



Lester B. Pearson School Board  
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## Children's World Academy

### 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, **Children's World** revised our Educational Project which was adopted by the **Children's World Academy** Governing Board on **December 12, 2017**. 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
<b>Objective 1:</b> To increase student success in elementary school Cycle 3 Mathematics	<b>100%</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>99%</b>

**Comments:** We are pleased to see that our students are very successful academically. Seeing students' success in their core subject is a result of our collective effort to deliver the provincial QEP and the IB PYP program in the most impactful way possible. We will continue to have regular horizontal and vertical planning sessions, embed technology in our lessons, and use varied assessment tools coupled with regular feedback to continue to meet our objectives.

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)	73% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
<b>Objective 2: Objective 2: Students with moderate or high levels of anxiety.</b> Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. (Our School Survey)	32% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
<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)	51% of students felt safe attending the school; the Canadian norm for these grades is 65%.

**Comments:** We continue to see through our school survey that students are experiencing higher than normal levels of anxiety. We see a slight improvement from last year (5% decrease). We will continue institute actions to address and reduce student anxiety including workshops. This year we increased our spec ed tech time by hiring a second technician. Our goal is for students to have age appropriate targeted interventions. We will continue to implement calming/ mindfulness strategies with our spiritual animator and homeroom teachers. We will continue to look for ongoing PD for staff with a focus on mental health and trauma informed pedagogy. We continue to implement new and varied activities in the hopes that more students feel part of the school community (band, hockey, etc) which will hopefully bring our students sense of belonging more in line with the Canadian average.

Direction 3: Engagement	Data or Anecdotal result
<b>Objective 1:</b> Students who are interested and motivated. (Our School Survey)	87% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.
<b>Objective 2:</b> Students who try hard to succeed in their learning. (Our School Survey)	86% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.

**Comments:** We are happy to report that students' interest and motivation is now in line with the Canadian average. We still have work to do on students trying hard to succeed in their learning. We continue to be surprised by these results as students appear to be highly engaged in the program which is reflected in the results (direction1) therefore staff would report they are working hard. Students are encouraged to take action, are highly involved in their exhibition projects, and have many opportunities to display their leadership skills (animating activities, organizing assemblies, reading buddies). We will continue to work in this area by providing more authentic and student-led areas of exploration and rewarding students as well as helping them become more conscious of their efforts.

**Global comments:** Our staff work tirelessly to deliver the best possible IB PYP and QEP programs to our students. It is truly a collaborative effort with all staff, including teachers, aides, daycare educators and support staff working towards this common goal. Partnering with our staff, are our very dedicated, supportive and dynamic parent volunteers (Home and School, Governing Board, etc.) who directly support staff and students throughout the year through both fundraising and “fun-raising” initiatives.

The IB PYP learner profile attributes, essential agreements and units of inquiry provide the structure to implement strategies and actions that focus on and develop the whole student; mind, body and spirit. Our students graduate as well rounded, globally minded, bilingual citizens who can identify problems and opportunities and find collaborative, creative and effective ways to address these very same problems and opportunities.