



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

ANNUAL REPORT 2017-2018

St. Edmund School

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

*Engaging learners
for life*

Introduction

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines its priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education and Superior Education. By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

School Portrait

School Name	2016-2017
School Capacity	396
Program(s)	Français Plus
Total Number of Students Registered	396
Total Number of Students Registered in Daycare	210
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	8

School Mission/Vision

VISION

Our vision is to empower students to develop a growth mindset, become lifelong learners and active global citizens. The core values of the school are respect, inclusion and perseverance.

MISSION

Our mission is to provide an innovative and nurturing environment where all students can attain their full potential. At St. Edmund, we strive to create an environment where:

- Students are encouraged to develop their critical thinking skills, become independent thinkers, to develop a passion for learning and be creative.
- Students and staff create a community of compassionate, Well-rounded and respectful citizens.
- Strong partnerships are developed between the school, families and community.
- A culture of health and wellness is a priority.
- The community develops a love for the French language and Quebec culture.

Strategic Direction 1: Improving Achievement

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 overall graduation and qualification rate. The MEES has given the school board the challenge of increasing our overall graduation and qualification rate to 88% by the year 2020.

School Results

DIRECTION 1: Improving Achievement			
Objective B: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	Target	2018 Result
Success rate End of Cycle III MEES Elementary Math exam	100% June 2015 LBPSB Uniform Cycle III Exam	Above 95%	97.72%
Success rate End of Cycle III MEES Elementary English Language Arts exam (Reading).	100% June 2015 LBPSB Uniform Cycle III Exam	Above 95%	95.12%
Success rate End of Cycle III LBPSB Elementary French exam (Reading).	100% June 2015 LBPSB Uniform	Above 95%	96.46%
Success rate End of Cycle II LBPSB Elementary French exam (Reading).	97.78% June 2015 LBPSB Uniform	Above 95%	100%

Future Directions

Given that each cohort of students have varying abilities, it is normal to observe variations in the success rate from year to year.

At St. Edmund, we believe that when learning is relevant to students, and stemmed from their curiosity, it becomes a more meaningful experience and result in deep, meaningful learning. We also believe that when children are most comfortable, they learn best. As such, we will also continue to look at adapting our learning spaces so that students can learn in a flexible and comfortable environment.

We will continue to leverage technology to enhance the learning experience for all students.

When possible, we will provide opportunities to promote French will continue through cultural, educational and sport outings. Simple activities, such as school-wide assemblies, have allowed our students to practice oral skills in both languages of instruction.

The resource team supports teachers and students as much as possible. There is a focus on early intervention for literacy.

Drama and music productions are prepared and presented in all cycles. Although Music is taught in English, effort is made to always include French pieces in all shows.

The Francisation has continued as a program focused on the acquisition of comprehension skills in French.

We will continue to offer the homework assistance program to students (by teacher referral). The consistent use of Running Records (PM Benchmarks and GB+) to accurately measure students' reading level

Many exciting and relevant activities and field trips offered in French and English in the areas of physical activity, music, guest speakers, art, etc...

School Results

DIRECTION 2: Ensuring Wellness			
Objective A: To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline	Target	2018 Result
Tell Them From Me (TTFM) Elementary School Indicator: Feel a sense of belonging	88.7% (3 yr. survey average 2012-2015)	Above 85%	88%
Objective B: To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline 2015	Target	2018 Result
Number of specific initiatives promoting healthy lifestyle choices.	NA	Minimum 5 per year	More than 5
Objective C: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	Target	2018 Result
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).	NA	Above 80% Girls Above 80% Boys by October 2019	81% Girls 71% Boys

Future Directions

- In order to support student wellness, the staff will continue to offer programs and activities that also support student development outside of the academic classroom. The students participate in athletic tournaments, plays, concerts, clubs, duathlon, and EdStock.
- All students participated in cycle-specific performances, many school-wide events and LBPSB athletic tournaments. Events such as these continue to have a positive impact in the success of our student body by incorporating opportunities to support physical activities and extra-curricular programs that complement the overall learning experience.
- Students/classes are provided with opportunities to form relationships with other students in the school.
- The St. Edmund staff will continue to promote a healthy lifestyle, balancing physical activity in the classroom and during recess periods. During special classroom or school

events, we will continue to strike a balance between what students eat during the school day and the need to encourage a healthy lifestyle when making nutritional choices.

- Healthy living initiative – focusing on one activity per month to encourage a sense of wellness.
- St. Edmund students reported that 81% of girls and 71% of boys feel safe attending school. When compared to the Canadian norm, 67% of girls and 68% of boys feel safe attending school.
- Our anti-bullying initiative, Dare to Care, was brought in to help develop a common language and understanding for situations involving conflict and/or bullying. This helped support our students in creating and maintaining a caring school environment.
- We will continue to work on creating a safe and caring environment for all students. This result could also be tied into anxiety.

Strategic Direction 3: Strengthening Engagement

School Results

DIRECTION 3: Strengthening Engagement			
Objective A: To have our students engaged in their learning.			
Indicator	Baseline	Target	2018 Result
Tell Them From Me (TTFM) Elementary School Indicator: Students who are interested and motivated.	91% (3 yr. survey average 2012-2015)	Above 90%	93%

Future Directions

The Tell Them From Me (TTFM) survey of grades 4-6 students, administered twice each year (November and April) once again shows consistent results that indicated our students are interested and motivated in their learning. The number of extra-curricular activities continues to play a part in student motivation. Programs that support academic success enable students to bring their learning experience to real-world challenges (Math Olympics, robotics, coding, etc...).

St. Edmund is exploring professional development opportunity to focus on the engagement of learners. Deep learning seminars were attended by a few teachers who then shared their experience with the school team. This professional development opportunity is a strategy to involve students in their learning focusing on the 6 competencies (critical thinking, collaboration, creativity, character, citizenship, communication). It offers students a more authentic and relevant learning opportunity to explore personal interest, which in turn increases motivation and fosters lasting learning.