

# Annual Report 2014-15

## **Westpark**

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

In January 2010, the school signed a management and educational success agreement with the Lester B. Pearson School Board. Student success is the primary objective of the agreement. 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 was valid until June 30<sup>th</sup>, 2015 and has been reviewed on an annual basis. The agreement is closely aligned with the school success plan for 2010-2015. We believe in our investment in students. Furthermore, 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. Every student has the right to a quality education and every student should expect nothing but our best effort in providing that quality. Our success plan has been our road map in organizing that effort.

We are pleased to share news of this past year's (2014-2015) 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

Westpark	2014-2015
School Capacity	660
Program(s)	Early Immersion
Total Number of Students Registered	572
Total Number of Students Registered In Daycare	286
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	107

### ***School Mission/Vision***

Westpark School is a public elementary school offering an Early Immersion Program. Our aim is to provide a quality learning environment which encourages each child to develop to his or her full potential. We are committed to creating an atmosphere which promotes intellectual, social, and emotional growth, and fosters a sense of community within each child. We encourage good citizenship and community involvement.

### **Westpark School is guided by the principles set forth in our Mission statement:**

The mission of Westpark School is to provide a safe and caring community climate which facilitates the personal, academic, spiritual and physical development of the student as life-long learners. The school is dedicated to bringing all students to their individual levels of excellence by providing them with best teaching practices, experiences and role models. Our ultimate purpose is to help each student become a productive member of a global community, is prepared for challenges and ready to assume responsibility in a rapidly changing world.

### **School Vision and Orientations:**

- To provide a community school where parents feel welcome to become partners in their child's education, and where commitment to learning and success are foremost in everyone's thoughts.
- To provide a safe environment where individual differences are respected and individual talents are discovered and nurtured.

### **Student Exit Profile: Students will leave Westpark School**

- Confident and competent in reading and writing in both languages
- Respectful and understanding of self and others
- Prepared for secondary school
- Able to use technological learning skills
- With an understanding of the importance of health, fitness, and living a healthy lifestyle

**At Westpark School we value:**

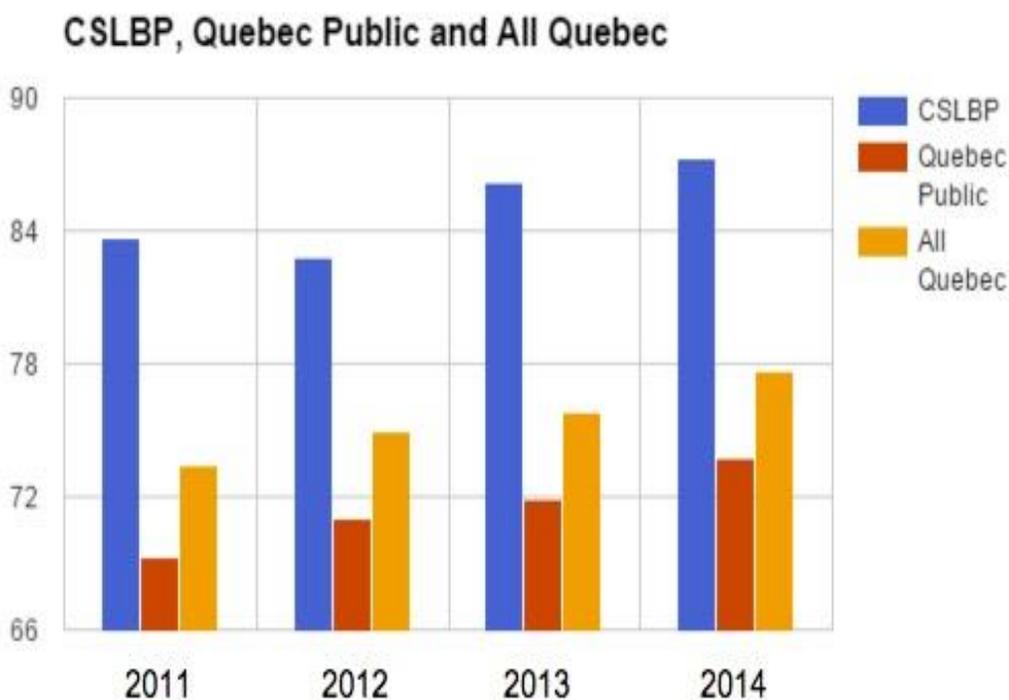
- An atmosphere which encourages self-respect and respect for others and the environment
- The natural curiosity of all members of the community
- Individual contributions of all members of the community
- A commitment to life-long learning
- The right to self-expression balanced by the responsibility of appropriate conduct

***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	2009 Baseline	2015 Target	2015 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	88%	90%	91.76%
2	To prepare students for transition	N/A	6	7

### Level of Accomplishment:

- The grade 6 end- of- cycle Math results indicates that Westpark students have surpassed their target of 2015 at 90% with a success rate of 91.76%.
  - The exam results are monitored for indicators for teacher professional development and the initiation of new programs aimed on capitalizing student interest and maximising math skill development.
  - Two technology- based programs have been introduced to help close the gap in performance. Numerik in grades 1 and 2 was initiated in the Fall, 2012 and Reflex math was introduced in the Fall, 2013 for grades 3-6. Both programs have high student appeal that generate student interest and are aimed at improving operational, reasoning and problem solving skills.
- A total of seven activities focused on transition, for all our new kindergarten students, current kindergarten students, grade 2 students and grade 6 students.
  - For our new kindergarten students; orientation in May, part of our end of year BBQ and staggered entries in August.
  - For our Current kindergarten students; classroom visit to the grade 1 classes to get familiar with the surroundings, the teachers and the expectations.
  - For our grade 2 students; classroom visit to the grade 3 classes to get familiar with a different cycle and area of the school.
  - For our grade 6 students; Mini Day to community high schools to get familiar with the surroundings, arrange visits from the high schools to inform the grade 6 students of programs offered and high school expectations.

### Future Directions:

Continue with the implementation of our Math program

Curriculum mapping from gr. 1 to 6 for our Math program

Implement strategies from the 2016 school success plan

## ***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***

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>
1	A 2% increase in the success rate for elementary end of Cycle III French exam results by 2015.	92%	94%	92.83%
2	A 2% increase in success rate for elementary end of Cycle III English exam results by 2015	96%	98%	96.55%
3	A 2% increase in the success rate for English Board level exams in grade 4	N/A	95%	97.13%
4	A 2% increase in success rate for French Board level exam in grade 4	N/A	86%	92.31%

### **Level of Accomplishment:**

1. Westpark students continue to perform well; End-of-cycle French exams success rate is 92.83%, an increase from our baseline of almost 1%.
2. The end- of- cycle exams in English indicate a success of 96.55%, we almost achieved our target of 98% success rate.
3. The results of the end of cycle English exam in grade 4 is 97.13% success rate, we have met our 2015 target of 95%
4. The results of the end-of-cycle French exam in grade 4 indicates a success rate of 92.31%, we surpassed our target of 86% success rate.

### **Future Directions:**

- The early intervention program that serves students in grade 1 and 2 has had proven results in supporting struggling students achieve reading and comprehension levels needed for school success. Reading in both French and English form the core of all academic subjects. All students in grade 1 and 2 are closely monitored to ensure that they will get support to meet targeted levels in reading and comprehension. We will continue with our early intervention program.
- Science and music have traditionally been offered in French and in Fall 2013 a robotics and computer program has been added in French to increase the use of French as medium for learning.
- Resource both in French and English in on going in all grade levels.
- We are looking at the possibility of adding Drama in French to increase the students comprehension and oral level.

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

### *School Board Context*

#### *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 they are members of the community receiving support services as indicated by an 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%.

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Total # Students Registered</b>	11392	11830	11984	11742	11392
<b>Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	15.3	17.5	17.5	18.6	18.6
<b>Integration Rate</b>	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	2015 Result
	See notes below			

Level

### Level of Accomplishment:

- The Westpark resource model encourages best teacher practices, differentiated instruction, early intervention, with a specific focus on reading skills in French and English and facilitates the implementation of the appropriate IEP for students struggling academically or for students with special needs. The writing of the IEP with attainable goals is critical for the success of our students with special needs. This is an on-going professional development program for our teachers and support staff.
- Resources teachers and classroom teacher collaborate with Board professionals or from outside agencies (occupational therapist, speech pathologist, psychologists, educators, social workers) in order to develop approaches for students with special needs.
- Students at risk and students with special needs are predominantly boys. The number of boys requiring services continues to drive the need for programs that have appeal for boys.
- The use of technology based approaches are now an important factor in providing support for students with special needs or at risk. Most students with special needs now have an ipad or laptop assigned for their exclusive use. Many students at risk for learning difficulties are now encouraged to use an ipad or laptop for specific tasks (writing especially).

### Situation Analysis:

- There has been a concerted effort to develop programs which may be of interest to all students, but are of particular interest for boys. A robotics program incorporated in the technology and science program is of proven interest to boys.
- Teachers are encouraged to update technological skills in order to better serve students. Professional development was provided for all teachers on the use of ipads. More ipads were purchased during the 2014-2015 school year. A class set of laptops was made available to teachers. The goal is to increase both the number and variety of devices that support all students, and which have proven especially effective for those students in the at risk categories
- Teachers and staff will continue to work on developing successful intervention strategies for children at risk by creating a bank of appropriate strategies.
- Staff and integration aides continue to learn by going to various workshops.

## Future Directions:

- Continue with our with our early intervention program to narrow the reading gap for struggling students
- Work closely with SSD to implement programs that support our needs
- Requesting a Behavior Tech to implement groups as an extra support

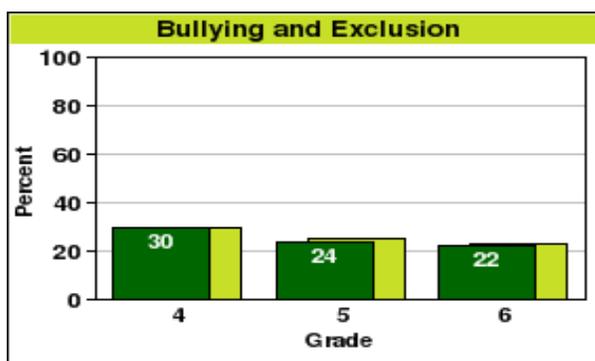
## ***Goal 4: Promoting Wellness in a Safe and Caring Community*** **Generic for all elementary schools (change as you wish)**

### ***School Board Context***

#### ***Healthy and Safe School Environment***

A positive school environment is a critical determinant of student success. Safe, caring, and wellness-promoting environments must be a priority for all schools and all students. Twice yearly over the five years of the plan, all schools in our system engage in The Learning Bar's "Tell Them From Me" survey which provides us with a portrait of each school's climate in various domains. At the elementary level, this survey is generally administered to all students from Grades 4-6 and results are shared with the school staff and Governing Boards. All schools in our system have established anti-violence and anti-bullying plans and protocols in compliance with Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools.

The chart below gives a breakdown of student self-reporting on issues of bullying and/or exclusion in our elementary schools. At the elementary level, 25% of students reported having been subjected to some form of physical, verbal, social or cyber intimidation either at school or at home. This distribution was evenly split between boys (26%) and girls (24%). The Canadian norm for elementary students is 26%.



## School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote pride in and respect for our environment.			See Below
2	The number of programs and interventions that address violence prevention and conflict resolution.			See Below

### Level of Accomplishment:

- The Tell it From Me Bullying survey indicates that Westpark is within the Canadian average for incidents of bullying. Working with our peaceful school committee and community officer, regular information sessions Westpark students are fully informed on bullying and violence. While they report incidents within the Canadian average Westpark students also reported feeling safe at school and having access to school personnel should they require help.
- The incidents of bullying and violence occur most frequently during the unstructured time during recess and lunch. To address this situation there has been an increase in supervision time for all staff members. In addition, a plan for strategic placement of recess and lunch supervisors and a plan for sharing the playground equitably were implemented.
- Westpark students are also the beneficiaries of a wide variety of lunch time activities which places students in organized and structured activities which hinders the possibilities for bullying and violence. These activities include intramural sports organised by our physical education teachers, special interest clubs or groups organized by our teachers and organized activities for the most vulnerable students.
- A program of on-going professional development for school staff ( teachers, aides, lunch and daycare personnel) aims to equip the staff to recognize and address issues of bullying and violence and to sensitize all staff to their responsibilities as outlined in Bill 56.
- An increasing concern is the use of social media outside the school which has an impact on school culture. This is a new phenomenon for elementary school which bears monitoring in the future as the prevalence of hand- held technological devices of all kinds increases and the reliance of social media by young children becomes more evident. A concerted effort teaches students about digital citizenship are now part of the anti- bullying program.

**Activities:** Leadership group, green group, green summit at CWA, lunch time activities(organized sports), newspaper club, food bank drive, recycling and composting, student day (dare to care), take the time day(dare to care), class activities through ERC, school wide assemblies

**Future Directions:**

Continue with the existing activities and assemblies.

Getting our students more involved will create a great attachment to their schools; we will have a student council for gr. 4 to gr. 6 students as well as be part of committees like year book creation etc.

Increase Phys. Ed classes for all students

*Results from Westpark's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 27 % which is slightly above the reported Canadian Average of 26%. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.*

*Results from Westpark's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students who feel safe attending school sits at 72% which is above the reported Canadian Average of 66%.*

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

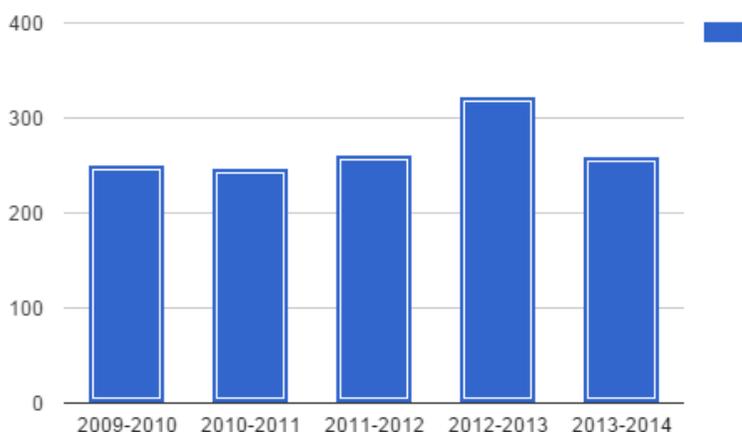
**Generic for all elementary schools (change as you wish)**

### ***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	2015 Result
1	The number of initiatives that promote vocational education			

Level of Accomplishment:

Future Directions:

The following pages are for any other goals other than the 5 required which you have in your success plan and/or management agreement which you would like to report.

### *Other School Objectives*

## School Results

Other School Objectives:				
#	Objective	Baseline	2015 Target	2015 Result

**Level of Accomplishment:**

**Future Directions:**