

School Profile 2010-2011



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Trillium Elementary School

JK-8 English/EFI



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School hours:
8:00 a.m. - 2:30 p.m.

www.trilliumes.ocdsb.ca/

Principal
Bruce Foster

Vice Principal
Micheline Grondin

Office Administrator
Ruth Gabie

Chief Custodian
Michael Laurin

School Council Chairs
KJ Faig
Nik Panter

Superintendent of Instruction
Pino Buffone

School Trustee
John Shea

Chair of the Board
Jennifer McKenzie

*Director of Education/
Secretary of the Board*
Barrie Hammond

General Board Information
613 721-1820

www.ocdsb.ca

Accessibility Information

http://www.ocdsb.ca/ab-ocdsb/mak_our_school_accessible/Pages/default.aspx

Our School

Trillium Elementary School, in its 16th year of operation, is located in the east end of the City of Ottawa. Our name, Trillium, was chosen by the parents and students of our founding classes. Tonnerre or Thunder is the school's dragon mascot and he sports the Trillium colours of teal, purple, and white. "Be proud" is our motto.

Trillium stands for excellence, and equity in education. In partnership with our community, our mission is to enable our students to become fulfilled and productive citizens. To prepare for the twenty-first century, our students will acquire the knowledge, skills, and values that will allow them to adapt to changing technologies; to work independently and to think critically; and to effectively manage resources.

Our Students

Trillium has an enrolment of 537 students:

- 165 in the English program
- 237 in Early French Immersion
- 52 in Middle French Immersion
- 52 in Late French Immersion
- 31 in our General Learning programs
- While English is the mother tongue of most of our students, we enjoy the growing diversity of cultures and languages spoken by our students. Our students speak Arabic, French, Chinese, Urdu, Swedish, and Tagalog, in addition to English. Our Middle French Immersion students in grades 4, 5 and 6 attend our school from four other far east end schools. Our Late French Immersion program welcomes students from Heritage, Fallingbrook, Maple Ridge, Avalon and Dunning-Foubert. This will be the last year that the OCDSB will offer LFI to grade 7 students.
- Most of our graduating grade 8 students continue their education at Sir Wilfrid Laurier and Cairine Wilson Secondary Schools.

Our Staff

Trillium has a caring, dedicated, and enthusiastic staff of 30.00 teachers, 1.5 office staff, 5.5 Special Education Teaching Assistants, one of whom works 0.25 with a visually impaired student. We also have the support of a 0.5 morning teacher of the visually impaired, and three custodial staff. Our staff is a dynamic mix of both relatively new, and highly experienced teachers. Staff offer our students the chance of interacting with all kinds of individuals who bring many different experiences, backgrounds, and interests to Trillium. Most have earned qualifications beyond their basic certificates. The staff is organized into four divisions with each division being led by team leaders. As a professional learning community, the staff meets as a whole to support school initiatives, problem-solve and participate in professional development opportunities. The staff believe in an educational partnership with parents and look forward to offering the students

Educating for success – Inspiring learning and building citizenship

Programs and Services

Academic Programs

Trillium is a quadruple-track school, offering four distinct programs. We have the English program with 50 minutes of Core French four out of five days; Early French Immersion from Senior Kindergarten to grade 8; Middle French Immersion in grades 4, 5 and 6, and Late French Immersion in grades 7 and 8. Four year-olds are offered a half-day junior kindergarten program. Exceptional students are accommodated in a variety of ways. We are also privileged to have two system GLP (General Learning program) classes in our school. One of these classes has fifteen students in grades 4-6 inclusive; whereas, the other class has sixteen grades 7 and 8 students as part of its composition.

Classroom Organization

Trillium is a JK to grade 8 quadruple-track elementary school. Presently, our classes are organized in the following manner: JK/SK (English) – morning and/or afternoons, SK (E.F.I.) –mornings and afternoons also. Early French Immersion classes in grades 1 to 8. Middle French Immersion in grades 4,5 and 6. Lastly, Late French Immersion classes in grades 7 and 8. English classes grades 1 to 8 inclusive.

Special Education and ESL Programs

Trillium has a Special Education Multidisciplinary Team comprised of teaching staff, 1.0 Learning Support Teacher (LST), .50 Learning Resource Teacher (LRT), Educational Assistants, a Social Worker, and School Administration. As well, it enjoys the support of central board staff comprised of psychologists, speech and language pathologists, occupational therapists, and social workers.

The above teams work closely with parents to identify the needs of our students and plan for success for all of our students.

We have adopted an inclusive model for Special Education, where all students take part in the explicit instruction and are supported based



on their needs in the larger group setting. Additionally we have a Learning Support program with an extensive referral system.

Facilities and Resources

Our modern facilities include school-wide air conditioning, networked computers in every classroom, two Smart Boards, a computer lab, an integrated media system, a double gymnasium, a modern library centre, literacy and math manipulatives rooms. The school is completely accessible to the physically handicapped.

We also have an activity room which lends itself to a number of worthwhile activities such as daily physical activity, hot lunches, reading buddies, drama presentations, Scientists in the School activities, choir rehearsals and mini assemblies etc.

Nearby, is the Ray Friel Centre where many after-four and weekend activities are held.

Safe Schools Initiatives

Our Code of Behaviour was revised after consultations with parents, staff, and students. It now, better reflects the new Safe Schools legislation. Some of the proactive measures that we have undertaken include the following:

- Administrative presence outside at recess times, and during bussing times at beginning and end of the day.
- Principal walkthroughs are conducted in classrooms on an almost daily basis.
- Lunch and recess monitor program whereupon older students are given opportunities to develop leadership skills.
- High and consistent expectations for student behaviour at school and in the larger community. We have an extensive Character Development committee that focuses on positive climate, character education and bullying prevention. Our common goal is the building of positive character in our students. The positive climate is based largely on the works of Ron Morrish and focuses on having clear and consistent expectations for our students. This year we shall continue to work on Character in Action, whereby we recognize students, parents, and community members who are making a positive impact in the school community, the larger community, or at home. The selected "building blocks" for the year continue to include: following expectations, being responsible, showing respect, doing the right thing, helping others, showing kindness, accepting others' differences, demonstrating a positive attitude, being fair and lastly, owning one's behaviour.

Clubs and Activities

Students at all grade levels participate in a wide range of clubs and activities in the areas of sports, environmental issues, music and drama. Leadership opportunities for the students include an active intermediate student council, the yearbook committee, and the school-wide Environmental Action Representatives (EARS). The EARS group has won two major environmental awards for their efforts; the Jenny Teague Award and the David Suzuki Award. The EARS group has continued with its partnership with the Trillium School Council and has received recognition in the area of innovation for overall improvements to the conservation of the environment. School Council members in collaboration with the EARS group created an outdoor garden that was transformed into a teaching area. Last year, many of our senior students initiated and led in the clean-up of neighbouring Petrie Island. Annually, the Student Council organizes many activities for students including campaigns which support community or global organizations. The presidents of the Student Council try to attend School Council meetings and not only serve as a liaison between the students and the parents, but also work collaboratively to support the goals of the school.

Parental modelling and mirroring these same values at home greatly reinforces the values-driven work that we are working hard with the students to develop.

Achievement and School Improvement Planning

Measures of Student Achievement and Success

Like all schools within the OCDSB, Trillium follows the guidelines set out in the OCDSB Policy and Procedures for Student Evaluation, available on the Board's website (www.ocdsb.ca). We also are making a conscientious effort to adhere to the practices in the Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, first edition covering grades 1-12 inclusive and published by the Ministry of Education 2010. It is also available on the Ministry of Education's website at : <http://www.edu.gov.on.ca>

- Student achievement is measured in many ways at Trillium. Some students and teachers have implemented student-led conferences, which take the place of one parent-teacher interview. Many students prepare portfolios of work in all subjects to be presented to the student's parents. At the end of the meeting the student's next set of goals is established. The portfolio is cumulative for the year.
- We assume responsibility for the success of all of our students. Several diagnostic assessments (i.e. PM Benchmarks/GB+, CASI) are administered at various time periods throughout the academic year to track and monitor students' progress. These are used as assessments for learning to allow staff to plan richer learning experiences. As a team, we work collaboratively to consistently review these assessments and to share strategies to move all students forward in their learning.
- By the end of May, reading assessments in the form of PM Benchmarks are completed for students in grades 1, 2, and 3. In keeping with Ministry directives, grade 3 and grade 6 students take part in the provincial assessment of Primary and Junior Reading, Writing, and Mathematics in the spring (EQAO).

School Improvement Plans and Initiatives

There are many facets to Trillium's School Improvement Plan, (SIP) and Initiatives:

- The students, with staff support, organize special events to support the community and involve their colleagues in school life. These student initiatives encompass academic excellence, social events, sports events, school beautification, environmental initiatives, peer tutoring, creating a positive school climate and charity fundraising.
- The School Council is involved in many of the above initiatives and has also formed a collegial and close working relationship with the school in the areas of school budget and the school improvement plan(s). The collaboration has also been in the areas of environmental action, library refurbishments, and creating a safe and caring school.

- As a result of recent professional development opportunities developed by the Program Department and the analysis of standardized test scores and EQAO results, the staff has identified new initiatives to add to the S.I.P. They are as follows: Trillium Staff will continue to improve their consistency in assessment practices and provide a greater variety of instructional strategies to improve the overall achievement levels of all students. All students will read and continue to better demonstrate an understanding of what they have read. Staff will focus on having the students make better connections between information and ideas in a reading selection and the reader's personal knowledge and experience. Writing skills will be improved as staff will work with their students to better organize their written thoughts, information, and ideas in a more coherent manner. We shall also require your creative support at home as we continue to work hard to better develop your child's critical thinking skills.
- Continue working on balanced approach to literacy (cross-curricular) - especially in the areas of shared reading/guided reading at the junior/intermediate levels.
- Direct application of CASI, PM Benchmarks, GB+, and Intermediate Diagnostic instruments in shaping instructional practices.
- Active use of the connection with the library and volunteers.

Increasing Student Achievement in Mathematics:

- Increase student confidence with basic math skills through various activities such as: math buddies, chess, math month, and math bag activities.
- Develop culminating tasks for various math units with application to the achievement chart. Particular focus in Primary and Junior divisions, grades 1-6 inclusive, on all five Math strands. This school year we shall continue to have our students work exceptionally hard on improving their problem-solving skills in Mathematics. Once again, your support in providing your children, and our students problems to solve that reflect the practical aspect of daily living will go a long way to consolidating their math skills.

Creating a Safe and Caring School:

- Continue to develop partnerships such as links with the School Resource Officer (Police) visits.
- Bullying, cyber bullying Junior / Intermediate
- Internet safety use Junior/ Intermediate
- Safe & knowledgeable internet use through media literacy involving parents in possible presentations re: internet use, cyber bullying, safety issues.
- Continue celebration of student successes through assembly format and direct student involvement such as student led dramatizations – examples in positive behaviour rewarded, adhering to rules/modeling having values/using manners, opening doors, saying please, saying thanks, walking up stairs in an orderly fashion.

Leadership Recognition

"Leadership in the OCDSB is the demonstration of personal initiative to achieve a positive outcome."

Students:

At Trillium Elementary School student leaders have ample opportunities to contribute to every area of school life. The day begins with Intermediate Division student announcers assisting with the daily announcements. Their voices inform and remind everyone of the numerous educational and extra-curricular events planned for students. Many sports teams have had a successful season and their successes have been measured by personal best performances, as well as Board banners. Innumerable sports teams, Student Council, the environmental action club, drama club, bands, choirs, craft and games clubs creatively occupy the time of our students. The contribution to community has included visits to a home for senior citizens, overwhelming donations to the Snowsuit Fund, neuroblastoma, active participation in last year's Kristina Crusaders fundraiser for CHEO, a family dance held to raise money for the victims of the Haitian earthquake, are simply several of our school wide fundraisers.

The students are inspired to give their time and energy because they are interested in being active members of the school community. The recognition of their successes have been ongoing in our classrooms, school announcements, newsletters, our assorted assemblies and end of the year ceremonies. We build decision-making skills into many of the leadership activities in the school.



Staff:

Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees in Arts, Fine Arts, Physical Education and Sciences, as well as additional qualifications in Special Education, French as a Second Language, Music, Visual Arts, Guidance, and Computers in Education. Our educational assistants and administrative/support staff have also pursued additional training to meet the ongoing changes in our school. Staff has actively participated in numerous Board wide professional development activities in Literacy and Numeracy. Several staff members have presented to the OCDSB in the area of literacy, numeracy, and system leadership. We readily support their participation in pursuing training and professional development in keeping current with new information, technology and strategies. We also recognize staff leadership via personal interactions with one another, letters of thanks, school announcements, school newsletters, assemblies, performances, performance appraisals, and our Principal's report to School Council.

Parents/Guardians/Volunteers:

Each year, our parents contribute innumerable hours in the school. They assist as classroom helpers, library volunteers, hot lunch team, support people on class field trips, drivers to curricular and extra curricular outings, and School Council representatives. As partners their contributions have directly impacted students. We thank our parents, guardians, and volunteers on an on-going basis and look for opportunities to acknowledge them such as school announcements, our Principal's report to School Council, school newsletters, and our annual volunteer appreciation event held in the late Spring of the academic year.

Community:

The Trillium School Age Program is located on our site. Together we work towards a seamless transition for our students at the daycare. We have created partnerships with some of our local businesses at various times during the last several years. Trillium has established a partnership with Viscount Alexander and activities will include opportunities for interaction and relationship- building with all students. We recognize our community partners through school announcements, school newsletters, the Principal and Vice-Principal's reports to School Council and letters of thanks.

Results of EQAO Primary Assessment

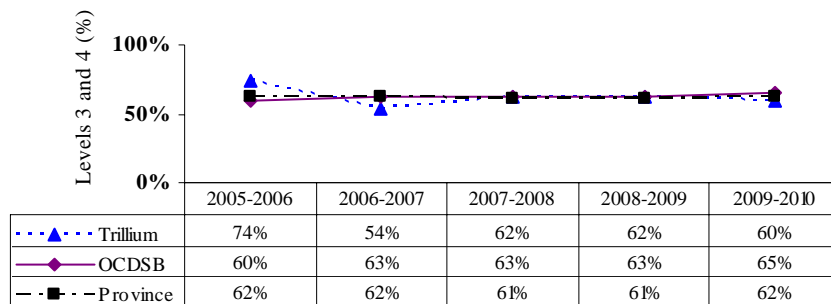
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

The following table describes grade 3 students in this school for the 2009-2010 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 3	40	0%	2%	8%	12%

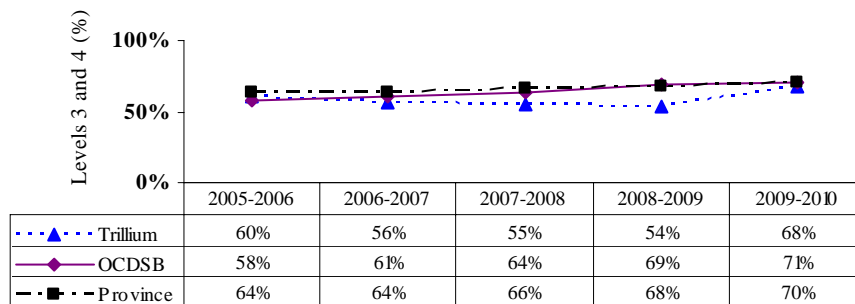
Results for *all grade 3 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

Grade 3 Reading: Percentage of Students at Levels 3 and 4 (Method 1)



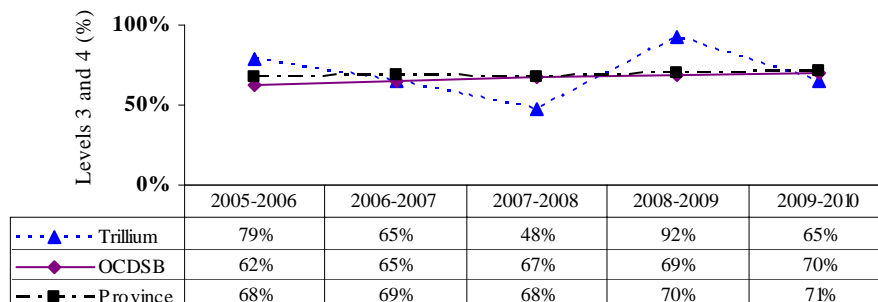
2% of the students were exempt, 2% had no data.

Grade 3 Writing: Percentage of Students at Levels 3 and 4 (Method 1)



2% of the students were exempt, 2% had no data.

Grade 3 Mathematics: Percentage of Students at Levels 3 and 4 (Method 1)



2% of the students were exempt, 2% had no data.

Results of EQAO Junior Assessment

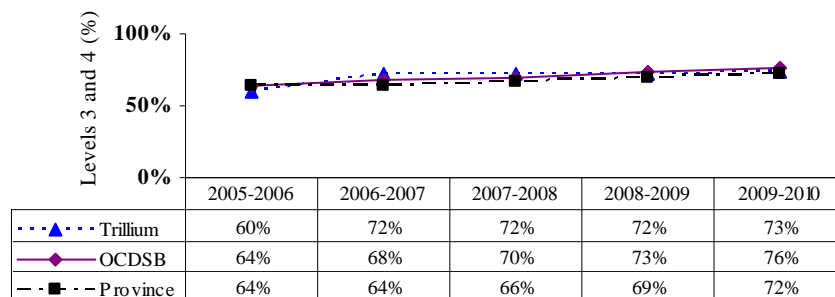
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

The following table describes grade 6 students in this school for the 2009-2010 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 6	55	2%	7%	33%	5%

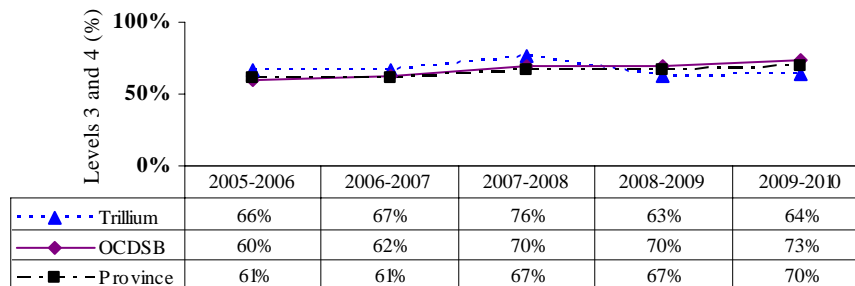
Results for *all grade 6 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

Grade 6 Reading: Percentage of Students at Levels 3 and 4 (Method 1)



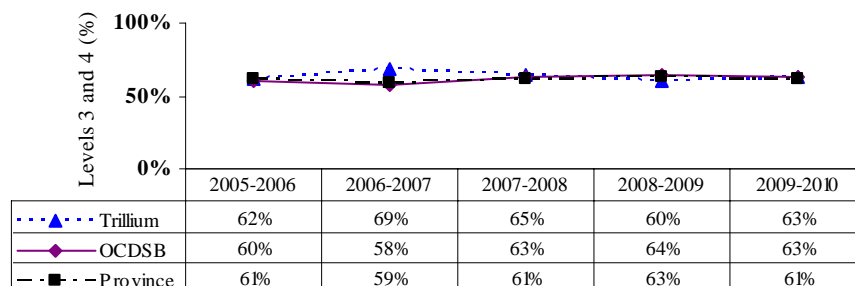
11% of the students were exempt, 0% had no data.

Grade 6 Writing: Percentage of Students at Levels 3 and 4 (Method 1)



11% of the students were exempt, 0% had no data.

Grade 6 Math: Percentage of Students at Levels 3 and 4 (Method 1)



7% of the students were exempt, 2% had no data.