came from the program '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			
<b>Objective A:</b> To have our students engaged in their learning.			
Indicator	Baseline	Target	2018 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	86.0%
<b>Objective B:</b> To have our students engaged in the world around them.			
Indicator	Baseline	Target	2018 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) once again 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, and K.I.C.K. are but a few examples that help to engage learners.

St. Patrick Elementary is in its second year exploring a professional development opportunity to focus on the engagement of learners. Deep Learning seminars were attended by four teachers who then shared their experience with the school team. This professional development opportunity is a method to involve students in their learning which focusing on 6 specific definitions of a learner. It offers students more authentic and relevant learning opportunities to focus on an individuals' interest, which in turn increases motivation and fosters lasting lessons.

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, specifically as students enter Cycle III. These discussions include how we can promote and develop the awareness of our parent community of these programs available

to our students within our high schools in the LBPSB. Our school team seeks 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, continues to be the main focus in motivating our students in becoming independent learners who strive for personal successes on their journey through the elementary school years.

*Engaging learners  
for life*

