

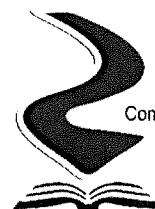


ÉCOLE PRIMAIRE **Saint-Lambert**
Saint-Lambert ELEMENTARY SCHOOL

St. Lambert Elementary School

81, rue Green
Saint-Lambert (Québec)
J4P 1S4

Saint-Lambert Elementary Educational Project 2023-2027



Commission scolaire **Riverside**
Riverside School Board

Riverside School Board

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The Educational Project

Table of contents

- 1. Purpose and Definition of the Educational Project**
- 2. Legal Framework**
- 3. Steering Committee for the Preparation of the Educational Project**
- 4. Consultations Held for the Preparation of the Educational Project**
- 5. School Context**
- 6. Consistency with the Commitment-to-Success Plan**
- 7. Challenges, Orientations, Objectives, Indicators and Targets Specific to the School/Centre**
- 8. Reporting on the Educational Project**
- 9. Signatures**

1. PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

2. LEGAL FRAMEWORK

The educational project between Sample School and the Riverside School Board is conceived and written within the framework of the Education Act. It is important that the educational community is aware of the legal aspects and respects those obligations as they create the educational project.

EDUCATION ACT

Section 36

“A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfillment.

In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue this mission within the framework of an educational project.”

Section 37

“The school’s educational project, which may be updated if necessary, shall contain

- (1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;*
- (2) the specific policies of the school and the objectives selected for improving student success;*
- (3) the targets for the period covered by the educational project;*
- (4) the indicators to be used to measure achievement of those objectives and targets; and*

(5) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, by the basic school regulation and by the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board's commitment-to-success plan.

The educational project must respect students', parents' and school staff's freedom of conscience and of religion."

Section 37.1.

"The period covered by the educational project must be harmonized with the period covered by the school board's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3."

Section 74

"The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives."

Section 75

"The governing board shall send the school's educational project to the school board and make it public on the expiry of 60 to 90 days after sending it or of another period if the Governing Board or school board so agree. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project comes into force on the date of its publication."

Section 83

"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services."

3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Name	Role
Véronique Frenette	Principal
Jamie Allan	Vice-Principal
Lisa Goodall	Teacher
Audrey St-Laurent	Teacher
Geneviève Crépeau	Teacher
Patricia Dabis	Teacher
Mathula Srithar	Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date of consultation	Group consulted	Nature of consultation	Location
October 10	Steering Committee	SST work session	Riverside School Board
October 23-26	Governing Board	Discussion	Riverside School Board
October 20	Steering Committee	Work session	Riverside School Board
October 23	Staff	Discussion	Saint-Lambert Elementary
October 23-26	Staff	Graffiti Wall	Saint-Lambert Elementary
October 30	Staff	Discussion	Saint-Lambert Elementary

5. SCHOOL CONTEXT

EXTERNAL ENVIRONMENT

Saint-Lambert Elementary is a community school of approximately 510 students, situated in Saint-Lambert, Quebec. Part of the Riverside School Board, Saint-Lambert Elementary is the only English-language elementary school in Saint-Lambert. It serves students residing in Saint-Lambert, Lemoyne and certain sections of Brossard, and Longueuil. At Saint-Lambert Elementary, we have both the English and the Immersion model of delivery. 44.9% of our students reside in Saint-Lambert, 38.6% in Brossard, and 5.7% in Lemoyne. Another 10.8% of students reside outside our territory in Greenfield Park, St. Hubert, Boucherville, and the out-of-zone areas of Longueuil.

Region	# of students	% of total
Boucherville	2	0.4%
Brossard	197	38.6%
Greenfield Park	6	1.2%
LeMoyne	29	5.7%
Longueuil	31	6.1%
Saint-Constant	3	0.6%
Saint-Hubert	13	2.5%
Saint-Lambert	229	44.9%
Total	510	

(Source: Data from database: JADE, 2023-2024 school year)

INTERNAL ENVIRONMENT

School Climate

The May 2023 results based on data collected from 72 students in grade 5 from the Our School Survey revealed a significant decline in the overall connection students felt towards school, and in particular, the connection students felt with teachers and support staff.

Student participation in sports was very high, with 80% of students surveyed indicating that they participate in sports with an instructor at school, other than gym class. The Canadian norm for these grade levels is 71%.

Only 35% of students in our school reported taking part in art, drama, music or other school clubs, this falls significantly below the national average of 47%.

On questions related to student sense of belonging, 68% of students claimed to have a strong sense of belonging, 10% below the national average of 78%.

When it came to relationships with peers, 89% of students reported having friends at school they felt they could trust and who encourage them to make positive choices, the Canadian norm for these questions was 84%.

The concerning statistic that emerged out of the survey was the fact that students rated their student teacher relations, which emphasized responsiveness to needs, encouraging independence and utilizing a democratic approach, well below the Canadian average (7.3/10 compared to a Canadian average of 8.3/10). In the same vein, questions related to positive learning climates fell well below national norms with a rating of 5.6/10 compared to the 6.8 rating found in the national average.

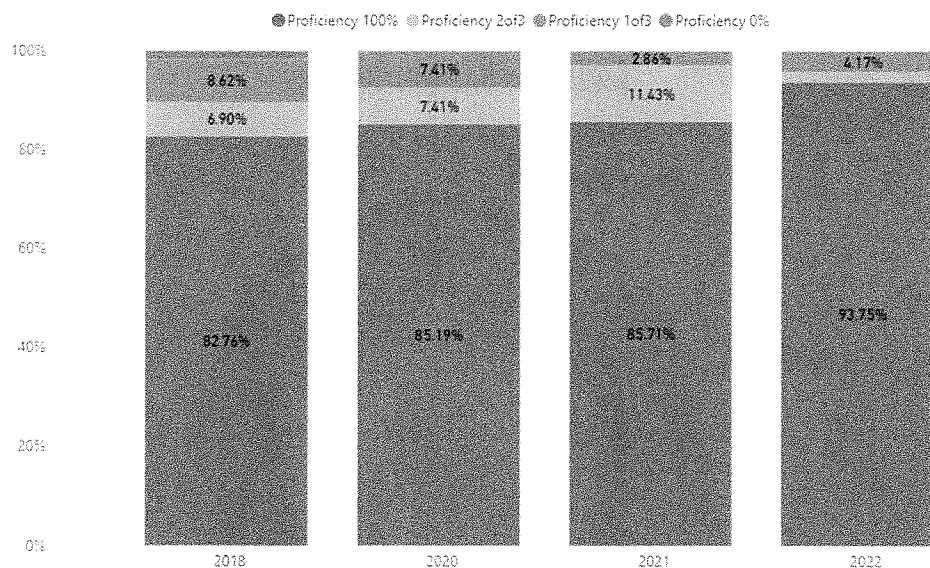
Proficiency rate for students in English model of delivery

When looking at our data proficiency rate for grade 6 in our core subjects (Math, ELA, FSL), we see a 24.18% discrepancy between Immersion and English model of delivery for the 2022 school year. Proficiency is defined as students who achieve 70% and above.

When looking at the trend from 2018, we have observed an increase in core proficiency. However, the gap between the Immersion and English model of delivery remains consistent.

With the implementation of Bill 96, we recognize the importance of our students' success with regard to their proficiency of both languages.

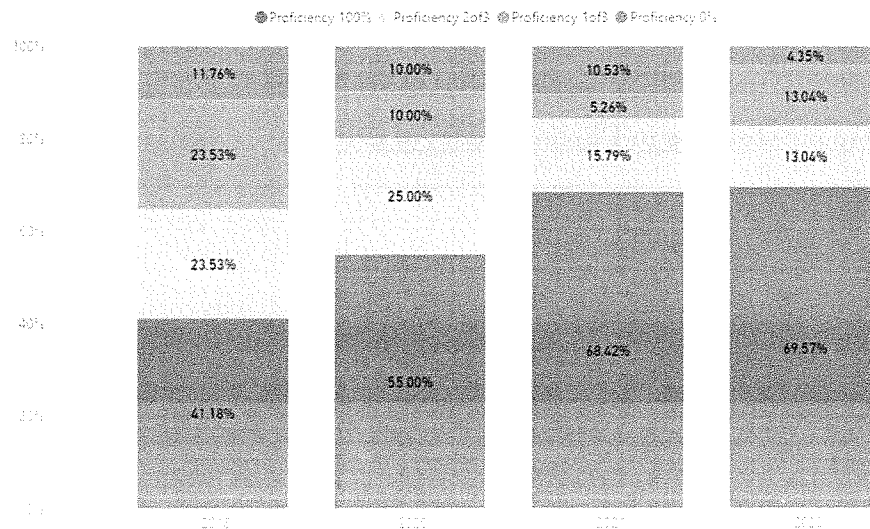
Core proficiency rate in Immersion model of delivery in Math, ELA, FSL



(Source: Power BI – Core proficiency rate is 70% and above in MATH, ELA and FSL)

As of 2020, in the French immersion program, students are proficient in core subjects. In 2022, 93.75% of our students were proficient in all three core subjects.

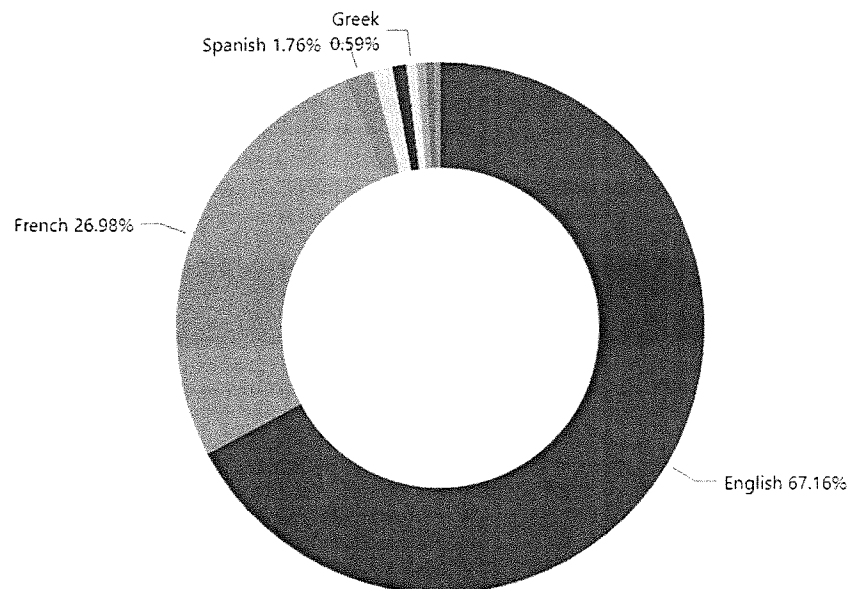
Core proficiency rate in English model of delivery in Math, ELA, FSL



(Source: Power BI – Core proficiency rate is 70% and above in MATH, ELA and FSL)

Although we see an increase in proficiency within the English model of delivery, there is significant room for improvement in core subjects.

Language spoken at home



(Source: Power BI – Language spoken at home)

The graph is representative of the main language spoken at home, as identified by the parent who registers the child.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Saint-Lambert's Educational project is closely aligned and consistent with the school board's commitment-to-success plan.

Riverside school board identifies Objective 1 as follows: Rate of completion of first diploma or graduation after 7 years, and Objective 4 as follows: Proficiency in the two languages of instruction (French, English). By focusing on proficiency in core subjects, we aim to provide students with the best opportunity for success.

Riverside school board identifies Objective 8 as follows: Improve the climate of caring, well-being and student safety. Our first challenge aims to improve students' sense of belonging at school, which is a component of school climate and student well-being.

7. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE SCHOOL/CENTER

Challenge – School Climate	
Orientation 1- Student social emotional development	
Objective 1	Increase sense of belonging in the school of Grade 4,5,6 students
Indicator	Our School Survey (specific questions)
Target	Increase sense of belonging by 10%, to 78%
Baseline	68%
Challenge – The Proficiency rate in core subjects for students in the English model of delivery	
Orientation 2 – Improve students' academic performance in core subjects (Math, ELA, FSL)	
Objective 2	Increase the proficiency rate in core subjects of Grade 6 students in the English model of delivery
Indicator	Grade 6 summary marks from June report card for math, ELA and FSL
Target	Improve core proficiency rate by 5%
Baseline	68.42%

8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school/centre must implement and monitor the commitments made in the educational project. The school/centre must report to their community in December of every year.

Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

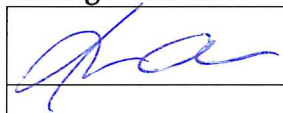
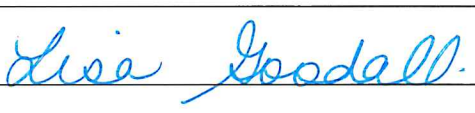
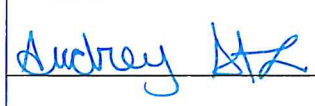
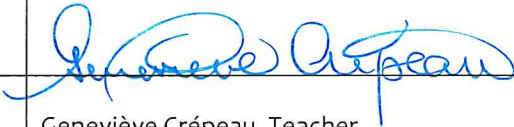
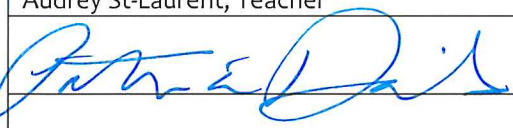
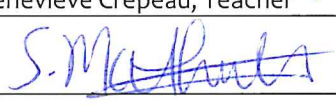
The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at Saint-Lambert, this 27 day of November, 2023

	
Véronique Frenette, Principal	Director General, Riverside School Board

Steering Committee:

	
Jamie Allan, Vice-Principal	Lisa Goodall, Teacher
	
Audrey St-Laurent, Teacher	Geneviève Crépeau, Teacher
	
Patricia Dabis, Teacher	Mathula Srithar, Teacher