

Annual Report 2012-2013

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 (2012-2013) 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	2012-2013
School Capacity	534
Program(s)	Early Immersion; Primary Years' Programme (International Baccalaureate)
Total Number of Students Registered	554
Total Number of Students Registered In Daycare	313
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	32

School Mission/Vision

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

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, 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.

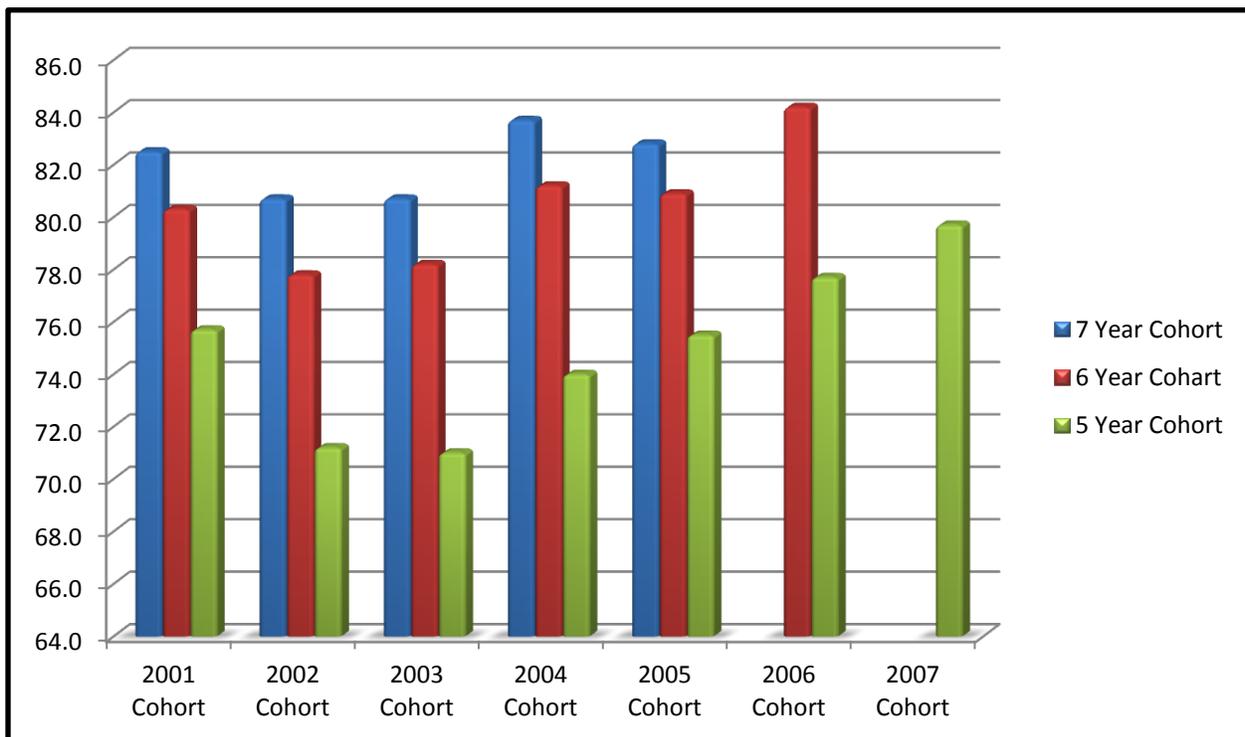
Goal 1: Increased Graduation and Qualification Rate

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 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	2013 Result
1	A 2 % increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	79.20	81.20	83.77
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% *	75%	83%

Level of Accomplishment:

Over the past 12 months we have been able to demonstrate continued success with respect to mathematics. With respect to our performance on the Ministry End-of cycle III Math exam, we have maintained results above our five-year target for the second straight year. This is very encouraging, as it provides an indicator of sustained improvement in mathematics, which we have targeted as area of school-wide focus. Other indicators of our being able to maintain the gains that we have achieved in math is our performance on School Board exams in grades 2, 3, 4 and 5. Our success rates for all of these exams as well as our average scores are above board averages. Also, this year in the Lester B. Pearson School Board Math-Olympics competition CWA achieved 3 first place finishes, and an overall silver medal, up from a bronze medal in 2012.

Diagnostic test results in cycle 3 continue to show progress in two areas, number sense and operations. This diagnostic tool determines the level at which the students are in their understanding of basic concepts. Both tests (numeration and operations) were administered in November. In numeration, cycle three students surpassed the target for 2015. In Operations, the test was administered in November and March. In the spring, the grade 6 students again surpassed the target level at 86%. However, only 73% of the grade 5 students are at level with respect to Operations. Our goal for next year is to address this area of mathematics. It is important to note that the overall average for cycle 3 (83% of students at level) has been maintained from last year to this year, which surpasses our 2015 goal for the second straight year.

Some other important points to note with respect to our on-going progress in mathematics is that there is a measure of recognition within the Lester B. Pearson School Board for the level of expertise within the area of math instruction: Three of our teachers have been asked to lead board-wide correction sessions for grade-level exams in Math this year. It is also important to note that since we have begun to use on-line resources across-grade levels (such as Reflex Math, Numérik, and Gizmos) the teachers have noticed a significant improvement in the mastery of basic math skills among our students.

Our teachers in cycle 1 have also participated in a special Professional Development project in science which targets a number of science-math skills such as using measurement during scientific experimentation and observation. This allows

teachers to develop classroom activities which focus on using tools to express measurements of length, mass, and volume.

With respect strategies which specifically target boys, we are continuing to use a number of successful interventions where male students from High School and Vocational School continue to provide positive role models for our students, and continue to demonstrate the importance of academic study and training. Some of these programs are:

- After-school tutoring program with students from Beurling Academy
- Grade 3 reading/literacy project with students from LCCHS
- Regular stage placements for students from the Pediatric Nursing Assistant Program at Pearson Adult Career Centre

This year has seen an increased number of boys participating in Space Club an extra-curricular program for grade 6 students that focuses on Space science and exploration, an area of interested that targets boys. Our 'Lego Club' (also see section for Goal 3 below) continues to support boys exclusively, providing a format to allow some male students to engage in positive social play. As well our teachers make a conscientious effort to include high-interest, non-fiction reading material in classroom libraries, units of inquiry and literature circles; this has specific appeal for boys. Our many sports tournaments and Physical Education activities, as well as the use of robotics materials in cycle one and in our daycare program also helps target boys for success in school. On-going focus on science topics through our participation in the Science Professional Development activity noted above, brings scientists as well as the school board's Math and Science consultants in to work with our teachers on a regular basis; this also helps to target areas of study that are of interest to boys in order to improve their engagement. Our use of web-based teaching tools (for example Brainpop) which have an emphasis on science topics, as well as our continued development of the use of technology as a teaching tool also have the effect of supporting boys. Notably, according to statistic from our 'Tell Them From Me' student surveys we continue to show levels of motivation and interest among boys that are above Canada-wide norms.

Situation Analysis:

Looking ahead, we will continue the work we have been doing in order to ensure that our progress in Math will not only be maintained but improved. This past year we conducted diagnostic testing in math one time annually for all grade levels within the school. What this has revealed is that school-wide, there are specific areas that we need to target – namely strategies for understanding mathematical operations (for example understanding that multiplication and division are inverse operations). This is needed in order for us to continue to improve and make further progress. In order to do this, we will undertake the following measures:

- Submit application for a Professional Development and Innovation Grant (PDIG) that will have participants from each grade level to create and implement new teaching and evaluation strategies that target students' understanding of operations.
- Recruit support from School Board consultants to assist with developing strategies to respond to our school-wide goal of addressing operations.
- Continue our use of the school-wide diagnostic tool to monitor our progress.
- Continue our emphasis on school-wide daily math routines with respect to specific skills and concepts.
- Continue our use on a school-wide basis of on-line tools such as Numérik (cycle 1), Reflex Math, and Gizmos.
- Continue our use of Math specialist time for kindergarten, cycle 1 and cycle 2.

Although many of our teachers engage in support for students through math clubs and support groups either before or after school or at lunch hour, it has been a challenge this year to find qualified personnel to provide additional remedial support. A goal for next year will be to implement this strategy as early as possible in the year, particularly for students in cycles 2 and 3.

Regarding interventions to target the engagement of boys, we will continue to provide opportunities for boys to participate in sports, clubs and other extra-curricular activities. We will also continue to maintain our partnerships with outside organizations that provide opportunities for our boys to connect with older males as positive role models. We will look for opportunities to increase the instances in which this will be possible.

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 bi-literate; 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	2013 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	98.41	100	94.37
2	A 4% increase in the number of elementary students reading at level by 2015.	Eng. 84	88	93
		Fr. 85	89	79
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	88.35	92.35	79.22
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 (grade 4 exam success rates).	ELA 98.68	100	99.56
		FSL 100	100	96.89

Level of Accomplishment:

Language instruction continues to be an area of strength at CWA. This was noted in our recent IB evaluation where the visiting team commended our staff regarding instructional practice with respect to languages. Analysis of the statistics above reveals that we again showed a strong performance with respect to most measures that assess students' language ability. Notably running records scores in English (an evaluation of students' ability to decode or read with fluency and without errors) have increased from last year (93 % vs. 84% reading at level), and we have now surpassed our 2015 target for this indicator. Our performance in grade 4 as well as grade 6 School Board exams in French continues to be strong with success rates close to the 2015 targets. Our average scores as well as our success rates for both of these indicators continue to be above school board averages.

Two results do seem to be anomalous: a decrease in our MELS end of cycle III ELA exam result, as well as the GB+ result (numbers 3 and 4 in the chart above). It is unclear why we have these results, but it does not appear to be attributable to factors that sometimes cause variation in these results (such as the varying degree of difficulty of the exam itself). One factor that is difficult to interpret is that this particular cohort of students performed relatively well on the school board French exam (with a 94% success rate) but underperformed on the MELS ELA exam. We will closely monitor our results for the 2014 MELS ELA exam for the end of cycle III to establish any concerning trends and have also begun to plan strategies as a response (see below).

As noted, the school maintains its commitment to the language development of our students. The CWA language policy was reviewed last year by all staff members and presented to Governing Board for approval. This process provided us an opportunity to reflect upon our practices with respect to language instruction and reiterate the critical fact that all teachers are language teachers. Many artists, and guest speakers come to CWA to share their experiences and knowledge with our students. We continue our efforts to promote a bilingual environment and openness to French language and culture. Our Francofête continues to be one of the ways in which we achieve this goal, with special activities, concerts, and contests organized for the students. We also hold two 'salons du livre' to promote reading books in French at home, as well as a forum for French authors to visit the classrooms. This motivates students to select books in French when borrowing from our school library, and has the overall effect of stimulating interest in reading in French as well as the French culture.

The bilingual environment is also encouraged by daily morning announcements and assemblies conducted in both English and French. This sends the message to the students that regular use of both languages is important. To help parents transition to the full time French Immersion programme in Grade 1, teachers offer a reading strategies workshop one evening early in the year. Many teachers continue to utilize the pedagogical principles outlined in instructional models such as 'The Daily Five' the 'Six Traits', which help students to develop reading and writing strategies and abilities on a daily basis. Home reading in French and English is a key component of literacy instruction, and we thank our parents for their support with this approach.

Our library continues to increase its number of books; therefore students have access to a varied collection of literary works. Kindergarten and cycle 1 classes continue to participate in a literacy program in partnership with the LaSalle public library consisting of visits to the library as well as classroom visits by the librarian who comes to read to the students in French. Students also benefit from the use of technology as a tool for literacy through electronic books, or pre-recorded texts that students are able to listen to at home. Cycle 1 teachers also have a well-established home reading program, sending home books for students to read on a weekly basis (sac de lecture).

Other resources have been made available to teachers and students, notably our continued subscription to Brainpop (offering on-line resources in English, French and Spanish), as well as TFO – CWA having been selected by the school board as a pilot school for the use of this French Language resource. It is also important to mention that four of our teachers were selected to participate in the School Board's annual Literacy Camp, sharing their

knowledge and expertise with other teachers from around the school board, as well as providing an important benefit to the many students who attended the camp. A number of our teachers have been selected by the school board's Educational Services department to assist with French language exam correction sessions or to run school-board wide workshops for other teachers on French literacy. This is an important level of recognition of our teachers' level of expertise and pedagogical leadership, and speaks to their high level of professionalism.

Other activities related to the promotion of literacy and languages include a Poetry Club for cycle 2 students, and our annual Spanish Fiesta to promote the learning of Spanish throughout the school. Our after school Italian program continues to be offered to students as another important tool to promote language learning as well as appreciation for varied cultures.

Situation Analysis:

As noted above, we will clearly have to monitor our students' performance in 2014 on the MELS End of cycle III ELA exam, as well as our school-wide GB+ results. We have already begun a response to renew our efforts in terms of language and literacy by designing and submitting PDIG that will allow for some daily support of specific skills in students in cycle 2. Our goal is that this grant will allow French and English teachers to apply techniques for teaching grammar and sentence structure in a more cohesive way.

It has also been noted that some students have difficulty in making inferences when reading texts. Teachers in cycle 3 have already begun to target this area this year as a focus for improvement. We will continue to develop methods of improving students capacity to make or draw inferences when reading texts in English and French as we continue into next year. As a staff we will also review previous work that has been done to establish continua of instruction which clearly identifies expected student outcomes in French at each grade level.

Moving forward we will also continue to look for new ways to promote and improve the use of French throughout the school.

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	2013 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:

As noted in last year's Annual Report, the creation of our school-level Special Needs Policy was an important tool in developing support mechanisms for our Special Needs students throughout the school. This continues to be the case, with routines for resource team meetings, referrals for students, as well as case by case follow up now clearly established and functioning better than in the past. This has permitted for more effective use of the resources at our disposal (resource teacher, behaviour technician, school psychologist) as well as outside resources (Nova West-Island, AMCAL, etc.). As noted above, our Lego club run by our resource teacher, continues to be an important tool for success for boys with behavioural challenges.

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 music (cycle 3 Band program, choral groups, glee club) to math enrichment, to special art projects, to the Roots and Shoots club, to sports teams and activities provide many different opportunities for success for our students.

Students from Beurling Academy continue to provide support for some students experiencing academic difficulties as part of the daycare's after school homework program. Notably several former students with special needs now in high school have returned to perform acts of volunteerism and community service productively, providing an example of how students who may require special supports can achieve success. As well, a social skills group run by a psychology intern recruited from McGill University also provides much-needed support to some students.

Again this year will be able to offer our "Good Start" introduction to kindergarten program to a small group of children and parents. One new program that CWA has benefitted from is a special service called "Strengthening Families" that has been offered in cooperation with the Lester B. Pearson School Board and the African Canadian Development and Prevention Network. A number of families have been successfully referred to this support program with very positive results.

The school continues to put additional resources towards supporting students with special needs through supplemental time for Francisation, as well as for our Behaviour Technician, and through programs such as Good Start, and AMCAL's Families First.

Situation Analysis:

Despite the efforts that the teaching staff does make to provide in-class opportunities for special needs students, we recognize a school-wide need to engage in professional development activities that focus on this area. We are in the process of planning activities for the coming year to take place during pedagogical days that have “differentiation of instruction” as a theme and focus. This will lead to a greater degree of professional competence in this area among the entire staff, and will respond to a recommendation in that regard which came out of our recent IB evaluation.

As also noted above, this year proved to be challenging in terms of finding a qualified teacher to provide after school remedial math support in cycle 2. A better effort to achieve this objective will be mounted at the beginning of the 2014-2015 school year.

Although it also continues to be an important part of our school culture that students with special needs are shown respect and tolerance on the part of their peers, this is an area where we could do more. Specific strategies will be designed for the 2014-2015 school year to promote acceptance among students of others who may face particular challenges.

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 Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 20 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 7,950 elementary school students from 33 schools.

With the 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 updated its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools have updated their Codes of Conduct and their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, are of paramount importance reporting on progress.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2013 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		
4	Complaints: Bullying (2013)	0	0	0
5	Complaints: Violence (2013)	0	0	0

Level of Accomplishment:

As has been noted above CWA offers a wide variety of activities before and after school as well as during the lunch hour and as part of the daycare program for students to participate in. This provides an important way to promote pride in and respect for the school environment. An effort has also been made to improve the level of respect for the school dress code, and although some progress has been made, plans are being made to go further with this specific aspect, and to make changes to our dress code policy.

A significant example of the importance of clubs and activities is demonstrated by the Roots and Shoots group. The number of students participating in this club has grown from a dozen to well over 50 this year. This shows the meaning students ascribe not only to environmental concerns, but to how they understand taking action on an individual and group basis to achieve relevant goals. For example, students have taken personal initiatives to eliminate food containing palm oil from their diets (thus helping to protect jungle habitat for endangered species that is threatened by palm-oil plantations), or to create short animated films to promote recycling. Work done by the students has also involved parents who have come on a week-end to help winterize the cycle 1 garden (which is also an example of our school community working together to achieve worthwhile goals). We are in the process of growing seedlings again this year, some of which will be planted in the garden, and some of which will be planted in out-door planters. Another project underway is a school-wide composting program which is also planned for implementation before the end of 2014.

For the third consecutive year, grade 6 students have participated in Space Club, which has grown to become part of our school culture. This program not only provides a vehicle for students to develop an interest in science, but also encourages international exchange through video-conferencing during the year as well and a trip to Turkey in June-July . A goal for the future is to increase the participation of girls in this program.

An important initiative related to students' health and well-being this year has been the professional development grant that we were awarded to allow teachers meet to create classroom activities centred on age-appropriate sex-ed. This will ensure that age-appropriate topics will be addressed at all grade levels, and that the topics are integrated vertically, so that there is a logical progression from year to year. A summary of topics will be presented to our Governing Board once the planning associated with this professional development grant is completed before implementation in 2014.

Another important part of reporting on goals in section 4 has to do with the safety of the school environment. One of the main indicators we use to establish this comes from asking the students themselves through the "Tell Them From Me" survey. The results of these surveys indicate that the vast majority of our students feel safe at school, (95% in 2013), which is above Canadian norms. Some students do report having been bullied at school, although the percentage of students reporting having experienced incidents of bullying has been decreasing over the past several years. Again our statistics show that the incidence of bullying reported by students at CWA is below Canadian norms. Students also report that from their perspective there are more / better measures in place to address this issue, ranging from Teachers' awareness of their concerns to staff members being able to help students effectively and act as advocates for them when an incident occurs.

Some of the interventions that we have put into place have included a joint anti-bullying concert performed last year with students from CWA and Allion performing at both schools, as well as a Theatre production for the entire school entitled "Derwent is Different" intended to help students accept and appreciate differences in others. It also appears that our Digital Citizenship Project is having an effect in educating students about the safe and appropriate use of the internet with very few reports of cyber-bullying being indicated by the students.

With the implementation of Bill 56, schools are required to report the number of formal complaints registered by parents about bullying and violence. This is the first year of reporting of these indicators, and no formal complaints were received regarding bullying or violence. Obviously our target in this regard is to have both indicators remain at zero. It is important to mention that the formal complaints do not include concerns that may have been brought to the attention of school staff or the administration of a less serious nature.

Situation Analysis:

Although we are doing well with respect to the goals and objectives outlined in this section, we plan to continue our efforts in a number of ways. With respect to environmental concerns, our plan is to draft a Green Policy for the school, which will outline practices we seek to implement on a school-wide basis (for example, improved recycling practices,

and purchasing practices that respect environmental considerations). We hope to have our Green Policy in place for the beginning of the 2014-2015 school year.

Although we continue to reinforce the message of healthy eating and good nutrition with the students, more work in this area needs to be done. Issues of childhood obesity and diabetes continue to be important concerns, which require continued focus. Practices such as students bringing in sweet treats to distribute on their birthdays could be replaced with healthier alternatives.

The staff are to be congratulated on how well we have done in our offer of a wide variety of activities, sports, and clubs that allow each student to develop a strong sense of belonging and pride in his or her school environment. We want to continue our efforts in this area to ensure that the range of activities offered to students continues.

We also want the trend that has begun to appear with making our school a safer and even more respectful environment to continue. Our objective is to continue to reduce the number of incidents of bullying reported by students. Since the majority of incidents reported by students are verbal or exclusionary in nature, our focus on this will have to take this information into account.

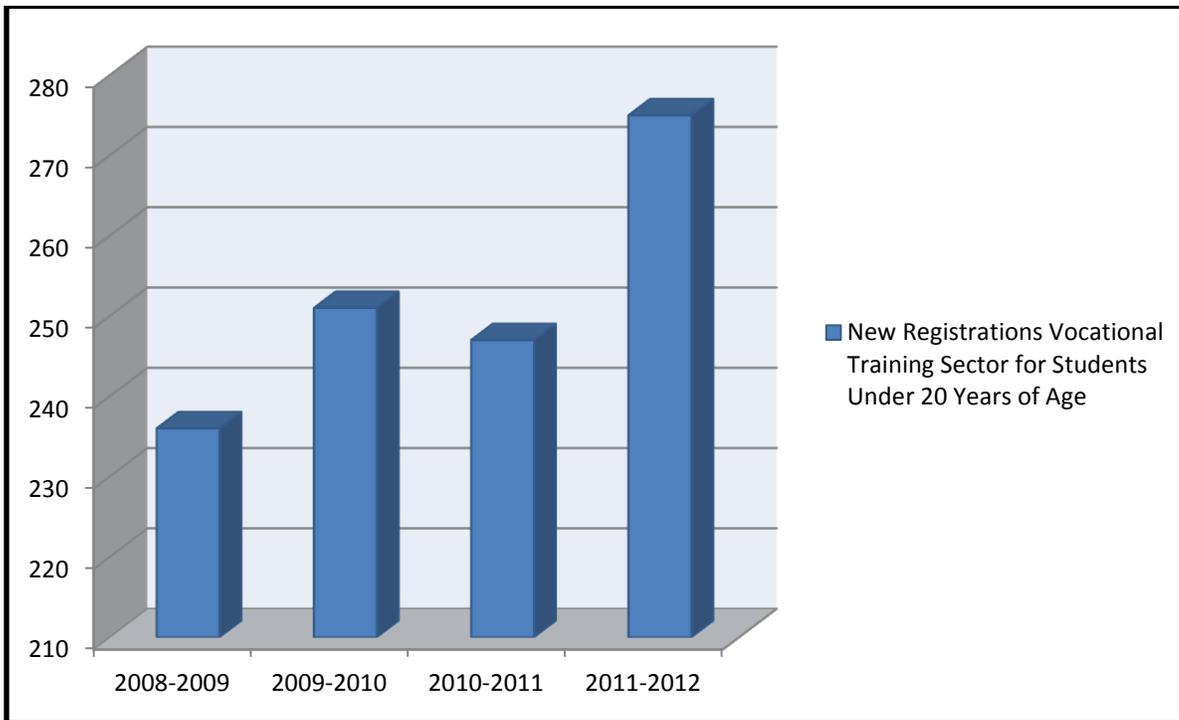
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

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.

New Registrations Vocational Training Sector for Students Under 20 Years of Age



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2013 Result
1	The number of initiatives that promote vocational education. Minimum one new initiative per year.	NA	5 new initiatives	See below

Level of Accomplishment:

As noted above, we have maintained our partnership with PACC (Pearson Adult and Career Centre) and our Daycare through providing a setting for students in the Pediatric Nursing Assistants program to complete stage placements. This continues to be a mutually beneficial relationship with the stage students from PACC presenting to our students during lunch and in the daycare about a range of topics including severe allergies, first aid, and nutrition and healthy eating. We have also continued our relationship with CEGEP Laurendau with two students

completing stage placements with us, assisting in our daycare afterschool. Students participating in Early Child Care programs at Dawson College have also completed stage placements at our school.

The most important way in which students at CWA are exposed to different careers or professions continues to be through the participation of our parents in our units of inquiry. We are very fortunate to have a large number of parents present about their professional work in connection with many of the units, notably “Mon quartier” and “Les métiers” and in particular the symposium organized for our Grade 6 exhibition. This year we were again privileged to have the participation of three different experts in the field of Information Technology from our parent community who presented at this year’s grade 6 exhibition symposium. Students are also exposed to many different careers and professions as part of field trips and outings (for example to food preparation when students visited the cooking school at Loblaws as part of the unit Manger santé).

Situation Analysis:

Again, this is an area which specific initiatives are needed, some of which could be:

- Connecting presenters from our adult and vocational training centres to our school as presenters for our units of inquiry.
- Participation in a job fair or career day.
- As noted in last year’s report, student visits to vocational training centres or our high schools to improve their awareness of training programs that are available.

Other School Objectives

School Results

Other School Objectives: Serving the Community				
#	Objective	Baseline	2015 Target	2013 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:

Serving the Community continues to be an important part of our mission as a school. Supporting charities and humanitarian causes through fund-raising as well as through raising awareness is something that we encourage our students to participate in and to bring their own ideas forward about. Some highlights have been:

- A special fund-raiser to support 'Room to Read' was a focus last year. This was as the result of an action taken by one of our own students – Lily Petrone - who in connection with the grade 3 unit of inquiry 'The True VIP' about heroes, wrote to the founder of Room to Read, John Wood. What resulted was an exciting partnership involving Hockey Helps, and Carey Price of the Montreal Canadiens that raised over \$4000 to support reading, libraries and literacy in underdeveloped countries.
- Our students in cycle 3 again undertook to contribute to the important work being done by 'Me to We' raising over \$2500 to support health initiatives in India. This year through actions such as button and bracelet sales, as well as a 'Silent Day' a focus has been supporting the building of a school in Nicaragua.
- We continue to support worthy causes in our own community, raising over \$5000 for needy families at Christmas time, and much-needed non-perishable food items with a food-drive at Easter.
- Again close to \$10,000 was raised for cancer research through the annual Terry Fox run.
- Other charities such as the Montreal Children's Hospital, the Canadian Cancer Society, the Montreal Museum of Fine Arts, the MIRA Foundation, and the SPCA were also supported through various fund-raising events and through raising awareness of important causes.

In connection with community service, our Daycare won special recognition through the Destination Imagination program. As part of their 'Community Service Challenge' our students designed projects that were intended to meet identifiable community needs. Their projects won First and Second place in this category at the school board wide Destination Imagination challenge held on March 28. They also won first place in the scientific category with an environmentally themed project. These achievements by our students are important in the same way that the projects done by our Roots and Shoots environment club in that it helps the children to understand how local community-based actions can help mitigate environmental problems, as well as emphasizing the importance of serving the larger community.

Situation Analysis:

The many ways in which our students take action are commendable, and we will continue to encourage them to be community-minded on a local, national, and international scale. Some ways in which we hope to support their actions going forward are:

- Making the format of our Community Service Booklet more functional in terms of recording student action and participation in community based activities, events, charities, etc. Our plan is to implement the use of cards for each student as opposed to booklets that would be more easily accessible and therefore used to record students' actions on a more routine basis.
- We plan to recognize students who have done many acts of community service with a special end-of-year award.
- We want to encourage examples of student initiated action (as opposed to adult-initiated), which is in response to one of the recommendations from our recent IB evaluation. Our plan is to organize this around the theme of 'How Full is Your Bucket' which will tie students' actions to helping to create and maintain a positive, respectful, and peaceful environment within the school.

Other School Objectives

School Results

Other School Objectives: Technology and Digital Citizenship				
#	Objective	Baseline	2015 Target	2013 Result
1	Pedagogical use of technology. Minimum of one new initiative per year.	NA	Min. 1 intervention per year	See below

Level of Accomplishment:

Considerable progress continues to be made with respect to this objective at CWA, demonstrating that we are maintaining our status as a leader within our school board concerning the implementation and use of technology.

A significant achievement during 2013 has been the completion of upgrades to our WiFi services, with a complete re-cabling and new access points in each classroom. This has led to substantial improvements in how teachers are able to use existing computer equipment in the classroom, allowing access to a greater range of on-line pedagogical resources, applications and programs.

We also completed some renovations to our computer lab, installing new computer tables and storage facilities for hardware, creating a more functional space for students and staff to use on a daily basis. We also have increased the number of hours of time for our computer lab attendant on a weekly basis to allow more effective servicing of existing computer hardware.

We are also systematically improving the hardware that we have in the school, replacing laptop computers that are obsolete, and adding 3 sets of ipads for teachers to use in the same way that the classroom sets of mini-laptops are used already.

In terms of staff training for the pedagogical use of technology, we continue to have an effective focus. This past year 14 staff members attended the Google Summit, held in association with the Lester B. Pearson school Board. Following this seminal pd event, many of our teachers are implementing the use of Google Docs, a web-based document creation and sharing program. An increasing number of teachers are using a range of other web-based programs and resources, including Brainpop, Edmodo, and Reflex Math, to name just a few. Regular use of video-conferencing technology as part of our Space Club is another important demonstration of how technology is used to benefit our students, enabling them to interact with students from other countries, as well to learn from experts in the field of Space Science.

It also bears mentioning that technological resources provide increasing benefits to our special needs students both through the use of specific hardware (such as ipads) and software programs such as starfall, soundprints, reading a-z, Kurzweil all of which are used to provide support for students who may require specialized academic support in reading and literacy.

The level of achievement with respect to technology begets recognition on a school board wide basis, with CWA having been selected to pilot the use of TFO, a web-based information and pedagogical program in French.

A number of teachers have also begun to establish the class-wide use of GAFE (Google Apps For Education). This is facilitated with accounts that have been created for the students to use on an individual basis by the school board that utilizes Google Docs as the primary platform. This web-based format provides a secure environment that is designed for effective storage of student-created documents more easily than with the technological tools that students previously have had access to. It also allows for document-sharing when students are working together on group projects, and also allows easy access to a range of web-based tools such as You-tube, Edmodo, and many others.

Situation Analysis:

We are currently exploring new ways to expand the use of technology in the school, ultimately moving towards a 1:1 ratio of students to devices with internet access. Our current objective is to determine which type of device makes most sense to invest in (ex, ipads, mini-ipads, Google chromebooks, mini-laptops, or other tablets, or some combination of several types of devices).

We would also like to increase use of GAFE accounts among our students. It is part of the long-range plans of the school board to eventually replace the student portal accounts with this platform, and in our estimation it makes sense to develop students' and our staff members' understanding of how to use this web-based tool effectively. At the same time, there are legitimate parent concerns about how this tool is to be used and related issues such as data mining and information storage (among others) that must be addressed satisfactorily as we proceed.

Other important goals for the future include developing the ability among the students to manage equipment responsibly and effectively, which will enable a more widespread, and efficacious use of the technology we have at our disposal.