

# Annual Report

## 2016-2017

### **St. Thomas High School**

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

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 30<sup>th</sup>, 2018 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 (2016-2017) 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***

<b>Together We Learn Secondary School</b>	<b>2015-2016</b>
<b>School Capacity</b>	1333
<b>Total Number of Students Registered</b>	1230
<b>Programs</b>	IB, Immersion, English Immersion
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	88

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

The St. Thomas High School Success Plan for 2010-2015 is based on the Lester B. Pearson School Board's Strategic Plan entitled "Together We Learn: Partnering for Student Success" and the St. Thomas Educational Project which was reviewed and revised in 2006 and was in the process of being reviewed in 2009. The St. Thomas School Success Plan outlines a clear direction and defines our priorities for the coming five years. At St. Thomas, it is our responsibility to ensure that every student in our school has the opportunity to excel. Our success plan provides a road map to meet that responsibility. It is built on the foundation of work accomplished through our 2006-2009 success plan and ensures that our goals are achievable, our progress is measurable and that we are accountable to those who place their trust in St Thomas High School.

Our success plan has been developed with input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure & Sports and the four identified pillars of our school board's strategic plan. We believe the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At St Thomas High School student success is the force that drives all our actions.

### **School Vision**

St. Thomas High School provides a caring, safe, and nurturing environment where students strive for success and a commitment to life-long learning. Students participate in a series of programs that provide the very best of educational opportunities according to the individual student's needs and abilities. Personal safety, social action, personal integration, health and well-being, and intellectual curiosity are foundational elements that the school aims to achieve.

### **Mission Statement**

***St. Thomas High School is dedicated to the encouragement of excellence of all students in the intellectual, personal and social domains. The diverse needs of our students will be met in an environment of safety, personal belonging, and mutual respect.***

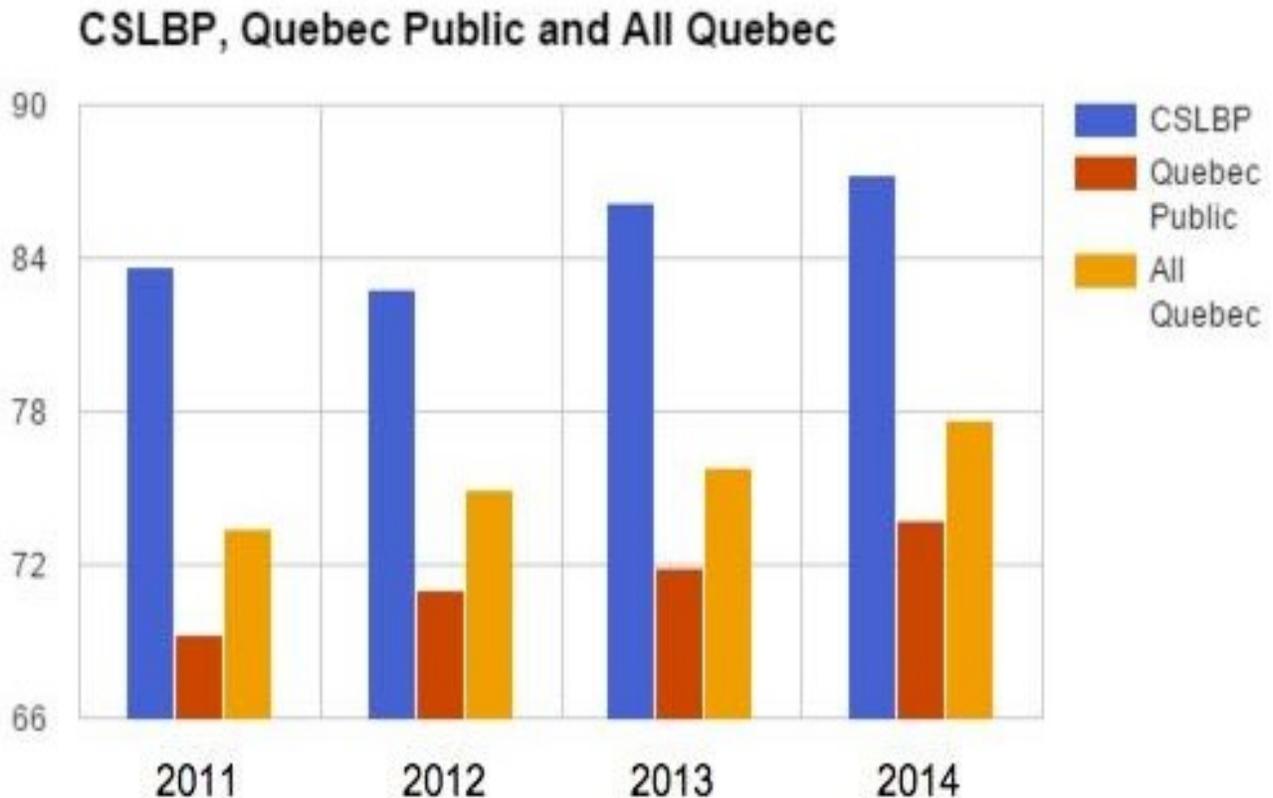
## **Goal 1: Increased Graduation and Qualification Rate**

### **School Board Context**

The student success rate in terms of certification and qualification remains an important factor. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past eight years. The MELS has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. 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 Continuing Education sector. We have exceeded this target with a graduation and qualification rate of 86.2%. 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 MELS Elementary End of Cycle III Math exam results.

### **LESTER B. PEARSON SCHOOL BOARD**

#### **GRADUATION and QUALIFICATION RATE**



### Goal 1: Increased Graduation and Qualification Rate

#	Objective	2009 Baseline	2015 Target	2017 Result
1	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	91.6	96.18	93.6
2	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	90.2	92.91	97.1
3	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	82.1 ( Eng) 94.6 (French)	84.56 ( Eng) 97.43(French)	89.1( Eng ) 86.9( French)
4	A 20% reduction in the overall number of students who dropout by 2015.	7.5	6.0	Data not available
5	A 25% reduction in the number of boys who dropout by 2015		2.85	Data not available

### **Level of Accomplishment**

- We found the History uniform exam at the end of the year quite challenging in both English and French, resulting in lower success rates than usual. The rates were considerably better after the August supplementals.
- We experienced a slight decrease in Math from the previous year. The success rate is almost 100% in the advanced groups, and slightly lower in CST.
- We continue to experience significant increases in Science, in General and even more so in Applied. After the August supplemental we have our entire grade with their Secondary 4 science credit.
- We have already surpassed our target for a reduction in the number of students who drop out.

### **Situation Analysis:**

- The overall success rate for all MELS exams was 96.3 which is higher than last year, and is also significantly higher than the board average. Having so many students succeed allows us to continue focussing on those who need extra help. Along with our Annex classes, and classes with a reduced ratio we now have a UDL classroom (Universal Design for Learning ) which is a room specifically designed for students who learn differently. Having a slight decrease in Histoire, but having more students enroll is a school priority. As we continue focussing on achievement in our next Educational project, we will be looking at increasing class averages, as well as maintain our strong success rates.

## ***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.

### ***School Results***

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2017 Result</b>
<b>1</b>	A % increase in the success rate for MELS Secondary 5 results in French reading by 2015	85%	89.25	97.4
<b>2</b>	A 3 % increase in the success rate for MELS Secondary 5 results in French writing by 2015	92.5%	95.27	98.7
<b>3</b>	An increase in the number of activities which expose students to French (cultural, extracurricular)	No specific number	Increase by 1 each year	6

**Level of Accomplishment:** We have again experienced increases in both writing and reading. Our IB or Enrichi students did very well on the uniform MELS exam, which is a considerably more difficult than the base. They also had to complete the eportfolio for the IB requirement that was due around the end of the year as well.

**Situation Analysis:**

We continue to encourage teachers to explore avenues of exposing our students to French aside from the purely academic. This year we:

- Evaluated all the Secondary 1 French and English Immersion students early in the year to identify those in need of remediation and for grouping purposes.
- Continue having a smaller ratio in our English Immersion class and the students are not kept in the same groupings throughout their schedule, but grouped according to their ability in each of their subjects.
- Carried on to the second year of our Secondary FLE which had started last year and is meeting the needs of many of our students who come from homes where French is spoken.
- Have a staff member teaching .25 to allow her to act as a French Resource and support.
- Continued our Francization class for students from out of province or in need of extra help.

***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

<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>2016 Result</b>
<b>1</b>	To provide opportunity for students with special needs to visit and explore worksites.		Increase by 1%	5
<b>2</b>	To increase awareness of pathways to qualification for special needs students or students at risk.			ongoing

- Immersion French classes were organized based on incoming information from the grade 6 articulation forms. The classes were divided into English Immersion French (Base) and split evenly between the 2 French secondary 1 Immersion groups.
- One lunch in cycle 1, is dedicated to French Games for students wishing to work on oral French. One lunch in cycle 2, is dedicated to French support for students wishing to improve their reading and oral skills.
- St. Thomas has a 25% French Resource post and this position supports one French class both in and out of the classroom and one bloc of French support in the resource center.
- Adhoc meetings continue to take place on a weekly basis with a plan to share concerns regarding students and, as a group, determine ways to further support students of concern.
- When needed we continue to work with the board Work-Study coordinator, as well as in-school placements set up via our Resource teacher. Internal placements include: Science lab and/or library, administrative work.
- We continue with interdisciplinary team meetings with parents of students not expected to graduate to look at alternative pathways.
- Continuation of academic programs tailored to assist at-risk students having difficulties: Secondary 1,2,3,4, Math Intensive (previously Annex), Secondary 4 Science Intensive, TLC math support Secondary 1-5. Literacy Secondary 1, 2 and 3, Science support secondary 3.
- Bi-monthly TLC meetings to discuss programs, issues, supports needed for specific students.
- IEP mentoring takes place periodically throughout the year to ensure students who have an IEP understand its meaning.

### Overview:

- Academically, we have been very successful in targeting at-risk students and helping them succeed in high school leaving exams.

- Our TLC room continues to support students from all areas of the school depending on their individual needs: academic support, extra time for workload, removal from other subjects, safe area to 'de-stress'
- TLC is the department supporting the International students with their French language acquisition.

### ***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.

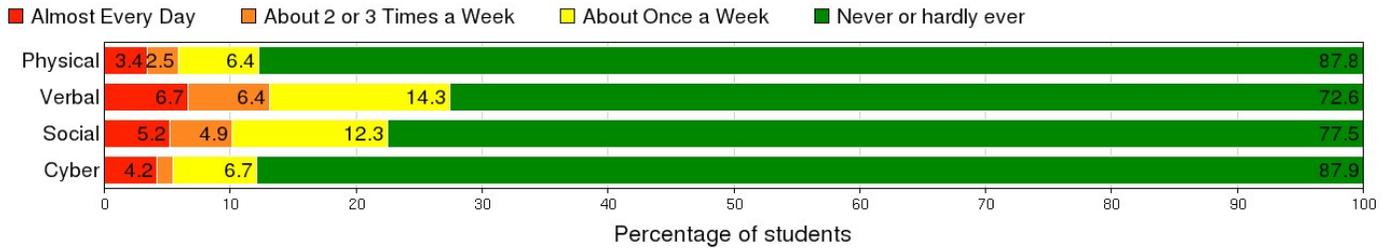
The Secondary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by secondary school students twice yearly. The secondary school student survey provides 33 indicators based upon the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 10,499 students in 13 schools.

<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>2017 Result</b>
<b>1</b>	The number of initiatives that promote pride in and respect for our environment.	1	Increase in number of activities	9
<b>2</b>	Implementation of Healthy Schools Approach.	[ x ] In Progress [ ] Implemented		

3	Complaints: Bullying/Violence	N/A	0	2
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## School Results

### Bullying by Type- 2017-2018 results



The chart above is from a survey that was completed this year, despite the Annual report being from 2016-2017. Results from St. Thomas' Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of moderate to severe bullying remain well below the reported Canadian Average, yet were up from the previous survey.

The breakdown of where the incidents took place was basically unchanged from previous years, with the vast majority taking place during breaks or after school.

All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

### Future Directions:

- We continue to have as many activities planned for our cycle 1 students as possible during the lunch hours, considering the restraints of having very little space available. Open gym, study hall, and library are all safe places to be, as well as the cafeteria.
- Along with the lunch supervisor, there is now a teacher duty out doors at all lunches. We have also been communicating with the administration at Felix Leclerc on a regular basis, and our 2 student councils have been meeting to further facilitate positive interactions between our schools.
- 2/6 days, there is a cycle 2 Leadership class, either Sec. 3 or 5, scheduled during cycle 1 lunch. These classes have students rotate into the cafeteria and they are responsible for organizing activities, engaging shy or isolated students, and organizing games such as chess tournaments.
- The socio-community police officers visited all Secondary 2 classes to explain the legal definitions of bullying and intimidation, both on and off line.
- Our focus with the next educational project will be more on positive sense of belonging which we feel will further diminish bullying incidents in our school.

## ***Goal 5: Increased Enrollment of Students***

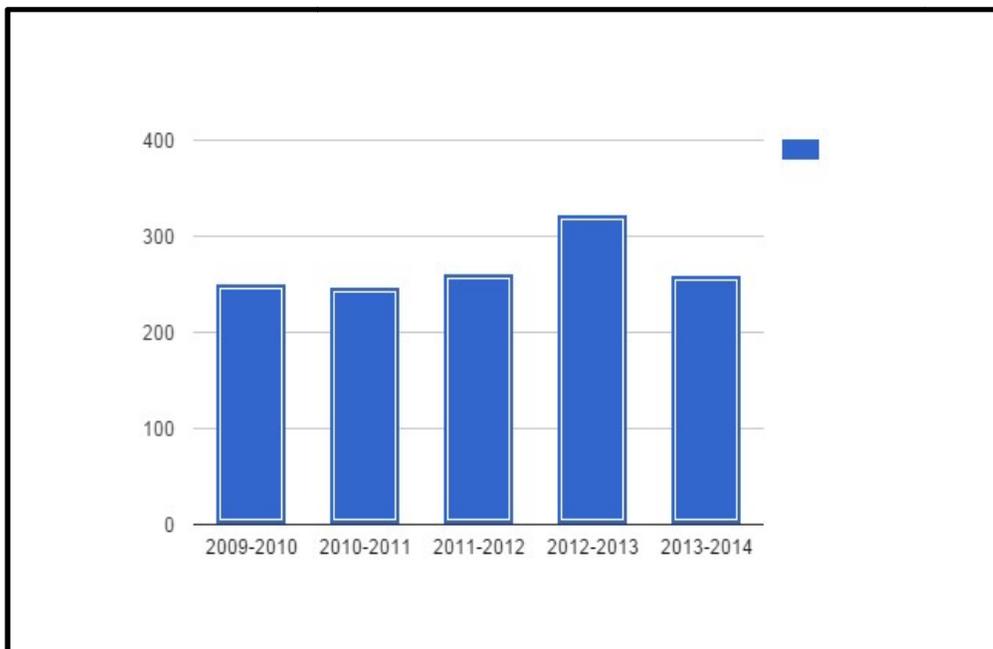
### ***Under 20 Years of Age in Vocational Training***

#### ***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.

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 priority is to promote vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the opportunities for success of our students.

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



## School Results

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>
<b>1</b>	The number of initiatives that promote vocational education	0	Increase 1 per year	4

### Level of Accomplishment:

- We invited the board's Voc./Ed transitional person to meet with several students.
- At our grade/level options assemblies we have included a section on Vocational Education to expose students to the possibility of going in that direction.
- There was Career Fair at Riverdale High School and we invited all of our Secondary 5 as well as Secondary 3 POP students to attend. We also had our Secondary 4 students attend a Tech/ Voc Roadshow which took place in our gym.
- Our POP and Entrepreneurship options still have considerable content directed towards Vocational Education as an option.
- We added a new Secondary 4 option, Financial Literacy, that was very popular with our students, which we did not continue seeing as all secondary 5 students now have a ministry required course starting 2017.

### Situation Analysis:

- We still have a very small percentage of our students opting for Vocational Training but continue to present the path to students less inclined to choose CEGEP.
- We extended targeted invitations to numerous students to go with the board's transition counselor to visit different Adult and Vocational centres and many of those invited have registered.