

Annual Report 2016 - 2017

SJF 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 (2016-2017) 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	2016-2017
School Capacity	Junior: 399 / Senior: 561
Program(s)	Immersion
Total Number of Students Registered	622 Junior: 252 / Senior: 398
Total Number of Students Registered In Daycare	318 Junior: 155 / Senior: 166 Sporadic daycare/ lunch at Jr. 11/83 at Jr. & 13/ at Sr.
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	133 Junior: 47 / Senior: 86

School Mission/Vision

Guiding Principles: St. John Fisher Elementary is guided by the principles set forth in our Mission Statement:

Mission Statement

“Making each child a success story.”

The mission of St. John Fisher Elementary School is to bring all students to their highest individual potential in literacy (English and French) and numeracy by providing them with excellent learning opportunities, experiences, and role models. The school aims to promote and maintain a culture of Peace within a caring community which facilitates the academic, physical, personal and spiritual growth of the students. St. John Fisher School encourages students to assume responsibility for their learning so as to enable them to become life-long learners. Our ultimate purpose is to help the students to become a productive, caring, creative and confident member of a global community ready for challenges and to assume responsibility in a rapidly changing world.

Vision

- ✓ St. John Fisher students will be responsible, curious and creative learners prepared to meet their future academic challenges.
- ✓ Parents are active supportive participants and informed collaborators in their child’s education.
- ✓ In our Peaceful school, students will be educated in a safe, caring, and respectful environment.
- ✓ All personnel will be committed to the development of the students and dedicated to the mission and vision of the school.

In this section you will find the characteristics of each campus that makes up the face of St. John Fisher Elementary School:

Junior Campus:

- Early immersion program
- 90% francophone teaching staff
- Kindergarten, grade one and two student population
- Accredited PSI (Peaceful Schools International) school
- Extensive daycare program
- Rich extra-curricular activities provided by the daycare program and the school (sports, culture, health, Art, etc.).
- Early literacy intervention program for students struggling with French reading acquisition.
- English Language Arts enhancement program
- Computer literate school, (ex: iPads, Lego WeDo)
- Ministry of Education Aide aux Devoirs (homework) and Francisation grants
- Visits in place with senior campus and local high school (Lindsay Place)
- Participation in an annual «Semaine de Littérature» and «Semaine des Arts»
- Partnership with universities (McGill, Concordia and UQAM) through student teacher field experiences.
- Cultural French outings at all levels throughout the year to compliment classroom learning
- Innovative teaching practices approach: “Touch Math” for special needs students for cycle 1, Exercise (Kinesthetic) room, etc.
- Resource team to assist students with learning and developmental challenges
- All classrooms are equipped with Smartboard technology
- Partnerships with the Pointe-Claire Community Police Officers (station 5) and our Community Partnership Program consultants (LBPSB)

Senior Campus:

- Bilingual program introduced – 50% English instruction and 50% French instruction.
- Strong grade 3, 4, 5 and 6 (Cycle II and III) teaching teams
- Accredited PSI (Peaceful Schools International) school
- Well-developed and extensive daycare program that offers a variety of programs such as cooking, science activities, sports and extra-curricular activities during the lunch and after-school, daily homework period, availability of computer lab for homework and research, annual daycare talent show and much more.
- Elaborate extra-curricular activities provided by the school and daycare (team and individual sports, academic clubs, talent shows, arcade room, animators for daycare activities)
- Community service opportunities (Bayview Seniors Residence and the Pointe-Claire Legion) organized by the spiritual animator
- Ministry of Education Aide aux Devoirs (homework) and Francisation grants
- Excellent library program, run by a very dedicated and dynamic librarian, which includes parent volunteers, guest speakers, literary presentations, and affiliation with the Valois/Pte. Claire public library
- Cultural and educational extracurricular programs at school and on field trips
- Partnership with universities (McGill and UQAM) through student teacher field experiences
- School 'buddy' programs with the junior campus
- Well-developed physical education program (emphasis on total student participation, health & wellness, individual & team skills, outdoor activities, cross-country skiing, sports, track & field events)
- Well-developed band and choir program
- Strong Resource staff to assist students with learning and developmental challenges

- Health & Wellness program at all levels (SJF-Sr) with the CLSC school nurse (including “how to deal with anxiety” sessions at the Grade 6 level and a general information evening with parents)
- Grade 6 Brain Awareness workshops organized through McGill University
- All classrooms are equipped with Smartboard technology
- Media Technology and Digital Citizenship program at all levels
- Students and teachers have access to a fully functional computer lab, laptops, and iPads
- LBPSB Google accounts created for all staff and students
- Google Apps in Education introduced at the senior school
- Partnerships with the Pointe-Claire Community Police Officers (station 5), our Community Partnership Program consultants (LBPSB), and other community partners such as the local bank of Montreal
- Involvement with Big Brothers and Sisters Organization

**Both campuses have an excellent and supportive Governing Boards and share a Home & School Committee. **

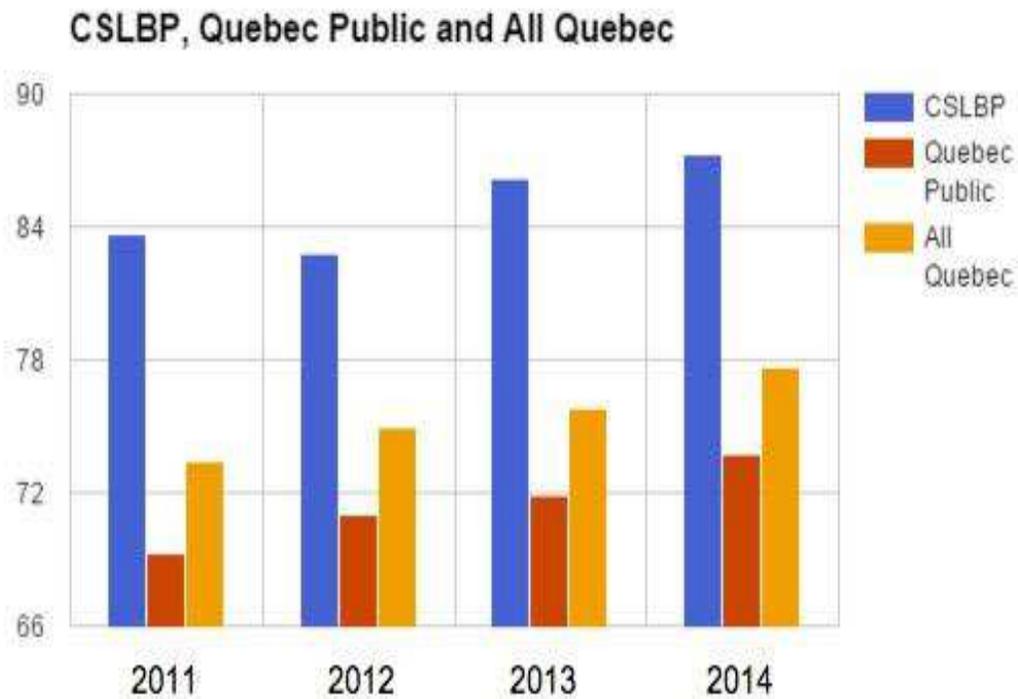
Goal 1: Increased Graduation and Qualification Rate

School Board Context

Student success remains at the heart of all that the Lester B. Pearson School board does. We are regularly amongst the top five performing public school commissions in the province in this respect. Our measure of success is the percentage of our students who leave our system with a certification or a qualification. The graph below summarizes the LBPSB graduation and qualification rate over the past five years compared to overall rates across the province. Our ultimate target is a graduation rate of 88% and we are closely approaching that target with an 87.3% success rate in 2014-15.

This figure (87.3%) represents the graduation rate for the cohort of students who entered our Secondary Schools in 2007. This is a 1.1% increase from the 2006 cohort and is a result which exceeds our initial 2015 target by 1.8%. Over the lifetime of our plan, our global success rate has improved by 4.8%.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2012 Baseline	2015 Target	Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	90.99	92.99	71 *
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	1 intervention per year	1 intervention per year	✓
3	To build a sense of belonging and a sense of appreciation of learning.	1 intervention per year	1 intervention per year	✓

* Board average: 73

Level of accomplishment:

- Kindergarten teachers have implemented pre-math skills in their daily practice
- Resource teacher have use the assessment tool Prime math with students experiencing difficulties
- Use of Culture in Schools grants to bring in artists and organized 2 educational field trips (Pointe Claire “Then & Now” and the Pointe Claire Municipal Library)
- Junior Campus did “Le grand Défi Pierre Lavoie” for the 5th consecutive year.
- Media Technology and Digital Citizenship course at all senior grade levels started in 2015-16.
- Participated in the world-wide “Hour of Code” at all levels (grades 3-6)
- Incorporated computer coding in the Grade 6 media technology class

What lies ahead:

- Situational problems/L.E.S.’s need to be used to adequately prepare students for the year-end exam at all levels.
- Will continue with the Media Technology course at all senior grade levels (2016-17) and introduce computer coding at the younger grade levels
- Will implement Google Classroom at all levels (replacing Edmodo)
- Will continue to implement and plan new activities such as the LBPSB Math Olympics, Cycle 3 spelling challenge, public speaking and math competitions at the senior school level

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The focus of the 2010-15 Provincial Strategic Plan was improving the French Language skills of students across the province. As an English school board, Lester B. Pearson elected to target the improvement of both French and English literacy skills. Graduating biliterate students, those able to read speak and write in English and French was our primary objective. Improving literacy skills by emphasizing early intervention in our primary schools was our focus in the five-year period. Those efforts, and the best practices which come about as a result of those interventions are promoted and maintained through the secondary years. As a result, our success rates in Secondary V Uniform Ministry Examinations in English Language Arts and French for leaving student is extraordinarily high.

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	2012 Baseline	2015 Target	Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	90.18	94.18	96.12
2	A 2% increase in the number of elementary students reading at level by 2015.	ELA: 93.69 FLS: 89.91	ELA: 95.69 FLS: 91.91	ELA: 95.74 FLA: 94.74
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	90.10	94.10	91.00
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N.A.	Minimum of two per year	✓
5	To increase English and French literacy through activities offered to children	N.A.	2 per year	✓

Level of accomplishment:

- In looking at the accessibility of board-wide results we opted to take a “snapshot” of the Grade 4 results as an indicator of how our students are performing in Reading and Writing in both languages. There were several reasons for choosing these results:
 - The Board evaluations have a reading and writing component
 - By Grade 4 students in the Early Immersion program have “caught up” in English
 - These results can guide decisions schools may want to take in order to maintain or improve the performance of their students as they go into the last cycle of elementary school.
- Use of the Daily 5 approach to help individualized teaching (Jr & Sr)
- Use of phonological awareness to improve French language acquisition (Jr. campus)
- A financial allocation was assigned towards purchasing of books in 2015-16 (Sr)
- Organized school-wide « Semaine de la litteratie » (Jr campus)
- Organized school-wide « Semaine des Arts » (Jr campus)
- Use of “Lego WeDo Jr” continuing (Jr Campus)
- organized school-wide “Reading Week” (Sr campus)
- Organized school-wide bilingual public speaking, spelling, and math competitions at the (Sr campus)
- Organized “Culture in the Schools” activities in both English and French
- Coordinated English and French units (at senior grade levels)
- Planned and implemented a Grade 6 cross-curricular unit on Flight and participated in the Bombardier Competition “Passion pour L’Aviation”
- Continued to implement cycle/grade level team meetings for professional development and coordination
- One French activities/outings in the daycare programs at both schools
- Use of Ministry of Education Professional Development and Innovation Grant funding for staff improvement Workshops

What lies ahead:

- Continue partnership with Valois and Pte. Claire libraries
- Invite French authors to school
- Continue to plan grade/cycle/ language team meetings
- Continue with literacy and numeracy initiatives at the school level
- To increase bilingual activities from student activities to general assemblies.
- Team up with a French elementary school to create an interactive relationship where our students find a meaningful use of French.

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

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

At Lester B. Pearson, we are very proud of our inclusive policies where students with special needs are integrated into community schools. Individualized Education Plans are established in each school for those students who require support services to ensure their success. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Increasing the qualification rate for students with handicaps, social maladjustments or learning difficulties has been a focus of our efforts over the five-year plan. The successful implementation of Work Oriented Pathway programs across our system has helped address the specific 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 secondary schools. Our integration rate over the span of the plan has ranged from 96.4% to 97.6%.

Figure # 2

	2009-10	2010-11	2011-12	2012-13	2013-14
Total # Students Registered	11392	11830	11984	11742	11392
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	15.3	17.5	17..5	18.6	18.6
Integration Rate	na	97.6	96.5	96.4	96.8

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	Result
1	To increase the qualification rate of Students at Risk and Students with special needs.	N.A.	Understanding of WOTP* for Cycle 3 Identified students	In Progress

Level of accomplishment:

- Continued to implement small group instruction at all levels for targeted students.
- Continued with the mentoring program from Big Brothers & Sisters (Sr.) and school community volunteers.
- Continued to organize small group visits to high schools (Sr.).
- Use of individual technology in the classroom and at home.

What lies ahead:

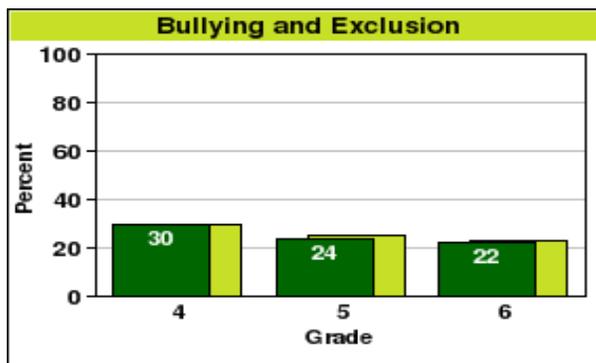
- Continue to inform parents of the different educational pathways *Work-Oriented Training Path (WOTP) offered at various high schools in the Lester B. Pearson School Board.
- Use of Board high school consultants.
- All parents of students who are on an accommodated or modified IEP will be invited to the school for a workshop on the IEP and its' implications. This will enable parents to better understand the need to work with the school and their child.
- Individualised life skills program on a needs basis.

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 complete a yearly portrait of the school climate in order 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 17 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 9,057 elementary school students from 34 schools.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	Result
1	The number of initiatives that promote pride in and respect for our environment.	N.A.	4 per year	✓
2	The number of programs and interventions that address violence prevention and conflict resolution.	N.A.	2 per year	✓
3	Implementation of the Healthy Schools Approach.	In Progress		In Progress
4	Complaints: Bullying/Violence	N/A	N/A	0

Level of accomplishment: (Note: * Results taken from the September 12th, 2015 survey and not revisited by the TTFM survey in April 28th, 2016)

Drivers of Student Success	School	Canada Norm
Students who are interested and motivated	85%	71%
Students with a positive sense of belonging	80%	86%
Students who are victims of bullying *	21%	26%
Students who feel safe attending school *	69%	68%
Students with moderate or high levels of anxiety *	21%	16%

“All incidents of violence, aggression or bullying were satisfactorily resolved at the school level.”

- Continued to implement a composting initiative at the junior campus.
- Collection and safe disposal of used batteries and ink cartridges.
- Continued to enhance Peaceful Schools Initiatives (PALS program at the junior campus).
- Junior Campus did “Le grand Défi Pierre Lavoie” for the 5th consecutive year.
- Visit from le « Véhicube du Grand Défi Pierre Lavoie » in the Fall 2017.

- Attended LBPSB Student Leadership Conference (Grade 6).
- Held student organized talent show at senior campus.
- Organized self-esteem /conflict resolution workshop for students through Geordie Production (Sr. campus).
- Informed students on becoming good digital citizens through the Media Technology program (cycle 2 & 3)
- Offered a variety of active extracurricular programs, invited guest speakers.
- Continued with student involvement in the SJF-Sr Social Action Team. Students learned about and raised funds for: Venturing Out Beyond Our Cancer (VOBOC), the Old Brewery Mission, and the Montreal Children's Hospital.
- Continued SJF (Jr & Sr) schools' involvement with community initiatives (food baskets, blood drive, Terry Fox Run, and community walk)
- Continued with the Grade 6 students' involvement in community service opportunities (Bayview Seniors Residence and the Pointe-Claire Legion) organized by the spiritual animator
- Organized (with parental volunteers) a Halloween candy for the Old Brewery Mission.
- SJF-Sr's participation in the Free The Children "Me to We Day" event in Montreal.
- Worked with community officers (station 5) to present workshops on Halloween Safety (Jr. school), and substance abuse prevention (Sr. school).
- Collaborated with the LBPSB Community Partnership Program consultants to present workshops to students (with guest speakers from McGill University, and private organizations)
- Health & Wellness program at all levels (SJF-Sr) with the CLSC school nurse (including "how to deal with anxiety" sessions at the Grade 6 level and a general information evening with parents)
- Results from St. John Fisher Sr.'s Tell Them From Me (TTFM) Bullying and School Safety Report (September 12th, 2015) indicate that the percentage of students identifying as victims of bullying sits at 43% which is below the reported Canadian Average of 46%. Of these students 27% say they experienced Verbal Conflict and 27% Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 18% and 4% respectively. Students identify break periods 49% and after school 14% 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.
- Results from the April 28th, 2016 TTFM survey indicate that 91% of the students had positive relationships with friends which is above the reported Canadian Average of 80% and that 95% of students had positive behaviour (Canadian norm is 91%).
- Reviewed and implemented an "anti-bullying" plan at both campuses
- Reviewed the "student code of conduct"

What lies ahead:

- Implementation of an "Adults Modeling Peaceful Play" program for children during unstructured time periods (ie. recess, lunch)
- Use of school board consultants and outside organizations to inform cycle three students about positive peer relationships and the effects of bullying.
- Will continue to organize activities and projects to give back to the community (locally and other) at all levels (i.e. food baskets, toy drive, community service at Bayview Seniors Home and the Pte. Claire Legion, and fundraisers and food drives for La Corde Community Organization)
- Will continue the collaboration with the LBPSB Community Partnership Program consultants.
- Will continue to have student participation in the Free the Children "We Day".
- Will participate in leadership activities for Cycle 3 students.
- Work with community officers (Station 5) to present workshops on Safety (Junior school) and Substance Abuse Prevention (Senior School)

- Invite at least one outside organization re: anti-bullying, plan and coordinate workshops for students and parents concerning anxiety among children and families.
- Continue to inform students of good digital citizenship through the media technology course (cycle 2 & 3).
- Increase awareness of nutrition by promoting and teaching healthy options in phys ed.
- To have closer collaboration between cycle/grade levels with targeted activities geared towards positive school spirit.
- Continue to plan and coordinate a school yard embellishment project.

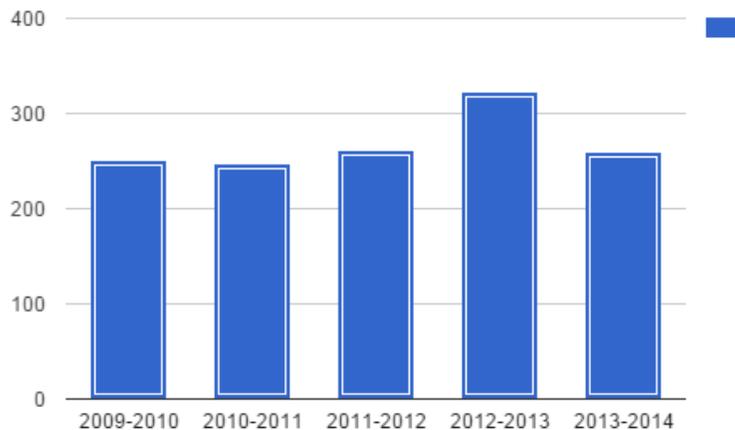
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

Professional training within Vocational Education was a key focus of the Ministry of Education's latest five year plan. That provincial priority was reflected in Lester B. Pearson's objective of increasing program offerings and enrollment numbers. Lester B. Pearson now has five Vocational Education Centers across its territory and an additional facility housed in Beurling Academy in Verdun.

- Gordon Robertson Beauty Academy (Beaconsfield)
- Pearson Electrotechnology Centre (Lachine)
- Pearson Adult and Career Centre (Lasalle)
- West Island Career Center (Pierrefonds)
- Sources Adult and Career Centre (Pierrefonds)

Registrations Vocational Education 2010-2014 (registration range 247-322)



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	Result
1	The number of initiatives that promote vocational education	N.A.	1	✓

Level of accomplishment:

- Organized trips to local high schools with small groups of students

What lies ahead:

- To organize a “Career Fair” with the LBPSB Community Partnership Program Consultants (Sr).
- To promote and inform students of all career opportunities including those through vocational education (Sr).