

Annual Report 2016-17

Margaret Manson Elementary



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

Executive Summary:

The Margaret Manson Elementary School teachers, support staff, parents and students, should be proud of a very successful 2016-17 school year. Once again, our students thrived academically, socially and emotionally, with excellent results on all standardized exams (see data on following pages) along with very positive results on two comprehensive "safety and well-being" surveys. Our dedicated staff continued to offer our students an exceptionally strong academic program along with many extra-curricular offerings. In short, it was another year of remarkable growth for our students; mind, body and spirit.



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 was valid until June 30th, 2015 and was subsequently extended for reporting purposes. 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 (2016-17) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes 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.

This success plan has now ended and our Educational Project is now in effect.

School Portrait

School Name	2016-2017
School Capacity	396
Program(s)	Early Immersion, Band
Total Number of Students Registered	289
Total Number of Students Registered In Daycare	171
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	22

Mission/Vision Statement

**At Margaret Manson Elementary School,
children come first.**

We value:

The importance of each individual's contribution to our school community.

The promotion of personal growth through diverse learning opportunities.

A safe and healthy environment where all individuals feel a sense of belonging.

Leadership, teamwork and a sense of responsibility for others.

We, the students, staff, parents and community:

Will work collaboratively to support all learning.

Will provide a safe and peaceful environment that fosters personal and academic growth.

Will learn to value and respect ourselves and our responsibilities to local and global communities.

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 MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We 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. As well, all of our elementary schools are working towards increasing their success rate for MEES Elementary End of Cycle III Math exam results.

This figure (87.3%) represents the graduation rate for the cohort of students who entered our Secondary Schools in 2007. This is a 1.1% increase from the 2006 cohort and is a result which exceeds our initial 2015 target by 1.8%. Over the lifetime of our plan, our global success rate has improved by 4.8%.

School Results

Goal 1: Increased Graduation and Qualification Rate (%)						
#	Objective	2009 Baseline	7 year average	2016 Target	2016 Result	2017 Result
1	A 2% increase in the success rate for MEES End of Cycle III Math Exam Results by 2016.	95.66	85.84	97.66	86	88
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	n/a	1 new intervention	1+	1+

Level of Accomplishment and Situation Analysis:

Objective 1.1 We fell short of our target by approximately 10%; however, when looking at our performance compared to the average over the last 7 years, we were actually slightly above this long term average. As has been discussed in the past, the baseline year 2009 results were an anomaly with a success rate of almost 96% therefore using the 7 year average provides a much better reference point which shows our students performed above average last year. We did succeed in increasing our success rate by 2% over the 7 year average.

Objective 1.2 With the professional development work done in previous years, we continue to show a greater overall understanding, sensitivity and flexibility towards the learning needs of boys. This has translated into providing and encouraging boys to actively engage in many school activities including expansion of the robotics program, participation in the school Play (WWOB), refereeing and participating in intramural sports and playing in the school band.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry level 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 bi-literate; 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 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 the option of extending Immersion profiles at 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	7 Year Average	2016 Target	2016 Result	2017 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	74.79	91.49	78.79	96.60	88.33
2	A 2% increase in the success rate for elementary end of cycle III English exam results by 2015.	87.56	90.55	89.56	92.00	97.44
3	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	n/a	1+	maintain	maintain	maintain

Level of Accomplishment and Situation Analysis:

Objective 2.1 Results on the final exam for end of Cycle III French were strong, with a success rate of 88.33%, and exceeding the 2016 target success rate by approximately 10%. This is well above the targeted goal of 4%.

Objective 2.2 Results on the end of Cycle III English exam were really positive, with a success rate of 97.44%; exceeding our target by approximately 8% .

Objective 2.3 We achieved our goal of increasing exposure to French language and culture through a number of activities in our regular academic program, our extracurricular offerings and in daycare including French plays, French guest authors and French field trips.

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 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	2016 Target	2016 Result	2017 Result
1	An increase in the number of initiatives informing students and parents about the different work oriented paths offered by LBPSB	1 initiative	Maintain	1 initiative	maintain

Level of Accomplishment:

In 2015, counsellors from Adult and Vocational Educational Services presented a comprehensive overview of the various alternate pathways available to high school students who may not be suited for the regular high school graduation pathway. In particular, a great deal of focus was placed on the Work Oriented Pathway (WOTP) which provides certification opportunities to these same students.



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 portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's "Our School Survey" and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2016 Target	2016 Result	2017 Result
1	The number of initiatives that promote pride in, respect for and protection of the natural environment	+/- 8 initiatives	maintain	n/a	4
2	Implementation of the Healthy Schools Approach	[x] In Progress [] Implemented			In progress
3	Complaints Unresolved at School level: Bullying/Violence	N/A	0	0	0
4	The number of programs and interventions that address violence prevention and conflict resolution	4	Maintain or surpass	5+	4

Objective 4.1 MMES Environment Club initiative

- Environment Club raises awareness of the materials that can be recycled, composted , and thrown away.
- Recycling responsibilities shared and Environment Club ensures that the recycling bins are emptied.
- Increase in number of composting bins. The members share responsibilities of emptying the composting bins.
- Environment Week
- Earth Day

Objective 4.2 Implementation of the Healthy Schools Approach

- Health topics integrated as part of our physical education program
- Stress awareness and stress management
- Hygiene at various stages of physical maturity
- Bus safety campaign
- Proper nutrition
- Basic anatomy and physiology
- Efforts to reduce anxiety about transition to high school
- Age-appropriate, nurse taught classes on puberty and human reproduction

Objective 4.3/4.4 Complaints, Interventions and Programs

All concerns re: acts of violence or bullying that were brought forward, were addressed and resolved at the school level as per the Code of Conduct and Bill 56. Furthermore, to take a proactive approach in reducing the incidence of violence and bullying at MMES the following initiatives took place:

- School wide implementation of WITS program
- School wide Pink T-Shirt anti-bullying campaign; assembly, video, police presentation, etc.
- “Full of Character” anti-bullying workshops for grades 3,4,5 (respect, trust, peer pressure etc.)
- Grade 6 presentations by anti-bullying group Tolerance Caravan (www.ensemble-rd.com/en)
- Grade level presentation and discussion of our Code of Conduct
- Requirement of parents to review and sign off on school’s Code of Conduct
- Partnership with community police officers
- Growth of Peace Pal program in both number of students and staff and the scope of involvement eg: recess supervision, assembly presentations, red vests, weekly meetings, 2 staff coordinators
- Buddy program Ks and 6s
- Grades 4, 5 and 6 completed the “Tell them from Me” survey (twice; fall and spring)
- Review and implementation of Bill 56: Anti-Bullying, Anti-Violence Law
- Application of disciplinary measures as detailed in Code of Conduct
- Referral to psychological support and community social services resources when appropriate
- Remembrance Day assembly

Other health and wellness related data 2017

Drivers of Student Success	MMES	CANADA NORM
Students with a positive sense of belonging	86%	86%
Students with positive school homework behavior	69%	60%
Students who are victims of bullying	29%	26%
Students who feel safe attending school	59%	70%

Tell Them From Me Survey

Results from Margaret Manson's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 29% which is slightly higher than the Canadian Average of 26%. All incidents of violence, aggression or bullying were satisfactorily resolved at the school level.

Situation Analysis:

Previous Bullying Data: School, LBPSB, Canada Comparison

	MMES	LBPSB	Canada
2011-12	23	24	26
2012-13	24	21	26
2013-14	26	24	26
2014-15	22	25	26
2015-16	21	16	26
2016-17	29	N/A	26

- Educate and empower all students about behavior expectations, their rights and responsibilities and how to identify and effectively address peer conflict, bullying and violence. Ensuring students understand and use the WITS strategies. Highlight the importance of not being a “bystander” and that all members of the community must intervene when bullying or violence takes place whether or not they are directly involved. These messages have been conveyed through assemblies, class visits, teacher led discussions, WITS literature, community life animator A. Vrana, other guest speakers including our community police officers and many specialized programs brought to our students.
- Survey Gr. 4, 5 and 6 students and interpret our TTFM results
- Update and implement Bill 56, Anti-Bullying, Anti-Violence Plan
- Revise, as necessary, our Code of Conduct
- Support and increase the profile of the Peace Pals program
- Partner with Free the Children, Missing Children's Network, Dynamix and other community organizations that specialize in reducing antisocial behavior and increasing prosocial behavior through research based and field tested interactive programs
- Members of Peaceful Schools International
- Various components of the Healthy School Approach
- Implement the W.I.T.S anti-bullying program and promote the language and techniques therein

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. We offered over 30 unique programs across our network and our eight Continuing Education Centers continue to provide valuable services to our adult population.

School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training					
#	Objective	Baseline	2016 Target	2016 Result	2017 Result
1	The number of initiatives that promote vocational education	1 initiative	Maintain or surpass	1 initiative	1 initiative

Level of Accomplishment:

- Career Week was held for cycle 2 and 3 students, as part of their English Language Arts curriculum. Throughout the week, guests from a variety of occupations were invited to speak to our students about their career path and the schooling that was involved. Ample time was given for students to ask questions to our guests. A motivational message was common in all presentations including the need to follow your passion and work hard to achieve your goals.