

Annual Report

2012-2013

Lindsay Place High School

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 (2012-2013) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.



School Portrait

School Name	2012-2013
School Capacity	1375
Total Number of Students Registered	777
Programs	Enriched Program – Quantum French Immersion Program English Core Program Art Etude – Music Concentration
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	124 with difficulty codes

School Mission 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 courses designed to meet the diverse needs and interests of our student body
- Foster in all students a profound commitment of lifelong learning
- Develop independent, critical, and creative thinkers
- Focus on the development of work habits, knowledge and skills that enable the 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 respect for themselves, for others, and for the environment
- Equip our students for successful participation in the post-secondary educational opportunities that await them

School Mission Statement

Our Vision

to provide an education that values excellence, challenges and fosters pride in achievement and individual student success

Our Values

We believe in providing an engaging academic environment that encourages critical and independent thought.

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.

We value a holistic approach to learning, encouraging our students to become independent life-long learners and expanding their knowledge through community service and extra-curricular activities.

We encourage students to explore their passions and treasure creative growth through expression in Music and the Arts.

Our Goals

- to develop our students intellectual curiosity, thirst for discovery and pride in achievement
- to challenge each student to reach their maximum potential
- to help our students develop confidence and learn to make appropriate choices
- to prepare our students to become valued contributors to Quebec society and responsible world citizens
- to provide our students a challenging curriculum through the development of innovative programs
- to help reinforce the “Lindsay Place Charter of Rights and Responsibilities” within our community

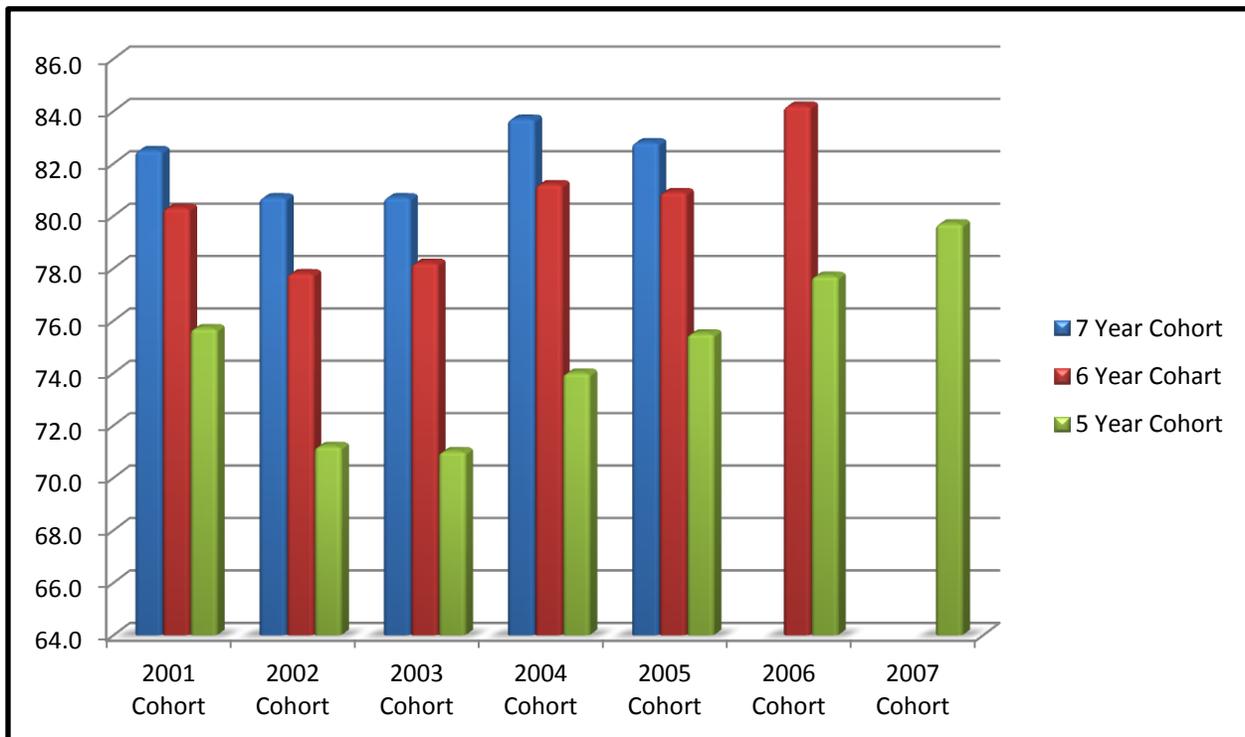
Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past five years. Over the next ten years, the MELS has given us the challenge of increasing our graduation and qualification rate to 88%. We have set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. All secondary schools are working towards improving their success rates in Secondary 4 Math Options, Science and Technology, and History and Citizenship Education.

LESTER B. PEARSON SCHOOL BOARD

GRADUATION and QUALIFICATION RATE



School Results

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2012 Result	2013 Result	2015 Target
1	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	80.6%	66.3%	81.4%	84.6%
2	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	86.9%	72.3%	77.6%	89.5%
3	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	88.8%	75.9%	86.6%	91.5%
4	A 20% reduction in the overall number of students who dropout by 2015. <i>(Private School, another School Board, unknown destination, out of Province or Country)</i>	4.8%	4.9%	5.8%	2.5% decrease
5	A 25% reduction in the number of boys who dropout by 2015 <i>(Private School, another School Board, unknown destination, out of Province or Country)</i>	28 boys dropped out (48 total)	26 boys Dropped out	26 boys dropped out (45 total)	20

Level of Accomplishment:

- 15.1 % increase in Secondary 4 Math success rates from 2011-12
- 91.3% success rate for Secondary 4 Math Scientific option, which is 3.8% above the LBPSB average
- 5.3% increase in Secondary 4 Science success rates from 2011-12
- 10.7% increase in Secondary 4 History and Histoire success rates from 2011-12
- Secondary 4 History results were fourth highest in LBPSB High Schools and similar to the LBPSB average success rates

Situation Analysis:

- 35.5% of the dropouts identified above were students who moved out of the Province or the Country
- 15.5% of the total number of dropouts were boys with an unknown destination beyond LPHS
- Implement additional support for Math CST and History students at lunchtime and after school
- Introduction of a program that focusses on the core subjects in secondary 4 for at risk students
- Use of MELS format for mid-year examinations and in class evaluation to better prepare students for the Ministry final exams
- Curriculum mapping from cycle one to cycle two
- Professional development activities specifically for departments with support from ESD specialists for evaluation and exam preparation

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.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and a bilingual program at Cycle I of the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

School Results

Goal 2: Improved Mastery of English and French Language Skills					
#	Objective	2009 Baseline	2012 Result	2013 Result	2015 Target
1	A 5% increase in the success rate for MELS Secondary 5 results in French reading by 2015	60.5%	73.4%	80.7%	63.5%
2	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	81%	81.4%	76.8%	83.4%
3	An increase in the number of activities which expose students to French (cultural, extracurricular)	4	7	6	7

Level of Accomplishment:

- 7.3% increase in Secondary 5 French reading success rates from 2011-12
- 4.6% reduction in Secondary 5 French writing success rates from 2011-12
- 97.5% success rate in Secondary 5 Enriched French
- 92% success rate in Secondary 5 English Language Arts

We held a number of French cultural initiatives and programs at LPHS in the 2012-13 school year:

- Cycle one Immersion and Enriched students presented their Science Fair projects in French
- Cycle one Winter Camp and Quebec city trip with activities, presentations and conversation in French throughout the trips
- Grad sugaring off trip
- French poetry and speaking activity “Slam”
- Pink Day – Senior French classes organized activities for elementary students during Pink Day
- Cycle one students participated in “Qui Lira Vaincra”

Situation Analysis:

- Introduce more French cultural activities and trips for cycle one and two students
- Continuation of the Francization program to support students with conversational French
- Introduction of a French book club at lunchtime for senior students
- French homework support available through the after school Study Group
- Increase the amount of French communication to the school community
- Incorporate vertical subject planning in French department meetings
- Replicate the MELS examination format during the mid-year exams for secondary 4 and 5 students
- Incorporate technology to improve teaching and learning in languages

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	2012 Result	2013 Result	2015 Target
1	To provide opportunity for students with special needs to visit and explore work sites.	N/A	2	4	An increase in the number of initiatives that help with long range goals
2	To increase awareness of pathways to qualification for special needs students or students at risk.	N/A	3	3	Target met 3

Level of Accomplishment:

- Four students with Special Needs were involved in work study activities outside of school
- Genesis students in Secondary 4 and 5 complete a one day work study placement on a weekly basis

Situation Analysis:

- Increase the number of students with Special Needs in off-site work study programs
- Inform parents of different pathways in Youth, Adult and Vocational education
- Organize meetings with LBPSB personnel and students with special Needs to present the various pathways and programs that are available at LBPSB
- Incorporate work study skills into “Learning Circles”
- Begin long term planning with SSD for students exiting cycle one with Special Needs

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The Secondary 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 secondary school students twice yearly. The secondary school student survey provides 33 indicators based upon the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 8,802 students in 12 schools.

With the changes to the Education Act through Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools the school board is working with students, staff, administrators, Governing Boards, parents, and community partners to implement necessary changes. The school board updated its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools have updated their Codes of Conduct and their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, are of paramount importance reporting on progress.



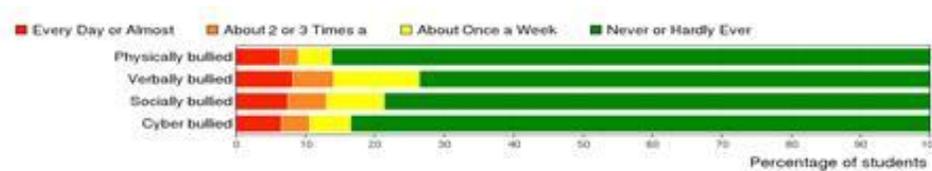
School Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2012 Result	2013 Result	2015 Target
1	The number of initiatives that promote pride in and respect for our environment.	N/A	8	10	8
2	Implementation of Healthy Schools Approach.	[x] In Progress [] Implemented			
3	Complaints: Bullying (Incidents not resolved at the school level)	N/A	N/A	0	N/A
4	Complaints: Violence (Incidents not resolved at the school level)	N/A	N/A	0	N/A

Level of Accomplishment:

Results from Lindsay Place's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 21% which is just below the Canadian Average of 23%. Social and Verbal Conflict are identified by those students as the most prevalent forms they encounter with physical conflict and cyber bullying having a significantly lower prevalence. (See Figure 2) Students identify break time (26%) and after school (25%) as the most common times during the day when they encounter conflict with peers. **All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.**

Figure 2: Bullying by Type at Lindsay Place



Situation Analysis:

- The Tell Them From Me survey was conducted twice throughout the year, Administration presented a summary of results to the Staff Council and the Governing Board
- The Healthy Schools Committee continued their work for “School Improvement” with the objective of beautifying the building and promoting “Pride in the Place”
 - The focus became raising funds, surveying students and creating a plan for the renovation of the upper lobby, benches and stools are the first phase
- New Intra-Mural teams and school sports teams were introduced throughout the year including a tackle Football team
- New student council formed with formal elections of officials
- Hosting an anti-bullying “Pink Day” for LPHS students and local elementary students
- Green team promote environmental awareness throughout the student population
- The Tolerance Foundation presented the Tolerance Caravan to secondary 1, 2 and 3 students focussing on discrimination and bullying
- Introduce presentations from the Mental Health Foundation
- Increase school spirit through new leadership activities

Continue the excellent services provided by:

- FSSTT – Family School Support Treatment Team
- Planning Room
- Student Lounge
- School Nurse

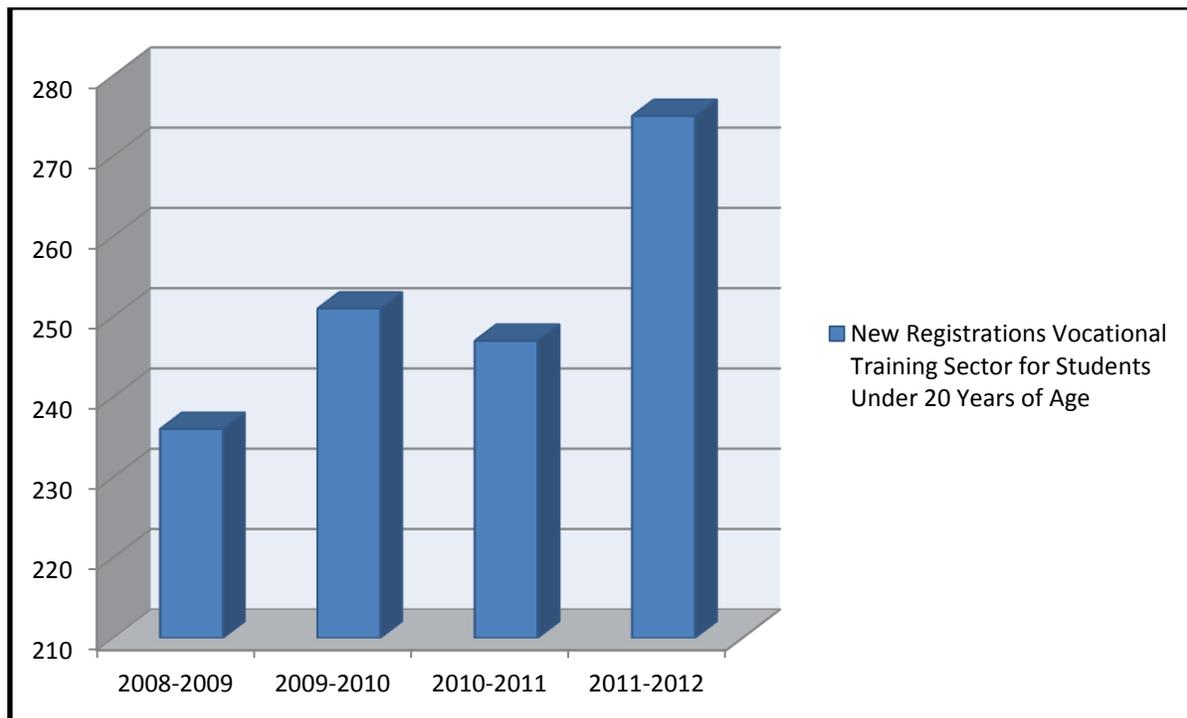
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career. New programs implemented over the past year include Building Maintenance, Sommelier, and a Bakery program which involves an important partnership with Première Moisson Bakeries.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priorities include expanding the number of vocational training opportunities and promoting vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the contribution from the Vocational Training sector to the School Board's overall graduation rate.

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



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training					
#	Objective	Baseline	2012 Result	2013 Result	2015 Target
1	The number of initiatives that promote vocational education	N/A	3 Sec 3-5	3 Sec 3-5	2 Sec. 3-5

Level of Accomplishment:

- All Secondary 4 and 5 students attended the LBPSB career fair
- Career Cruising (POP)
- Vocational Roadshow presented to secondary 4 and 5 students
- Guidance Department presentations to students and parents
- Parent and student meetings with Adult and Vocational Education consultants
- Student visits to Vocational Centres

Situation Analysis:

- Continue to promote LBPSB Vocational Programs and Centres
- Introduce a Secondary 4 program that focuses on the core subjects which opens pathways to most Vocational Programs
- Increase the frequency of consultation and information presentations from the Guidance Department

