



## **EDUCATIONAL PROJECT 2023-2027**

### **Westmount High School**

### **English Montreal School Board**

The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives. The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

### **LEGAL FRAMEWORK**

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents', and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).



## COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included:

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

## 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

## SCHOOL PROFILE

Westmount High School has approximately 840 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 thirty 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 (Indices de défavorisation des écoles publiques 2021-2022). 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 the inclusion of all members of the school community. The school facility is wheelchair 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, aimed at supporting students in enriched French and offering other subjects taught in French. 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. In June 2024, students in secondary 5 will take the MEQ reading and writing exams (Français Enrichi-635-506) for the first time with the goal of offering this course through 2027 and beyond.

Six Advanced Placement (AP) courses are taught at Westmount High School: Art and Design, Calculus AB, 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 two vice-principals. The teaching staff consists of fifty-seven 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, a part-time youth counsellor, one full time and three part time tutors, two interpreter technicians and nineteen 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, one full-time library technician and three cafeteria workers support the administrative team. 1.8 lab technicians ensure that the science and technology labs are safe and productive learning environments. The school has a student supervisor who 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, 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 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. 31% of the student population have an Individualized Education Plan (IEP) and/or an educational code and are considered students with special needs who receive additional support with learning, linguistic, and social/emotional challenges. This does not account for the significant number of students who are undiagnosed and therefore uncoded, but receive additional support. 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 in addition to students requiring intermittent support based on temporary circumstances. There are four full-time teachers assigned to the STEP 122 resource center.

Other student services include: after school tutoring drop-in centre (4 days a week); Trevor Williams Kids Foundation that offers students a structured virtual 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. At lunch, students are invited to participate in cycle specific free gym access (Cycle 1 - Monday and Thursday, Cycle 2 - Tuesday and Friday, All grades - Wednesday). The school has a fully-functional fitness center equipped with cardio and aerobic machines, weight training equipment and a group fitness studio area. Students are invited to train in the fitness center under staff member supervision. School teams meet to practice for competitive sports during lunch, as well as before and after school. Partnerships with community organizations provide opportunities for students to practice sports such as, swimming, and curling at community facilities. On game days, members of the school community attend as spectators to support the home team. Sports are 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 throughout the school year during awards assemblies at the end of each term.

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 approximately 35 students who meet the criteria of the program, as well as fruit and snacks to any hungry student. In addition, through the donations from Fondation Générations, the Student Council provides free lunches to students in need through the resource room and the Student Council room in 102.

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 presentations, National Day for Truth and Reconciliation activities, presentations by the The Foundation for Genocide Education, Hope Week activities and presentations related to the school's annual anti-bullying campaign and an annual family breakfast where students from Student Council, Leadership, the Prefect Board and staff prepare and serve breakfast to between 1300 and 1500 members of the school community.

During their time as students at Westmount High School, students are offered opportunities to expand their cultural horizons by participating in school trips and outings. These include the annual Europe Trip, the Senior Grad Trip, the Grade 10 trip to Boston, as well as cultural outings to the Holocaust Museum, the Montreal Museum of Fine Arts, the Montreal Science Center and others.

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, 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., Auberge Shalom pour femmes, Maison Jean Lapointe, Black Theatre Workshop, and others).



## MISSION AND VALUES

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.

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

On October 24, 2023, teachers were invited to an in-person consultation in the school library. Fifty-seven teachers were divided into eight randomly selected groups and given a Google Form link soliciting responses to the following questions:

1. What is the most pressing problem detracting from a positive school climate for the staff?
2. What is the most pressing problem blocking student academic success? Give a rationale for your answer.
3. What is the most pressing problem detracting from a positive school climate for the students? Give a rationale for your answer.
4. Since the writing of the last Educational Project, has a new issue emerged that the school needs to address? Give a rationale for your answer.

On November 15, 2023, senior students from Leadership, Student Council and the Prefect Board, as well as Cycle 1 students who were selected by their teachers met in the morning prior to classes starting to discuss and answer the following questions:

1. What new programs, activities, facilities, projects, courses, etc., would you like to see introduced at the school? Explain your answer.
2. What could the school do better? Please explain your answer.
3. What has the school done to help you succeed? Explain your answer as best you can.



4. Is there something the school board should know about your school? Please explain.

On November 27, 2023, Westmount High School hosted a consultation in the library for members of the Governing Board. With 16 members in attendance, four breakout groups were created at random, and each group was given a Google Form link soliciting responses to the following question:

1. Since the writing of the last Educational Project, has a new issue emerged that the school needs to address?

On November 28, 2023, a survey was sent out through Google Forms to all parents in the Westmount High School community. Approximately 120 parents provided responses to the following questions:

1. What does the school do best to help your child succeed in school?
2. What would you like to see the school do, or offer, to help your child succeed?
3. What issues or challenges do you think the school needs to address?
4. What new programs, activities, facilities, projects, courses, etc., would you like to see introduced at the school? Please explain.

On November 29, 2023, support staff at Westmount High School met to discuss and provide answers to the following questions on a Google Form:

1. What does the school do best to create a positive school climate for the staff? Please explain.
2. What is the most pressing problem detracting from a positive school climate for the students? Please explain.
3. What is the most pressing problem detracting from a positive school climate for the staff? Please explain.
4. Over the last few years, has a new issue emerged that the school needs to address? Please explain.

Throughout the consultation process with the school stakeholders mentioned above, some strengths and challenges were identified:

- The school has dedicated teachers and staff who offer excellent support, especially for students who struggle with academics and other areas of school life.
- The school offers a wide range of excellent programs, including Advanced Placement, Francais Enrichi, Robotics, and others.
- Student mental, emotional and social health is a growing concern, especially in the aftermath of COVID-19. The impact of anxiety among students as well as staff requires broader targeted intervention.
- The building requires updates to its infrastructure, including universal accessibility to areas like the cafeteria. The EMSB Material Resource Department has confirmed that a budget has been allocated for renovations to the washrooms, gym floor, cafeteria and other areas of the school.
- There is a need for more extracurricular activities, including in-person tutoring programs in Math and French, more access to sports teams for all grade levels and genders, and student interest-based activities at lunch and after school.
- There is a need for more programs and workshops targeting students' use of technology, social media and life online/digital citizenship..



## ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for this report is monitoring the courses that contribute to graduation.

**EMSB Objective: To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.**

While the Board can report on a 7-year cohort because of tracking information obtained from the MEQ, 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 registered on September 30<sup>th</sup> of that given year.

**Table 1: Graduation Rate of Secondary 5 Students Registered on September 30<sup>th</sup>**

Year	Graduation Rate
2021	93%
2022	92.7%
2023	86.5%

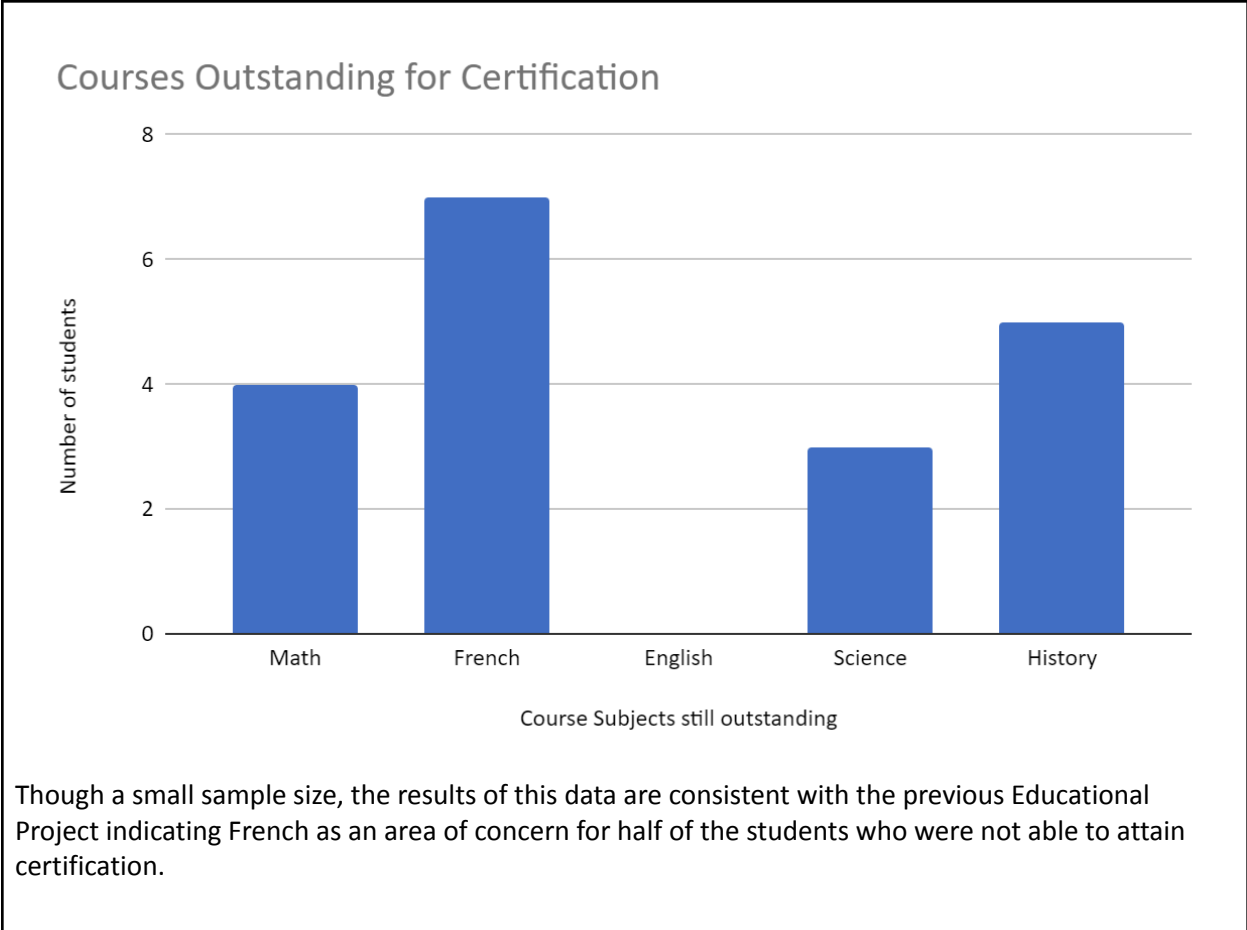
Source: GPI, 2023

Table 1 reflects the graduation rates for the previous three years excluding international students. The goal established by the previous Educational Project of 90% by 2022 was met and exceeded. However, the graduation rates in 2021 and 2022 indicate a higher than usual rate which may be attributed to the reduced weighting (20%) of the June ministry exams for those two years. In 2023, ministry exams returned to their pre-pandemic weighting of 50%. As a result, graduation rates returned to a more typical range. The average graduation rate from 2015 to 2018 (the reporting period for the previous Educational Project) was 81.9%, indicating a 4.6% increase from that period to 2023.

During the 2022-2023 academic year, of the 104 students who wrote the Secondary 5 final exams, 14 students did not fulfill the graduation requirements. In order to identify areas requiring attention, the Educational Project team looked at the 14 non-graduating students to determine why they did not graduate.

The 14 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 were still outstanding for those 14 students who did not meet certification requirements. Some students are missing more than one course to achieve their SSD.





Though a small sample size, the results of this data are consistent with the previous Educational Project indicating French as an area of concern for half of the students who were not able to attain certification.

**Objective: To maintain the graduation rate of Secondary 5 students registered on September 30<sup>th</sup> who obtain their first diploma above 85% from 2023 to 2027.**

To gain further insight into the graduation/qualification results, the EMSB monitors the progress of student results in courses that are mandatory for graduation. Analysis of the global success rate for these courses allows schools to determine indicators for improvement.

**Table 2: Westmount High School Global Success Rates in Secondary 4 Math and Science Courses (%)**

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	61.6	50	80.4	61.9	66	69.3
Scientific Math (SN)	87.9	72.9	85.9	95.2	92.6	93.7
Science & Technology (ST)	83.3	87.7	90.5	83.9	85.9	88.3



Source: Charlemagne, 2022

### **Cultural, Social & Technical Math (CST)**

Secondary 4 mathematics (either the CS&T pathway or the SN pathway) is a compulsory course for graduation. As such, the success in this course has a direct impact on the graduation rate and the success of Westmount High School students in secondary 4 mathematics is carefully monitored.

The Covid-19 pandemic greatly disrupted the progression of learning of our students and produced a gap in data gathered about success rates. For example, the curriculum delivered by teachers in 2020 and 2021 was pared down to topics of 'essential learning'. There were no final, uniform examinations of this essential learning and when final exams did return in 2022, their ponderation of 20% rather than the usual 50% has made comparison with pre-pandemic results difficult.

The global success rates show a decline from 70.5% to 50% between 2019 (the last year before the pandemic) and 2022, followed by an increased success rate of 80.4% in 2023. Factoring in the challenges faced by the 2022 cohort, some evidence also suggests that part of the large variability in success rates results from the fluctuating level of difficulty of the final ministry exam. However, the EMSB success rates follow a more consistent pattern increasing from 61.9% in 2019 to 69.3% in 2023, 11.1% lower than the WHS CST success rates.

### **Scientific Math (SN)**

In Mathematics SN, the results were maintained above 85% in 2019 (87.9%) and 2023 (85.9), with a decrease in 2022 (73%).

The success rate in the Secondary 4 Mathematics is positively affected by the following:

1. Increased predictability 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.

### **Science & Technology (ST)**

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 this fact, modifications have been 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.

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. To ensure continued success in the understanding of the technological world, one period per cycle per grade level is led by a technology or robotics specialist teacher.

In addition, a team-based approach is employed by teachers in each grade level to ensure consistency in pacing of the delivery of course content, in practical work, and in evaluations.



At WHS, the global success rates have increased from 2019 to 2023 by 7.2% while the EMSB global success rates increased by 5.4% over the same period.

**Objectives:**

**To maintain the global success rate of Secondary 4 students on the Math CST course at or above 80% from 2023 to 2027.**

**To increase the global success rate of Secondary 4 students on the Math SN course from 85.9% in 2023 to 89% by 2027.**

**To maintain the global success rate of the Secondary 4 students in the Science & Technology course at or above 90% from 2023 to 2027.**

In 2017, the Secondary 4 History program changed to the History of Quebec and Canada (This also applies to Histoire du Québec et du Canada). To measure improvement, the Board monitors the global success rate in the course as an indicator. Typically, this means that the rate is comprised of the course mark (50%) and the uniform exam mark (50%). Following the program change, the MEQ allowed for two years of complementary exams, so that teachers and students could gradually transition to the new material. Uniform exams in this course were planned for June 2020 but were cancelled due to the pandemic.

Secondary 4 students wrote the provincial complementary exam in 2019 and 2022 as part of the EMSB’s formative evaluation strategy. Because the exams were complementary, the results were not moderated by the MEQ. The first uniform exam results available are from June 2023 and will be worth 20% of the overall grade. In subsequent years, the rate will be calculated as 50% for the course mark and 50% of the exam mark. In keeping with the Board’s Commitment to Success Plan, History and Histoire will report on the global success rate on the courses.

**Table 3: Westmount High School Global Success Rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada (%)**

	School			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada	-	-	74.6	-	-	78.0
Histoire du Québec et Canada	-	-	100	-	-	93.9

Source: Charlemagne, 2022

\*Please note: the 2019 and 2022 exams were complementary. Uniform exams resumed in 2023.



Secondary 4 History of Quebec and Canada and Histoire Du Quebec et Canada is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In 2019 and 2022, exams in both courses were prototype exams, therefore they have been excluded from this report due to the fact that there was no moderation or provincial results to make an accurate comparison or interpretation. In 2023, the success rate in History was 3.4% below the EMSB average, whereas in Histoire, the success rate was 6.1% higher than the EMSB average.

Success rates at WHS 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, as well as some local factors such as after-school tutorials and recuperation periods attendance.

**Objectives:**

**To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 74.6% in 2023 to 77 % by 2027.**

**To maintain a global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% from 2024 to 2027.**

**To increase the mean final result of Secondary 4 students in Histoire du Québec et du Canada course from 87.1% to 90% in 2027.**

**Table 4: Westmount High School Global Success Rate and Average Grades on English Language Arts Course (%)**

YEAR	Westmount High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	99.5	74.5	96.3	75.4
2022	100	77.4	96.2	78.3
2023	100	78.2	97.2	77.5

Source: Charlemagne, 2022

The Secondary 5 English Language Arts MEES examination is a requirement for graduation. The data in Table 4 shows that success rate of the School Board has been relatively stable at above 95%. At the school level, the success rate increased slightly, from 99.5% in 2019 to 100% in 2022 and 2023.

Table 4 shows that the School Board’s average mark has steadily improved from 75.4% in 2019 to 77.5% in 2023. The average mark at the school level has steadily increased from 74.5% in 2019 to 78.2% in 2023. 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 three years. Therefore, the baseline is 76.7%.

**Objective:**

**To maintain the global success rate on the Secondary 5 English Language Arts uniform exam at 95% or above from 2023 to 2027.**

**To increase the global average mark on the Secondary 5 English Language Arts June MEEES examination from a baseline of 76.7% in 2023 to 79% by 2027.**

The following table shows the success rates of our students and EMSB students in French Second Language Programs. Westmount High School will report on its French Second Language programs: programme de base and programme enrichi. For both programs, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

**Table 5: Westmount High School Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)**

YEAR	Westmount High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.1	84.9	93.4	84.7
2022	85	79.6	86.2	81
2023	83.2	78.3	86.3	79.8

Source: Charlemagne, 2022

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 EMSB has chosen to focus on Français langue seconde, programme de base, specifically the reading component.

In the FLS (de base) program, there has been a decrease in the results from 2019 (93.1%) to 2023 (83.2%), but a measurable increase from the 2018 average of 79.6%. This drop is mirrored by the EMSB results which decreased from 2019 to 2023 by 7.1%.

For students newly arriving in Quebec from other provinces or countries, mastering French continues to be a significant hurdle. Despite numerous support initiatives aimed at helping these students, achieving proficiency equivalent to Secondary 5 within a single year proves to be a challenging task. In the French as a Second Language (de base) program, the fluctuating enrollment of international students in their final years leads to inconsistent outcomes. The school offers French tutorials to



international students in addition to their scheduled FSL class to try to expedite their French language acquisition.

Given that the international and out-of-province population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. In addition, part of the challenge has been the hiring and retention of qualified French tutors.

**Objectives:**

**To increase the global success rate of Secondary 5 students on the French Second Language (Programme de base) Reading Component June exam from 83.2% in 2023 to 86% by 2027.**

**To increase the average grade of students from 78.3% in 2023 to 81% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

**Table 6: Westmount High School Number of Students Writing AP Exams**

Year	# of enrollments in AP courses	# of AP exams written	% students who chose to challenge AP exams
2019	215	150	70
2020	198*	103	52
2021	194	94	48
2022	168**	112	67
2023	164	104	63

\*AP Comparative Government no longer offered

\*\*AP Environmental Science temporarily not offered in 2021-2022 school year

In Secondary 4 and 5, students who qualify can register for Advanced Placement courses in the following subjects: Sec 4 Science and/or French, Sec 5 English, Calculus, Visual Art, and/or Psychology. At the end of the year, students decide whether they feel confident enough to write the AP exam, however it is not a requirement of the course. Throughout the years, AP courses have been added and removed (e.g. AP Comparative Government stopped being offered in 2020) which may account in part for the change in number of instances where students have decided to write AP exams each year. A more useful metric is to look at the percentage of students who are registered in AP courses who decide to challenge the AP exam. This will give us a better indication of the confidence level of



students in AP courses as they exit the program. However, we must also take into account that there is a cost for ordering an exam. The school has partially subsidized the cost of the exam for students on a meal program.

**Objective:**

**To increase the percentage of instances where students registered in Advanced Placement courses write AP exams from 63% in 2023 to 68% by 2027.**

## SCHOOL CLIMATE

The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students’ sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry’s policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

**EMSB’s Objectives:**

To decrease the rate of secondary students’ victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.

To decrease the rate of secondary students’ moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

**Table 7: Westmount High School Student Perceptions of Selected School Climate Factors (%)**

Factor	Westmount High			EMSB			Canadian Norm
	2019	2022	2023	2019	2022	2023	2023
Bullying and Victimization	14	23	22	18	22	-	22
School Safety	58	43	45	56	47	-	57
Anxiety	28	33	31	28	29	-	32

Source: OURSCHOOL Survey (The Learning Bar), 2023

Please note: The EMSB’s data for School Safety includes student perceptions of feeling safe on the way to school and on the way home. All schools will be reporting on student perceptions of feeling safe during the day. The Board will continue to report on overall perceptions of school safety in its Commitment to Success Plan Annual Report.



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 (Anti-Bullying/Anti-Violence Plan).

Table 7 shows the percentage of students who are victims of bullying in 2019 and 2022, and 2023. The school's rate of victimization resulting from bullying has seen an increase from 2019 to 2022, similar with the EMSB and national average.

Table 7 also shows students' perception of feeling safe at school, as well as going to and from school for the 2019 and 2022 years. This perception has decreased from 58% in 2019 to 43% in 2022, also reflected in the EMSB averages during the same period. 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).

In 2023, there was a slight improvement in percentages indicating a possible trend towards pre-pandemic rates. Efforts still need to be made regarding students' feelings of safety as it has been on the rise at the school and throughout the EMSB.

The rate of anxiety perceived among students at the School Board level has increased by 5% from 2019 to 2022. The factors measured under the "anxiety" category concern self-esteem: ridicule, worry, peer attitudes, etc.

The results of these and subsequent surveys have in part illustrated the impact of the COVID-19 pandemic on student anxiety and feelings of safety at the school, especially among those students who started high school during the beginning of the pandemic. This is also reflected in the data related to bullying and victimization. A plan to target these areas of concerns has been outlined in the school's Anti-Bullying/Anti-Violence plan which can be found on the school website.

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

Year	Bullying and Victimization		School Safety		Anxiety	
	Males	Females	Males	Females	Males	Females
2019	20	16	60	52	23	35
2022	24	23	51	36	19	49
2023	23	22	53	39	20	42

Source: OURSCHOOL Survey (The Learning Bar), 2023

Table 7 shows that bullying and victimization rates are nearly the same for males and females, whereas rates were higher among boys prior to the COVID-19 pandemic. In the area of school safety, the data shows that boys generally feel more safe at school than girls, including travelling to and from school. In the area of anxiety over the last two years, the data shows that twice as many females are anxious compared to their male counterparts. While it is the school's intent to improve the situation in all areas, targeted strategies continue to be a need for female students.

**Table 9: Westmount High School Student Perceptions of Sense of Belonging (%) and participation in school clubs (%)**

Factor	Westmount High			Canadian Norm
	2019	2022	2023	2023
High Sense of Belonging	57	59	56	62
Participation in School Clubs	40	43	42	28

Source: OURSCHOOL Survey (The Learning Bar), 2023

Table 9 indicates the percentage of students who feel a high sense of belonging at the school. Rates have stayed consistently above 55% since 2019, slightly below the national average. However, students participation in school clubs has returned to pre-pandemic rates and higher thanks to a robust offering of extracurricular activities at lunch and after school.

**Objectives:**

**To decrease the rate of students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.**

**To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 43% in 2023 to 61% in 2027.**

**To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 33% in 2023 to 29% in 2027.**



## DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

*The aim of this framework is to foster the development of digital competency throughout the educational community so that Quebecers may be autonomous and exercise critical judgment in their use of digital technologies. Digital competency is essential in today's world, in which technological innovations are transforming the labour market and the skills employers are looking for. It is therefore vital that teaching practices and programs be adapted and include digital competency in order to prepare future workers for the challenges of tomorrow.\**

*\*[https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/ministere/Cadre-reference-competence-num-AN.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf)*

In the wake of the COVID-19 pandemic, Westmount High School community made several advancements in relation to digital competency. In order to properly deliver content virtually, the school made a choice to use Google as its default educational platform in order to have a unified approach from classroom to classroom. Teachers were given training on and encouraged to use Google Classroom in order to disseminate notes and assignments, as well as maintain a classroom calendar that would identify due dates. This practice has continued through the 2023-2024 academic school year for staff members who choose to use an online digital classroom for their courses. Professional development has been provided to staff internally from TIF teachers and administration, as well as through EdTech Teams workshops.

There is still work to be done with regards to improving digital competency across the school community, especially with regards to the 12 dimensions that are outlined in the MEQ Digital Competency Framework.



## APPENDIX: OBJECTIVES AT A GLANCE

EMSB OBJECTIVE	OBJECTIVE	Specific Initiatives Towards Improvement
<p>To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.</p>	<p>To maintain the graduation rate of Secondary 5 students registered on September 30th who obtain their first diploma above 85% from 2023 to 2027.</p>	<ol style="list-style-type: none"> <li>1. To identify students who are reading below grade level and provide guided reading support through our resource department.</li> <li>2. Continued school-wide adoption of a Professional Learning Community (PLC) model to better address the needs of staff and student learning.</li> <li>3. In-person after-school tutorials and homework drop-in sessions throughout the week.</li> <li>4. Teacher tutorial times (recuperation) posted publicly throughout the school building and on the school website.</li> <li>5. After school tutoring support for students at-risk of failing French as a Second Language, and thereby not attaining certification.</li> </ol>
<p>To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.</p>	<p>To maintain the global success rate of Secondary 4 students on the Math CST C2 June exam at or above 80% from 2023 to 2024</p>	<ol style="list-style-type: none"> <li>1. To organize a practice exam session in May 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.</li> <li>2. 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.</li> <li>3. Math teachers will participate in professional development sessions</li> </ol>



		to define and develop these programs.
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	To maintain the global success rate of Secondary 4 students on the Science & Technology course at or above 90% in 2023 through to 2027.	<ol style="list-style-type: none"> <li>1. Maintain the level teams for Cycle 2 Year 1 and Cycle 2 year 2 over the four year.</li> <li>2. 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 444 course that culminates in a uniform exam.</li> <li>3. To continue to refine the collaborative approaches and use the data from common formative assessments in all grade levels to inform practice.</li> <li>4. 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.</li> </ol>
To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.	To increase the June global success rate of students in secondary 4 History of Quebec and Canada from a baseline of 74.6% in 2023 to 77% by 2027.	<ol style="list-style-type: none"> <li>1. To continue to promote Learn Quebec after-school online tutoring in grade 10 for our struggling students.</li> <li>2. Social Science teachers will continue to encourage struggling students to attend teacher tutorials and review sessions.</li> <li>3. To identify intellectual operations that students are struggling with on tests and to increase the level of support and instruction related to those operations.</li> <li>4. Improve communication between social sciences teachers at the senior and junior levels to ensure that skills needed at senior level are introduced at the junior level.</li> </ol>
To maintain the global success rate of Secondary 4	To increase the mean final result of Secondary 4 students	<ol style="list-style-type: none"> <li>1. Social science teachers will embrace the PLC model and will work</li> </ol>



<p>students in Histoire du Québec et du Canada course above 90% through 2027.</p>	<p>in Histoire du Québec et du Canada course from 87.1% to 90% in 2027.</p>	<p>collaboratively to prepare materials and establish best practices in the new programs of study.</p>
<p>To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.</p>	<p>To maintain a global success rate in the range of 97% on the Secondary 5 English Language Arts uniform exam through 2027.</p>	<ol style="list-style-type: none"> <li>1. Maintain current best practices with respect to maintaining high success rates.</li> <li>2. 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.</li> </ol>
<p>To increase the average grade on the Secondary 5 English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.</p>	<p>To increase the global average mark on the Secondary 5 English Language Arts June MEES examination from a baseline of 76.7% in 2023 to 79% by 2027.</p>	<ol style="list-style-type: none"> <li>1. English teachers will set expectations for the reading response task at each grade level, supported with anchor papers.</li> <li>2. 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.</li> <li>3. English teachers will create common formative assessments in order to address deficits in the essential learning outcomes for the MEES reading and writing examinations.</li> </ol>
<p>To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.</p>	<p>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 83.2% in 2023 to 86% by 2027.</p>	<ol style="list-style-type: none"> <li>1. To ensure that the same specialized teacher remains with the same group of students throughout cycle 1, where possible.</li> <li>2. To ensure that students who are new to the province receive support through the French tutoring program.</li> </ol>



<p>To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.</p>	<p>To increase the average grade of students from 78.3% in 2023 to 81% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.</p>	<ol style="list-style-type: none"> <li>3. 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.</li> <li>4. 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.</li> <li>5. To move towards common formative assessments so that students receive consistent feedback about their abilities.</li> </ol>
<p>-</p>	<p>To increase the percentage of instances where students registered in Advanced Placement courses write AP exams from 63% in 2023 to 68% by 2027.</p>	<ol style="list-style-type: none"> <li>1. Promotion of pre-AP courses in Cycle 1 grades.</li> <li>2. Investing in professional development for non-AP teachers to become familiar with the curriculum requirements and course content as part of a vertical team.</li> <li>3. Placement CTBS test for students entering high school.</li> </ol>
<p>-</p>	<p>To increase the number of enrollments in AP courses from 164 in 2023 to 200 in 2027.</p>	
<p>To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.</p>	<p>To decrease the rate of students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.</p>	<ol style="list-style-type: none"> <li>1. The OurSCHOOL survey will be administered and interpreted in order to determine needed interventions</li> <li>2. The resource department and student supervisor will continue to act as mediators between students (to resolve issues at non-administrative level). Students will continue to be encouraged to identify one or more advocates.</li> <li>3. Efforts to engage students in healthy activism for anti-bullying, anti-violence, including through</li> </ol>



		<p>the Hope Week and Pink Shirt initiatives</p> <ol style="list-style-type: none"> <li>4. Entente with SPVM socio-community officer</li> <li>5. Annual review of school's Code of Conduct</li> <li>6. Entente with DYP Additional supervised lunchtime activities</li> <li>7. Guidance visits to classrooms</li> <li>8. New Safe School posters provided by MEQ</li> <li>9. Continued accessibility and visibility to professionals such as guidance counselors, social worker, etc.</li> <li>10. Level Meeting discussions amongst staff</li> </ol>
<p>To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.</p>	<p>To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 43% in 2023 to 61% in 2027.</p>	<ol style="list-style-type: none"> <li>1. Workshops/presentations from EMSB approved organizations and professionals.</li> <li>2. 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, addictions, social networking issues and others.</li> <li>3. Promoting connection with student groups such as Student Council and Prefects.</li> <li>4. Promotion of Extra Curricular Activities through ECA Fairs, poster campaigns and social media advertising.</li> <li>5. Presentations by school administration regarding school safety and variety of ways to report including anonymous reporting.</li> <li>6. Workshops provided by Camp Lift and Maison Jean Lapointe</li> </ol>
<p>To decrease the rate of secondary students' moderate to high</p>	<p>To decrease the rate of secondary students' moderate to high perceptions of anxiety,</p>	<ol style="list-style-type: none"> <li>1. Grade level workshops on the use of social media and the impact on student anxiety.</li> </ol>



<p>perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.</p>	<p>as reported by the students, on the OURSCHOOL Survey from 33% in 2023 to 29% in 2027.</p>	<ol style="list-style-type: none"> <li>2. Promotion of Extra Curricular Activities through ECA Fairs, poster campaigns and social media advertising.</li> <li>3. Community organization referrals such as YMCA programs and Chabad Lifeline programs</li> <li>4. Introduction of mindful movement breaks by spiritual community animator.</li> <li>5. Health and Well Being Club run by youth counselor</li> <li>6. Creation of a Zen Room to help students regulate emotions while being supervised by a member of the resource department.</li> </ol>
<p>To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.</p>	<p><i>Starting in the 2024-2025 school year, staff will be surveyed internally on their level digital competence in order to keep accurate in-school data.</i></p>	<ol style="list-style-type: none"> <li>1. Professional development for staff related to digital classroom tools, provided both internally and by outside organizations such as EdTechTeam Canada.</li> </ol>