



Lester B. Pearson School Board  
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## Kingsdale Academy

### Educational Project Annual Report

*The Educational Project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education.\**

The Lester B. Pearson School Board developed its current Commitment to Success Plan for the five year period from 2015-20. That initial plan was revised in the spring of 2018 so as to align with the Ministère de l'Éducation et de l'Enseignement supérieur's new strategic plan. At the same time, the implementation period for the plan was extended to 2022. The LBPSB's revised plan was approved by the Ministère de l'Éducation et de l'Enseignement supérieur in the fall of 2018. To be aligned with this plan, **Kingsdale Academy** revised our Educational Project which was adopted by the **Kingsdale Academy** Governing Board on **February 15th, 2003**. This revised plan has been in effect since that date. **The new Educational Project will be developed in the fall of 2023 and come into effect in January 2024.**

Due to the COVID-19 pandemic, the Ministère de l'Éducation et de l'Enseignement supérieur were required to take extraordinary actions regarding examinations and reporting. There were two report cards, and teaching focused on prioritized elements of the curriculum. Our reporting data comes from success rates, the "Our School Survey" administered to students from grades 4 to 6, as well as anecdotal results when appropriate.

Below is an abbreviated list of Directions and Objectives of the School/Centre Educational project.

Where applicable, data points and/or anecdotal evidence have been provided to report on our progress.

Direction 1: Improving Achievement	Data or Anecdotal result
<b>Objective 1:</b> To increase student success in elementary school Cycle 3 Mathematics	<b>96%</b>
<b>Objective 2:</b> To increase student success in elementary school Cycle 3 English	<b>100%</b>
<b>Objective 3</b> To increase student success in elementary school Cycle 3 French	<b>93%</b>

**Comments:** Kingsdale students continue to have excellent success in the core subjects. We will continue to support students academically through resource support and differentiated instruction in the classrooms. In addition, we will focus on early literacy by having a regular literacy block targeting reading levels in cycle one, as well as resource support in Kindergarten focused on pre-literacy skills.

<b>Direction 2: Wellness</b>	<b>Data or Anecdotal result</b>
<b>Objective 1: Students with a positive sense of belonging.</b> Students who feel accepted and valued by their peers and by others at their school. (Our School Survey)	<b>66% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.</b>
<b>Objective 2: Students with moderate or high levels of anxiety.</b> Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. (Our School Survey)	<b>40% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.</b>
<b>Objective 3: Feel safe attending this school.</b> Students who feel safe at school as well as going to and from school. (Our School Survey)	<b>48% of students felt safe attending the school; the Canadian norm for these grades is 65%.</b>

**Comments:** Covid brought the elimination of many activities that contribute to a positive sensitive sense of belonging and general wellness at school such as extra-curricular activities, cross-class/grade activities, assemblies, etc... We have recently brought back initiatives such as the volleyball tournament, intramural basketball, K buddies, Holiday breakfast, Black History Month celebrations, the Winter Carnival, and spirit weeks. To address anxiety, we have implemented a daily "Zen Time" which is ten minutes of quiet relaxation time school-wide at the end of lunch. We are also using this time for individual, pair, and group interventions related to interpersonal needs. Our FSSTT technician also works directly with students and their families to reduce and manage anxiety. We are very concerned about the number of students feeling unsafe at school (5.6% of girls and 20.8% of boys) and those feeling neutral (35.2% of girls and 22.2% of boys). We are bringing back the WITS program which is a framework for students to resolve conflicts and report bullying. The cycle three peer mediator program will be reintroduced. Additionally, grade 5-6 students are learning about digital citizenship and cyber-bullying. Increased parent-communication and involvement are also a focus in improving students' feelings of safety. Our new ABAV plan includes the steps we will take in response to bullying and/or violence (respond, reassure, refer, review, report). Our special education technician will continue to work on social skills with pairs and small groups of students as well as do conflict resolution with students in order to prevent and respond to conflict. As a staff, we are working on trauma-informed practices with PD through the school board and at the school level.

<b>Direction 3: Engagement</b>	<b>Data or Anecdotal result</b>
<b>Objective 1:</b> Students who are interested and motivated. (Our School Survey)	<b>78% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.</b>
<b>Objective 2:</b> Students who try hard to succeed in their learning. (Our School Survey)	<b>86% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.</b>

**Comments:** The return of extra-curricular, cross-class, and cross-curricular activities are expected to increase student engagement. We will continue to focus on having field trips and special guests to help broaden students' experiences and enjoyment of school, as well as to bring them motivational messages.