

Annual Report 2011-2012

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 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 (2011-2012) 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	2011-2012
School Capacity	555
Program(s)	Early Immersion
Total Number of Students Registered	549
Total Number of Students Registered In Daycare	300
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	35

School Mission/Vision

Mission Statement Children's World Academy is a microcosm of the world. The mission of the school is to:

To educate the whole child, developing each student's intellectual, social, emotional, spiritual and physical competencies.

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 lifelong learners.

To provide students with opportunities to connect the experiences of the classroom to the world outside.

To continue to provide a peaceful teaching and learning school environment via our 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, 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.

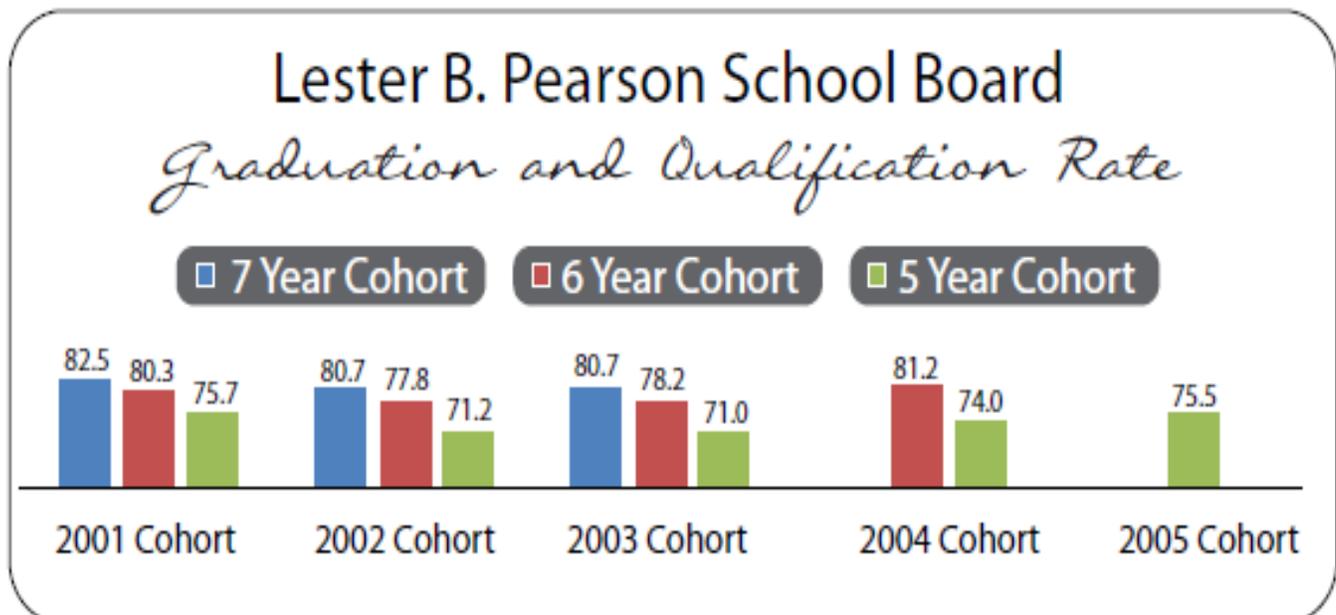
Staff, parents and administrators are all partners in the education and development of all students.

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 graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past five years. Over the next ten years, the MELS has given us the challenge of increasing our graduation and qualification rate to 88%. We have 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 MELS Elementary End of Cycle III Math exam results.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2012 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	79.20	81.20	88.31
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	-	Min. 1 intervention per year	See Below
3	PRIME diagnostic testing in cycle 3; increase to 75% by 2015 (see note below)	61% (2010)	80%	83%

Level of Accomplishment:

1). We are very pleased and proud to highlight our progress in Mathematics, and note that from last year to this we have exceeded our 5-year target of achieving a 2% increase in the success rate for MELS End of Cycle III Math Exam Results. Although the school board average also increased from 2011 to 2012, our performance relative to this result for 2012 (77.05%) has also improved considerably. It is important to caution these results to some extent insofar as the level of difficulty of math exams from MELS can sometimes vary considerably from year to year. It is obviously an important objective to maintain consistency in our level of performance and achievement from year to year despite variance in the Exams from the Ministry.

There are other results that show strong indications of our progress: Diagnostic testing using a model based on Nelson's PRIME (a commercially available math instruction tool) has shown that groups of cycle 3 students given the same or a similar test from one year to the next have improved their scores, sometimes dramatically. For example in grade 5, our baseline using this assessment instrument given in 2010 showed that students performed very poorly (53%) with respect to their understanding of some basic math concepts; this same test given over the past two years has shown an average increase to 82%. In grade 6, results showed an increase from 69% to 87%. That these tests are demonstrating consistent improvement from year to year over the past two years and at different grade levels is very encouraging indeed. It is also important to mention that our grade 6 Math-Olympics students have placed 3rd overall for two consecutive years. Our teachers are to be applauded for their application of teaching methods and other strategies that have clearly had a positive effect on our students' learning.

2). We are fortunate to be able to continue to have male students from High School, CEGEP and Vocational School provide positive role models for our students as well as to demonstrate the importance of academic study and training. Some of our interventions include: an after school tutoring program with students from Beurling Academy; grade 3 reading program with students from LCCHS; former students from LCCHS came to present at our annual Open House about the benefits of the IB program; 12 – week stage placement in our daycare with a student from the Community Recreational Leadership Training Program from Dawson College; regular stage placements 3-4 x 5-day sessions / year for students from the Pediatric Nursing Assistant Program at Pearson Adult Career Centre

that take place during lunch hour and in our daycare. A lego club for boys has also been established by our resource teacher (see the section for goal 3).

Future Directions:

1). With respect to our progress and achievement in Mathematics, it is important as noted above to be able to demonstrate our recent successes on a consistent basis going ahead. To this end, we will continue to develop our diagnostic testing tool for routine use at all classes in grades 1-6. The primary benefit of the use of such a tool will allow teachers to identify concepts or areas where individual students show weakness, and address this with individual students. In addition we will continue to develop the following practices and strategies to solidify the gains we are starting to show:

- Implementation of a school wide diagnostic tool at all grade levels from grades 1-6.
- A continued emphasis on mathematics professional development through workshop and training sessions, professional development projects and grant applications.
- On-going support and special projects with school board pedagogical consultants (Chantal Brunet and Sophie Lussier).
- Maintaining our research partnership with Dr. Helen Osana, from the Concordia University Department of Education, to explore and develop best teaching practices using math manipulatives.
- Continuing lunch hour and after-school support in math and enrichment activities, clubs and programs.
- Continuing our emphasis on our school-wide daily math routines with respect to specific skills and concepts.
- Continuing math specialist time for kindergarten, cycle 1 and cycle 2.
- Continued use of on-line teaching tools and software programs such as Numérik (cycle 1); Reflex Math, (cycle 2 and 3); Gizmos.
- On-going focus on cross-curricular applications of math concepts and topics, for example how reflections and rotations can be reinforced in subjects like art.

2). With respect to interventions to target the engagement of boys, one future direction will be to continue to analyse information about gender-based differences connected to participation in sports activities and clubs. Our “Tell Them From Me Survey” conducted in January of 2012 for students in grades 4-6 indicated that although participation rates among boys in non-sport related clubs and activities was above the national average, it was lower than the rate for girls (62% for boys vs. 64% for girls). It will be an on-going objective to monitor participation rates for boys in extracurricular activities and provide as many opportunities for their success as possible.

We will also maintain and expand upon our partnerships with outside institutions providing on-going opportunities for our boys to see older male students in situations where they have leadership opportunities and see them as positive role models.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports 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 systemic 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 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	2009 Baseline		2015 Target	2012 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	98.41		100	97.47
2	A 4% increase in the number of elementary students reading at level by 2015.	TBD- 06- 2012	Eng 84	88	84
			Fr 85	89	85
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	88.35		92.35	93.51
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare).	-		5 new initiatives	See below
5	A 4% increase in the number of elementary students reading and writing at level by 2015.	TBD- 06- 2012	ELA 98.68	100	98.68
			FSL 100	100	100

Level of Accomplishment:

As can be seen in the data in table above, we have either achieved or are very close to achieving our five-year target in all of the objectives that have been set to monitor progress in English and French literacy. We are above our five year target regarding the increase in the success rate for end of cycle 3 English exam results for the second consecutive year. Although we have not achieved our five year target for results in French, we are again strong with a 97% success rate for end of cycle 3 French exam results. Both English and French have dropped slightly for 2012, but remain strong relative to board wide averages in both subject areas (85.89 % in ELA and 88.92 % in FSL).

This year we are including two new measures of our success in English and French literacy, both of which have been selected for all schools to use by the Lester B. Pearson School Board. Number 5 above refers to the success rates in the Grade 4 school board evaluations (exams) in English Language Arts and French as a Second Language. Since this is the first year that we are using this marker, we are using 2012 results as a baseline, and progress will be assessed next year. Nevertheless, our snapshot is still very strong with 100% success rate in FSL and very close to 100% in ELA as well. Another new marker we are using this year is an assessment of students' reading levels at all grades. The information provided to assess students' reading levels comes from Running Records testing (in English) and GB+ testing (in French). Both of these tests are conducted on an annual basis to assess students' decoding ability (ability to read fluently and without errors) with comprehension. Reading levels are set by the school board. Again since this is the first year we are using this measure, 2012 results are our baseline, and we will assess our progress beginning next year.

Future Directions:

One important development that has recently taken place is a review of the school's language policy, which conforms to IB requirements. The language policy outlines the philosophy of the school as it relates to language instruction, as well as how learning opportunities in language are created as part of daily instruction. Events and activities that have continued importance in promoting literacy and language learning are a Literacy Evening for parents of grade 1 students, Family Literacy Day, Book fairs in English and French, Poetry Club for students in cycle 2, as well as the on-going use of the Daily 5 as a model for effective literacy instruction in both English and French. Many teachers have home reading programs and some students benefit from technology as a tool for literacy through the use of electronic books, or pre-recorded texts that students are able to listen to at home.

The atmosphere at CWA is decidedly bilingual, and events such as our Franco-fête, French author visits (over 5 for 2012), daily announcements and monthly assemblies that are done in French as well as English, all promote the use of French in the school, and we pride ourselves on the importance ascribed to fluency in both in English and French.

Our French book fairs continue to be successful not only in promoting French literacy and the daily use of the French language, but they continue to provide the school with an important resource that enables French classroom teachers to purchase a greater number of French books for their classroom libraries. The partnerships that we hoped to have developed with Terre-des-jeunes have not progressed as we would have liked. Alternative partnerships should perhaps be considered, such as developing partnerships with other francophone schools through other means (such as electronic pen-pals, contact via skype, etc.). Another suggested area to develop is increasing the number of outings or provocation activities associated with the units of inquiry that are conducted in French at grades 1-6. Also, many classes within the school continue to create partnerships that promote literacy and reading in both English and French.

The French program at CWA is one of outstanding quality, and in reality reflects a higher set of standards both in terms of content and evaluation than the minimum requirements set by MELS for Français Langue Seconde. Work has already begun on creating a continuum that reflects this more rigorous set of program standards and a future goal is to establish these standards for school-wide use at all grade levels. Completion of this project is a longer term goal that we will

continue to work towards. Our teaching staff have shown themselves to be leaders within our school board regarding the development of French Language Instruction with their participation in the development of curriculum and evaluation materials for board-wide use in French Second Language, as well as in other subjects taught in French (Science and Social Studies).

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	2012 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

Level of Accomplishment:

One highly significant accomplishment in this area has been the creation of a Special Needs Policy for CWA. This policy outlines practices and procedures that have been developed to identify and support students with a range of special needs from difficulties with language acquisition to autism. Other important developments in this area have been increases in the use of software programs and technology to support students with reading and literacy challenges, (Kurtzweil, Rosetta Stone, Co-Writer, Mavis Beacon, ebooks, ipads, personal laptops); as noted above, some teachers have even recorded themselves reading aloud so that their students can listen to books being read at home in the evening.

As well, our resource teacher, through effective scheduling has increased the amount of resource support allotted to each grade level from 30 min. to 60 min. per week in cycle 1 and from 60 min to 90 min per week in cycles 2 and

3. The resource teacher also runs a “lego club” for boys with behavioural challenges, and this has proved to be a very effective and popular activity with students at many different grade levels. The lego club provides a constructive and creative outlet for students who do not always share the same level of academic success as their classmates, and also provides an opportunity for students who may require social skill development to improve peer relationships. Our lego club has been an excellent intervention for a number of our male students.

Our partnership with Nova West Island counselling services continues to be an important service that benefits students who are dealing with traumatic events in their lives. Our Occupational Therapist services have improved this year with a number of consultations having been completed at CWA. As well, for the second consecutive year, we have benefited from the services of an intern doing graduate level study in psychology. This has resulted in direct clinical interventions to support some of our students. It also is important to mention that two of our teachers have for the past 5 years been on service to the school board’s summer literacy camp. This is an important support for students not only from CWA, but from across the school board, and it bears mentioning that the practices employed by our teachers at the literacy camp continue to benefit the students they teach here during the regular school year. This also provides an important ethos of striving to improve professional practice that benefits other teachers as well through informal discussion, and classroom observations.

The school continues to put a significant amount of its resources towards supporting students with special needs through supplemental services such as increased time for Francisation, remedial support for math, and increased support through our behaviour technician. As well, our students who struggle benefit from partnerships which we have developed, such as the after school tutoring program run cooperatively with our daycare and high school students from Beurling Academy; we are satisfied that we have been able to re-establish this successful program that existed two years ago with students from LCCHS.

Other actions we have taken to help support special needs students include the changes that we have made to our curriculum such as ensuring that it formally reflects the requirement for differentiation. A simple example of this is that students are not only allowed but encouraged to choose the format or the medium they are most comfortable with for the purposes of a summative assessment for each unit of inquiry.

Future Directions:

Progress continues to be made with respect to how our resource team meetings are conducted, in terms of the systematic and thorough documentation of the process of identification of students with special needs and regular, timely, circulation of resource team meeting minutes. The resource team meetings continue to be an effective forum for the development of support mechanisms, with the regular participation of a range of professionals (psychologist, speech and language pathologist, autism consultant, and occupational therapist). However we need to continue to work on a systematic process for follow-up to ensure that decisions made on how to support students are executed in a timely and effective manner. Following from this point, we are continuing to work on mechanisms of sharing relevant information with all school staff that will ensure confidentiality, but at the same time ensure that students who require support are provided those benefits at all times (such as during after school homework periods).

Another important goal for the future will be to continue working towards creating partnerships with outside organizations to try to help students and families who require support to receive the specialized services they need. An example of this is some tentative steps that we have made towards working with AMCAL family services, which provides counselling and guidance for families forced to cope with difficult circumstances.

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 yearly portrait of the school climate 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. 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 5,500 elementary school students from 32 schools.

With the recent changes to the Education Act through Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools the school board is working with students, staff, administrators, Governing Boards, parents, and community partners to implement necessary changes. The school board is also reviewing its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools are reviewing their Codes of Conduct and are formalizing their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, will be of paramount importance in completing these plans, analyzing school situations and reporting on progress.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2012 Result
1	The number of initiatives that promote pride in and respect for our environment.	NA	5 new initiatives	See below
2	The number of programs and interventions that address violence prevention and conflict resolution.	NA	5 new initiatives	See below
3	Implementation of the Healthy Schools Approach.	[x] In Progress [] Implemented		

Level of Accomplishment:

CWA takes great pride in promoting an atmosphere of positive well-being and where students feel that they belong. Our “Tell Them From Me” survey indicates that 92% of students in grades 4-6 have a positive sense of belonging at school and feel accepted and valued by peers and others when they are present at school. There are many factors that contribute to this, undoubtedly, for example the many clubs, sports and activities that have become established parts of the school culture. We are fortunate to have a dedicated cadre of teachers and other staff members who run our many clubs and student activities: Space Club, Roots and Shoots, Glee club, Art club, Poetry club, Clarinet at lunch, DCP club, Student Council, Math Clubs, Club de français Lunch hour soccer mania, and many other athletic activities such as Ultimate Frisbee, Cross Country Running, track and Field, Volleyball, Yoga, and Basketball. Many students are able to benefit from participating in the Daycare clubs which includes cooking, robotics, crafts, aviation, weaving, and “Destination Imagination”. All of this contributes to a standard for the level of participation in after school groups and activities that is 14 percentage points higher for clubs and activities and 20 points higher for participation in sports than the Canadian norms for students in grades 4-6.

Another important point to note this year has been the creation of our anti-bullying and antiviolence plan, which although now mandated by law in the province of Quebec, provides clear guidelines on how issues of bullying and violence are to be addressed when they occur. CWA has many preventive measures in place to reduce aggressive behaviours, such as our well-established conflict resolution and peer mediation programs. A new component of our preventive measures has been our participation in the cyberbullying study being conducted by McGill Professor Dr. Shaheen Shariff. Dr. Shariff is an internationally recognized expert in this field and looking ahead, the findings of her research, when they will be made available will undoubtedly provide us with insight in helping to address the issue of cyberbullying.

The school’s on-going work to promote the attributes of the International Baccalaureate’s “Learner Profile” through monthly award ceremonies, and “I See IB Cards” has a clear impact on how students relate to one another

and conduct themselves in general. These interventions also promote the development of well-rounded, active and compassionate human beings which is something we strive to achieve as part of our school's mission statement.

We have also begun to promote students' personal safety and well-being through the use of the "Kids In The Know" program which is intended to help prevent child sexual abuse by developing children's understanding of inappropriate behaviours, proper terms to use for body parts, and what they should do if faced with any situation that makes them feel uncomfortable. The sessions that have been given in kindergarten this year compliment those given to students in cycle 3 about adolescent sexuality. We will work to towards establishing this program on a school wide basis in the immediate future.

Our work to promote an understanding of the importance of environmental issues as well as effective stewardship of the planet continues with 4 of our cycle 1 classes participating in the international science project run by Radio Canada entitled Mille Jours pour la planète. This has involved our students committing themselves to action to protect the environment and even having contact through skype with scientist Jean Lemire who has been sailing around the world investigating environmental issues. A link to the site which shows the contribution of our students is <http://sedna.radio-canada.ca/fr/education/mission-ecole/classes/1011>

Last year we also doubled the number of students participating in the Earth-Day eco-challenge to over 160. These students emailed Mr. Estok telling what action they were choosing to take to help keep the Earth healthier. By promoting environmental awareness in the minds of our students, we continue to make "Green Education" an important part of day-to-day activities.

Last year we also ran an effective nutrition week campaign promoting healthier eating habits among our students. Given the alarming rates of childhood diabetes and obesity, this is a critical problem which deserves more attention in the future. We are working with our PPO to try to reduce the amount of candy, chocolate, and other less nutritious foods distributed during special activities, events and holiday celebrations. We also promoted parents' understanding of this issue through our participation in a childhood obesity study conducted by researchers in the School of Human Nutrition at McGill University.

Future Directions:

Despite our achievements in this area, there many things we still must strive to do better. Some of the things we plan to continue and improve are:

- Evaluation of the effectiveness of our conflict manager program through student surveys, and an analysis of the types / frequency of their interventions during recess.
- Continue to work towards improving our students' awareness of environmental issues through taking specific actions.
- Continue to reduce the number of incidents of bullying and violence through the application of our Anti-bullying and Anti-violence policy.
- Continuing to improve nutrition habits among our students through the implementation of practices and policies that promote healthier choices on a daily basis.
- Re-establish our Good Start / Bon Depart preparation for kindergarten program.
- Establish a wider variety of activities available for children at younger grade levels (specifically cycle 1).

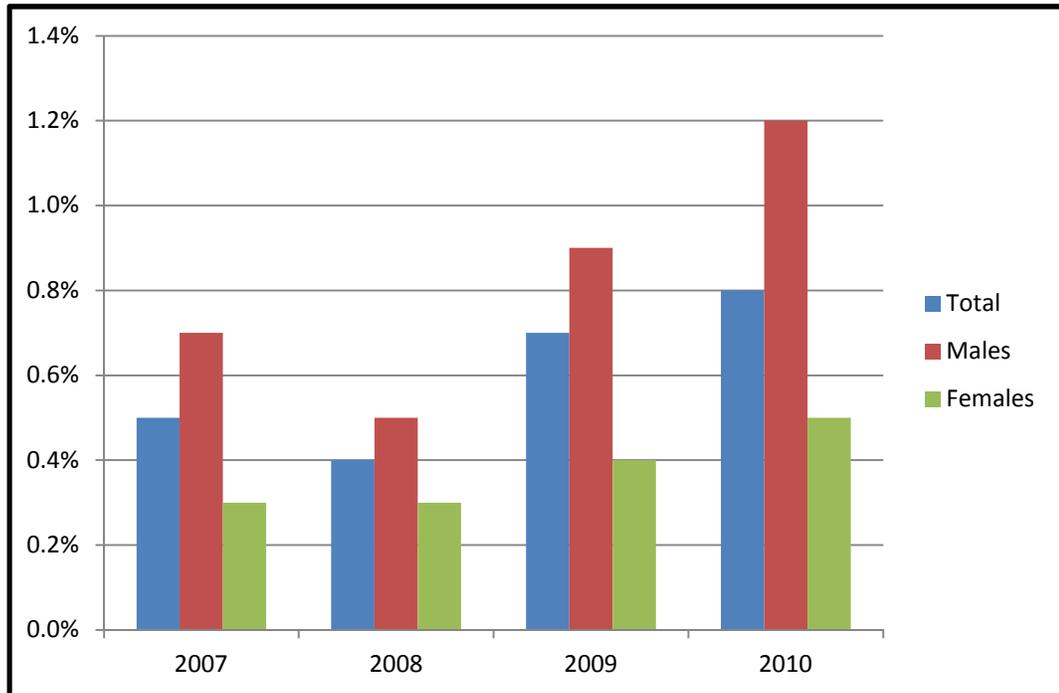
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

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. New programs implemented over the past year include Building Maintenance, Sommelier, and a Bakery program which involves an important partnership with Première Moisson Bakeries.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priorities include expanding the number of vocational training opportunities and promoting vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the contribution from the Vocational Training sector to the School Board's overall graduation rate.

Vocational Training Sector's Contribution to the School Board Graduation and Qualification Rate



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2012 Result
1	The number of initiatives that promote vocational education. Minimum one new initiative each year.	NA	5 new initiatives	See below

Level of Accomplishment:

We have continued our successful partnership with PACC and our Daycare (Pearson Adult and Career Centre) to promote pediatric nursing assistants' stage placements. This year we have been able to tie the presentations done in the classes with the students to our IB program by having the content determined in part by the "I Wonder" questions collected monthly from classroom teachers at all grade levels and posted in the lobby of the school.

This year we also established a new partnership with Cegep Laurendau by having two students studying there complete a 6 week stage program at CWA. The students who were part of an English Studies program assisted in two classrooms 1 day / week. We hope to continue and expand this new partnership in the future.

As in the past, many teachers in the context of their units of inquiry invite parents to their classrooms to do presentations on aspects of their work/professions. Using parental expertise and promoting parent participation in school activities that increase students' awareness of a wide range of jobs will best serve our students in the future.

Students are also exposed to professional / career / training pathways as part of the symposium for the grade 6 exhibition, when experts from a variety of disciplines present to them in preparation for their exhibition projects. This past year students heard from a CSSS nurse, a CFL referee, a physiotherapist, a former Olympic athlete, and an athletic director.

Future Directions:

In promoting this goal, some of the activities that we should consider revisiting are:

- Student visits to vocational training centres to improve their understanding of training programs available.
- Participation in "Montreal Hooked on Schools", which provides a forum for students to begin considering different career options.
- Explore and provide other opportunities for our students especially cycle 3 students to be exposed to career options, and enable them to understand the changing nature of today's job market.

Other School Objectives

School Results

Other School Objectives: Serving the Community				
#	Objective	Baseline	2015 Target	2012 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:

As has been the case in the past, a variety of new and established initiatives continue to develop our students' understanding of the importance of community and service to others. We also want our students to have an awareness that community can mean many things: your school community, your neighbourhood, your country, and beyond that our global community. These are values that are important for our students to adopt as part of their personal credos, and are central tenets of the IB program. These programs consist of:

- Fund-raising to support a variety of charities and humanitarian organizations such as: The Canadian Cancer Society, The Heart and Stroke Foundation, The Montreal Children's Hospital Foundation, the HOPE Society (our local food bank), among others.
- Notably this year over \$10,000 was raised to support the Terry Fox Foundation.
- We continue our work through "Me to We", last year raising over \$3000 to support a program to supply fresh drinking water to communities in Kenya. This year we are continuing to raise funds and promote awareness of global issues through a campaign to support health initiatives in India. A variety of events and activities are connected to this and will be reported on next year.
- Our annual Christmas basket campaign to assist local families has become an established tradition, this past year, contributing over \$4000 of non-perishable food items and in-kind donations to needy families in our community.
- Global Friendship Through Space Education was a phenomenal success in 2012, with the school having been able to realize a goal of 4 grade 6 students travelling to Space Camp in Izmir, Turkey. The program involved developing contacts and relationships between students and their peers via email, and video conferencing. Prior to the trip to Turkey, students participated in "Space Club" a weekly extra-curricular activity that provided students an opportunity to explore science through experiments, video conferencing with NASA scientists, as well as demonstrations with McGill Engineering students. In 2013 we plan to expand the program taking 6 students to Turkey.

Future Directions:

In terms of future directions, a desired outcome is to continue to have our school community serve as “Beacons for Humanity” in assisting other communities both locally and internationally. Our objective is to have our students work towards helping schools and students in other communities and other countries become stronger through contributing to help fight global poverty, improve access to education, care for life threatening diseases, support those affected by natural disasters, help improve access to technology and encourage peaceful initiatives. In short, offering our assistance and support to allow communities both nearby and in developing countries the opportunity to attain a more positive and sustainable healthy lifestyle is fundamental to our mission, values and our goals for our students. A key component in this process is to promote the understanding among our students that fund-raising, although important, is not the only means by which these goals can be achieved. Action can take many forms, and the improved use of our community service booklets both in the school and in the community at large, which encourages our students to volunteer and support others with their own direct action is an important objective moving forward.

Other School Objectives

School Results

Other School Objectives: Technology and Digital Citizenship				
#	Objective	Baseline	2015 Target	2012 Result
1	Pedagogical use of technology. Minimum of one initiative per year.	NA	Min. 1 intervention per year	See below

Level of Accomplishment:

CWA continues to be a board leader in terms of our application of the use of technology in the class room, as well as staff professional development, our promotion of the DCP, and the hardware and software in use in the school. An important goal in this area is the development of our ICT policy, which outlines procedures, policies and helps to establish direction with respect to future objectives. Another important achievement in this area has been the re-design of our school’s website, making it more effective as a communication tool with our community, as well as a showcase for student activities, achievements and accomplishments.

Many new types of software programs have come into routine use in the school, and are helping students to learn more effectively, particularly students with special needs.

As noted above on page 13, our participation in the project run by Dr. Shaheen Shariff will help us in our awareness of guiding students to use technology responsibly. Terry Cutler, an expert on the responsible use of technology has come to speak to cycle 3 students on how to use technology wisely and safely.

Future Directions:

In some ways we are at a crucial juncture with respect to technology: The lack of functionality regarding the use of wireless internet connections continues to impede our progress. We are also encountering considerable expenses when faced with replacing some of our technological infrastructure such as SMARTBOARD projectors. We must continue to work on developing goals and objectives with respect to the most efficient way to invest our resources in technology ; part of this may be simply be a limitation of the infrastructure, but we must seek new and innovative ways to circumscribe these limitations. Our policy will help us to do just that.

The mandate of our technology committee, as set out in our new policy is to explore options in terms of technology use that may be more practical in terms of both functionality and in terms of cost. What this picture will look like will in part be determined by school board level initiatives to improve wireless connectivity. An important goal for the future will be to clarify where we are headed as a school in terms of technology use.

We will also continue to develop the capacity of all staff members to use technology in the best way possible for the benefit of our students, and include regular professional development for teachers as well as daycare staff.