



**Western Quebec School Board
Commitment to Success Plan
Consultation Document
March 2018**

This document is a part of the Western Quebec School Board’s consultation on the development of its Commitment to Success Plan. The document includes opportunities for feedback from WQSB stakeholders.

Background

With the coming into force of Law 105 the Ministry of Education requires school boards to develop a **Commitment to Success Plan**. The plan will lay out the school board’s plan for student success and must be in place for the school year 2018-2019. The **Commitment to Success Plan** will include the context of the school board, its educational services, the needs of schools and centres, the challenges it faces and its orientations, objectives, indicators and targets.

Each school board plan must also incorporate five objectives and two broad orientations set by the Ministry of Education. These objectives and orientations are aligned with the Ministry’s 2017-2022 strategic plan as well as the Policy on Educational Success.

In order to develop its Commitment to Success Plan the Western Quebec School Board must undertake a consultation process with its stakeholders. This consultation will take place through the month of April and will include the following groups:

- | | |
|--|---------------------------------|
| • Management Advisory Group | March 29, 2018 |
| • Parents’ Committee | April 16, 2018 |
| • Special Education Advisory Committee | April 9, 2018 |
| • School and Centre Governing Boards | April, 2018 |
| • WQSB staff and students | April, 2018 (Via Online Survey) |
| • Community members | April, 2018 (Via Online Survey) |

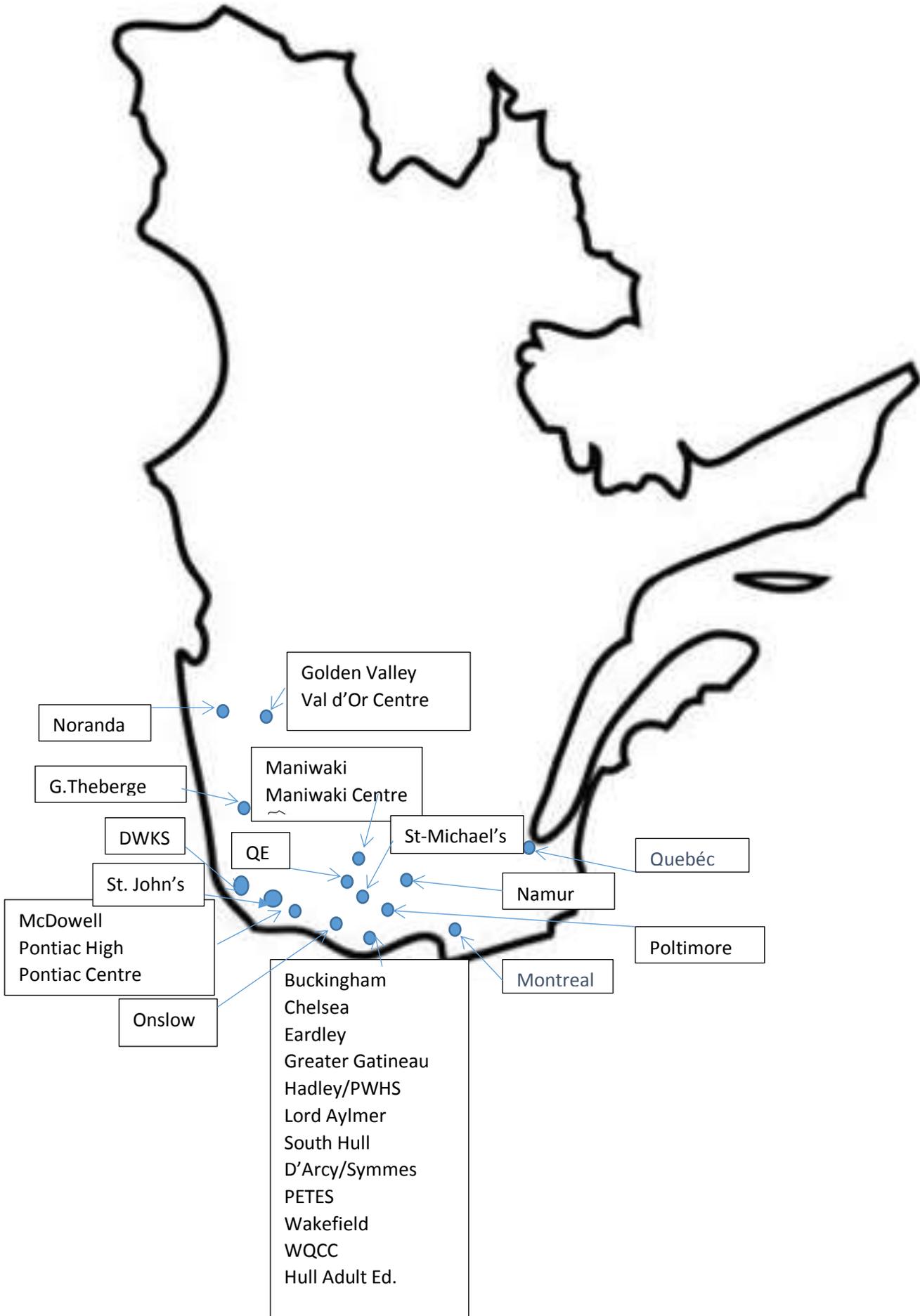
The Parent’s Committee and the Management Advisory Committee may make recommendations on what should be included in the commitment to success plan.

The Goal of the Commitment to Success Plan

The goal of the Western Quebec school Board **Commitment to Success Plan** is to share, with all educational personnel, parents and communities, a common vision of our reality and challenges to generate concerted action around the orientations and objectives that impact student learning and success. The plan also provides an opportunity for all to understand the orientations, directions and strategies the school board is undertaking to ensure educational success for all its students.

Western Quebec School Board Context

The Western Quebec School Board comprises 25 schools and five adult education and vocational training centres across two administrative regions, 07 and 08. The board’s territory is large, covering more than 90,000 square kilometres and spread over 155 municipalities. Schools and centres are located throughout this territory with the largest located in the urban tract of Gatineau. The sheer size of our territory and the dispersion of the English-speaking population within that territory has required an organization of schools and centres to meet this challenge and ensure access to our clientele. The school configuration is as follows: 13 elementary schools, 2 Junior high schools (Secondary I and II), 2 secondary schools (secondary I to V), 2 senior secondary schools (Secondary III to V), 1 kindergarten to secondary II school and 5 Kindergarten to Secondary V schools. WQSB operates three joint adult general education and vocational training centres, one adult general education centre and one vocational training centre.



Schools and Centres

Elementary

School	Location	Population (As of September 30, 2017)
Buckingham Elementary	Buckingham	144
Greater Gatineau Elementary	Gatineau (Gatineau sector)	469
Pierre Elliott Trudeau Elementary	Gatineau (Hull Sector)	569
Chelsea Elementary	Chelsea	281
South Hull Elementary	Gatineau (Aylmer sector)	449
Lord Aylmer Elementary	Gatineau (Aylmer sector)	659
Eardley Elementary	Gatineau (Aylmer sector)	360
Onslow Elementary	Onslow	72
Dr. S.E. McDowell Elementary	Shawville	275
St. John's Elementary (has a full-time k4)	Campbell's Bay	114
Queen Elizabeth Elementary (has a full-time k4)	Kazabazua	74
Wakefield Elementary	Wakefield (La Peche)	306
Poltimore Elementary (has a full-time k4)	Poltimore	41

Secondary

School	Location	Population
St. Michael's High School	Low	100
Hadley Junior High School	Gatineau (Hull sector)	459
Philemon Wright High School	Gatineau (Hull sector)	612
Symmes Junior High School	Gatineau (Aylmer sector)	437
D'Arcy McGee High School	Gatineau (Aylmer sector)	586
Pontiac High School	Shawville	382

K – 11

School	Location	Population
Dr. Wilbert Keon (has a full-time k4)	Chapeau	158
G. Theberge	Temiscaming	106
Noranda	Noranda	82
Golden Valley	Val d'Or	244
Maniwaki Woodland (has a full-time k4)	Maniwaki	208
Namur (k-8) (has a full-time k4)	Namur	104

Adult Education and Vocational Training Centres

School	Location	Population (Population varies over the year)
Hull Adult Education Centre	Gatineau (Hull sector)	Approximately 600
Western Quebec Career Centre	Gatineau (Aylmer sector)	Approximately 225
Pontiac Continuing Education Centre	Shawville	Approximately 150
Val d'Or Adult Education Centre	Val d'Or	Approximately 35
Maniwaki Adult Education and Vocational Training Centre	Maniwaki	Approximately 45

Programs and services offered by the Western Québec School Board vary from General English programs and Enriched French academic programs, adult general education, vocational training, transition and induction programs, Work Oriented Training programs, Life skills programs, along with pre-kindergarten and daycare services. WQSB offers a wide range of extra-curricular opportunities in sports, cultural, character building, and community-oriented activities along with a variety of student-centred services offered in our schools and centres.

Community Learning Centres

The Western Quebec School Board has five Community Learning Centres (CLC) that are integral to the following schools: St. Michael's High School, St. John's Elementary School, Val d'Or Adult Education Centre, Pierre Elliott Trudeau Elementary and Maniwaki Woodland School. Each CLC has a community development agent whose role is to facilitate community partnerships, service-based learning and contribute and enrich student life. Funding for the CLCs is provided through the Entente Canada-Quebec.

Framework for Success – Four directions

In order to ensure student success Western Quebec is building a framework for success to ensure its schools and centres are viable, sustainable and provide the same quality of opportunity for all. At the same time, WQ is committed to increasing graduation and qualification rates in all sectors and closing the achievement gap (reducing the disparity between the performance of groups of students) for all students.

Our core purpose has been articulated by the Minister of Education in the **Policy on Educational Success**. In it he states “the government is working *to ensure that everyone can achieve their full potential.*” He goes on to say that “success means providing everyone with the opportunity to display their talents at any stage of life.”

The Western Quebec School Board is engaged and determined to realize the Minister’s stated objectives. Each of our four strategic directions and system alignment goals are focused **to ensure that all of our decisions are based on individual student achievement.**

Our directions:

Safety and Security

To provide a healthy and safe environment for students and staff to maximize student achievement

Professional Responsibility – Management and Accountability

To maximize the use of all resources to support teaching and learning

Focus on Pedagogy to Improve Teaching and Learning

To continually improve the quality of instructions so that students have the best possible opportunities to learn and achieve to their potential

Professional Learning, Feedback, and Growth

To ensure that all employees have on-going opportunities to improve so that students’ educational experience continues to improve year after year

Alignment

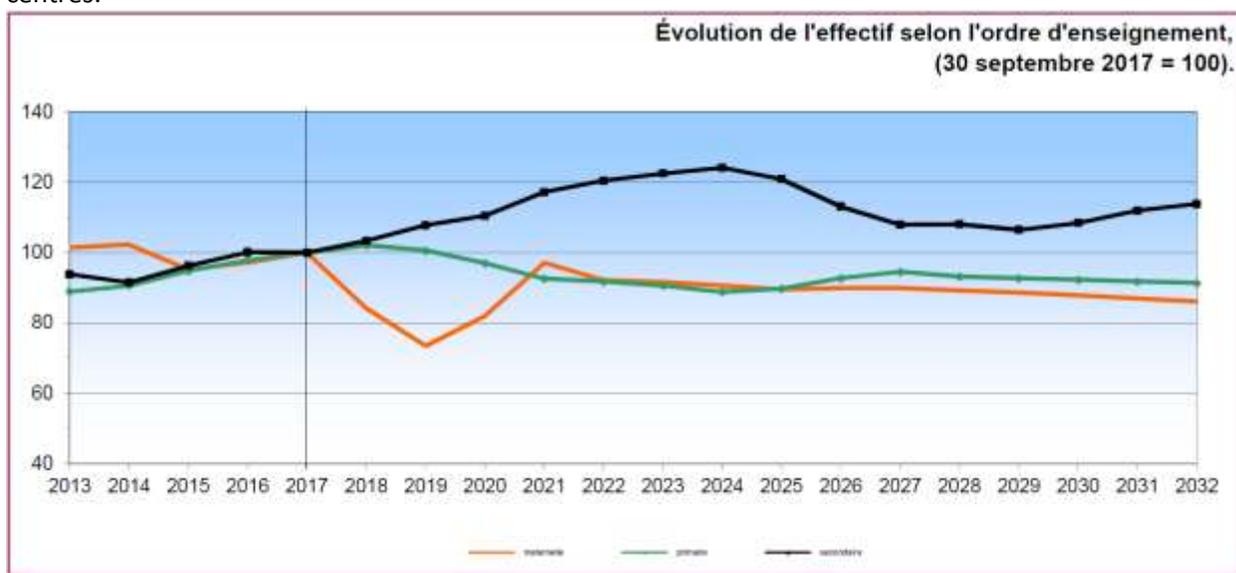
To ensure all improvement plans, resources and communications are aligned to MEES directions and WQSB goals

It is through these strategic directions and the organization and delivery of services centred on a knowledge management system that Western Quebec has set its objectives, strategies and actions.

The following realities, while not all directly influential on student achievement, impact the board’s ability to make the most efficient and effective use of its resources. The overarching issues that continue to confront the WQSB include distance and dispersion (impact the organization of schools and centres to ensure accessibility), a high mobility rate (impact retention and success of students and skews statistics from MEES), socio-economic factors (impacts student achievement), recruitment and retention of qualified teaching staff in our rural schools and centres (impacts the quality of teaching and learning).

Demographics

In the last two years the Western Quebec School Board demographics have shifted to an upward trend moving enrollment from 6910 in 2015-2016 to 7298 in 2017-2018. This increase, however, is concentrated in the urban tract of Gatineau as our rural, outlying areas continue to see a decline (the exception being Maniwaki Woodland, Queen Elizabeth, St. Michael's and Dr. S.E. McDowell). Demographic projections indicate that Western Quebec's student population will increase from 2018-2019 to 2023-2024. Again, this holds primarily for our urban schools and less so for our rural schools where we expect to see continuing decline. The decline in our rural schools poses a serious challenge to the delivery of education. As it is now, several of our rural kindergarten to Secondary V schools struggle to deliver the basic school regulation offerings to students. Four of these schools have fewer than 80 students at the secondary level. It is difficult to track demographic changes in Adult Education and Vocational Training but in general there has been a decline in rural centres and stability in urban centres.



Projected enrollment WQSB – MEES data

Socio-economic

Western Quebec has a significant portion (9 of 25) of its schools that are 8, 9 or 10 on the MEES Indice de milieu socio-économique scale. Schools are classified on a range of 1 to 10, with 1 being considered the least socio-economically disadvantaged and the 10 being the most socio-economically disadvantaged. These schools are designated as New Approaches New Solutions (NANS) schools and they focus on specific orientations to contribute to student success. These include five kindergarten to secondary V schools ranked 8, 9 or 10 and three elementary schools ranked 8, 9 or 10, and one secondary school ranked 8,9 or 10. In addition, three more schools are ranked 7s. Schools ranked 8, 9 or 10 benefit from the New Approaches, New Solutions (NANS) measure provided by the Ministry to increase student success. In addition, NANS schools now benefit from additional resources to provide support in early literacy and numeracy, support for students with special needs and additional support for in academic subjects at the high school level. Our NANS schools have made significant progress in student achievement. Although many of the cohorts are small, results on the MEES and board objectives in our NANS schools continue to show improvement. This is evident in the success on the uniform exams at secondary IV and V levels. There is also progress, although slower, in the core subjects of French Second Language, English Language Arts and Math at the elementary level. At the board level, we have focused on providing additional support in the core subject areas as well as programs targeted to improve the quality of teaching and learning. At the school level, schools have developed and embedded strategies that focus on both prevention and intervention for identified groups of students.

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Écoles primaires

Code de l'école	Nom de l'école	Indice du seuil de faible revenu	Rang décile (SFR)	Indice de milieu socio-économique	Rang décile (IMSE)	Nombre d'élèves (30/09/2016)
886005	École Dr. Wilbert Keon	16,25	7	24,40	10	66
886006	École Golden Valley	11,85	5	20,02	9	144
886007	École St. John's	16,97	7	19,37	9	102
886008	École Namur	15,04	7	21,03	9	55
886009	École Noranda	13,68	6	16,35	8	40
886011	École primaire Buckingham	10,80	4	13,75	7	133
886013	École Pierre Elliott Trudeau	20,74	8	12,11	6	478
886015	École primaire Chelsea	5,34	1	12,11	6	259
886016	École primaire Greater Gatineau	18,34	8	4,33	2	394
886018	École primaire South Hill	5,58	1	14,36	7	381
886019	École primaire Wakefield	7,84	3	3,46	1	264
886021	École Dr. S.E. McDowell	15,35	7	7,52	3	226
886022	École primaire Onslow	15,35	7	9,95	5	54
886023	École Eardley	12,38	5	16,39	8	313
886030	École primaire Maniwaki Woodland	13,23	6	9,18	5	77
886031	École G. Thérberge	17,48	7	20,15	9	50
886033	École primaire Queen Elizabeth	9,87	4	14,56	8	42
886034	École Lord Aylmer	11,82	5	27,10	10	544
		8,42	3	5,51	2	
Code de l'école	Nom de l'école secondaire	Indice du seuil de faible revenu	Rang décile (SFR)	Indice de milieu socio-économique	Rang décile (IMSE)	Nombre d'élèves (30/09/2016)
886001	École secondaire Philemon Wright	13,93	6	11,06	5	618
886002	École secondaire Pontiac	15,17	7	14,17	7	395
886004	École secondaire D'Arcy McGee	8,08	1	5,63	1	542
886005	École Dr. Wilbert Keon	16,10	7	24,54	10	62
886006	École Golden Valley	11,77	5	19,91	10	84
886009	École Noranda	11,30	4	14,41	7	43
886012	École secondaire Saint-Michel	9,66	2	14,65	8	92
886017	École Intermédiaire Hadley	14,19	6	10,82	5	444
886025	École Intermédiaire Symmes	9,33	2	6,40	2	471
886030	École primaire Maniwaki Woodland	18,22	8	21,26	10	101
886031	École G. Thérberge	11,16	4	15,94	8	43

Source : MEEES, GIR, DESEEG, DRS, compilation spéciale des données du recensement canadien de 2006 (production avril 2017).

Note :

Les écoles sont classées sur une échelle allant de 1 à 10, le rang 1 étant considéré comme le moins défavorisé et le rang 10 comme le plus défavorisé. Les écoles insatisfaites avec l'entente MEEES-MSES ne sont pas diffusées, de même que les écoles avec moins de 30 élèves présents au 30 septembre. Il n'y a pas d'indices de défavorisation pour les commissions scolaires à statut particulier (Alfort, cte. Kabuki), de même que pour les établissements d'enseignement privés et les écoles gouvernementales.

The Western Quebec School Board has a significant Indigenous student population (approximately 15%). Much of the Western Quebec School Board is on un-ceded Algonquin land and there are 10 Indigenous communities in the region in which Western Quebec provides educational services through its schools and centres. Several Western Quebec schools have significant First Nation, Metis, Inuit student populations. These are:

- Maniwaki Woodland (68%)
- Golden Valley (55%)
- G. Theberge (52%)
- Petes (16%)
- South Hull (12 %)
- Hadley/PWHs (5 %)
- Symmes/D'Arcy (7%)
- Val d'Or Centre (80%)
- Maniwaki Centre (85%)

Note: Percentages are approximate as they can vary from year to year. In addition, in the adult education centres, entry is on-going so numbers can shift weekly.

Western Quebec has undertaken to develop and deliver a culturally relevant curriculum and an indigenous pedagogy approach where possible. The board has engaged several community members and elders to work in developing resources, provide staff training and support to students. In addition, Western Quebec has established key partnerships with Native Friendship Centres in both Val d'Or and Maniwaki and works closely with several Indigenous community partners. WQSB adopted several strategies to ensure adequate support for FNMI students. These include a centralized approach for use of the MEES Aboriginal success grant in our schools and centres with FNMI students. The board supports the receiving schools through a network and research-based professional development for staff. The focus of additional assistance is language of instruction, French second language, certifying subjects in secondary, engagement and retention.

Students with Special Needs

The proportion of students with special needs in Western Quebec Schools has increased in the last few years. Since 2015 the number of students designated EDHAA has increased from 432 to 466 in 2017-2018. The EDAA population has increased by 81 students in the same period. All students with special needs are integrated into regular classrooms in Western Quebec with the exception of three specialized classes: Chelsea Centre (Chelsea Elementary), Transitions Centre (Eardley Elementary) and Lindsay Place (Hadley Junior High and Philemon Wright High School). The size of our territory is a specific challenge for the organization of services for students with special needs creating inequitable access to direct services from professionals (Speech Language and Psychology for example). In addition, recruiting and retaining qualified special education staff, whether they be teachers, technicians or aides is sometimes difficult in our outlying schools. A lack of services and or bilingual staff in the helping agencies (social services and health care) in many of our communities compounds the situation further. Our adult education and vocational training centres also have a number of students with special needs and more and more support is required to ensure success.

School year	Total population	EDAA	EHDAA	Total IEPs	% with IEPs
13-14	6653	1347 (20.2%)	368 (5.53%)	1715	25.8%
14-15	6679	1425 (21.3%)	390 (5.84%)	1815	27.2%
15-16	6910	1468 (21.2%)	432 (6.25%)	1900	27.5%
16-17	7134	1563 (21.9%)	453 (6.35%)	2016	28.3%
17-18	7244	1549 (21.4%)	466 (6.43%)	2015	27.8%

Recruitment and Retention of Staff

The Western Québec School Board employs more than 1,000 people in several categories of employment, most of them working directly with students. Recruiting and retaining qualified personnel in rural areas remain a challenging reality, notably in the teaching and professional fields. The challenge we have in recruiting and retaining qualified teaching staff is generally across all subjects but is even more evident in specialized areas such as French, Math, Science and Special Education. The proximity to the Ontario employment market also impacts our ability to recruit and retain staff.

High Mobility Rates

Many Western Québec School Board schools border the province of Ontario. People often move back and forth between the two provinces in search of the best living conditions. This trend results in a high mobility rate for the student population. Consequently, the school board's dropout rate is inflated because some high school students move out of the province prior to receiving a Québec high school diploma or certification.

The Ministry of Education views a drop out in Quebec as any student who leaves the system without a qualification or diploma in a given year and whose permanent code does not reappear in the following year. This includes anyone from secondary 1 to 5 who has left the province, returned to an Indigenous band controlled school or died. In a 2011 study of its drop outs, the WQSB demonstrated that the statistics generated by the ministry do not accurately reflect the migration rate of families to Ontario and elsewhere. For example, between 2005 and 2008 the study found that the migration rate for its families was 5 to 8 times higher than the 2.6% put forth by the ministry.

The Western Quebec School Board continues to challenge the Ministry of Education statistics on school leavers without qualifications or certifications.

Please provide feedback or comments on the portrait of the school board:

The MEES objectives and intended outcomes focus on the following areas:

- Graduation and Qualifications
- Equity – reducing the achievement gap between groups
- Language Proficiency – increase proficiency on grade 4
- Educational Path – reduce delay on entry to high school
- Living Environment – all schools in good condition

The table below outlines the Ministry objectives and the WQSB school board data.

MEES Objective 2030	WQSB Actual Situation		Indicator
	2008 cohort	2009 cohort	
Increase to 90 % the proportion of students under the age of 20 who obtain a first diploma or qualification, and to 85% the proportion of these students who obtain a first diploma (Secondary School Diploma or Diploma of Vocational Studies)	74.3%	75.5%	Graduation and Qualification rate after 7 years of secondary school
Reduce the achievement gap between certain groups of students	Boys: 71.1% Girls: 77.9% EDHAA:53.2% Regular students: 83% Socio-economically disadvantaged schools: Ranking 1, 2, 3:78.3% Ranking 4,5,6,7:74.8% Ranking 8,9,10:66% First generation immigrant students:50% Second generation:84.1%	Boys: 78.1% Girls: 72.8% EDHAA:53.6% Regular students:85.7% Socio-economically disadvantaged schools: Ranking 1,2,3:80% Ranking 4,5,6,7:76.8% Ranking 8,9,10:67.2% First generation immigrant students: 52.9% Second generation: 83.7%	Graduation and Qualification rate after 7 years of secondary school
	2015-2016	2016-2017	
Reduce to 10 % the proportion of students entering secondary school at age 13 or older	13.3%	9.8%	The proportion of students age 13 or older at entry to secondary school
90% success rate on the writing component of Ministry Grade 4 language of instruction exam, public sector	At this time there is no MEES grade 4 exam in language of instruction.		Success rate on the writing component of the Grade 4 Ministry exam
All school buildings in a satisfactory state	7 buildings in good condition 23 in unsatisfactory condition		Indice d'état des bâtiments du parc immobilier (School board can choose a different indicator)

The Western Quebec School Board compiles a significant amount of its own data on an annual basis including the success rates and average marks on Ministry uniform exams (these are exams written by all students across the province). **Link to documents.**

In addition, WQSB tracks Secondary 5 graduates. The table below shows data for the years 2015 to 2017.

WQSB Secondary 5 graduates for the years 2015 to 2017

Rate of Sec. V students registered on September 30 who obtain Secondary Studies Diploma	2015	2016	2017
	89.14%	92.1%	88.0%

Western Quebec School Board areas of focus to achieve the objectives

MEES Objective: Increase to 90 % the proportion of students under the age of 20 who obtain a first diploma or qualification, and to 85% the proportion of these students who obtain a first diploma (Secondary School Diploma or Diploma of Vocational Studies)

Areas of focus:

- Core subjects of English, Math and French Second Language from elementary through secondary
- Early literacy and numeracy in NANS schools
- Consistent and relevant assessments and aligned curriculum in core subjects including science and social sciences at the secondary level (Teacher subject networks)
- Adult and Vocational Teacher Networks –focus on aligned evaluation and assessment
- Consistent identification of students and alignment of curriculum for Work Oriented Training Pathway
- Success on MEES certifying subjects at secondary (additional support in NANS schools)
- The quality of teaching and learning (Teacher Induction Program, new teacher support, teaching and learning programs)
- Vocational training industry partnerships
- Focused support from board professionals for students with special needs
- Students at risk of leaving (transitions, additional support at secondary, SARCA services)
- Quality Professional development for all categories of staff

Which would you prioritize (top 3)?

1. Quality Professional development for all categories of staff
2. Early literacy and numeracy in NANS schools **and all schools**
3. Focused support from board professionals for students with special needs

Question: Does “special needs” include students on IEPs that do not receive funding?

Other suggested areas of focus: _____

MEES Objective: Reduce the achievement gap between certain groups of students

The following areas of focus apply to all groups:

- Early intervention – full-time k4 programs
- Focus on early literacy and numeracy
- Additional support for students with special needs
- Focus at secondary on student aspirations and retention
- Additional support in core subjects at secondary level (NANS)
- Additional support for students at risk of leaving
- Quality Professional development for all categories of staff

Which would you prioritize (top 3)?

1. Focus on early literacy and numeracy
2. Additional support for students with special needs
3. Focus at secondary on student aspirations and retention

Other suggested areas of focus: _____

MEES Objective: Reduce to 10 % the proportion of students entering secondary school at age 13 or older

- Early identification of students to ensure support to learning
- Ensure a clear and consistent process for identification in all schools
- Support plans in place for students
- Response to Intervention Approach
- Quality Professional development for all categories of staff

Which would you prioritize (top 3)?

- Early identification of students to ensure support to learning
- Support plans in place for students
- Quality Professional development for all categories of staff

Other suggested areas of focus: _____

MEES Objective: 90% success rate on the writing component of Ministry Grade 4 language of instruction exam, public sector

Currently there is no Grade 4 MEES exam for the English school boards. The WQSB tracks success on all components of the Grade 6 MEES exam.

Areas of Focus:

1. Marking Centres to align practices
2. Assessment and evaluation
3. Quality targeted professional development
4. Monitoring and tracking of student performance over time (Benchmark Assessment System)
5. Early literacy intervention
6. Formative assessment and alignment of current teaching practices

Which would you prioritize (top 3)?

1. Marking Centres to align practices
2. Quality targeted professional development
3. Early literacy intervention

Other suggested areas of focus: _____

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MEES Objective: All school buildings in a satisfactory state

Areas of focus:

- Complete a comprehensive analysis of the state of buildings using MEES standards
- Develop a plan of action based on the following priorities: Health and Safety; Infrastructure; Comfort; Aesthetics
- Seek funding to maintain and upgrade buildings
- Complete annual projects
- Develop a communication strategy for all partners

Which would you prioritize (top 3)?

1. Seek funding to maintain and upgrade buildings
2. Develop a plan of action based on the following priorities: Health and Safety; Infrastructure; Comfort; Aesthetics
3. Complete annual projects

Other suggested areas of focus: _____

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MEES Orientations

1. Contribute to the number of adults with high level literacy skills based on the 2022 PIACC assessment. In the last PIACC 47% of adults had high level literacy skills.
 - Recruitment campaign to reach hard to reach adults with low level literacy
 - Partnerships with community organizations and Friendship Centres

Can you suggest any other means?

- Partnership with governmental departments (ex: Ministère de l'emploi et la solidarité)

2. Ensure elementary students get 60 minutes a day of activity (including Physical education).
 - Schools participating in Ca bouge en cube measures
 - Outdoor education and environmental awareness program
 - Organized recess activities that promote movement

Can you suggest any other means?

- Phys ed teachers
- Funding for extracurricular sports teams
- Funding to improve playgrounds

General Feedback

Do you have any other feedback or comments?

- Inconsistency with use of acronyms (ex: WQ, WQSB)
 - “NANS” on page 7 is defined in brackets more than once under “socio-economic”
 - PETES should be capitalized on page 9
 - EDAA and EDHAA both need to be defined
 - What is SARCA? (p. 12)
 - What is PIACC? (p. 15)
- An explanation of the acronyms used
- “Framework for Success – Four directions” – the four directions should be numbered, or bolded, or reformatted as “alignment” looks to be a direction as well, rather than a new topic
- Legend for graphic on page 7 should be larger
- Typo on page 7 under “socio-economic” – “support f in academic...” → “support in”
- Formatting on bottom of page 8 – Header for “Indigenous Learners” on page 8 while all content is on page 9
- Poltimore Elementary School not noted on chart on page 8
- “Indigenous” needs to be capitalized in all cases (ex: “indigenous pedagogy” → Indigenous pedagogy)
- “Elders” also needs to be capitalized in all cases (ex: p. 8 “elders to work in...” → “Elders to work in...”)

MEES objectives

- 90% 2030 Objective not achievable because of high drop-out rate
- No target identified in “reduce the achievement gap between certain groups of students” – reduce by how much? Which gap(s) would be the targeted?
- Looking at first generation immigrant students for WQSB is unnecessary because we do not have any first generation immigrant students