



Lester B. Pearson School Board
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St Anthony Elementary IB World 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 Anthony Elementary School** revised our Educational Project which was adopted by the **St Anthony Elementary School** Governing Board on **DATE May 28, 2024**. 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 each local Educational Project.

Direction 1: Improving Achievement	Data or Anecdotal result
<p>Objective 1: To increase student success in elementary school Cycle 3 Mathematics</p> <p>Target</p> <ul style="list-style-type: none"> ● Improve average results by 2% on end-of-year exam <ul style="list-style-type: none"> ○ Grade 6 MEES exam 	<p>Grade 6 exam results only (No data available from Grades 4 & 5)</p> <p>Competency (Weighting)</p> <ul style="list-style-type: none"> ● C1 Solves a Situational Problem (30%) <ul style="list-style-type: none"> ○ Average 82% ○ Success 91% ● C2 Reasoning (70%) <ul style="list-style-type: none"> ○ Average 80% ○ Success 93% ● Overall (100%) <ul style="list-style-type: none"> ○ Average 80% ○ Success 93%
<p>Objective 2: To increase student success in elementary school Cycle 3 English</p> <p>Increase literacy levels across all grades</p> <ul style="list-style-type: none"> ● PM Benchmarks results recorded twice per year (grades 2-6) ● End of year Cycle 2 & 3 board test results 	<p>Grade 6 exam results only (No data available from Grades 4 & 5)</p> <p>Competency (Weighting)</p> <ul style="list-style-type: none"> ● C1 Communication (33%) <ul style="list-style-type: none"> ○ Average 85% ○ Success 100% ● C2 Reading (33%) <ul style="list-style-type: none"> ○ Average 82 % ○ Success 100 % ● C3 Production (33%) <ul style="list-style-type: none"> ○ Average 83% ○ Success 100% ● Overall <ul style="list-style-type: none"> ○ Average 84% ○ Success 100% <p>PM (% at level)</p> <ol style="list-style-type: none"> 1. NA 2. NA 3. 95% 4. 75% 5. 93% 6. N/A

<p>Objective 3 To increase student success in elementary school Cycle 3 French</p> <p>Increase literacy levels across all grades</p> <ul style="list-style-type: none"> ● GB+ results are recorded twice per year (all levels) ● Pre and Post tests (end of Term 2 and Term 3) in Cycle 1 ● End of Cycle 2 and 3 board test results 	<p>Grade 6 exam results only (No data available from Grades 4 & 5)</p> <p>Competency (Weighting)</p> <ul style="list-style-type: none"> ● C1 Communication (33%) <ul style="list-style-type: none"> ○ Average 78% ○ Success 98 % ● C2 Reading (33%) <ul style="list-style-type: none"> ○ Average 83% ○ Success 95% ● C3 Production (33%) <ul style="list-style-type: none"> ○ Average 79% ○ Success 91% ● Overall <ul style="list-style-type: none"> ○ Average 78% ○ Success 98% <p>GB+ (% at level)</p> <ol style="list-style-type: none"> 1. 91% 2. 76% 3. 37% 4. 42% 5. 44% 6. Data not available
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Comments: See comments above

Direction 2: Wellness	Data or Anecdotal result
<p>Objective 1: 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)</p> <p>Indicators</p> <ul style="list-style-type: none"> ● Create opportunities for students to take ownership and responsibility for activities in the school ● Create leadership opportunities for the students ● Our School Survey - increase in anecdotal results by 2% <p>Target</p>	<p>70% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.</p> <p>The percentage for this objective has slightly decreased from last year's result of 73%. If we look at the Grade 6 cohort for the last 3 years they have the following results 80%-59%-63%. You can see there has been an upturn as we have started implementing more school activities. The results for Grade 5 over the last two years are 83%-78%. This shows we still have work to do in creating an environment where everyone feels part of the school community. According to the survey, girls (76%) have a better attachment to school than boys (67%), so there is work to be done to get boys more involved in school life.</p>

<ul style="list-style-type: none"> ● Keep track of the percentage of students taking part in activities 	<p>The Grade 4, 5 & 6 students have started to lead assemblies, peer mentoring, and leadership roles with the Kindergarten students. This has created more opportunities for the students to take ownership of what goes on in the school. This will continue to be implemented.</p> <p>This would include:-</p> <ul style="list-style-type: none"> ● Multi-grade level dance & basketball groups ● Grade 6 organizing lunch intramural lunch activities ● Representing the school in sports tournaments ● Grade 5 & 6 helping with the K4 & K5 classes ● School events (dances, fairs, Bingo nights etc)
<p>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)</p> <p>Indicators</p> <ul style="list-style-type: none"> ● The next Our School Survey indicator will be reduced from the current percentage <p>Target</p> <ul style="list-style-type: none"> ● A decrease in the percentage of students with moderate or high levels of anxiety by 2% 	<p>36% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%</p> <p>The anxiety levels have roughly stayed the same as last and with everything that has been implemented, there was an expectation that this would be reduced. From the previous year the girl's percentage has stayed the same whereas the boy's results have increased from 25% to 31%). This is an area to be worked on to see why this has happened.</p> <p>More recess and lunchtime groups be implemented and the Grade 6 students to get involved in peer mentoring the Grade 1 and 2 students.</p> <p>This can be done through:-</p> <ul style="list-style-type: none"> ● Social Groups in the Zone ● Teachers flagging concerns with specific students ● Involving the Special Education technician in working with students on specific coping mechanisms ● Peer mentoring group ● Big Brother Big Sister
<p>Objective 3: Feel safe attending this school. Students who feel safe at school as well as going to and from school. (Our School Survey)</p> <p>Indicators</p> <ul style="list-style-type: none"> ● The next Our School Survey indicator will be reduced from the current percentage <p>Target</p> <ul style="list-style-type: none"> ● Increase in the number of students who feel safe attending the school by 2 % 	<p>56% of students felt safe attending the school; the Canadian norm for these grades is 65%</p> <p>The aim last year was to increase the percentage by 3% of students feeling safe attending St Anthony and an increase of 6% was achieved.</p> <p>A Kindness Committee was introduced this year which is being led by the Grade 4 students who have got involved in many activities:-</p> <ul style="list-style-type: none"> ● Announced weekly acts of kindness ● Visiting the CHSLD to take part in activities and concerts <p>The Kindness tree to encourage acts of kindness, as the students see the tree grow hopefully it will encourage others to enact acts of kindness.</p>

	We look forward to continuing with this objective to ensure we prioritize a feeling of safety at St Anthony. The older students have started to be Peer Mentors to create positive role models and make the younger students feel safe.
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Comments: See comments above

Direction 3: Engagement	Data or Anecdotal result
<p>Objective 1: Students who are interested and motivated. (Our School Survey)</p> <p>Indicator</p> <ul style="list-style-type: none"> • More students getting involved in school life and activities <p>Target</p> <ul style="list-style-type: none"> • Increase the number of students feeling motivated and interested in school by 1% 	<p>87% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.</p> <p>We see that the students who feel interested and motivated have gone back to their pre-COVID levels and have a little bit more. The staff are now able to have presenters in and go on trips which enhances the student's learning. The Grade 6 cohort's percentages have been 84%-75%-84% over the last 3 years. This shows you the change that has happened over the last few years as we get back to our new normal.</p>
<p>Objective 2: Students who try hard to succeed in their learning. (Our School Survey)</p> <p>Indicator</p> <ul style="list-style-type: none"> • Students are engaged and therefore find success in their learning and outcomes <p>Target</p> <ul style="list-style-type: none"> • Increase the number of students feeling successful in school by 1% 	<p>91% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.</p> <p>The aim was to increase the percentage of students who try hard to succeed in their learning by 3%. That was surpassed by an increase of 12%. Both girls and boys had a significant increase from last year. Being able to make learning interesting, hands-on, and student-centred and giving them experiences in and out of the classroom has contributed to this objective.</p>
Objective 3 (Complete if needed)	

Comments: See comments above

Global comments: The results show that there are areas where we have as a school community improved and become successful. However, some areas still need work on such as decreasing the levels of anxiety in some of our students even though there is an increased level of belonging and motivation. Another area in the Our School Survey that had improved was having positive relationships with their peers. This global percentage went from 88% to 92%. If we look at the Grade 6 students over the last 3 years (87%-88%-91%) or the Grade 5 students (81%-89%) you can see how this has increased. The students do feel that they have someone to advocate for them and that means that they can come to someone in the school if there is an issue.

Other areas that have had a positive increase were positive school climate and teacher-student relationships. The further implementation of activities, groups and leadership opportunities will hopefully improve anxiety levels, feeling safe and a sense of belonging.