

# Annual Report

## 2014-2015

### **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



## ***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 30<sup>th</sup>, 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 (2014-2015) 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>2014-2015</b>
<b>School Capacity</b>	1333
<b>Total Number of Students Registered</b>	1287
<b>Programs</b>	IB, Immersion, English Immersion
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	153

## ***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.***

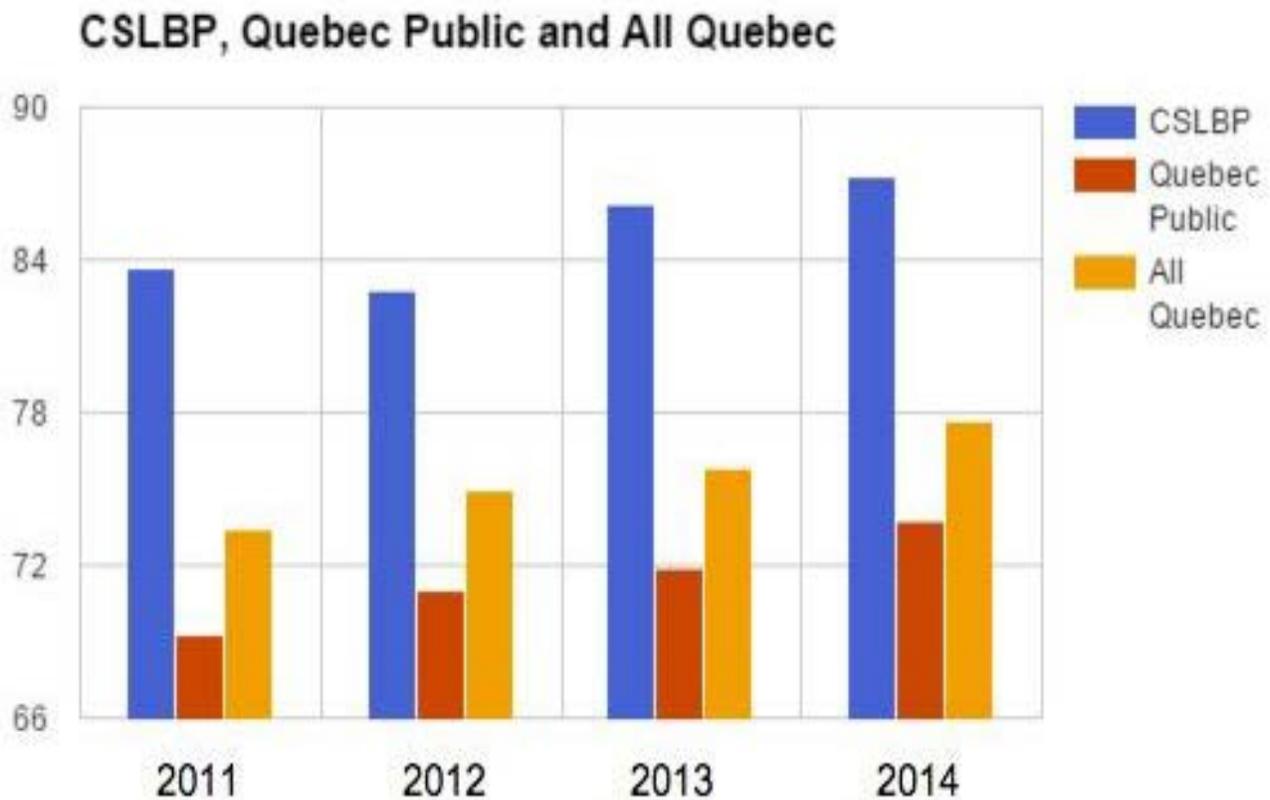
## **Goal 1: Increased Graduation and Qualification Rate**

### **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	2015 Result
1	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	91.6	96.18	94.9
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	94.03
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)	90.4( Eng ) 97.5( 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 continued surpassing our targets in History/Histoire and both Sciences, and fell just short in Math.
- Math results continue to be strong in our advanced groups, but slipped slightly in CST.
- We continue to experience significant increases in Science, in General and even more so in Applied.
- The June History results were 2% higher than the previous year while Histoire was 6% less successful than 2014.
- 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 95.5 which is slightly lower than it was last year ( 1% less ) and is still significantly higher than the board average. We did have a number of students who we have been working with since Secondary 1 whom we anticipated would have some difficulty with the MELS uniform exams, and overall they did quite well. Our Annex math classes had started in Secondary 2 in the past, but this year we have identified students coming out of elementary school who are behind grade level, and now have a section of Annex math at Secondary 1. Our TLC program, run out of our Resource department, continues to provide remediation for students we identify as possibly at risk of not being successful. Having a slight decrease in Histoire, but having more students enroll is a school priority. The strong showing in Applied Science has led us to offer our tutorials and supplemental exams in the Applied stream for this school year.

## ***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>2015 Result</b>
<b>1</b>	A % increase in the success rate for MELS Secondary 5 results in French reading by 2015	85%	89.25	95.75
<b>2</b>	A 3 % increase in the success rate for MELS Secondary 5 results in French writing by 2015	92.5%	95.27	94.7
<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 surpassed our target in Reading and experienced a slight dip in writing. This was not due to our Base students, who continue to perform exceptionally well, but to a slight dip in our Enrichi students. Our IB or Enrichi students no longer write a complementary exam, but participate in the same type of compulsory exam as our Base students have always written, except at a more difficult level.

**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. This includes contacting all our feeder schools and asking them for the grade 6 exit exam results of our incoming students.
- 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.
- Invited all our Sec. 1 and 2 students to a concert in LaSalle by a Francophone artist.
- Again invited a French Slam Poetry artist to present and involve our Secondary 5 students in a workshop.
- Continued our Francization class for students from out of province or in need of extra help.
- Studied feasibility of offering one section of Francais langue maternelle in Secondary 1 in future.

***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>2015 Result</b>
<b>1</b>	To provide opportunity for students with special needs to visit and explore worksites.		Increase by 1%	<b>8</b>
<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 a weaker French Immersion group.
- St. Thomas now has a 100% French Resource post and this position supports all the French classes on an 'as needs basis' both in and out of the classroom.
- AdHoc meetings continue to take place on a weekly basis and begin with teachers being invited to share concerns they have regarding students, and brainstorm ways to help.
- We continued working with the board Work-Study coordinator, as well as in-school placements that were set up via our Resource teacher. Internal placements include: working in the Science lab and/or library, recycling, and office/classroom work, school supplies, ice making, etc. Outside placements include Papillon and Stuart Hall.
- A goal is to continue having the cycle 1 vice-principal arrange meetings at key points in the year for all teachers of our English Immersion group to discuss strategies to help support students who are academically weak.
- We continued 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, Annex Math, Annex Secondary 4 Science, TLC math support Secondary 1-5. Literacy Secondary 1 and 2, Science support secondary 3.
- Bi-monthly TLC meetings to discuss programs, issues, supports needed for specific students.

### Situation Analysis:

- Academically, we have been very successful in targeting at-risk students and helping them succeed in high school leaving exams.
- Our TLC room has escaped the stigma of being considered a location only frequented by special needs students, as there is a very good mix of at-risk, high needs, average, and enriched students who make use of the room.

- We need more students considering Work Oriented Pathways and not just Adult Education.
- We need more programs and emphasis on students suffering from stress and anxiety.
- We will not be repeating organizing a weaker French Immersion group.

## ***Goal 4: Promoting Wellness in a Safe and Caring Community***

### ***School Board Context***

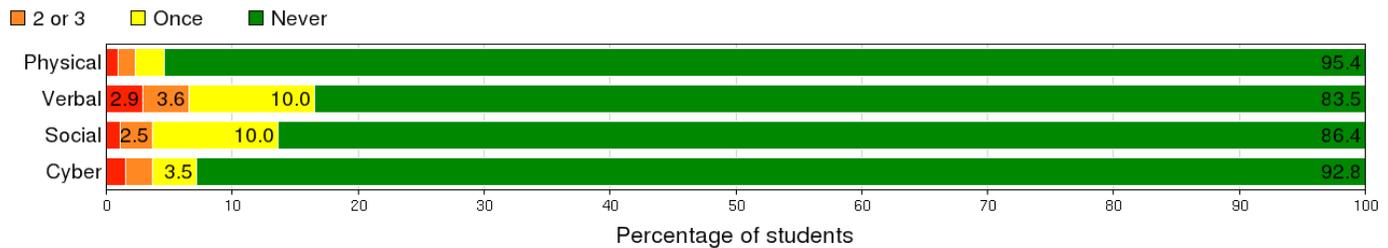
Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools are working towards implementing the Healthy 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>2015 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		
<b>3</b>	Complaints: Bullying/Violence	N/A	0	2

# School Results

## Bullying by Type



Results from St. Thomas' Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 10 % which is well below the reported Canadian Average of 23%.

Of these students 30% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by ~5% and ~6.5% respectively. Students identify break periods (48%) and after school (32%) 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.

Of the reported cases all were resolved satisfactorily 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.
- With assistance from a parent, we began composting in the cafeteria.
- 3/6 days, there is now a cycle 2 Leadership class 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.
- All our students had a theatrical presentation by the Geordie Theatre company entitled Offensive Fools which challenged them to critically reflect on their use of language which may be offensive in school and on-line.

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

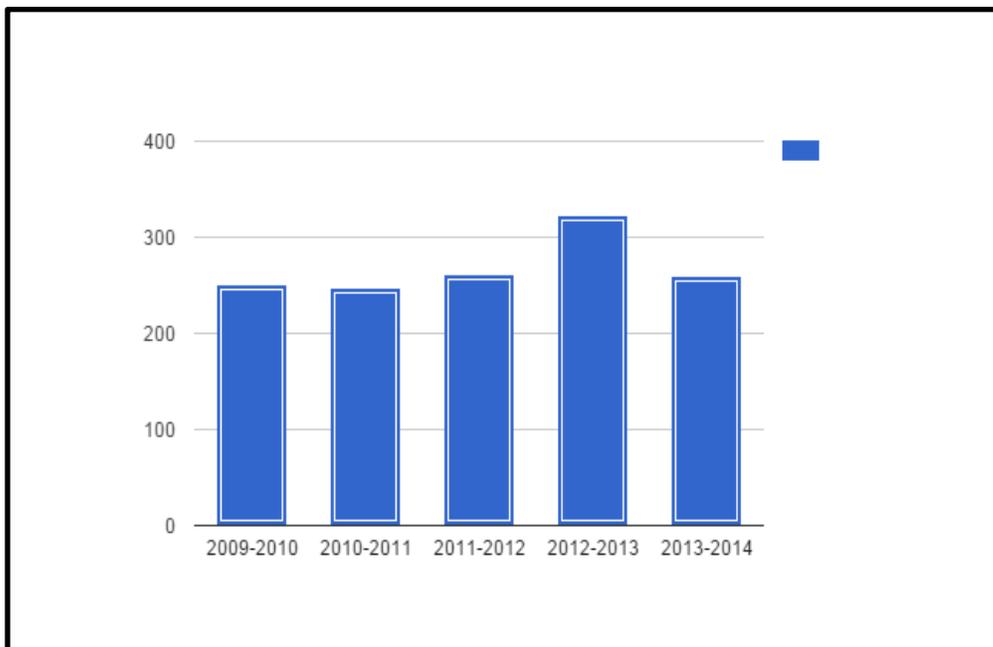
### ***Under 20 Years of Age in Vocational Training***

#### ***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 have 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.
- We continued with Career Day, Take Your Child to Work Day and the Tech/ Voc Roadshow.
- Our POP and Entrepreneurship options still have considerable content directed towards Vocational Education as an option.

### 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.

**Other School Objectives**

**School Results**

<b>Other School Objectives:</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>Result</b>

**Level of Accomplishment:**

**Situation Analysis:**