



Lester B. Pearson School Board
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St. Edmund Elementary School Educational Project Annual Report 2021-2022

*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. Edmund revised our Educational Project which was adopted by the St. Edmund Governing Board in June of 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	99%
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	100%
Objective 4 (Complete if needed)	

Comments: St. Edmund continued to excel academically in English, French and Math, with close to a 100% success rate in all three subject areas. To maintain these results, teachers and support staff will continue to deliver excellent instruction, provide opportunities for growth and development, monitor student progress, and provide resource intervention should a student display difficulties. Teachers will also continue to communicate with parents and collaborate with colleagues on how to best support the students to achieve their maximum potential.

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)	79% 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)	22% 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)	75% of students felt safe attending the school; the Canadian norm for these grades is 65%
Objective 4 (Complete if needed)	

Comments: The students at St. Edmund displayed a high sense of belonging, and are on par with the Canadian norm related to moderate to high levels of anxiety. The students indicated an above average feeling of safety compared to the Canadian norm. To continue the trend of reducing anxiety at St. Edmund and to ensure that a high number of students continue to feel safe at school, the following support and interventions have been put in place:

- Anxiety related coping strategies
- Social groups to foster positive peer relationships
- Increased attachment with staff members
- Social emotional regulation instruction and/or coaching
- Increased partnership and collaboration between the school, family, and community organizations,
- An increased level of involvement of the special education technician.
- Additional opportunities for positive peer interactions
- Strategies to overcome feelings of anxiety and insecurity
- Emphasis on character and values, and not just academic achievement
- Review of Anti Bullying Anti Violence school plan
- Additional student check-ins

In addition, observation, monitoring and intervention, as required, will continue to be a part of the school culture at St. Edmund.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Students who are interested and motivated. (Our School Survey)	83% 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)	90% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
Objective 3 (Complete if needed)	

Comments: The students at St. Edmund scored close to the national average in the areas of motivation, interest and effort to succeed. These results displayed a high level of student engagement. To improve these results, the staff at St. Edmund will continue to provide a positive, exciting, learning environment that offers many options for students to explore their interests, while promoting excellence and success. In addition, the staff will continue to foster positive, meaningful relationships with the students and their families through academic, cultural, extracurricular and/or specialist activities.

Global comments: St. Edmund is a well rounded community school that takes pride in its accomplishments and overall success. Through collaboration, perseverance and support, St. Edmund continued to fare well during an uncertain, unpredictable, year due to the pandemic. Moving forward, St. Edmund will continue to provide a safe, positive, vibrant milieu where students' academic and social emotional wellbeing are prioritized.

* Results-based management: Governance of the education system Educational Project, Guide 4 of 5