

Annual Report

2013-2014

Elementary School Template

Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan



Together We Learn:
Partnering for Student Success



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

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 (2013-2014) 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	2013-2014
School Capacity	534
Program(s)	Early Immersion; Primary Years' Programme (International Baccalaureate)
Total Number of Students Registered	547
Total Number of Students Registered In Daycare	340
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	52

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.

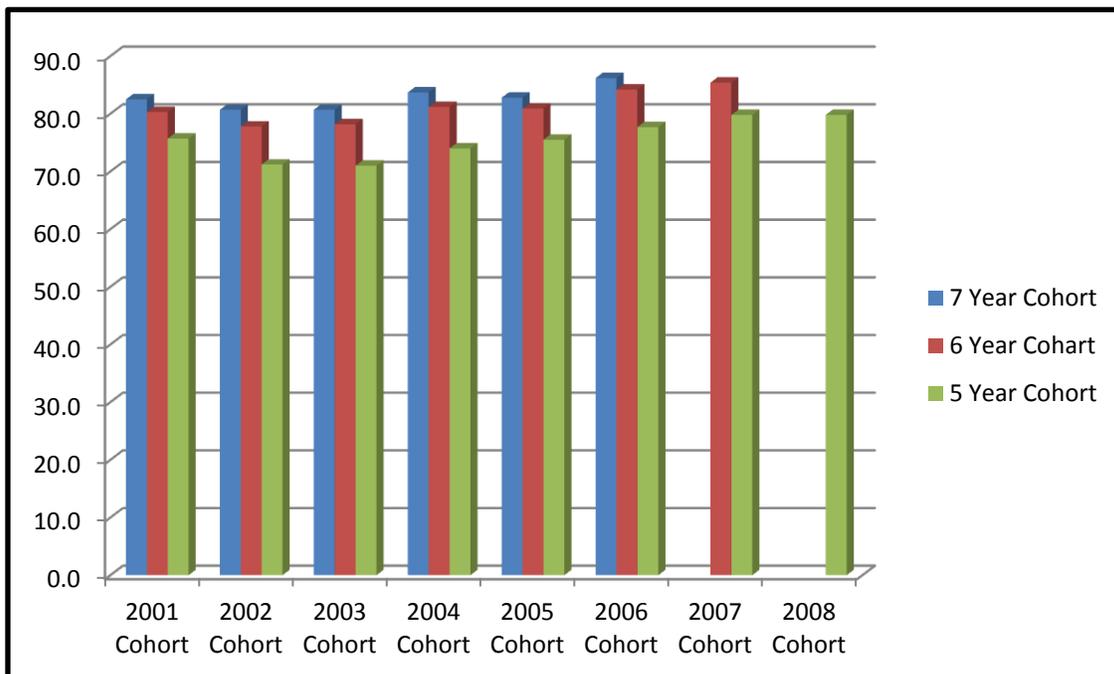
Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past eight years. The MELS has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. 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 Continuing Education sector. We have exceeded this target with a graduation and qualification rate of 86.2%. 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	2014 Result
1	A 2 % increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	79.20	81.20	93.67
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%	90%

CWA continues to demonstrate progress in the area of mathematics achievement for our students based on the use of most of our indicators. With respect to our performance on the Ministry End-of-cycle III Math exam, we have not only maintained our results above our five year target for the third straight year, but have shown an almost 10-point improvement in the success rate, moving from 83.77 % in June 2013 to 93.67% in June 2014. Again this is very encouraging, since shows evidence of sustained progress in mathematics, which has been a school-wide target for the past 5 years.

One other indicator of our continued progress in mathematics that we are extremely proud of is that our grade 6 students won an unprecedented gold medal at the December 2014 Math Olympics event, up from a silver medal in 2013 and a bronze in 2012. We also continue to perform well on most of the other School Board compulsory math exams with our average scores and success rates above the averages for the School Board for exams given in grades 2, 3, and 5. Results in grade 4 were slightly lower than the board averages in 2013, and it will be important to monitor the performance of this cohort of students going forward.

Diagnostic test results in cycle 3 continue to show progress in the areas of number sense and operations. This is particularly true with respect to grade 6. This diagnostic tool determines what level students have achieved in terms of their understanding of basic mathematical concepts. Both tests (numeration and operations) were administered in November. In numeration, our grade 6 students continue to surpass the target level for 2015 with 96% at level in numeration and 91% at level in operations. Although our grade 5 students did not perform exceedingly well based on the tests administered in November, by May, a significant improvement had been demonstrated, with 93% of grade 5 students at or above level in Numeration and 80% at or above level in Operations.

The teachers continue to explore best teaching practices and have participated in professional development (PDIG) to improve the teaching of operations. We recruited support from School Board consultants to assist with developing strategies to respond to our school-wide goal of addressing student understanding of mathematical operations.

Again this year two of our teachers have been asked to lead board-wide corrections sessions for grade-level exams in Math, which continues to affirm the level of recognition with the Lester B. Pearson School Board for the professional proficiency our teachers have in Math. It is rewarding that their professional capabilities are well-recognized.

Continued use of on-line resources such as Reflex Math, Numérik, Gizmos, Math IXL, and Khan Academy provide enduring benefit to our students in the area of mastery of math concepts and skills. As we increase our use of technology such as with Chromebooks in the classrooms, these on-line tools will continue to provide students with a means of strengthening their skills and abilities in math both in the classroom and through regular practice at home. Many teachers provide support to students through before school, lunch hour or after school clubs. We have also been successful this year in hiring two teachers to provide extra remedial support in math to cycle 1 and 2 students. This is an improvement over last year.

As noted above, diagnostic testing continues to show strength in the area of numeracy but weakness in the area of understanding operations. As stated in last year's annual report, part of our planning for this year involved a PDIG which we applied for and were successful in obtaining in order to focus on developing a strategy for this area of math instruction. All math teachers from grades 3-6 participated in this professional development activity which was guided by school board consultants Sophie Lussier and Rebecca Binet. The strategy of this professional development project was to have teachers meet by cycle and create learning science-based activities that demonstrated to students the practical applications of math operations. This project fit well within the context of the PYP's philosophy of cross-curricular instruction. The benefits of this work will become evident over time.

Diagnostic testing in cycle 1 focused on the area of operations for grade 2 students. Results conducted in February 2015 show that the majority of students are not at level with respect to operations at this grade. It will be important to establish how this will be addressed as these students progress.

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 demonstrate the importance of academic study and training. Some of these programs are:

- After-school tutoring program with students from Beurling Academy
- In-school – after school tutoring and support with students from LCCHS
- Regular stage placements for students from the Pediatric Nursing Assistant Program at Pearson Adult Career Centre

As in past years, the school continues to provide many means of supporting the learning and academic success for boys. For example, Space Club, an after school extra-curricular activity that focuses on space science continues to be popular with grade 6 boys. 4 students, (all boys) will be travelling to Izmir, Turkey to participate in Space Camp in June-July 2015. Robotics, which also targets boys as an area of interest, continues to be an area of learning in cycle 1, with new classroom materials having been purchased with the support of our PPO. Robotics is also an area of focus as part of the after school daycare program.

A lunch hour computer programming club run by our computer lab technician provides an opportunity for a number of boys in grades 3 and 4 to focus on this area of interest. Math enrichment sessions for students in

grade 4 given by one of the classroom teachers before school and at lunch also provide an opportunity for boys to expand their learning. 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.

We continue to provide support to boys exclusively through our 'Lego Club' (also see section for Goal 3 below) with our resource teachers creating a forum to allow some male students to engage in positive social play. Our many sports tournaments and Physical Education activities, and lunch hour soccer program offer an opportunity for boys to excel in an area of their interest.

Again, as in past years, 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 (see note above regarding programming club). It continues to be the case in 2014 that our 'Tell Them From Me' student surveys show levels of motivation and interest among boys that are above Canada-wide norms.

Situation Analysis:

As we move forward, we will continue to build upon our current successes, and continue to explore new ways to address areas of need. As has been noted in previous reports, there is an on-going need to examine our teaching strategies with respect to mathematical operations, as has been identified in our school-wide diagnostic testing in math. We will continue to:

- Use our school-wide diagnostic tool to monitor progress in numeration and operations.
- Emphasize school-wide daily math routines with respect to specific skills and concepts (namely operations).
- Utilize a growing number of on-line resources available to students to promote understanding of concepts in math and basic skill development (see above).
- Review our use of the Math specialist time in order to best address students' needs (eg: understanding of operations).
- Plan and apply for a stage 2 PDIG to further the strategies for math teachers at all levels as part of our on-going work in addressing the area of student weakness in understanding math operations.

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 cubs, 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.

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.

School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2014 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	98.41	100	98.75
2	A 4% increase in the number of elementary students reading at level by 2015.	Eng. 84	88	94.57
		Fr. 85	89	86.2
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	88.35	92.35	98
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	99.13
		FSL 100	100	93.94

Level of Accomplishment:

CWA continues to perform extremely well in the area of language learning and instruction, as is indicated by the results for 2014 in the table above. We continue to have either reached or surpassed our targets for most indicators related to the goals for performance in language arts. Running Records scores (which are an assessment of students' ability to decode, or read fluently without errors) continue to be high for the school overall, especially in English, again surpassing our 2015 target level for this indicator for the second year in a row. Our score has improved in French as well moving up from 79% of students reading at level to 86%.

As was the case last year, 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. It bears mentioning that with a success rate of 100% as a 5-year target, our baseline data were very strong to begin with, and we have maintained a strong standing with both of these indicators throughout the past 4 years. Again this year, our average scores as well as our success rates for both of these indicators are above school board averages. It is important to note however that results for grade 1 students with respect to the expected level of reading in French continue to be an area for us to focus on. As we move into the process of major school change, it bears considering whether changes to our kindergarten program are in order, as this would be means of improving grade 1 students' French reading scores substantially.

It is important to point out that we have regained ground with respect to our success rates in the ELA exam from 2013 to 2014, moving from a success rate of 79.22 in 2013 to 98 in 2014. It would appear that the cycle 3 teachers' strategy of focusing on the area of inferencing has proved to have paid dividends. It will be important to continue to monitor the results of this indicator, and to continue the focus on students' ability to draw inferences from written texts.

Language learning is a primary factor in students' success, and CWA continues to strive to create an environment where language learning is valued and promoted in many ways. We also remain focused on maintaining a strong bilingual school culture where both English and French are valued and spoken on a daily basis. Our three book fairs (two French and one English) help students appreciate reading and literacy, and the love of books all while doing this in two languages! We continue to have daily announcements, monthly assemblies, as well as guest speakers and presenters in both languages, all of which demonstrate to our students the importance of being strong communicators in both languages.

This year's Francofête was another success in promoting the French language and culture in the school. Suzanne De Serres, a popular Francophone author visited CWA as part of the festivities again providing our students with an important cultural role model.

The library is an on-going point of focus for students to learn and improve their reading skills in both languages. The library's collection is approaching 10,000 volumes, including a small but growing number of books in Spanish and Italian. As in past years, 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. Daily/weekly home reading

programs in cycle 1 are also an important aspect of how we emphasize learning the French language and the acquisition of literacy skills in general.

There are many other examples of how language and literacy is supported throughout the school. This year our Spanish teacher created her own website, and the annual Hispanic Fiesta has become an established part of our school's culture. Our after school Italian continues to be an important part of CWA's commitment to language, and next year a number of our students may qualify to write an internationally recognized examination in Italian. The Poetry club continues as well, tying in creativity and the importance of individual expression with literacy skills.

Situation Analysis:

Moving forward, we will continue to monitor the indicators that have been described above, since despite our obvious successes, it will be important to maintain consistency from year to year, and as individual cohorts of students move from grade to grade. We have begun to explore the use of school-wide evaluation tools in language arts, such as a uniform grading system that will help provide consistent feedback to students as they move from one cycle to the next and across languages.

Another important task for the coming year will be to conduct a review of our language policy with staff and our Governing Board. Periodic review of the language policy is one of the requirements we must meet as part of the IB PYP, and that process will undoubtedly be instructive with respect to adopting more productive, and more effective pedagogical practices related to language instruction and learning.

As noted above, the challenge related to grade 1 reading levels in French persists; a simple approach may be to conduct running records assessments both at the beginning of the year and at the end of the year, as opposed to mid-year (which is what is done currently). Again, consideration of how French instruction occurs in kindergarten and a possible review of our language program could yield benefits in how our students perform in French, especially in grade 1.

We will also continue our efforts to explore new ways to promote the daily use of French throughout the school, as well as a deeper appreciation for Francophone culture.

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	2014 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 previous Annual Reports, 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. Regular review of the policy insures that it is current and corresponds with the latest best practices. With a change in the resource teacher posts this year, the standards established in the policy are very helpful for new staff members to negotiate this important domain, and insure that services offered to students are consistent.

We have as a staff made differentiation of instruction a collective area of focus for professional development. To this end, McGill Professor Dr. Karen Gazith offered an enlightening half-day session to the entire staff on a pedagogical day. This will lead to a greater degree of professional competence in this area among the entire staff and responded to a recommendation in that regard which came out of our recent IB evaluation. This will continue to be a topic that we will explore as a staff, looking to develop classroom teaching practices that meet the needs of all learners.

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 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, clubs organized by our Spiritual Animator, and activities provide many different opportunities for success for our students.

We have expanded our tutoring programs, with cohorts of IB students from LCCHS joining students from Beurling Academy to assist in the classrooms as well as during the after school day care program. This has been very successful on a number of fronts, not only providing support to some students who may require extra assistance in class (or during homework sessions in the daycare) but also as noted above, providing positive role models for our male students.

Our school continues to attract a large number of student teachers from both Anglophone and this year increasingly Francophone universities. This is without doubt an incredible support for students with special needs, as either the student teacher is able to interact one on one with these students, or can free up the classroom teacher to provide additional assistance to students who require it.

As noted above in the section under Goal 1, we have had a greater measure of success in finding qualified staff to run remedial programs for students in math. Last year it was a challenge to have short term part-time positions filled by qualified teachers.

We have had to contend with a number of setbacks in this area this year: Our school psychologist has not been able to recruit an intern from the McGill School of Psychology which has had an impact on the delivery of some services to students requiring support. Also, for budgetary reasons, we have not been able to offer the Good Start program this year.

Situation Analysis:

Moving forward, we will review the following points to better meet the needs of special needs students

- On-going pd to improve the pedagogy of differentiated instruction school wide
- Systematic follow-up as a part of resource team plans of action
- Broader partnerships with outside organizations and service providers to address individual cases
- Activities and extra-curricular programs that take into account providing for special needs students
- Daily opportunities for special needs students to experience success in a variety of ways both in the class and throughout the school

Our new theme planned for 2015-2016 (see below), entitled "Be The Change" will lend itself to creating a climate where students with special needs are not only accepted, but valued and celebrated as part of our community. Justice, one of the strands within this theme we have chosen to focus on for next year will provide ample opportunities for us to do just that on a routine school-wide basis.

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools complete a yearly portrait of the school climate in order to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 17 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 9,057 elementary school students from 34 schools.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2014 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:

Drivers of Student Success	School	Canada Norm
Students engaged in sports	NA	NA
Students engaged in school clubs	NA	NA
Students with a positive sense of belonging	87	86
Students with positive school behaviour	NA	NA
Students who are victims of bullying	20	26
Students who feel safe attending school	95	87
Advocacy at school	NA	NA
Advocacy outside of school	NA	NA
Expectations for success	NA	NA

This continues to be an area of strength at CWA in terms of activities and programs geared towards developing mutual respect and tolerance. First of all, the basic terminology of the IB programme itself is intended to develop specific character traits among the students that have conflict resolution as a focus: The Learner Profile Attributes such as “Caring”, “Principled”, “Reflective” and the IB Attitudes such as “Integrity”, “Empathy”, “Tolerance” and “Respect” are terms that students are reminded of and use on a daily basis. This is the core of our program, which promotes the development of these values among our students. We continue to recognize students who demonstrate these and other qualities at our monthly certificate assemblies, which again provides continuing emphasis on traits that promote peaceful conflict resolution, openness, and a willingness to take positive action to help other people.

It is also important to mention that this year we engaged in a successful school-wide initiative based on the book “How Full is Your Bucket (for kids)?” by Tom Rath and Mary Reckmeyer. Teachers set up individual buckets for each of their students in their classrooms, and there were a number of school-wide activities designed to encourage students to take the time to “fill another person’s bucket” by showing someone an act of kindness or a gesture of respect.

Other activities and actions throughout the school that touch on violence prevention and conflict resolution are:

- Conflict resolution program for all classes with Anna Giammario, our behaviour technician
- Pink shirt day for grade 3 students
- Grade 6 exhibition focusing on conflict (class activities designed to help students implement ways to solve conflicts)
- Geordie Theatre Productions’ presentation of “Game Changer”, a play for children with the theme of promoting cooperation with others and celebrating differences

- Peace quilt and friendship notes (cycle 1).
- Daily morning announcements that promote respect
- On-going membership in Peaceful Schools International

Our school also has many activities that are designed to promote acceptance, tolerance, and understanding of groups of people who may be marginalized in larger society. Some examples of this are:

- Black Theatre Workshop play about Harriet Tubman during Black History Month.
- Visit to CWA by students from Beurling High School to present about Black History
- Muslim women visiting grade 5 classes to present about aspects of their faith (unit on world religions)
- First Nations dancer (grade 1)
- Visit to CWA by Japanese University students
- Presentation to grade 6 students by GRIS (Groupe de Recherche et d'Intervention Sociale) on homophobia

CWA continues to have environmental action as part of its focus. The Roots and Shoots Club continues to be very active in the school engaging in some on-going projects as well as some new ones to promote environmental awareness and respect for our planet. An important part of this has been our hosting the first annual CWA Green Summit which took place on Earth Day, April 22. This was a huge success, with members of Roots and Shoots from CWA along with visiting students from 12 other elementary and high schools from our school board coming to participate in a number of workshops all related to the environment (given by Urban Seedling, Morgan Arboretum, Velo Quebec, and Compost Montreal). All students attending the Summit also presented about green initiatives that they have established in their own schools; this included a special presentation from students and staff from John Rennie High School who came to explain about the bee hive that they are caring for as a school project. We have also drafted a Green Policy, and begun to implement more effective school-wide practices. For example composting has been done at most major school events, including the Family Corn Roast in September, Santa's Breakfast, as well as some fund-raising events. Here are some of the activities that students at CWA are engaging in as part of Roots and Shoots:

- Daily composting program (year-long – student-run whole school initiative)
- Flower garden (planting seeds, bulbs, weeding, watering)
- Vegetable garden (students tended the garden, harvested crops and prepared food – including a soup – this project won a special Entrepreneurial grant and an award at the local level)
- Video production at NFB
- Planting seedlings
- Visit to Vanier College Field Station to learn about Wildlife Management and endangered species

Students in grade 6 again participated in Space Club, an after-school activity focusing on space science. Video-conferences throughout the year as well as the trip to Space Camp located in Izmir, Turkey in June-July continue to promote learning about different cultures.

Another initiative we have established is to encourage students to make healthier choices when it comes to eating. We have provided an alternative to the school-wide practice of sharing Tim-bits on students' birthdays, suggesting fruit or healthy baked goods be shared instead. Students can also have a "Birthday Book" donated to their homeroom class as part of class libraries.

Another successful initiative that has helped establish respectful play at recess time has been to hire Liz Sanniti to organize structured games and play for students at all grade levels. This has helped to promote more respectful interactions during recreation, and provide students with an opportunity for organized physical activity.

CWA along with all LBPSB schools is mandated to conduct the “Tell Them From Me Survey” with students in grades 4-6. This survey conducted twice annually generates information on a variety of indicators that gauge the school climate, and how students feel about topics like school safety, bullying and other issues. Again, these survey results indicate that the majority of our students feel safe at our school (95% in 2014), which is above Canadian norms. The number of students who reported being bullied at CWA continues to be below Canadian norms. Students also continue to report that there are effective measures in place to deal with bullying and violence, and that students better understand consequences for bullying / violent behaviour.

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 second year of reporting of these indicators, and no formal complaints were received regarding bullying or violence. Our target continues to be that these indicators remain at 0. Again, it is important to mention that the absence of any formal complaints does not include concerns that have been brought to the attention of school staff or the administration of a less serious nature.

Situation Analysis:

Although we continue to do well with the goals described here, it is clearly important to maintain our efforts. For example, the number of students reporting being bullied, although remaining below Canadian norms, fluctuates (decreasing from 25% of students reporting having been bullied in Dec. 2011, to 18 % in Dec. of 2013, but rising to 21% in Dec. of 2014). As explained above the school staff conduct many initiatives and interventions to address this and related concerns. However, the reasons for this fluctuation require some deeper analysis. With information about who is being targeted, when, and under what circumstances, more specific strategies can be implemented.

As a school, we also need to address the matter of students expressing a positive sense of school belonging reported as being 87% (in December of 2013), which although high, is just slightly above Canadian norms. This indicator also fluctuates, with values ranging from 94% to 84% having been reported over the years. Again, it makes sense to analyze what factors may contribute to the fluctuation of this indicator.

As mentioned above, we have begun to implement a draft Green Policy, and made progress with respect to improving green space, more routine composting, installing a rain barrel to collect run-off to use in our flower garden as well as planting a number of trees around the exterior of the building. A Green Committee made up of staff and parents was also established with a few preliminary meetings having been held to brainstorm about what other actions the school can take to improve our stewardship of the environment. This will be an important goal moving forward.

As mentioned, we are again looking to establish a different school-wide theme as part of our IB Action Plan, by participating in a program called “Be The Change”. This is a 6-point multi-themed program with strands focusing on Health, Conscious Consumption, Conservation, Connection, Justice and Innovation. As a school we plan to focus on two strands each year to continue to improve upon the fantastic work we have already done related to the “promotion of wellness in a safe and caring community.”

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.

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 priority is to promote vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the opportunities for success of our students.

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	2014 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:

At CWA we are continuing with established initiatives that have provided important benefits to our students:

- Partnership with PACC (Pearson Adult and Career Centre) and CWA Daycare for students in the Pediatric Nursing Assistants program to complete stage placements during lunch hour and in the after school daycare.
- Participation of parents doing presentations regarding their professional work as part of units of inquiry (Grade 6 symposium and exhibition; “Je travaille” and “Mon quartier” – grade 1).
- Presentations done by parents with a background or training in different science disciplines as part of classroom activities (Roches et minéraux – grade 4; Le règne végétal – grade 1 to name a few).
- Exposure to a variety of professions and careers as part of the many field trips, outings and in-class presentations done in relation to the Programme of Inquiry at all grade levels.

Some new examples of initiatives that have taken place this year are:

- CFER (centre de formation en entreprise et récupération) students from LCCHS visited the school as part of our Green Summit to present to students about career options related to recycling and sustainability.
- Whole school presentation on Environmental Stewardship from staff from Héritage Laurentien

Situation Analysis:

As has been noted in the past, 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	2014 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 in past years, “Serving the Community” is an on-going objective, and an intrinsic part of both our mission and our programme. We continue to support a wide variety of charitable organizations through both raising awareness, as well as with financial contributions through fund-raising. The great generosity of our parent community is to be noted in terms of how we are able to achieve so much in this area.

Some highlights have been:

- Our students in cycle 3 again undertook to contribute to the important work being done by ‘Me to We’ raising over \$2300 to support the empowerment of women and families through button, bracelet and t-shirt sales, the annual “Day of Silence” and other initiatives.
- This year instead of our Christmas Basket Campaign, we partnered with Verdun Elementary to support programmes already in place at that school. Well over \$5000 was raised from our community to help provide hot lunches as well as after school extra-curricular programmes for disadvantaged children.
- Other charities that have received our support included the Terry Fox Foundation, The RCMP Foundation, The Cure Foundation, Earth Rangers, The HOPE Society, The Canadian Red Cross, The Royal Canadian Legion, and Shave to Save provided through various fund-raising events and through raising awareness of these and other important causes.
- Weekly visits to seniors’ residences with Terry Clahane.
- Grade 5 Seniors’ luncheon.
- Used book sale (unsold books donated to Maple Grove and Riverview Schools)
- Veterans Tea following our Remembrance Day Ceremony

An important development has been encouraging students to “Take Action” by highlighting individual or group accomplishments as part of our monthly assemblies. Our coordinator, Sonia Bouchard has also created a “CWA Takes Action” board that helps publicize the actions taken by students within the school covering a range of topics, issues, and initiatives. A few include: cleaning the school yard, organizing sports and games at recess for younger students, planting seeds, organizing garage sales, and promoting women’s rights.

We also established a partnership with Velo Quebec, to promote the use of alternative forms of transportation when coming to and leaving school. As part of this initiative with a new community partner, we will install two new bicycle racks, have engaged in activities with the community to promote the use of cycling, through newsletters and contests, and have done an analysis of potential bicycle routes to the school giving recommendations to the city of LaSalle to promote the use of bicycles in our community.

We continue to act as a conduit for information about community organizations, programmes and events by circulating newsletters, flyers, and pamphlets electronically through our parent email list. Groups that we have supported with this service have been The LaSalle Boys and Girls Club, Dawson Community Centre, SPVM, Boy Scouts and Girl Guides of Canada, The Optimist Club among others.

Again this year, our Daycare won special recognition with awards at the Destination Imagination program run by the Lester B. Pearson School Board. Our students won a first place and a second place award in the Fine Arts challenge, and a second place award in the animal habitat challenge. Again, we congratulate our students for their achievements, developing their risk-taking, innovation, and service to others.

It is important to mention our community action with respect to the Green Summit, which involved partnership with several different community organizations. This shows students the importance not only of environmental sustainability, but how different groups working together on some common causes through concerted action can achieve larger goals.

Situation Analysis:

We will continue to encourage our students to think of ways to take action, and going forward we will attempt to do this in the context of the theme connected to “Be The Change”, as noted above. The strands of “Conservation” and “Justice” will be promoted with assemblies, guest speakers, and other school-wide events. The ultimate goal will be to connect student action to making positive change in the community, on an individual, school, community, and global level.

We will continue to promote community action through the use of our community service cards, and our special end of year community service award.

Other School Objectives

School Results

Other School Objectives: Technology and Digital Citizenship				
#	Objective	Baseline	2015 Target	2014 Result
1	Pedagogical use of technology. Minimum of one new initiative per year.	NA	Min. 1 intervention per year	See below

Level of Accomplishment:

CWA continues to demonstrate that it is a leader in the use of pedagogical technology. Previous up-grades to the school's WiFi service have allowed the launch of a major project: our Chromebook initiative. Through this process, we have achieved our objective of having all cycle 3 students provided with their own Chromebooks for use in class. This 1:1 student to device ratio has opened up an incredible world of opportunity not only for research, but to allow the use of an increasing number of web-based educational apps, programs, and web-sites (many of which are fee) which support and enhance students' learning.

The Chromebooks are available to students in each of the cycle 3 classrooms with the Chromebooks being kept in mobile charging carts. We have also provided one charging cart for use in cycle 2 and one cycle 1 to be shared among classrooms there. As resources allow, we will continue to add more class sets of Chromebooks progressing with cycle 2, and eventually cycle 1. This has already required a considerable financial investment, but we are convinced that this project makes sense in terms of how to best make the use technology relevant and effective in the classroom.

Another advantage of the investment made in Chromebooks and carts is that it has freed up other resources for use by other grade levels – for example ipad kits are increasingly being used by cycle 1 teachers. We have also increased the number of Chromebooks in use in the school by converting older mini-laptops into the Chromebook format which had less functionality in their previous format.

One of the main ways in which the Google Chromebooks are useful to students is through the suit of web-based applications referred to as GAFE (Google Apps For Education). This set of on-line programs is similar to Microsoft office, in that it provides word processing, spread sheet, drawing, and other functions along with a virtually limitless capacity for on-line storage of documents. One of the attendant advantages that we have seen already is that some teachers who are using Chromebooks have significantly reduced the amount of photocopying they do on a daily basis.

It is important to mention that our entire staff has made the transition to using Google Docs and GAFE. Again this year 13 staff members attended the 2014 Google Summit as a professional development activity over the weekend of December 6 and 7. As of January 2015, Gmail/Google Docs was established as the format used for all internal communication (6 months ahead of the mandatory conversion to GAFE required by the school

board for all its staff by the end of June 2015). All of our units of inquiry and IB documents were transferred to Google Docs, the idea being that teachers will now be able to collaborate in the planning and reflecting on their units of inquiry more easily, and also allow subject-specific teachers to have more opportunities to collaborate as well.

Some other important developments in technology have been:

- Continued subscription to TFO provided to CWA free of charge by the school board
- Increased use of social media through the creation of CWA's own Youtube channel and Twitter Page
- Benefits from the use of the renovated computer lab (tables and storage space)
- Benefits from an increase in the amount of computer lab technician time to provide support for teachers and students
- Addition of programming as part of lunch – time activities (DCP club)
- Routine use of Chromebooks/Google Docs for internal meetings (such as staff council, steering committee, etc.).
- Continued use of web-based programs on a broad basis (Class dojo; Brainpop; Reflex Math)
- Added benefits to students with special needs through many digital resources (Read and Write; Reading A-Z; Boardmaker; Soundprints; Antidote)
- Many teachers creating their own websites or blogs which are regularly up-dated
- Use of video conferencing to facilitate interaction between our students and international experts and groups of students overseas.
- The weekly newsletter for staff includes a “Google Docs tips” column with suggestions about pedagogical resources, professional development, etc. related to technology

Situation Analysis:

Here is a brief outline of some of the goals and objectives we have for the coming year:

- Continued implementation of the Chromebook project extending the 1:1 ratio student to device to a larger number of students and classrooms (as resources will allow).
- Review of our Information and Technology Policy to bring it up-to-date with the latest practices and pedagogy.
- Increasing use of GAFE / Google Docs as instructional tools, as well as tools for professional development and communication
- Promotion of the use of social media as a communication tool within our school community and with the global community
- Implementation of the use of on-line forms and data for parent use.
- Piloting the use of Math Helps Services for Grade 6

It is important to keep in mind that the fundamental principles of Digital Citizenship will continue to be increasingly relevant as the use of technology in the classroom becomes more firmly established. In sum the focus will continue to be to provide opportunities and guidance for students to use technology for their strongest educational benefit, while imparting the imperatives of safety, security, and responsible use.