



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

**ENGAGE • BUILD • ACHIEVE**  
**ENGAGER • BÂTIR • ACCOMPLIR**

# ROSEMERE HIGH SCHOOL

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, A BILINGUAL FUTURE  
UNE ÉDUCATION EN ANGLAIS, UN AVENIR BILINGUE  
[www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)





*This educational project is a strategic tool through which Rosemere High School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Rosemere High School, as well as the community's expectations with regard to education.*



#### **MISSION STATEMENT:**

Rosemere High School is dedicated to providing a safe and cooperative environment that fosters self-esteem, social diversity and academic excellence.

#### **VISION STATEMENT:**

Preparing today's students for tomorrow

**Respect – Honesty - Service**

# SCHOOL PROFILE

## External Environment

Rosemere High School, located in Rosemere, Quebec, is the largest English high school north of Laval. The school is home to approximately 1200 students in secondary cycle one and two. It services students from a wide geographic area including: Rosemere, Boisbriand, Blainville, Ste Therese, Lorraine, Bois des Filion, Mascouche, Terrebonne, Repentigny and St. Anne Des Plaines. We share our territory with the Commission Scolaire Seigneurie de Mille-lles, Externat Sacre Coeur (private French high school) and Cegep Lionel Groulx.

The IMSE (Indice de milieu socio-économique) is made up of the proportion of families with children whose mother does not have a diploma, certificate or grade (which is two-thirds the weight of the index) and the proportion of households whose parents were not employed during the Canadian Census reference week (one third of the weight of the index). The IMSE for Rosemere is currently 3 which indicates a socially advantaged milieu.

Rosemere benefits from a close working relationship with the Regie de Police Ste-Therese-de-Blainville and the CISSS of our region. We participate with the police department on their various initiatives including an anti-bullying program 'Beyond the Hurt' and a nurse from the CISSS is present for preventative measures once a week.

The RHS Governing Board has 8 parent members, 6 teacher members, 1 support staff and 1 professional. In addition, we have a small but active Parent Participation Organization (approximately 6 to 12 members) who contribute to fundraising efforts for various school projects. Our statistics from Parent-Teacher Interview evenings show a participation rate of approximately 36% in November and 18% in February (from parentinterview data).

## Internal Environment

Rosemere High School is a school for students in Secondary 1 to Secondary 5, including a contained Special Needs class (Diversified Path), Work-Oriented Training and Semi-Skilled Trades classes. The building includes the following facilities:

Over 30 regular classrooms	Science wing with laboratories	Multimedia lab
Science Tech lab	Visual Art studios	Dance studio
Drama theater	Music room with sound-proofed practice spaces	Woodworking lab
Gyms and changing rooms	Weight room	Library
Computer labs	Cafeteria	Auditorium
Synthetic outdoor field		

## Enrollment statistics

The enrolment at Rosemere High School has increased slightly every year since 2013. In 2018, the enrolment is 1205 students. The Ministry projects the enrolment to stay relatively consistent at 84-85% capacity throughout 2023.



Enrolment Statistics:	Academic Consolidation	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5	Diversified Path	Work Oriented Training Path	Semi-Skilled Trade
Number of students in 2018-2019	7	249	247	203	226	247	13	17	5

1.2% of students are 13 years of age or over when they start secondary school. (from GPI)

	Percentage of population in 2018
Mother Tongue English	42%
Mother Tongue French	47%
Mother Tongue Other	11%
Language Spoken at Home English	55%
Language Spoken at Home French	43%
Language Spoken at Home Other	2%
Data taken from Lumix – Excel Kit High School – School Portrait	

### Characteristics related to student success

Rosemere High School offers diverse courses at all grade levels including enriched classes, arts and soccer concentration classes, and varied elective courses in Cycle 2. For special needs students, RHS has an Academic Consolidation class and a Diversified Path. The primary goal of the Academic Consolidation addresss aspects of the elementary curriculum that students a stronger academic foundation as they move into the challenge of high school. Year one of Academic Consolidation addresses aspects of the elementary curriculum that the student has not yet mastered. In order to provide this support, there is a 3-year allowance to build a stronger academic foundation and complete Cycle One of the Secondary program. The Cycle I Diversified Path program emphasizes remediation, reinforcement, and development of basic learning skills in English, French, and Mathematics. This closed group follows the Diversified Path program for 3 years. Following that, the students enter the Work Oriented Training Path for another three years, leading to an attestation of skills certificate.

To support students with their learning, all full-time teachers offer approximately 180 remediation minutes at recess and lunch every 9-day cycle.

Each term, over 40% of students are on honour roll, indicating that they have an average grade of 80% or higher.





**Promotion Rates 2017-2018 (% of students who are promoted to the next level in the general education sector for the 2018-2019 school year):**

	Secondary 2	Secondary 3	Secondary 4
2017-18	93% 3% went to WOTP 4% repeated Sec 2	96% 2% repeated Sec 3 2% AEVT, withdrew or transferred	97% 2% repeated Sec 4 1% AEVT, withdrew or transferred

Data taken from GPI

School Portrait Description	Gender		Overall
	Male	Female	
Number of Students	623	582	1205
Number of Students with an IEP	192	111	303
Percent of Students with an IEP	30.8%	19.1%	25.1%
Number of Students with a Code (EHDAA)	49	15	64
Percent of Students with a Code (EHDAA)	7.9%	2.6%	5.3%

Data taken from Lumix – Educational Project – High School Dashboard – School Portrait

School Success Rate Summary	Success Rate of all male students (%)	Success Rate of all female students (%)	Gap (%) (Female – Male)	Success Rate of students with an IEP (%)	Success Rate of students without an IEP (%)	Gap (%) (Without – With)
S5 ELA (Regular)	84.2	94.55	10.35	72.73	93.02	20.29
S5 FSL (Regular)	92.2	96.7	4.5	87.88	95.95	8.07
S4 History (local results)	94.1	96.5	2.4	90.2	96.2	6
S4 Math CST	76.67	89.71	13.04	70.97	85.04	14.07
S4 Science	89.71	93.8	4.09	80.49	93.75	13.26

Data taken from Lumix – Educational Project – Detailed Subject Analysis

Success Rate of MEES Uniform Exams over the last 3 years:

Secondary IV	Success Rate June 2016	Success Rate June 2017	Success Rate June 2018
Science and Tech 555444	71.3%	88.4%	90.0%
Math CST 563414	77%	68.4%	83.4%
MATH SN 565426	95.4%	86.1%	93.1%
History of Quebec & Canada 587404	78.3%	76.8%	No MEES exam
Secondary V	Success Rate June 2016	Success Rate June 2017	Success Rate June 2018
English Language Arts 612536	96.3%	98.2%	97.6%
French as a Second Language 634504	96.3%	94.8%	96.7%
French as a Second Language (Enriched) 635506	100%	100%	100%
Data extracted from the June 2018 Data Base Management System			

Graduation Rate

Rosemere High School tracks students through Student Services meetings at the end of every term. Students are considered at risk of not graduating through an online interface that measures 5 factors:

- Age relative to peers (1 year or more older)
  - # of failed courses (2 or more)
  - # of Memos (behavioural issues) (5 or more)
  - Special Needs (Yes)
  - Absenteeism (15% or more missed periods)
- Following these meetings, the Special Ed Technicians, Guidance Counsellors and Administration meet with the At-Risk students to develop individualized action plans. Of the 35 students in Secondary 5 identified by the Dropout Prevention Plan interface in term 3 of 2017-2018, 28 graduated, 5 are currently enrolled in Adult or Vocational Education, and 2 are not in a MEES database.

The Ministry of Education provide the graduation rates based on a 7-year cohort. The most recent results are from 2015-2016.

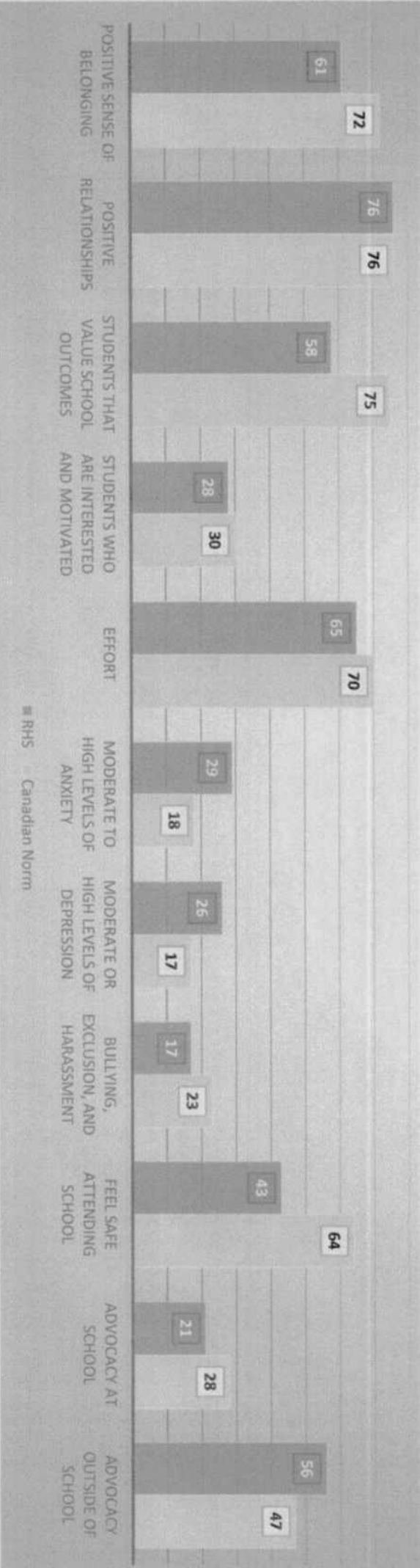
	2013-2014	2014-2015	2015-2016
Percentage of students with either a diploma or an attestation of skills %	89.3	92.7	86.0
Dated taken from the 2017-2018 <i>Indices nationaux – Données par établissement</i>			





Our School Survey:  
Each year since 2011, students from every grade level have completed an online survey that measures indicators based on the most recent research on school and classroom effectiveness.

### Our School Survey results 2018



**Students with a positive sense of belonging:** Students who feel accepted and valued by their peers and by others at school.

**Students with positive relationships:** Students who have friends at school they can trust and who encourage them to make positive choices.

**Students that value schooling outcomes:** Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

**Students who are interested and motivated:** Students who are interested and motivated in their learning.

**Students with moderate or high levels of anxiety:** Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations, bullying, exclusion, and harassment: Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

**Feel safe attending this school:** Students who feel safe at school as well as going to and from school.

**Advocacy at school:** Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

**Advocacy outside of school:** Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

The priorities identified by the staff in discussions centered on the Anti-Bullying Anti-Violence plan are the positive sense of belonging and reducing anxiety. Actions targeted toward those results will likely affect the other areas as well.



A survey was sent to the parent body in March 2019. 51 answers were received, which represents less than 5% of our population, indicating that community involvement needs to be improved.

**Staff Characteristics**

Rosemere High School has 67 full-time permanent teachers and 9 part-time teachers or teachers assigned to Rosemere from another school (excess). 15 years of seniority is the average amongst the full-time permanent teachers. Each year we welcome approximately 10 teachers from the Recall list of varying degrees of seniority.

In addition, RHS has the following staff members:

1 Principal	2 Vice Principals	2 Guidance Counsellors
3 Student Supervisors	5 Special Education Technicians	1 Building Manger
1 School Organization Technician	4 Secretaries	1 Librarian
2 Lab Technicians	6 Attendants	School Psychologist (1 day per week)
5.5 full-time Janitors		

The teaching staff offer a wide range of Extra-Curricular activities including, but not limited to Soccer, Football, Basketball, Volleyball, Hockey, Games Clubs, Comic Book Clubs, Student Council, fundraising initiatives, Leadership, and many more.

Guided by the administration team, departments meet regularly to coordinate evaluation and teaching practices and develop initiatives for students. Information technology is incorporated into all classes at varying degrees. For example, a SmartBoard is present in each classroom and the majority of teachers use an online platform such as Google Classroom to make the instruction available to students digitally.





CHALLENGES

- Success for all students
- Psychological well-being of students

POLICY ORIENTATIONS

- Promoting a learning environment that is inclusive and supportive
- Supporting students' mental health

OBJECTIVES

Objective 1: By 2022, reduce the success gap between boys and girls in all Ministry-evaluated subjects to 6.2% or less.

Objective 2: By 2022, reduce the percentage of students with moderate to high levels of anxiety to 18%.

Objective 3: By 2022, increase the students' sense of belonging to 72%.

Objective 4: By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification to 88%.



**SCHOOL ORIENTATION: Promoting a learning environment that is inclusive and supportive**

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to the gap in success rates between various groups of students by 50%	By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%	By 2022, reduce the success gap between boys and girls in all Ministry-evaluated subjects to 6.2% or less	6.2%	- Success Rates in Sec 4 History, Math and Science and in Sec 5 English and French	Principal will monitor the results in August, upon publication of the Summer School results.
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%	RHS has already achieved this objective.			
	By 2022, reduce the success gap between students who start secondary school in a <i>milieu défavorisé</i> and those that don't from 12.6% to 10.2%	Does not apply			





SCHOOL ORIENTATION:					
MEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	Maintain a target of below 5% of students who enter high school at 13 years or older.	The SWLSB Head Office oversees this objective			



SCHOOL ORIENTATION: Promoting a learning environment that is inclusive and supportive

MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.	By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%	By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification to 88%.	88%	The success rate as provided by the Ministry.	Student Services meetings with administration at the end of each term to identify At Risk students  Yearly monitoring by Principal.





SCHOOL ORIENTATION:							
MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES			TARGET	INDICATORS	MONITORING
By 2030, increase to 90% the success rate on the composition of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	Does not apply				MEES Grade 6 end-of-year Assessment	
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	Does not apply				MEES Grade 6 end-of-year Assessment	
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%	Does not apply				SWLSB Grade 6 end-of-year Assessment	
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%	Does not apply				SWLSB Grade 6 end-of-year Assessment	



SCHOOL ORIENTATION:					
MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, ensure that all school buildings are in good condition	By 2022 ensure that 50% of our buildings are in good condition with learning environments that will promote the health, wellness and safety of our students and staff	The SWLSB Head Office oversees this objective			



## SCHOOL ORIENTATION:

MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Increase the level of literacy competencies among the adult population on the school board territory	Increase the level of literacy competencies among the adult population on the school board territory	Does not apply			



## SCHOOL ORIENTATION:

MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Does not apply			







SCHOOL ORIENTATION: Promoting a learning environment that is inclusive and supportive

SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement	By 2022, increase the students' sense of belonging to 72%.	72%	Our School Survey results – Positive Sense of Belonging	Survey is administered once a year in late Winter/early Spring and results are tracked by the Principal.  Action Plan developed by the staff will be monitored each term by the Principal.



SCHOOL ORIENTATION: Supporting student's mental health

SWLSB ORIENTATION 3		SCHOOL OBJECTIVES		TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being		By 2022, reduce the percentage of students with moderate to high levels of anxiety to 18%.		18%	Our School Survey results – Anxiety	Survey is administered once a year in late Winter/early Spring and results are tracked by the Principal.  Action Plan developed by the staff will be monitored each term by the Principal.



**CONSULTATIONS**

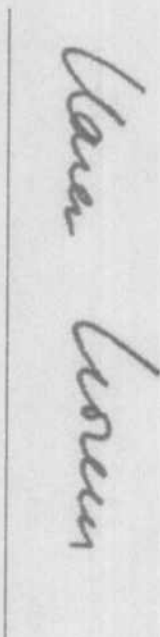
- ☐ Teachers: *January 28, 2019, March 29, 2019*
- ☐ Students: *February 18, 2019 – April 16, 2019*
- ☐ Parents: *March 2019 - survey*
- ☐ Governing Board: *January 31, 2019, March 19, 2019, May 1, 2019, June 4, 2019*

**Governing Board ADOPTION**

**GB20190501-03** Motioned by Andrea Venditti to adopt the 2019-2022 Educational Project as presented.



CHAIR



PRINCIPAL

