

Educational Project Annual Report – November 2024

Introduction

During the 2023-2024 school year, our Educational Project 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, in the best interest of our students and their ongoing success.

Through this anecdotal **annual report** for the 2023-2024 school year, the first year of the Educational Project, we provide reflections on the process involved in the selection of the orientations, identification of objectives and selected targets, presenting baseline data and results when available.

Educational Project Overview

ORIENTATIONS	OBJECTIVES	INDICATOR	TARGET
<p>Orientation 1-</p> <p>Writing competency in French and English subjects in both models of delivery</p>	<p>Improve students' proficiency to write in both languages by 5% in grade 6.</p>	<p>Grade 6 results for the writing competency (3) in French and English subjects on the summary report card</p>	<p>Baseline results from the June 2023 summary report cards for Grade 6.</p> <p>Increase the proficiency rate in the writing competency in English and French of students by 5%:</p> <ul style="list-style-type: none"> ➤ Target for ELA proficiency (baseline for both modes of delivery is 63.5%)- 68.5% (69%) ➤ Target for FSL proficiency (baseline for both modes of delivery is 71.7%)- 76.9% (77%)

<p>Orientation 2 – Anxiety and Sense of Belonging for Girls</p>	<p>Improve girls' sense of belonging and sense of safety at school to decrease feelings of anxiety.</p>	<p>The scores from the OurSchool Survey for the questions on the two themes (sense of belonging and anxiety)</p>	<p>To bring the scores of for those questions within 3% of the Canadian norm.</p> <p>Baseline results from the Spring 2023 OurSchool Survey showed:</p> <ul style="list-style-type: none"> ➤ 59% of girls had a high sense of belonging in comparison to the Canadian norm is 75%. ➤ 36% of girls expressed moderate to high levels of anxiety. The Canadian norm for girls is 27%.
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<p>Orientation 3 –</p> <p>Feeling safe outside of the classroom (bus, bathroom, school yard)</p>	<p>Improve the students’ feeling of safety at school</p>	<p>The scores for the questions on the theme</p>	<p>To bring the score of the Our School Survey for the question regarding feeling safe attending the school to be within 5% of the Canadian norm.</p> <p>Baseline results show from the Spring 2023 Our School Survey showed:</p> <ul style="list-style-type: none"> ➤ 46% of students felt safe attending the school in comparison to the Canadian, which is 64%.
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Reflecting on the first year of our Educational Project

Summarize the process the school team engaged in to select orientations, identify objectives, and set targets. Outline steps the school plans to take based on these insights. Briefly introduce any upcoming projects or initiatives, and how the school community will be asked to engage in these.

Orientation 1

A reminder that the competency related to writing is the area of language proficiency targeted our school. In 2023-2024,

- The writing proficiency of students in ELA was 65% (4% away from 69% target)
- The writing proficiency of students in FSL de base was 67% and FSL immersion was 94% (the overall target is 77%)

Orientation 2

A reminder that sense of belonging is based on students feeling accepted and valued for their differences as individuals.

In 2023-2024,

- 78% of students reported a high sense of belonging (Canadian norm is 72%).
- 74% for girls and 84% for boys (Canadian norms are 70% and 75%).

Regarding moderate to high levels of anxiety, in 2023-2024,

- 30% of students reported feeling this (Canadian norm is 29%).
- 38% for girls and 17% for boys (Canadian norms are 36% and 21%).

Our aim was to be within 3% of Canadian norms for each of these socio-emotional outcomes. This has been attained; however, we still need to address girls' socio-emotional well-being in relation to anxiety.

We attribute our improvements to the implementation of Moozoom (SEL program) last year, increased participation in clubs, more consistent support from principal and SETS as well as CLC initiatives.

We will continue to implement Moozoom but with better alignment of activities to our aims and CCQ themes. It will be shared with parents to include their participation too. We will initiate the program called Hors-Piste which promotes good mental health <https://sante-mentale-jeunesse.usherbrooke.ca/hors-piste/programme-primaire/>

Orientation 3

In 2023-2024,

- 67% of students reported feeling safe at school. 55% of students felt safe attending school (which includes going to and from). The Canadian norm for the latter is 62%.
- The result in 2022-2023 (indicator) was 46%. Our aim was to be within 5% of the Canadian norm. While we increased our score considerably, we did not attain our aim yet. The results show that we are 7% away from the Canadian norm.

At least 75% of students reported feeling safe going to school and on the way home. Overall, girls felt safer than boys by 8%. Students reported feeling unsafe mainly because they've had something stolen (28%), they saw a fight on school ground where someone got hurt (26%) and heard students make threats to another student (23%). It was reported that 75% of bullying is happening at outside at recess and 25% in the washrooms. Most of the bullying is occurring in verbal (41%) and social (29%) forms.

We attribute our improvements to:

- Washroom and hallway passes (water fountain). A limit of three students at a time in bathroom.
- Decrease of test variability due to the consistency in method of delivery (Principal delivered survey to all students with support).
- Actions implemented from our ABAV plan:
- CLC initiatives with partners such as workshops to students by the police officer, TELUS, Arc-en-ciel, etc.
- Increased exposure to literature on ABAB and EDI topics
- Code of conduct and improved tracking system
- Clubs
- Increased supervision in school yard from support by Playground Leaders

We will continue to improve the quality of supervision in the school yard. Support staff will receive training by CISSSME regarding hosting more positive lunch hours with students. We have changed procedures, for example how students line-up. There is also increased support to contentious students and more supervision due to the presence of *Aide à la classe* (i.e. daycare educators during am and pm recess). The ABAV committee will elaborate on our Code of conduct by defining levels of consequence and appropriate repair actions for types of undesired behaviours.