

Educational Project: Good Shepherd School Annual Report – November 2022

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this is in the best interest of our students and their on-going success. It outlines the challenges, orientations, and objectives that we, as a school, have chosen to prioritize. It also provides the indicators that allow us to concretely observe our progress towards the attainment of our targets within the set objectives.

The 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to a worldwide pandemic. This health crisis disrupted our actions and interventions as well as our data collection.

In **2021-2022**, teaching and learning continued to be impacted by COVID-19. However, with our students' well-being and success a central preoccupation, we continued to focus on those aspects that might move us forward. Through this **annual report** for the 2021-2022 school year, we provide reflection on the **actions** undertaken for each of the objectives identified by our school team, as well as present available **results**. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Communication across the curriculum: Talk to Learn	➤ Oral expression across all subjects	➤ To improve the students' abilities to engage in meaningful conversations
Developing resiliency and social- emotional; Health and Well- being for all students	<ul style="list-style-type: none"> ➤ Improving student mental health and well-being through Social Emotional Learning (SEL) with Mindfulness and Growth Mindset ➤ Engaging in Social Emotional Learning 	<ul style="list-style-type: none"> ➤ To reduce visible anxiety and stress in the student population ➤ To increase students' positive sense of belonging

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OBJECTIVE	To Increase the percentage of students achieving at least 70% or above in both ELA and FSL on the final global results (Grade 6 MEQ examinations and report cards).			
INDICATOR	The percentage of students at the end-of-each-cycle (grade 2, 4, 6) who achieve 70% or above on the term 2 report card in both English and French.			
TARGET	To increase the percentage of grade 6 students by 10 % to 42.1% who achieve at least 70% or above in both ELA and FSL on the final global results on the Term 2 report card.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Hired tutors to support students in ELA, FSL ➤ Hired additional Resource teachers ➤ Soutien Linguistique tutor for students from out of province ➤ TVRS bursary to recognize the Improvement in French 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # M15021 EDUCATION SUPPORT TUTORS # M15025 – RESOURCE TEACHER INCREASED # M15186- SORTE SCOLAIRE CULTUREL # SOUTIEN LINGUISTIQUE			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Student term 2 results in ELA; FSL ➤ Cycle team teachers collaborate during common planning time to share best practices. ➤ School-wide Reading Week Activities ➤ FSL/ELA teachers encouraged to collaborate to support the acquisition of vocabulary in French and English. ➤ Number of students who register for LEARN Quebec on-line tutoring. 			
OVERALL GRADE 6 LANGUAGE PROFICIENCY RATE RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
32.1%	NOT AVAILABLE	37.25%	39.58	
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • We have a large number of students for whom English is their 2nd or 3rd language and French is their 3rd or 4th. <ul style="list-style-type: none"> ○ 45% only speak English at home ○ 3% only speak French at home ○ 20% speak both French and English at home ○ 8% speak other languages at home ○ 24% speak another language at home as well as either English or French • 2021-2022 – Language proficiency end of year cycle results: grade 2= 66.67% grade 4= 40% • Using a threshold of 65% for proficiency in both languages vs 70%, we would see that number rise to 58.3% of students, up from 39.58% at 70%. • Establish Learning Targets : what do we want students to learn • Opportunities for participation in smaller groups with the Resource Teacher • At the end the term students who are having trouble receive specific focused lessons. 				

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- French specialists and classroom teachers collaborate on common themes to build vocabulary in French and English
 - Family projects
 - Students identified for Soutien Linguistique
 - Over 20+ students receive online tutoring from LEARN Quebec tutors with feedback provided to parents and school
 - SORA online; Lalilo in French and English
 - Partnership with McGill, Concordia, UQAM student teachers
 - Cycle 3 students continue to demonstrate a negative attitude toward learning French.
 - We will implement clear student-friendly learning targets in ELA and FSL
 - Maximize the use of technology
- 2022-2023- introduire des activités/événements (présentations orales ou communications; culture francophone, etc.) pour promouvoir le français

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OBJECTIVE	To reduce visible anxiety and stress in the student population			
INDICATOR	Results from Our School Survey			
TARGET	To reduce by 7% from 22% to 15% the percentage of grade 4 to 6 students that are experiencing moderate to high levels of anxiety by 2022			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Integrate SEL activities into daily routines ➤ Greeting students by name as they arrive ➤ Principal greets students/families at the gate each morning and after school ➤ Whole school Morning Messages on the PA system with relevant inspirational message ➤ Create a safe place in all classrooms: calming music in class in the morning and after lunch, Morning cups - personal check in, ➤ Tech Room as alternate space to connect ➤ Mindful colouring, use of sensory tools ➤ Guest speakers 			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	MEASURE # M15230 # M15186 # M15029 # M15025 # M15021 # M15061			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Review the Our School Survey results ➤ Create a focus group (grade 4-6) ➤ Implement a K-3 Social-emotional survey 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
22%	NOT AVAILABLE	28%	30	
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • COVID has had a significant impact on our community as a whole, staff, students and caregivers. There are a lot of outside factors which will impact student anxiety. • We are having AACT present to our staff • We are continuing to build on the use of Zones of Regulation to give struggling students supports when they are feeling anxious • our school coordinator visited each grade 4-6 class to present the survey and answer the students' questions. 30% of the grade 4-6 students report moderate to high levels of anxiety. 40% of girls and 23% of boys report moderate to high level of anxiety • students eat in their classrooms/ alternate places to eat lunch and engage in an activity. • staff members greet students at the classroom doors on a daily basis. • The Principal and Vice-Principal greet students and parents at the gate and the buses each 				

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morning to connect with them.

- daily check ins with a significant adult is provided to the students and parent support is offered. collaboration with clsc liaison worker. liaison support for families to access services through the ciss. having the addition of occupational therapy, art therapy has benefitted the students. consultation with the psychologist is supportive of informed interventions
- Scheduled Brain Breaks/ Movement Breaks
- Art Therapy with specific students
- In order to gain the student voice of the younger students, we are currently researching social emotional learning (SEL) surveys that are student friendly for k-3
- technician room as a nurturing support centre
- flexible seating
- end of day recap with a significant adult
- positive office referrals
- creation of the student voice – advisory for grade 4-6 to meet with the principal to share what is on their minds.
- students completed the our school survey (march- April). a focus group will be created and the coordinator will have the students validate the results and share the results with the community.

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OBJECTIVE	To increase students' positive sense of belonging
INDICATOR	Percentage of students reporting a positive sense of belonging results on Our School Survey In-house student survey (Cycle 1; grade 3) will be implemented in 2022-2023.
TARGET	To increase by 10% the percentage of students who report a positive sense of belonging by 2022
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Create and meet with the student (grade 4-6) to discuss ways to improve student life experiences ➤ Family projects, shared pictures through Dojo, class meetings, class plays, Cooperation Meeting weekly to encourage compliments and work out problems, class games and class clubs and extra bonding time during encadrement ➤ Guest Speakers to talk to students/staff about privilege and cultural biases ➤ Positive Office Referrals ➤ Recess/lunch clubs for students ➤ sports scheduled for students in the gym ➤ technician hours increased ➤ Reclaiming Our Students Book study initiated
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15012 # 15029 # 15186 # 15230 # 15025
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Organize a focus group to discuss the results with students. We will ask the students about what actions or changes the school can make based on the results from the Survey ➤ Engagement in clubs and sports with staff

RESULTS OF GRADE 4, 5, 6 SENSE OF BELONGING OUTCOME ON OUR SCHOOL SURVEY

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
69%	NOT AVAILABLE	61%	69%	

REFLECTION ON ACTIONS AND RESULTS

- Students Sense of Belonging has slightly increased from last year; however, the impact of the Pandemic continues to be felt
- Daily check ins with key adults (Technicians; attendants)
- Lunch Supervision staffing was increased to allow for one adult per classroom
- Students eat in their classrooms provide to a healthier environment for eating

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- Adult supervision on the playground was increased
- Attendants were hired as lunch supervisors were to provide connection and continuity
- Lunch supervision on the playground was increased
- Soccer field installed on side and a small turf field on junior side. Ballon poire games have been installed on both sides.
- Promoting Cultural responsivity to help students learn/relate to their own and other cultures
- Lunch hour clubs offered
- Prayer Room and space for students who need an alternate space during lunch
- Vanier Special Care Counselling stagiaires
- Consistent recess/Lunch monitor location on the playground will be clarified to ensure appropriate and secure supervision