



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson



Riverview Elementary School

ELEMENTARY ANNUAL REPORT 2017-2018

Riverview Elementary

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

*Engaging learners
for life*

Introduction

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines its priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education and Superior Education by its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.



School Portrait

Riverview	2017-2018
School Capacity	378
Program(s)	Early French Immersion
Total Number of Students Registered	225
Total Number of Students Registered in Daycare	60 regular 17 sporadic
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	31

School Mission/Vision

Riverview Elementary School is an early French Immersion School located in the Western part of Verdun. We have approximately 225 students registered at the school. Students primarily come from the Verdun/Nun's Island area, but there are also students that come from Ville Emard, Pointe St. Charles, St. Henri, Lachine and LaSalle. Riverview is also a Community Learning Centre School which has community partner offering workshops and activities designed to enhance and enrich the lives of students and parents.

Riverview Elementary is committed to engaging, empowering and educating every student in our care so that every student has an opportunity to experience academic and personal success.

Riverview Elementary seeks to

- Create a school climate whereby everyone is valued, respected, healthy and safe
- Provide an environment that promotes academic success for all students
- Develop problem solving and critical thinking skills
- Teach its students to be proficient with the use of technology
- Foster and promote bilingualism
- Collaborate with families and community partners in the development of the school's mission and vision

Goal 1: Increased Graduation and Qualification Rate

School Results

DIRECTION 1: Improving Achievement			
Objective B: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	Target 2019	2018 Result
Average of End of Cycle III Elementary Math exam.	70.8% June 2015 LBPSB Uniform Cycle III Exam	70%	63.78%
Success rate End of Cycle III Elementary English Language Arts exam	84% June 2015 LBPSB Uniform Cycle III Exam	maintain the baseline from June 2015	91.18%
Success rate End of Cycle III Elementary French exam	88% June 2015 LBPSB Uniform	maintain or improve baseline set in 2015	80.41%

Future Directions



In analyzing our objective for Math, our data team discussed the possible reasons for not meeting our intended goal. Possible reasons may include the formative tests and evaluations done throughout the year are significantly different from what the students see on the MEES exams, the difficulty of the year end math exam, the difficulty of students to retain math concepts and strategies particularly with the situational problems. Some of the students are not functioning at level and therefore struggle to understand the word problems on the exam. Seeing that we are a TIPPS school much of our student population has weak executive functioning skills. Our students can achieve academic success only when they are ready and receive appropriate support.

The time allotted for Ministry exit exam was insufficient due to the fact we are an immersion school and see students once every other day.

We continue to have math taught every day at all levels. Our teachers, continue to use technology as a way to engage the students in understanding the math requirements. This includes software applications such as reflex math. Parents are now asked to contribute to the cost of the math

workbook as part of the school fees. This enables the student to write directly in the workbook which aids in their effort to retain the material taught.

Our strategies include the possibility of incorporating a math literacy built in the timetable similar to francization and media literacy. Although we are an immersion school, we may have to look at the possibility of having math taught in the mother tongue of the students in order that important facts are grasped in the early grades. Finally, it is important that scheduling allows for one hour of math every day for everyone.

We will continue to use strategies such as promoting the French language through field trips, guest speakers, and cultural activities as well as the program “La grammaire de la phrase en 3D” and “Le récit en 3D” and daily French reading in the classroom.

Additionally for ELA, we will continue to promote the Love of Reading, implement early English Enhancements at the younger levels, have daily silent reading and continue with the use of Daily 5 in the classroom.



School Results

DIRECTION 2: Ensuring Wellness			
Objective A: To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline 2013	Target 2019	2018 Result
Number of specific initiatives promoting healthy lifestyle choices.	3	8	7

Future Directions

Getting students moving and being physically active is an initiative that stems from the Quebec Government. It takes natural sense to encourage as much physical movement and activity during the course of the day.

This is the second year Riverview has adopted the program called My Daycare is Physically Active which encourages at least one hour of movement for students enrolled in the Daycare program.

Students who have difficulty during the course of the day have the opportunity to start their day by coming to the gym for our skipping program. There they learn to jump start their day by moving through skipping, running, rope turning while learning basic skills such as taking turns, encouraging each other and follow instructions.

Through our CLC, we see students participating in lunchtime and after school activities that also promotes physical wellness. Some of the activities include: floor hockey, girls sports club, karate and soccer.

Additionally in our Daycare, our students are taught nutrition and how to eat healthy through the weekly cooking program. In addition, through the CLC we had a foodie green club where students once again learned how to eat healthy as well as a collective garden where parents had the opportunity to come and help tend to a community garden where they were able to take home the fruit of their labours. Animators of the Community Garden also came into the classroom to teach the students about planting, gardening and choosing healthy foods to eat.

Specific initiatives to get students moving included: Defi Pierre Lavoie, Terry Fox Run, Carnival Week, Field Day, Walkathon, CLC activities and morning skipping.



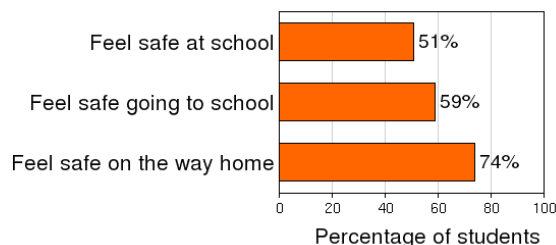
School Results

DIRECTION 2: Ensuring Wellness			
Objective B: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	Target	2018 Result
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).	24.3% Girls 15.6% Boys Did not feel safe attending school June 2015	20% Girls 13% Boys by October 2019	22.9% Girls 30% Boys

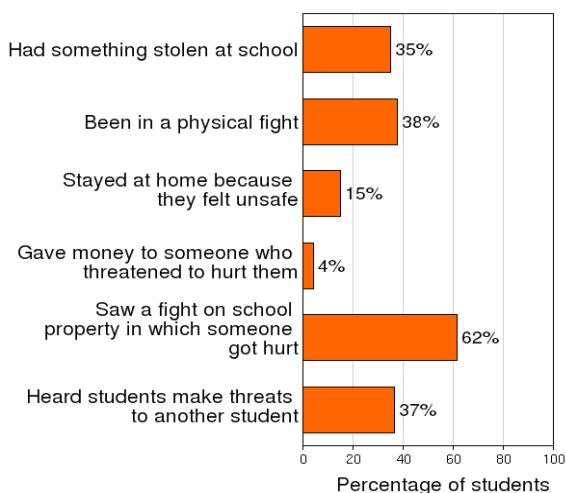
Future Directions

A safe school environment is critical for students' learning and well-being. Schools are safer when school staff, students, parents and community agencies work together to prevent bullying and exclusion.

Students were asked whether they felt safe at school, and safe going to and from school. Overall, 22.9% of girls and 30% of boys in Riverview indicated that they did not feel safe at school. A further 14.3% of girls and 30% of boys indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school. The graph belows shows the percentage of students that felt safe at school.



Some of the ways that we are working to increase the levels of safety that the students include speaking with them in their classes about what makes them feel less safe, working with the socio-community officer, have a mentoring program between older and younger students and looking at implementing a walk safe program.



This graph shows students' responses to six other questions to how safe they felt at school. Having school yard buddies is also an integral way to increase the percentage of students who feel safe at school. The key is to create safe and caring relationships within the school so that this could spill over to after school and in the community at large.

School Results

DIRECTION 3: Strengthening Engagement			
Objective A: To have our students engaged in their learning.			
Indicator	Baseline	Target	2018 Result
Tell Them From Me Socio-Emotional Outcome Students Interested and Motivated.	Baseline: June 2015 83% of boys 89% of the girls were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.	Maintain or improve levels by 2019	80% of the girls and 74% of the boys in this school were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.

Future Directions

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". 1 It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning.

Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement effects learning and learning effects engagement.

The results show that the great majority of our students are motivated in school. It is unclear exactly what factors help them feel so motivated. However, we can consider that the following factors may have a positive influence:

- The different activities involving the students might have brought them to develop a strong sense of belonging.
- The students may feel they have a good connection with their teachers.
- The different extracurricular activities has probably given them the desire to be part of them.
- The fact that we are moving towards incorporating more technology through our STEAM approach may also be an incentive to students becoming more engaged with their learning.

We will continue promoting and adding activities that reach a variety of interests through CLC and also at the school and classroom levels.



1. Williams, J.D. (2003). Student engagement at school: A sense of belonging and participation. Paris: Organization for Economic Cooperation and Development.

DIRECTION 3: Strengthening Engagement			
Objective B: To have our students engaged in the world around them.			
Indicator	Baseline	Target	2018 Result
Number of activities that promote global citizenship and environmental awareness	June 2015 2	June 2019 6	12

Not only is it important to have the students involved in their learning, but it is equally important to have students engaged in the world around them. This gives them a context to their learning and helps them to realize that they are part of something bigger and broader than what the school walls contain.

Field trips, trips in the community and even visits to local high schools all help to provide rich opportunities for the students to engage in their world. When planning lessons, teachers are encouraged to incorporate learning experiences outside the school. A few of these outings included:

- WE day at Theatre St. Denis
- Town Hall meeting with the Mayor
- Montreal Science Centre (Indigenous exhibit)
- Beurling Science Fair
- C- for coding
- Teen Zone
- My Day at McGill
- Jouvence
- Un plante de tomate a la fois
- Artful upcycling program
- Youth Fusion (Canadian Arctic Climate)
- Black light theater production (Verdun library)
- French club and Verdun Library

