

EDUCATIONAL PROJECT 2023-2027

Edinburgh School

English Montreal School Board



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community 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 regarding the education they receive. The educational 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 board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included the Principal, a Special Education Technician, and seven teachers representing each grade level, including the Staff Assistant.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- Edinburgh's Governing Board
- Grade 6 Students
- Teachers
- Professionals (Psychologist, Occupational Therapist, Speech-Language Pathologist)
- Support Staff (Child Care Workers, Secretaries, Caretakers, Librarian)
- Daycare personnel (BASE)
- Parent community at large (via Feedback form)

SCHOOL PROFILE

Edinburgh School proudly serves the families of the Montreal-West community, as well as those in the western part of Notre-Dame-de-Grâce and a portion of Côte-Saint-Luc. One of the original French immersion schools of the Protestant School Board of Greater Montreal (PSBGM), Edinburgh School was built in the 1950s to serve as a neighbourhood school with a mission to prepare our students to become active members in the local and extended community. Over time, the school has developed a solid reputation thanks in large part to its academic and extracurricular programming. With the creation of linguistic school boards in 1998, Edinburgh School became a member of the English Montreal School Board (EMSB), one of the two English boards on the island of Montréal.

Currently, Edinburgh School is comprised of approximately 300 students from Preschool to Grade Six, with a diverse population of students from 10 different cultural groups, including students from other Provinces within Canada. Approximately two-thirds of the student population makes use of before and after-school care, either as full-time or sporadic users. One-quarter of students take the school bus, but the vast majority live within walking distance from the school, which allows families to travel to and from school together, reinforcing the connections between the school and the families, and the pride we have in our community spirit. The school facilities are used for many extra-curricular activities for our students, both during the day and after school.

The school team is made up of many key stakeholders, notably the principal and a teaching staff of twenty teachers, including three full-time specialists for Music, Science, and Physical Education. Edinburgh also employs a full-time Resource Teacher who facilitates the implementation of Individualized Education Plans (IEPs), as well as a Special Education Technician and two Child Care Workers who provide support to at-risk students and students with special needs. The team is also complemented by a school psychologist, school nurse, spiritual and community animator, speech and language pathologist, and occupational therapist who share their time with other schools. There are also two secretaries, a part-time document technician, a dozen daycare & lunchtime supervision staff, and two caretakers who support the administrative team.

At Edinburgh, there is a rich history of academic success and the development of fundamental twenty-first-century skills. We take pride in our accelerated French Immersion program and the quality of instruction we offer our students. By the time students graduate from Edinburgh, they will have completed 75% of their education in the French language, enhanced by additional instruction in French in Science and Music classes at all levels. Every student benefits from a mobile cart of digital devices which allows our team to facilitate the integration of technology into their curriculum.

The Music program instills in our students a love and appreciation for the arts. They are provided with the opportunity to experience a variety of different types of music and instruments as well as being allowed to express themselves through diverse mediums and techniques. Our Science program encourages and supports the development of the students' curiosity and allows students to become familiar with the experimental methods for testing hypotheses and resolving problems. Our Physical Education program promotes team spirit, cooperation, physical fitness, and a healthy lifestyle. It is supplemented with lunch-hour team sports and other school-wide activities. Particular emphasis is placed on the development of fundamental collaboration and communication skills, maximum effort, positive work habits, and personal pride.

As well, there is an extensive list of extra-curricular and enrichment opportunities for all students which includes an Advanced Robotics Club, Choir and Djembe Band, Language Heritage Classes in Italian and Hebrew, Chess Club, Cross-Country Running team, Soccer, Flag Football, Basketball, a Student Leadership group, Environmental Club, and more.

The school recognizes the special learning needs of its diverse student population in terms of cultural, ethnic, and linguistic backgrounds, socioeconomic status, gender, and varying abilities. The school team offers a variety of resources for students who have learning difficulties or students who struggle academically and/or socially. For example, students experiencing academic difficulty are offered tutoring services during school hours at no charge to parents. For more targeted intervention, some students benefit from being taught specific pre-literacy skills or are provided with "pre-teaching" of the content of an upcoming lesson during a 20-minute lunch "acceleration" session. When the topic is covered the next day, the students have already developed some prior understanding of the topic, which can decrease student anxiety and promote a healthy learning environment. As well, many of Edinburgh's classrooms are equipped with flexible seating options and seating alternatives are available which provide students the opportunity to learn in a relaxed and comfortable environment.

Edinburgh School has an extremely active and supportive Home and School Association (HSA), which works closely with the school administration to support and provide enrichment to our students. In recent years, the Home and School Association has provided a new fleet of laptops and Chromebooks for our students, built a new playground for our schoolyard, and has provided funding for a variety of enrichment activities and cultural outings for our students. The actions of this parent-based fundraising group have immeasurably enhanced the school experience for Edinburgh's students.

The school team and community at large are dedicated to making learning an enriching experience for all our students and reinforcing the sense of belonging that Edinburgh offers as a cornerstone of this community.

MISSION AND VALUES

The mission of Edinburgh School is to create learners who are resourceful and creative, and who will become active members in their community. We prepare students to live together by respecting themselves, others, and the environment. We believe that all students can learn regardless of their background and we are committed to helping each student achieve their goals and reach their fullest potential.

Edinburgh School values education and learning, the development of a positive work ethic, and being respectful and polite citizens. We value each other's opinions, our individual and communal strengths, as well as our place in the community and in the world.

THE CONSULTATION

To assist with determining goals for the Educational Project, Edinburgh School engaged in meaningful consultation with various stakeholders. Each group (Parents, Staff, Grade 6 Students, and the Governing Board) completed an electronic questionnaire which allowed the school team to identify the needs of the students, the successes and challenges tied to their academic and social-emotional success, and the general expectations of the extended school community.

The results were analyzed and discussed at a subsequent school team meeting where common and emerging themes were identified. All results were collated and filtered by the school team, to prioritize objectives for improvement. The primary areas of focus that resulted from these consultations include maintaining the school's current rates of student success in the MEQ end of cycle 3 exams; increasing the level of intervention with regard to students with special needs (including giftedness), and addressing student wellness, specifically concerning students' perceptions of bullying.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

END OF CYCLE 3 MATHEMATICS

EMSB's Objective:

To increase the proportion of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

Table 1: Percentage of Edinburgh School and EMSB End of Cycle 3 Students Demonstrating Proficiency on the Uniform Exam (C1)

	2019	2022	2023
Edinburgh School	75%	78%	74%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: Competency 1 (Solves a Situational Problem) is the objective indicator of student performance used at this level. Our data indicates that our students have consistently performed above the rest of the EMSB. Table 1 shows that the proficiency rate has remained relatively steady, from 75% in 2019 to 74% in 2023. In the years to come, we will monitor the results to ensure that we show continuous improvement.

Objective 1: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 74% in 2023 to 79% by 2027.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB's Objectives:

To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2A: Edinburgh School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	98%	96%	97%
School Writing Component	100%	96%	97%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: *Lumix, GPI, 2023*

Interpretation: Table 2A shows that the success rate of both the Reading and Writing Component of the End-of-Cycle English Language Arts June Examination has remained stable at about 97%. In the years to come, we will monitor the results to ensure that we maintain this success rate.

Objective 2.1: To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 95% range through 2027.

Objective 2.2.: To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 95% range through 2027.

**Table 2B: Edinburgh School AND EMSB Average Grade on the End of Cycle 3
English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	79%	73%	76%
School Writing Component	81%	75%	77%
EMSB Reading Component	72%	71%	71%
EMSB Writing Component	76%	76%	72%

Source: *Lumix, GPI, 2023*

Interpretation: Table 2B shows that the average grade for both the Reading and Writing Component of the End-of-Cycle English Language Arts June Examination has declined from 2019 to 2023 in both the Reading Component (79% to 76%) and Writing Component (81% to 77%). As such, we will explore and implement targeted strategies to increase the average grade.

Objective 2.3: To increase the average grade of elementary students on the end of cycle 3 English Reading component of the June examination from 76% in 2023 to 80% by 2027.

Objective 2.4: To increase the average grade of elementary students on the end of cycle 3 English Writing component of the June examination from 77% in 2023 to 81% by 2027.

END OF CYCLE 3 FRENCH SECOND LANGUAGE (Immersion):**EMSB's Objectives:**

To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

Table 3A: Edinburgh School AND EMSB Success Rates on the End of Cycle 3 French Second Language (Immersion) June Examination by Component (%)

	2019	2022	2023
School Reading Component	95%	*	95%
School Writing Component	95%	*	98%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

**Please note: there is no data available for 2022.*

Interpretation: Table 3A shows that the success rate of both the Reading and Writing Component of the End-of-Cycle French Second Language (Immersion) June Examination has remained stable above 95%. In the years to come, we will monitor the results to ensure that we maintain this success rate

Objective 3.1: To maintain the success rate of elementary students on the end of cycle 3 French Second Language (Immersion), Reading Component of the June examination at or above 95% through 2027.

Objective 3.2: To maintain the success rate of elementary students on the end of Cycle 3 French Second Language (Immersion), Writing Component of the June examination at or above 95% through 2027.

Table 3B: Edinburgh School AND EMSB Average Grade on the End of Cycle 3 French Second Language (Immersion) June Examination by Component (%)

	2019	2022	2023
School Reading Component	82%	*	82%
School Writing Component	84%	*	82%
EMSB Reading Component	77%	*	76%
EMSB Writing Component	79%	*	76%

Source: Lumix GPI, 2023

*Please note: there is no data available for 2022.

Interpretation: Table 3B shows that the average grade for both the Reading and Writing Component of the End-of-Cycle French Second Language (Immersion) June Examination has remained relatively stable above 82%. As such, we will continue exploring and implementing strategies to maintain and increase the average grade further.

Objective 3.3: To increase the average grade of elementary students on the end of cycle 3 French Second Language (Immersion), Reading Component of the June examination from 82% in 2023 to 85% by 2027.

Objective 3.4: To increase the average grade of elementary students on the end of Cycle 3 French Second Language (Immersion), Writing Component of the June examination from 82% in 2023 to 85% by 2027.

SCHOOL CLIMATE

EMSB's Objectives:

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

Table 4A: Edinburgh School Student Perceptions of Selected School Climate Factors (%)

Factor	Edinburgh School		EMSB		Canadian Norm
	2019	2022	2019	2022	(2022)
Bullying and Victimization	29%	30%	28%	31%	29%
School Safety	67%	60%	60%	59%	61%
Anxiety	13%	16%	22%	31%	30%

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Interpretation: The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety, and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Anti-Bullying & Anti-Violence Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey. It is worth noting that the Board's Commitment to Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day. The percentages in the table concerning this factor include student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

It is also worth noting that since returning from the COVID-19 pandemic, there has been a decrease in the overall student perceptions of social safety (from 67% in 2019 to 60% in 2023) and an increase in levels of anxiety (13% in 2019 to 16% in 2023). Moreover, our school team has observed that our younger elementary students are showing a lack of understanding of social boundaries, ability to recognize social cues, and understanding of how to navigate conflict. As a result, this year, the school team has undertaken to re-establish and reinforce the values of our school community, beginning with empathy, compassion, and kindness.

Objective 4.1: To decrease the rate of Edinburgh students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 30% in 2023 to 24% in 2027.

Objective 4.2: To increase the rate of Edinburgh students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 60% in 2023 to 70% in 2027.

Objective 4.3: To decrease the rate of Edinburgh students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 16% in 2023 to 10% in 2027.

Table 4B: Edinburgh School Student Perceptions of Selected School Climate Factors (%)

Factor	Edinburgh School		Canadian Norm	
	2019	2023	2019	2023
Positive Relationships	90%	89%	84%	80%

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Interpretation: Table 4B shows that the percentage of students who reported having positive relationships at school with friends that they can trust and who encourage them to make positive choices has remained consistently high (from 90% in 2019 to 89% in 2023) despite a drop in the Canadian norm to 80% in 2023. We feel that establishing and cultivating a community spirit of support is having the desired effect on the levels of anxiety at school and will remain a priority moving forward.

Objective 4.4: To maintain or increase the percentage of students who reported having positive relationships at school with friends that they can trust and who encourage them to make positive choices from 89% in 2023 to 92% in 2027.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

Edinburgh School undertakes to involve parents of pre-school students in various ways. Notably, they are invited for different classroom activities and educational excursions throughout the school year and are contacted to volunteer in many ways for various community events. More specifically, the following invitations are extended to the K4 parent community.

- 1) *Welcome Breakfast for new Preschool Parents*
- 2) *Welcome Back BBQ*
- 3) *Meet the Teacher / Curriculum Night*
- 4) *Holiday Concert*
- 5) *Movie Night (November)*
- 6) *Mother's Day Celebration*
- 7) *Father's Day Celebration*
- 8) *Spring Fair*
- 9) *End of Year Concert*
- 10) *Welcome to Preschool Orientation event*
- 11) *Preschool Graduation*

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

At Edinburgh, our school team has been diligently working to integrate digital competency into the curriculum, ensuring that students acquire essential skills for the 21st century. Every student benefits from a mobile cart of digital devices which allows our team to facilitate the integration of technology into their curriculum. Teachers have successfully incorporated interactive educational software and apps to engage students in fundamental digital literacy skills. In the older grades, the focus is on more advanced concepts, such as research skills, online collaboration, and responsible digital citizenship.

In addition to regular extracurricular enrichment opportunities that encourage coding and robotics, teachers design and implement lesson plans that seamlessly integrate technology to enhance learning experiences. For instance, interactive whiteboards, educational websites, and digital storytelling tools have been employed to make lessons more engaging and relevant. Students showcase their digital competency through various projects, including multimedia presentations, digital artwork, and collaborative online research assignments. These projects not only demonstrate technical proficiency but also emphasize critical thinking and creativity in using digital tools.

Our teaching staff regularly benefits from professional development opportunities focused on digital competency. For example,

- Attending workshops presented by the EMSB's ICT team during regional ped days
- Attending workshops at teacher conferences (e.g. QPAT, LEECQ)
- Peer-to-peer sharing of tech tips during staff meetings and regular PLC meetings
- Participating in tech-orientated subject-specific projects supported and led by EMSB subject-specific consultants

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
Objective 1: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 74% in 2023 to 79% by 2027.	<ul style="list-style-type: none"> Teachers will place extra emphasis on identified areas of concern, identified from item analysis data from common formative assessments. Teachers in each grade level will familiarize students with various elements of Situational Problems An exam review session will be offered by an external organization in the Spring to reinforce and consolidate students' learning
Objective 2.1: To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 95% range through 2027.	<ul style="list-style-type: none"> Students will undergo testing for benchmark reading levels to provide a more targeted approach and to measure progress. Targeted resource and tutorial support will be made available to all students reading below grade level. As a school, we will promote literacy and harness our students' love of reading through our annual Book Fairs and by inviting various authors to read to the students.
Objective 2.2: To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 95% range through 2027.	<ul style="list-style-type: none"> Our ELA teachers will continue to encourage written work to be peer-edited twice before submission, as well as limit the length of written work to focus on quality instead of quantity. Our teachers, in both English and French, will work together to establish and reinforce effective routines for the preparation of written texts for all students. Cycle 3 students will be taught how to interpret and use the MEQ writing rubric as a guideline for their writing.
Objective 2.3: To increase the average grade of elementary students on the end of cycle 3 English Reading component of the June examination from 76% in 2023 to 80% by 2027.	<ul style="list-style-type: none"> In Cycle 1, teachers will continue to use the UFLI program to increase phonological awareness Reading Response strategies will be taught throughout every term from Grades 3-6 (appropriate picture books, guided discussions, modeled writing small group and individual activities) with an increased focus on inferencing. Teachers will work on creating greater links with their students by connecting what the students are reading to students' background knowledge.
Objective 2.4: To increase the average grade of elementary students on the end of cycle 3 English Writing component of the June examination from 77% in 2023 to 81% by 2027	<ul style="list-style-type: none"> Our ELA teachers will continue to encourage written work to be peer-edited twice before submission, as well as limit the length of written work to focus on quality instead of quantity. Students with writing impairments will be taught how to use assistive technology, as outlined in their IEPs.

<p>Objective 3.1: To maintain the success rate of elementary students on the end of cycle 3 French Second Language (Immersion), Reading Component of the June examination at or above 95% through 2027.</p>	<ul style="list-style-type: none"> • Through PLCs, our French teachers will implement an action plan which includes additional review exams that to prepare students for the three 'volets' (oral, reading comprehension, and written production). • Reading or recreating stories to peers or younger level students. • Our French teachers will focus on specific vocabulary and helping students to identify words of the same family to help them become more independent readers. They will continue to practice reading comprehension with shorter texts and model how to read a question and identify keywords to look for.
<p>Objective 3.2: To maintain the success rate of elementary students on the end of Cycle 3 French Second Language (Immersion), Writing Component of the June examination at or above 95% through 2027</p>	<ul style="list-style-type: none"> • Use of a daily word to use in a sentence to help expand students' vocabulary. • Our French teachers will focus on specific common areas of concern, as identified through PLCs, they have observed in French writing • Our French teachers will continue to encourage written work to be peer-edited twice before submission, as well as limit length of written work to focus on quality instead of quantity. • Our French teachers will use mnemonic devices (such as MAPO (Majuscules, Apparence générale, Ponctuation, Orthographe) to help all students become more independent and proficient in their writing and revision.
<p>Objective 3.3: To increase the average grade of elementary students on the end of cycle 3 French Second Language (Immersion), Reading Component of the June examination from 82% in 2023 to 85% by 2027</p>	<ul style="list-style-type: none"> • Our French teachers will focus on specific vocabulary and helping students to identify words of the same family to help them become more independent readers. • Teachers will continue to practice reading comprehension with shorter texts and model how to read a question and identify keywords to look for. • Additional focus will be placed on teaching students how to find pertinent information in a text "réperage.", on "point de vue, inference, établir des liens et résumer."
<p>Objective 3.4: To increase the success rate of elementary students on the end of Cycle 3 French Second Language (Immersion), Writing Component of the June examination from 82% in 2023 to 85% by 2027</p>	<ul style="list-style-type: none"> • Our teachers, in both English and French, will work together to establish and reinforce effective routines for the preparation of written texts for all students (Prewriting/brainstorming, organizing ideas/creating an outline, free-writing, editing/revising, and publishing the final draft). • Encourage students to regularly attend their French tutorials at recess or at lunchtime.

<p>Objective 4.1: To decrease the rate of Edinburgh students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 30% in 2023 to 24% in 2027.</p>	<ul style="list-style-type: none"> • Annual Pink T-Shirt Day and Anti-bullying assembly that focus on the role of the bystander • Awareness campaigns to reinforce school culture and values • Weekly Social Skills Group led by our behaviour specialist about empathy • In-class workshops from external organizations (i.e. Peacemakers)
<p>Objective 4.2: To increase the rate of Edinburgh students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 60% in 2023 to 70% in 2027.</p>	<ul style="list-style-type: none"> • Mentorship Program allowing students to contribute to the general sense of community and belonging • School-wide initiatives (Zones of Regulation and 'Fill your Bucket')
<p>Objective 4.3: To decrease the rate of Edinburgh students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 16% in 2023 to 10% in 2027.</p>	<ul style="list-style-type: none"> • Mentorship Program allowing students to contribute to the general sense of community and belonging • School-wide initiatives (Zones of Regulation and 'Fill your Bucket')
<p>Objective 4.4: To maintain and increase the percentage of students who reported having positive relationships at school with friends that they can trust and who encourage them to make positive choices from 89% in 2023 to 92% in 2027.</p>	<ul style="list-style-type: none"> • Highlighting and encouraging more frequent Community Events sponsored by the Home & School Association • School-wide events and celebrations that encourage parental involvement • Provide more opportunities for extracurricular activities at both at lunch and after school periods • Provide more opportunities for play-based learning about social skills in pre-school