



Educational Project

Lord Aylmer Elementary School



2023-2027

L'école primaire Lord Aylmer reconnaît que le territoire sur lequel nous travaillons est un territoire non cédé du peuple algonquin anishinaabe.

Nous nous engageons à entretenir cette relation avec le peuple algonquin anishinaabe.

Lord Aylmer Elementary acknowledges the land on which we work is unceded territory of the Algonquin Anishinaabe People.

We commit to this relationship with the Algonquin Anishinaabe Peoples.

Purpose and Definition of the Educational Project

The educational project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results. It is also meant to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The result of a consensus, this project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school service centre representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school service centres and educational institutions), with due regard for their specific areas of autonomy and characteristics. The Education Act outlines the requirements for the education project, and follows these three steps: Planning, Implementation, Reporting.

The educational project was created by a steering committee which included staff and community members (parents) of the school. The members included: Samantha Halpin, Hannah Patrick, Alex Butler, Marta Guay, Carissa Piercey, Melissa Russell, Alanna McIntyre, Colleen Cowan, Marie-Josée Guindon. This document is one in which is living and adaptable through the school's context, reality, and Governing Board. The Educational was adopted by the Governing Board on March 20, 2024.

School Context

MISSION

The mission of Lord Aylmer School is to ensure a peaceful, positive, and inclusive learning community which fosters the achievement of one's full intellectual, physical and social potential.

MOTTO

Our best, always! Toujours de notre mieux! Maxime nostrae semper!

VISION

The following are nine key features of Lord Aylmer identified by staff, parents, guardians, and students as important aspects of our vision. When someone enters our school, we would expect to see, hear, and feel the following:

A. Peaceful, Positive School: Lord Aylmer strives to maintain, promote, and instill a peaceful, positive school environment which fosters growth of our students. An essential component of this environment is mutual respect. We promote respectful interactions among all members of our school community. We establish routines which allow behaviour expectations to be clearly understood by all. We strive to ensure every member of our school community feels valued and that their position in our community is important. Some of the ways we create a sense of belonging and feeling of community are through Spirit Days, branding of common school symbols (school colours, logo, mascot) special events, Pep rallies and recognition assemblies. Being respectful toward and taking pride in our physical environment, (cleaning, maintenance, and aesthetics), are also important in establishing a positive school community.

B. High Academic Standards: Lord Aylmer maintains high academic standards for all students. We promote thinking and reasoning skills, a growth mindset, collaboration, and high academic achievement, all within a bilingual environment. We maintain high quality instruction, which is continuously being developed through professional development opportunities for staff. We believe in optimizing time on task, friendly academic competition and lessons that promote inclusion (Universal Design framework, Peace Learning Circles, Olweus, Restorative Practices, Multiple Intelligences, the 7 Grandfather teachings, etc.) These allow for learners to acquire and express their learning in a variety of ways. Student learning is showcased through rich opportunities, such as the Science Fair, International Fair, Debate Competitions, Vernissage, Art Showcase, and collaborative projects to name a few.

C. Strong Family and Community Partnerships: Lord Aylmer has very strong family and community partnerships. The Lord Aylmer Home and School is very active within the school community, plan engaging events that bring our school community together and raise funds for school materials and equipment. The Lord Aylmer Home and School are vital to our school's positive school culture. Our Governing Board works to oversee the many parts of the school's operations, through collaboration with parents, guardians, staff, and administration. The City of Gatineau, Connexions and Centre intégré de santé et des services sociaux de

l'Outaouais (CISSSO), The Maniwaki Friendship Centre, all provide complementary services that support our students' well-being.

Lord Aylmer school is located within proximity (1 Km) of the fire department, has an assigned community police officer and a community Nurse from the Centre Intégré de Santé et de Services Sociaux de L'Outaouais (CISSSO). The school also has strong partnerships with service agencies: CISSSO, Centre Hospitalier Pierre Janet (CHPJ), Centre Jeunesse de l'Outaouais (CJO). Some non-profit agencies with which we partner are Les Partenaires régionaux d'Aylmer, Rotary Club and Connexions. We have strong partnerships with other schools in the WQSB, with schools from the neighbouring French School board (Portage de l'Outaouais), as well as with students from various institutions (Symmes-D'Arcy McGee, Heritage College, Western Quebec Career Center, Bishop's University, Ottawa University, and Algonquin College) for co_op and practicum placements.

- D. Strong Citizenship Education / Values-based Learning:** Lord Aylmer provides students with strong citizenship education and value-based learning. Staff work to model the values we promote and approach all professional and student learning with a growth mindset. Students and staff take initiative in presenting our core teachings at our monthly assemblies and are recognized with awards for practicing them in their daily lives. Through classroom meetings and social skills training, students explore and reflect upon the citizenship skills practiced growing as people. Having a strong sense of self and shared values both contribute to a sense of belonging and being part of a community.
- E. Holistic Development:** Lord Aylmer strives to provide learning and development opportunities for the whole child. Both inside and outside the classroom, various experiences are offered through our arts programs, noon hour activities, sporting events and academic competitions which allow students to explore and fully develop their talents and interests.
- F.** In addition, our inclusive school culture values diversity, equity, and justice education with staff and students. These differences are not only respected but are immersed within curriculum and daily actions to help us learn and grow. A framework like UDL and a focus on Executive Function (EF) helps provide the structure for this approach. Students learn and express their learning in many ways, giving them ownership and accountability of the learning process. These inclusion promoting frameworks also helps develop a culture of caring within classrooms, through a focus on social and emotional community development.

G. Fostering of Bilingualism: Lord Aylmer offers students in both the French Immersion and English (French Second Language) program the opportunity to develop their skills in both official languages. Morning announcements are done in both English and French and monthly assemblies are also done in both languages to highlight the importance of bilingualism. Students are exposed to French-Canadian music, stories, and traditions to help enhance their learning experiences and to provide context to their learning. Further, Lord Aylmer promotes French Canadian culture by creating opportunities to highlight it and provide students with traditional French-Canadian experiences (food, games, etc.).

H. Diverse & Inclusive Environment: Lord Aylmer offers all students opportunities to participate in activities and events. Part of the Lord Aylmer philosophy is having an inclusive environment for all students and ensuring equal access to quality education regardless of race, religion, language, socioeconomic status, sexual orientation, gender identification or ability. Explicit instruction on bias, prejudice and on appreciating differences in others is weaved into the curriculum in every class. The school also designs activities, special events, and communications with diversity in mind and strives to continually improve its practices and approaches. Please see Lord Aylmer's Diversity Plan for further context.

I. Environmental Responsibility: Lord Aylmer strives to be environmentally responsible. Outdoor learning and outdoor education trips support the curriculum. Students understand the importance of being environmentally responsible and recognize the impact they can have if they do their part. Students work alongside members of staff to find ways to reduce the school's environmental footprint. The school currently implements a litter-less lunch program. The goal of this program is to help the school decrease the amount of garbage produced and to educate students, staff, parents and guardians about waste reduction and the principles of the 3Rs – Reduce, Reuse, and Recycle. This education is taught in a cross-curricular manner and has visibility through a schoolwide campaign. The school also currently implements a composting program.

J. Student Leadership: The Lord Aylmer School community values its students as leaders in the school and in the community. Students take part in various committees in which they are consulted and in which they help make school-based decisions. Student Leaders are trained to be ambassadors for special events, to

welcome new students to the school, to model behaviour, and to act as mentors for younger peers.

VALUES

We encourage and celebrate the development of the following values through month-long education campaigns and monthly recognition assemblies:

The Seven Grandfather Teachings:

1. Respect
2. Courage
3. Humility
4. Wisdom
5. Honesty
6. Truth
7. Love



At monthly assemblies, students learn from peers and teachers about the values they will be practicing each month. Students develop greater awareness through information campaigns and classroom activities. At the end of the month, students are recognized during the assembly for having displayed the value in question. These meetings also foster discussion around how these values contribute to our school community and society.

THE SCHOOL AND ITS COMMUNITY

Lord Aylmer School is an elementary school located in the Aylmer sector of Gatineau, Quebec on the banks of the beautiful Ottawa River. It offers Kindergarten 5 to Cycle 3 in both English and in French Immersion streams and Kindergarten 4 in English only. The percentage of French instruction in the French Immersion program is at 100% for Kindergarten 5, and Cycle 1 (grades 1 and 2) and 50% for Cycle 2 and 3 (grades 3 through 6).

Lord Aylmer is the largest elementary school in the Western Quebec School Board with a population of 622 students (January 2024).- Lord Aylmer has the largest daycare enrollment in the school board with 177 students classified as “regular” 22 and “sporadic”. Daycare service is also provided during professional development days for parents/guardians who wish to register their students on these days.

The school consists of two buildings: The Junior Campus (built in 1961), houses Kindergarten to cycle 2.1. The Senior Campus (built in 1953) has remaining cycle 2 students and all cycle 3 students.

In Quebec, socio-economic indicators have been determined based on home factors having the greatest impact on educational success and graduation rates. Two factors, the level of schooling attained by the mother as well as the employment status of parents/guardians in the home, (combined) are used to determine the socio-economic status (SES). The level of schooling of the mother is weighted twice as much as the employment factor. Using data from Statistics Canada’s census every four years, the Ministry of Education calculates the number of students in a school who have both above mentioned conditions in their homes. The numbers are then divided into decile ranks (ten strands), which makes up the SES Scale, with one being the most advantaged strand and 10 being the most disadvantaged strand. Lord Aylmer School is ranked at a 3 on the SES scale.

The school is within walking distance of the public library, marina, beach, several parks, arenas, outdoor rinks, soccer fields, an art gallery, the Aylmer Museum, bike paths, a bowling alley, three senior’s residences, several places of worship, and four shopping malls.

STUDENTS

Most of our students are from homes in which English is the first language. 45.9% of our students are enrolled in the English program and 54.1% are enrolled in the French Immersion program. At the Junior Campus we have 6 English classes and 7 French Immersion classes and at the Senior Campus we have 8 English classes,8 French Immersion classes and 1 enclosed class for students following a life skills program. (January 2024).

At the Junior Campus we have:	At the Senior Campus we have:
Kindergarten 4 Students- 17	Cycle 2.1 students- 74
Kindergarten 5 Students- 67	Cycle 2.2 students- 81
Cycle 1.1 students- 90	Cycle 3.1 students- 95
Cycle 1.2 students- 84	Cycle 3.2 students- 102
Cycle 2.1 students- 5	
Aylmer Centre students- 7	
Home Schooled students- 9	
<i>*as of January, 2024</i>	

STAFF

For the 2023-2024 school year, the Lord Aylmer staff consists of 94 members. We have 41 teachers including 16 homeroom teachers in the English program, 15 homeroom teachers in the French Immersion program, 1 teacher in the Aylmer Centre, 2.5 FSL (French and second language) teachers, 2 physical education teachers, 1 Art/Music teacher, 1 Art/Drama teacher and 2.5 resource teachers. We also have 21 attendants, 5 Special Education Technicians. The daycare is comprised of 1 Daycare Technician, 1 Daycare Principal Class Educator and 18 daycare educators. We have 13 noon hour supervisors, 1 Secretary, 1 School Organization Technician, 2 Office Agents and 3 caretakers. Lord Aylmer has one Principal and one Vice-Principal.

Analysis of The Situation

STRENGTHS

Lord Aylmer School has an established and deserved reputation for its high level of quality instruction as well as a staff team that is student-centered and highly dedicated. The school enjoys a dynamic parent/guardian community that supports educational endeavours, extensive fundraising, and special events. Lord Aylmer enjoys a culture of collaboration in which staff work together to develop curriculum, discuss support for students and plan extra-curricular activities and special events. While there are formal structures in place (leadership, defined roles, scheduled time to meet), the staff have cultivated shared expectations of collaboration that stand on their own without these formal structures.

Lord Aylmer has curriculum experts within the building that lead professional development at the local school level and at the School Board level. This allows for explicit understanding and delivery of quality teaching practices. When assessing student data, Lord Aylmer has a whole child overview focusing on “what’s inside our control and what’s outside our control”. Additionally, there are many opportunities for staff development that focus on personalized growth goals.

Lord Aylmer offers many extra-curricular activities throughout the year to a variety of grade levels: choir, sports, clubs, debating, Destination Imagination to name a few. The school thrives on creating a safe, healthy, and happy environment that is based upon a restorative approach to challenges and behaviour. We aim to find the root of the behaviour and repair any hurt or harm caused, as opposed to punitive consequences. The Code of Conduct, which was revamped in 2023 reflects this approach.

Lord Aylmer prides itself on being an inclusive space for students, staff, and community members. There is a large focus on diversity and inclusion and many spirit events held throughout the year reflect this. Additionally, we have placed a large focus on alternative learning spaces and an increase in opportunities for Outdoor Education. This is supported by MEQ funding and Home & School fundraising.

CHALLENGES

Lord Aylmer School consists of two separate buildings. The Junior Campus and the SR Campus. The campus divide adds a challenge for teachers to work within professional learning groups and for classes to work together on projects and initiatives. The administrators must divide their time in order to have a strong presence in each building. Being the largest elementary school within the WQSB the staff turnover from year to year can be significant. In addition, having both the French Immersion and English programs makes it more challenging to recruit highly qualified teachers to fill open positions, especially those that may become available later in the school year. Recruiting qualified French Teachers is especially difficult now. This creates a situation in which constant training is required for quality pedagogical assurance as well as for basic daily operations. While members of the administration team, pedagogical consultants, and other members of staff are happy to provide support to their new colleagues, this draws time, resources, and energy from other priorities.

The school has tracked an increase of incidents targeted towards marginalized communities. Therefore, further education and opportunities to broaden perspectives is necessary to decrease the number reported and unreported incidents.

Student well being and the rising rate of mental health related challenges is a growing concern amongst our student population.

The increasing numbers of students enrolling with significant needs in special education, psychiatric or socio-emotional areas pose a challenge for aligning appropriate programming and staffing to ensure needs are met. Especially challenging is the high incidence of cases of undiagnosed needs and the delays parents/guardians face in accessing outside services for their children.

French reading and writing have become an area of concern in recent years in both the French Immersion and French Second Language programs.

Data Analysis

Analysis of the Situation:

Lord Aylmer has several formal means to measure success; Benchmark Assessment System (BAS), GB+, examinations, formative assessments, and overall success rates. The evaluation of student success is a locally owned process by each school. The WQSB mandates the use of the BAS to support English Language Arts Assessment. There are two mandated summative assessments from the MEQ within Cycle 3.2 in Math and English Language Arts; these assessments count for 10% of the student's overall grade. Formal reporting occurs three times per year – Term One (20%), Term Two (20%) and Term Three (60%). Currently, in Cycle 2.2 there are three formative assessments that are completed in English Language Arts, Math and French (Immersion & Base). There is no formal weighting assigned to these assessments; however, are used within term reporting.

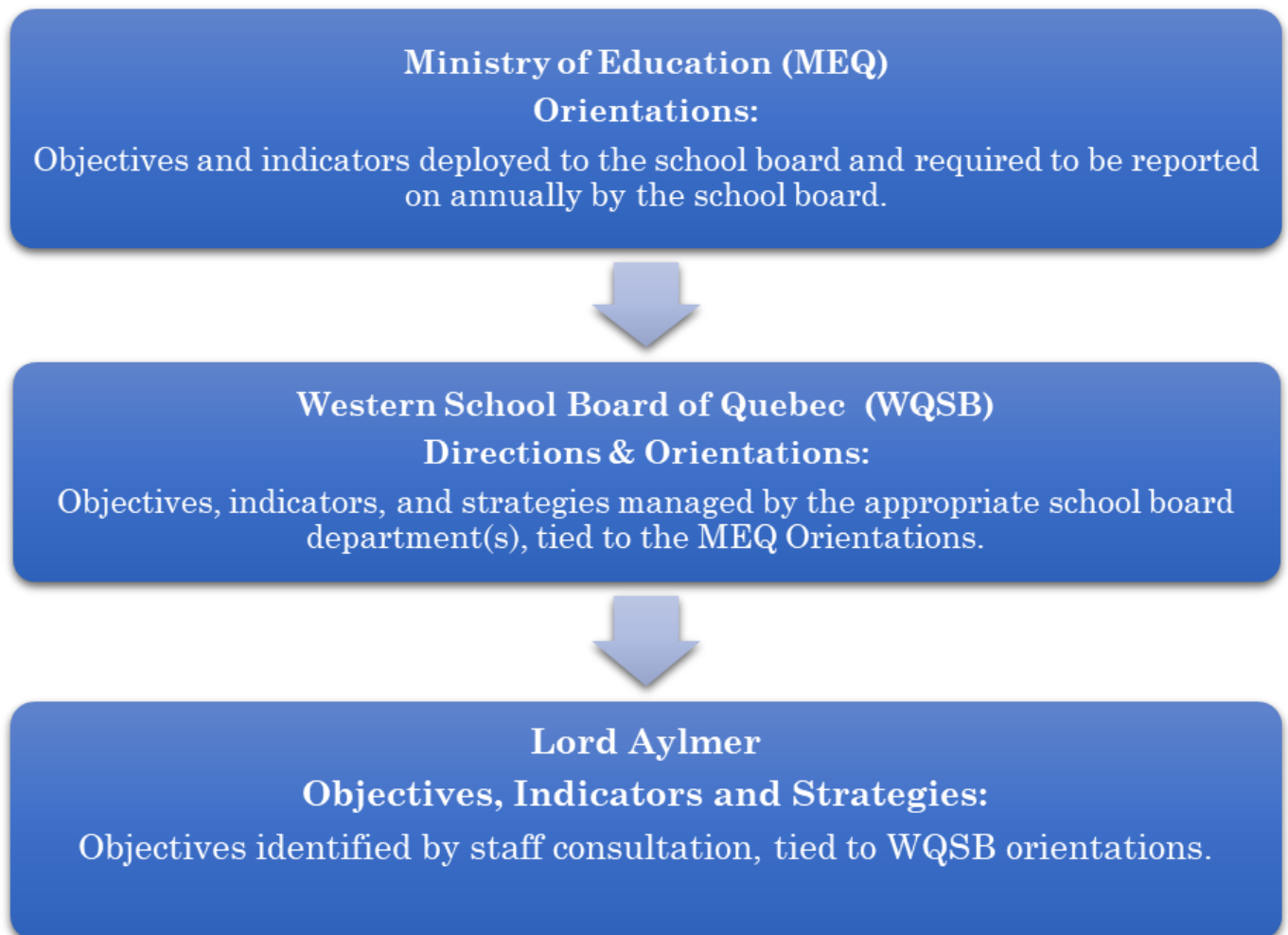
- Please see attached WQSB *BAS Reading Text Level Descriptions and Reader Characteristics by Cycle* for further context and information. *Caution – this is one piece of data that is collected and is not the sole assessment tool*

2022 -2023 Achievement Data: Data will be updated with summative results at the end of each year.

ELA Summative (60%-100%)	Math Summative (60%-100%)	French Summative (60%-100%)
Cycle 1.1 – 66.6%	Cycle 1.1 – 80.3%	Cycle 1.1 – 83.8%
Cycle 1.2 – 85%	Cycle 1.2 – 91.5%	Cycle 1.2 – 91.4%
Cycle 2.1 – 82.4%	Cycle 2.1 – 78.8%	Cycle 2.1 – 87.1%
Cycle 2.2 – 85.2 %	Cycle 2.2 – 82.1%	Cycle 2.2 – 92.6%
Cycle 3.1 – 91.5%	Cycle 3.1 – 78.1%	Cycle 3.1 – 88.6%
Cycle 3.2 – 93.2%	Cycle 3.2 – 85.3 %	Cycle 3.2 – 93.2%

Lord Aylmer Elementary Directions and Orientations

The data presented below is specifically tied to Lord Aylmer Elementary's School context. The flow-chart indicates that the MEQ and WQSB have orientations that are aligned with Lord Aylmer's chosen objectives. Indicators, strategies, and reporting will be analyzed and updated each school year with staff, the Governing Board, and the Educational Project Steering Committee.



MEQ Orientation	Make Schools and Centres Welcoming Spaces		
WQSB Orientation	Safety and Security: To provide a Healthy and safe environment for students and staff to maximize student achievement.		
<p>L.A. Objective #1- To use academic and social emotional practices that promote diversity and inclusion at Lord Aylmer Elementary.</p> <p>Target – To increase the knowledge of staff, students, and community members to reduce the acts of violence/bullying targeted. *These incidents will be reported on yearly*</p>	INDICATORS (WHAT)	STRATEGIES (HOW)	REPORTING
	<ul style="list-style-type: none"> • Diverse representation in curriculum materials, books, posters, and other educational resources. • Feedback mechanisms for students, parents, and staff to report instances of discrimination or bias. • Regular climate surveys to assess the inclusivity and equity of the school environment. • Measure the level of engagement with diverse community groups and stakeholders. • Document and analyze incidents related to discrimination, bullying, or exclusion to identify areas for improvement. 	<ul style="list-style-type: none"> • DEAJAI Committee/ Events Committee • Diversity Plan <ul style="list-style-type: none"> • Host and participate in cultural celebrations and events that recognize and honor diversity. • PD opportunities for staff • Inclusion of diverse resources in the classroom/library • AB/AV Plan & Code of Conduct • Identify safe spaces within the building. • Restorative practice approaches. • Appropriate representations of diverse communities (Black Lives Matter, 2SLGBTQIA+, Every Child Matters, neuro-divergent, physical 	

	<ul style="list-style-type: none"> • Monitor participation and engagement in professional development sessions related to diversity, equity, and inclusion. • Use data from Student Voice Survey and focus groups. • 	<p>impairments, various nationalities).</p> <ul style="list-style-type: none"> • Partnership with Gatineau Police – Umbrella Program 	
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MEQ Orientation	Make Student Success a Priority of Quebec Society
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WQSB Orientation	Focus on Pedagogy to Improve Teaching and Learning: To continually improve the quality of instruction so that students have the best possible opportunities to learn and achieve to their potential
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	INDICATORS (WHAT)	STRATEGIES (HOW)	REPORTING
<p>L.A. Objective #2 - Focus on Pedagogy Through Collaboration among Staff Members to Improve Teaching and Learning to Meet Diverse Student Needs – (Teaching & Support Staff Practices)</p> <p>Target- to increase staff opportunities for structured collaboration with accountability.</p>	<ul style="list-style-type: none"> • Measure the extent to which teachers from different subjects or disciplines collaborate on adapting practices for diverse student needs. • Gather feedback directly from students regarding their experiences and needs within the classroom. • Development and implementation of IEPs for students 	<ul style="list-style-type: none"> • Collaborative lesson planning • Differentiated instruction within the classroom. • Peer observation and feedback opportunities • Professional development workshops • Teaching Professional Learning Groups (PLGs) 	

	<p>with special needs or learning differences.</p> <ul style="list-style-type: none"> • Teacher PLGs focused on adapting practices for diverse student needs. • Analyze student achievement data disaggregated to identify gaps and inform adaptation of practices. • Allocation of time for teachers to collaborate on adapting practices for diverse student needs during professional development sessions or designated meeting times. • Reading comprehension & written expression in both the French Immersion and French Second Language programs 	<ul style="list-style-type: none"> • Data-informed decision making. Follow through data process as a school team (French, English & Math): <ol style="list-style-type: none"> 1-) Collect and chart data 2-) Analyze data and prioritize needs 3-) Set, review, and revise incremental SMART goals. 4-) Select common instructional strategies. 5-) Determine results indicators. 6-) Monitor and evaluate results. 7-) Measure impact • Collaborative problem-solving • Co-teaching models • Monthly staff meetings for reflection and adjustment of practices. • Build and reinforce a balanced literacy program (French, English & Math): <ul style="list-style-type: none"> ○ Reading ○ Comprehension ○ Vocabulary development ○ Oral communication ○ Written production. • Common planning with consultant and 	
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		other teachers from the school board, (networks and external partnerships).	
MEQ Orientation	Make Student Success a Priority of Quebec Society		
WQSB Orientation	Focus on Pedagogy to Improve Teaching and Learning: To continually improve the quality of instruction so that students have the best possible opportunities to learn and achieve to their potential.		
	INDICATORS (WHAT)	STRATEGIES (HOW)	REPORTING
<p>L.A. Objective #3- To increase student achievement through the development and implementation of an outdoor education program and alternative classroom settings.</p> <p>Target – Increased methods of alternative instruction in non traditional settings. Increased opportunities for students to showcase their understanding and ways of learning.</p>	<ul style="list-style-type: none"> • Outdoor activities and lessons incorporated into the curriculum. • Student engagement levels during outdoor education experiences compared to traditional classroom settings. • Participation and effectiveness of teacher training programs focused on outdoor education and alternative classroom settings. • Utilization of natural resources such as parks, gardens, and local ecosystems for outdoor learning experiences. 	<ul style="list-style-type: none"> • Outdoor classroom design- adventure playground • Cross-curricular integration • Experiential learning activities • Professional development workshops- opportunities to visit and research other outdoor initiatives. • Partnerships with environmental organizations • Interdisciplinary projects • Community engagement for events & initiatives- gardening, donations, fundraising. 	

	<ul style="list-style-type: none"> • Students have environmental awareness and understanding of ecological concepts through outdoor education. • Target student well-being. • Academic performance data to determine if outdoor education positively impacts student learning outcomes. 	<ul style="list-style-type: none"> • Continue “Project Play” –beautification of outdoor space. Measure from MEQ – plan for a community garden 	
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These indicators are an opportunity to drive our approach and vision for the Lord Aylmer Elementary, not strictly a metric system for achievement

APPENDIX: MEQ & WQSB Orientations

Ministry of Education Objectives: The tables below outline the Ministry of Education (MEQ) Objectives and indicators deployed to the school board and required to be reported on annually by the school board. Orientations may differ from school to school.

Orientation 1 – Make Student Success a Priority of Quebec Society					
Objective 1 Increase the success of students	Actual Situation	Target			
		2023- 2024	2024- 2025	2025- 2026	2026- 2027
1.1 Increase the graduation and qualification rate. <i>Indicator: Graduation and Qualification rate after 7 years</i>	WQSB 80.7% MEQ 84.1%	WQSB 82% MEQ 84.7%	WQSB 84% MEQ 85.4%	WQSB 86% MEQ 86.1%	WQSB 88% MEQ 86.8%
1.2 Increase the graduation and qualification rates of boys. <i>Indicator: Graduation and Qualification rate after 7 years</i>	WQSB 78.6% MEQ 80.1%	WQSB 80% MEQ 80.7%	WQSB 82% MEQ 81.3%	WQSB 84% MEQ 81.9%	WQSB 86% MEQ 82.5%

1.3 Increase the graduation and qualification rates of HDAA students. <i>Indicator: Graduation and Qualification rate after 7 years</i>	WQSB 63.9% MEQ 62.2%	WQSB 65% MEQ 62.6%	WQSB 68% MEQ 63%	WQSB 70% MEQ 63.4%	WQSB 72% MEQ 63.8%
1.5 Success rate on the problem-solving competency of the grade 6 Mathematics MEQ exam <i>Indicator: Proportion of students who obtain between 70 % and 100% on the problem-solving competency of the MEQ grade 6 Mathematics exam</i>	WQSB 70% MEQ 66%	WQSB 70% MEQ 68%	WQSB 72% MEQ 70%	WQSB 74% MEQ 72%	WQSB 77% MEQ 75%
Orientation 2 - directed to the Adult & Vocational sector and is therefore, not pertinent to this document*					
Orientation 3 – Make Schools and Centres Welcoming Spaces					
Objective 4	Actual Situation	Target			
Develop new specific projects (Projets pédagogiques particuliers)		2023-2024	2024-2025	2025-2026	2026-2027
4.1 Increase The rate of secondary student participation in school specific projects. <i>Indicator: The rate of secondary student participation in school specific projects</i>	WQSB 5% MEQ 44.6%	WQSB 5% MEQ 50%	WQSB 5% MEQ 57%	WQSB 10% MEQ 66%	WQSB 15% MEQ 75%
Objective 5	Actual Situation	Target			
Improve the climate of benevolence (good will), well-being, safety of students		2023-2024	2024-2025	2025-2026	2026-2027
5.1 Ensure Schools and centres having access to a guide/framework on student well-being. <i>Indicators: Schools using the Student Voice Survey and providing schools and centers with a guide/framework on student well-being</i>	WQSB 0% MEQ 0%	WQSB 25% MEQ 25%	WQSB 50% MEQ 50%	WQSB 75% MEQ 75%	WQSB 100% MEQ 100%

Western Québec School Board Directions and Orientations: The tables below outline the Western Quebec School Board objectives, indicators, and strategies. Each objective will be managed by the appropriate department (s) and will have targets developed through year 1.

Safety and Security: To provide a Healthy and safe environment for students and staff to maximize student achievement.	
Objective 6 Improve the climate of benevolence (good will), well-being and safety of students	Strategies
6.1 Improved student well-being and belonging in all schools and centres. <i>Indicator: Number of schools and centres using student voice</i> <i>Indicator: Number of meetings scheduled involving team from MAC</i> <i>Indicator: School targets based on Student Voice survey feedback</i> <i>Indicator: Number of students participating in extracurricular activities</i>	<ul style="list-style-type: none"> • Student Voice Survey • Creation of a Student Voice Committee • Work with external partners • Celebration and promotion of positive school/centre climate
6.2 Increased knowledge regarding mental health impacts in schools and centres. Indicator: Number of employees that follow training on Professional Development on social-emotional and mental health for all categories of staff Indicator: Number of follow up with the EAP Indicator: Percentage of Salary insurance	<ul style="list-style-type: none"> • Expanded use of internal supports (Lifeworks, Transition agents) • Support for socio-economic and health
6.3 Increase employee training opportunities regarding anti-racism and anti-discrimination. <i>Indicator: Number of participations to the training opportunities</i>	<ul style="list-style-type: none"> • Anti-racism, Anti-discrimination Community Building Group (ARC) • Board-wide professional development focused on anti-racism and anti-discrimination. • Justice, Equity, Diversity, and Inclusion table

	<ul style="list-style-type: none"> • Advisory Committee on Indigenous Education
<p>Focus on Pedagogy to Improve Teaching and Learning: To continually improve the quality of instruction so that students have the best possible opportunities to learn and achieve to their potential.</p>	
<p>Objective 8</p> <p>Increase the success of students (graduation and certification of all student groups: overall, boys, HDAA students)</p>	<p>Strategies</p>
<p>8.1 Increase quality of teaching and learning among newly hired teachers.</p> <p><i>Indicator: Percentage of success after the first year of the TIP program and after two years</i></p>	<ul style="list-style-type: none"> • Teacher Induction Program • Ensuring quality teaching and learning through consistent support, development, and supervision • Provide opportunities for growth
<p>8.2 Increase student success rate in all schools</p> <p><i>Indicator: Graduation and Qualification rate after 7 years</i></p>	<ul style="list-style-type: none"> • Targeted support for literacy and numeracy in schools (consultant and teacher networks) • Support for core subjects of English, Math, and French Second Language from elementary through secondary
<p>8.3 Reduced disparity between school term and exam results</p> <p><i>Indicator: Disparity between school term and exam results</i></p>	<ul style="list-style-type: none"> • Consistent and relevant assessments and aligned curriculum in core subjects. • Support for core subjects of English, Math, and French Second Language from elementary through secondary
<p>8.4 Ensure integration of Indigenous pedagogy and culturally responsive curriculum in classrooms.</p> <p><i>Indicator: Quantity of indigenous pedagogy and culturally responsive content in the curriculum</i></p>	<ul style="list-style-type: none"> • Support for delivery and implementation of Indigenous Pedagogy and culturally responsive curriculum • Indigenous consultant • Establish working relationship with our indigenous communities
<p>Objective 9</p> <p>Increase the graduation rate in vocational training programs.</p>	<p>Strategies</p>

<p>9.1 Increased graduation rate in vocational training programs after 3 years</p> <p><i>Indicator: Graduation rate in vocational training programs after 3 years</i></p>	<ul style="list-style-type: none"> • Tutoring and retention support for students at risk of leaving • SARCA services • Ensuring quality teaching and learning through consistent support, development, and supervision.
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To ensure the successful implementation, monitoring, and evaluation of the commitment to success plan, the Western Québec School Board will develop action plans and provide support for both the MEQ-mandated objectives and the board objectives. Progress on the plan will be communicated to the system and stakeholders in the annual report.

*Complaint Process – all information regarding the Complaint Process in line with MEQ guidelines can be found here - <https://westernquebec.ca/resources/complaints/>.

Please note that this document is subject to change based upon the reality faced by the school; through consultation with the steering committee and Governing Board Members