



Lester B. Pearson School Board
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St. Thomas High School

Educational Project Annual Report

2020-2021

*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, St. Thomas High School revised our Educational Project which was adopted by the St. Thomas High School Governing Board in Fall 2018. This revised plan has been in effect since that date.

Due to the COVID-19 pandemic, the Ministère de l'Éducation et de l'Enseignement supérieur were required to limit student movement by imposing class bubbles, as well as take extraordinary actions regarding examinations and reporting. Our reporting data comes from success rates that exclude ministry exams, The "Our School Survey" administered to students from grades 7 to 11, 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 Secondary IV Mathematics	Success rates reflect final report card grades excluding ministry exams CST: 97.8% TS: 97.7% SN: 100%
Objective 2: To increase student success in Secondary IV History	Success rates reflect final report card grades excluding ministry exams Histoire: 100% History: 96.6%
Objective 3 To increase student success in Secondary IV Science	Success rates reflect final report card grades excluding ministry exams Gen Sci: 99.3%

	App Sci 100%
Objective 4 To increase student success in Secondary V English	Success rates reflect final report card grades excluding ministry exams ELA: 99.6%
Objective 5 To increase student success in Secondary V French	Success rates reflect final report card grades excluding ministry exams FR. Base: 98.8% Fr. Enr: 100%

Comments: The teachers and professionals met to collaborate and align the content of their classes with the Ministry’s objectives as found in the *Learning to Be Prioritized at the Secondary Level for the 2021-2022 School year in the Context of the Pandemic*

Please note that success rates are high due in part to the absence of MEES examinations in June.

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)	65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 67%
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)	34% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
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%.

Comments: Administration, support staff and our resource team worked closely with teachers and students to address the increase of anxiety cases in our school. Our staff and resource team worked collaboratively to address the various social and emotional needs of our students. The support/resource team includes guidance counselors, special education technician, nurse, planning room technician, administration, resource teachers, school psychologist, and integration aides. The support team visited classes to address the anxiety piece and making students aware of the different resources available. In addition, our partnership with CIUSSS social workers helped us to offer extra assistance beyond our school setting. As we know the pandemic has had a direct impact on feelings of safety and well-being in students.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Students who are interested and motivated. (Our School Survey)	• 30% of students in this school were interested and motivated; the Canadian norm for these grades is 40%
Objective 2: Students who try hard to succeed in their learning. (Our School Survey)	62% of students in this school tried hard to succeed; the Canadian norm for these grades is 71%.

Comments: Due to covid measures students following a hybrid learning format found it difficult to remain engaged while online. Students who were deemed at risk and/or did not have proper internet access at home, were offered the opportunity to attend classes in person.

Global comments: It has been a long pandemic journey. The staff has worked hard to continue to be innovative and to find ways to keep students engaged especially during online learning. The wellness of our students and engaging our students remains the top priority for all teachers and support staff. We are committed to continue offering students the support they need and will continue to implement measures to support both our students and community.

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