Student ACHIEVEMENT Awards

2026

OSSTF/FEESO

‘Together is Greater Than One’ invites you to explore the power of unity and collective action. It’s about recognizing that when we work together, we can overcome challenges, lift each other up, and create a stronger, more equitable society. Just like the Aristotle quote “the whole is greater than the sum of its parts”, ‘Together is Greater Than One’ reminds us of the importance of supporting each other and the benefits of working collaboratively to accomplish a mutually agreed upon goal.

Le thème « Ensemble, c'est plus qu'un » vous invite à explorer le pouvoir de l'unité et de l'action collective. Il s'agit de reconnaître que lorsque nous travaillons ensemble, nous pouvons surmonter les défis, nous soutenir mutuellement et créer une société plus forte et plus équitable. Tout comme la citation d’Aristote « La totalité est plus que la somme de ses parties », « Ensemble, c’est plus qu’un » nous rappelle l’importance de se soutenir mutuellement et les avantages de travailler en collaboration pour atteindre un objectif mutuellement convenu.

CONTENTS

08 **WHAT ARE THE STUDENT ACHIEVEMENT AWARDS?**

11 **JUDGING PROCESS**

PROVINCIAL WINNERS
Prose & Poetry Division

14 Intermediate 9-10
Anugraha Annamalai
Bell High School
District 25

16 Senior 11-12
Maya Chesne
Central Hastings School
District 29

18 9-12 French
Bairavi Kalatharan
Bramalea Secondary School
District 19

21 Non-Credit, 9-12
Antonio Barreira
City Learning Centre
District 21

PROVINCIAL WINNERS
Creative Division

24 Visual Arts, Intermediate 9-10
Hali Young
Bayside Secondary School
District 29

25 Visual Arts, Senior 11-12
Orion McConkey
Sir Wilfrid Laurier Secondary School
District 11

26 Visual Arts, Non-Credit
Sam Kaw
Westgate Collegiate Vocational Institute
District 6A

27 Media 9-12
Adrian Mitrana
Bluevale Collegiate Institute
District 24

28 Judges Reserve
Zainab Sakhizada
Sir Wilfrid Laurier Secondary School
District 25

30 REGIONAL WINNERS—VISUAL ARTS

35 NEXT YEAR'S THEME

TABLE DES MATIÈRES

09 QUE SONT LES PRIX DE RÉALISATIONS DES ÉLÈVES?

12 PROCESSUS DE SÉLECTION

LAURÉATES ET LAURÉATS PROVINCIAUX
PROSE ET POÉSIE

14 Intermédiaire 9-10
Anugraha Annamalai
Bell High School
District 25

16 Supérieur, 11-12
Maya Chesne
Central Hastings School
District 29

18 9-12, Français
Bairavi Kalatharan
Bramalea Secondary School
District 19

21 Ne donnant pas droit à un crédit
Antonio Barreira
City Learning Centre
District 21

LAURÉATES ET LAURÉATS PROVINCIAUX
VISUELS ET MÉDIA

24 Arts visuels, Intermédiaire, 9-10
Hali Young
Bayside Secondary School
District 29

25 Arts visuels, Supérieur, 11-12
Orion McConkey
Sir Wilfrid Laurier Secondary School
District 11

26 Arts visuels, Ne donnant pas droit à un crédit
Sam Kaw
Westgate Collegiate Vocational Institute
District 6A

27 Médias, 9-12
Adrian Mitrana
Bluevale Collegiate Institute
District 24

28 Réserve des juges
Zainab Sakhizada
Sir Wilfrid Laurier Secondary School
District 25

30 LAURÉATES ET LAURÉATS RÉGIONAUX VISUELS ET MÉDIA

35 THÈME DE L'AN PROCHAIN

WHAT ARE THE STUDENT ACHIEVEMENT AWARDS?

As a union of workers in public education, the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) has been promoting the Student Achievement Awards for over 30 years to highlight the creative work high school students can produce under the guidance of its members. Any high school student in Ontario who produces a creative piece with the support of one of its members is eligible to submit their work.

Each year a theme for the Student Achievement Awards is announced and students create a piece of work that must address this theme. The themes usually explore current issues or topics and require a good deal of thought.

Sometimes students see the Student Achievement Awards poster in their school and decide to enter a piece of work. Other times a teacher or education worker will work with a student on a class activity which culminates in students producing work suitable for the contest. Regardless of how a student comes to enter their work, it is important to remember that an OSSTF/FEESO member has had some input, influence, or guidance over the production of the piece. Remember, the goal of the Student Achievement Awards is to celebrate what is possible when our members work with their students.

Submissions fall into one of eight categories plus a new category called Judges' Reserve, which enables the judges to submit their particular favourite piece of work, either written or visual, to be put forward as a provincial winner with a majority vote of the judging team. For written work, there are three prose and poetry categories and one category for French writing. There are also three categories for visual artwork and a final category for digital work. Over the years, students have submitted poems, essays, short stories, editorials, paintings, drawings, sculptures, songs, videos, and animation. Guidelines and entry forms are available at www.osstf.on.ca/studentachievementawards.

Successful students and their OSSTF/FEESO sponsor are then visited by our film crew who interview them for a video that is shown at OSSTF/FEESO's Annual Meeting of the Provincial Election (AMPA) in March. Students and their families and the sponsoring members are invited to a lunch in Toronto and join over 500 OSSTF/FEESO AMPA Representatives in watching the screening of the video and then they receive their awards on stage, including a cheque for $1,000.

QUE SONT LES PRIX DE RÉALISATIONS DES ÉLÈVES?

En tant que syndicat des membres qui travaillent en éducation publique, la Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario (OSSTF/FEESO) fait la promotion des Prix de réalisations des élèves depuis plus de 30 ans pour souligner le travail de création que les élèves des écoles secondaires peuvent réaliser avec l'orientation de ses membres. Tout élève d'une école secondaire en Ontario, qui crée une œuvre avec l'appui d'un des membres d'OSSTF/FEESO, est admissible à soumettre son travail.

Chaque année, un thème pour les Prix de réalisations des élèves est annoncé et les élèves doivent créent une œuvre qui aborde ce thème. Les thèmes traitent habituellement d'enjeux et de sujets d'actualité, et les élèves nécessitent une réflexion profonde à la manière dont ils vont créer leur œuvre pour représenter le thème.

Les élèves voient parfois l'affiche des Prix de réalisations des élèves dans leur école et décident de présenter une œuvre. Dans d'autres cas, un membre du personnel enseignant ou une travailleuse ou un travailleur en éducation travaillera avec un élève lors d'une activité de classe qui aboutira à ce que les élèves produisent un travail se prêtant au concours. Quelle que soit la manière dont un élève parvient à soumettre son travail, il ne faut pas oublier qu'un membre d'OSSTF/FEESO a eu un apport, une influence ou une orientation sur la production de l'œuvre. Rappelez-vous que le but des Prix de réalisations des élèves est de célébrer les accomplissements lorsque nos membres travaillent avec leurs élèves.

Les soumissions tombent dans une des huit catégories plus une nouvelle catégorie appelée « Réserve des juges », qui permet aux juges de soumettre leur pièce d'art particulière favorite, qu'elle soit sous forme de rédaction ou d'art visuel, qui sera nommée comme soumission gagnante provinciale par un vote majoritaire de l'équipe des juges. Pour les rédactions, il y a cinq catégories prose et poésie et deux catégories de rédaction en français. Il y a aussi trois catégories pour les arts visuels et une dernière catégorie pour les œuvres numériques. Au fil des ans, les élèves ont soumis des poèmes, des essais, des histoires courtes, des éditoriaux, des peintures, des dessins, des sculptures, des chansons, des vidéos et de l'animation. Les

directives et le formulaire de participation se trouvent à www.osstf.on.ca/fr-CA/studentachievementawards.

Les élèves retenus et leur parrain d'OSSTF/FEESO sont ensuite visités par notre équipe de tournage qui les filme pour une vidéo présentée à la Réunion annuelle de l'Assemblée provinciale (RAAP) d'OSSTF/FEESO en mars. Les élèves, leurs familles et les membres parrains sont invités à un petit-déjeuner à Toronto et joignent les plus de 500 représentant(e)s de la RAAP d'OSSTF/FEESO pour la projection de la vidéo. Ils reçoivent par la suite leurs prix sur l'estrade, y compris un chèque de 1 000 $.

JUDGING PROCESS

Judging of the Student Achievement Awards is conducted at four levels.

Each school selects one winner per category and submits it to its local District which selects a winner in each category. The Recognition and Promotion Committee (RecPro), a subcommittee of the provincial Communications and Political Action Committee (CPAC), then chooses the regional winners. After all regional winners are chosen, the RecPro subcommittee reviews the regional winners against the judging criteria and then chooses the final provincial winner.

CPAC RECPRO SUBCOMMITTEE

Claire **Zajac** (Chairperson)
Robert **Sargent**
Jason **Young**
Lisa **Mongrain**
Tracey **Marshall** (secretariat liaison)

For more information, contact Tracey Marshall at tracey.marshall@osstf.ca or 1.800.267.7867.

PROCESSUS D'ÉVALUATION

L'évaluation des Prix de réalisations des élèves est à quatre niveaux. Chaque école sélectionne une gagnante ou un gagnant par catégorie et soumet celle-ci ou celui-ci à son district, qui à son tour sélectionne une gagnante ou un gagnant dans chaque catégorie. Le sous-comité Reconnaissance et promotion (*RecPro*), un sous-comité du Comité des communications et de l'action politique (CCAP), choisit ensuite les gagnant(e)s régionaux.

Après que tous les gagnant(e)s sont choisis, le sous-comité *RecPro* passe en revue les gagnant(e)s régionaux en fonction des critères d'évaluation et ensuite choisit le gagnant(e) provincial.

SOUS-COMITÉ RECPRO DU CCAP

Claire **Zajac** (présidente)
Robert **Sargent**
Jason **Young**
Lisa **Mongrain**
Tracey **Marshall** (liaison du Secrétariat)

Pour obtenir plus de renseignements, communiquez avec Tracey Marshall, à tracey.marshall@osstf.ca ou au 1.800.267.7867

PROVINCIAL WINNERS—CREATIVE PROSE & POETRY DIVISION

LAURÉATES ET LAURÉATS PROVINCIAUX—PROSE ET POÉSIE

PROOF OF US

Written by **Anugraha Annamalai**

Prose and Poetry, Intermediate 9-10

atom + atom = **vibration**
vibration x heat = spark
spark x time = possibility
possibility ÷ infinite = **birth**

birth ÷ silence = universe
universe + darkness = infinity

infinity - meaning = motion
motion x gravity = longing
longing x dust = **stars**
stars + collapse = pattern
pattern x entropy = **us**

out of disorder, we are born.

if (existence) = equation,
then **love** must be its wild
variable-
the one math can't tame

quarks cling because of force.
black holes spiral because of
gravity.
and we-
we hold on because of **need**.

2(need) = orbit
orbit - center= chaos
but chaos x faith = **creation**

creation ÷ fear = tomorrow
and **tomorrow > never**

energy + connection = pulse
pulse ÷ distance = ache
ache + **hope** = evolution

even black holes, those
gluttons of gravity,
can merge.
and when they do,
they sing.

their collision rings through
spacetime-
proof that unity echoes louder
than collapse.

maybe everything that falls
together
is just gravity remembering
what love feels like.

you + me = **maybe**
maybe x courage ÷ doubt = still here

and still here > perfect

I used to think that "greater than"
meant stronger,
smarter,
faster,
but it just means
more alive together than alone.

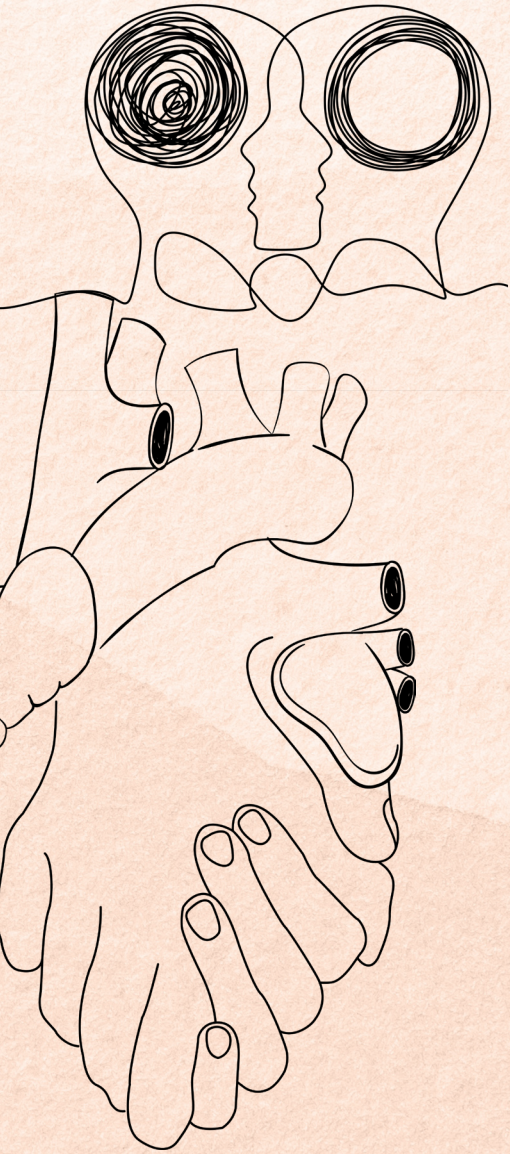
cell + cell = **heartbeat**
heartbeat x memory = story
story ÷ time = myth
and every myth was born
when someone realised
the sky was too big to name alone.

words + silence = understanding
understand x forgiveness = bridge
bridge + step = **together**

together is the smallest
infinity-
the point where motion slows,
and meaning begins.

together + motion= becoming becoming
÷ doubt= light.

and light always finds
a way through the distance.



it travels fastest when it knows
where it's going -

and **love** is just light that
forgot to stop.

so I keep rewriting the formula:

loneliness + echo = prayer
prayer + answer = coincidence coincidence
x persistence = **destiny**

destiny - certainty = us
we are an **unfinished equation**,
fractions still searching
for its equal sign.

you + me = **asymmetry**
and that's the beauty of it -
balance isn't sameness
it's the tension that holds everything up

atoms don't ask for
permission before fusing,
they just do -
and in that collision,
there's **heat,**
light, life.

our atoms are ancient.
they've been in suns, oceans,
bones of forgotten creatures.
every inhale you take
is shared breath with a
thousand pasts.

so what **arrogance**,
to think we are ever ‘one?’
even meaning only exists
when measured between two points.

every heartbeat is a sum of the universe,
every touch,
a re-enactment of the big
bang.

when you look at me,
we are particles remembering
what it meant to collide.

me + you > before
before + now = becoming
becoming - fear = infinite
infinite ÷ us = together

and **together**?
that's the only constant that
matters.

because alone,
i am hypothesis.
but together,
we are proof.

THEY TEACH US

LOVE THY NEIGHBOR (CONDITIONS APPLY)

Maya Chesne
Prose and Poetry, Senior 11-12

They teach us to hate,
To divide,
To point fingers at faces we've never even met,
And call them the reason for everything wrong.

They teach us to fear differences.
As if sameness ever built a better world.
They hand us mirrors and say: look,
But never hand us windows.

They say *those* people are the problem.
Those people.
As if compassion has a nationality,
As if love has a skin tone,
As if kindness needs a translation.

They tell us to pick sides,
Like this world is a battlefield,
Like our neighbours' pain is just background noise.

They preach "love thy neighbour",
But only if the neighbour,
Looks like you,

Votes like you,
Prays like you,
They twist love to fit their fascist agenda
And call ii righteousness.

But I've seen what happens when walls crack,
When someone passes a brick instead of throwing it,
When hands meet halfway,
Not for war, for work.

So maybe they teach us to hate,
To deceive,
To divide,
Because they know,
When we speak names instead of slurs,

When we see faces instead of fears,
When we offer hands instead of hate,
Together,
We can be stronger
Than one.

L'UNITÉ EST LA DIVINITÉ

Bairavi Kalatharan
Prose et Poésie, Français, Supérieur 09-12

---

20 SEPTEMBRE 2019 @ 23H23

Je saigne. A l'intérieur.
Ma peau brune foncée, un cadeau sacré de Dieu, était brisée en fragments irrationnels.
(Tamil Writing)
(Je me suis effondrée.)
Une fille rongée par l'envie, qui lançait des rumeurs aussi toxiques que son sourire, a transformé mes amis en rivaux, un cauchemar inoubliable.
700 amis ≈ 700 variables ≈ 700 fantômes insolubles
Je murmure : « *Est-ce que quelqu'un peut rester à mes côtés, me tenir la main, me garder en vie?* »
J'approche le miroir: « *UNE = NUE* », gravé sur le front de cette jeune fille.

---

21 SEPTEMBRE 2019 @ 8H11

Les rires cruels, les rumeurs relayées, les regards envieux, ...
BOUM! (Hyperventilation)
Le monde a été transformé en décimales pixélisées. Un ballon m'a défiguré tandis que je me transformais en un filet de football.
OUF = FOU
Je traîne jusqu'à la salle de bain. Je lave mon visage rouge et j'assis sous le sèche-mains, en imaginant si la chaleur peut brosser !'humiliation gravée sur ma peau.
Je subis Jes blessures que mon corps ne pouvait porter, ce qu'ELLE souhaitait.
(Tamil Writing)
(Pourquoi personne ne me fait confiance ?)
(DRINGGGG !!!) Je cours en classe en retard à cause de mon souffle déchiré.

---

25 NOVEMBRE 2019 @ 9H36

Les doigts pointent vers une coordonnée : {m,oi).
DRAME = DAMER
Même magnitude, force opposée.
Je cesse de manger, de parler et même de danser- mes membres font un rythme auquel je n'avais jamais consenti.
Ils disent toujours : « *Trouvé un adulte pour l'aide.* »

Mais, j'ai été traîné dans une cellule de prison, le bureau de mon directeur.
Le directeur, aveugle, a cru aux mensonges mal calculés.
Aucun professeur ne s'est levé et personne n'a entendu mes cris.
(Tamil Writing).
(Je devrais mourir.)

---

16 JANVIER 2022@ 21H13

Je retiens mon souffle sous ma couverture trempée de larmes.
Mon téléphone explose de messages qui rongeaient les derniers morceaux de ma confiance.
« Tu ne sais pas danser. »
« Tu es tellement laide. »
« Pourquoi ne peux-tu pas le suicid-? » Je ne pouvais pas le dire...
PEUR = PURE
Les mots flottent devant mes yeux, une variable effacée de sa propre équation.
(Tamil Writing)
(Est ce que quelqu'un peut-il me sauver ?)
Je glisse dans le silence du sommeil, pensant à la crucifixion de Jesus, à ce que je devais faire pour me sauver.

---

24 MAI 2022 @ 14H12

La COVID-19 a paralysé le monde, mais m'a libéré de la cruauté.
Je pense, après la mort de ma grand-mère, *« Pourquoi ne pas me blanchir la peau pour avoir quelqu'un à mes côtés ? "*
Je regarde à ma gauche, puis à ma droite: La poudre de curcuma.
Je frotte ce produit blanchissant, en organisant un enterrement pour ma peau.
MÂLE= LAME
Ma culture a évaporé lentement, comme par magie.
(Tamil Writing)
(Est-ce que c'est moi ?) Je demande: « Je me suis enterrée pour que le monde puisse me voir? »

---

23 JUIN 2022@ 10H59

Deux ans. ~~vécu~~ Survécu.
Mon nom s'affichait sur les écrans; les murmures me rongeaient le dos.
RÂPE= PARE Mais mon seul concerne: La remise des diplômes.
Je monte sur scène avec ma flamme, quand LE directeur m'a remis mon certificat, ignorant les siècles compressés dans ma colonne vertébrale.

Dix-sept ~~mois~~ décennies à être pris pour cible.
(Tamil Writing)
(Quand je me voyais encore ?)

---

6 SEPTEMBRE 2022 @ 8H40

Le lycée ouvre ses portes avec une gravité plus douce,
Me tenant. Me guidant. Me soulevant.
Des amis matérialisés - ni illusions, ni ombres - des êtres humains qui observent les fractures et les guérissent avec soin.
Les enseignants reconnais la valeur que je portais et le monde dont je parlais.
VEINE = EN VIE
Mon Bharatanatyam s'est réveillé. Ma voix s'est élevée. Ma colonne vertébrale s'est redressée. (Tamil Writing)
(Dieu a entendu mon message?)

---

18 NOYEMBRE 2025@ 11H11

Trois ans plus tard, ma voix dépasse tous les murs qu'ils m'ont imposés.
Une jeune fille tamoule, autrefois marginalisée, aujourd'hui une solution éclatante.
Quand les autres disent: « Tune peux pas »,
J'écris ma propre trajectoire.
« Tu m'inspires. Tu m'as sauvé. Tu m'as donné le sentiment d'être vu. » - ces mots de mon école secondaire écho dans mon âme.
Je comprends le théorème: Une flamme survit lorsqu'une autre flamme se tient à cote.
AIME=AMIE
Ensemble, la lumière grandis,
Ensemble, les ombres reculent,
Ensemble, nous surmonterons toutes les limites qui nous sont imposées.
(Tamil Writing).
(Ensemble, nous sommes unis.)

IN UNITY WE FIND STRENGTH

Antonio Cesar Barreira Jr.
Prose and Poetry, Non-credit, 9-12

I've risen from ashes as a lone phoenix

Like a newborn child I tell truth naked

You can feel it in the depths of your heart when truth is spoken

And through this verse, I speak from the deepest level

Love is the light we can find in the dark

Though I lost it all, love brought me back

You don't have to do it alone; in unity we flourish

Together our strength lifts the burdens of our hearts

The world may strive to divide what is true, yet in unity, we remain unbroken

The code of humanity may be lost, but not broken

Take my word, from the heart of a loyal soul

In unity two hearts beat stronger than one, rekindling the light of hope

I kept my faith, and nurtured my hope

Let unity pull the sail of my boat

Together we stand stronger than separated

The power of unity is never defeated

Deep in my heart a fire burns bright

They try to blind you from hope, for hope's flame is your guiding light

Unified in spirit, our fight's power is never diluted

A lesson I've learned in life is a journey of growth, ever repeated

I hope you feel me 'cause this is what truth is.

PROVINCIAL WINNERS—VISUAL ARTS

LAURÉATES ET LAURÉATS PROVINCIAUX—VISUELS ET MÉDIA

LIFE IS LIKE A QUILT

Hali Young
Bayside Secondary School, District 29
Visual Arts, Intermediate 9-10

For my piece, “Life is Like a Quilt,” I made a quilt mounted inside of a gold frame. I collected multiple different fabrics that I attached together to use as a background. There is a sunny sky, filled with butterflies and a rainbow. Big fluffy clouds cover the sky, and throughout it is finer stitching done by a quilter. A big apple tree extends from the foreground into the background. Below, there is a green landscape with farm animals and trees. The glistening sun reflects in the wavy river that gives home to aquatic animals. There are more animals and florals that sit by the river. Every image, such as the animals or the trees, was cut out from a separate fabric, and were attached to the background using heat and bond. You can find hand sewn stitches throughout my artwork to create further details and help make it come to life. Like the title, life is made up of many different pieces and must come together to create something. My artwork represents how animals and plants interact together to create a sustainable ecosystem and food chain. If some parts were missing, it wouldn’t function properly, and humans could not survive without them. As someone who doesn’t work with textiles, it was hard for me at first, but I am very happy with how I was able to represent the theme **Together Is Greater Than One.**

SHUT UP AND LET ME HELP YOU

Orion McConkey

Sir Wilfrid Laurier Secondary School, District 11

Visual Arts, SENIOR 11-12

This work is a love letter to the communities that have embraced me and pushed me forward all throughout my life as a queer/transgender youth, conveyed in the posing and composition. It illustrates the beauty and inspiration that we can only find through contrast, shared experiences, and acceptance. Using water-based markers, inks and pencil crayons, I achieved the contrast between soft embrace and bold empowerment over the month of October. I find all my inspiration through bold colours and proud expression, as I have been unable to for many years. During this project, I saw myself and others grow as I received feedback and different interpretations from people in my community. Seeing people interpret my work through the lens of family, transition, culture, education, poverty, and religion. It was remarkable to see how personal experience shapes these simple figures, and that has been my exact experience of community and togetherness, it is our differences that make 2gether>1.

BUILDING EQUALITY, HAND IN HAND...HOORAY!

Sam Kaw
Westgate Collegiate Vocational Institute, District 6A
Visual Arts, Non-credit

Sam's artwork is a heartfelt expression of inclusion, equality, and teamwork, the same values that define our classroom community. Without any guidance, Sam chose to draw himself alongside four classmates – James, Kayla, Nicole, and Cody – holding hands and smiling with joy. When asked about his drawing, Sam explained, "everyone is holding hands and is happy because we are all friends...hooray!" This is how we discovered the name for his art piece.

BURROWED BANQUET

Adrian Mitrana
Bluevale Collegiate Institute, District 24
Visual Arts, Media 9-12

My short film's main storyline centers around the idea of together being greater than one. From the beginning of the story, the main character, Peter the mole, realizes that he has not prepared dessert for his family gathering. He then spends the bulk of the film working to create this dessert, but he consistently encounters problems in this process because he is working alone. When he is at his lowest in the story, his family arrives. Much to his surprise, they arrive with desserts they made themselves to help Peter. They then help him to clean up and set the table. After sitting down to eat, they all have a happy get-together and meal due to the collected effort of everyone pitching in. I believe this process of helping to do something that someone was having trouble with by themselves perfectly encapsulates the message that this competition is putting out into the world.

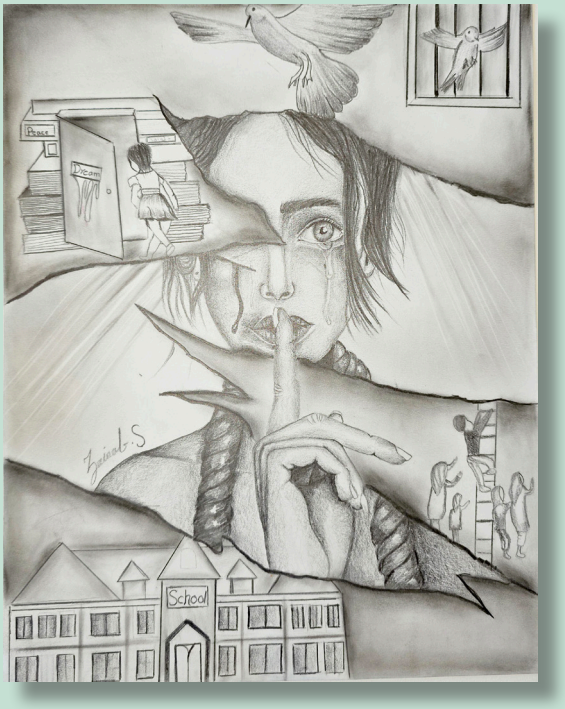
While I wrote, built the set and the characters, animated every scene, directed, and edited/produced the whole of Burrowed Banquet, the score was written and performed by my brother Xander Mitrana, and a close family friend James Schmah. Without their musical genius, I would have been lost. This also relates to this year's theme because in the creation of the film, the three of us working together were greater than alone.

SILENT STRUGGLES/TOGETHER WE SOAR

Zainab Sakhizada

Sir Wilfrid Laurier Secondary School, District 25

Judges Choice



My artwork is all about the difficult life of a young Afghan girl and her struggle to break free. The mediums I used are charcoal and graphite pencils.

The main image shows a girl with a tear in her eyes and a finger on her lips, like she's saying "shhh." This is a powerful symbol that shows she is deeply sad and being forced to be quiet, unable to speak out, or go to school. She faces huge problems, like being banned from school, that she can't solve alone. The dove is a symbol of hope and freedom that she so longs to have. The open door and books represent her opportunity for a better future. The girl is brave, but she can't get through that door alone. The image of the people helping each other on the ladder shows that she doesn't have to face these challenges by herself. Her community, school, friends and family will help lift her up. The large picture of the school stands as a beacon of hope that is not just building but a community of people that support her so she can soar! My work inspires me as these pictures are my story, pieces of my past, looking back, falling forward.

REGIONAL WINNERS—VISUAL ARTS

LAURÉATES ET LAURÉATS RÉGIONAUX—VISUELS ET MÉDIA

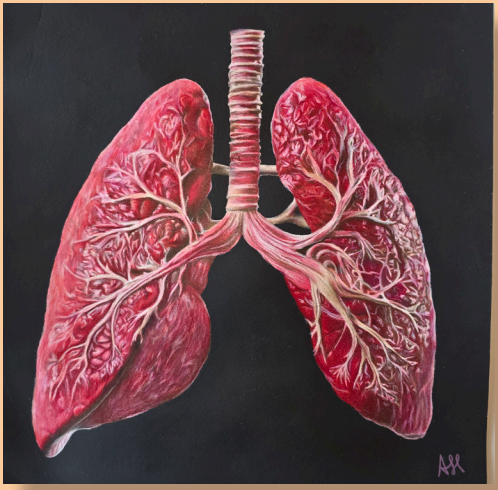
REGIONAL WINNERS –
VISUAL ARTS -INTERMEDIATE, 9-10

ROUTED IN CONNECTION

Abby Neilson
Fort Frances High School
District 5B

WHAT CAN BE

Esme Dereski
Michipicoten High School
District 2



JUST BREATHE

Alexandria Haughie
McKinnon Park Secondary School
District 23

TOGETHER FOR THE ENVIRONMENT

Raunak Singh Aulakh
Woodbridge College
District 16

REGIONAL WINNERS -
VISUAL ARTS -SENIOR, 11-12

THE ETERNAL FLAME OF HUMANITY

Nikoletta Bakal
Northern Lakes K-12 School District 5B

THE BLOOMS OF COMMUNITY

Jack Chamberlain
Lasalle Secondary School District 3

LIKE THREADS, WE ARE WOVEN

Teodora Jovicevic
Ancaster High School
District 21

MEMORIES TOGETHER

Heny Shah
Smiths Fall Collegiate Institute
District 26

REGIONAL WINNERS -
VISUAL ARTS -9-12, NON-CREDIT

TOGETHER IN THE MOMENT OF TRAGEDY

Yaroslav Shevchenko
Wheable Adult and Continuing Education School
District 11

MIGRATION

Amelia Sautié Oquendo
Silverthorn Collegiate Institute
District 12

PARTNERS FOR LIFE

Stewart Babcock
Napanee District Secondary School
District 27

NEXT YEAR'S THEME

SNEAK PEEK!

OSSTF/FEESO

Ontario Secondary School Teachers' Federation
Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario
60 Mobile Drive, Toronto, Ontario M4A 2P3

TEL 416.751.8300
TEL 1.800.267.7867
FAX 416.751.3394
www.osstf.on.ca