

P.C.H.S. 2016-2017

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



## ***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 30<sup>th</sup>, 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 (2016-2017) successes. This annual report includes information on our success plan results, management and educational success agreement results. 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: P.C.H.S.***

	<b>2016-2017</b>
School Capacity	1450
Total Number of Students Registered	721
Programs	I.B. French and English immersion, WOTP1,WOTP3,VEEP,Work Study
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	201

## ***School Mission/Vision***

Pierrefonds Comprehensive, as a Community Secondary School, is dedicated to the academic education and overall development of inquiring, knowledgeable and caring young adults. With the efforts of the staff and students, and support of our parents and community, PCHS will:

- Prepare students for future educational and/or occupational endeavours.
- Instill in students a respect and understanding of other individuals and cultures.
- Create a safe environment that promotes cooperation, pride, tolerance, common courtesy, self-confidence, social responsibility, and environmental awareness.
- Provide educational opportunities that challenge students to fulfill their potential and result in age-appropriate literacy, problem-solving capabilities, and media literacy.
- Develop students in a functional fluency in English and French.
- Ensure that all students are supported in their efforts to develop perseverance, punctuality, study skills, and consistency of efforts.
- Help balance the student experience through participation in creative and performing arts, athletics and school life.
- In these ways, PCHS seeks to foster active and lifelong learning in all members of the school community.

## **Goal 1: Increased Graduation and Qualification Rate: School Board Context**

Student success in terms of certification and qualification remains a critical indicator of our progress. The Lester B. Pearson School Board has been consistently among the top five school boards in the province in this respect. 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. All secondary schools continue to work towards improving success rates on MEES Uniform Exams in Secondary 4 Mathematics, Science and Technology, and History and Citizenship Education as well as in Secondary V First and Second Language programs.

### **Local Results**

<b>Goal 1: Increased Graduation and Qualification Rate</b>						
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>	<b>2017 Results</b>
<b>1</b>	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	CST- 53.3% TNS- 70.3% SN- 100%	CST- 55.9%	CST- 50.9% SN- 80.8%	CST- 61.5% SN- 91.7%	CST- 87.4% SN- 80.8%
<b>2</b>	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	69.9%	72.8%	Gen.- 82.8% Applied- 86.1%	Gen.- 77.8% Applied- 73.7%	Gen. 92.9% Applied 92%
<b>3</b>	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	66%	67.9%	Histoire 94.9% History- 72%	Histoire 94.4% History 70.8%	Histoire 100% History 76.2%
<b>4</b>	A 20% reduction in the overall number of students who dropout by 2015.	31 students dropped out 16.1% d.o. rate	6 students drop out	5 students dropped out 3.5%d.o. rate	1 student dropped out	3 students dropped out

### Level of Accomplishment:

- We surpassed our 2015 target in the area of Science. We exceeded our target by 20%
- We surpassed our target in the area of CST math. We exceeded our target by 32%
- We surpassed our 2015 target in both Histoire and History. We anticipated an increase of 3% in our success rate. We exceeded that target by 32% in Histoire and 8% in History
- Our rates indicate that a high percentage of students received the required credits in sec. 4. This suggests that our sec.4 students are on graduation track.
- We exceeded our target of reducing the dropout rate by 20%. In 2009 we had a 16.1% dropout rate. In 2015 that rate is 3.5% we decreased our dropout rate by 85%, this was done through the implementation of a variety of new programs.

### Future Directions:

- Math Remediation groups (Sec. 1, Sec. 3) students attend tutorials in the resource department
- Math Essentials options being offered for the 2017-2018 school year.
- Math Help Services is available to Sec.4 and 5 students. A pilot group at the grade 8 level is ongoing
- Peer tutoring in History, Math and Science after school everyday
- After school math support for Sec.3 and 4 students available
- Rotating tutorial schedule for Math and Science by teachers
- History teachers offer tutorials during lunch and/or after school
- Cycle 1 and 2 teachers participate in the creation, validation, and translation of MAST and MELS evaluations in order to create relevant local evaluations.
- After school homework program
- After school study hall

## Goal 2: Mastery of English and French Language Skills: School Board Context

Programs throughout the system, while responding to the parameters of the Quebec curriculum, provide choices for parents and offer flexibility with the students' academic, socio-emotional and physical needs being a focus. 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 French. Although our focus for this strategic plan is early intervention to further improve literacy, secondary schools have targeted an increase in the success rate for MEES Uniform Exam results in Secondary 5 French reading and writing.

### Local Results

Goal 2: Improved Mastery of English and French Language Skills						
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	A 5% increase in the success rate for MELS Secondary 5 results in French reading by 2015	67.2%	72%	Core 92.1% Enriched 94.4%	Core 84% Enriched 97.9%	Core 98.9% Enriched 92.3%
2	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	92.5%	95.5%	Core 100% Enriched 98.1%	Core 89% Enriched 99.3%	Core 94.6% Enriched 84.6%
3	An increase in the number of activities which expose students to French (cultural, extracurricular)	4 French 3 English	Continue to increase	n.a.	Implementation of arts taught in French at grade 7 level.	Increase number of fieldtrips and culture in schools activities in French

Level of accomplishments

- We have exceeded all targets exponentially.
- We surpassed our targets by over 20% in the reading competency.

## Future Directions:

Since the implementation of the Success Agreement we have introduced several initiatives:

### In English

- ✓ Teaching Techniques
  - Advanced Five; Literacy program that targets Reading, Writing, Conversing, Language Convention and Media.
  - One-on-one tutor - reading comprehension through our Resource Dept.
  - Resource teachers plus additional support from classroom teachers that are distributed in their workload.
  - Portfolios
  - Common evaluations tasks and internal assessments
- ✓ Cultural and Extra-curricular
  - Theatre Productions (i.e. Shakespeare, school productions...)
  - Comic Book Club
  - Battle of the Book Club
  - Intergenerational Arts Project with the eldercare
  - E-readers introduced in library to promote literacy

### In French

- ✓ Teaching Techniques
  - Ethics IB Sec. 1 and Sec. 5 all classes
  - Additional 2 periods given to French or courses taught in French
  - Francization; extra funds to pay a tutor for extra help targeting out-of-province students
  - Implementation of half time Resource teacher
- ✓ Cultural and Extra-curricular
  - Attend French Theatre productions
  - Participate in soccer tournaments with French school boards through the RSEQ

### **Goal 3: Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties: School Board Context**

Lester B. Pearson is proud to be an inclusive school board where students with special needs are integrated into community schools. In each school they are members of the community receiving support services as outlined by their Individualized Education Plan. Our focus over the course of this plan was to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. At the Secondary level, we have witnessed a remarkable growth of Work Oriented Training Pathway which lead to qualification for students who successfully complete their program of studies in this domain.

#### **Local Results**

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>						
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>	<b>2017 Results</b>
<b>1</b>	To provide opportunity for students with special needs to visit and explore work sites.	2	1% increase in graduation qualification rate	4 program		4 program
<b>2</b>	To increase awareness of pathways to qualification for special needs students or students at risk.					

#### Level of Accomplishment:

Four Vocational track programs are in place for students who need an alternative setting for learning. These programs lead to different academic certifications and allow students to explore alternative pathways. This will allow for more students to be successful.

## Future Directions:

- Opportunity for students to audit the WOTP 1 or 3 if cycle 1 competencies have been met

### Implemented 2010-2011

- Work Oriented Training Path (WOTP) 1-year is a semi-skilled program that targets students who have not completed Cycle 1 and are 15 years of age. This program requires 375 hours of a work stage. The main academic focus is English, French and Math at the Sec. 2 level.

### Implemented 2011-2012

- WOTP - 3-year pre-work program that targets students who have not attained their Cycle 3 Elementary competencies. These students are 15 years of age and are working towards a work stage in their third year. The main academic focus is English, Math and Science. The program also centers on Social and Life skills.
- Vocational Educational Exploration Program (VEEP) These students are 15 years of age and are working on Sec. 3 courses. The main academic focus is English, Math, French, Science and Career Exploration (Explo). This program requires 100 hours of a work stage. Students who are successful in this program have the option of continuing in Work Study or following the High School leaving certificate path.
- Work Study (Sec. 4 students who require additional assistance with the core courses as well as receiving credits for completing a work stage of 100 hours), we have added the following three programs that are initiated by the Ministry of Education and lead to a recognized certificate based on student accomplishments.

## **Goal 4: Healthy and Safe School Environment: 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 secondary schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment. All schools survey students twice annually through The Learning Bar's *Our School Survey* and are provided an annual snapshot of school climate through the *Bullying and School Safety Thematic Report*.

### **Local Results**

<b>Goal 4: Promoting Wellness in a Safe and Caring Community</b>						
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>	<b>2017 Result</b>
<b>1</b>	The number of initiatives that promote pride in and respect for our environment.	2	3	3	3	3
<b>2</b>	Implementation of Healthy Schools Approach.	2				

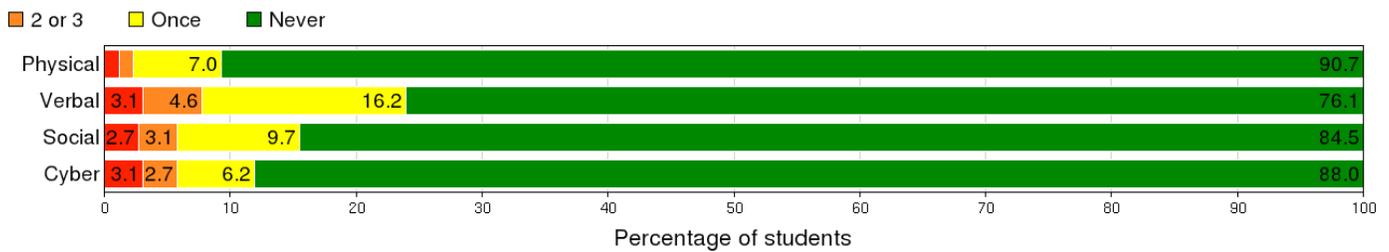
### Level of Accomplishment:

- Successful implementation of extracurricular presentations and programs to promote pride and respect for our environment.
- Implementation of programs and activities that support the Healthy Schools Approach

### Future Directions:

- The IB program has existed at PCHS since 1997. Through this program's philosophy the students develop as learners, and foster a sense of responsibility for their environment, community and the world.
- A Green Team committee has been in place since 2007. Their activities include: planting a vegetable garden, assuring a safe and clean school environment, adding more recycling projects, and creating the "Sleeping Mat" campaign using milk bags to make mats for underprivileged countries.
- The Deep Learning Pilot project was launched this year. The philosophy behind NPDL interchanges with that of the IB. Real live relevancy for all students is our goal as we move forward
- P.D. for the team of teachers with regards to Peer Mediation (since 2006). PCHS has been a member of Peaceful Schools International since 2007. Peer Mediation, as a part of the PSI mandate, is overseen by our Community and Spiritual Care Animator and our Planning Room Technician. Students are nominated by teachers, interviewed and once selected they attend a two-day training workshop. These students facilitate conflict resolution amongst students and as of 2011, they visited elementary schools and led workshops.
- FLASH: In 2010 PCHS was a pilot school for the new Ministry program for Friendship, Love and Sexual Health. A fair was organized school-wide to showcase how these elements overlap with school curriculum. Annually, an entire week is dedicated to this program. Guest Speakers and a variety of organizations visited classrooms throughout the week;
- The school wide Remembrance Day Ceremony. Every November PCHS honours Veterans from the community with a Ceremony. An assembly is held which addresses the themes of peaceful conflict resolution.
- In 2010 new PCHS Gear was introduced to promote school pride. Students, staff, and Governing Board members continue to wear their gear often both around the school and in our community.
- Cooking groups have begun to promote healthy eating habits. Education on proper food preparation is available to students.
- "SPA days" to educate students about proper hygiene and health care. This is done in partnership with Gordon Robertson
- Intermural sports, GMAA sports and open gym to promote participation through physical activity.

Tell Them From Me survey is a tool for both students and staff used to gauge the school environment. *Results from PCHS's Tell Them from Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying was reduced to 14% for the 2016-2017 school year. This is below the reported Canadian Average of 23%. The majority of students say they have experienced verbal or social conflict at school, while physical conflict and cyber bullying were identified less frequently. Notably, between 76.1% and 90.7% of PCHS students never experience conflict and/or bullying. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.*



### **Goal 5: Increased Enrollment in Vocational Education: School Board Context**

The Vocational Education pathway is a growing choice towards qualification for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sport. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to an exciting career. Our priorities for this strategic plan include further expanding the choices of vocational education programs available to our students and promoting these programs as viable options.

### **Local Results**

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>						
#	Objective	Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	The number of initiatives that promote vocational education	1		7	8	7

Level of Accomplishment:

Over the years different initiatives have been put in place to increase exposure to vocational training;

- Secondary 5 students and our alternative programs students are required to attend the LBPSB annual career fair.
- Work presentations have been offered in our auditorium to make students more aware of the vocational program opportunities.
- Our school Guidance Counsellor visits classrooms and holds assemblies to inform students regarding credits needed to graduate or to enter a vocational program.
- Our School Guidance Counsellor holds parent assemblies geared towards transitions to vocational programs as well as CEGEP.
- Career Cruising: an online questionnaire that suggests possible careers that match student interests and abilities.
- Student for a day opportunities to expose our students to Vocational options
- World of Work offered to our W.O.T.P. students

Future Directions; To continue to grow these two successful programs

- WOTP 1
- WOTP3

**Other School Objectives:**

#	Objective	Baseline	2015 Target	2015 Result	2016 Result	2017 Results
	To develop the staff's capacity to support new initiatives and best practices	3		11	11	12
	To provide adequate professional development and mentoring for new staff members	2		3	3	3

## Level of Accomplishment:

Over the years different allowances have been made to facilitate professional learning.

- Late Entry days were introduced in 2007. Meetings are held to coordinate vertical (specific subject) and horizontal (specific grade level) planning.
- Release time is made available for teachers to meet during school-time if the need arises.
- Professional Improvement Committee (PIC) funds are used to support teachers and enable them to attend workshops.
- Additional technology has been made readily available (52 Smartboards, projectors, a computer in each classroom, two computer labs, Ipads for teachers and laptops).
- IPads were purchased for various programs as were chrome books
- Smart Board workshops were provided for staff members on professional days.
- Google workshops available to staff
- Regularly updated school website providing access to numerous learning tools
- Library webpage which includes many resources facilitating research. PCHS continues to provide access to the library catalogue and on-line databases (magazines, academic journals and newspapers) via the library webpage. Students and staff can access this information from school as well as from home. The librarian is available to provide instruction on research methods and the use of the databases.
- Permanent installation of a Smart Board in the library.
- 21<sup>st</sup> century Learning Common
- Atrium/Learning common
- PCHS MLA citation style guide.
- Access to LBPSB Portal throughout the school with many access points on the school's website
- PCHS has a Mentoring Committee composed of veteran teachers from varying subjects and levels.
- Mentoring teachers are in constant communication with the mentees.
- Mentoring teachers conduct workshops on the various teacher topics that arise throughout the year.
- New teachers are encouraged to attend Board workshops.
- Teachers teaching teachers. Workshops to be offered by teachers to teachers

## Future Directions;

- To continue with the initiatives currently in place
- To stay current through PD in order to best serve our students
- To pilot Deep Learning at PCHS through collaboration and team work
- To create more "spaces" to be used as "learning commons" to engage our students

