

Educational Project Annual Report 2023-2027
Royal Vale School - Elementary



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 center, 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 center 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 center 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 center or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service center'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, both vice-principals, a special education technician, and eight teachers (4 elementary and 4 high school).

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- RVS Governing Board
- Grade 4-6 students
- Elementary and High School Teachers
- Professionals (Psychologist, Occupational Therapist, Speech-Language Pathologist)
- Support Staff (Child Care Workers, Secretaries, Caretakers, Librarian)
- Parent community at large (via Feedback form)

SCHOOL PROFILE

Royal Vale is a K-11 school in the West Region of the EMSB. It is an Immersion school at both the elementary and high school levels. Royal Vale has a 240 status and is a school with a math and science focus. This focus is evident at both the elementary and high school levels. French Immersion, math/science curriculum, critical thinking skills, acceptance, democratic values, extra-curricular activities, and leadership roles are all key elements of the mission of Royal Vale School. The school's philosophy stresses the cooperation and recognition for excellence, lateral enrichment, learning through discovery, manipulation and experimentation and application of knowledge. Royal Vale School has no set boundaries and busing is not provided for the students. Since parents are responsible for taking their children to and from school, students live in many different parts of the city, although many are concentrated in N.D.G. and its surrounding areas.

In the elementary sector, an integrated Enrichment Program that includes Hebrew Studies (PELO) or Language Arts in French or English, and parent-sponsored after-school programs make Royal Vale unique. The elementary level Enrichment Program (EP) offers student enrichment in the domains of mathematics and science, arts and physical education. The secondary sector of Royal Vale offers compulsory extra-curricular activities and intensive studies in mathematics and science. At the Kindergarten level and in grades 1-2, French is the only language of instruction with the exception of ERC/ELC which is taught in English. In grades 3-6, the students are taught in both French and in English. At the High School level, students follow a curriculum that includes an enriched program.

Secondary I and II students choose from a French Immersion program with 70% of their instruction in French or a Français Flex program with 30% of their instruction in French. Secondary III French Immersion students receive 50% while Français Flex students receive 17%. Secondary 4 and 5 students receive most of their instruction in English. Emphasis is placed on oral and written presentations in all subject areas. Students in the Immersion program who graduate from Royal Vale receive a bilingual certificate.

Royal Vale's 240 status allows for the opportunity to enrich and enhance its math and science curriculum. Offering enriched math and science at the elementary and high school levels provides an opportunity for the students to immerse themselves in a specialized world. Royal Vale caters to the student's academic and social curiosity of the world of math and science by offering enrichment beginning at the kindergarten level, where science and technology is introduced through hands-on and exploration-based learning. The students in grades 1-6 continue to receive science instruction that is above and beyond the MEES requirement, receiving 180 minutes of science instruction per week. The materials used in the classroom to teach science also provide for more than the prescribed materials of the MEES and students are taught science in all three traditional domains of biology, chemistry, and physics. Robotics instruction is introduced in Cycle 2 of elementary and continues to Cycle 3. Students in Cycles 2 and 3 also participate in math competitions. In addition to these programs, our school offers a vast array of extra-curricular activities in elementary and high school, including sports teams, robotics, math competition, PELO language courses, the arts, student life, and more.

MISSION AND VALUES

The mission of Royal Vale School is to:

- Develop within a French Immersion setting and an enriched Math/Science curriculum, students' cognitive skills, communications skills, and intellectual curiosity, enabling them to become effective, critical thinkers and creative individuals.
- Provide a supportive atmosphere that encourages acceptance of and respect for others and oneself, democratic values, and an understanding of the relationship of the individual, the school, and the community.
- Prepare today's youth for tomorrow's world through a challenging curriculum and extensive extra-curricular activities, providing our students the opportunity to assume leadership roles.

THE CONSULTATION

To assist with determining goals for the Educational Project, RVS engaged in meaningful consultation with various stakeholders. Each group (Parents, Staff, Students, and the Governing Board) participated in this process. Staff engaged in small group dialogue. Students completed the Our School Survey. Parents completed an electronic questionnaire. All this information 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 length where common and emerging themes were identified. 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 and high school leaving examinations, increasing the level of intervention regarding students with special needs, and addressing student wellness, specifically concerning students' mental health.

Staff is concerned with the physical state of the school building and the consequences this has on the students' and staff's mental health during their time in school. The staff also report that their overall feeling of safety has been alleviated by the installation of public announcement system. Finally, teachers report that they struggle to keep up with the continuing evolution of the student population as our school adapts to meet the needs of diverse learners.

Students are beginning to demonstrate they are breaking away from the effects of the pandemic, which was a period characterized by elevated stress, anxiety, gaps in learning in school and outside, as well as social deficiencies. The trend in results of the student survey indicate that Royal Vale students now show diminished levels of anxiety and perceptions of overall safety at school. Further, students report their perceptions of positive relationships with peers and staff as being higher than the Canadian norm.

The electronic community questionnaire was answered by 77 respondents. Some of the emerging themes from this tool indicate that our community maintains their belief that parental involvement in their children's education is vital to their success. They also report that their children foster positive relationships with their teachers and enjoy the wide array of activities/enrichment programs available in our school. Finally, there is a significant amount of concern related to the restrictions imposed through provincial laws limiting access to English education in Quebec.

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 Royal Vale School and EMSB End of Cycle 3 Students Demonstrating Proficiency on the Uniform Mathematics Exam, % (C1)

	2019	2022	2023
Royal Vale School	70	63	94
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 spiked in 2023, from 70% in 2019 to 94% in 2023. The 2023 graduating cohort demonstrated exceptional academic achievement. The 94% proficiency rate is an example of our in-school interventions effectively supporting students with special needs. The 2023 results were an exceptional outcome; therefore, our school will prioritize increase proficiency using a baseline average of 2019 and 2022, which is 67%.

Objectives:

- To maintain a high proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) above 70% until 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: Royal Vale School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	92	85	99
School Writing Component	97	93	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 relatively stable above 90%. The success rate decreased slightly for reading from 92% in 2019 to 85% in 2022. The success rate decreased slightly for writing from 97% in 2019 to 93% in 2022. Our school attributes these slight decreases to after-effects emerging from the global pandemic. Since our success rates are consistently above 90%, we will report on the average grade of students.

Objectives

- 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.
- 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: Royal Vale School and EMSB Average Grade on the End of Cycle 3
English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	69	73	78
School Writing Component	76	74	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 increased from 2019 to 2023 in both the Reading Component (69% to 78%) and Writing Component (76% to 78%). The upward trending results in reading and writing may be a result of the Wilson Reading Program implemented in 2021. The average grade increased for reading from 69% in 2019 to 78% in 2023. The reading average grade baseline is 73%. The average grade remained relatively stable for writing from 2019 in 2022. The writing baseline is 76%. The baseline is calculated by taking the average of the last 3 reported years.

Objectives:

- **To increase the average grade of elementary students on the end of cycle 3 English Reading component of the June examination from 73% to 77% by 2027.**
- **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: Royal Vale 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	97	*	99
School Writing Component	97	*	99
EMSB Reading Component	87	*	83
EMSB Writing Component	91	*	87

Source: Lumix GPI, 2023

****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%. Since our success rates are consistently above 90%, we will report on the average grade of students.

Objectives

- 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.
- 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: Royal Vale 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	83	*	88
School Writing Component	79	*	81
EMSB Reading Component	77	*	76
EMSB Writing Component	79	*	76

Source: Lumix GPI, 2023

****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 increased from 2019 to 2023 in both the Reading Component and Writing Component. The average grade increased for reading from 83% in 2019 to 88% in 2023. The reading average grade baseline is 86%. The average grade remained relatively stable for writing from 2019 in 2022, increasing slightly from 79% to 81%. The writing baseline is 80%. The baseline is calculated by taking the average of years 2019 and 2023.

Objectives:

- 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 86% in 2023 to 88% by 2027.
- 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 80% in 2023 to 83% 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: Royal Vale School Student Perceptions of Selected School Climate Factors (%)

Factor	Royal Vale School			EMSB		Canadian Norm
	2019	2022	2023	2019	2022	(2022)
Bullying and Victimization	-	26	26	28	31	29
School Safety	-	59	63	60	59	61
Anxiety	-	28	28	22	31	30

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

***Note that the data for the 2019 Our School Survey was not available

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 an increase in the overall student perceptions of social safety (from 59% in 2022 to 63% in 2023) and while anxiety, bullying, exclusion and victimization levels remained stable. Our survey data in all areas is better than the Canadian norm. 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.

Objectives:

- To decrease the rate of Royal Vale students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 26% in 2023 to 22% in 2027.
- To increase the rate of Royal Vale students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 63% in 2023 to 70% in 2027.
- To decrease the rate of Royal Vale students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 28% in 2023 to 25% in 2027.

Table 4B: Royal Vale School Student Perceptions of Positive Relationships (%)

Factor	Royal Vale School			Canadian Norm		
	2019	2022	2023	2019	2022	2023
Positive Relationships	-	84	86	84	81	81

Source: OURSCHOOL Survey (The Learning Bar), 2023

****Note that the data for the 2019 Our School Survey was not available*

ADDITIONAL GOAL:

Royal Vale School staff takes pride in forming strong relationships with our students and offering a school climate that makes them feel loved, helping to build trust with students and families. The data shows that we are above the Canadian norm in this category by 5% in 2023.

Objective: To increase the percentage of student perceptions of positive relationships from 86% in 2023 to 88% by 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.

Royal Vale 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 Meet-n-Greet for new Preschool Parents*
- 2) *Welcome Back BBQ*
- 3) *Curriculum Night*
- 4) *Pre-school Party*
- 5) *Movie Night*
- 6) *Parents visit the classroom (2 events)*
- 7) *End-of-Year Party*
- 8) *Welcome to Preschool Orientation*
- 9) *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 Royal Vale School, our school team has been diligently working to integrate elements of digital competency into the curriculum such as modes of instruction, evaluation, and communication. We hope this will lead to students acquiring skills essential for their day-to-day reality.

The pandemic accelerated the school's mission to equip the school with enough digital devices to serve the needs of our entire population, and to train students and staff to be proficient with online learning platforms.

There are many opportunities for students to explore their interests in technology in the class and in extra-curricular activities. Students showcase their digital competency through various projects including multimedia presentations, digital artwork, and collaborative online research assignments. These projects not only highlight their technical proficiency but also emphasize critical thinking and creativity in using digital tools.

We will report on the number of technology-based extra-curricular activities offered to students between 2023-2027.

OBJECTIVE: Maintain a strong school profile in technology by offering relevant activities that enrich our students' educational experience. We will annually report the activities offered to students.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
EMSB Objective: To increase the proportion of EOC3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.	
To maintain a high proportion of EOC3 students demonstrating proficiency on the uniform Math Situational Problem exam (C1) above 70% until 2027.	
EMSB Objective: 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.	
EMSB Objective: 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.	
To maintain the success rate of elementary students on the EOC3 English Reading component of the June examination above the 95% range through 2027.	
To maintain the success rate of elementary students on the EOC3 English Writing component of the June examination above the 95% range through 2027.	
EMSB Objective: To maintain the success rate of elementary students on the EOC3 FSL, reading component of the June examination at 90.0% through 2027.	
EMSB Objective: To maintain the success rate of elementary students on the EOC3 FSL, writing component of the June examination at or above 90.0% through 2027.	

To maintain the success rate of elementary students on the EOC3 FSL (Immersion), Reading Component of the June examination at or above 95% through 2027.	
To maintain the success rate of elementary students on the EOC3 FSL (Immersion), Writing Component of the June examination at or above 95% through 2027.	
EMSB Objective: 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.	
EMSB Objective: 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.	
EMSB Objective: 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.	
To decrease the rate of Royal Vale students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 26% in 2023 to 22% in 2027.	
To increase the rate of Royal Vale students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 63% in 2023 to 70% in 2027.	
To decrease the rate of Royal Vale students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 28% in 2023 to 25% in 2027.	

<p>To increase the percentage of student perceptions of positive relationships from 86% in 2023 to 88% by 2027.</p>	
<p>Maintain a strong school profile in technology by offering relevant activities that enrich our students' educational experience. We will annually report the activities offered to students.</p>	