



2024-27

Education Project

Pontiac High School
Shawville, Quebec



A Message from the Pontiac High School Administration

Thank you for taking the time to read the 2023-2027 Educational Project for Pontiac High School (PHS) in Shawville, Quebec.

As you will read in the pages to follow, PHS has a very proud history and a promising future. The 21st Century will provide opportunities and pose challenges for our future graduates who are now training for jobs that may not even exist yet.

In addition to teaching knowledge, we must also ensure that our students develop skills that will allow them to be “ready for just about anything.” 21st Century Learning priorities will support students to move between careers and be equipped for success near to home, or should they choose, literally around the world.

We are a New Approaches, New Solutions (NANS) school. What this means is that demographically, we are a very diverse community. PHS receives significant funding to meet the socio-economic challenges that we face in our region. It is our solemn responsibility to ensure that no one is left behind!

We believe that students come to school to learn, and that every student can succeed. All involved are responsible for ensuring that the conditions exist at PHS for student success. We additionally believe that success results in additional success.

Although there are many priorities beyond the ones that will be stated and addressed in this strategic document, the many members of our community who have collaborated on this document have prioritized four areas of strategic focus. They are:

1. Student Learning
2. Student Life
3. Student Support and Success

It is no accident that “Student” is the keyword in each strategic priority. We trust that this document will be easy to understand and will help all of us stay focused on the important things that will lead to Student Success.

Respectfully,
Dr. Terry Burns





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A Brief History of Pontiac High School and Education in the Pontiac



The people of Pontiac County and the wider Pontiac Region (usually referred to as “The Pontiac”) have long had the education of our children as a priority. The history of Pontiac High School stretches back in a very continuous line to the early decades of the 19th Century. That 200-year history begins with the first school in Clarendon Township, which opened near the Ottawa River with 21 children in 1827. About four thousand Irish Protestant settlers, most from County Tipperary in the south of Ireland, organized to educate their children. In 1831, Clarendon Centre School opened on what would become Main Street in Shawville. In order to build this school, all local men were required to

bring an axe, and half a dozen teams of oxen were procured to raise the building in a single day. It is little wonder that the people of the Pontiac have a deep sense of ownership over Pontiac High School; we literally built the education system with our own hands. Annie Eades, educated in Galway, was considered “a qualified English Protestant teacher,” for the first 24 students.

While agriculture formed the backbone of the local economy, timber provided the riches. Famed Ottawa Valley timberman John Egan, himself an Irish Protestant, persuaded the locals to build the Academy, no doubt providing much funding for the project. The Academy, opened in 1851, was

the first High School in the region. It was noted for the first time that wall maps, globes, and blackboards were now proudly used for the education of the 35 students.

In 1880, the Shawville School Board commissioned the building of a new brick building next to the Anglican Church. The two-story building had a small bell tower. The bell from the Academy now graces the front step of Pontiac High. The datestone is displayed in the front foyer of PHS.

1913 saw the opening of the new High School on Victoria Avenue. Students from west of Shawville could take the morning train to school. Others would have to board in town. Even this massive



building was soon insufficient for the number of families insisting upon a high school education for their children. In 1945, the consolidation of the small rural schools began. Bussing for children (often by snowmobile) had begun. A new comprehensive school, Shawville High School, opened in 1952 on Center Street. It soon expanded to accommodate a growing population. Remarkably, a new county school was then built a decade later on a hill overlooking the town.

Pontiac Protestant High School opened for the 1968-69 school year. This, the fifth building to house a high school in Shawville, was by far the largest, boasting an entire shop wing, a gymnasium, a greenhouse, and an auditorium. (Rumours persist that a proposed swimming pool was nixed when Protestants and English Catholics could not agree on sharing a building!) The school had almost 600 students that first year. Bill 101, the threat of Quebec separatism, a declining birth rate, a changing rural economy, and the closing of a local mine were all factors in the decline of the school population to about 500 students by 1987. PPHS continued to offer a wide variety of academic and vocational programs as the local community rallied to keep this school and all English schools vibrant. The school as an anchor of the English-speaking community was reaffirmed through the difficult 1970s and 1980s.

In 1997, an amendment to



the British North America Act abolished the Protestant and Catholic school systems of the Province of Quebec. The English and French public-school systems were then established. By this time, the local Catholics and Protestants realized we were stronger together than apart; how unthinkable that would have been to the original Irish, Scottish, and English settlers of the Ottawa Valley as a whole, and the Pontiac in particular!

Pontiac Protestant High School then became Pontiac High School. The amalgamation of the two systems was complete with the 2006 closure of the English Catholic high school in Campbell's Bay, John Paul II.

The theme of PHS as "the school of the people" of the Pontiac cannot be overstated. It belongs to us. It is part of what identifies us as English Canadians in the Province of

Quebec. Most students are third generation; their parents and grandparents attended school here or at Shawville High. (The author is a third-generation teacher here!) Well over half the staff are alumni. The local community donates hours of time and tens of thousands of dollars to the school. About \$40,000 of prizes and scholarships are given out at the graduation ceremony each November. Sports, arts, and shops are well supported by the community. So, it was 200 years ago. So, it is today.

Gordon Graham, B.A., M.A., B. Ed.

PHS Department of History,
June 22nd, 2023

Thanks to the work of J. Lloyd Armstrong and W.A. Hodgins for much of the above information on schooling in the Pontiac.

The Educational Project

The Educational Project is mandated by the Quebec Education Act. Its purpose is to provide direction, strategic coherence, and accountability for all who work together for the success of our students.

The PHS Educational project contains an explanation of the educational context in which we operate, a description of the strategic focuses to address both the opportunities and challenges that our student face, a data driven approach to assessing the effectiveness of each strategic priority, and a commitment to evaluate the success of the plan's implementation at specified intervals.

The aim of the PHS Educational Project team is to present this plan in a way that is easily understood by the entire PHS Learning Community of governing bodies, students, parents, faculty, administration, and the greater community.

Each section of the plan's strategic focus will contain: a description of the section, a clearly defined set of goals, action plans for each goal, and specific measurement strategies to affirm strategic successes and necessary adjustments to the plan.

Ministry of Education Objectives

Orientation #1

Make Student Success a Priority of Quebec Society

Objective 1					
Increase the success of students	Actual Situation	Target			
		2023-2024	2024-2025	2025-2026	2026-2027
1.1 Increase the graduation and qualification rate <i>Indicator: Graduation and Qualification rate after 7 years</i>	80.7% MEQ 84.1%	82% MEQ 84.7%	84% MEQ 85.4%	86% MEQ 86.1%	88% MEQ 86.8%
1.2 Increase the graduation and qualification rates of boys <i>Indicator: Graduation and Qualification rate after 7 years</i>	78.6% MEQ 80.1%	80% MEQ 80.7%	82% MEQ 81.3%	84% MEQ 81.9%	86% MEQ 82.5%
1.3 Increase the graduation and qualification rates of HDAA students. <i>Indicator: Graduation and Qualification rate after 7 years</i>	63.9% MEQ 62.2%	65% MEQ 62.6%	68% MEQ 63%	70% MEQ 63.4%	72% MEQ 63.8%
1.5 Success rate on the problem-solving competency of the grade 6 Mathematics MEQ exam <i>Indicator: Proportion of students who obtain between 70 % and 100% on the problem-solving competency of the MEQ grade 6 Mathematics exam</i>	70% MEQ 66%	70% MEQ 68%	72% MEQ 70%	74% MEQ 72%	77% MEQ 75%



Pontiac High School and its Learning Context

Pontiac High School (PHS), located in Shawville, Quebec, is a rural high school situated in the heart of the Pontiac Region of West Quebec. It serves over 400 secondary students from 18 different municipalities. Pontiac High School sits on a beautiful 10-acre property.

Within this well-maintained structure, there are 19 classrooms, two computer labs, a double gymnasium, three science labs, an art room, a music room, a spacious state-of-the-art library, a greenhouse, a full cafeteria, a welding shop, and an auditorium. The PHS grounds include three sports fields, tennis courts, exterior basketball courts, and groomed ski trails.

Pontiac High has a faculty of 33 teachers and 15 support staff who work hard every day to ensure our students are positioned for academic success. Many of our PHS staff are alumni who have returned as academic leaders ready to give back to their alma mater. The newcomers to our faculty add wonderful perspectives from their life experiences to make our school leadership a diverse team of collaborative partners who value relationships as a high priority.

Given structural changes in the regional economy resulting in fewer higher-paying jobs, many of our families have one or both parents and/or guardians who commute to work in surrounding urban areas each day.

Pontiac High School serves families from diverse socio-economic backgrounds. This special socio-economic status qualifies us for additional provincial funding to support student needs. Our students come from a vast geographic region spanning almost 300 square kilometers, often commuting up to two hours each way by bus.



Pontiac High School, Mission, Vision, and Values

Mission

The mission of Pontiac High School is to ensure that everyone achieves individual excellence.

In order to maximize individual student success, we are committed to supporting the needs of students in learning, social connections and experiences, mental well-being for staff and students, as well as preparing them for the academic and the labour market following graduation.

Vision

- Pontiac High School is a professional learning community in which:
- There is a high expectation for learning.
- There is continuous improvement expected of students and all members of staff.
- Every student has a mentor/advisor to foster a sense of belonging, as well as to provide an advocate for the student in matters relating to academics, social, and personal development.
- There is a culture that promotes, rewards and celebrates success.
- Students and staff are motivated, energetic, and innovative in their approaches to teaching and learning.
- Leadership is shared by everyone and is continuously being developed amongst all members of the school.
- The community plays an important and active role in the school's educational project.
- No challenge to student success is considered insurmountable.
- Family members actively participate in fostering student success.

Values

We at Pontiac High School:

- Believe that all students can learn, and we will do whatever it takes in order for them to achieve to their individual excellence.
- Believe that we are accountable for the success of our students.
- Believe that everyone at school has a right to learn, work, and play in a safe, secure, and positive environment.
- Believe in creating programming for students that will prepare them for further studies, the workforce, or life in general.



Growth Through Coaching

The Pontiac Way



Pontiac High School has always been a community that places students at the heart of all we do and how we do it. Connecting, communicating with, and supporting students as they grow individually and academically is our highest priority.

Our aim is to support the development of students so that they become independent, accountable, and self-regulated young adults who are prepared for what lies beyond the walls of PHS. Coaching, leadership development, and partnering with students in relationships are our ways to guide them into their promising futures.

Coaching will increasingly become a way of life at PHS, whether it is adult to adult, adult to student, or student peer to peer.

Taking a partnered approach is about recognizing the complexity of helping others, and it is grounded in the partnership principles as expressed in Jim Knight's work. Coaching is about supporting and empowering people to do the thinking for themselves and work towards a growth goal.

Teacher collaboration has been a large part of what makes the culture at PHS so strong and supportive. Embedding coaching into Growth Partnerships puts the teacher in an influential position at the heart of the decision-making processes that support student development and organizational growth and effectiveness. This is accomplished by identifying an area of potential growth, engaging in specific learning, and improving through this process.

There are many opportunities each day for coaching moments to occur. Academic achievement, individual personal growth, and behavioural situations present more formal opportunities for coaching.

Building on the successes of past development strategies, coaching will pervade all that we do. Coaching will increasingly become The Pontiac Way.

A New Approaches, New Solutions School



In response to school engagement issues, the Ministry of Education (MEQ) has implemented a “New Approaches New Solutions” approach to schools in diverse socio-economic areas. The goal of the NANS strategy is to increase graduation rates through differentiated instructional strategies. NANS schools receive significant additional funding to make this happen.

Financial support is based on a ten-point socio-economic scale. Pontiac High School is a NANS-10 school and receives the maximum funding available. This status is reviewed and adjusted periodically, subject to demographic and economic changes in the region.

NANS schools offer greater and individualized flexibility to determine what strategies and initiatives might best enhance school success.

A clear example of NANS approaches resulting in student success has been the Welding program at PHS. Over 140 students in all five grades participate in this hands on and practical program that results in provincial certifications. Many students choose to stay in school in order to access this program. Lack of attendance is a universal school problem across the continent, and increasingly so. Regular and consistent attendance is critical in the development of a student’s personal, emotional, and social well-being.

The Welding program was funded by NANS grants and could not have happened without this NANS designation.

The great news does not stop here! NANS funding supports additional academic, behavioural, social, and emotional longer-term programming.

At PHS, we look forward to exploring the possibilities for additional opportunities to repeat the Welding success story. It is our goal to introduce both Computer Science and Agricultural electives into our PHS curriculum.



Our Strategic Priorities

Student Learning

Objective #1:

A Mastery Learning Approach to Teaching and Learning

Mastery Learning, as an educational philosophy, is a well-researched and proven approach to student success and a natural complement and support to NANS schools that are required to meet the needs of a diverse student population.

Mastery Learning research suggests that students come to school eager to learn, that all can succeed, and that student successes, no matter how incremental, will result in future successes.

Throughout the time span of this Educational Project, our faculty and students will be exposed to 21st Century learning theory and strategies. Mastery Learning will play a significant role in faculty professional development in order to ensure that the conditions for success are in place.

Teacher professional development will include all aspects of instruction. For the purposes of this plan, instruction will include planning, assessment, and communication.

Although all four dimensions of effective instruction are imperatives for our faculty, assessment will be an important priority for this project cycle.

Assessment for Mastery of Competencies

The MEQ directs teachers to assess based on competencies mastery. Through more frequent and lower stakes assessments, students will experience success leading to high confidence (self-efficacy) that will lead to a sense of academic safety, higher levels of engagement and more frequent successes.

The Goal

To ensure students understand the MEQ curriculum and are provided with specific learning intentions, success criteria, and assessment strategies that are consistent with Mastery Learning Principles for each unit of study.

What is Involved?

- Students understand the assessment strategy specific to each class. They can explain what learning is going to be assessed and how their level of competency is being measured. (mandatory rubrics)
- Students are assessed on MEQ curriculum expectations only. The assessment reflects the content and complexity of the expectation as stated in the MEQ Progressions of Learning.
- Students are provided with alternative assessment methods to demonstrate learning when beneficial and possible.
- Students are prepared for assessments through lessons and resources. Students receive formative assessments to check for understanding before summative assessments are administered.
- Students are given the chance to demonstrate competency after an unsuccessful summative assessment. When reassessing, students only need to demonstrate competency in the unsuccessful portions. The students receive support through tutoring or other resources to be successful.

- Students will understand the assessment philosophy and be responsible for using the opportunities to be successful.
- Students are involved in the assessment process when possible. Through self-evaluation, self-reflection, and rubric student-teacher conferences, etc.

(Note: There will be adjustments to the application depending on subject-specific requirements, e.g. MEQ and higher-level subjects.)

How do We Get There?

- Faculty to be consulted and fully trained on assessment philosophy through the mastery learning approach.
- Assessment philosophy and practice become part of classroom norms and procedures.
- Requests for reteaching and re-assessment to be uniformly systematized across PHS.

When do We Start?

Immediate and ongoing.

How will This Goal be Measured?

- The effectiveness of implementation will be verified through classroom observation and observation of teacher assessment practice each term by the administration.
- Student success and academic safety levels will be measured through Mozaik reporting and “Student Voice” responses twice annually.





Objective #2

A Professional Learning Community through Growth Partnerships

To empower and support educators in identifying and pursuing their chosen individual professional development goals through professional learning communities, fostering a culture of continuous improvement and collaboration.

Collaborative culture creates a positive working environment for teachers as it facilitates the exchange of ideas, resources, and best practices, promoting continuous learning and improving teaching quality. Through collaboration, our teachers will share innovative methods, embrace challenges, and create a positive learning community that accelerates professional development and student success. To provide staff with an opportunity to have impactful dialogue that supports working on group and individual growth goals that are student-centered.

The Goal

One hundred per cent of PHS Teachers will participate in the professional learning communities (PCLs) and share learning with other colleagues in collaborative settings during professional development times.

What is Involved?

- Teachers will select PLCs and commit to them for an academic year.
- Each teacher will work on an individual professional development growth goal and the PLC group growth goal.
- The PEERS framework will be utilized to set goals.
- Working through the impact Cycle.
- Identify strategies for implementation.
- Teachers will engage in informal or formal observations with their PLCs (Pontiac Partners).

How do We Get There?

- Make a library of resources available for teachers and PLC selection.
- Structure professional development workshops that explore goal setting based on the WQSB professional teaching competencies.
- Teachers engaging in Pontiac partnership groups growth work during professional development (PD) sessions, staff meetings, and informally.
- Developing high-impact instructional implementation playbook.
- Identify and implement strategies.
- Engage in informal or formal observations with their partners.
- Receive goal-focused feedback and determine if or when the goal has been met.

Objective #3

Preparing Our Students for the 21st Century Through Technology

Through intentional and creative cross curricular unit planning and instruction, PHS students will be exposed to technology skills including keyboarding, digital citizenship, Microsoft suite product usage, and other graphic design software. These skills will be embedded in regular instructional units based on the MEQ progressions of learning.

The Goal

The PHS faculty will include prescribed technology learning in unit planning where appropriate.

What is Involved?

- Referencing competency 13 and ensuring MEQ guidelines are followed.
- Implementation of common educational technology platforms.
- Ensuring sufficient infrastructure is in place to support technology learning.

How do We Get There?

- Teachers will integrate technology skills development into unit planning and daily lesson plans.
- Teachers will confer with colleagues on cross-curricular opportunities to utilize technology for learning empowerment, problem-solving opportunities, development of critical thinking, collaboration, and connection to students learning around the globe,
- Teachers will model and encourage the use of best-in-class, subject-specific educational technology programs to support student success.
- Teachers will utilize educational technology platforms for vocabulary exposure, previewing upcoming concepts, review, and homework support, assessment preparation, and enrichment.

When do We Start?

August 2024

How will this Goal be Measured?

Goal success will be measured through student academic growth, local and MEQ data, and anecdotal observation.

When do We Start?

Two pilot PLCs are in progress. The full implementation will take place in June 2024.

How will this Goal be Measured?

- Anecdotal observations.
- PLC group accountability feedback.
- By the end of the academic year 100 per cent of participating teachers and groups will have developed and be actively pursuing their professional goals.
- An increase in teacher efficacy is evidenced in administrative walk-throughs.



Objective #4

Reading Culture at Pontiac High School

The Goal

To increase the literacy confidence and competency of students through the implementation of school-wide literacy support programs.

What is Involved?

We recognize the pivotal role that strong reading skills play in academic success and lifelong learning. By fostering an environment where reading is both enjoyable and rewarding, providing access to a diverse range of reading materials, and modeling positive reading behaviours, our goal is to cultivate confident and proficient readers among our students, equipping them with the necessary skills for academic and future success.

How do We Get There?

- Establish a school-wide reading program: Implement a mandatory 20-minute dedicated reading time every two weeks for all students and staff through advisory. Students work with advisors to select good-fitting reading material.
- Increase student usage of the library. Have the library free during advisory so students can make regular visits.
- Launch book club Initiative: Start a student-led book club with a variety of genres and reading levels to cater to diverse interests. Encourage students to participate actively and provide incentives for engagement, such as prizes or recognition. The club can have a junior level and a senior level.
- Library Enhancement: Assess and improve the library's collection to include a wider range of genres, levels, and formats. Collaborate with librarians to promote the library's resources and services to students and staff.
- Run a school-wide reading competition through English classes.
- Students complete a tri-annual self-reflective survey that tracks the time they spend on personal reading and their confidence and comfort with reading.
- Share a book of the week through the daily bulletin.
- Develop reading support through tutoring.
- Provide pedagogical development for reading strategies and vocabulary building throughout the school.
- Initiate and develop a book-purchasing program for students through.

When do We Start?

August 2024

How will this Goal be Measured?

- Using the data from the tri-annual reading survey, the self-reported time students spend reading per week increases by an average of 30 minutes.

Student Life

Emotional and academic safety is integral to both student happiness and success. We want the PHS environment and culture to be both positive and inclusive. The term “Student led” is important to our future, and we aim to inspire, train, and empower student leaders to add value to the lives of their peers through promoting a culture of excellence, service, collaboration, empathy, and innovation. Through leadership opportunities such as coaching, mentorship programs, and collaborative initiatives, a new generation of confident, compassionate, and forward-thinking individuals will be empowered to positively impact both our school and the wider community.

Ministry of Education Objectives

Orientation #3

Make Schools and Centres Welcoming Spaces

Objective 4					
Develop new specific projects (Projets pédagogiques particuliers)	Actual Situation	Target			
		2023-2024	2024-2025	2025-2026	2026-2027
4.1 Increase The rate of secondary student participation in school specific projects.	5%	5%	5%	10%	15%
<i>Indicator: The rate of secondary student participation in school specific projects</i>	MEQ 44.6%	MEQ 50%	MEQ 57%	MEQ 66%	MEQ 75%

Objective 5					
Improve the climate of benevolence (good will), well-being, safety of students	Actual Situation	Target			
		2023-2024	2024-2025	2025-2026	2026-2027





Objective #1

Student Values and Success Orientations

Research suggests, and our experiences in life confirm, that successful people have learned and developed personal attributes and habits that lead to success. These attributes, including emotional intelligence, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, honouring your word, kindness, and other attributes and values, are at least as important as academic knowledge gained and competencies mastered while at school. Although these important values and orientations are best and firstly learned at home, we at PHS value our role in supporting families as they raise successful children with positive values.

The Goal

To develop a Student Values and Success Orientation program that clearly defines the values and orientations, articulates how these are practiced and affirms students publicly when they are consistently above expectations in living these values and orientations.

What is Involved?

At PHS, we have a very comprehensive Code of Conduct that includes consequences intended to deter negative behaviour. In order to approach student development from a positive perspective, our Student Values and Success Orientation program seeks to affirm and celebrate positive behaviour that is above normal expectations and lived out consistently while at school.

How do We Get There?

The faculty and staff will construct a comprehensive approach to promoting positive values and success orientations that clearly define what those values and orientation are and articulate how those values and success orientations are communicated, practiced and publicly affirmed.

- Values and orientations are to be identified and defined by the entire school community.
- The Student Values and Success Orientation program (branding to follow) will be communicated upon the return to school in August 2024.
- Each month, Teachers and students will nominate students for recognition, and at the end of the month, students who have been exemplary will be recognized in a school- wide assembly in each of the values and orientations. (Note: we are not looking for acts of good deeds, but rather committed lifestyles).

How will this Goal be Measured?

- Anecdotally by the successful implementation of the steps, evidence of monthly follow through on student nominations, review of nominations, and school-wide recognition assemblies.
- Student voice surveys.

Objective #2

Student Leadership

The Goal

To develop an integrated leadership pathway that will enable opportunities for students to be identified as emerging leaders, to lead and influence their peers through mentoring, coaching, conflict resolution, and event planning and coordination.

What is Involved?

Developing systems that will support the training of emerging leaders as they gain knowledge, learn leadership skills, and be provided with opportunities to lead and influence others.

How do We Get There?

- The continuation of the Leadership elective course
- Introduction of non-credit leadership forums and mini courses
- Structured student government at all grade levels. (Representation on the Governing Board)
- Facilitated peer coaching, conflict resolution, and peer tutoring initiatives.
- Student-led athletic and extracurricular council
- Media management program or club to promote student life, activities, and the Panther brand.

How will this Goal be Measured?

- Anecdotal observations of successful program implementation.
- Internal Student Voice feedback.
- Pulse survey.
- Annual surveys of school climate, programming, etc.





Objective #3

New Programming

Non-Academic

The Goal

To provide both programming and physical space for the arts, athletics, recreation, learning, socializing, and student activities by rethinking facility use and renovating, enhancing, replacing, or changing approaches and facilities to meet the needs of students. The specific target is that 80 per cent of our students will be enrolled in a form of extracurricular programming either athletic or non-athletic.

What is Involved?

Determining student needs, adjusting systems or creating new ones, re-examining facility usage in order to strengthen the student life experience at PHS.

How do We Get There?

- Determining student wants and needs with respect to athletic and non-athletic programming.
- Affirming our ability to meet these needs and wants.
- Examining the possibility of partnerships with local and community organizations.
- Securing and utilizing maximum provincial and other grants.
- Training adult and peer leaders for each programming initiative.
- Maximize use of current facilities and develop the property where opportunities exist.

How will this Goal be Measured?

- Internal Student Voice feedback.
- Programming statistics.
- Enrollment retention rates improvement.



Objective #4

Facility and infrastructure development

It is obvious to those who know and love PHS, that we have an impressive building and 10-acre property that both students and the community enjoy visiting and utilizing. We believe that we can make the PHS facility even better!

The Goal

To develop new spaces for the athletics, recreation, learning, socializing, and student activities by renovating, enhancing, replacing, or changing facilities to meet the needs of students and the whole community.

What is Involved?

The faculty and student at PHS have already begun to dream about what could be. The new outdoor tennis and basketball courts are an example of what can happen when dreams become actionable. We will soon have our new bleachers in place. New opportunities have been identified and individual project plans are being articulated, funding needs identified, and timelines set.

How do We Get There?

- Identifying needs and opportunities (e.g., Track and Field facility with lighting, and dressing rooms that reflect athletic commitment and excellence, outdoor education facility and storage upgrades, auditorium renovations, restored greenhouse...)
- Create project documents (Gantt charts)
- Secure necessary funding
- Work with WQSB and community organizations with respect to implementation issues and in order to minimize costs.

How will this Goal be Measured?

Each project will be measured by successful project completion according to objectives and timelines established and the students and community enjoying the new facility improvements.





Student Support and Success

Objective #1

Supporting Students Through Student-Led Social and Emotional Support Programming and Initiatives

Students can impact the school environment and its culture. Furthermore, when student leaders are given leadership opportunities with appropriate mentoring and training, they can positively influence and support their peers.

The Goal

To develop effective and targeted peer leadership through social and emotional support opportunities where student leaders will play an important role in supporting their peers.

What is Involved?

- Identification of the real social and emotional needs of PHS students that can be better supported through peer interventions.
- Identification of best practices and leadership training materials available in training peer coaches, mentors, and conflict mediators. A focus on increasing a sense of belonging.
- Strengthening and leveraging of partnerships with WQSB provided and external agencies.

How do We Get There?

- Once priorities are identified, the initiatives need to be articulated and communicated to the learning community.
- Student leader training (new and building upon current training available)
- Promote awareness of available services to students both inside the school and in the community.
- Creation of a Guidance web page attached to the PHS website which includes academic, social and emotional support information, including links to outside agencies.
- The implementation of a PHS Student Values and Success Orientation and recognition system to promote positive behaviour. (See above).

How will this Goal be Measured?

- Anecdotal feedback from administrative oversight.
- Successful program implementation.
- The Power BI survey will be used to measure students' sense of safety and belonging while at school.



Objective #2

Promoting Healthy Lifestyles

Overall physical and nutritional health is crucial for student well-being. By prioritizing physical activity and healthy eating habits, we not only improve academic performance and emotional wellness, but also support students to develop life-long healthy habits.

The Goal

To provide knowledge and opportunities for students to initiate positive, healthy habits that will become the basis of a life-long healthy lifestyle.

What is Involved?

- Educating the students concerning the short and long-term benefits of healthy living and active lifestyles.
- The expansion of programming, both curricular and extracurricular, that encourages aerobic and anaerobic exercise in creative ways.
- Ensuring that healthy food options are available while at school.
- Providing food for students who are in need.

How do We Get There?

- Integrate healthy living into the School Values program (see above).
- Communicate the “PHS Moves” initiative during orientation days in August 2024.
- By ensuring that all students have proper gym attire and are ready to participate in gym classes.
- Expand physical education course options to include electives that are more interest focused.
- Expanded extracurricular options for exercise and food study.
- The expansion of the current food program initiative.
- Physical activity opportunities before school begins.

How will this Goal be Measured?

- Increase in student participation (average weekly minutes) of physical activity per student.
- Reduction of students choosing to sit out during physical education classes.
- Increase in participation in extracurricular activities.
- All students will know how to access free food in the school and through monitoring consumption.





Objective #3

Purple Project

A PHS Teacher-Student Coaching Initiative

In 21st Century Teaching and learning contexts (and perhaps this is not a new idea), students seek relationships, guidance and coaching from trusted and qualified mentors. These mentors may not be subject-specific experts, but they are skilled at conducting regular and consistent reflection and goal setting meetings with their mentees in order that obstacles to growth are foreseen and or removed.

The Purple File brand has been utilized so that the coaching initiative is distinct from our Individualized Education Plan (IEP) system, which is traditionally known as the Red File system. Some students have both Red and Purple files.

The overarching goal for the span of this project is to positively focus on relational coaching, rather than codes of conduct consequences, as a means of influencing students towards realizing their academic potential, making right choices, improving emotional intelligence, and ultimately becoming successful young adults.

The Purple Project provides an alternative, proactive approach to providing support to achieve successful outcomes for students.

The Goal

To pair each student who can benefit from an adult coach and mentor with a well-suited, trusted staff member.

What is Involved?

In order for the Purple Project to be successful, students who would benefit from a mentor coach need to be identified and matched with a willing, trained, and qualified mentor coach.

How do We Get There?

Identification of Purple Program students through observed needs, referrals, or expression of student interest.

- Recruitment and training of mentor coaches.
- Matching of student participants in the program with mentor coaches
- Establishment of meeting schedules and formats for meetings (Coaching emphasis)
- Monitoring of student success and adjustment of plans and goals where needed.

How will this Goal be Measured?

- Academic success as measured by term reports.
- Student Voice (BI) surveys will reflect positive engagement.
- Anecdotal feedback from student mentees
- Reduction in the number of behaviour referrals

Objective #4

Academic Support Measures

The graduation success rate for the school year 2022-23 was 75 per cent. Thirteen of 52 academic program students did not graduate.

The Goal

To increase graduation success rate to 90 per cent or higher.

What is Involved?

In order to increase success rates, specific challenges preventing students from achieving graduation must be identified and solutions implemented. In addition to academic challenges, regular and consistent attendance continues to be a concern.

How do We Get There?

- Strategic French Second Language (FSL) tutoring for students from tutoring grants and MEQ grants are serving and will continue to provide extra instructional support, and an additional FSL teacher will be assigned to the resource room who can support students in the resource room or class setting.
- Prioritize surplus funding or available grants to hire Math resource teachers to prepare Cycle 2 students for MEQ exams. Two additional teachers were employed for the school year 2023-24, and the positive effects were immediate.
- Establish Math and French Advisories, allowing 20 minutes of focused daily subject instruction (“safetynetting”).
- Increase awareness of educational technology sites for parents and students to access outside of school hours for reteaching and review (e.g., Khan Academy, Reading A-Z, Grammarly, World History Crash Course- YouTube Channel, Education Perfect, Western Quebec Virtual Library).
- Communication of in-house support measures offered by teachers and outside services such as Learning English Education Resource Network (LEARN) Quebec’s free online tutoring.
- Earlier and more substantive French tutoring interventions for students transferring from outside of the province than is offered through the Service D’Accueil program.
- Develop a career guidance approach at all cycle levels that focuses on student goal setting. This will be achieved through a prescribed Advisory system.
- Addition of an Attendance Tech to provide support for families to increase student attendance.
- Expansion of targeted resource support for students with Individualized Education Plans to help maximize student access and use of technology and personalized support measures.

How will this Goal be Measured?

A successful 90 per cent graduation rate measured through the Provincial “Charlemagne” data.



Objective #5

Special Education: Technology

Technology is an essential part of learning for all students in the 21st Century. This is especially true for students with IEPs. Technology is an essential part of special exam conditions offered to many students. Approximately 80 students have access to technology for learning activities and assessments, as identified by an IEP.

Currently, students access technology through a central location, the resource room. This means that students leave the classroom environment to access computer technology. Although some students have their own laptops assigned, most students access shared devices through the resource room. The logistical challenges of accessing technology, combined with some students not wanting other students to know they have an IEP, mean that they choose not to use available technology.

The Goal

To increase the use of technology by students with IEPs by always having immediate access to technology in their classrooms.

What is Involved?

- Implement new structures and procedures to maximize technology use (students carry devices throughout the day instead of each class, students are assigned specific laptops instead of sharing, etc.)
- Understand and implement UDL principles.
- Examine and adapt teaching and learning through the lens of technology.

How do We Get There?

- Expand the use of Edtech platforms to facilitate the use of technology.
- Increase the number of devices in the school (both for identified and non-identified students).
- Increased training or learning opportunities for students in the area of technology.
- Regularly incorporate the use of technology into lessons for all students.
- Assign a specific laptop to each student with technology support identified on an IEP.

How will this Goal be Measured?

- Observations of increased technology use in the school.
- Increased ratio of devices per student. (The ratio goal is one to one).
- Observations of increased use of technology to support special exam conditions.

Objective # 6

Special Education Increasing the IEP's effectiveness

IEPs are a legal requirement for certain students as outlined by the Education Act, Section 96.14. Currently, the school has approximately 182 students with IEPs. This represents 45% of the students at PHS.

IEP documents are intended to ensure the student's learning needs are being met, with input being required from the school, parents, and the student themselves. The IEP ensures that appropriate accommodations, modifications, special exam conditions, and learning strategies are in place.

The Goal

To increase the effectiveness of IEPs by increasing effective collaboration between the school, parents, and the student.

What is Involved?

- Increase the amount of communication between stakeholders of IEPs.
- Encourage communication to parents regarding the IEP which should be personalized rather than generic.
- Ensure that each student is consulted prior to the creation of the IEP.
- Ensure conversations occur between staff and students reflecting on student progress when IEP communications are sent home.

How do We Get There?

- The IEP structure and process will be reviewed by the 2024/25 school year to include the above-mentioned ideas. Changes to the process will include:
- Scheduled meetings between a staff member and each student prior to the writing of the IEP.
- Scheduled meetings between a staff member and each student prior to discuss progress prior to an IEP evaluation being sent home.
- IEP evaluations that include a direct phone call or email to the parent.
- Increased information about the IEP process from administration to parents
- Continued opportunities for parents to have input into the creation of the IEP process for the following school year.

When do We Start?

May 2024 and beyond.

How will this Goal be Measured?

- Observations of increased communication, both formally and informally, between parents and staff related to IEPs.
- Observations of increased student self-advocacy in the IEP process.
- Increase of information or strategies that are specific to the student in their IEP.
- Decrease of generic SMARTGOALS in IEPs.



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