



Lester B. Pearson School Board
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Christmas Park

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, **Christmas Park** revised our Educational Project which was adopted by the **Christmas Park** Governing Board. This revised plan has been in effect since then. **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	78%
Objective 2: To increase student success in elementary school Cycle 3 English	97%
Objective 3 To increase student success in elementary school Cycle 3 French	96%

Comments: Students are doing well in Cycle 3 English and French. Math problems are presented daily to increase mathematical understanding and success. Extra time and help is provided to the Cycle 3 students to increase understanding and achievement. Students have access to resource support for academics.

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)	• 68% 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)	42% 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)	41% of students felt safe attending the school; the Canadian norm for these grades is 65%.

Comments: Spirit S'Park Days are a way for students to have a sense of belonging. Presentations on empowerment to reduce anxiety and presentations on bullying (SPVM) are offered. Christmas Park has hired a FSSTT social technician to help students with social emotional learning. As a S'Park school, collaboration, teamwork and a sense of community are prioritized at Christmas Park.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Students who are interested and motivated. (Our School Survey)	78% 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)	94% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%

Comments: Special Education Technicians work with students to provide support. Our FSSTT technician works with students on self-regulation, self-awareness, social awareness, and relationship skills. Resource teachers provide academic support to students. We offer lunchtime clubs for students to experience new activities such as chess, knitting, and dance. The teachers provide diverse learning opportunities for our students such as hands-on projects, outdoor learning, and community involvement to increase engagement.

Global comments:

Christmas Park strives to create a conducive, safe, and engaging learning environment for all. We are proud of our S'Park approach, student learning, and success.

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