



## **Educational Project Annual Report 2023-2027**

### **Royal Vale School - Secondary**

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, 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
- Secondary 1-5 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 this report is monitoring the courses that contribute to graduation.

**EMSB Objective: To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.**

While the Board can report on a 7-year cohort because of tracking information obtained from the MEQ, a school is only able to report on the success of their secondary 5 students at the end of a given academic year. The school's graduation rate is determined by dividing the total number of secondary 5 students who receive a first diploma (SSD) by the total number of secondary 5 students registered on September 30<sup>th</sup> of that given year.

To gain further insight into the graduation/qualification results, the EMSB monitors the progress of student results in courses that are mandatory for graduation. Analysis of the global success rate for these courses allows schools to determine indicators for improvement.

**Table 1: Royal Vale School Global Success Rates in Secondary 4 Math and Science Courses (%)**

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	100	81.5	62.1	61.9	66.0	70.7
Scientific Math (SN)	100	94.4	82.8	95.0	92.2	93.7
Science & Technology (ST)	96.9	93.4	92.8	83.9	85.9	88.3

*Source: Charlemagne, 2023*

**Interpretation:** The data observed in 2023 is lower than previous years and we interpret this as an outlier. We will continue to observe until 2025 to verify if this is a real downward trend. We anticipate these values will be similar to the 2022 values in 2024 and 2025.

In Math CST, there is a decrease in success rate of -19.4% from 2022-2023. We attribute this large decrease to an aberration in an exceptional year. It is worth noting that the students who did not pass initially have all received their credits in a subsequent supplemental exam or are on track to receive their credits to graduate on time.

In Math SN, there is a decrease in success rate of -17.2% from 2019-2023. We attribute this large decrease to an aberration in an exceptional year. It is worth noting that the students who did not pass initially have all received their credits in a subsequent supplemental exam or are on track to receive their credits to graduate on time.

In Science and Technology ST, we observe a minor decrease in success rate of -4.1% from 2019-2023, but our school remains above the EMSB success rate. Our success rate is consistently high in this course.

The decreasing trend coincides in math with mid-year teacher change and an increase in the number of students coming on temporary stays during the year. These factors may have negatively contributed to the classroom climate. Our school will endeavour to achieve results that are more in line with the 2022 values.

**Objectives:**

- To increase the global success rate of Secondary 4 students on the Math CST course from 62.1% in 2023 to 80% by 2027.
- To increase the global success rate of Secondary 4 students on the Math SN course from 82.1% in 2023 to 90% by 2027.
- To maintain the global success rate of Secondary 4 students on the Science & Technology course between 90-95% from 2023 to 2027.

In 2017, the Secondary 4 History program changed to the History of Quebec and Canada (This also applies to Histoire du Québec et du Canada). To measure improvement, the Board monitors the global success rate in the course as an indicator. Typically, this means that the rate is comprised of the course mark (50%) and the uniform exam mark (50%). Following the program change, the MEQ allowed for two years of complementary exams, so that teachers and students could gradually transition to the new material. Uniform exams in this course were planned for June 2020 but were cancelled due to the pandemic.

Secondary 4 students wrote the provincial complementary exam in 2019 and 2022 as part of the EMSB's formative evaluation strategy. Because the exams were complementary, the results were not moderated by the MEQ. The first uniform exam results available are from June 2023 and will be worth 20% of the overall grade. In subsequent years, the rate will be calculated as 50% for the course mark and 50% of the exam mark. In keeping with the Board's Commitment to Success Plan, History and Histoire will report on the global success rate on the courses.

**Table 2: Royal Vale School Global Success Rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada (%)**

	School			EMSB		
	2019*	2022*	2023	2019*	2022*	2023
History of Quebec & Canada	-	-	82.7	-	-	78.0
Histoire du Québec et Canada	-	-	88.5	-	-	93.9

Source: Charlemagne, 2023

\*Please note: the 2019 and 2022 exams were complementary. Uniform exams resumed in 2023.

**Interpretation:** There is no Ministerial uniform exam data to compare with the 2023 results. Last year, secondary 4 students in Quebec again began to write the uniform exam in History and Histoire. The success rate for History in 2023 was 82.7%, 4.2% higher than the EMSB average. The success rate for Histoire in 2023 was 88.5%, 5.4% lower than the EMSB average. We will monitor our school's trends beginning in subsequent years.

**Objectives:**

- To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 82.7 % in 2023 to 85 % by 2027.
- To increase the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 88.5 % in 2023 to 90 % by 2027.

**Table 3: Royal Vale School Global Success Rate and Average Grades  
on English Language Arts Course (%)**

YEAR	Royal Vale School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	100	80.3	96.3	75.4
2022	98.8	85.1	96.2	78.5
2023	100	82.6	97.2	77.5

*Source: Charlemagne, 2023*

**Interpretation:** Our school success rate is consistently excellent, and our students' average grades are consistently above the EMSB average. Our students have an average grade of 82.7% between 2019 and 2023, higher than the EMSB average. As we have exceeded our expectation with regards to success rate, we will focus on improving the average grade in subsequent years.

Since 2019, the average grade of students in the ELA course has been above 80%. We recognize that for the average grade to increase, this would require all students to improve their performance. Therefore, we have set the target average grade appropriately.

**Objective:**

- To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam between 95-100% from 2023 to 2027.
- To increase the average grade on the English Language Arts uniform exam from 82.6% in 2023 to 85% in 2027.



The following table shows the success rates of our students and EMSB students in French Second Language Programs. Royal Vale School will report on its French Second Language programs: programme de base and programme enrichi. For both programs, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

**Table 4.1: Royal Vale School Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)**

YEAR	Royal Vale School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	95.3	80.7	93.4	84.7
2022	93.8	78.4	86.3	80.9
2023	96.4	78.9	90.1	78.7

Source: Charlemagne, 2023

**Interpretation:** Our school success rate in FSL Programme de Base is consistently in the mid-90s. The average of 95.2% from 2019-2023 is 5.3% higher than the EMSB average during the same period. While our average grade has slightly decreased from 2019-2023, our school average was higher than the EMSB average in 2023. Given that we have exceeded our expectations with respect to success rate, we will focus on increasing the target average grade.

**Objectives:**

- To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.
- To increase the average grade of students from 79.3% in 2023 to 82.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.

**Table 4.2: Royal Vale School Global Success Rate and Average Grades  
on French Second Language (Programme enrichi) Uniform Exam Reading Component (%)**

YEAR	Royal Vale School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.2	73.1	84.5	72.9
2022	100	81.5	94.7	80.5
2023	100	79.8	98.6	80.3

*Source: Charlemagne, 2023*

**Interpretation:** Our school success rate has been 100% in 2022 and 2023, consistently higher than the EMSB success rate. The 3-year average of our students' average grade (78.1% from 2019 to 2023) is slightly higher than the EMSB 3-year average over the same period (77.9% from 2019 to 2023).

Given that we have exceeded our expectations with respect to success rate, we will focus on increasing the target average grade.

**Objectives:**

- **To maintain a success rate of 92% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam from 2023 to 2027.**
- **To increase the average grade of students from 78.1% from 2019-2023 to 80.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.**

**ADDITIONAL ACADEMIC GOAL**

Royal Vale School is a cultural, ethnically, and socio-economically diverse school, and very representative of the surrounding communities. While we aspire to maintain our high academic standard, our student population is hungry for a shift toward a more representative curriculum and school life. To that end, we encourage our staff to seek professional development opportunities to meet this demand and to deliver a variety of in-class learning situations and extra-curricular activities for our students and families.

**Objective: To enhance cultural awareness and inclusivity, responding to our evolving school population, by implementing a curriculum that reflects the diversity of our student body and incorporates culturally responsive teaching practices.**

## SCHOOL CLIMATE

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 (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

### EMSB's Objectives:

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

**Table 5: Royal Vale School Student Perceptions of Selected School Climate Factors (%)**

Factor	Royal Vale School			EMSB			Canadian Norm
	2019	2022	2023	2019	2022	2023	2022
Bullying and Victimization	15	28	27	18	22	-	21
School Safety	77	62	58	56	47	-	56
Anxiety	19	29	23	28	29	-	33

*Source: OURSCHOOL Survey (The Learning Bar), 2023*

*Please note: The EMSB's data for School Safety includes student perceptions of feeling safe on the way to school and on the way home. All schools will be reporting on student perceptions of feeling safe during the day. The Board will continue to report on overall perceptions of school safety in its Commitment to Success Plan Annual Report.*

**Interpretation:**

Perceptions of bullying, victimization and harassment increased +12% from 2019 to 2023. Perceptions of school safety (while at school) decreased -19% from 2019 to 2023. Perceptions of anxiety increased +4% from 2019 to 2023, although there is a decrease from 2022.

The data shows a post-pandemic trend in all three areas. Our team has observed this trend in our students as they have expressed negative feelings about lost learning, fluctuations in the instruction model (in-person or virtual), increased demands for acceptance into post-secondary institutions, the return to standardized exams, etc.

During the pandemic, the Our School Survey focused on monitoring student well-being. During that period, our school team was focused on operational management while health and safety regulation evolved and were steadily removed. Going forward, our school team will shift our focus on the factors the EMSB reports on.

Note that EMSB data for 2023 is not presently available.

**Table 6: Royal Vale School Student Perceptions of Positive Relationships (%)**

Factor	Royal Vale School			Canadian Norm
	2019	2022	2023	2023
Positive Relationships	-	74	75	76

*Source: OURSCHOOL Survey (The Learning Bar), 2023*

**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 our school is nearly at the Canadian norm in this category.

**Objective: To increase the percentage of student perceptions of positive relationships from 75% in 2023 to 77% by 2027.**

## 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 integrating 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 skills 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 on 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
<b>EMSB Objective:</b> To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.	<i>***This column will be reported on in subsequent years until 2027 ***</i>
To increase the global success rate of Secondary 4 students on the Math CST course from 62.1% in 2023 to 80% by 2027.	
To increase the global success rate of Secondary 4 students on the Math SN course from 82.1% in 2023 to 90% by 2027.	
To maintain the global success rate of Secondary 4 students on the Science & Technology course between 90-95% from 2023 to 2027.	
To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 82.7 % in 2023 to 85 % by 2027.	
To increase the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 88.5 % in 2023 to 90 % by 2027.	
To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam between 95-100% from 2023 to 2027.	
To increase the average grade on the English Language Arts uniform exam from 82.6% in 2023 to 85% in 2027.	
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	

To increase the average grade of students from 79.3% in 2023 to 82.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	
To maintain a success rate of 92% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam from 2023 to 2027.	
To increase the average grade of students from 78.1% from 2019-2023 to 80.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.	
<b>EMSB Objective:</b> To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	
<b>EMSB Objective:</b> To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	
<b>EMSB Objective:</b> To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	
To increase the percentage of student perceptions of positive relationships from 75% in 2023 to 77% by 2027.	
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.	

