



Commission scolaire English-Montréal

English Montreal School Board



EDUCATIONAL PROJECT
WESTMOUNT HIGH SCHOOL
2019-2022

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1. The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The educational project of a school makes it possible to share, with all its educational stakeholders (students, parents, teachers other school staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

2. Legal and Regulatory Framework

Article 36 of the Education Act states,

“In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study. A school shall pursue its mission within the framework of an educational project.”

The Education Act describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

3. Groups that Collaborated in the Development of the Project

- The Governing Board of the school
- The school team, composed of a cross section of staff members, led by the principal

4. Groups Consulted in the Development of the Project

- The Governing Board of the school
- The school's parent community at large
- Community representatives
- Students
- All staff, including, teachers, professionals, and support staff

5. School Profile

Westmount High School has approximately 875 students from Secondary 1 to Secondary 5 and is located in an urban setting. The student population is comprised of both English and French speaking families, from over fifty linguistic communities dispersed in the Greater Montreal area. The students come from varied socio-economic backgrounds, ranging from a small minority being affluent, to a majority being middle class, with a significant minority (30%) living close to or below the poverty line. The *Indice de milieu socio-économique* (IMSE) rating for Westmount High School is a 7, with 10 being the maximum rating attributed to the most underprivileged student body according to the school population map and Statistics Canada (Census 2016). The proportion of single-parent families is about 40%, with many parents working two jobs. Student absences and truancy fluctuate depending on familial responsibilities throughout the year.

The population of Westmount High reflects the full spectrum of diversity of the Greater Montreal area across all indicators. The school embraces a notion of acceptance and celebration of differences and strives for inclusion of all members of the school community. The school has both gendered and gender-neutral washrooms. The school facility is wheel-chair accessible for the most part and enjoys a partnership with the MacKay Satellite class who contribute immensely to school spirit through participation in the Leaders on Wheels and Big Buddies programs.

The school offers two programs: a regular English program and a French-immersion program (langue maternelle-FLM with a possibility of langue d'enseignement-FLE), aimed at supporting students in enriched French and other subjects taught in French. Potential FLE students sit for a qualifying exam to determine which pathway would best suit their educational needs. Additional resources aimed at supporting literacy across the curriculum were made available to help the growing population of international students attending Westmount High School. Students in cycle 1 (in both English and French-Immersion) are instructed by a Core teacher in History, Geography, Study Methods and the primary language of instruction, be it either English or French.

Six Advanced Placement (AP) courses are taught at Westmount High School: Calculus AB, Comparative Government and Politics, English Literature and Composition, Environmental Science, French Language and Culture, and Psychology. There are also numerous pre-AP courses that prepare students to meet the rigorous AP standards. Students register for AP courses based on aptitude, interest, and teacher recommendation. AP students voluntarily challenge the exams offered in May of each year; and are awarded Advanced Placement exam credit if they are deemed successful on their exams by the College Board. Designated as an official Advanced Placement Exam Testing Centre, the school accepts both internal and external exam registrations.

The school is led by one principal and three vice-principals. The teaching staff consists of sixty-three teachers, several of whom have all or part of their schedule dedicated to providing support for students during resource periods. Additionally, Westmount High School has two guidance counsellors, a part-time spiritual and community animator, three full-time tutors, two interpreter technicians and twenty-two childcare workers (including both attendants for handicapped students and special education technicians) who assist with following up with students and daily intervention in the classroom. Three full-time secretaries, one part-time secretary, a programmer, four caretakers, a part-time librarian, a library technician and three cafeteria workers support the administrative team. Two lab technicians ensure that the science and technology labs are safe and productive learning environments. One full-time student supervisor plays a crucial role in keeping the school's hallways safe and supporting students who may need help. In addition, through community partnerships, Westmount High School also has a part-time social worker and a part-time nurse from the CIUSSS, and two part-time youth and addictions counsellors from Chabad Lifeline (a non-secular organization dedicated to helping individuals and families affected by addiction), as well as a partnership with the YMCA that provides support services to students through the Pathways and Alternative to Suspension programs.

Parental involvement is seen as integral to the school's ability to respond to the changing needs of students. Over the years a collaborative culture has developed between teachers, administrators and parents. Parents are very involved, participating in school governance, actively fundraising and volunteering as needed. The school continues to identify opportunities to encourage new parents to participate in their child's education in a positive manner. The Parent Participation Organization (PPO) provides parents and guardians with the opportunity to be an active and vital part of the school community. This includes being present at both Open House and Parent-Teacher Interviews. Working in conjunction with the school administration, students, and staff, the PPO orients efforts towards helping Westmount High School meet important needs, holding monthly meetings at the school, to which all parents and guardians are welcome to attend. The PPO decides in collaboration with the administration how the money raised through ongoing fundraisers, like the Grab-A-Seat campaign and the Annual Pasta Dinner, will be spent. As well, some of the money raised is used to fund graduate scholarships.

The population of students in the school is quite varied in both socio-economic status as well as behavioral and academic needs. Approximately 20% of the student population have an Individualized Education Plan (IEP) and/or an educational code and are considered students with special needs. About 35% of students in school receive additional support with learning, linguistic, and social/emotional challenges. Given that high school is a time

of transition in a child's development, following up regularly with students can help them acquire good organizational skills and supports students in their emotional well-being. To facilitate their transition to high school, Grade 7 students are associated with a member of the Prefect Board who acts like a mentor (Big brother/Big sister) supporting them throughout the year. The STEP resource center is open 36 periods per 9-day cycle as well as before school, at lunch, and after school. The center provides drop-in or pull-out services to students with IEPs and Action Plans in addition to students requiring intermittent support based on temporary circumstances. As has been the case in the past, there is one full-time teacher assigned to the resource center, and for the 2018-2019 school year, additional teachers were assigned part-time which tremendously improved support to students.

Furthermore, select students in Cycle One also receive services in classroom situations from trained resource teachers who provide adapted curriculum to students. Four such Core sections are currently in operation. These classroom situations are limited to Cycle One and are cored (multiple subjects taught by one teacher) and looped (same teacher for entire cycle), and the class size does not exceed 18 students.

Westmount High School is a pilot school for the Response to Intervention (RTI) model. Currently, school-wide recuperation is being incorporated as tier 2 intervention for academic delays. This is available to all students at lunch in Math, Science, Social Science, English and French at all grade levels. Students requiring more support need a resource teacher's help to learn lagging essential knowledges.

Other student services include: The Underground after school tutoring drop-in centre (3 days a week); Trevor Williams Kids Foundation that offers students a more structured tutoring environment where attendance is mandatory (2 days a week); and the STEP Booster Program that allows parents to get daily feedback on any behavioural or academic issues their child may be facing.

Physical education, health and athletic activities are an important focus of the school. Westmount High School maximizes the use of one large gymnasium by using a partition to hold two Physical Education classes each period of the day. The school also enjoys the use of the Westmount Athletic grounds behind the school which is a beautiful green space shared with other local schools and community teams. Sports teams' open gym time begins an hour before classes in the morning. At lunch, students are welcome to participate in intramural events. In addition, the school has a fully-functional fitness center equipped with cardio and aerobic machines, weight training equipment and a group fitness studio area. Cycle 2 students are invited to train in the fitness center under supervision of staff members at lunch. After school, teams meet to practice for competitive sports. Partnerships with community organizations provide opportunities for students to practice sports such as hockey and curling at community facilities. On game days, members of the school community attend as spectators to support the home team. Sports have become an important element of the school culture, as teachers and support staff coach and mentor students in these extra-curricular activities. This has greatly assisted in creating a climate of collaboration, a sense of belonging and school spirit. Athletic accomplishments are celebrated in June at the annual Westmount Athletic Banquet.

As part of the weekly schedule, school days begin at 8:20 am except Wednesdays where all classes start at 9:30 am. Wednesday mornings are reserved for teachers to work in Professional Learning Communities towards school improvement within their subject areas or grade level. Some of this time is also used for professional development activities for staff members. Every school day ends at 3:06 pm.

Each classroom at Westmount High School is equipped with a SMART board and each teacher with a laptop to assist in integrating technologies. There are three mobile computer labs that are available upon request. There is also one dedicated computer lab which is home to the school's robotics program. Two sets of iPads are also available upon request. The staff regularly continues to explore new methods of teaching with these tools and with some specialized software. Online books are widely accessible to all students through the School Board's virtual library which complements the school's library. The school's website provides a variety of information about the school and its legacy. This includes the school's calendar of events, daily bulletin, and social media posts, as well as other relevant information.

Student groups play a significant role in the life of Westmount High School. The Prefect Board members act as the school's student ambassadors, and mentor Grade 7 students. Student Council organizes a variety of events including, among others, Wacky Olympics, the annual food drive and Family Breakfast.

Westmount High School and the Student Council, along with the generous donations from Fondation Générations, ensure that all students have access to the nutritious food they need. The Breakfast Program provides free breakfast to all students on a daily basis (except the late start Wednesday). The CAPS program provides subsidized lunches to any student who register to the program, as well as fruit and snacks to any hungry student. The Student Council, through the donations from Fondation Générations provides free lunches to students in need.

Throughout the year, Westmount High School holds a number of events to celebrate student achievement and their connection to community. These include academic awards assemblies, a Remembrance Day ceremony, Black History Month, and an annual family breakfast where Student Council, leadership classes, the Prefect Board and staff prepare and serve breakfast to between 1300 and 1500 members of the school's community.

During their time as students at Westmount High School, students are offered opportunities to expand their cultural horizons by participating in school trips. In Grade 7, there is a three-day winter camp. In Grade 8, there is a trip to Kingston, Ontario. In Grade 9, there is a sugar shack trip. In Grade 10, there is a trip to Quebec City. Every year, the Grade 11 class is consulted on the location for their grad trip. In addition, there is an annual Europe trip open to senior students and the Ecological Choices Health and Outdoors (ECHO) class annual camping trip.

The OurSCHOOL Survey is administered once a year and provides feedback to the staff and administrators about student perceptions of their daily lives. In recent years, this survey has been used to inform collaborative effort towards supporting students. Through information collected in the survey, the school has implemented changes to the uniform policy, added to the uniform itself, created a gender-neutral washroom in the school, as

well as introduced grade-specific experience-based workshops to each grade level. The staff and administrators remain dedicated to supporting Westmount High School students and will continue to keep the lines of communication and respect open.

In addition to following the School Board's safe school policy and procedures, Westmount High School has implemented anonymous reporting of bullying incidents on the school's website, developed safe spaces for students who need it, and have organized visits from community partners (e.g., SPVM, SHINE, Maison Jean Lapointe and Black Theatre Workshop, to name a few).

Westmount High School's Management and Educational Success Agreement (MESA) contains the five goals determined by the School Board, complemented by objectives, strategies and targets determined by the school. What follows is a summary of the successive annual reports of the school, including the most recent 2017-2018 report.

- The graduation rate for secondary 5 students has increased from its baseline of 83.1% in 2015-2016 to 87.6% in 2017-2018.
- The success rate in the secondary 4 Mathematics (CS&T) has increased from 50.0% in 2014-5 to 73.5% in 2017-8.
- The success rate in the secondary 4 Mathematics (SN) has increased from 80.0% in 2014-5 to 89.5% in 2017-8.
- The success rate in the secondary 4 History and Citizenship has increased from 78.0% in 2014-5 to 80.0% in 2016-7.
- The success rate in the secondary 4 Histoire et éducation à la citoyenneté has decreased from 96.4% in 2014-5 to 88.2% in 2016-7.
- The success rate in the secondary 4 Science & Technology has decreased from its baseline of 87.4% in 2016-7 to 86.5% in 2017-8.
- The success rate in the secondary 5 FLS (de base) reading component has decreased from 93.9% in 2014-5 to 79.6% in 2017-8.
- The success rate in the secondary 5 FLS (de base) writing component has decreased from 98.3% in 2014-5 to 86.0% in 2017-8.
- The success rate in the secondary 5 FLM reading component has decreased from 100% in 2014-5 to 91.0% in 2017-8.
- The success rate in the secondary 5 FLM writing component has decreased from 100% in 2014-5 to 94.0% in 2017-8.
- The success rate in the secondary 5 ELA reading component has increased from 89.6% in 2014-5 to 95.8% in 2017-8.
- The success rate in the secondary 5 ELA writing component has increased from 96.1% in 2014-5 to 98.9% in 2017-8.
- The graduation rate of secondary 5 special needs students decreased from 93.3% [42/45] in 2014-5 to 81.3% [26/32] in 2017-8.

6. School Mission

Westmount High School is located in downtown Montreal and serves a multicultural student population whose cultural and religious diversity is celebrated. The school's community is welcoming and actively promotes the values of equality, inclusion and respect for fundamental human rights. The school encourages the highest level of academic achievement possible for each student by offering a wide range of academic programs and a variety of learning experiences. The school strives to promote bilingualism and full integration and participation in Quebec culture and society. The school's primary goal is to serve the needs of the individual student. Self-expression, self-discipline, and self-fulfillment are encouraged. The school's staff strives to give each student the support needed to succeed, while maintaining a safe environment that is conducive to learning. Westmount High School promotes the active participation of all its stakeholders and recognizes the need to foster a strong partnership between the school, parents and the community at large.

7. School Values

Westmount High School believes in:

- Education as integral to a complete and fulfilling life;
- A positive school environment for students and staff from all cultures and backgrounds;
- Meaningful instruction and the pursuit of lifelong learning;
- Building character by promoting respect for self, community and the environment;
- Public institutions that are secular and neutral while respecting the fundamental rights and freedoms of individuals.

The Consultation

Please refer to Appendix 1 for a detailed methodology of how the consultation was enacted.

Some of the strengths and challenges that emerged from the consultation were as follows:

- there was a general consensus that students were well prepared for life after high school, both academically and socially
- a concern was expressed about the transition of students with special needs after high school
- parents, students and staff expressed a great satisfaction with the current programs offered and their delivery
- given the resources available, the challenge of meeting the wide range of student needs to accommodate the diversity of the school's population that varies from year to year
- concerns about modifying some of the building's infrastructure to meet the changing needs of the students population

8. Alignment to the EMSB’s Commitment-to-Success Plan

The school’s educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the EMSB’s Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the EMSB’s Commitment-to-Success Plan.

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

While the School Board is able to report on a 7-year cohort as a result of tracking information obtained from the MEES, a school is only able to report on the success of their secondary 5 students at the end of a given academic year. The school’s graduation rate is determined by dividing the total number of secondary 5 students who receive a first diploma (SSD) by the total number of secondary 5 students who were registered for the year.

Table 1: Graduation Rate of Secondary 5 Students

Year	Graduation Rate (%)
2015	73.3 (anomalous)
2016	83.1
2017	84.0
2018	87.6

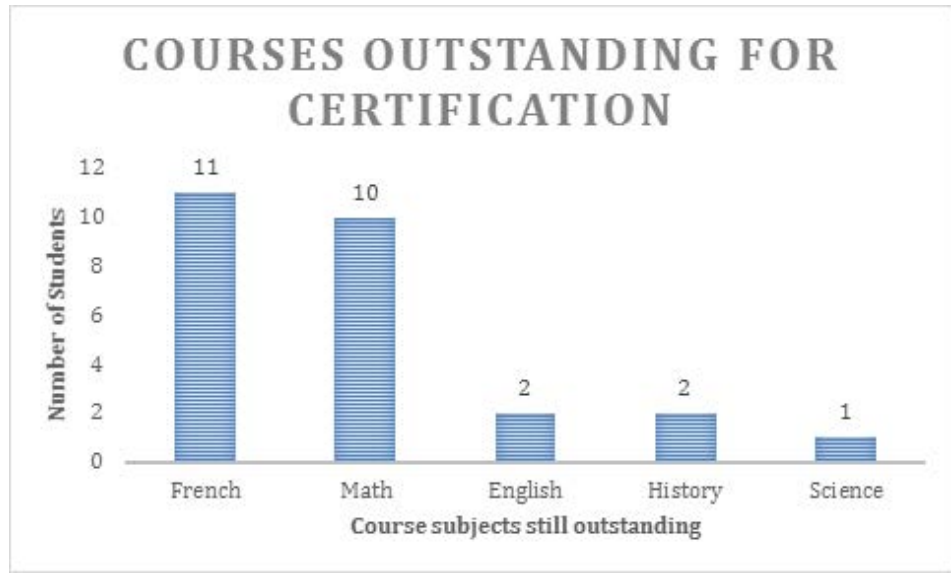
In the past, four objectives were identified as areas where the MESA team agreed improvement was needed to ensure an increase in the overall success rate measured in Goal 1. Last year, success in the Secondary 4 Science & Technology course was added as a target area to increase success (for International and out-of-province students arriving in Secondary 5) as well as to establish a baseline to measure the impacts of proposed changes to the instructional model.

During the 2017-18 academic year, of the 194 students who wrote the Secondary 5 final exams, 24 students did not fulfill the graduation requirements. In order to identify areas requiring attention, the MESA team looked at the 24 non-graduating students to determine why they did not graduate.

Of these 24 students, 4 students were International students (either studying in Canada on a study permit for 1 year or temporary stay students who accompanied their parents for work or studies) who are classified internally as *visiting students*. These students do not have the objective of graduating with a high school diploma from Quebec, and therefore do not attempt to accumulate the credits and courses necessary to meet the requirements of a diploma (for example, they arrive in Secondary 5 and follow a Secondary 5 program of study so they do not attempt to pass the Secondary 4 History or Science & Technology courses, and sometimes (depending on their electives) the Art course required for certification). These students add depth and diversity to the classroom environment for the year of their stay here in Canada. They do negatively impact the graduation rate.

Factoring out the 4 students who were registered on September 30th and who had no intention of graduating, the graduation rate approaches the target, that is, $170/190 = 89.5\%$.

The remaining 20 students had, as their intention, the attainment of a Secondary School Diploma (SSD), and fell short due to the inability to pass one or more of the certification requirements. The graph below summarizes the courses that are still outstanding for those 20 students who did not meet certification requirements. Some students are missing more than one course to achieve their SSD.



In determining the baseline, the school used the weighted average of the graduation rates for the last three years. The baseline is 85.1%.

School Objective 1: To increase the graduation rate of secondary 5 students registered for the year who obtain their first diploma (SSD) from a baseline of 85.1% in 2018 to 90.0% by 2022.

Subjects:

Table 2: Global Success Rates in Secondary 4 Mathematics (CS&T), Science & Technology, History of Quebec and Canada* and Histoire du Québec et du Canada for Westmount High School and EMSB (%)**

	Westmount High School Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics (CS&T)	50.0	69.8	60.2	73.5	50.8	68.1	63.3	67.8
Science & Technology	88.0	90.4	87.4	86.5	77.0	79.3	87.2	85.5
History of Quebec & Canada*	78.0	77.0	80.0	75.0	65.5	77.8	74.6	78.0
Histoire du Québec et du Canada**	96.4	96.9	88.2	91.2	88.3	92.4	94.6	96.9

Source: Charlemagne, 2018, LUMIX, 2018 and DBMS, 2018

*Prior to 2018, History of Quebec and Canada was called History and Citizenship Education.

** Prior to 2018, Histoire du Québec et du Canada was called Histoire et éducation à la citoyenneté.

Secondary 4 Mathematics Cultural, Social & Technical (CS&T)

EMSB Objective

To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.

Table 3: Global Success Rates in Secondary 4 Mathematics (CS&T) for Westmount High School and EMSB (%)

	Westmount High School Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics (CS&T)	50.0	69.8	60.2	73.5	50.8	68.1	63.3	67.8

Source: Charlemagne, 2018

Secondary 4 Mathematics (CS&T) is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. The success rate of Secondary 4 Mathematics (CS&T) continues to be monitored carefully (see Table 3). The overall increase and the general upward trend in the success rates of Secondary 4 Mathematics (CS&T) since the 2015 baseline year is encouraging. Recall that for moderated exams such as that of Secondary 4 Mathematics (CS&T), if a student performs better on the final exam than the school mark, the exam mark prevails and is recorded as the students' final mark for that competency. In addition, uniform exams are subject to moderation, where a class's school mark is adjusted (increased or decreased) to better reflect the performance and distribution of the final exam (assumes the final exam is a perfect measure). The School Board success rate in the course rose by 17.0% from 2015 to 2018, however the Westmount High School success rate rose by 23.5%.

It is thought that the increased success rate in the Secondary 4 Mathematics (CS&T) course is positively affected by the following:

1. Increased predictably of the nature of the questions leading to more focused training for success on the final exam.
2. The practice exam in May, distributed by the School Board, accurately predicted the objectives of the final exam and, therefore trains the students for success.
3. Tutorials throughout the year and the intensive tutoring sessions prior to the exam to consolidate knowledge.

Last year (2017-18) was the second year that students in the Math Lite 306 program were allocated an additional 3 periods of instruction per 9-day cycle. The purpose of the Math Lite 306 program (which has a reduced topic-load) is to preview topics from Secondary 4 Mathematics (CS&T) to give students a better chance of success in Secondary 4 Mathematics (CS&T). The admission criteria in this program is previous failure in math (students who have not successfully completed Cycle 1 math requirements but who are nonetheless promoted on the basis of grade-level promotion policies). The success rate in Secondary 4 Mathematics (CS&T) will be tracked for these students in particular, who tend to also be students with IEPs. It will be important to note if this strategy has a profound effect on helping achieve the target of 80.0%. An early analysis of the success of this program looks positive, with the success rates of the Math Lite 306 students being similar to that of students who previously studied the traditional Math 306 program. Data must continue to be gathered to evaluate the efficacy of this modified programs.

Nevertheless, there is room for improvement, and therefore the school has chosen to focus on increasing the Secondary 4 Mathematics (CS&T) success rate. In determining the baseline, the school used the average of the success rates for the last four years. The baseline is 63.4 %.

School Objective 1.1: To increase the global success rate of students in secondary 4 Mathematics (CS&T) from a baseline of 63.4% in 2018 to 80.0% by 2022.

Secondary 4 Science & Technology

EMSB Objective

To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.

Table 4: Global Success Rates in Secondary 4 Science & Technology for Westmount High School and EMSB (%)

	Westmount High School Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Science & Technology	88.0	90.4	87.4	86.5	77.0	79.3	87.2	85.5

Source: Charlemagne, 2018

Secondary 4 Science & Technology is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In view of the fact that modifications are being made to the manner in which the content of the Secondary 4 Science & Technology course is being delivered, specifically to increase success in the understanding of the technological world of the course and exam, a baseline is established this year which will be used to measure the success of this new technique.

Unlike for the language and history courses, international students are not grouped for targeted strategies in the Secondary 4 Science & Technology course; these students are fully integrated. Despite a slight rise in the number of international students in secondary 4, the success rate in the course remains stable. The effectiveness of strategies for the technological world will be evaluated in the second year of implementation.

In determining the baseline, the school used the average of the success rates for the last four years. The baseline is 89.1%.

School Objective 1.2: To increase the June global success rate of students in Secondary 4 Science & Technology from a baseline of 89.1% in 2018 to 92.0% by 2022.

Secondary 4 History of Quebec and Canada/Histoire du Québec et du Canada

EMSB Objective

To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from 74.6% in 2017 to 78.0% by 2022.

To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada greater than 90% through 2022.**

Table 5: Global Success Rates in Secondary 4 History of Quebec and Canada*, and Histoire du Québec et du Canada (%)**

	Westmount High School Success Rates				EMSB Success Rates			
	2015	2016	2017	2018*	2015	2016	2017	2018*
History of Quebec & Canada*	78.0	77.0	80.0	75.0	65.5	77.8	74.6	78.0
Histoire du Québec et du Canada**	96.4	96.9	88.2	91.2	88.3	92.4	94.6	96.9

Source: Charlemagne, 2018, LUMIX, 2018 and DBMS, 2018

**Prior to 2018, History of Quebec and Canada was called History and Citizenship Education.*

*** Prior to 2018, Histoire du Québec et du Canada was called Histoire et éducation à la citoyenneté.*

Secondary 4 History of Quebec and Canada is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. The success rate increased from 78% in 2015 to 80% in 2017, and then decreased slightly with the introduction of the new history course in 2018. While success rates reflect a variety of factors including the level of language acquisition of international students, the strength of a given cohort of students and the level of difficulty of the Ministry exam, some local factors which may explain the increase in the English stream success rates include special classes for international students with a strong focus on vocabulary and a large number of after-school tutorials. In 2018, the school success rate was lower than the School Board results.

Secondary 4 Histoire du Québec et du Canada is a compulsory course for graduation in the French-immersion stream. The success in this course has a direct impact on the graduation rate. Table 5 shows the success rate has decreased with the introduction of the new history course in 2018 from 96.4

% in 2015 to 91.2% in 2018. In 2018, the school success rate was lower than the School Board results. As there has been little change in the way French immersion students are taught or the level of support they receive, the fluctuation in these success rates can be attributed to individual students as the group size is relatively small in this course (always less than 50 students).

Student success rates for the 2018-19 school year in the new history curriculum will represent a baseline for future study. In determining the current baseline, the school used the success rates for 2018 (the first year of the new history curriculum).

School Objective 1.3: To increase the June global success rate of students in Secondary 4 History of Quebec and Canada from a baseline of 75.0% in 2018 to 78.0% by 2022.

School Objective 1.4: To increase the June global success rate of students in Secondary 4 Histoire de Québec et du Canada from a baseline of 91.2% in 2018 to 94.0% by 2022.

Orientation: Equity among Various Groups

EMSB OBJECTIVE

Equity

To reduce the gap in success rates between males and females from 8.2% in 2016 to 6.2% by 2022.

The EMSB's Commitment-to-Success Plan addresses the gap in graduation rates between:

- regular students and students with special needs
- advantaged and disadvantaged schools
- first generation immigrant students and non-immigrants
- males and females

For the aforementioned equity issues, the first three are difficult to compare using data because of the small sample size within each school and for each particular issue. The use of percentages in reporting on the success rates for a small sample size group can be misleading since a small change in numbers may produce a large fluctuation in the percentage. Because of the small sample size at the school level, the school will not address the first three issues.

The school's educational project will only address the gap between males and females in graduation rates because these numbers are comparable.

Table 6: Graduation rates of males and females and the gap between them for Westmount High School (WHS) and EMSB (%)

	Westmount High School Graduation Rates			EMSB Graduation Rates		
	2016	2017	2018	2016	2017	2018
Total	145/160 90.6	151/175 86.3	171/194 88.1	86.9	86.1	84.4
Males	85.2	82.7	90.6	82.8	84.7	82.5
Females	97.2	88.6	84.1	91.0	87.8	86.4
Gap (females – males)	12.0	5.9	-6.5	8.2	3.1	3.9

Source: LUMIX, 2018 and School-based tracking for Graduates at WHS, 2018

Table 6 shows that the overall graduation rates of Westmount High School and of EMSB decreased by 2.5% from 2016 to 2018. There was a decrease in the graduation rates for Westmount High School males from 85.2% in 2016 to 82.7% in 2017. However, there was a significant increase the following year from 82.7% to 90.6%. There was a significant decrease in the graduation rates for Westmount High School females from 97.2% in 2016 to 84.1% in 2018. The School Board’s graduation rate gap between males and females has decreased from 8.2% in 2016 to 3.9% in 2018. The school’s gap decreased significantly from 12.0% to -6.5%. The gap between the School Board and Westmount High School decreased from 3.8% to -10.4%.

In determining the baseline, the school used the average of the gaps in graduation rates for the last three years. The baseline is 3.8%.

School Objective 2: To achieve parity of 2% in graduation rates between males and females by 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

To maintain a global success rate of at least 95% in the secondary 5 English Language Arts June MEES Examination through 2022.

To increase the average mark of secondary 5 students in the English Language Arts June MEES Examination from 74.2% in 2017 to 76.0% by 2022.

Français langue seconde (FLS), programme de base et enrichi

To maintain the success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base), Reading Component, through 2022.

To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi), Reading Component from 81.8% in 2017 to 85.0% by 2022.

Secondary 5 English Language Arts

Table 7: Global Success Rates and Global Average Mark in Secondary 5 English Language Arts in the June MEES Examination for Westmount High School and EMSB (%)

	Westmount High School		EMSB	
	Global Success Rate	Global Average Mark	Global Success Rate	Global Average Mark
2015	94.2	70.7	95.3	72.4
2016	96.2	72.8	96.5	73.6
2017	97.1	73.3	96.8	74.2
2018	99.0	73.8	95.1	74.8

Source: Charlemagne, 2018

The Secondary 5 English Language Arts MEES examination is a requirement for graduation. The data in Table 7 shows that success rate of the School Board has been relatively stable at above 95%. At the school level, the success rate increased gradually, from 94.2% in 2015 to 99.0% in 2018.

Table 7 shows that the School Board's average mark has steadily improved from 72.4% in 2015 to 74.8% in 2018. The average mark at the school level has steadily increased from 70.7% in 2015 to 73.8% in 2018. Further analysis of possible contributing factors to this result is required.

In determining the baseline, the school used the average of the global average mark for the last four years. The baseline is 72.7%.

School Objective 3.1: To maintain the global success rate in the Secondary 5 English Language Arts June MEES examination at 95.0% or above until 2022 and beyond.

School Objective 3.2: To increase the global average mark on the Secondary 5 English Language Arts June MEES examination from a baseline of 72.7% in 2019 to 74.5% by 2022.

Secondary 5 Français langue seconde

Table 8: Success Rates for Secondary 5 Français langue seconde (FLS) (de base) Reading Component of the June MEES Examination for Westmount High School and EMSB (%)

Year	Westmount High School Success Rate in FLS (de base) Reading Component	EMSB Success Rate in FLS (de base) Reading Component
2015	93.9	83.0
2016	85.9	83.2
2017	92.4	90.4
2018	79.6	83.2

Source: Charlemagne, 2018

Secondary 5 French Second Language (de base) program is one of the pathways for obtaining graduation requirements. Success in this course has a direct impact on the graduation rate. The school has chosen to focus on Français langue seconde, programme de base, specifically the reading component.

With respect to the FLS (de base) program, there has been a significant drop in the results in 2018. The success rate in Français langue seconde (FLS) (de base) Reading Component dropped from 92.4% in 2017 to 79.6% in 2018.

French continues to pose a challenge for students who are newly arrived in Quebec, either out-of-province or international students. Despite the many measures that have been put in place to support these students, it remains very challenging for students to attain secondary 5 proficiency in one year. That so many were able to do so is quite an accomplishment (of the 83 international secondary 5 students, only 8 did not attain diplomas, 7 of whom required French credits or who are expected to obtain French exemptions). In the FLS (de base) program, the enrollment of international students in their senior years leads to unpredictable results from year-to-year with some students electing to attempt French exams and others asking for exemptions due to the temporary stay status. Teachers and staff will continue the implementation of the strategies put in place with the aim of turning the results back in an upward trend. The introduction of French integration courses has aided in addressing the needs of the large number of temporary stay students to try to expedite their French language acquisition.

In determining the baseline, the school used the average of the success rates for the last four years. The baseline is 88.0%.

School Objective 3.3: To increase the success rate of students in the Secondary 5 Français langue seconde (FLS) (de base) June MEES Examination Reading Component from a baseline of 88.0% in 2018 to 91.0% by 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

A welcoming, safe, and caring living environment:

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from 16.0% in 2017 to 14.0% by 2022.

To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from 59.0% in 2017 to 62.0% by 2022.

To decrease the rate of moderate to high-level anxiety as reported by secondary school students on the OURSCHOOL Survey from 22.0% in 2017 to 20.0% by 2022.

Student Perception of Bullying, Perception of School Safety, and Sense of Anxiety:

Table 9: Student Perception of Bullying, Perception of School Safety, and Sense of Anxiety for Westmount High School (WHS) and EMSB (%)

Year	WHS Bullying*	EMSB Bullying	WHS School Safety**	EMSB School Safety	WHS Anxiety***	EMSB Anxiety
2017	17.9	16.0	71.0	59.0	22.0	23.0
2018	17.5	16.0	71.0	59.0	26.0	22.0
2019	16.9	17.0	69.0	58.0	28.0	24.0

Source: *OurSCHOOL Survey (The Learning Bar)*

*Percentage of students who are subjected to physical, social, or verbal bullying or are bullied over the internet

**Percentage of students who feel safe at school as well as going to and from school

***Percentage of students with moderate or high level of anxiety

A portion of the OurSCHOOL Survey results are presented in the table above. This survey allows students to convey their perceptions of the social atmosphere of the school. Secondary students anonymously complete the survey once a year. The survey covers a variety of subjects including bullying, school safety, sense of belonging, anxiety and relationships with teachers. This survey is one of many tools that schools use to implement the Ministry’s policy on bullying (Safe School Action Plan). Students are asked about their experience in the 30 days preceding the survey.

Table 9 shows the percentage of students who are victims of bullying for the past three years. The school’s rate of victimization resulting from bullying has been relatively stable at about 17%, in line with the School Board. This component of the survey asked about the time and the location of experienced or observed bullying (before, during or after school; on a bus; on school grounds; during class; or recess). Moreover, 85% of students reported that they never or hardly experienced any type of bullying.

Table 9 also shows students’ perception of feeling safe at school, as well as going to and from school for the past three years. This perception has increased significantly from 65% in 2016 to 71% in 2018, which is 10% higher than the overall students’ perception at the School Board level.

The rate of anxiety perceived among students at the School Board level has remained relatively stable at about 23%. The school’s rate of perceived anxiety has increased by 6% in the last three years. The factors measured under the “anxiety” category concern self-esteem: ridicule, worry, peer attitudes, etc.

In an effort to further examine the results of the OurSCHOOL Survey, the overall school result for each category was broken down by gender.

Table 10: Student Perception of Bullying, Perception of School Safety, and Sense of Anxiety by Gender for Westmount High School (%)

Year	Bullying* Males	Bullying* Females	School Safety** Males	School Safety** Females	Anxiety*** Males	Anxiety*** Females
2017	17.8	16.1	72.7	71.9	15.0	30.0
2018	19.2	15.2	69.6	74.8	19.0	34.0
2019	20.4	16.2	72.8	66.0	18.0	36.0

Source: *OurSCHOOL Survey (The Learning Bar)*

*Percentage of students who are subjected to physical, social, or verbal bullying or are bullied over the internet

**Percentage of students who feel safe at school as well as going to and from school

***Percentage of students with moderate or high level of anxiety

Table 10 shows that bullying is increasingly higher for males than females in at Westmount High School. However, in the area of school safety, the data shows that there is no difference based on gender. Over the last three years, in the area of anxiety, the data shows that twice as many females are anxious than males. While it is the school’s intent to improve the situation in all areas, targeted strategies are required for the female students.

In determining the baseline, the school used the average of the success rates for the last three years for each indicator.

School Objective 4.1: To decrease the percentage of students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 17.4% in 2019 to 14.0% by 2022.

School Objective 4.2: To increase the percentage of students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 70.3% in 2019 to 73.0% by 2022.

School Objective 4.3: To decrease the percentage of students who report moderate to high levels anxiety on the OurSCHOOL Survey from a baseline of 25.3% in 2019 to 20.0% by 2022.

Appendix 1: Consultation Methodology

On January 22nd, 2019, Westmount High School hosted a consultation in the library that was open to all parents in the community. With 25 parents in attendance, stations were designed to ask four groups of parents probing questions about the school:

Station 1: What does student success mean to you? What are the challenges that are tied to student success?

Station 2: What expectations do you have of the school and its staff for your child's educational success?

Station 3: Is the school meeting your expectations with respect to your child's physical and emotional well-being? If yes, how? If not, why?

Station 4: Based on your knowledge of the characteristics of our school community (i.e. academic, personal, social, school life, etc.), what do you think are the needs of our students? Based on your knowledge of the characteristics of our school community, what type of services do our students require?

Station 5: What challenges do you think our school will face in upcoming years?

Each group had 12 minutes for discussion, then were asked to rotate to the next station. Four parent-members of the Governing Board (Table Captains) were asked to moderate the discussions at each station while another parent recorded responses on a large piece of paper (easel pad). At the end of the consultation, the Table Captains reported to everyone present on the key points that were brought up during the discussion. All the easel pads were then given to the administration for reference during the writing of the school's Educational Project. In addition, each Table Captain submitted a written summary of the answer(s) to their question(s).

On January 23rd, 2019, a survey was sent out through Google Forms to all members of the Westmount High School staff, soliciting responses on the following questions:

1. In the next four to five years, what challenges (organizational, curricular, demographic, etc.) do you think our school will face?
2. What does educational success mean to you?
3. Please rate the following statements from your point of view:
 - a. Our school offers a program of studies that meets the needs of our students.
 - b. Our school offers instruction that meet the needs of our students.
 - c. Our school offers a welcoming and caring environment.
 - d. Our school offers a safe environment.
 - e. The culture of our school contributes to the educational success of our students. (School culture is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the persona of the school.)
 - f. The school teaches the social skills for students to become responsible citizens.

4. Based on your knowledge of our school community, what are the needs of our students (personal, social, educational, services required, etc.)?
5. Do you think that, as a school, we are meeting the needs of all of our students? If yes, how? If no, why not?
6. What do you think are the challenges tied to student success?
7. In the Commitment-to-Success (CTS) consultation, anxiety emerged as a concern for school communities. Do you perceive this to be accurate among the students?
8. Do you perceive this to be accurate among the staff?
9. If there is one thing you could change in our school, what would it be?

On February 27th, 2019, a representative sample of Westmount High School students (based on ELA teacher recommendations) were invited to attend a consultation, similarly designed to that of the parents. One key difference is that students were asked to individually respond to the following series of questions at the beginning of the consultation:

How would you describe our school? What are the most important characteristics? When you say to people that you graduated from Westmount High School, what portrait do you want them to call to mind? As in, “Westmount, amazing! Isn’t that the school that...”.

Student ‘Table Captains’ were then asked to moderate stations that asked the following questions:

- What does success mean to you?
- Do you think our school provides a welcoming, safe and caring environment?
- Do you feel that school is preparing you well for the next stage in your life?
- What do you really like about our school?
- Is there anything you wish you could change about our school?

The recorded responses were then given to the administration.

Appendix 2: Strategies for Implementation of School Objectives

Graduation and Qualification:		
School Objective 1: To increase the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) from a baseline of 85.1% in 2018 to 90% by 2022.		
Indicator	Target	Strategies
The graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD)	To increase the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) from a baseline of 85.1% in 2018 to 90% by 2022.	<ul style="list-style-type: none"> • To identify students who are reading below grade level and provide guided reading support through STEP. • Smaller class sizes in grade 7 and 8. Where beneficial, the same CORE group (students and teachers) will remain together throughout cycle 1. • A new literacy pilot project introducing balanced literacy and the Daily 5. This project will be expanded and now includes one grade 7 and one grade 8 group (CORE). • English department teachers will engage in further professional development to learn about ways to assess the reading level of a text. • School-wide adoption of a Professional Learning Community model to better address the needs of staff and student learning. • Departmental tutorials in all subject areas leading to uniform exams available from Sec. 1 through Sec. 5 to assist students every school day.

Indicator	Target	Strategies
<p>SEC 4 MATH (CS&T)</p> <p>The June global success rate of students in Secondary 4 Mathematics (CS&T)</p>	<p>To increase the June global success rate of students in Secondary 4 Mathematics (CS&T) from a baseline of 63.3% in 2018 to 68% by 2022.</p>	<ul style="list-style-type: none"> • To identify students who fail math in cycle 1, year 2 and to register these students in an intensive cycle 2 year 2 preparatory program (Math Lite 306). • To supplement the Math Lite 306 program with 3 additional elective periods of preparatory math. • To evaluate the efficacy of the Math Lite 306 program by analyzing the areas of strength and weakness of the 2016-2017 Math Lite 306 cohort in Secondary 4 Mathematics (CS&T) in 2017-2018. • To organize a practice exam session for all students in cycle 2, year 2 mathematics courses in order to provide accurate and timely feedback on strengths and weaknesses, and to give support through tutorials and remediation to address areas of concern. • To implement a skills only cycle 1, year 1 curriculum in order to ensure a mastery of the arithmetic necessary to succeed in higher grade levels. To evaluate the efficacy of this program by looking at the growth of students in mathematics after two years of math instruction by using the Canadian Test of Basic Skills pre-and post-data. • Math teachers will participate in professional development sessions to define and develop these programs.

Indicator	Target	Strategies
<p>SEC 4 SCIENCE & TECHNOLOGY</p> <p>The June global success rate of students in Secondary 4 Science & Technology</p>	<p>To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 89% in 2018 to 92% by 2022.</p>	<ul style="list-style-type: none"> • To ensure that qualified specialist science teachers are allocated to teach science at all grade levels. • To adopt a collaborative approach to instruction prior to Cycle 2 year 2 so that students are better prepared to meet the requirements of the Science and Technology 404 course that culminates in a uniform exam. • To continue to refine the collaborative approaches and use the data from common formative assessments in Cycle 2 year 2 to inform practice. • To revise the strategies for the instruction of the technological component of the science and technology courses to better prepare students for the technological portion of the final exam which accounts for ~30% of the final exam.

Indicator	Target	Strategies
<p>SEC 4 HISTORY OF QUEBEC & CANADA</p> <p>The June global success rate of students in Secondary 4 History of Quebec and Canada</p>	<p>To increase the June global success rate of students in secondary 4 History of Quebec and Canada from a baseline of 75% in 2017 to 78% by 2022.</p>	<ul style="list-style-type: none"> • To ensure that qualified (specialist) teachers are allocated to teach the new History of Quebec and Canada course in Cycle 2. • To create a study group with a tutor after school to provide ongoing support for students from October – December 2017 to ensure that students who are in Cycle 2 year 3 and still require history credits for graduation are able to fulfill the program requirements before they are transitioned into the new regime. • Social Science teachers will continue to work on specific strategies to address the needs of newly arrived students. • Social science teachers will embrace the PLC model and will work collaboratively to prepare materials and establish best practices in the new programs of study.
<p>SEC 4 HISTOIRE DU QUÉBEC ET DU CANADA</p> <p>The global success rate of students in Secondary 4 Histoire du Québec et du Canada</p>	<p>To maintain a global success rate of students in Secondary 4 Histoire du Québec et du Canada greater than 91 % through 2022.</p>	<ul style="list-style-type: none"> • To ensure that qualified (specialist) teachers are allocated to teach the new History of Quebec and Canada course in Cycle 2. • Social science teachers will embrace the PLC model and will work collaboratively to prepare materials and establish best practices in the new programs of study.

Equity:

School Objective 2: To reduce the gap in graduation rates between the males and females from the baseline of 3.8% in 2018 to 1.8% by 2022.

Indicator	Target	Strategies
The gap in graduation rates between the males and females	To reduce the gap in graduation rates between the males and females from a baseline of 3.8% in 2018 to 1.8% by 2022.	<ul style="list-style-type: none"><li data-bbox="1003 477 1864 542">• We will monitor and collect data regarding the gender gap in order to determine strategies to decrease the gap.

Language Proficiency:

School Objective 3.1: To maintain the global success rate in the Secondary 5 English Language Arts June MEES examination at 95% or above until 2022 and beyond.

School Objective 3.2: To increase the global average mark on the Secondary 5 English Language Arts June MEES examination from a baseline of 72.7% in 2018 to 74.5% by 2022.

School Objective 3.3: To increase the success rate of students in the Secondary 5 Français langue seconde (FLS) (de base) June MEES Examination Reading Component from a baseline of 88% in 2018 to 91% by 2022.

Indicator	Target	Strategies
The global success rate in the Secondary 5 English Language Arts June MEES examination	To maintain the global success rate in the Secondary 5 English Language Arts June MEES examination at 95% or above until 2022.	<ul style="list-style-type: none"> • Maintain current best practices with respect to maintaining high success rates. • English teachers will clarify the expectations for the reading responses corrected at the marking centers and will continue to advocate for improvements to the marking-center model. • Teachers will engage in collaborative professional development to provide anchor papers and sample works to students and continual feedback to try to encourage students to perform better regardless of their level of achievement.
The global average mark on the Secondary 5 English Language Arts June MEES examination	To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 72.7% in 2019 to 74.5% by 2022.	<ul style="list-style-type: none"> • English teachers will clarify the expectations for the reading responses corrected at the marking centers and will continue to advocate for improvements to the marking-center model. • Teachers will engage in collaborative professional development to provide anchor papers and sample works to students and continual

		<p>feedback to try to encourage students to perform better regardless of their level of achievement.</p> <ul style="list-style-type: none"> English teachers will create common formative assessments in order to address deficits in the essential learning outcomes for the MEES reading and writing examinations.
Indicator	Target	Strategies
The success rate of students in the Secondary 5 Français langue seconde (FLS) (de base) June MEES Examination Reading Component	To increase the success rate of students in the Secondary 5 Français langue seconde (FLS) (de base) June MEES Examination Reading Component from a baseline of 88.0% in 2019 to 91.0% by 2022.	<ul style="list-style-type: none"> To ensure that qualified specialized French language instruction teachers are allocated to teach students with learning difficulties in cycle 1 and 2. To ensure that the same specialized teacher remains with the same group of students throughout cycle 1, where possible. To ensure that students who are new to the province receive support through the French tutoring program during class time. To provide ICT (smartboard, computers) to teachers with classes where many students experience learning difficulties, and to establish novel teaching practices to engage students through ICT. To develop a more collaborative approach to teaching and learning by working on building trust and cooperation in the French department through active support of the PLC model, and to work towards sharing best practices that will benefit all students. To move towards common formative assessments so that students receive consistent feedback about their abilities.

Well-Being of the School Community:

School Objective 4.1: To decrease the percentage of students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 17% in 2018 to 14% by 2022.

School Objective 4.2: To increase the percentage of students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 60% in 2018 to 70% by 2022.

School Objective 4.3: To decrease the percentage of students who report moderate to high levels anxiety on the OurSCHOOL Survey from a baseline of 20% in 2018 to 17% by 2022.

Indicator	Target	Strategies
The percentage of students who report victimization resulting from bullying on the OurSCHOOL Survey	To decrease the percentage of students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 17% in 2018 to 14% by 2022.	<ul style="list-style-type: none"> • The OurSCHOOL survey will be administered and interpreted in order to determine needed interventions • Student supervisor will continue to act as mediator between students and teachers (to resolve issues at non-administrative level). Students will continue to be encouraged to identify one or more advocates. • Efforts to engage students in healthy activism for anti-bullying, anti-violence, continued efforts to engage students to share their thoughts and concerns will continue.

<p>The percentage of students who report feeling safe attending school on the OurSCHOOL Survey</p>	<p>To increase the percentage of students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 60% in 2018 to 70% by 2022.</p>	<ul style="list-style-type: none"> • Experientials headed by special education technicians will be implemented one grade level at a time to help students address issues of negative peer relations, drugs, alcohol, gambling, e-addictions, social networking issues and others. • Single-stall gender-neutral washroom is available to students and staff.
Indicator	Target	Strategies
<p>The percentage of students who report moderate to high levels anxiety on the OurSCHOOL Survey</p>	<p>To decrease the percentage of students who report moderate to high levels anxiety on the OurSCHOOL Survey from a baseline of 20% in 2018 to 17% by 2022.</p>	<ul style="list-style-type: none"> • Anger management classes will be offered by special education technicians to teach students coping skills. A Step Fast-Pass will be offered to students who need to extricate themselves from escalating situations to regain control of their anger. • Girl group headed by female counsellor will continue to meet with girls in order to help them develop their self-esteem and their image in a healthy way (issues such as self-image, dating, relationships will be addressed) • Boy group headed by male counsellor will continue to meet with boys in order to help them develop their self-esteem and their image in a healthy way. • Guidance counsellors and resource teachers will continue to seek out professional development aimed at improving techniques for helping students manage anxiety.