



Lester B. Pearson School Board
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Pierre Elliott Trudeau Elementary 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, **PETES** revised our Educational Project which was adopted by the **PETES** Governing Board on 2018. 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	94% (2.12% decrease from prev. year) Success rates reflect final report card grades excluding MEES exams.
Objective 2: To increase student success in elementary school Cycle 3 English	98% (1.31% decrease from prev. year) Success rates reflect final report card grades excluding MEES exams
Objective 3 To increase student success in elementary school Cycle 3 French	98% (3.41% increase from pre. year) Success rates reflect final report card grades excluding MEES exams

Comments: Overall, our data reflects a high level of success at PETES. The small percentage in/decreases reflect differences in cohorts but show a strong consistency despite the abilities of cohorts. Our 2022-23 Annual report will prove to be an interesting one, as it will reflect the success rates of our 2023 grads, who, as a cohort, struggled as grade 4 students during the height of the pandemic. This data will serve as a strong indicator of the true impact of the pandemic.

Looking ahead, we have struck a sub-committee to promote the use of French in the school. At the Future Directions meeting in November 2022, it was determined and agree upon that we can, as a school, do more to promote the use of French in common spaces, assemblies, field trips, and day to day moments, with the intention of chipping away at the resistances to French and encourage daily conversational use.

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)	67% (increase of 1% from prev. year) 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)	35% (increase of 8% from prev. year) 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)	57% (increase of 4% from pre. year) of students felt safe attending the school; the Canadian norm for these grades is 65%.

Comments: It has been anticipated that our students will continue to report higher levels of anxiety. Though we can only speculate as to the origin of this data, whether related to the pandemic or other factors, we are taking the necessary steps to reduce reported levels of anxiety at PETES. In June 2022, we purchased a site license for EveryDay Speech to begin to equip our students with the necessary tools to address Socio-Emotional needs. It is the intention to maintain the usage of EveryDay Speech for the long term and continue to explore its benefits.

Having lived through the pandemic as a staff, we are familiar with its stresses and degrees of associated trauma. On December 12, we planned a local TIPPS day, where we initiated a discussion on trauma, its lasting effects, and how to break its cycle. We have a lot of work to do, and will continue to focus on flexible pedagogical practices that allow for us to reach and teach students.

Additionally, the establishing of a committee dedicated to “re-normalizing” school life post-pandemic, addressing existing policies, and discussing inclusiveness allows for us to consider the “feeling of belonging” we feel has been lacking during the pandemic.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Students who are interested and motivated. (Our School Survey)	77% (decrease of 4% from prev. year) 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)	83% (no change from prev. year) of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
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Comments: The high level of success at PETES is not quite matched by reported levels of engagement from students. We continue to discuss rapport-building opportunities as a staff with the belief that the re-introduction of varied, inclusive activities will serve as an important starting point for student engagement to improve.

It is similarly worth noting that, though hard to measure, our staff remain engaged with our students and that this approach continues to serve us well.

Global comments:

Recent annual reports present readers with a narrative dictated by the pandemic. We are happily moving away from this and forward to a return to normal and some exciting new initiatives. Primary focuses for our upcoming Educational Project will determine future outcomes as we move forward as a school and community. At the time of writing this report, SEL (w. focus on anxiety and trauma) remains a standing item to address, as well as exploring flexible and new pedagogical approaches to teaching and learning. PETES emerged from confinement well-positioned to serve its students, community and staff, and we look forward to what the future holds for us.

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