



## Beacon Hill Elementary School 2021 – 2022

### 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 regarding 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 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, Beacon Hill Elementary revised our Educational Project which was adopted by the Beacon Hill Governing Board on December 9<sup>th</sup>, 2021. 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
<b>Objective 1:</b> To increase student success in elementary school Cycle 3 Mathematics	<b>96%</b>
<b>Objective 2:</b> To increase student success in elementary school Cycle 3 English	<b>100%</b>
<b>Objective 3</b> To increase student success in elementary school Cycle 3 French	<b>100%</b>

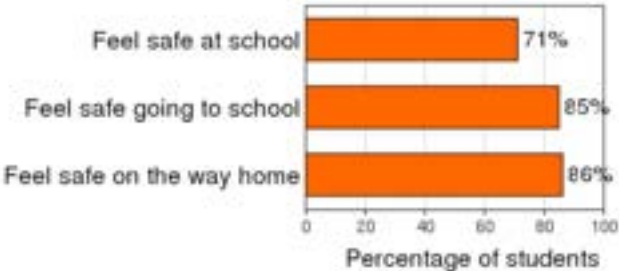
Direction 2: Wellness	Data or Anecdotal result
<b>Objective 1: Students with a positive sense of belonging.</b> Students who feel accepted and valued by their peers and by others at their school. (Our School Survey)	<b>75% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.</b>
<b>Objective 2: Students with moderate or high levels of anxiety.</b> Students who have intense feelings of fear, intense anxiety, or worry about events or social situations. (Our School Survey)	<b>29% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.</b>
<b>Objective 3: Feel safe attending this school.</b> Students who feel safe at school as well as going to and from school. (Our School Survey)	<b>66% of students felt safe attending the school; the Canadian norm for these grades is 65%.</b>

**Comments:** We have increased programming within our classroom schedules to address the points mentioned above.

We will continue / increase the number of clubs / extra - curricular activities for students to promote a sense of belonging and positive relationships. As well, we have created the Kindness Committee for Grade 6, board game clubs for Grade 4 and Pilo Polo at lunch for Grades 4 – 6.

We are also reducing the level of moderate or high levels of anxiety (feelings of fear, anxiety or worry about events / social situations) by providing opportunities for students, staff, and parents to engage in. For example, classroom discussions, speakers, professional development, relaxation activities and small group intervention as the needs arise.

To add, students were asked in a further section whether they felt safe at school, and safe going to and from school. Overall, 10.3% of girls and 3.3% of boys in Beacon Hill indicated that they did not feel safe at school. A further 15.4% of girls and 21.3% of boys indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school. This further helps to create an understanding when we analyze the numbers.



<b>Direction 3: Engagement</b>	<b>Data or Anecdotal result</b>
<b>Objective 1:</b> Students who are interested and motivated. (Our School Survey)	<b>81% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.</b>
<b>Objective 2:</b> Students who try hard to succeed in their learning. (Our School Survey)	<b>90% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.</b>

**Comments:** We will continue to discuss what motivates our students to succeed at school through classroom discussions, projects, and activities.

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