



Lester B. Pearson School Board

Commission scolaire Lester-B.-Pearson

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Beacon Hill Elementary School

Educational Project Annual Report 2022-23

*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.**

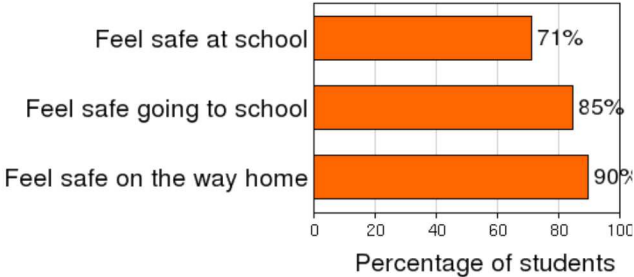
The Lester B. Pearson School Board developed its current Commitment to Success Plan for the five-year period from 2015-20. That initial plan was revised in the spring of 2018 so as to align with the Ministère de l'Éducation et de l'Enseignement supérieur's new strategic plan. At the same time, the implementation 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, **Beacon Hill Elementary** revised our Educational Project which was adopted by the **Beacon Hill Elementary** Governing Board on **February 15th, 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
Objective 1: To increase student success in elementary school Cycle 3 Mathematics.	92%
Objective 2: To increase student success in elementary school Cycle 3 English.	99%
Objective 3: To increase student success in elementary school Cycle 3 French.	100%

Direction 2: Wellness	Data or Anecdotal result
<p>Objective 1: Students with positive relationships. Students who have friends at school they can trust and who encourage them to make positive choices is 81%. (Our School Survey)</p>	89% of students had positive relationships; the Canadian norm for these grades is 84%. 93% of the girls and 87% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys.
<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>	26% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%. 45% of the girls and 11% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.
<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>	64% of students felt safe attending the school, the Canadian norm for these grades is 65%. In addition, please see the chart below



<i>Direction 3: Engagement</i>	<i>Data or Anecdotal result</i>
<p><i>Objective 1: Expectations for success.</i> The school staff emphasizes academic skills and hold high expectations for all students to succeed.</p>	<p>In this school, students rated teachers' expectations for academic success 8.6 out of 10; the Canadian norm for these grades is 8.6.</p> <p>In this school, teachers' expectations for academic success were rated 8.6 out of 10 by girls and 8.5 out of 10 by boys. The Canadian norm for girls is 8.7 and for boys is 8.6.</p>
<p><i>Objective 2: Positive teacher-student relations.</i> Students who feel teachers are responsive to their needs and encourage independence with a democratic approach.</p>	<p>In this school, positive teacher-student relations were rated 8.1 out of 10; the Canadian norm for these grades is 8.3.</p> <p>In this school, positive teacher-student relations were rated 8.2 out of 10 by girls and 8.1 out of 10 by boys. The Canadian norm for girls is 8.5 and for boys is 8.1.</p>
<p><i>Objective 3: Students with a positive sense of belonging.</i> Students who feel accepted and valued by their peers and by others at their school.</p>	<p>70% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.</p> <p>72% of the girls and 72% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.</p>

Direction 1: Improving Achievement

Our results continue to be strong.

Direction 2: Wellness

We will continue to reduce 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 collaborate, work on solutions and move forward in a healthy and safe way.

We will continue with:

- Classroom discussions, speakers, professional development, relaxation activities and small group interventions will continue to be in place to support all students.
- The Kindness Committee and their initiatives.
- The implementation of the Our School Survey and classroom discussions with results.
- Whole school discussions, accountability, and assemblies regarding the Code of Conduct / Anti-Bullying.
- Pink Shirt Day and guest speakers.
- Monthly virtues assemblies.
- Student conflict resolution groups.
- Animation by older students for recess games.

- Drop in and game time in the Resource Room.
- Prevention and intervention by school behavior technician, community police officer and school board professionals

Direction 3: Engagement

To continue to promote, encourage and sustain student engagement, we will:

- Maintain the number of clubs / extra - curricular activities for students to promote a sense of belonging and positive relationships.
- The Kindness Committee for Grade 6, Champions for Life and Compost Team for Grade 5, board game clubs for Grade 4 and Pilo Polo at lunch for Grades 4 – 6.
- Apply to receive grants to increase our cross-country ski program, camping unit, pay for school busses for more outings and to create a program to welcome our new international students.
- Continue to implement the Our School Survey and classroom discussions with results.
- We continue to increase opportunities with extra curriculums from school (drama, music and physical education), as well as with *Enfant et Compagnie*.