



Lester B. Pearson School Board
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St. Patrick Elementary School Educational Project Annual Report

*The Educational Project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education.**

The Lester B. Pearson School Board developed its current Commitment to Success Plan for the five year period from 2015-20. That initial plan was revised in the spring of 2018 so as to align with the Ministère de l'Éducation et de l'Enseignement supérieur's new strategic plan. At the same time, the implementation period for the plan was extended to 2022. The LBPSB's revised plan was approved by the Ministère de l'Éducation et de l'Enseignement supérieur in the fall of 2018. To be aligned with this plan, St Patrick Elementary School revised our Educational Project which was adopted by the St Patrick Elementary Governing Board in 2019. This revised plan has been in effect since that date. The new Educational Project will be developed in the fall of 2023 and come into effect in January 2024.

Due to the COVID-19 pandemic, the Ministère de l'Éducation et de l'Enseignement supérieur were required to take extraordinary actions regarding examinations and reporting. There were two report cards, and teaching focused on prioritized elements of the curriculum. Our reporting data comes from success rates, the "Our School Survey" administered to students from grades 4 to 6, as well as anecdotal results when appropriate.

Below is an abbreviated list of Directions and Objectives of the School/Centre Educational project.

Where applicable, data points and/or anecdotal evidence have been provided to report on our progress.

Direction 1: Improving Achievement	Data or Anecdotal result
Objective 1: To increase student success in elementary school Cycle 3 Mathematics	94%
Objective 2: To increase student success in elementary school Cycle 3 English	100%
Objective 3 To increase student success in elementary school Cycle 3 French	87%

Comments: For cycle 3 Math, the target was set to improve the success rate from 90% (June 2015) to 95% by June 2020. A 94% success rate is to be celebrated. A success rate of 100% in Cycle 3 English clearly leaves no room for improvement. The one area to improve upon would be the success rate in Cycle 3 French. Although 87% is still a high level of success, the objective of increasing the success rate from 88% (June 2015) to 93% has not been achieved. Our early literacy program, supported through a Professional Development and Improvement Grant (PDIG) should bear fruit as our current kindergarten and cycle 1 cohorts make their way through their elementary years.

Direction 2: Wellness	Data or Anecdotal result
Objective 1: Students with a positive sense of belonging. Students who feel accepted and valued by their peers and by others at their school. (Our School Survey)	66% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%
Objective 2: Students with moderate or high levels of anxiety. Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. (Our School Survey)	40% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
Objective 3: Feel safe attending this school. Students who feel safe at school as well as going to and from school. (Our School Survey)	49% of students felt safe attending the school; the Canadian norm for these grades is 65%.

Comments: Although the 2015 target has been achieved for objective 1 (increase sense of belonging from 56% to 66%), there is still a significant gap between our result and the Canadian norm. The two other objectives do not have corresponding targets in the 2015 educational project, but are also of concern. With the return of extracurricular activities such as the school play, choir, sports tournaments, robotics and field trips, and the relaxation of COVID measures in school, our students will have greater opportunities to interact with one another rather than being restricted to their class group. We are optimistic that the return to these regular activities will have a positive effect on our students' sense of belonging, level of anxiety and sense of safety.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Students who are interested and motivated. (Our School Survey)	78% of students in this school were interested and motivated; the Canadian norm for these grades is 86%
Objective 2: Students who try hard to succeed in their learning. (Our School Survey)	82% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.

Comments: The target for objective 1 has been achieved (increase of 10% from 2015 baseline of 65%), but there is still plenty of room for improvement in comparison to Canadian norms for both of these objectives.

Global comments:

As we come to the end of a prolonged Educational Project cycle and look ahead to the next, we can see that significant strides have been made in the academic achievement of our students. Success rates in English, French and Math show that the vast majority of our students are succeeding in their studies and are well-prepared for the transition to high school. French continues to be more challenging for some of our students, however.

Through our early literacy initiative in both English and French, and through the involvement of many of our teaching teams in the FACET program (designed to align instruction in English and French), we expect to see continued improvement in both languages..

The emotional well-being of our student population, reflected by the data points in the Wellness section, is more concerning. Since the onset of the COVID-19 pandemic, we have all become more isolated and have experienced a heightened sense of anxiety. These phenomena have had varied impacts on our students, including social and emotional challenges. We continue to place a great deal of importance on social-emotional learning (SEL), both in the classroom setting and through the interventions of the various professionals (FSSTT technician, Special Ed. technicians, psychologist, consultants) that work with our students.