



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

SECONDARY ANNUAL REPORT 2016-2017

Lindsay Place High 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 our 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 Superior Education and Research. 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	1375
Program(s)	Quantum – Enriched Immersion English Core STEAM ² Music – Art Étude Focus – WOTP Genesis
Total Number of Students Registered	510
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	Students with difficulty codes: 103 Students following an IEP: 186

School Mission/Vision

Vision Statement

All students will be provided with the opportunity to succeed and meet their individual potential in a safe, secure learning environment. The Staff at Lindsay Place High School strives to:

- offer a wide variety of courses designed to meet the diverse needs and interests of our student body.
- foster a profound commitment of lifelong learning in all students.
- develop in all students the ability to become independent, critical and creative thinkers.
- focus on the development of work habits, knowledge and skills that enable all students to become successful and contributing members of society.
- understand and celebrate the cultural and academic diversity of our student body.
- foster citizenship within our community and the global community.
- promote among all students respect for themselves, for others, and for the environment.
- equip all our students for successful participation in the post-secondary educational opportunities that await them.

Mission Statement

Our Vision	Our Values	Our Goals
To provide an education that values excellence, challenges and fosters pride in achievement and individual student success.	We believe in providing an engaging academic environment that encourages critical and independent thought.	To develop our students' intellectual curiosity, thirst for discovery and pride in achievement.
	We provide a caring, inclusive and cooperative learning milieu that balances the importance of self-expression with the rights of others, respecting diversity, embracing equality and encouraging social responsibility.	To challenge each student to reach his or her maximum potential.
	We value an holistic approach to learning encouraging our students to become independent lifelong learners and expanding their knowledge through community service and extracurricular activities.	To help our students develop confidence and learn to make appropriate choices.
	We encourage students to explore their passions and treasure creative growth through expressions in Music and The Arts.	To prepare our students to become valued contributors to Quebec society and responsible world citizens.
		To provide our students with a challenging curriculum through the development of innovative programs.
		To help reinforce the Lindsay Place Charter of Rights and Responsibilities within our community.

Goal 1: Increased Graduation and Qualification Rate

School Results

DIRECTION 1: Improving Achievement			
Objective A: To increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020.			
Indicator	Baseline 2016	Target	2017 Result
Local graduation rate for 5 year cohort.	85.3% 84.5 % (2015)	90 %	N/A
Local qualification rate.	89.7% 87.4% (2015)	95 %	N/A
Percentage of students with special needs aged 18-21 exiting the youth sector with a Transition école vie active (TEVA) plan.	0	100%	0
*Note: The global success rate for students under 20 is calculated by combining the graduation rate of the 5 year cohort ¹ , the annual qualification rate ² and the contribution from Continuing Education ³ .			

Future Directions

- At the time of writing this report, graduation and qualification rates were not available for 2017. For comparative purposes, statistics from 2015 are include with 2016 results (baseline). This demonstrates improvement in both the graduation and qualification rates.
- It is important to note that the since the qualification rate includes students in our WOTP (Focus) program, that their success and achievements are acknowledged throughout the school.
- Promote continuing education programs that support the career goals and particular interests of individual students.
- Our new resource policy (see appendix) will help to ensure that all students who qualify for a TEVA plan have one in place by the time they exit LPHS. Although this only applies to a small number of students, it is a crucial element for any students for whom this applies. All such students must be identified by the resource teacher and school administration at the beginning of the school year so that the TEVA plan can be developed by the end of the school year.
- Important to continue to focus on the use of hands-on activities and projects that support cross-curricular learning through the STEAM² program.

School Results

DIRECTION 1: Improving Achievement			
Objective C: To increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language Arts and French.			
Indicator	Baseline (2016)	Target	2017 Result
Success rate Secondary IV Math Options.	67.9 %(CST): 96.7% (SN).	3 % increase by 2020 (CST & SN)	53.3 % 74%
Success rate Secondary IV General and Applied Science and Technology.	85.7% 98.4% (EST).	3 % increase by 2020 (General & EST)	82.8 100
Success rate Secondary IV History and Citizenship Education.	81.9% success rate 100% (Histoire).	3 % increase by 2020 Maintain 100%	79.4 100
Success rate Secondary V English Language Arts.	95 % success rate	3 % increase by 2020	92.8
Success rate Secondary V French.	100% success rate 98.8% (Enrichi).	Maintain 100% 3 % increase by 2020	96.9 100

Future Directions

- As the results above indicate, students at LPHS continue to perform well academically in most subject areas. 5 – year targets have been maintained or exceeded in grade 10 enriched science, grade 10 Histoire, grade 11 Français enrichi; there were marginal decreases in grade 10 English History, grade 10 general science, grade 11 ELA and grade 11 FLS (programme de base).
- Declines in grade 10 CST Math results will need to be closely monitored to determine whether these recent results are anomalous. It is also hoped that the pledge to engage in subject – area curriculum mapping across all subject areas will permit a greater level of focus on students who may be struggling in specific subject areas.
- In order to continue to maintain and improve students' performance in these areas, a focus on tutorial sessions for students in these specific subject areas is a strategy that is identified in our Educational Project, and could be improved upon. Financial resources exist to offer this support to students (MEES grant for Homework; funds for Francisation) and have typically been underused. In order to maximize the potential for this support to be effective, the school administration and staff must:

- Focus on promoting student attendance at these tutorials sessions, since when they have been offered to students, rates of attendance/participation have been low.
- Recruit broadly and early in the school year to attract teachers to take on the role of tutors.
- Promote other existing support services (after school Math help; peer tutoring; etc.)

School Results

DIRECTION 2: Ensuring Wellness			
Objective A: To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline 2016	Target	2017-18 Result
Number of student assemblies.	1 Opening Assembly for each grade level.	2-3 assemblies per cycle per year.	1 Opening Assembly for each grade level; classroom visits by administration
Number of staff discussions to conduct periodic review of educational project.	2 meetings to review educational project.	3-4 meetings per year to discuss and review project.	Team meetings and staff meetings to complete revised Educational project.
Number of activities that foster our stated values with students.	Spirit week, Pep Rally, Open House, Grad Leaf-raking, Grad colour wars, Multicultural Day	Increase the number of activities by 3 per year.	Spirit week, Family Fun Day, Pep Rally, Open House, Grad Leaf-raking, Grad colour wars, Multicultural Day Frequent fund-raisers, lunch hour activities (leadership students).
Number of activities that foster our stated values with staff	Formal and informal social events; full staff professional development activities.	15 minutes of each Staff Meeting will be devoted to team building activities.	Formal and informal social events; full staff professional development activities; staff day (2018); review of student code of conduct
Number of outside presenters per year.	MADD, Alvin Law, Montreal Impact,	Increase the number of speakers invited by 1 per year.	MADD, Black History Month, Indigenous Peoples' Assembly & Pow-wow; Music presentations
Tell Them From Me Survey (TTFM) Students reporting anxiety and depression	Anxiety 24% (Cdn norm = 18%) Depression 26% (Cdn norm = 17%)	TTFM statistics will improve by 10% by 2020.	Anxiety 29% (Cdn norm = 18%) Depression 28% (Cdn norm = 17%)

Assemblies or other school-wide activities that focus on mental health.	1 school based activity on mental health.	1-2 assemblies/events per year.	Mindstrong Assemblies for grades 10 & 11; Interventure
*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.			

Future Directions

- As a staff and a school, it was decided that a focus on Wellness and improving the school atmosphere needed to be an immediate and long-term focus.
- To have staff recognize their role in promoting the Charter of Rights and Responsibilities as well as the values through their respectful interactions with students.
- Staff and administration continue to work together to promote a collective sense of well-being and positive atmosphere in the school (make an effort to present a positive demeanour; get to know other staff members; spend time with and appreciate colleagues).
- Clearly state and support our 5 values: Respect, Pride, Inclusivity, Community Involvement, Environment. Focus on all five values during the course of their high school career.
- Staff and administration regularly discuss expectations of respect, communicate expectations to students, and provide students with opportunities to demonstrate expectations.
- Continuing to explore new ways for our staff and students to get involved in our community (ex. Terry Fox Run, Holiday Baskets, Family Fun day, raking leaves for our senior citizens in Pointe Claire, continued involvement of Life Program students in school activities).
- Student achievements promoted through school social media pages, morning announcements, TV screen in the lobby, weekly memo to parents.
- As noted above, the self-reporting of incidences of anxiety and depression among students has increased. Efforts to address this important mental health issue are critical.
- To continue to make effective use of services offered through Guidance, FSSTT, Planning Room, Psychologist, Nurse, Social Worker, YMCA.
- As the Centre of Excellence for Mental Health, school board resources must be recruited to support local efforts to address this problem.
- Continued participation in Interventure partnership with l'Hopitale Sainte Justine.
- Continued participation with Mindstrong and Jewish General Hospital.
- More effective use of the school's planning room needs to be a priority.

School Results

DIRECTION 2: Ensuring Wellness			
Objective B: To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline (2016)	Target	2017 Result
TTFM – student participation in extra-curricular sports.	53% (Canadian norm = 50%)	10 % increase by 2020	56 %

Future Directions

- This represents an important improvement with respect to student Wellness.
- LPHS was selected as one of the GMAA’s most sportsmanlike schools for the 2017-2018 school year (for the second consecutive year).
- LPHS sports teams were highly competitive, with the Juvenile Girls Soccer Team winning the Division 3 banner, the Midget Boys’ Basketball team winning the Division 2 banner, and the Juvenile Boys’ Basketball team making it to the Division 3 final and coming in second place over-all.
- Other of our student athletes were did well in GMAA competition (Track & Field).
- Our athletic program included over 18 teams in the following sports: Soccer, Volleyball, Cross-country running, Tackle Football, Basketball, Futsal, Badminton, Swimming, Rugby and Flag Football – a phenomenal feat for a school of our size.
- 5 of our grade 11 students were honoured at the GMAA MVP awards banquet this year.
- We continue to promote a fit and healthy lifestyle with students in our alternative and WOTP programs through daily fitness classes, and the preparation of healthy meals in our school kitchen.

School Results

DIRECTION 2: Ensuring Wellness			
Objective C: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline (2016)	Target	2017 Result**
Tell Them From Me (TTFM) Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).*	59 % Girls 56% Boys Feeling safe at school	69% Girls 66 % Boys by 2020	63.8 % Girls 66.1 % Boys
TTFM Results on student -reported incidents of bullying.	29% (Cdn norm = 39%).	Decrease the incidents of bullying by 10% by 2020.	30 %
*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.			

** School safety report not available for 2016 - 2017; results indicated are from the fall of 2017.

Figure 2.1: Incidences of different forms of bullying (Nov. 2017)

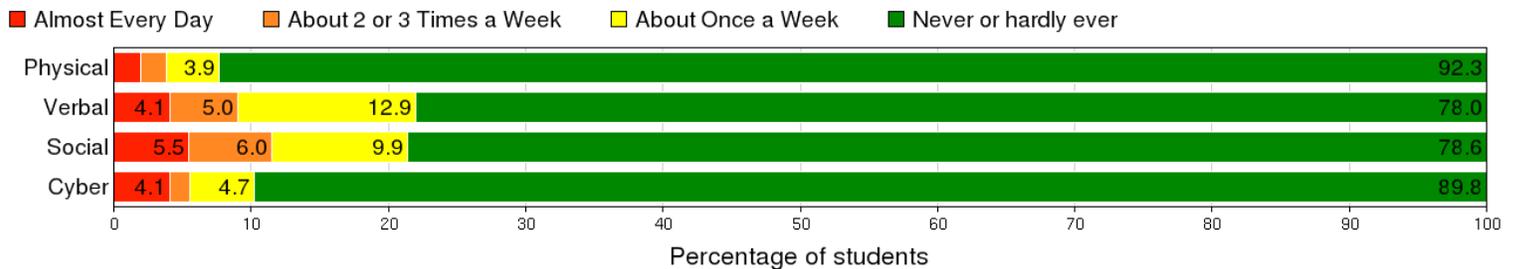
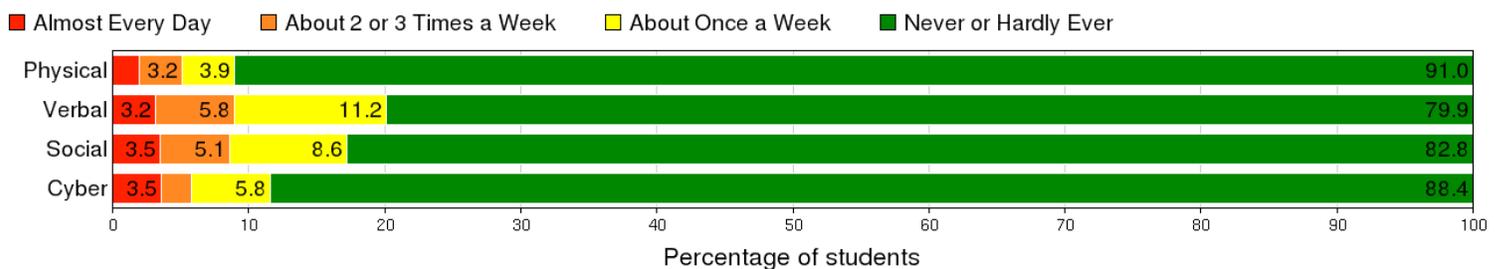


Figure 2.2: Incidences of different forms of bullying (Nov. 2015)



Future Directions

- Important to note that although the reported incidences of bullying has risen over the two year period for which results are available, the number of students reporting feeling safe at school also rose, and proportionally to a greater extent than the increase in reported incidences of bullying. In fact, based on the most recent for improving students' feelings of school safety, the data the 5-year target for boys has already been attained. During the same period, the reported incidences of bullying among boys actually decreased.
- Equally important to note that the increase noted from 2015 to 2017 was due to the reported incidences of bullying among girls.
- Also important to note that the reported rates for LPHS continue to be significantly lower than the national average (30 % vs 39 %).
- Important to continue to monitor these trends to establish what the causal agents may be.
- Important to continue to work on school spirit and improving the school environment (see Future Directions under Ensuring Wellness – Objective A, p. 8).
- Present and consistently apply the revised code of conduct for students.

School Results

DIRECTION 3: Strengthening Engagement			
Objective A: To have our students engaged in their learning.			
Indicator	Baseline (2016)	Target	2017 Result
Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated.	43% (Canadian norm = 30%)	3 % increase by 2020	32 %
TTFM Survey – Relevance	62% (Canadian norm = 60%)	3% increase by 2020	57 %
Number of Entrepreneurial Grants	11 projects accepted	Add two new projects / year	14 projects accepted

Future Directions

- Focus on overall school atmosphere and positive climate justifiable when looking at these trends.
- Adults set the tone – adult behaviour influences student behaviour, mood and atmosphere.
- Present and consistently apply the revised code of conduct for students.
- Plans outlined in the Educational project (strategies, indicators in section 2A above will have important influence and impact if followed up upon).
- Encourage initiatives and innovative teaching practices fostering global citizenship, volunteerism, environmental awareness and bilingualism for all students.
- Encourage the development of student voice in helping to shape school policies and activities.
- Ensure that our digital environment is progressive, consistent and accessible.
- Recruit and maintain active partners in the following domains of interest: Science & Technology; Media and Entertainment; Health Sciences; Environmental Sciences; Business and Entrepreneurship; Law and Public Safety; Industries aligned with vocational programs; Sports & Recreation; Community Service.
- Promotion of student participation our community service program.
- Continued application of the STEAM² program at all grade levels.

School Results

DIRECTION 3: Strengthening Engagement			
Objective B: To have our students engaged in the world around them.			
Indicator	Baseline (2016)	Target	2017 Result
Frequency of posting about school events and activities on social media sites.	1-3 times/week.	10% increase in number of postings by 2020.	1-3 times/week.
Number of students involved in community service activities.	20 students submitting hours.	10% increase in number of students submitting hours each year.	28 students submitting hours.
TTFM - student participation in extra-curricular sports.	53% (Canadian norms: 50%).	10% increase by 2020.	56%
TTFM - student participation in extra-curricular clubs.	31% (Canadian norms: 43%).	10% increase by 2020.	40%
Level of participation of students in school governance.	40 students.	10% increase in student participation/year.	35 students

Future Directions

- Improvements in participation in sports and extra-curricular activities encouraging.
- Promotion of school spirit through the use of social media platforms will continue to be key.
- Continue to communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner (website, social media, Governing Board and Home & School meetings, morning announcements, weekly newsletter to parents).
- Involve students directly in the process of analysis of TTFM survey results, and in the development of strategies designed to address areas of concern.
- Students continuing to be honoured with certificates at end-of-year awards assemblies that emphasize participation in our community service program.