



EDUCATIONAL PROJECT 2023-2027

DUNRAE GARDENS SCHOOL

English Montreal School Board

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 to ensure 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 concerning 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 the achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service center 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 center 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 governing board
- The school staff (teaching and non-teaching staff)
- Sub-committee, which includes teachers and behavioral technician and is led by the principal

SCHOOL

PROFILE

Dunrae Gardens School is a French Immersion Elementary School located in the heart of the Town of Mount Royal, offering an early French Immersion program that spans from Pre-Kindergarten to Grade 6. Built in 1949, expanded in 1956, and again in 2006, Dunrae Gardens School is home to 47 talented staff members who serve 322 students.

Before 1975, it served as an English elementary school to a student population residing mainly in the Town of Mount Royal. Since 1975, Dunrae Gardens has been offering an exclusively Early French Immersion Program.

The course of study follows the prescribed Ministry of Education curriculum and is based on the French Immersion model developed by the Protestant School Board of Greater Montreal and in use since 1998 by the English Montreal School Board (EMSB). Students in the French Immersion program complete 100% of their coursework in French in pre-school (K4&K5).

In Cycle 1, all subjects are taught in French except the Ethics and Religious Culture course which is taught in English once a week for **60 minutes**.

In Cycles 2 and 3, students' study 59% in French and 41% in English. Dunrae Gardens School proudly adopted the STEAM mindset in 2018. This hands-on, cross-curricular approach to learning allows students to think critically about real-world problems and to find solutions, using design principles and processes in the areas of Science, Technology, Engineering, Art, and Math.

Out of the 322 students attending Dunrae Gardens this year, 40 students (12.42%) of our student population follow an Individualized Education Plan (I.E.P), 26 students (8.07%) have a difficulty code, and a few are waiting to be assessed. These numbers do not include our newly arrived students, nor our students born outside the province of Quebec. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our international population. The acquisition of language, especially with our international population, varies from cycle to cycle. A tutoring program is currently in place to assist our international students in developing the French language skills required to adapt to the Quebec education program.

A diverse student population presently attends Dunrae Gardens. As a result, it offers an

environment conducive to enhanced social interaction and cultural awareness.

Today, Dunrae Gardens' territory serves a student population residing in the Town of Mount Royal, Outremont, Park Extension, and adjacent municipalities. To continue serving our existing population, 4 new classrooms were added in 2006-2007.

Currently, we provide transportation services to 28% of our student population, 39.9% of students make use of the full-time daycare services throughout the day, and 24.14% are sporadic users.

Dunrae Gardens is a culturally rich school as 22.53% of our students speak a language other than English at home. The student population at Dunrae Gardens is made up of children who come from diverse socio-economic and educational backgrounds. We have a mixture of nuclear, single-parent, and reconstituted families.

Parental involvement is seen as important. Relations between teachers, parents, and students are supportive and collaborative. The members of the Governing Board have undertaken numerous projects to support school improvement, namely the schoolyard beautification plan involving the installation of a perimeter fence around the schoolyard and the enhancement of our soccer field. The Parent Participation Organization (PPO) assists with the implementation and periodic evaluation of our educational project and works collaboratively with the school personnel to foster our students' success. In addition, the Dunrae Gardens Family Association (DGFA) is an independent non-profit parent organization that provides fundraising and supports the needs of our students.

The OURSCHOOL Survey is administered once a year and provides feedback to the administration about student perceptions of their daily lives. This report provides highlights based on data from 112 students in this school who participated in the survey between **November 27, 2023, and November 29, 2023.**

The number of students by grade level is **Grade 4:** 41 students, **Grade 5:** 36 students and **Grade 6:** 35 students.

Social Emotional Outcomes

Our rate of perceived victimization (students who are subjected to physical, social, or verbal bullying, or are cyberbullied):

When compared to the Canadian norm (30%), 33% of our students were victims of moderate to severe bullying.

More specifically, 32% of the girls and 32% of the boys in this school were victims of moderate to severe bullying. The Canadian norm for girls is 27% and for boys is 33%.

While most students report that they feel safe at school and have a sense of belonging to the Dunrae Gardens community, we continue in our efforts to increase the children's sense of safety on an annual basis.

Dunrae Gardens School's Management and Educational Success Agreement (MESA) contained the five goals determined by the School Board, complemented by objectives, strategies, and targets determined by the school.

It is evident from the successive annual reports of the school, the most recent being for the 2019-2023 academic year, Dunrae Gardens' achievements are:

- Students' results on the *End of Cycle 3 June Mathematics exam* (Demonstrating Proficiency on the Uniform Exam (Competency 1 - To Solve a Situational Problem) increased from 81% in 2019 to 96% in 2023.
- Students' results on the *French Reading Component* increased from 94% in 2019 to 98% in 2023. On the *Writing Component*, results decreased from 100% in 2019 to 96% in 2023.

On the *English Language Arts June MEES Exam*, the results on the *Reading Component* remained at 98% in 2019 and in 2023. The results on the *Writing Component* decreased from 100% in 2019 to 96% in 2023.

With respect to student perceptions concerning victimization resulting from bullying and feeling safe at school, our 2021-2022 results show that 25.9% of male students were victims, whereas 20.9% of female students were victims. This indicates a significant increase from the years past.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The Governing Board

The School's Parent Community at large

Students

The School Team comprised of staff, school, and principal

MISSION AND VALUES

Our school's mission is to prepare our students for life-long learning in a safe, secure, and healthy environment by nurturing the all-around development of each child while acquiring the competencies to become successful bilingual citizens in society.

Dunrae Gardens is dedicated to providing the opportunity for all students to reach their highest potential by:

- Preparing them for higher learning
- Nurturing academic skills in the areas of math and literacy in both French and English
- Encouraging them to become caring, responsible, and self-confident individuals
- Enabling their experience and appreciation of various cultural traditions and differences
- Guiding them to become health-conscious individuals in a violence-free environment

In our mission statement, we affirm that we are committed to preparing our children for lifelong learning and to nurturing their all-around development so that they become successful bilingual citizens in society.

We accept our responsibility to provide children with a challenging and motivating curriculum so that by the end of Cycle 3, all students have developed their literacy skills in both English and French and have in their possession the many mathematical and technological skills that will permit them to achieve success in today's technologically advanced world.

We also take responsibility in:

- Overseeing that every child learns to celebrate cultural diversity. This will enhance his/her self-identity and allow for the enrichment of cultural acceptance of others' way of life.
- Developing and implementing programs which will foster a greater sense of pride, ownership and respect for their physical environment.
- Promoting wellness and leadership in the child through various projects, intramural sports and outings.
- Promoting programs such as anti-bullying and how to be an upstander in order to increase respect and fair play among students.
- Continuing programs to create social awareness among students (i.e., poverty, discrimination, and equality) to foster socio-emotional well-being (learning how to use self-control).
- Continuing with workshops to teach students in Cycle 3 about internet safety.
- Promoting cleanliness in the school environment to respect the physical environment.

Finally, we believe that all partners are important in a child's development. We recognize that parents play a significant role in their children's growth and overall level of academic success. It is with this philosophy in mind that communication with parents and parental involvement within the school community are essential.

THE CONSULTATION

Dunrae Gardens School has taken a comprehensive approach to understanding the success of all students by involving not only the students but also their parents and the staff. Gathering feedback through surveys and questionnaires is a valuable method to assess various aspects of student's academic and social-emotional well-being.

1. **Inclusivity:** We involved students, parents, and staff to ensure a holistic perspective on the school's performance. It has given us insight into the academic aspects but also on the social-emotional component, recognizing the importance of a well-rounded education.
2. **Method Variety:** We used platforms like *Google Forms* for parents and staff to provide convenience and ease of data collection. We also used an anonymous class questionnaire for Grade 6 students allowing for more candid responses.
3. **Grade-Specific Insight:** Targeting Grade 6 students specifically, acknowledges the unique challenges and experiences they may face as they transition to higher grades or new schools. The yearly anonymous "Our School Survey" for Grade 4-6 students provides a longitudinal perspective, allowing us to track changes over time.
4. **Regular Assessment:** Conducting these surveys periodically, such as annually, allows us to track trends and identify areas that may need continuous improvement. The "Our School Survey", if conducted consistently, can serve us as a benchmark for measuring progress.
5. **Actionable Feedback:** Analyzing the feedback received and identifying specific areas for improvement is crucial. It addresses any identified challenges or areas of concern.
6. **Communication and Transparency:** Sharing the results and any subsequent actions taken with the school community fosters transparency and shows a commitment to continuous improvement.
7. **Adaptability:** We are open to adapting our approach based on the evolving needs of the students and the school community.

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 reporting is on the core subjects at the end of Cycle 3. The end of Cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

END-OF-CYCLE 3 MATHEMATICS EXAM

EMSB's Objective:

To increase the proportion of end-of-Cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

**Table 1: Percentage of End-of-Cycle 3 Students
Demonstrating Proficiency on the Uniform Exam (C1)**

	2019	2022	2023
Dunrae Gardens	81%	46%	96%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Competency 1 (Solving a Situational Problem) is the indicator of student performance at this level. Table 1 shows that the success rate dropped by 43.2% from 2019 to 2022, and then increased drastically from 2022 to 2023 by 108.7%. The Board's success rate dropped slightly from 2019 to 2022 with a minor fluctuation of 19.1%, and then a slight increase of 19.1% from 2022-2023.

Interpretation: *Describe changes in the results from 2019 to the present. Are the results above or below the Board's results? Is there any additional information that may give more context to these results?*

Dunrae Gardens' average rate is 74.33% as opposed to the EMSB's average rate of 63.67%, resulting in a 14.34% difference. Some reasons contributing to our students' success is the support offered to the students through a homework program, tutoring services, and the collaboration of the consultant for Gifted and Exceptional Learners within the class.

Objective: To increase the proportion of end-of-Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 61.5% in 2023 to 69 % by 2027.

Our school goal is to continue to provide additional services to maintain our success rate via online educational platforms (i.e. IXL and Netmath).

Our teachers are offered professional development at the Board, online, and/or in school by our EMSB math consultants.

Our resource support as well as tutoring support will be offered to our students who need extra guidance.

Our Gifted and Exceptional Learners consultant will continue to offer enrichment to our high achieving students.

END-OF-CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB's Objectives:

To maintain the success rate of elementary students on the end-of-Cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end-of-Cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2: Dunrae Gardens AND EMSB Success Rates on the End-of-Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	98%	78%	98%
School Writing Component	100%	98%	96%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source:

Interpretation: *Describe changes in the results from 2019 to the present. 2019 results can help to indicate what the school's results were like pre-pandemic.*

On the end-of-Cycle 3 Reading component, we see a drastic drop of 20.41% from 2019-2022 and a significant increase of 20.41% from 2022-2023.

For the Writing component, we see a slight 2% decrease from 2019-2022 and another 2% decrease from 2022-2023.

Despite the pre-pandemic, Dunrae Gardens has continued to demonstrate a high success rate.

Objective: To maintain the success rate of elementary students on the end-of-Cycle 3 English Reading component of the June examination above 95% through 2027.

Objective: To maintain the success rate of elementary students on the end-of-Cycle 3 English Writing component of the June examination above 95% through 2027.

Additional Goals: *(If your success rates are in the 90s range, it would be easy to add a goal to look at proficiency in one or both components. Simply add another table called 2A and label it, Average Grade instead of Success Rate. Your consultant can help with this.)*

Table 2A: Dunrae Gardens AND EMSB Average Grades on the End-of-Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	77%	65%	73%
School Writing Component	84%	79%	74%
EMSB Reading Component	72%	71%	71%
EMSB Writing Component	76%	76%	72%

Interpretation: *Describe changes in the results from 2019 to the present. 2019 results can help to indicate what the school's results were like pre-pandemic.*

In Table 2A, we see a decrease of 15.58% from 2019-2022 and an increase of 12.31% from 2022-2023 in the average grades of the end-of-Cycle 3 Reading component.

For the Writing component, we see a slight increase of 5.95% from 2019-2022 and a 6.33% decrease from 2022-2023.

Objective: To maintain the June examination success rate of 98% in 2027 for the elementary students on the end-of-Cycle 3 English Reading component.

Objective: To maintain the June examination success rate of 96% in 2027 for the elementary students on the end-of-Cycle 3 English Writing component.

END-OF-CYCLE 3 FRENCH SECOND LANGUAGE:

EMS B's Objectives:

To maintain the success rate of elementary students on the end-of-Cycle 3 French Second Language, a reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end-of-Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

Table 3: Dunrae Gardens AND EMS B Success Rates on the End-of-Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	94%		98%
School Writing Component	100%		100%
EMS B Reading Component	87%	NA	83%
EMS B Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

*Please note: there is no data available for 2022.

Interpretation: *Describe changes in the results from 2019 to the present. Schools that have Immersion and English Core will need to show separate tables for each program.*

Objective: To maintain the success rate of elementary students on the end-of-Cycle 3 French Reading component of the June examination at or above 95% in 2027.

Objective: To maintain the success rate of elementary students on the end-of-Cycle 3 French Writing component of the June examination at 100% in 2027.

Additional Goals: *(If your success rates are in the 90s range, it would be easy to add a goal to look at proficiency in one or both components. Simply add another table and label it, Average Grade instead of Success Rate. Your consultant can help with this.)*

SCHOOL CLIMATE

EMSB's Objectives:

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% average from Grades 4 to 6 in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

Table 4: Dunrae Gardens Student Perceptions of Selected School Climate Factors (%)

Factor	Dunrae Gardens		EMSB		Canadian Norm
	2022	2023	2022	2023	(2023)
Bullying and Victimization	31	33	28	31	30
School Safety	61	53	60	59	62
Anxiety	33	31	22	31	29

Source: OUR SCHOOL Survey (The Learning Bar), 2023-24

Interpretation: 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 student's 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.

It is worth noting that the Board's Commitment to Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day. The percentages in the table concerning this factor include students' feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

To decrease the average number of students with anxiety, our goal is to invite external professionals who will collaborate with students, teachers, and staff. The goal is to help create a comprehensive social-emotional program aimed at providing students with strategies to help their physical well-being as well as build self-confidence and self-esteem.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *The Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum

of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children’s well-being and success and that part of doing their best to support their children’s development is to be collaborative partners with the school and the school team.

Reporting on this goal is anecdotal in nature. Every year, you will be reporting on the 10 events planned for parent outreach. In this document, list examples of events that your preschool has already done or is planning to do this year.

- *Welcome to Kindergarten*
- *Progressive Entry (Meet the parents on the first day of school)*
- *Orientation Evening (Curriculum Night)*
- *Parent Teacher Interview1*
- *Parent Teacher Interview 2*
- *Parent volunteers for field trips and school events*
- *Projects to encourage parents to get involved in their child’s learning (Home and School connection) (i.e. Cookie Jar project, Garden project, Butterfly/Insect project)*
- *Parent/Family volunteers come in to share with children on various topics that vary from year to year (i.e. Mira Dog, Career Day)*
- *Family Day (lead by Spiritual Animator)*
- *School Concert (subject to change)*

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.

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develop their competency through the 12 dimensions. Schools will report anecdotally on how the competency is being developed and the number of PD events that staff attend.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
Teach students how to create presentations on Google docs and slides	Minimize text (focus of imagery) on Slides to grasp and hold attention
Utilize Lego Spike technology to automate the painting process	Relinquishing creative choice, allowing the machine to create, and opening up creativity
Take students on virtual tours of specific art galleries	Application of Virtual reality (AR) technology