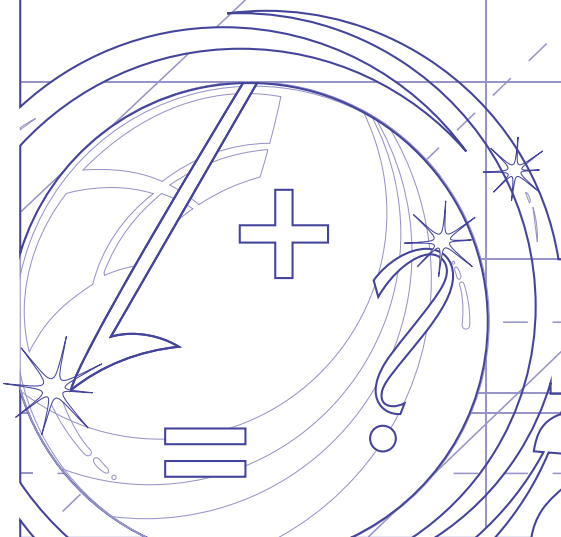




Annual Report 2024-2025

School Name: St. John Fisher Jr. Elementary School



L B P S B

2024-2025

Introduction

The Lester B. Pearson School Board (LBPSB) Commitment to Success Plan was officially approved in November 2023, providing a structured vision to enhance academic achievement, leadership development, and student well-being. A significant achievement of this past year was the completion of all school Educational Projects by June 2024, ensuring that each school had a clear framework for success tailored to its specific needs. Recognizing the importance of ongoing improvement, we made key refinements to our planning approach, incorporating process-based objectives that go beyond traditional success rate metrics. This adjustment was designed to uncover and address hidden challenges that may not be immediately visible, as well as validate the hard work and the many achievements taking place in all our schools and centres. By taking this approach, we are better equipped to provide targeted support where it is most needed, ensuring that all students have access to an equitable and effective learning experience.

Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
Objective 4: Develop new specific “Special School Project”
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

Educational Project

The development of the Educational Project was a collaborative process, involving school and centre teams, educators, and board representatives. Key milestones in this process included:

- February 2024: Schools participated in a full-day professional development session, where school teams received training on structuring their Educational Projects, aligning them with the Commitment to Success Plan, and setting measurable goals.
- Ongoing Collaboration: Throughout the year, school and centre teams met periodically to analyze school and centre specific data, discuss areas of focus, and refine their Educational Projects based on feedback and emerging priorities.
- September 2024: Schools centres transitioned from project development to implementation, working on their Action Plans for the 2024-2025 school year to turn their Educational Projects into actionable steps.

The Educational Project provided a clear roadmap for each school and centre, ensuring that priorities are not only identified but also followed through with concrete actions and measurable outcomes.

Summary of educational project:

School Orientation 1: To improve the French language skills of our students.
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.
School Objective 2: To increase school-wide French literacy pedagogical projects.
School Objective 3: To improve French communication abilities.
School Orientation 2: To increase Social-Emotional Learning (SEL) practices in school.
School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.
School Objective 5: To increase SEL practices in the classroom.
School Objective 6: To improve sense of belonging in the SJF community.
School Orientation 3: To improve SJFJr. presence in the community.
School Objective 7: Increase the number of school-wide activities.
School Objective 8: Increase activities within the community.

Action Plan

With Educational Projects completed, the next step was the development of Action Plans, which serve as living documents to guide schools and centres in achieving their goals. The purpose of the Action Plan is to:

- Provide clear objectives for each school and centre, ensuring a focused approach to key educational priorities.
- Align school and centre initiatives with the Commitment to Success Plan and board-wide goals, ensuring coherence across all schools and centres.
- Support evidence-based decision-making, allowing schools and centres to track progress and make data-informed adjustments.
- Foster a culture of continuous improvement by regularly reviewing and refining strategies based on student needs and outcomes.

Each school and centre's Action Plan is designed to be flexible and responsive, ensuring that strategies evolve based on feedback and emerging challenges.

An online platform was introduced to support collaboration and documentation, allowing schools and centres to track progress, refine strategies, and ensure alignment with board-wide objectives. This platform houses the Educational Projects, the Action Plans, and the Annual Reports. It allows for a streamlined process making the three documents more integrated into the daily life of a school and centre. It also serves as a repository to give new administrators immediate and easy access to the governing documents of the new schools or centres they are assigned to.

Looking Ahead

As we move forward into the 2024-2025 school year, the focus will shift toward implementing and monitoring Action Plans, ensuring that strategies translate into tangible improvements for students and educators. Schools and centres will continue to leverage data, collaborate on best practices, and refine their approaches to maximize impact.

The dedication of educators, administrators, and community partners has been instrumental in shaping these initiatives, and their continued efforts will be key in driving meaningful progress. Together, we are fostering an innovative, inclusive, and student-centered learning environment that empowers every learner to thrive.

We look forward to the next phase of this journey, where the commitment to excellence, leadership, and equity will continue to guide our schools and centres toward greater success.

Orientation 1: To improve the French language skills of our students.

By improving the French language skills of our students, by providing them various opportunities to develop their French skills and by working on school-wide French pedagogical projects, we are aligning with LBPSB Orientation 1: Improve effectiveness in meeting the academic needs of diverse learners and meets the definition of its three objectives.

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.

School Strategy 1: To read a Franco-Canadian author book to students once a week in order to expose them to a rich vocabulary, not translations.

School Objective 2: To increase school-wide French literacy pedagogical projects.

School Strategy 2: To have two school-wide French projects this year.

School Objective 3: To improve French communication abilities.

School Strategy 3: To have a causerie-moment in every class once a week where communication skills are taught.

Orientation 2: To increase Social-Emotional Learning (SEL) practices in school.

By increasing SEL teaching time, the school's orientation is aligning with LBPSB Orientation number 1: Improve Effectiveness in Meeting the Academic Needs of Diverse Learners, specifically the Objective 3: Increase Systemic Capacity to Support Post-COVID Students; the Orientation number 2: Improved principal and teacher collaboration towards the implementation of research-based practices for instruction and support as well as the LBPSB Orientation number 3: Make social and emotional health a priority at the LBPSB.

School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.

Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.

School Strategy 4: Broad Area of Learning: - Health and Well-Being (p. 44). In elementary school, the emphasis should be on developing student's self-awareness and ability to express their needs and emotions. We will use: I feel, I need posters to help students expressing their feelings and finding a solution.

School Objective 5: To increase SEL practices in the classroom.

School Strategy 5: To implement a 20 minutes of SEL teacher-led activity weekly.

School Objective 6: To improve sense of belonging in the SJF community.

School Strategy 6: To promote - Wear your school color day - every Friday.

Orientation 3: To improve SJFJr. presence in the community.

By ensuring a better school visibility, by reaching out to the community, by fostering a sense of belonging, unity, acceptance and respect, the school's orientation aligns with LBPSB Orientation number 3, objective 8: Improved sense of belonging in the LBPSB community.
School Objective 7: Increase the number of school-wide activities.
School Strategy 7: To have one school assembly per term.
School Objective 8: Increase activities within the community.
School Strategy 8: To have two activities engaging community members per year.

Principal's Comments

We are proud to report that we are successfully following our action plan and making significant progress. While some objectives have been easier to achieve than others, we are pleased to note that several initiatives have exceeded our initial expectations. For example, school assemblies, fostering a sense of belonging, and the integration of social-emotional learning (SEL) practices have been particularly successful. Additionally, activities involving community members have been implemented more frequently than originally planned, which has positively enriched the overall school experience.

The school climate is notably positive, with students responding well to the SEL practices and the consistent use of related language throughout the school. We are also seeing a strong and growing sense of belonging among students, which reinforces the impact of our collective efforts.

Looking ahead to next year, we remain committed to promoting and building on our objectives. We are proud of our school's accomplishments and remain dedicated to striving for excellence in all of our practices.