

Annual Report

2016-2017

Children's World Academy

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 was valid until June 30th, 2015 and was subsequently extended by an additional year for reporting purposes. 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 (2016-17) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes 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	534
Program(s)	Early Immersion; Primary Years' Programme (International Baccalaureate)
Total Number of Students Registered	531
Total Number of Students Registered In Daycare	317
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	17

Mission Statement

Children's World Academy is a community of lifelong learners. The mission of the school is:

- To educate the whole child, developing each student's intellectual, physical, social, emotional and spiritual well-being.
- To encourage students to become active, compassionate and responsible human beings who are respectful of the plurality of cultures and religious beliefs.
- To nurture intellectual curiosity and actively involve students in developing good work habits, positive attitude and critical thinking in order to become committed and engaged citizens of the world.
- To provide students with engaging, relevant, challenging, and significant learning experiences connecting the world to the curriculum.
- To continue to provide a peaceful teaching and learning school environment via the International Baccalaureate Primary Years Programme attitudes and conflict management/peer mediation programs.

Vision Statement

Our vision is to create a school where:

- ✓ All students are encouraged to achieve high academic standards, maximizing their full potential, in a structured inquiry based, and international curriculum.
- ✓ All students will be exposed to a well-rounded and enhanced program in language arts, mathematics, science, technology, music, arts and physical education.
- ✓ Staff, parents, and administrators are all partners in the education and development of all students.

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 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

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2015 Target	2016 Result	2017 Result
1	A % increase in the success rate for MEES End of Cycle III Math Exam Results by 2017.	79.20	81.20	89	94.32
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	-	Min. 1 intervention per year	See Below	See Below

Level of Accomplishment:

Our progress in mathematics continues to advance with an improvement in our performance on the Ministry End-of-cycle III Math exam for the third consecutive year. Our success rate increased from 83.77% in June 2013 to 94.32% in June 2017. The fact that we have been able to maintain our results above our five year target for the fourth year in a row provides a strong commentary on how gains with respect to student performance in math have been maintained over time. This measure of consistency is thanks to the continued efforts of our teachers to use a wide variety of strategies thus ensuring student success. We have also had anecdotal reports of students performing better in math in the high school programs where our students attend following graduation from CWA.

Other factors that have helped to promote continued success in mathematics are professional development sessions where teachers have explored how to use on-line resources to best effect as a school. This has meant deciding collectively which digital tools to support math learning will be used at each grade level. Teachers have also continued to spend time on other professional development activities in math, such as using a PDIG (Professional Development and Innovation Grant) to create tools to improve instruction in the area of the math curriculum covered by “Operations” (adding, subtracting, multiplying and dividing). Teachers met with the primary math consultant from the Educational Services Department of the school board to create lesson plans, problem sets, diagnostic tools, situational problems, centre activities and other teaching tools to address the challenges associated with students’ understanding of operations.

In terms of targeting boys, one important intervention has continued and expanded, namely the use of Lego robotics kits in Grade 3 as well as in the daycare. It is important to note that although the use of these kits as teaching tools has targeted boys, both genders of students show strong levels of engagement when they are used as the focus of in class activities. We have developed activities in our units of inquiry that allow all types of students to show what they know and can do.

Future Directions:

Going forward, we must continue to work hard to ensure that recent gains in our results in math last over time. To do this, on-going professional development in math will continue to be key. A number of our math teachers will continue to attend the LBPSB Summer Math Institute and will have the opportunity to share their professional knowledge here at CWA.

As we plan future objectives, we will continue to conduct periodic diagnostic testing in grades 3-6 for operations and numeration. We have also begun annual diagnostic testing in grade 2 for operations. On-going analysis of these diagnostic results is appropriate since they continue to show that students’ understanding of mathematical operations lags behind their understanding of numeration. Typically, within a given cohort, there is a difference of a minimum of 10% points (sometimes greater) in the performance on diagnostic tests. In other words students do at least 10% better on numeracy tests vs. tests on operations. After consultations with the school board’s math consultant we will review the continued use of the PRIME math diagnostic tool vs using new methods available in analysing student progress.

Other areas where it will be important to have a continued focus are:

- On-going discussions about the best way to use on-line/digital resources for math.
- Continuing and hopefully expanding the tutoring programs that have been established with Beurling Academy and LCCHS continue.
- Student participation in math enrichment activities.
- Support for students who may encounter difficulties in math (remediation in math).
- Continued emphasis on school-wide daily math routines with respect to specific skills and concepts (namely operations).

As in the past, with respect to interventions to target the interest, motivation and engagement of boys, we will continue to provide new opportunities for boys to participate in clubs, sports, and extra-curricular activities. We will continue to seek out new partnerships with outside institutions and organizations, so that

our community partnerships will provide instances where older males can act as positive role models for our students.

Observations:

CWA will continue to conduct periodic diagnostic testing in grades 3-6 for operations and numeration and annual diagnostic testing in grade 2 for operations; as well as working closely with the school board consultants.

Teachers committed to including the additional areas of focus (listed above) in their regular routines.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry level 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 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 the option of extending Immersion profiles at 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	2016 Result	2017 Result
1	A % increase in the success rate for elementary end of Cycle III French exam results by 2017.	98.41	100	98.61	98.16
2	A % increase in the number of elementary students reading (English) at level by 2017.	84	88	95.83	92.41
3	A % increase in the success rate for elementary end of cycle III English exam results by 2017.	88.35	92.35	98	100
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	-	5 new initiatives	See below	See below
5	A 4% increase in the number of elementary students reading and writing at level by 2017 (grade 4 exam success rates).	ELA 98.68 FSL 100	100 100	99 97	98.35 93.84

Level of Accomplishment:

According to the indicators we have been using to measure our progress with respect to language, in French, we have maintained our level of achievement. Our performance in the end of cycle 3 French exam is essentially unchanged with a 98.16 % success rate in 2017 compared with a 98.61 % success rate in 2016.

We are extremely pleased with the English end of cycle 3 Ministry exam showing a success rate of 100 %, up from 98% in 2016.

The CWA language policy was reviewed in March 2017.

Future Directions:

These solid results are encouraging and indicative that our teaching practices are promoting strong language acquisition and literacy skills among our students. Again, as in Mathematics, we must continue to promote a culture of academic excellence by encouraging teacher professional development and exchange. One area where we could do better is to share our professional expertise with other teachers and other schools. We have had a measure of success in this domain in math, where our teachers are consistently invited to co-animate professional development sessions in math for other schools and teachers (particularly those associated with the board level or ministry exams). It would be desirable to have our teachers recognized for the same standards of professional excellence that they obviously have demonstrated in teaching English and French language arts.

In the Fall of 2016, we hosted an in-school IB workshop on bilingual and multilingual teaching and learning which gave teachers the opportunity to discover many new strategies that are now used regularly in our everyday teaching. An element of our success has undoubtedly been the ability of the school staff to create a striking and unmistakable culture of bilingualism. In our school French and English are used interchangeably by the majority of the staff, and continue to both be used routinely during morning announcements, assemblies, and other official school functions.

Some other areas of focus for us will be:

- To continue offering Francisation
- Ensuring that our Francofête remains an established feature of the school calendar and the school culture; it would be worthwhile to explore other similar school-wide events that have a focus in French (Concours d'écriture en français; special guests, pièces de théâtre, etc.
- Exploring means by which the daycare can promote the use of French during after school homework time.
- Maintaining the use of school-wide evaluation tools in English and French (standardized marking guides).
- Review of the timing and frequency of Running Records (GB+ and PM Benchmarks) analysis.

As always, it will be our responsibility to explore any new means that may further enhance and enrich the strong culture of language learning that we have established at CWA

Observations:

Our teachers will continue to promote strong language skills among our students and work collaboratively with colleagues; both in our school as well as in other schools.

Our ability to function and promote bilingualism within the school among our staff, contributes to the overall success of our students.

We will continue to work at facilitating Francisation, Francofete, daily initiatives, school wide evaluation tools, and CWA IB language policy

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	2016 Result	2017 Result
1	Improved support for special needs students. Minimum of two new interventions targeting special needs students per year	NA	10 new interventions	See below	See below

Level of Accomplishment:

The fact that we now have a permanent Resource teacher has allowed us consistency in providing a program in meeting the needs of students with special learning requirements and aiding the staff with resources.

The continuation of our tutoring partnership with high school students from Beurling Academy, as well as some from LCCHS has aided in providing support for our students.

As has been noted in the past, The IB program itself as well as the overall culture of the school provides numerous learning opportunities for students with different areas of strength, talents and interests. The ethos of being able to respond to students' multiple intelligences with corresponding classroom and school-wide activities is an important part of our philosophy as a school. The many different activities that exist in the school from art and music, to sports teams, and activities provide many different opportunities for success for our students.

Future Directions:

We have some distinct challenges in this area. Some specific areas to work need to be:

- On-going professional development related to differentiation of instruction, adaptation and modification of the curriculum to meet students' learning needs.
- As noted in the past continued partnerships with community organizations, and other outside institutions to provide a greater range of services for students.

Again we will be using our year-long theme of "Be Your Own Hero" to promote opportunities for special needs students to feel validated, feel accepted and feel successful. Some of the objectives of this particular theme will be to encourage a growth mindset, inspire students to follow their dreams, and help instill values such as perseverance and open-mindedness. As with other facets of school life, this theme will help our special needs students to be celebrated as part of the school community

Observations:

See above.

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 portrait of the school climate is developed through regular surveying of students. Usually, twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's "Our School Survey" and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 8,900 elementary surveys from 34 of our schools and only one survey – the Student Engagement survey.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	The number of initiatives that promote pride in and respect for our environment.	NA	5 New Initiatives	See Below	See Below
2	The number of programs and interventions that address violence prevention and conflict resolution.	NA	5 New Initiatives	See Below	See Below
3	Implementation of the Healthy Schools Approach.	[x] In Progress [] Implemented			
4	Complaints: Bullying / Violence	0 (2013)	0	1	0



Level of Accomplishment:

The basic principles of the IB Primary Years Programme continue to provide a basic structure that informs daily life at CWA. The basic terminology of the programme provided by the IB Learner Profile Attributes and the IB Attitudes is used by the students on a daily basis. As has been noted in the past, the use of this language to promote the values, habits and character traits that we want students to acquire continues to show itself to be effective. Part of the reasons for this is that the staff continue to look for new and innovative ways to make the language of the IB programme relevant to our students. This happens in a variety of ways, not the least of which is our monthly certificate assemblies where students are recognized for demonstrating different Attributes of the learner profile in their daily lives. Students are also invited to present at these monthly assemblies.

A big part of how we encourage these “IB Values” is by way of parent involvement. Our IB Coordinator, Mme Sonia Bouchard is in constant communication with parents about how to use the language of the programme at home and outside of the school thereby reinforcing the ideals we emphasize at school. These practices, combined with our theme this year entitled “Be Your Own Hero” encourage positive, respectful action on the part of students. This year we have numerous examples of students taking action to help others, engage in support of charitable organizations, and so on, all of which helps to promote a climate of respect in the school (more about our theme this year is outlined in the section on “Serving the Community” below).

One of the ways in which we monitor how well we are responding to concerns related to the school environment and student social engagement is through the “Tell Them From Me” survey conducted with students in grades 4-6. Although we continue to work hard to maintain an environment that promotes the values of respect, caring and kindness, as has been noted, it is important to continue to make improvements.

We do need to address the matter of students expressing a positive sense of school belonging. As has been reported in the past, this is an indicator which also seems to fluctuate over the years, with values ranging from 94% to the most recent value of 80%. The Canadian norm for this statistic is 86%.

The survey did show that the rate of students with positive relationships (students who have friends at school they can trust and who encourage them to make positive choices) stands at 87%; with the Canadian norm for these grades being 80%.

One area where we demonstrate clear success is in the percentage of students participating in sports at school with adult instruction other than in Phys Ed class. In our most recent survey, 90% of students reported that they participated in sports at school, whereas the Canadian norm for this statistic is 68%. One factor that has undoubtedly contributed to this encouraging statistic is our new artificial turf sports field, which students use at recess, lunch hour and during the after school daycare program. Although this initiative would not have had a bearing on the survey results since the students who participated were not part of the survey group, the program of “Champions for Life” which was begun with daycare students in cycle 1 has had a very positive impact.

The survey also indicated that 50% of students at CWA had a high rate of participation in clubs (student council, art, robotics, writing, etc.), whereas the Canadian norm for these grades is 49%.

Other developments which promoted respect and care for the environment included:

- Acquiring a set of washable dishes, glasses, and cutlery for use at school events. These were used at a spaghetti night fund-raiser, Santa’s breakfast, the Green Summit lunch and the grade 5 Seniors’ lunch.

Students, parent volunteers and staff members joined forces to do the dishes and reduce waste at all these events.

- Composting at the annual corn roast along with all other major school events also is helping to reduce landfill waste.
- Our vegetable and flower gardens continue to thrive.

Future Directions:

As noted above, future objectives will need to include a more comprehensive review of students' positive sense of belonging at school. Factors which may influence this indicator will need to be analysed in order to improve outcomes for students. The theme that is planned for the next school year (2017-18) is "We Are What We Do", the aim of which is in part to promote on-going student action, but this could potential be an appropriate vehicle to explore how to improve students' positive sense of belonging at school and to take action. An area to explore and discuss as a staff is how to encourage and validate positive behaviours in students.iforms

One important part of this process (surveying of students) will be to engage students in a better discussion of what the questions mean and how to answer them before carrying out the survey with them. This will result in more reliable and hopefully less variable results going forward.

Observations:

See above.

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. We offered over 30 unique programs across our network and in 2015-16 and our eight Continuing Education Centers continue to provide valuable services to our adult population.

School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2017 Result
1	The number of initiatives that promote vocational education	NA	5 new initiatives	See below

Level of Accomplishment:

On-going initiatives continue to be an important part of our PYP programme and at the same time make our students aware of professional training, which often includes examples of vocational education. Some examples are:

- Partnership with PACC (Pearson Adult and Career Centre) Parents continue to participate in the units of inquiry doing classroom presentations related to their own professional backgrounds. Other examples of units of inquiry which draw upon parent expertise are the grade 6 unit on technology, the grade 1 units, "Organisation d'une ville" and "L'Evolution des métiers" , and "Personal Histories" and "Sharing the Planet with animals" in Kindergarten.
- Students continued to be exposed to different careers, and training through field trips, although during the
- Student visits to local high schools – such as during the high school "Mini Day" in April helps our students to develop awareness of training programs that are available locally.

Future Directions:

This continues to be an area where some new initiatives may benefit some of our students.

- Developing relationships and partnerships with the adult and vocational training centres within the LBPSB in order to make connections with our units of inquiry.
- As has been suggested in the past, participation in a job fair or career day.

Observations:

See above.

Other School Objectives

School Results

Other School Objectives: Serving the Community				
#	Objective	Baseline	2015 Target	2017 Result
1	Building an understanding of community. Sustaining current initiatives as well as developing a minimum of one new initiative per year.	NA	5 new initiatives	See below

Level of Accomplishment:

The importance of “Taking Action” continues to be an important part of our Programme of Inquiry, as well as many activities that enrich the school environment at CWA. Our year-long theme “Be Your Own Hero” made student-led action a focus, and our students responded with many examples of initiatives that they developed and brought to fruition on their own, or with guidance and support from staff and parents.

CWA continues to support many charitable organizations both through fund-raising, and by publicizing many important causes within our community. Again, we would like to acknowledge the incredible generosity of our parent community who time and time again respond with support for the many projects, activities and charities that we are linked with. Many established activities and programs continue to thrive, such as our Remembrance Day assembly and veterans’ visit, our Grade 5 Seniors’ luncheon, and weekly visits of cycle 3 students to the Floralties seniors’ residence in Lachine.

- Mme. Bouchard, our PYP coordinator highlighted examples of student-initiated action during our monthly assemblies. There were many examples of community outreach that students came up with, many of which focused on a growing problem in our society: homelessness. Student projects to support the less fortunate in our community included a number of examples of bringing food directly to homeless people.
- For the second straight year, we partnered with Verdun Elementary during the holiday season and continued our support of established programmes there. Over \$6000 was raised to make hot lunches and extra-curricular programs available to disadvantaged students of Verdun Elementary. Again we thank our parent community for their amazing generosity which allowed us to support these important programs.
- Other charities that have received our support included the UNHCR, Autism Speaks, The Cure Foundation, UNICEF, The HOPE Society, The Canadian Red Cross, The Royal Canadian Legion, and The Montreal Children's Hospital Foundation.

As a community partner, CWA continues to provide information about community organizations and events to our parents through email distribution of flyers, notices, etc. We will also support the local recreation organization "Loisirs Laurendau Dunton" who will be running a summer day camp for children aged 5-12.

Future Directions:

This is an area where CWA continues to thrive. The activities, projects and interventions described above provide great enrichment for the educational experiences we are able to offer our students; they enliven the school environment and inspire staff, parents and most importantly our students. We will continue to explore new opportunities to connect with our community in ways that make our programme of inquiry increasingly relevant to all who are connected to it, and provide insight to our students in a myriad of ways. As always, our on-going objective will be to connect student action to making the world a better place.

Observations:

See above.

Other School Objectives

School Results

Other School Objectives: Technology and Digital Citizenship				
#	Objective	Baseline	2015 Target	2015 Result
1	Pedagogical use of technology. Minimum of one new initiative per year.	NA	Min. 1 intervention per year	See below

Level of Accomplishment:

Our work in this area continues to be important. Our Chromebook initiative continues to expand, although financial constraints have limited the degree to which we have been able to do this in the past year. We have been able to add one more class set of Chromebooks to our existing inventory, the most recent one in cycle 1. This brings our current total to 10 class sets:

- All cycle 3 classes
- One set for grade 4
- One set for grade 3
- Two sets for cycle 1

As has been noted in the past, the 1:1 student to device ratio provides an immensely powerful pedagogical tool for our students' benefit. We continue to utilize an increasing number of web-based educational apps, programs, and web-sites (many of which are free) which support and enhance students' learning.

It is important to note that this project is not an example of technology for technology's sake. Since the beginning of its implementation our students have continued to make improvements in all academic areas based on the markers described above. It is fair to say that the inspired use of educational technology on the part of our teachers has played an important role in the continued academic progress of our students.

It is also worth noting that incidents of cyber-bullying, as well as incidents of irresponsible use of technology on the parts of our students have decreased since the inception of the Chromebook project. Students' on-line activity is regularly monitored by teachers and other staff members, however, the on-going emphasis we place as a school on the principles of good "Digital Citizenship" have paid dividends. This can also be attributable to the Chromebook project and the ways in which our ever-resourceful teachers use this resource with their students.

As has been noted in the past, the increased use of technology such as our Chromebooks has also helped to make some reductions in the use of material and resources such as paper and photocopying. This goes hand in hand with other efforts to create school-wide policies that are more environmentally sustainable.

Part of our efforts to maintain best practices when it comes to the use of technology in the classroom is that teachers have engaged in professional discussions to establish which on-line resources it makes the most sense to use at different grade levels. In this way some computer programs which may have otherwise been used more broadly can be used to target particular concepts with particular grade levels, sequentially building skills with students.

The Information, Communication and Educational Technology (ICT), and Academic Honesty policies are regularly reviewed and updated.

Some other new/continuing developments in technology have been:

- Developing Digital Portfolios as evaluation tools.
- Expanding our use of on-line tools and programs for the entire school; where possible school-wide subscriptions are acquired (TFO, Brainpop, and others).
- On-going work in programming as part of lunch – time activities (DCP club).
- Routine use of Chromebooks/Google Docs for internal meetings (such as staff council, steering committee, planning and reflection on Units of Inquiry, etc.).
- Use of technology during student presentations (grade 6 exhibition, mini exhibitions for other grade levels, in-class presentations).
- Added benefits to students with special needs through many digital resources (Read and Write; Reading A-Z; Boardmaker; Soundprints; Antidote).
- Teachers creating their own websites or blogs to communicate with parents and colleagues.
- Use of Google Groups to facilitate professional exchange between staff members.
- iPads bought by the Home & School Committee for Grade 1.
- Cycle 1 Read-a-Thon to raise money to buy iPads

Future Directions:

As we progress, a number of important objectives present themselves:

- In order to maintain the continued implementation of the Chromebook project, the school must explore means of benefiting from new financial resources.
- Schedule of local DCP Committee meetings before the end of the school year in order to review, and re-establish priorities with staff.
- Review use of various social media platforms (Twitter, Youtube, Facebook, etc) to improve links with the local educational community, as well as nationally and internationally.
- Re-examine use of on-line forms and data for parent use.

It will continue to be the case that our efforts with respect to the implementation of digital technology at CWA will continue to be guided by the principles of good Digital Citizenship: providing opportunities for students to benefit in the best way possible from the use of technology for educational purposes, while at the same time ensuring an understanding of how to use technology responsibly and safely.