MARKERS OF PROGRESS
2014-15

TABLE OF CONTENTS

MARKER 1 | PAGE TWO
Powerful Learning
• Junior School
• Middle and Senior School

MARKER 2 | PAGE EIGHTEEN
The Signature of a BSS Girl Comes Alive:
Powerful Learning in Social Emotional
and Physical Development
• Junior School
• Middle and Senior School
• Boarding Program

MARKER 3 | PAGE THIRTY
• Culture of Powerful, Real World Learning

MARKER 4 | PAGE THIRTY-FOUR
• Real World Results

We thank our students whose photos appear in this report and the community members who shared their thoughts. Quotes and photos are not related.
Great schools, like any organization today, must be committed to challenging conventional wisdom as part of a continuous exercise in improvement. Not settling is the new normal. While we can take pride in celebrating achievements and continue to learn from the past, we must also keep questioning how we do things, why we do them, and how we are measuring success.

That’s why BSS has been committed to establishing criteria by which to judge progress on the basis of a clear understanding of what we mean by success and how we are living up to our vision. We are also committed to reviewing, updating and revising those criteria to ensure we are on track with our girls’ evolving needs.

In this 5th instalment of the Markers of Progress report, we are delivering to our community a summary of our findings from the year 2014-15. This is an opportunity for you to review the school’s standings in a number of categories that should give you a clear picture of our progress as it relates to the strategic plan and our school’s vision. In each case our goal is to not only to report the findings, but also to discover trends and determine if there are areas that could be improved.

The exercise of compiling and analyzing this data is always extremely instructive for everyone at BSS. It is a moment when we can step back from our day-to-day and examine our processes. It allows time for reflection and discussion leading to clarity and even new ideas.

That is the goal for this report - through the discipline of documentation and analysis we can discover both what is working and what might need attention, and by sharing the information, we can invite engagement and ideas from our community - all of which leads to a stronger BSS.

I hope you’ll take some time to look through this report and as always I welcome your comments and feedback.

Deryn Lavell,
Head of School
How she is doing is a direct reflection on how we are doing. Assessing academic progress for Junior School students relies on a number of measurement tools. During these early learning years, we identify students’ challenges and competencies so that we can catch problems as they arise, strengthen the student’s confidence in her abilities, and build a strong foundation for academic success in the future. For this we use a variety of tools, including standardized tests, assessment programs and external competitions that focus on academic skill.

Curiosity

Initial Theory:
“I think curiosity is trouble. It’s like Curious George.
He’s so curious he gets in trouble.”
Final Theory:
“It’s being curious. You want to look closely at something because you want to know what it is. So you keep looking at it then maybe look in a book and then you could finally know what it is. When I was looking in a book about shells I wondered if we had that kind of shell in our class I was curious to find it.”
- Grade 2 student
JUNIOR SCHOOL ACADEMIC PROGRESS ASSESSMENT

In addition to internal measures that allow us to differentiate our instruction to meet the individual needs of our students, we also participate in external assessments, which give us information about how our program compares to national standards. The Canadian Achievement Test (CAT4) is a standardized test of literacy and mathematics skills. This test is “normed” on a Canadian population and, as such, gives us a statistical comparison based on national standards.

It is important to note that teachers do not “teach to the test” in preparation for the CAT4. The results reflect student achievement within our Culture of Powerful Learning, which emphasizes rigorous academic achievement as well as the development of the skills and attributes embodied in the Signature of a BSS Girl.

Students in Grades 2-5 take part in CAT4 testing each spring. Our Grade 6 students take the CAT4 with the new incoming students at the beginning of Grade 7. This data is used to better understand the success of our program and to set goals for continual improvement.
The Mean National Percentile Rank allows us to benchmark the performance of our school to same-grade schools across the nation. For example, BSS ranks at the 85th percentile overall in comparison to the normed schools across Canada.

THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO)

Although the CAT4 provides robust data on the achievements of our students, it is also useful to know how our students are performing, specifically in relationship to the Ontario Curriculum. The Education Quality and Accountability Office (EQAO) produces criterion referenced tests each year designed for this purpose. The students are assessed in the areas of reading, writing and mathematics. There are four levels of achievement with level three being the provincial standard. Similar to the CAT4, once the testing is completed, all of the materials are returned to EQAO where they are independently scored by teams of educators.

At BSS, students in Grade 6 take part in the EQAO each spring. In the past, students in Grade 3 and 6 wrote the EQAO every second year. This process did not provide the opportunity to collect consistent data from either the CAT4 or the EQAO. Within the new approach, comparative data will be available to look at the growth of a cohort from Grade 2 through to Grade 5 with the EQAO acting as a capstone assessment in Grade 6. Grade 6 students will also write the CAT4 with incoming students at the beginning of Grade 7.
One of our Middle School students finished in the top 1% in the Brock University Caribou Math Contest

POWERFUL LEARNING IN THE MIDDLE AND SENIOR SCHOOL

These are special years for girls, and being particularly mindful of their emotional needs, as well as their intellectual development, will ensure overall success. The BSS program in these years has proven powerful, not only in academic accomplishment, but in the girls’ sense of well-being and emerging self-confidence.

• The BSS Middle School program is designed to allow girls to develop the academic discipline, along with the support that will enable students to become intellectually capable and emotionally confident.

• The BSS Senior School program builds on these foundations as girls develop the leadership skills of questioning, connecting, synthesizing and presenting, as well as the learning habits of encouraging others, and reaching out to teachers or peers for help. They are encouraged to become independent thinkers and collaborative learners, giving them the tools to succeed at BSS and beyond.
CARIBOU CONTEST

The Caribou Math Contest is a worldwide online Math contest that is run out of Brock University and written by approximately 8000 middle school students. The contest puts an emphasis on logical thinking and mathematical games and often includes a Math History question. This year we had 26 Grade 7 and 8 students voluntarily compete in the contest with some spectacular results. We had a student finish in the top 1 per cent, a student finish in the top 4 per cent and five other students finishing in the top 15 per cent.

GAUSS CONTEST

The Gauss Contest is an internationally recognized contest run by the University of Waterloo’s Centre for Education in Mathematics and Computing. It provides an opportunity for students in Grade 7 and 8 to develop and demonstrate their mathematical problem solving ability. All of the girls in Grade 7 and 8 write this contest in April.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>BSS Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>17</td>
<td>5003</td>
</tr>
<tr>
<td>Average Correct Questions</td>
<td>11.41</td>
<td>9.19</td>
</tr>
<tr>
<td>Average Score</td>
<td>42.71 (44.49%)</td>
<td>34.38 (35.81%)</td>
</tr>
<tr>
<td>Average Time</td>
<td>48:12</td>
<td>44:18</td>
</tr>
</tbody>
</table>

Grade 7 and 8 Caribou Contest Results

<table>
<thead>
<tr>
<th>Year</th>
<th># Written</th>
<th>Top 10 %</th>
<th>Top 25 %</th>
<th>&gt; 50 %</th>
<th>Did not write</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>70</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2012-13</td>
<td>68</td>
<td>2</td>
<td>5</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>2013-14</td>
<td>57</td>
<td>1</td>
<td>13</td>
<td>47</td>
<td>16</td>
</tr>
<tr>
<td>2014-15</td>
<td>76</td>
<td>1</td>
<td>17</td>
<td>55</td>
<td>7</td>
</tr>
</tbody>
</table>
**CANADIAN ACHIEVEMENT TEST (CAT4)**

All Grade 7 students are given the CAT4 assessment during the first two weeks of school to provide teachers with an understanding of their strengths and areas of challenge as they begin Middle School. This assessment provides feedback on students' competence normed to their grade level in reading, vocabulary, writing conventions, spelling and mathematics. The following chart shows the percentage of BSS students scores in various ranges in relation to the rest of Canada.

### Grade 8 Gauss Contest

<table>
<thead>
<tr>
<th>Year</th>
<th># Written</th>
<th>Top 10 %</th>
<th>Top 25 %</th>
<th>&gt; 50 %</th>
<th>Did not write</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>68</td>
<td>1</td>
<td>2</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>2012-13</td>
<td>83</td>
<td>0</td>
<td>2</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>2013-14</td>
<td>74</td>
<td>4</td>
<td>9</td>
<td>52</td>
<td>21</td>
</tr>
<tr>
<td>2014-15</td>
<td>75</td>
<td>0</td>
<td>3</td>
<td>39</td>
<td>9</td>
</tr>
</tbody>
</table>

BSS had a 97% score in the CAT4 compared to 77% in Canada.

### Grade 7 CAT4 Scores

- **Canada**
- **BSS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Canada</th>
<th>BSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>77%</td>
<td>96%</td>
</tr>
<tr>
<td>2013-14</td>
<td>77%</td>
<td>96%</td>
</tr>
<tr>
<td>2014-15</td>
<td>77%</td>
<td>97%</td>
</tr>
</tbody>
</table>
Ontario Secondary School Literacy Test (OSSLT)

The Grade 10 Literacy Test is a Ministry of Education required test that is administered on an annual basis. This year 99 per cent of BSS Grade 10 students wrote the Grade 10 Ontario Secondary School Literacy Test (OSSLT). The 2015 Provincial Rate of Success was 82 per cent while at BSS it was 98 per cent.

"I am very proud of both my daughters and very grateful for the wonderful education they have received at BSS. Their ability to learn and to be open minded (which is key to being able to learn), their study habits, their written and oral communication skills, their sense of the importance of community engagement… the list goes on. I am very thankful to all of the teachers at BSS."

- Catherine Lyons, BSS past parent

College Work Readiness Assessment (CWRA+)

The Council for Aid to Education (CAE) in New York now administers a high school version of the Collegiate Learning Assessment. (CLA) used for many years in post-secondary education in the United States. The focus of the assessment is on the development of higher-order skills, and therefore focused on assessment of the institution and the contribution it has made to the growth of the student rather than an assessment of the student. In 2013-14, the College Work Readiness Assessment (CWRA+) was implemented using a performance task and selected-response questions to measure student performance in the areas of Analysis and Problem Solving, Writing Effectiveness, Writing Mechanics, Scientific and Quantitative Reasoning, Critical Reading and Evaluation and Critiquing an Argument. BSS implemented the CWRA+ in 2013-14 testing the Grade 9 students in the fall of 2013 and the Grade 12 students at the end of January 2014. Students in both grade levels write the same assessment, thereby allowing an analysis of the improvement between Grade 9 and Grade 12 students.
EXPERIENCING SUCCESS IN STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH)

BSS encourages engagement and enrichment beyond the classroom experience through a variety of co-curricular experiences in the area of Science, Technology, Engineering and Math. The goal of these co-curricular experiences is to provide opportunities for students to explore and apply the knowledge and skills gained in the classroom and to deepen their interest in that subject area. We measure participation in these co-curricular programs as an indicator of student interest in enhancing their learning in these areas.

Feedback Highlights:

• 68 per cent of BSS Grade 9 students scored in the Proficient or Advanced Mastery Levels (increased from 64 per cent in 2013-14).

• 91 per cent of BSS Grade 12 students scored in the Proficient or Advanced Mastery Levels (increased from 82 per cent in 2013-14).

• BSS students are stronger in the areas of Writing Effectiveness, Writing Mechanics and Analysis and Problem Solving than the mean of other CWRA+ institutions.

• BSS Grade 12 students’ scores improved significantly over the Grade 9 scores, particularly in the area of scientific and quantitative reasoning and in critiquing an argument. There was not a particularly significant increase in their critical reading and evaluation scores however so this is an area for potential growth.

91% of BSS Grade 12 students scored in the Proficient or Advanced Mastery Levels in the CWRA
ROBOTICS

Robotics Program Trends

The BSS Robotics program levelled off, but attendance became more consistent with only very interested students participating. We are now experienced with VEX Robotics and running a competition where we hope to begin improving our results. We make sure to provide guidance to our teams, but ultimately let them build what they would like. This is different from other teams, which are more driven by the teachers and mentors, not students.

We continue to strive to establish BSS as a leading independent school in Robotics by hosting both FLL and VEX Robotics competitions this year for the second time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12*</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>2012-13</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>2013-14</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>2014-15</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

*First year of program

Established reputation as a leading independent school in Robotics, hosting both FLL and VEX Robotics competitions
### VEX Robotics Team Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Teams</th>
<th>Practices</th>
<th>Competitions</th>
<th>Result #1</th>
<th>Result #2</th>
<th>Result #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>4</td>
<td>47</td>
<td>2</td>
<td>~35 of 70</td>
<td>~15 of 30</td>
<td>n/a</td>
</tr>
<tr>
<td>2012-13</td>
<td>4</td>
<td>59</td>
<td>3</td>
<td>&lt;50 of 75</td>
<td>~10 of 20</td>
<td>Finalist of 36</td>
</tr>
<tr>
<td>2013-14</td>
<td>3</td>
<td>50</td>
<td>3</td>
<td>7 of 72</td>
<td>Finalist of 34</td>
<td>Provincials: 32 of 44</td>
</tr>
<tr>
<td>2014-15</td>
<td>4</td>
<td>65*</td>
<td>3</td>
<td>42 of 69</td>
<td>18 of 39 at Preliminaries, Semi-finalist</td>
<td>5 of 55 at Preliminaries, Semi-finalist</td>
</tr>
</tbody>
</table>

Note: ~ = approx.

### LEGO Robotics: Number of Participants

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2013-14</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2014-15</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

### LEGO Robotics Team Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Teams</th>
<th>Practices</th>
<th>Competitions</th>
<th>Result #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13*</td>
<td>1</td>
<td>30</td>
<td>1</td>
<td>&lt;8 of 16</td>
</tr>
<tr>
<td>2013-14</td>
<td>2</td>
<td>30</td>
<td>1</td>
<td>&lt;8 of 16</td>
</tr>
<tr>
<td>2014-15</td>
<td>1</td>
<td>30</td>
<td>1</td>
<td>6 of 26</td>
</tr>
</tbody>
</table>

### SCIENCE

**University of Toronto Biology Contest:** BSS students scored in the 85 percentile of all Canadian students.

**University of Waterloo Chemistry Contest:** two BSS students earned Awards of Distinction for their achievement.
JOAN-WHITTEN MILLER STEM LEADERSHIP SPEAKER

This year all Science students in Grades 11 and 12 had the opportunity to hear Natalie Panek, Rocket Scientist. A vocal advocate for women in science, Ms. Panek shared the many experiences that have shaped her career, while emphasizing the importance for our students to push themselves outside of their comfort zone. Ms. Panek met with a small group of Grade 11 and 12 students interested in pursuing future studies in engineering for lunch. During this time she connected with colleagues at MDA Space Missions to allow the girls to remotely control a prototype similar to the Canadarm.

GUESTS AND FIELD TRIPS

The Grade 10 Science classes once again had the opportunity to meet with a number of researchers from the Princess Margaret Hospital to gain knowledge and insight into scientific research in the area of breast cancer.

Grade 11 Biology students went to the newly opened research facility at the Hospital for Sick Children, where they had the opportunity to visit labs involved in Stem Cell research and medical imagery, in addition to hearing from a doctor presently involved in the development of technology to assist children with pain management.

The graduating Physics students visited Canada's Wonderland to collect and analyze data related to the concepts studied in class. This included the concepts of force, used in Canada’s Wonderland's Xtreme Skyflyer as rotational motion, the Windseeker as sinusoidal motion and the Psyclone. Students worked to make predictions and estimations based on their classroom knowledge and then tested them through live data and observation.
THE LEGACY PROJECT – A GRADE 12 CHEMISTRY PROJECT

The Grade 12 Chemistry students embarked on a year-long investigation entitled the Legacy Project. Students were charged to research and inquire into a current chemistry-related issue that addressed social, moral, environmental, health and/or economic concerns. The extended investigation was to challenge students to engage in real-life science. Research studies suggest that high school science students are often treated as pseudo-citizens who learn about controversial topics in school but do not move beyond the role of armchair critics. The Legacy Project was designed for students to take a stand on a controversial chemistry issue and, after extended research and investigation, take action and leave a lasting legacy at the school. This has been one of the most powerful projects the science students have embarked upon, and many went to great lengths to make an impact, not just within the BSS walls, but the world at large.

Some courses of action included:

• Creating an awareness campaign in Russia regarding the dangers of lead poisoning in children’s toys and sending a letter to the federal government requesting they implement and enforce better regulations on these products.

• Writing an article in the school newspaper about violence against women by means of acid attacks.

• Researching the impact of electromagnetic radiation from cell phones on breast tissue.

Perhaps the most significant legacy that the chemistry students left was with themselves. Being empowered to make change and seeing the impact their actions made on those around them was significant.

MATH CONTESTS

BSS students participated and scored very well in the following math contests:

• Canadian Intermediate and Senior Math Contests (CIMC/CSMC) – written solutions format

• Pascal, Cayley, and Fermat contests – multiple choice format

• Euclid, Fryer, Galois, and Hypatia contests – written solutions format

• American Mathematics Competitions (AMC 10 and AMC 12) – multiple choice format
Advanced Placement

Advanced Placement (AP) is a program of university level courses developed by the AP College Board, in conjunction with university professors and high school teachers. They are taken by thousands of students globally and are particularly favoured by American and European universities. The purpose of the program is to provide students with opportunities to experience the content and pace of first-year university courses and to assist in their development of the necessary knowledge, skills, and confidence for this level of study. AP courses allow our students to expand their learning to university preferred or pre-requisite high school courses and may also achieve either full credit or advanced standing for equivalent first-year credits.

The AP program at BSS is recognized globally and offers opportunities for our students to further extend and enrich their learning in a range of university level courses. Our students continue to achieve well beyond national and global averages.
HIGHLIGHTS

• Continued success with 96 students writing 170 exams in 14 different subject areas.

• 93 per cent of our students scored 3, 4 or 5, which for most will allow them either a university credit or advanced standing. This compares with a Canadian average of 77 per cent and a global average of 58 per cent.

• 67 per cent of our students scored 4 or 5 (compared to 51 per cent in 2013-14).

• 100 per cent of the students writing French Language and Culture, Microeconomics and Physics received a 3, 4 or 5.

• Our cohort received 41 AP Scholar awards, including 15 AP Scholar with Honours.

ITEMS OF NOTE

• This year BSS offered AP level courses in 10 subject areas; Biology, Chemistry, Calculus, English Language and Composition, English Literature and Composition, French Language and Culture, Statistics, Microeconomics, Macroeconomics and Physics.

• Four students met the requirements to achieve the new AP International Diploma by successfully completing five AP courses, including two Language courses (one of these being other than English).

• Students also chose to take exams in Chinese Language and Culture, Music Theory and Studio Art 3D Design.
The Honour Roll graph indicates the percentage of students that have achieved an average of 90 per cent or higher on all courses taken at BSS.

* 2013-14: The Grade 9 to 11 Honour Roll calculation was changed to include only students whose marks are 70 per cent or higher. The Grade 12 calculation continues to be the Ontario Scholar award (average of 80 per cent or higher on top six Grade 12 course marks taken anywhere, anytime). This change was made to increase the rigour of the awards moving forward.
The Head’s List graph below indicates the percentage of students that have achieved an average of 80 per cent or higher in all courses taken at BSS.

* 2013-14: The Grade 9 to 11 Head’s List calculation was changed to include only students whose marks are 80 per cent or higher. The Grade 12 calculation changed to average of 90 per cent or higher on top six Grade 12 4U/4M courses taken at BSS, BSS Summer Academy or through the ELCC of which BSS is a member school. This change was made to increase the rigour of the awards moving forward.
THE SIGNATURE OF A BSS GIRL COMES ALIVE. POWERFUL LEARNING IN SOCIAL, EMOTIONAL AND PHYSICAL DEVELOPMENT IN THE JUNIOR SCHOOL

Social, emotional and physical development is as important as academic skill. BSS has long recognized the vital importance of a holistic approach to learning and has designed program enhancements that begin from a student’s first day at BSS, building seamlessly throughout the stages of her development with appropriate challenges and opportunities.

“BSS magically keeps the children engaged by making the curriculum about projects the girls direct themselves. The work continues over days, sometimes weeks, and every night our daughters enthusiastically relate the progress the class has made towards its goal. It’s thrilling to hear how their ideas evolve and become reality.”
- Susan Irwin, BSS Junior School parent
JUNIOR SCHOOL SERVICE LEADERSHIP

Student leadership and service learning are integral parts of the experience at BSS. To encourage these opportunities, BSS launched a student leadership task force spanning the entire school. Leadership and Service are intertwined, so programs must be envisioned with both of these learning opportunities in mind. Through their involvement, BSS students become profoundly aware of the world around them and develop the will to act, inspiring others to join in.

Leadership opportunities start small with classroom responsibilities. Assemblies, Chapel, touring visitors, House spirit, events and sports provide further opportunities for girls to develop their voice and their confidence.

Service opportunities in the Junior School include in-class programs, such as Learning Buddies, as well as school-wide activities to support others. The Junior School has also maintained a strong relationship with Flemingdon Park, a local community with particular socio-economic challenges. Various initiatives, in partnership with the Flemingdon Park, are conducted throughout the year. These are overseen by the Vice Principal, our Parent Association Service Learning Co-ordinators, Junior School faculty, including our Chaplain and various groups of students, depending on the project.

STUDENT LEADERSHIP

Over the course of a three-year period, a group of faculty and members of the Leadership Team have been researching new student leadership models. With our creation of the Signature of a BSS Girl and the review of our school’s Vision, Mission and Values that we realized our current model for student leadership needed to be re-envisioned and defined. Our new articulation of student leadership at BSS is that: BSS will be an inspirational force for women to reach their full potential as transformative leaders. We identify that a leader is a person who is aware of the world around her, perceives a need for change and acting upon it herself inspires others.

In keeping with the Signature of a BSS Girl it was important for us to consider leadership through the lens of a growth mindset when focused on the self, and ethical citizenship when focused on the self in relation to others. In doing so, this has created opportunities for our girls to see themselves as members of the broader community outside of BSS with a responsibility to local, national and international relationships. Within our new approach to leadership, our students are motivated to bring their ideas, initiatives and proposals forward for consideration. It is important for us to capitalize on their excitement and guide them to act upon these passions for change. In the Junior School, there are multiple ways in which our students have acted on these passions.
IN THIS PAST SCHOOL YEAR:

• Junior School students have presented in both Junior, Middle and Senior School Chapel on developing empathy, understanding and acceptance for diversity within our school.

• Our Grade 1 students, having studied the life cycle of monarch butterflies, advocated through the school and the community for the safety of this threatened species. They created milkweed seedpods and distributed them for people to grow in their gardens to expand monarch habitat. They also created public awareness announcements in the media.

• Our Grade 4 students have learned about an interesting way to empower people living in poverty in the developing world to transform their lives through ‘microfinance’. They have come to understand the importance of “giving a hand up and not a hand out,” and organized a table sale to raise money so they are able to make a donation to a microfinance organization called Opportunity International.

• Our Grade 6 students have advocated for the importance of sharing student ideas and perspectives with World Vuze.

• Our Grade 6 students have made multiple visits to volunteer at the Flemingdon Park Food Bank, identifying specific needs within the Flemingdon Park community and, on their own initiative, advocating for contributing to a solution as a BSS community.

2nd place by a Grade 6 student at the Conference of Independent Schools Public Speaking Contest
Junior School Athletic statistics this year exemplify the value of our program in regards to both the physical and social development of our Junior School student athletes. Below, you will find the participation statistics followed by our achievements in the various sports. Overall Junior School participation in at least one sport is 98 per cent. Only three students of 134 did not participate in athletics this year.

BSS operated the 7th largest lifesaving program of all secondary schools in Ontario for 2014-15
As each girl progresses towards and into her teens, and begins to prepare for life beyond BSS, we have an important role to play in helping develop her confidence, find her own unique voice, and have the courage to use it. Our goal is for students in these emotionally turbulent years to stay focused, strong, healthy and optimistic about the future. It is the job of our learning community to surround each girl with the support she needs to reach her full potential and continue developing her love of learning.
SPEAKER’S UNION ACADEMIC TEAM

Through Speakers’ Union, about two dozen girls from Grades 9-12 were involved in major competitions in debating and public speaking outside the school, as well as friendly debates at BSS and workshops at other schools. Student co-heads manage the weekly meetings and lead the skill-building activities. Staff advisors support the student leaders and coach students who are preparing for specific external events.

OF THE 12 INTER-SCHOOL EVENTS GRADES 9-12 STUDENTS PARTICIPATED IN, NOTABLE RESULTS INCLUDED:

• Three students competed at the International Independent Schools’ Public Speaking Competition, held in Hong Kong. One was a finalist in all three of the events she entered.

• One student qualified for the CanWest National Public Speaking Competition held at St John’s Ravenscourt, Winnipeg, in February 2015. The same student was a finalist in Persuasive Speaking, Interpretive Reading, and Impromptu Speaking, won Second Prize in interpretive Reading, was named Second Speaker overall and qualified to join the Canadian team for World Individual Debating and Public Speaking in Hong Kong April 2015. Since 2010 a BSS student has been on this Canadian team five out of six years.

• Each year the school participates in one social and three formal Fulford Debate League tournaments. At the Fall Fulford, one student was fourth of 40 speakers and won a citation while the senior team placed fourth of 20 schools. At the Winter Fulford, one student was second in the junior category also winning a citation and the junior team placed second of 20 schools. At year’s end BSS seniors were seventh of 20 schools.

• At the Nora McRae Public Speaking Competition in April, one student won First Prize in both Junior Drama and Junior Interpretive Reading and Second Prize in Radio Newscast. Another Student won First Prize in Junior Radio Newscast, and another student won First Prize in Senior Persuasive Speaking.

• One student won fifth place at the RSGC Saucer Tournament in November 2014.

• BSS hosted the Junior National Ontario Qualifier Public Speaking Competition (Grades 7-9) at the end of March, with one of our Grade 8 students just missing the cut for the Vancouver competition.
DECA ACADEMIC TEAM

During 2014-15, BSS DECA student participation topped off at 31 students, all of which participated in an oral role-play at the Regional event, held in Hamilton in November 2014. Prior to attending the event each student was required to complete an online written exam. Twelve students qualified for the provincial competition held at the Toronto Sheraton in February 2015. In the end, 24 students attended the provincial competition competing in an oral role-play event, a written report presentation event, or the Leadership Development Academy. Six students (two second place, one fourth place and one sixth place finish) qualified to attend the International Career Development Conference (ICDC) held in Orlando, Florida in April 2015. In addition to the six students who qualified, two Grade 9 students attended the Leadership Development Academy at ICDC in Orlando.

SHEBIZ

This year, eight students attended and participated in SheBiz, hosted by Women and Capital Markets organization. SheBiz exposes young women to a wide range of business careers and female role models and business leaders who are passionate about their industries. The objective of SheBiz is to encourage more young women to pursue careers in business. The students gained excellent insight and perspective into the myriad of opportunities available to them and how these opportunities could shape their current educational choices.
MODEL UN ACADEMIC TEAM

BSS Senior School Model UN Team was represented at four conferences, within Canada and the United States in 2014-15:

- UCC MUN, Toronto, October 2014 – 55* students attended, three students earned awards
- SSUNS, Montreal, November 2014 – eight students attended, no students earned awards
- TFS MUN, Toronto, November 2014 – 22 students attended, two students earned awards
- NAIMUN, Washington, January 2015 – 11 students attended, five students earned awards

*This is the largest number of delegates BSS has taken to any Model UN conference to date.

Middle School Model UN club was offered for the first time this year and went really well. The girls attended two conferences (UCCMUN and a Branksome Hall friendly conference) where they gained valuable experience.

“Leadership. A ten-letter word that often looks too daunting to attempt. However, personally I believe that leadership doesn’t have to mean changing the world, or even the school. It means taking initiative, taking on responsibility and putting 100% into something with the hope that it will have a positive impact on someone.”
- Monika Steger ’15
The Service Leadership program is designed to provide a variety of experiences to engage students and encourage them to make service a daily part of their lives. If there is a financial component to these experiences, the money raised is absorbed into the community to support the initiative. We have seen an increase of students going well beyond the 40 hours required to graduate. Over the past five years we have seen Middle School students as excited and eager to participate as Senior School students.

The following pins were awarded in 2015 for service hours earned:

- 14 Gold pins (250 hours+)
- 57 Silver pins (100 hours+)
- 41 Bronze pins (60 hours+)

$34,635- Amount raised by Senior School students in the 2014-15 school year
HEALTHY COMPETITION, HEALTHY BODY

BSS ATHLETICS

BSS offers a variety of teams to all age groups in the Senior School. Once again this year, BSS teams were very successful. Participation on teams continued to be strong with opportunities for girls in individual, as well as team sports. The high level of participation in athletics is indicative of the students’ level of engagement in the life of the school.

593 BSS students participated in a sports team in 2014-15

<table>
<thead>
<tr>
<th>Year</th>
<th># of Participants</th>
<th># of Teams</th>
<th># of 1st Place Finishes</th>
<th># of 2nd Place Finishes</th>
<th># of 3rd Place Finishes</th>
<th># Teams at OFSSA</th>
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<tr>
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<tr>
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<td>39</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>2013-14</td>
<td>589</td>
<td>37</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2014-15</td>
<td>593</td>
<td>37</td>
<td>7</td>
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<td>5</td>
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</tr>
</tbody>
</table>

**Cross Country:** Gold medals in the Midget, Junior and Senior divisions at CISAA

**Basketball:** 2nd place in Under 13 CISAA. 1st place in Under 14 at CISAA

**Field Hockey:** 2nd place in Under 14 at CISAA. Senior Team tied 3rd place at CISAA

**Soccer:** Silver medal for Under 15 at CISAA

**Volleyball:** Bronze medal at CISAA

**Hockey:** Bronze medal at CISAA

**Senior Swim:** Top 3 finisher at CISAA, qualified for OFSSA

**Alpine Ski:** CISAA Champions, 5th place at OFSSA

**Archery:** Silver medal at Ontario Championships

**Softball:** Gold medal for Senior Team at CISAA, 3rd place for Under 13

**Tennis:** 2nd place for Under 14 at CISAA

**Track and Field:** 3rd place for Under 14 at CISAA, Gold medal for Senior Team at CISAA, Bronze medal at OFSSA
AN ENGAGING BOARDING PROGRAM

Our key program organizers for Boarding at BSS are based on the “stages of adolescent development” and “Restorative Practices”. Understanding the stages of human development, as our boarders experience them, helps us create systems and programs to serve their changing needs and abilities. Implementing a Restorative approach to community building, relationship maintenance, and discipline situations, allows us to communicate in a consistent, predictable, and supportive way, keeping all interactions positive and caring. Our program simultaneously utilizes two specifically targeted and inclusive grouping models:

1. Families and houses: multiple grade groupings.
   Each family and house includes girls from Grades 7-12 to ensure overall belonging, comfort, emotional support, staff guidance, student mentoring, and Boarding spirit.

2. Halls and dorms: two narrow grade groupings.
   Each girl is a member of either St. Bridget (Grades 7-9) or St. Joan (Grades 10-12) to ensure that developmental needs are met, and intentionally directed programming is delivered that supports each girl’s individual growth and progression of skills and competencies.

“I can’t imagine a more comfortable setting for trying new things and taking risks, and I’ve had the chance to try new sports, develop new skills, and take on leadership roles that I could never have imagined had I not come to Boarding.”
- Kelsey DeGagne, BSS Boarding Student

20% of BSS Boarders are Canadian and 80% are from 17 different countries around the world
40% of program proposals for curriculum activities were initiated by the Boarding Council. 28% were initiated by students outside the Boarding Council.

28 of 78 Boarders were in Boarding Leadership positions.

BOARDING OPPORTUNITIES FOR YOUR DAUGHTER

The Temporary Boarding program provides an opportunity for Day students to experience the world of Boarding – one that they’ll soon live when they attend university. The program includes all meals and accommodations, access to evening study, tutors (in Math and Science), cultural diversity, and weekend activities. The program allows Day students to immerse in a ‘university-like’ experience of living independently, while encouraging closer connections among our Day and Boarding students.

“BSS Boarding staff are incredibly friendly. They help us with academic challenges, questions that we have about life in general, and the development of our character. For me, and all BSS Boarding students, they are like our family members who take care of us and give us advice.”
- Laurie LIU ’14, BSS boarder alumna

19 day students participated in Temporary Boarding in 2014-15.
CULTURE OF POWERFUL, REAL WORLD LEARNING

There is no doubt that girls learn more deeply by experiencing their classroom knowledge in real world environments. These opportunities to apply learning and relate the textbooks and theories to the power of reality, completes and empowers their academic experience.

“Service learning at BSS has been an immensely important factor in my high school career. I have had the privilege of experiencing both the joy and the sadness resulting from community service. The sheer pleasure of helping less fortunate kids through the Horizons Program, and being left utterly shocked by the hope that many hungry and homeless people in our community hold on to are just two out of hundreds of ways that service learning has enriched my life. Service learning has shaped me as a person in ways no other co-curricular ever has and I am eternally grateful to BSS for providing me with the opportunity to have these experiences.”
- Dominique Ritchie, Class of 2015
GLOBAL IDEAS INSTITUTE (GII)

Six students participated in the Global Ideas Institute at the Munk School of Global Affairs at the University of Toronto. Every year, the GII Challenge presents student teams with background on a pressing global issue, one that the world’s experts, scientists and leaders are still trying to resolve. The Global Ideas Institute is a place where students can put their creativity, knowledge and problem solving to the test. Their challenge this year focused on financial inclusion in the Global South, specifically, India. Their goal was to put forth a proposal that would facilitate access to, and the provision of, financial services to poor and developing communities. The students worked to develop an excellent proposal, which was presented April 8, 2015, to professors, experts in the field and members of the international financial community at a full day symposium. In addition, graduate students of the Munk School mentored the BSS girls. It was a very rewarding experience and gave our students a lens into international relations and development.

MORAL COURAGE TASK FORCE

This year, our third year, the girls’ visions for change took root (even began to spread root systems) and grew shoots. In 2015-16, we plan to grow these ideas and to nourish them by continuing to encourage collaborations throughout BSS, strengthening partnerships we’ve established, embracing new members who are drawn to this work, and beginning new partnerships with thought leaders.

“The Moral Courage Task Force is an exceptional place, serving not only as a platform to act on our integrity but as a supportive space to seek the change we feel should exist. We have been taught invaluable skills like how to accept diverse opinions, probe deeply, and take action where action needs to be taken.”

- Hannah Downard and Phoebe Brown, Grade 12 students
ENVIRONMENTAL SUSTAINABILITY AND RESPONSIBILITY

BSS achieved an EcoSchool Gold certification for the 5th year in a row signifying achievement in the areas of: Teamwork and Leadership, School Ground Greening, Energy Conservation, Curriculum and Waste Minimization.

Due to the tremendous efforts of several courageous and tenacious individuals, students were able to raise awareness regarding issues of waste management, energy consumption and idling. This year, the focus of the Environmental Council was to reduce paper waste including excessive paper usage through photocopying and printing and particularly within the girls’ bathrooms from the usage of paper towels. The girls raised enough money to purchase several hand dryers, which will be installed over the summer.

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
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<tbody>
<tr>
<td>2010-11</td>
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<td>2013-14</td>
<td>Gold</td>
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<tr>
<td>2014-15</td>
<td>Gold</td>
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EXPERIENTIAL LEARNING BUILDS CHARACTER

BSS sponsored four international trips this year; three focused on the development of cultural competencies, leadership and learning through service and the fourth focused on cultural engagement through musical exchange and performance. In Arizona, students investigated the influence of international cross border migration patterns and the desert ecology of the region. In Jamaica, students considered the implications of education and community on under-resourced, inner-city youth living in a tourist-centric economy. In Ecuador, students investigated community dynamics within three of the four ecologically distinct regions of Ecuador with a particular focus on women’s rights and the lives of children. The trip to Barcelona provided Music students with opportunities to meet with Spanish students to share Canadian and Catalan music and to perform for local audiences at culturally significant sites.
211 students in Grade 7-12 students participated in outdoor education trips

Trips
All of our trips reached maximum attendance:
Jamaica - 13 students
Ecuador - 11 students
Barcelona, Spain - 33 students
Arizona, USA - 13 students
Yukon, Canada - 13 students

Awards
Statten Award - 20 students
Northway Award - 13 students
Duke of Edinburgh Bronze Award - 16 students
Duke of Edinburgh Silver Award - 10 students
Duke of Edinburgh Gold Award - 5 students
REAL WORLD RESULTS

The offers BSS girls receive to pursue their academic ambitions are an important measurement not only in the context of acceptance into their desired destinations, but also as a reflection of the variety of their pursuits. Our goal is not simply to prepare girls for a prestigious university placement, but to provide them with a sense of limitlessness to pursue their dreams and to have the skill and confidence to thrive in those pursuits.

Enrolment in the various subject areas indicates that the BSS program allows girls to develop their strengths, explore and challenge themselves in many areas of interest supported by our whole girl philosophy. For example, in 2014-15, 85 per cent of our graduates took Math at the Grade 12 level, extending beyond the Ministry requirement of Grade 11 Math. In addition, well over half also took an Arts course, a Social Science or Humanities course, a Science course and a second course in Math at the Grade 12 level. BSS girls engage in a rigorous academic program spanning multiple subject disciplines as they prepare for university entrance.
AN ACCOMPLISHED CLASS OF 2015:

- Thirteen students were admitted early to schools in the U.S.
- One graduate was recruited to Harvard University and their women’s hockey team. Three other students are recruited athletes to top tier U.S. universities: Dartmouth, Cornell and Colgate.
- One graduate is pursuing her dream of becoming a doctor by attending the highly selective Direct Entry Medicine program at George Washington University. She was awarded $75,000 over three years in scholarship money.
- Two graduates were admitted to the most selective schools in the U.S. (Harvard and Stanford respectively) based on their tremendous academic and personal accomplishments.
- One graduate turned down an offer to St Andrews Direct Entry Medicine to attend Stanford; another graduate turned down her spot in the Direct Entry Medicine program at York University (UK) in order to pursue a more general Sciences degree at Western University. Both girls are keen to have a better-rounded undergraduate experience and plan to re-apply to medicine after they graduate if that’s still where their passions lie.
- One graduate has chosen to defer a scholarship of $80,000 over four years from John Carroll University in Cleveland for one year.
- One graduate is enrolling at Saint Louis University with a scholarship of close to $80,000 over four years.
- One graduate earned a perfect AP Economics score this year, one of only a few students in the world to do so.
- One graduate was admitted to University of Notre Dame for Engineering on a full scholarship.
- One graduate was awarded a partial Presidential Scholarship for four years at the USC Iovine and Young Academy for Arts, Technology and Business of Innovation.
- Four graduates will all be matriculating to U of T’s highly regarded Engineering program. They are 4 of 11 girls who will be pursuing an Engineering program at university.

“Lifelong friendships began in the halls of my high school, The Bishop Strachan School. So many of my former classmates still amaze me with their wisdom, leadership and innovation in their fields. In addition to giving me the opportunity to be surrounded by so many admirable girls, BSS pushed me to be well rounded while giving me space to be creative.”

- Christie LAU ’06
A glance through this list gives us the confidence to know that BSS girls are getting where they want to go and their choices are varied and unique.

“Since I started my business as a WealthCare Specialist, it has become important for me to be social. I’ve always been shy. BSS events are an amazing opportunity for me to practice socializing in a stress-free environment. Now I feel comfortable walking into any event and talking to anyone.”
- Jessica McCabe ’06

BSS UNIVERSITY OFFERS

**Canadian Offers**
Bishop's University
Brock University
Carleton University
Concordia University Dalhousie University
Lakehead University
McGill University
McMaster University
Mount Allison University
NSCAD
Ontario College of Art and Design University
Quest University
Ryerson University
St. Francis Xavier University
St. Mary’s University
Trent University
Trinity Western University
Tyndale University
University of Alberta
University of British Columbia
University of Calgary
University of Guelph
University of King’s College, Halifax
University of Ottawa
University of Prince Edward Island
University of Saskatchewan
University of Toronto
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University

**U.S. Offers**
Art Institute of Chicago
Babson College
Bard University
Belmont University
Boston University
Carnegie Mellon University
Colgate University
Cornell University
Dartmouth College
Drexel University
Duke University
Elon University
George Washington University
Harvard University
Hofstra University
Johns Hopkins University
New York University
Northeastern University
Oberlin University
Pace University
Parsons The New School for Design
Pomona
Rhode Island School of Design
Sarah Lawrence College
Skidmore College
St. Louis University
Stanford University
Syracuse University
The New School, Eugene Lang College
Temple University
Tufts University
University of California, Berkeley
University of California, Los Angeles
University of Chicago
University of Connecticut
University of Miami
University of Michigan
University of Notre Dame
University of Pennsylvania
University of Southern California
University of the Arts
Vilanova
Wake Forest University
Wheaton College
York College of Pennsylvania

**UK and International Offers**
Durham University
Goldsmiths
Hull York Medical School
Imperial College London
King’s College London
London School of Communications
Royal College of Surgeons
St. George’s, University of London
University College of London
University of Bath
University of Bristol
University of Edinburgh
University of Exeter
University of Manchester
University of Sheffield
University of St. Andrews
University of Warwick
University of York