



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson



Lindsay Place High School 2018-2019

Secondary Annual Report

Annual Report on the School's Educational Project,
and Contribution to the School Board's Commitment to success



2019-2020

Lester B. Pearson School Board

Introduction

The Lester B. Pearson School Board is the second largest English school board in Quebec serving approximately twenty thousand students in the Youth Sector and an additional eight thousand in its Continuing Education Sector.

The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, Île Bizard-Sainte Geneviève) and the municipalities of Dorval, Pointe-Claire, Dollard-des-Ormeaux, Sainte-Anne-de-Bellevue, Senneville, Kirkland, Beaconsfield and Baie d'Urfé. In addition, the territory also includes twenty-three municipalities to the west of the island of Montreal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: the entire island of L'Île-Perrôt; the municipalities of Très-Saint-Rédempteur, Sainte-Marthe, Saint Justine-de-Newton, Saint-Clet, Côteau-du-Lac, Les-Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, Île-Cadieux, Vaudreuil sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of thirty-six Elementary Schools, twelve Secondary Schools and eight Adult & Vocational Training Centers. In addition, the Board operates Alternative Learning Centers, Ministry of Social Affairs Schools, and an International Language Center.

MISSION

We strive for excellence by maximizing the potential of each individual.

LPHS's Vision	LPHS's Values	LPHS's 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 a holistic approach to learning, encouraging our students to work 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 and responsible world citizens.
		To provide our students with a challenging curriculum through the development of innovative programs
		To help reinforce the "Lindsay Place Code Of Conduct" within our school community

VISION

We, the members of the Lester B. Pearson School Board community believe in a vision of *Achieving excellence by maximizing the potential of each individual*. We hold the following values to be true:

- **Community:** We promote local and global citizenship through strong engagement.
- **Inclusion:** We reflect and celebrate diversity.
- **Innovation:** We support creativity and a spirit of inquiry.
- **Integrity:** We commit to honesty, equity and accountability.
- **Respect:** We foster a respectful, nurturing and safe environment.



SCHOOL PROFILE

Community Profile

Lindsay Place High School first opened its doors in 1962 and has played a leadership role in education on the West Island for fifty years.

Lindsay Place High School is located in Pointe Claire at 111 Broadview and offers grade 7-11 classes for, both local and international students. All students follow one of the three pathways of learning offered at Lindsay Place, either English Core, French Immersion or Quantum Enriched in grades 7 and 8. In gr 9, 10 and 11 students follow a learning pathway of their strength.

Lindsay Place has many extra-curricular activities participating in many sports teams offered to us by the GMAA (Greater Montreal Athletics Association). Our sports teams include soccer, volleyball, basketball, futsal, badminton, swim team, football (flag), rugby and track.

Our school offers several extra-curricular activities in the forms of committees and clubs.

- We put on a high caliber musical production once a year for our students and the communities we serve. All aspects of the musical are created or performed by students from the acting, singing and choreography to the set and costume design. Our magnificent orchestra students are involved as well as they provide all of the musical accompaniment for each production.
- Lindsay Place has a vibrant student life and leadership program which organizes lunch time activities, school wide activities and grad activities.
- There are also many academic clubs which students may join to broaden their academic portfolio.

The Home & School Association and Alumni Foundation are integral parts of our school community and provide numerous and ongoing means of support. Some examples include support for activities and events, upgrades to the facilities as well as financial contributions to students in need. Their goal remains the betterment of the school and support for students and staff.

Lindsay Place High School consistently offers a healthy school environment that is focused on community, builds upon its rich traditions, and provides an innovative education that is devoted to student success.

Academic Program - Approaches to Learning

Combined with solid values of respect, pride, inclusivity, community involvement, & environment, our students are encouraged to continuously strive for excellence. At Lindsay Place we are proud of our programs that are continually being improved to best serve our students. Every student at Lindsay Place will find a challenging academic environment, including many unique options:

- A successful Enriched Program, with a strong academic focus.
- A French Immersion commitment that is so important for success in Quebec society.
- Science and Math courses that use the latest technology and innovated approaches to learning.
- A renowned Music Program, including both Band and String instruments along with our unique Arts Études option allowing our musicians to excel with their chosen instrument.
- Lindsay Place High School is committed to provide an environment where students of all abilities strive for success. Certain educational approaches within the school have been created to help us achieve this goal:

STEAM² - This educational approach uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century.

MUSIC - ART ÉTUDE: The LPHS Music Program has cultivated a tradition of excellence for over 35 years. Within this program is offered the unique feature of an Art Études diploma with music concentration. This specialized program emphasizes an accelerated curriculum and performance for concert band.

Drama and Visual Arts are also important components of our overall academic program and complete the emphasis we have on the Arts as a feature not only of academic study but of the life of the school.

WOTP-FOCUS: This non-grad track program is intended to give students practical training in the workplace, while pursuing general education adapted to their needs. Students who enter this program have not attained Cycle 1 competencies in core subjects. The purpose of Work Oriented Training Path (WOTP) - 1 Year Semi-Skilled Program is to prepare students to meet the demands of life in society and the world of work. Students successfully completing this Work-Oriented Training Path will obtain an official educational certificate from the MEES. These students have gained an understanding of the job market, along with acquiring associated attitudes and behaviors for the workplace. At the end of the program, students may choose to enter the job market or can enter the adult education stream with the goal of attaining a high school leaving certificate or enter a vocational program. Students, who meet specific conditions, may have the option to continue their studies or to go into vocational training.

GENESIS: This grad track, in-school alternative program strives to guide students to achieve their highest potential through individual and flexible educational experiences designed to enhance their academic growth and to foster lifelong learning. Students in the Genesis program benefit from smaller class sizes, more individualized attention, project-based learning, physical education on a daily basis with a required nutrition component included and finally, day trips and team building activities.

CHALLENGES:

Everyone Achieving Full Potential Achievement	Inclusive Ed. Settings Wellness	Mobilization of Partners & Stakeholders Student Engagement
Graduation/Qualification rate	Positive school climate	Student interest and motivation
Success rate in Sec. 4 MEES subjects	Anxiety and Depression	School relevance
Successful transitioning of students with special needs	Safe and caring school climate	Level of student participation

Objective 1: Reduce the gap in success rates between various groups of students

As an inclusive system, Lester B. Pearson School Board has always paid attention to differences in success among students. Our differentiated approach and pedagogical flexibility have been central to discussions on classroom practice and student success. Using a resource school model to discuss practices, along with support by Educational Services and Student Services, teachers consider the needs of every student.

Objective 1	Reduce the gap in success rates between various groups of students								
	Provincial situation					Lester B. Pearson School Board			
	2014-2015 data (2008-2009 cohort)			Target 2022	Target 2030	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030
	Success rate	Gap	Gap	Gap	Success rate	Gap	Gap	Gap	
Boys	73.8%	All sectors	10.1%	6.1%	5%	83.7%	8.4%	5% max	5% max
Girls	83.9%					92.1%			
Students with handicaps, social maladjustments or learning difficulties	48.3%	Public sector	34.1%	25.3%	12.4%	60.5%	32.2%	24.2%	12.4%
Regular students	82.4%					92.7%			
Start secondary school in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.5%	67.90%	21%	15%	10%
Other areas	77.9%					88.9%			
First-generation immigrants	75.0%	Unidentified	3.8%	3.0%	2%	69.60%	18.8%	12%	5%
Other students	78.8%					88.4%			

School Results

Broad Area of Intervention 1 Everyone achieving their full potential				
Orientation: Improving Achievement				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Results
Improving Achievement: Reduce the gap in success rates between various groups of students.	To increase the number of students who graduate or acquire qualification	Percentage of student with a diploma or certificates	90% by 2020	81.3%
	To increase student success in Math CST, General Science and History	Success rate on the MEES uniform exams	3% increase by 2020	Math CST 74% General Science 77% History 73%

Future Directions

- With Quebec's average for graduation at 81% we are right on target with **81.3%** graduation/qualifications rate for our students and slightly below the school boards average at 84.1%.
- The remedial provisions offered is essential to support our students and should remain a focus closing the learning challenges in our environment.

- To use the STEAM² framework and Deep Learning to build upon existing curricular options and evidence-based delivery models that provide flexibility and engage students' diverse talents, and interest in all programs.
- Focus on intervention planning of strategic objectives to optimize the use of resources for maximum impact on student learning.
- Continued communication of available internal and external resources to support student success.
- Ensure that transition plans (TEVA), for whom it is applicable, are established in a timely manner for students with special needs. This of course is dependent on the collaboration of our community partners.
- Promote continuing education as a viable pathway for students and support transitions at critical points in schooling (Career fair, guidance classroom visits, guest speakers, assemblies) and coordinate with the Guidance department to ensure that students understand career paths and options prior to grade 11.

School Results

Broad Area of Intervention 2 An inclusive environment for development, learning and success				
Orientation: Healthy, Safe and Caring Environments				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Wellness	To continue to create and improve a positive school climate both socially and academically	Number of student assemblies	2-3 assemblies per cycle per year	Target surpassed
		Number of staff discussions to conduct periodic review of educational project	3-4 meetings per year to discuss and review project	6 meetings
		Number of activities that	15 minutes of each Staff Meeting will be	PDIG activities

		foster our stated values	devoted to team building activities	
	To address and reduce stress anxiety and depression issues among the students and staff	Number of outside presenters per year	Invite 1 speaker per year	3 guest speakers 1 Parent evening session 6 Assemblies PD for staff on Wellness
	Assemblies or other school-wide activities that focus on mental health			
	Addressing and reducing issues of intimidation and violence	TTFM survey results regarding students reporting anxiety and depression	To improve by 10%	Anxiety 20% (Canadian Norm is 27%) Depression 20% (Canadian Norm is 24%)
	Reported incidents of bullying	TTFM Survey results Feel safe attending school	Increase the feeling of safety by 10% by 2020.	53% Canadian Norm is 65%
		TTFM Survey results on reporting incidents on Bullying	Decrease the incidents of bullying by 10% by 2020	18% reported and the Canadian Norm is 20%

Future Directions

Due to inputting errors from our students and with the random selection process that we had chosen, the outcome of the results are skewed.

- We surpassed the School Board's results for engagement at 60% with ours recording at 70% for Social Engagement and the Social Emotional Indicator. The Canadian Norm was 66%
- Clearly state and support our 5 values: Respect, Pride, Inclusivity, Community Involvement, and Environment. Focus on all five values during the course of our students' high school career.
- Emphasize with the student population the importance to bring forward any concerns regarding bullying so that action can be taken.
- To continue to make effective use of services offered through Guidance, FSSTT, Planning Room, Psychologist, Nurse, and Social Worker.
- Staff will work with administration to focus on interventions targeting undesirable behaviors.
- Re-evaluate the targeted behaviors on a regular basis during a staff meeting.
- To continue to foster teamwork by devoting 15 minutes of each Staff meeting to team building activities.
- To foster school pride by wearing school colors and pride gear on Fridays.
- To support student-led initiatives, such as composting and recycling.
- To keep classrooms and hallways clean and attractive to foster Pride in our Place.
- To create more attractive student spaces within the school.

School Results

Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success				
Orientation: Parental Engagement and Community Support				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Strengthening Engagement	To engage students in their in learning	Tell Them From Me (TTFM) Survey Intellectual Engagement Indicators - students interested and motivated	3% increase by 2020	50% from random selection report being intellectually engaged
		TTFM Survey – Relevance	3% increase by 2020	5.3 (10) Canadian Norm 6.2
	To engage students in the world around them	Number of Entrepreneurial grants	(Baseline was 11) Add 2 by 2020	23
		Frequency of posting about school events and activities on social media sites.	10% increase by 2020	Surpassed target with daily postings
		Number of students involved in community service activities	10% increase by 2020	Surpassed target

		Number of students involved in extra-curricular activities	10% increase by 2020	Unable to report
		Sports teams <ul style="list-style-type: none"> • # of students • % of student body 	10% by 2020	Unable to report
		TTFM - student participation in extra-curricular sports	10% by 2020	Unable to report
		TTFM - student participation in extra-curricular clubs	10% by 2020	Unable to report
		Level of participation of students in school governance		Gr 11 Leadership class + Leadership extracurricular activities

Future Directions

Due to inputting errors from our students and with the random selection process that we had chosen, the outcome of the results are skewed.

- A direct impact on student engagement is the students' preoccupation with their cell phones. Perhaps a cell free school day should be considered.
- Differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student.
- Encourage initiatives and innovative teaching practices fostering global citizenship, volunteerism, environmental awareness and bilingualism for all students.

- Continued focus on recognizing, supporting, and celebrating endeavors that foster an "Entrepreneurial Spirit". We have received multiple Entrepreneurship Awards for our achievements and initiatives at LPHS.
 - Encourage initiatives emphasizing cooperation, creativity, communication, critical thinking and entrepreneurship.
- Posting 1-3times per week baseline was surpassed by our incredible media team. Our community was well connected through our social media efforts.
 - Communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner.
 - Ensure that our digital environment is progressive, consistent and accessible.
 - Showcase the contribution of active partners on the Board website and social media.
- We continue to have students submit volunteer hours however our Quantum students were participants with this in the past at the teacher's request. The teacher no longer mandates this as part of the program.
 10% increase by 2020 – this target cannot be achieved based on the information provided above.
 - That being said, our community outreach is going strong with our intergenerational program that we have created in collaboration with the City of Pointe-Claire. We had regularly interactions with seniors for various crafts projects and luncheons. In the fall our entire grade 11 students go out into the community and rack senior's properties.
 - Encourage continued development of local partnerships to support in-school initiatives (such as our music program, our theatre program, our intergenerational collaboration with the City of Pointe- Claire, volunteering opportunities etc.)
- The results for our sports and clubs: Baseline was 31 our results indicate 30% with a Canadian Norm of 43%. By not including our gr. 7 and gr 11 groupings this had a direct impact on this result.
 - The results of 30% does not accurately represent our overall student participation in school clubs as we do not have our gr7 and gr 11 student participation factored into this. To expand on that point, some of the activities are specific to these grade levels. For example, the school musical is predominately but not inclusive for gr 11 participants. Furthermore, the random selection of students for this survey would not capture the full potential of student involvement.
- Governance with 35 students based on 2016 – target 10% increase by 2020 is not realistic with a declining population. Nonetheless, through the development of our Leadership Program, our student participation at Governing Board Meetings, Major School Change Sub Committee and our student participation at the Central Student Committee at the Board level has brought forward our student representation and voice.