



Lester B. Pearson School Board
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Wilder Penfield Elementary School Educational Project Annual Report 2021-2022

*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, **Wilder Penfield Elementary** revised our Educational Project which was adopted by the **Wilder Penfield** Governing Board on **June 18, 2019**. 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
Objective 1: To increase student success in elementary school Cycle 3 Mathematics	100%
Objective 2: To increase student success in elementary school Cycle 3 English	100%
Objective 3 To increase student success in elementary school Cycle 3 French	100%
Objective 4 (Complete if needed)	

Comments: With a commitment to learning and solid teaching, Wilder Penfield students continue to excel in the core subjects of English, French and Mathematics. We also continue to work with struggling students by providing them with additional support in these areas through Resource Teacher support and our Francisation and Homework programs. Students also have the opportunity at home to work with Reflex Math to improve their basic math facts and many students also have access to Raz Kids in both French and English to practice reading at their level.

Direction 2: Wellness	Data or Anecdotal result
Objective 1: Students with a positive sense of belonging. Students who feel accepted and valued by their peers and by others at their school. (Our School Survey)	71% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
Objective 2: Students with moderate or high levels of anxiety. Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. (Our School Survey)	27% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
Objective 3: Feel safe attending this school. Students who feel safe at school as well as going to and from school. (Our School Survey)	56% of students felt safe attending the school; the Canadian norm for these grades is 65%.
Objective 4 (Complete if needed)	

Comments: We have activities such as Wilder Welcome, Holiday Spirit Week, Winter Carnival, and the end of year pool days that help foster community and friendship and a sense of belonging. We have our community officer who comes in to speak to the older grades about bullying and cyberbullying. Mrs. Adrienne, our special education technician, was hired 4 years ago when we created the Mindset room to help students with their anxiety. The 2% increase in anxiety from last year may be due to increased levels of stress due to various factors. We continue to model and promote kindness and respect towards students and staff alike in order to ensure that they feel comfortable and safe in their school environment.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Students who are interested and motivated. (Our School Survey)	82% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.
Objective 2: Students who try hard to succeed in their learning. (Our School Survey)	89% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
Objective 3 (Complete if needed)	

Comments: The Wilder students have shown a drop in motivation and interest in school by 10% from last year. This is very disconcerting when we first see but as a staff we believe a lot had to do with this the pandemic that was very present in the school last year. The 2021-22 school year was very hard on staff; we were tired, lacked energy and we too at times lacked motivation, due to the continuous stress and anxiety of the pandemic that was still impacting the school, staff and students. Yet the commitment to our students did not waver as the results of academic success at Wilder remains as strong as ever. Another factor is the current cohorts of students; our cycle 3 students are very hard to motivate and can be at times very challenging.

Global comments: This year's annual report represents Wilder Penfield under the influence of the pandemic, which is a reflection of society as well. Although the school year ended on a more positive note, it was only towards the end of the year that normalcy returned to our school and the Our School Survey was completed in March. This could explain the drop in motivation and increase in anxiety within the school.

The Wilder staff is dedicated and committed to the success of our students and works tirelessly to ensure every student's success and will continue to be dedicated and committed to the Wilder Community.

* Results-based management: Governance of the education system Educational Project, Guide 4 of 5