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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** 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 spring of 2024 and come into effect in July 2024.**

This document serves as the conclusive report for our educational project, summarizing achievements, challenges, and insights gained throughout its duration. As we close this chapter, we eagerly anticipate the upcoming project scheduled to commence in July 2024. This new endeavor will mark a significant evolution, featuring fresh orientations, refined objectives, and indicators. We are committed to responding to our students' needs and the ever changing educational and social landscape. fostering continuous improvement in education. The forthcoming project reflects our dedication to adaptability and innovation, ensuring that our initiatives align with evolving educational landscapes.

It is important to acknowledge that during COVID, some objectives and indicators were modified to adapt to our realities. As this is the final report of the Educational Project, the report is focused on the original objectives and indicators of our Educational Project.

Direction 1: Improving Achievement	Data or Anecdotal result
<b>Objective 1:</b> To improve student mathematical reasoning skills.	The 2015 target was to increase the Grade 3 Math exam success rate from 90% to 95% by 2020 and to increase the Grade 5 Math exam success rate from 70% - 75% by 2020. The Grade 3 and Grade 5 Math exams were repeatedly canceled through the COVID years and again in 2023. The success rate for the Grade 6 Math exam in 2023 was 91.65%.
<b>Objective 2:</b> To improve student reading and writing levels (overall comprehension) in English Language Arts.	The 2015 target was to increase the Grade 6 ELA exam success rate from 76% to 81% by 2020. The success rate for the Grade 6 ELA exam was 95.96% in 2023.
<b>Objective 3:</b> To increase student understanding and fluency in French and reduce the gap between male and female student success rates.	The 2015 target was to increase the Grade 6 exam success rate from 88% to 93% by 2020. The success rate for the Grade 6 French exam was 89.11% in 2023.

**Comments:** Improving upon success rates that are already in the 90%+ range would be unlikely. Given that success rates are based on the passing grade of 60%, however, there remains room for growth in the academic achievement of our students. In planning our new Educational Project, we will be analyzing that data to identify specific areas for improvement.

Direction 2: Wellness	Data or Anecdotal result
<b>Objective 1:</b> Reduce anxiety in the student population and strengthen a positive sense of belonging.	<p>The 2015 target was to increase students' sense of belonging reported on the Our School survey from 56% in 2015 to 66% in 2020. The survey results were 66% in 2022 and 68% in 2023, with a small difference between male and female students (M 68%, F 72%)</p> <p>No specific targets were set for anxiety in 2015, but the reported level of moderate-to-high anxiety was 40% in 2023 (M 32%, F 51%).</p>
<b>Objective 2:</b> To promote a healthy mental and physical lifestyle.	The 2015 target was to increase grade 4-6 participation in school sports by 5%, from 78% to 83%, and school clubs by 5%, from 43% to 48%. In 2022-2023, approximately 150 students out of 230 students in grades 4-6 participated in a school sports activity. A total of roughly 245 students participated in a school club.
<b>Objective 3:</b> Increase the number of students engaged in their learning.	The 2015 target was to increase the percentage of students reporting that they are interested and motivated at school from 65% to 75% by 2020. In the 2023 Our School survey, 73% of students reported as interested and motivated (M 69%, F 82%).

**Comments:** The most encouraging data point in the Wellness direction is the dramatic improvement in the positive sense of belonging among our students, where St Patrick out-performed the initial 2015 target. Much of this improvement can be attributed to the day-to-day work of our staff in developing strong, supportive relationships with the students and through the contributions of our staff in offering such a wide variety of clubs and sporting activities throughout the school year. Although the proportion of students participating did not quite reach the target, largely because, in 2015, St Patrick had a much smaller student population, the sheer number of involved students is remarkable.

From this data, two points of concern stand out: the high level of reported anxiety among female students and the low level of male students who are interested and motivated at school.

Direction 3: Engagement	Data or Anecdotal result
<p><b>Objective 1:</b> Foster safe and caring relationships within the school community.</p>	<p>The 2015 target was an increase in the number of students with positive relationships from 80% in 2015 to 85% in 2020. In 2023, 78% of students had positive relationships (M 76%, F 82%).</p> <p>A second target was an increase in students' ratings of positive student-teacher relationships from 7.8/10 in 2015 to 8.4/10 in 2020. In 2023, these relationships were rated 7.6/10 (M 7.4, F 8.1).</p>

**Comments:** Although the targets established in 2015 may not have been achieved, it would be important to highlight that about 80% of students are reporting positive relationships with their peers and with the teachers and other caring adults at school. In this objective, we are again seeing a marked difference between boys and girls. The lower level of engagement among the boys reflected in Direction 3 could very well be linked to their perception of poorer relationship quality. In the next Educational Project, these linked indicators for boys will be an important consideration.