



Lester B. Pearson School Board
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Beurling Academy Educational Project Annual Report

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*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, **Beurling Academy** revised our Educational Project which was adopted by the **Beurling Academy** Governing Board on **May 21, 2024**. This revised plan has been in effect since that date. **The new Educational Project will be developed in the spring of 2024 and come into effect in July 2024.**

This document serves as the conclusive report for our educational project, summarizing achievements, challenges, and insights gained throughout its duration. As we close this chapter, we eagerly anticipate the upcoming project scheduled to commence in July 2024. This new endeavor will mark a significant evolution, featuring fresh orientations, refined objectives, and indicators. We are committed to responding to our students' needs and the ever changing educational and social landscape. fostering continuous improvement in education. The forthcoming project reflects our dedication to adaptability and innovation, ensuring that our initiatives align with evolving educational landscapes.

It is important to acknowledge that during covid, some objectives and indicators were modified to adapt to our realities. As this is the final report of the Educational Project, the report is focused on the original objectives and indicators of each local Educational Project.

Direction 1: Improving Achievement	Data or Anecdotal result
Objective 1: Implementation of a Project Hour in grade 7 and 8	Students have been working towards improved autonomy, resourcefulness and academic strength through Project Based Learning
Objective 2: Build upon existing Project Based Learning approaches	Staff met during teacher collaboration periods to build upon best practices, develop and deepen collaboration across subjects for the next school year.
Objective 3: Implementation of a Practice Exam session at the end of May for students in grade 10 and 11 to prepare for Ministry exams in June	Results on ministry exams to be reported on.

Comments: Beurling has been working towards deepening and cementing project based learning in all of the classrooms through collaboration and consultation with teachers to make sure they have the materials they need and the language being used is unified across subject areas.

We have a group of grade 10s this year that have been struggling with their academics all the way through their time with us. We have been able to implement extra tutorials in order to help them prepare but the targeted students are not attending. Despite efforts to support and prepare, we are anticipating that statistically, our grade 10s this year will underperform on ministry exams.

Direction 2: Wellness	Data or Anecdotal result
Objective 1: Maintain level diversity of clubs and activities offered through our CLC.	<ul style="list-style-type: none"> ● On average, students participate in 2 to 3 activities a week ● Over 90% of school participate in a club, sport or activity ● Options are available in the morning, lunch and afterschool
Objective 2: Offer students opportunities in sports, both interscholastic and intramural	
Objective 3: Maintain and build upon our existing long term partnerships through CLC	<ul style="list-style-type: none"> ● Continued partnerships with: Ys du Quebec, LOVE QC, Alveole, BGC Dawson, Toujours Ensemble, Carrefour Jeunesse Emploi.

	<ul style="list-style-type: none"> ● Continued multi-year partner-led programs such as: Teen Zone, Kitchen Brigades, Snow Brigades, Media Arts and Leadership, Pathways to Education, the BeeHive. ● Increased Education for Reconciliation initiatives, including: Spirit March for Orange Shirt Day, in class workshops with Indigenous guest speakers.
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Comments: (Final comments)

Through the work of our CLC, we have maintained an active and dynamic extra curricular program. We have 23 staff offering 15 morning, lunch and after school activities on a regular basis. This includes cooking, gardening, journaling, academic support, sports, strength training, chess, ESports, robotics, outdoor education, and a Teen Zone. Also through our CLC, we maintain long standing partnerships with Ys du Quebec, BGC Dawson, Toujours Ensemble, Pathways to Education, Carrefour Jeunesse Emploi, Table de Chef. We are in the 3rd year of our robotics program, who competed at the regional level this year. They also embarked upon a Drone Piloting program, which will grant participants an official drone piloting license at the end of the year.

Through our sports program, we participate in the GMAA in wrestling, soccer, flag football, cross country running, volleyball, basketball, track and field.

Students in our Art and Drama programs are given the opportunity to display their work through dedicated evenings and experience professional arts productions available throughout Montreal, both in and outside of the school.

Students are also encouraged to volunteer in the community whether helping younger students, elders, or community charities.

Direction 3: Engagement	Data or Anecdotal result
Objective 1: Improve attendance and engagement through Project Based Learning	Use of Project Hour in grade 7 and 8 has allowed us to target project development and school readiness skills and gives us the chance to work on them without pressure of following a curriculum. It is our plan to use the project skills developed through this process to apply to a unification of the application of our project based learning approach.
Objective 2: Improve student participation in ECAs	Increase volunteering Increase peer-to-peer mentoring Invite families to participate in clubs and activities
Objective 3 Increase Achievement on Ministry Level exams in grade 10 and 11.	Institution of a practice exam session in May resulted in much less statistically significant “moderation” effect on last year’s ministry exams. Students also expressed that the practice session did a good job of preparing them and putting their minds at ease. This practice was continued this year.

Comments: (Final comments)

Global comments: (Complete if needed)