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École primaire Jules Verne Elementary School

PROJET ÉDUCATIF

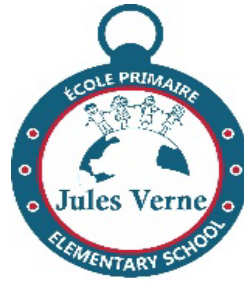
2024-2028



AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Jules Verne Elementary School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Jules Verne, as well as the community's expectations with regard to education

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

This educational project is a strategic tool through which Jules Verne has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Jules Verne, as well as the community's expectations with regard to education.



GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Melissa Rioux	Principal
Carmen Cesta	Teacher
Melanie Birencwaig	Teacher
Nathalie Giguère	Teacher
Marie-Claire Verdone	Special Education Technician
Mary Amico	Daycare
Anita Di Re	Daycare
Lisa Murray	Daycare
Loretta Polito	Attendant

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	February to June 2023	Staff Meetings	School Library	
Other Staff Members	June 6, 2023	Day	Survey	
Students	May-June 2023	Class Visits & Assemblies	Class Visits & Assemblies	
Parents	June 6, 2023	Day	Survey	
Governing Board	June 14, 2023	Evening	School	
Other Stakeholders	June	Social Media	Social Media	



MISSION

At Jules Verne, we are committed to fostering an engaging and bilingual learning environment that promotes inclusivity, kindness, and academic rigour.

VISION

Preparing students to reach their fullest academic and social potential so they may thrive in their future in an ever-evolving bilingual society

SCHOOL/CENTRE PROFILE

At Jules Verne, we strive to offer students and staff a school climate that promotes respect, readiness, responsibility, resilience and kindness.

Jules Verne is a school where bilingualism, teamwork and empathy are inspiring assets.

Jules Verne Elementary School is an English primary school within the Sir Wilfrid Laurier School Board. We are located in Pont-Viau, a residential neighborhood in Laval, Quebec.

Jules Verne Elementary School was founded in 2001 and named after the famous and visionary author Jules Verne who is known for his books such as *20,000 Leagues Under the Sea* and *Around the World in 80 Days*. When recommending names for the new school, the provisional governing board felt inspired by 19th Century author who was French and whose innovative ideas and futuristic writings have been translated in many languages and are very well known.

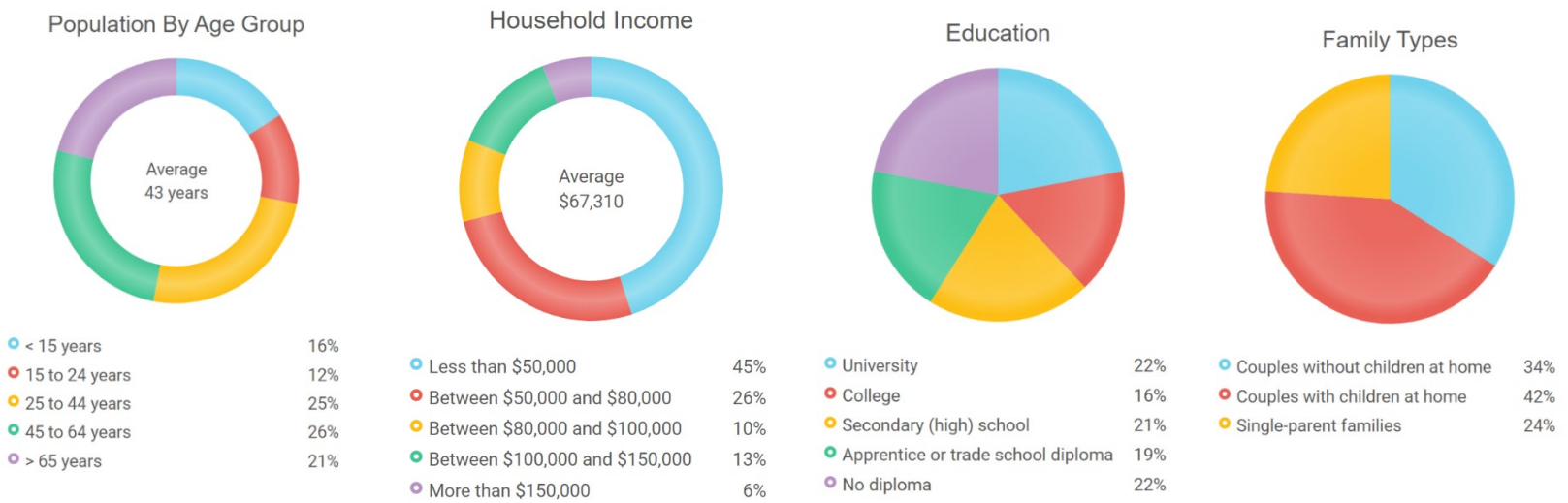
The school building was appropriated from a French school board due to the growing number of families seeking English education in Laval. It is located in the Pont-Viau district of Laval and educates approximately 182 students living in Pont-Viau and Laval-des-Rapides. 125 students are out of zone (other areas of Laval). Due to the cosmopolitan nature of the city of Laval, the school is surrounded by several health and educational public services such as a CISSS, multiple private and public daycares, the Cité de la Santé Hospital, a myriad of tutoring centres and private and public schools.



Due to its dual track subject-time allocation, Jules Verne attracts students from surrounding districts. 41% of the student population is considered *out of zone*. 1/3 of the students have *out of zone* status. The school population is experiencing an increase in enrolment and has been in the last few years. Having such a large proportion of out of zone students creates some challenges for the school. Many of the students are not familiar with one another since they are coming from several communities across the island of Laval. Although parents encourage their children to participate in extra-curricular activities outside the school setting (soccer, dance, hockey, skating, etc.), students do not necessarily interact with each other during those activities as one-third of students live *out of zone*, and as such are not registered in the same leagues or clubs. As a result, fostering a sense of belonging for the students whose exposure to one another is principally at school becomes one of Jules Verne's key targets.

Jules Verne is surrounded by single dwelling and semi-detached homes. The school's zoned area has a socio-economic index of 6 and a low-income cut-off indicator of 8, which normally correlates to families with low-income status. In the case of Jules Verne, however, this data must be contextually analyzed. Given the influx of out-of-zone students, a proportion of Jules Verne's parental population ranges from low-income to affluent.

Demographics Pont-Viau

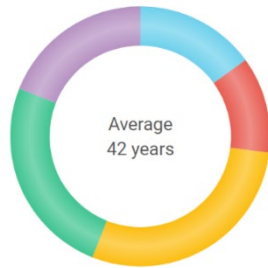


Source: Statistics Canada compiled by Centris



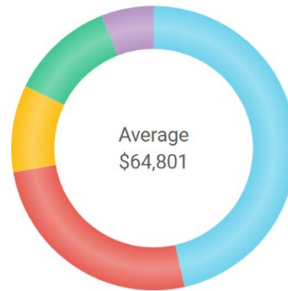
Demographics Laval des Rapides

Population By Age Group



< 15 years	15%
15 to 24 years	12%
25 to 44 years	29%
45 to 64 years	25%
> 65 years	19%

Household Income



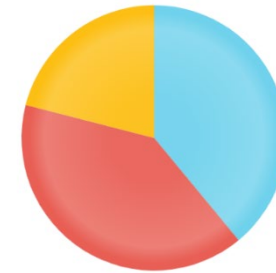
Less than \$50,000	47%
Between \$50,000 and \$80,000	26%
Between \$80,000 and \$100,000	10%
Between \$100,000 and \$150,000	12%
More than \$150,000	6%

Education



University	27%
College	17%
Secondary (high) school	21%
Apprentice or trade school diploma	15%
No diploma	20%

Family Types



Couples without children at home	39%
Couples with children at home	40%
Single-parent families	21%

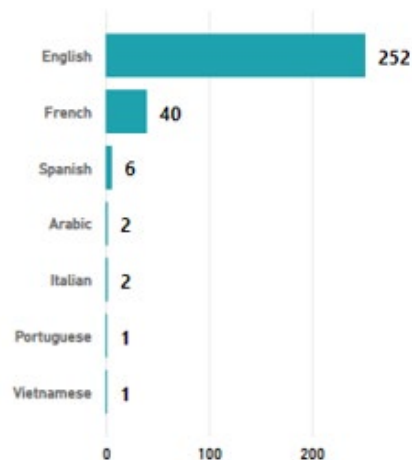
Source: Statistics Canada compiled by Centris

Home life is relatively stable for the vast majority of Jules Verne students. 85% of students at Jules Verne come from a two-parent home. In addition, many students have siblings; however, 35% of said siblings are not yet registered at the school. 28% of students attending Jules Verne have siblings at the school which also indicates that 72% of our students do not have siblings attending Jules Verne. This demographic situation increases the school's challenge in developing a sense of belonging as families are not all integrated into the school environment at the same time.

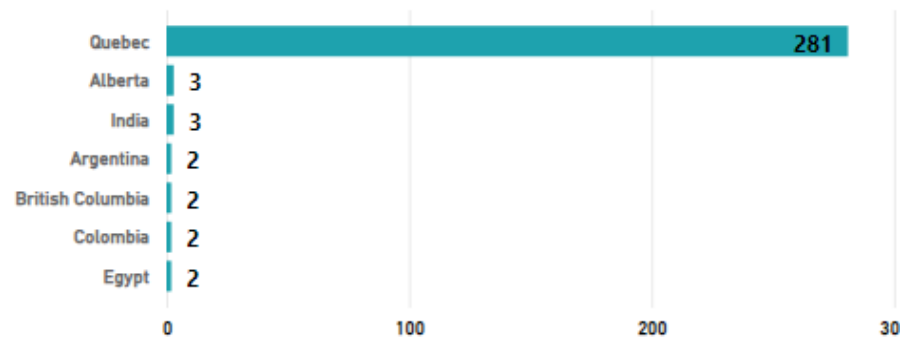


Most students attending Jules Verne were born in Quebec (93%). 2% of our students were born in other Canadian provinces. The remaining 5% are born in other countries such as Egypt, Lebanon, Bangladesh, Nigeria, India, Chile, Argentina, Colombia and England. The majority of students speak English at home and English is considered their first spoken language (83%). 13% of students declare French as their first spoken language, 2% Spanish and the remaining 2% have declared Italian, Arabic and Vietnamese as the language spoken first at home.

Languages Spoken at Home



Student Place of birth



Academics

Jules Verne offers the French Immersion Quebec Education Program, wherein all students receive instruction in French and English. In Pre-Kindergarten and Kindergarten, students are offered 92% of French instruction and 8% of English instruction, 60 minutes of ELA per week. In Cycle 1, 2 and 3 students are offered 54% of French instruction and 46% of English instruction. Due to its rigorous French immersion program, the school attracts students from other surrounding districts.

The school consists of 11 regular classrooms from Grades 1 to 6, three Pre-K (as of September 2023), two Kindergarten classrooms, two Resource rooms, a library, an elevator, a gym and daycare services. There are 211 students attending daycare; 159 regular users (3-5 days) and 41 occasional users.



The enrolment projections based on the enrolment forecast of the Ministère de l'Éducation et de l'Enseignement Supérieur are [resented below (MEQ).

These projections are subject to fluctuation depending on the actual number of new student registrations from year to year and were made prior to Jules Verne becoming eligible for housing Pre-Kindergarten. With the addition of 2 Pre-K classes as of September 2019 we foresee an approximate increase of 10 students per year. As predicted, in September 2023, we started our 2023-2024 school year with a total of three K4 classes and two K5 classes.

ÉCOLE PRIMAIRE JULES-VERNE JULES VERNE ELEMENTARY SCHOOL		ORDRE D'ENSEIGNEMENT / LEVEL OF INSTRUCTION		
1701, rue de l'École Laval (Québec) H7G 1V5		Maternelle 4 ans / Kindergarten for 4-Year-Olds Maternelle 5 ans / Kindergarten for 5-Year-Olds		
Numéro de l'école / School Number: 885 178 Numéro du bâtiment / Building Number: 885 046		Primaire – 1 ^{er} , 2 ^e et 3 ^e cycle / Elementary – Cycles 1, 2 and 3		
CAPACITÉ / CAPACITY				
		2024-2025	2025-2026	2026-2027
Capacité MEQ / MEQ Capacity		276	276	276
Effectif prévu / Projected Enrolment		305	303	309
UTILISATION DES LOCAUX / USE OF PREMISES				
<ul style="list-style-type: none"> Entente pour l'utilisation, par la Ville de Laval et ses citoyens, de certaines parties du terrain extérieur en dehors des heures d'école. / Agreement for the use, by the Ville de Laval and its citizens, of certain areas of the outdoor field outside school hours. 				

The registration trends are as follows: 248 students in 2019/2020; 249 students in students 2020/2021; 262 students in 2021/2022; 288 in 2022/2023, and 307 in 2023/2024.

Each class at Jules Verne is equipped with an interactive Smartboard. Our students have access to two mobile Laptop carts (including a set of 26 Chromebooks). All preschool and Cycle 1 classes have access to iPads. Classrooms also have access to a mobile Smart Television. Through these devices, teachers can incorporate technology into their pedagogical practices.



Jules Verne Elementary School is an inclusive school where students with special needs are integrated into regular classes with assistance when necessary. Resource teachers, a special education technician, and attendants provide support as needed for our special needs students. Furthermore, our school professionals including a school psychologist, a speech-language pathologist, an occupational therapist, a social worker, and a nurse support the school team as needed. We aim to instill in our students an understanding of our school's motto: *Be Ready, Be Respectful, Be Responsible, Be Resilient* and all members of our community share a collective responsibility to teach these principles to our students. Our School Level Special Needs Committee is committed to providing an equitable distribution of resources to our special needs and at-risk students.

Jules Verne Elementary School addresses the varied needs of students who are identified as having learning and behavioral challenges. There are 34 children with Individual Education Plans (IEP's) in the 2022-2023 school year. This represents 11% of our total student population.

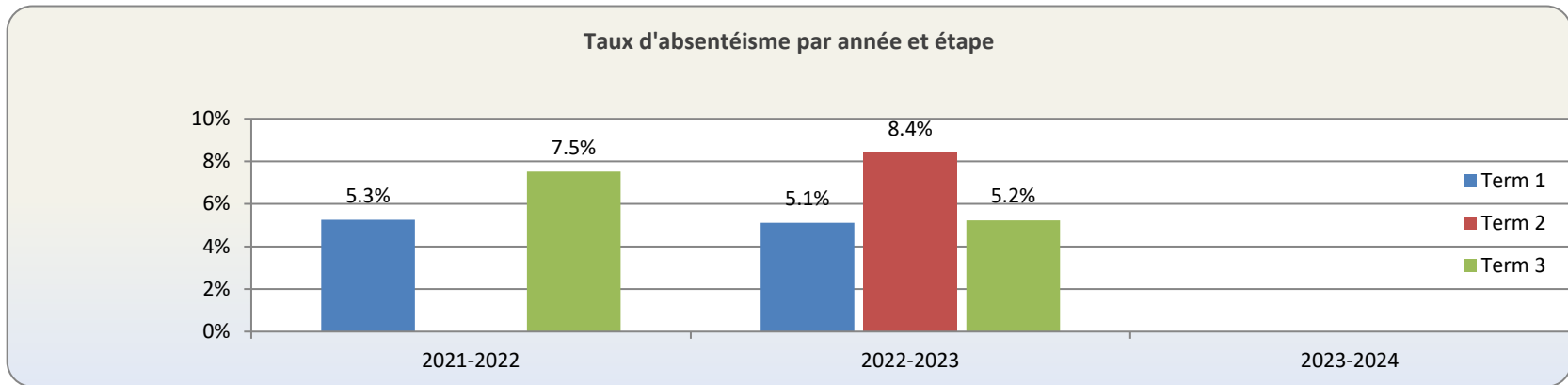
At Jules Verne, we are committed to creating a safe and secure environment for all of our students. We place a large emphasis on educating students about proper citizenship and the negative effects of bullying and violence. Teachers work as a school team to foster relationships with students and are very hands on in fostering positive classroom and school climate initiatives. The tenants of respect and responsibility are part of the school credo and have helped to reduce the reported incidents of violence and bullying at the school level. According to data retrieved from our School Survey (2023), 83% of our students have a high sense of belongings. 78% of the girls and 90% are the boys of JVES have a high sense of belonging. 66% of our students feel safe attending school. 12% of students in our school perceived to be victims of bullying and 20% of our students have experienced moderate to high anxiety levels. This data demonstrates that in order to meet our school mission and vision, we must orient schoolwide improve practices in this area.

Jules Verne also incorporates anti-bullying initiatives, health and wellness initiatives and leadership initiatives that complement our dual track subject time allocation to help create a better school climate. To support our anti-bullying initiatives, Jules Verne hired a full-time special education technician. She helps students deal with conflicts and her presence and interaction serves as a preventative measure. To support our health and wellness initiatives, Jules Verne has incorporated various activities such as the Green and Zen Clubs. Jules Verne also organizes different types of field trips. Leadership initiatives are prominent at Jules Verne. Our active student council members work collaboratively to address environmental issues and help mentor younger students.

Another example that illustrates the positive school climate present at Jules Verne is our low rate of absenteeism. According to the data retrieved from GPI, the rate of student absenteeism at Jules Verne is very low. In 2022-2023, the absenteeism was at 6.2%.



Absenteeism Rate



At Jules Verne, we have a dedicated teaching staff who are committed to the well-being of all of our students. At Jules Verne, there are 24 teachers. We have sixteen homeroom teachers (teaching the core subjects in either English or French), 6 specialists (Physical Education Teacher, Drama Teacher and Science Teacher) and 3 resource teachers. 79.1% of teachers are tenured and have a full-time position, 16,6 % of teachers are non-tenured and therefore are not permanently placed at Jules Verne. This feeds into our strength of fostering a sense of communal belonging due to the high stability is staff.

At Jules Verne we also have a dedicated support staff who are committed to providing a warm and caring environment for all students. There are 24 support staff members at Jules Verne. We have a full-time secretary, a part-time librarian/secretary, a custodian, a special education technician, attendants, lunch monitors, a daycare technician and daycare educators.

In addition to support staff members, Jules Verne has a team of non-teaching professionals who are available to service the needs of the school team in support of student needs. We have an IT Technician (once every two weeks), a psychologist (once every two weeks), an occupational therapist (once every two weeks), a speech and language pathologist (once every two weekw), a nurse and social worker who may not be physically at school on designated days but may be reached when a need arises.

Keeping in line with offering students a safe and secure environment, all staff members are responsible for the physical and social well-being of all students at Jules Verne. Jules Verne has an active supervision policy. Students are supervised throughout the school day respecting the guidelines of this policy. Students at Jules Verne are always in the presence of an adult regardless of the activity taking place during structured (class time) or unstructured periods (morning entrance, recess, lunch and dismissal) throughout the school day.



Jules Verne offers an array of extra-curricular activities which help to develop a positive sense of belonging and are in line with our commitment in ensuring the physical and social well-being of all students. There are sports oriented activities offered (yoga, karate, hockey, soccer, basketball, cheerleading, etc.), artistic activities (drama, drawing, music, etc.), leadership activities (student council, green team) and academically driven activities (le club de calligraphie, des cours d'italien). 75% of teachers at Jules Verne offer students extra-curricular activities. The high percentage of teachers offering extra-curricular activities to the students illustrates the teachers' strong sense of commitment towards creating an environment that fosters a positive sense of belonging and stresses the importance placed on the physical and social well-being of all students.

During unstructured time (recess and lunch), 75% of our staff (2023) engage in one or more extra-curricular activities each year which allows an average of three lunch hour or special event activities per year. One example is School Yard Leadership; a program in which students in third cycle act as mentors for younger students by organizing games, mediating minor conflicts and modelling appropriate behavior. Student leaders are given training to develop their interpersonal skills and build self-confidence. Students look forward to joining Leadership as they enter their last years of elementary school. Another extra-curricular activity that reaches cycle 2 and 3 students is the Annual Musical Production (14% of our student population participates in this ECA). This activity includes multiple teachers and many students who puts together a memorable Musical Production. The Green Club facilitate conservation, recycling, composting, gardening, integration of nature into the school and environmental studies. Anecdotally, many students indicated on their Our School Survey (2023) that extra-curricular activities and field trips were very important to them.

In addition to the importance placed on students' social and physical well-being, Jules Verne is a school where bilingualism and teamwork are highly valued. To help support the needs of our students, Jules Verne has hired an additional resource teacher (part-time status) to help support this learning initiative in English, French and Mathematics.

Academically, students are evaluated using both formative and summative assessment. Assessments range from assignments, checklists, observation, rubrics, learning & evaluation situations, book talk, experiments and situational problems, just to name a few evaluative methodologies.

In June 2023, we conducted parent and staff surveys in light of completing our Educational Project. We were pleased to see that all of the stakeholders at Jules Verne have the same overall assessment of the school. Both parents and employees alike felt that the school provides a caring, friendly and welcoming environment that is warm, close and respectful. Parents particularly felt that Jules Verne provided their children with a small close-knit supportive community. This sense of belonging and acceptance, is what we will strive to maintain and more so to improve within the next 5 years via our Educational Project and our commitment to our students' academic and social success.



The tables below provide the end of year Grade 6 success rates, depicting the percentage of students who received a passing grade (60% and over) in a given discipline.

Success Rates in English Language Arts

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Uses language to communicate and learn	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
		97.8%		97.8%		97.1%		98.9%		97.6%
Reads and listens to spoken, written and media texts	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	91.6%	95.6%		97%		96.6%	91.7%	91.7%	92.6%	96.4%
Produces written and media texts	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	91.2%	94.5%		100%		93.1%	91.7%	87.5%	96.3%	100%

Success Rates in Mathematics

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Uses mathematical reasoning	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	67.3%	93.9%		100%		86.2%	87.5%	95.8%	77.5%	85.7%
Solves a situational problem	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	82.8%	93.9%		93.9%		86.2	87.5%	91.7%	73.1%	82.1%

Success Rates in Français Langue Seconde, Programme d'Immersion

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Communiquer	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark
	100%	98.9%		95.5%		93.2%	95%	92.3%	96%	92.9%
Comprendre et lire	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark
	93%	93.3%		94.4%		88.6%	76%	88%	63%	87.8%
Produire des textes variés	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark
	100%	93.3%		93.2%		87.5%	95%	91%	100%	91.3%



Data Sourced from DVision and Lumix, 2023

CHALLENGES

According to the data and information presented in our school portrait, as well as the results of our schoolwide consultation, we have determined several areas that would benefit from targeted interventions that will foster school growth and the improvements needed to achieve our school vision.

Mathematics (C1 competency): Our data suggests discrepancies in achievement results as measured by the standardized end of year school board exam, and school-based results. Furthermore, success rates of the *Uses Mathematical Reasoning* competency of the Grade 6 Ministry examination are well below our expectations. Moreover, there is a considerable gap in success rates for our students with Individual Education Plans (IEPs). In order to meet our school mission and vision, it is imperative that we continue to promote innovative practices in order to ensure that our students develop the mathematical skills necessary to thrive in high school.

Student Mental Health and Wellbeing: Our data suggests that our students have lower than expected sense of wellbeing. Such feelings can significantly impact our students' readiness to learn, their levels of engagement and motivation, and their overall academic achievement. In order to meet our school mission and vision, it is essential that we focus on preventative measures and early intervention practices that develop our students' abilities to identify and manage their emotions, promote resiliency, and focus on social and emotional learning.

French Language Instruction (C2 competency): Our data suggests discrepancies in achievement results as measured by the standardized end of year school board exam, and school-based results. Furthermore, success rates of the *Comprendre et Lire* component of the Grade 6 SWLSB *Français Programme d'Immersion* exam are below our expectations. Moreover, there is a considerable gap in success rates for our students with Individual Education Plans (IEPs). Our schoolwide consultation further highlighted our stakeholders' view that rigorous French language instruction is valued and must be prioritized moving forward. In order to meet our school mission and vision, it is imperative that we continue to implement flexible pedagogy and reinforce vocabulary enrichment activities in order to ensure that our students develop the linguistic skills necessary to thrive in high school and in Quebec's francophone society.



POLICY ORIENTATIONS

Orientations	Description
Orientation 1	Promoting academic rigour through differentiated and high leverage teaching practices.
Orientation 2	Promoting a safe and caring learning environment that support student wellbeing.
Orientation 3	Promoting an aligned curriculum in the French Immersion Program to meet the learning needs of all students.

OBJECTIVES

Objectives	Description
Objective 1	To increase the success rates on the MEQ Grade 6 end-of-year Math Assessment, C1 Competency: Use Mathematical Reasoning.
Objective 2	To decrease the feeling of anxiety of students at school as measured by the Our School Survey.
Objective 3	To increase the success rate on the SWLSB End of year Grade 6 French Immersion Assessment, C2 Competency, Comprendre et lire.



SCHOOL/ CENTRE ORIENTATION 1

Promoting academic rigour through differentiated and high leverage teaching practices

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	<p>SWLSB Objective 1</p> <p>To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally</p>	To increase the success rates on the MEQ Grade 6 end-of-year Math Assessment, C1 Competency: Use Mathematical Reasoning.	MEQ End of Year Assessment	From a success rate of 77.5 % (2023), the success rate will be increased to a 82.5% by June 2028. Increase the success rate by 5%	<p>Cycle Meetings & Team Meeting to monitor students results by reviewing data</p> <p>Administration and Teacher meetings</p>



SCHOOL/ CENTRE ORIENTATION 2

Promoting a safe and caring learning environment that support student wellbeing

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 2	<p>SWLSB Objective 2</p> <p>To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally</p>	To decrease the feeling of anxiety of students at school as measured by the Our School Survey.	OurSchool Survey results, consulting students from Grades 4 to 6	From 20% of students feeling anxiety at school in November 2023 (Canadian Norm is 22%) to a decrease to 10% by June 2028 as measured by the OurSchool Survey	<p>Administration and School Climate Team review OurSchool Survey and in-school sourced data every term</p> <p>Administration and school team review action plans for at-risk students every term</p> <p>Administration and Teacher meetings</p>



SCHOOL/ CENTRE ORIENTATION 3

Promoting an aligned curriculum in the French Immersion Program to meet the learning needs of all students.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 3	SWLSB Objective 3 To ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Quebec	To increase the success rate on the SWLSB End of year Grade 6 French Immersion Assessment, C2 Competency, Comprendre et lire.	SWLSB End of Year Assessment	From a success rate of 63% (June 2023), the success rate will be increased to 70% by June 2028.	Cycle Meetings & Team Meeting to monitor students results by reviewing data Administration and Teacher meetings



GOVERNING BOARD ADOPTION

Resolution

G.B. RESOLUTION NUMBER #178-2023-11-29-45 MOVED THAT the 2024-2028 Educational Project be adopted as presented on November 29, 2024

Seconded by Anna Bocchino

Signatures

Denise Karelis
CHAIRPERSON

Melissa Rioux
PRINCIPAL

