



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 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 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 with respect to 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 achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre 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 centre 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:

- School Principal and Vice-Principal
- Two Teachers
- Supported by Educational Services Department consultant

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Six separate consultations were launched to the following groups within our school community:

- Teachers/ Professionals
- Support staff
- GB members
- Parents at large
- Secondary students
- Cycle III students (grade 5-6)

## SCHOOL PROFILE

**FACE is a unique, one-of-a-kind school in Quebec.** Founded in 1975, the school has grown, evolved, and developed a unique educational model through arts education that is rich, open-minded and well-rounded. Located for more than 30 years in the old Montreal High School, a historic building possessing an old-world charm in the heart of the city, the school welcomes students to from kindergarten to secondary 5. We pride ourselves on our family like environment. We proudly various extra-curricular activities to all our students.

FACE is affiliated to the CSSDM (Centre des Services Scolaires de Montréal) in partnership with the EMSB (English Montreal School Board), allowing both French and English-speaking students the opportunity to study with an arts-based focus.

Currently, the student population is 1,196. This number can be broken down as follows:

- Elementary, French sector: 498
- Secondary, French sector: 395
- Elementary, English sector: 165
- Secondary, English sector: 138

The students from the French sector (CSSDM) receive their instruction in French. Those who are from EMSB receive a bilingual education at the elementary level and are streamed into an English core program in High School, which includes an optional Enriched French program. Approximately 20% of the students in elementary have an IEP, 14 of which are coded and 32% in high school, including 22 coded students. These numbers do not include our newly arrived students nor our International/ English Second Language (ESL) students. 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 ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle.

In addition to this, there are many occasions for all FACE students to interact with each other within the instrumental and vocal music programs as the French and English sectors are merged within these classes as of Grade 4. In high school, our students from both sectors work together in creating original productions, concerts, and extracurricular activities. These learning opportunities provide enriching linguistic and cultural exchanges. As of Kindergarten, our students may attend outings, concerts and performances together. Moreover, they share a common school schedule, both sectors are integrated during recess and lunch as well. Our daycare service is also bridged together.

From Kindergarten to Grade 11, the Fine Arts Program allows students to immerse to 4 artistic disciplines: visual arts, theatre/drama, vocal and instrumental music and dance. These subjects are integrated on a gradual basis (music in kindergarten, visual arts as of grade 1, drama as of grade 3, instrumental and vocal classes as of Grade 4, and dance as of grade 7). Those more gifted or motivated are able to showcase their talents in complementary activities such as the Jazz Bands, the Symphony Orchestra, Ensemble Con Brio, Midi-Jazz, Boys' Choir, plays et cetera. The aim of the program is not to train professional artists but rather to assist students in their development and help them thrive, so as to better succeed in their education. Our program uses the arts as a element to increase school motivation and perseverance.

The school is situated in an urban area, located in the downtown core. As the school has a special status according to article 240 of the Quebec Education Act, students come from all over the city. Students must travel to school without Board-provided transportation.

The school staff is comprised of one principal and one vice principal. There are twenty-four teachers (elementary and secondary), two special education technicians, one for each level, one elementary attendant (CCW), a guidance counselor (60%) and one school secretary. There is a resource teacher in elementary (60%) and one at the high school level (40%) to meet the needs of our students. In addition to the attendants and special education technicians, the Complementary service team from the Board includes a psychologist, a spiritual and community animator, a psycho-educator and a speech and language pathologist.

Our school is also supported by the administration team of our CSSDM counterparts, including one principal and two vice-principals. The entire school staff (EMSB and CSSDM) is dedicated and works diligently to support the whole child and dedicated to the success of our fine arts project. The staff is supportive of each other and in developing a strong school climate where students can feel like they are part of a caring community.

Parental involvement is seen as important. Relations between teachers, parents and students are generally supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is very implicated in school life. Some parents are very involved (as in, they volunteer daily, attend meetings regularly and support school wide events). We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner. The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. Some students in the school receive additional support for learning, social or emotional challenges. The staff is committed to helping our students succeed and reach their potential. This is further supported by various means of differentiation, support for social-emotional learning and by building positive relationships with our students. Many of our staff members are involved in the development of extra-curricular activities and present on school trips.

The school holds regular activities for the families of students from both sectors (EMSB and CSSDM): many musical concerts throughout the year as well as plays, many of which are put together by students. FACE students also are active and play on many sport teams. There are intramural and intermural sporting events offered by teachers of both sectors, for all students. Many of our high school students participate in team sports with the Greater Montreal Athletics Association (GMAA). The school has a wide variety of clubs and activities at lunchtime and after school. Many of our students attend these events.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has decreased considerably among all students (46% in 2022; 22% in 2023). While most students report that they feel safe at school (64%) and a sense of belonging to the FACE community (84%), we have noticed that anxiety has decreased slightly (33% in 2022; 31% in 2023) with our students, particularly our girls (42% in 2022; 25% in 2023).

FACE's Educational Project contains the eight goals determined by the School Board (three for elementary schools and five for secondary schools), complemented by objectives, strategies and targets determined by the school.

This is our second Educational Project since the EMSB sector gained their own deed of establishment.

## MISSION AND VALUES

We believe that all students should:

1. Benefit from an environment that encourages them to reach their academic, social and physical potential and well-being.
2. Use the Fine Arts as a means to foster student success.
3. Engage in opportunities to show kindness, self-discipline and respect for peers and staff, their school building and community.
4. Promote a school culture that embraces diversity, inclusion and positive engagement.
5. Be provided with a curriculum with enrichment opportunities especially in the Fine Arts.
6. Develop the ability to be bilingual
7. Develop the ability to use technology effectively.
8. Participate in extra-curricular programs that include the Fine Arts, athletic, environmental and community service programs to promote personal growth, social development and school spirit.
9. Develop a strong sense of family within the school that can positively impact the community.

## THE CONSULTATION

The Educational Project committee broke down our tasks as follows:

- Consultation of school community groups via online surveys
- Review of data from consultation surveys
- Updated the school's profile
- Reviewed goals of the EMSB's Commitment to Success Plan (CSP)
- Identified and aligned overarching areas of success and challenges as determined by the surveys, compared to the goals identified in the EMSB CSP
- Reviewed and interpreted course-specific data (2019, 2022, 2023)
- Consulted subject-specific teachers for insight in the interpretation of data
- Developed objectives based on course-specific data analysis
- Finalized the Educational Project document, which is to be approved by FACE School Council and FACE Governing Board
- Share the Educational Project with the school community

It was determined that we would send surveys to our school community groups to collect feedback in support our Educational Project. A series of online consultation surveys were launched shortly thereafter. The following groups were consulted:

- Teachers and professionals
- Support staff
- Governing Board members
- Parents at large

- Cycle III students
- Secondary school students

The consultation surveys were launched in mid-October, with a limited response time. Having very few responses to the initial surveys, we decided to relaunch the surveys and provide a greater amount of time to receive responses (over a weekend). Though we did improve our response rate, the committee determined that we had not achieved the participation levels that we had anticipated. We considered whether any new areas of concern might be identified with new surveys. We agreed that the results of the surveys disclosed sufficient information to guide the writing of the Educational Project (the goal of the surveys was not to quantify the data, but rather identify areas of strength or challenge that preoccupied our school community). Upon review of the data from the responses that we did receive, we observed clear trends in the data and focussed our goals accordingly.

The committee observed that there were commonalities amongst group responses with respect to the appreciation of our arts program, the family atmosphere of our school, the range of extra-curricular activities offered, open-mindedness of staff and students, positive relationships between staff and families, teachers’ open-door policy and support of students. We observed a general concern for supporting our French program and providing additional resources to our teachers and students.

## **ACADEMIC OBJECTIVES – ELEMENTARY SCHOOL**

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**

**EMSB 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)**

	<b>2019</b>	<b>2022</b>	<b>2023</b>
<b>FACE School</b>	77%	65%	67%
<b>EMSB</b>	68%	55%	68%

*Source: Lumix, GPI, 2023*

#### **Interpretation:**

Proficiency results in end of cycle 3 mathematics uniform exams are consistent or better than EMSB results since 2019. There are multiple factors which may have influenced our latest results, specifically the consequences of the COVID pandemic (limited test taking experience, focus on recuperating gaps in learning, increased test anxiety, etc), and the fluctuation in numbers of students with IEPs and difficulty codes present in the cohort.

**Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 67 % in 2023 to 71 % by 2027.**

## END OF CYCLE 3 ENGLISH LANGUAGE ARTS

**EMS Objective: 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.**

**EMS Objective: 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: FACE School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	100%	80%	100%
School Writing Component	100%	100%	100%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

*Source: Lumix, GPI, 2023*

**Table 2a: FACE School AND EMSB average grades on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2023
School Reading Component	72.5%
School Writing Component	78.1%
EMSB Reading Component	70.6%
EMSB Writing Component	71.9%

*Source: Lumix, GPI, 2023*

Interpretation: FACE School results have been consistently better than the EMSB results since 2019, in both success rates and average grades, apart from reading results in 2022. We have maintained 100% success rate since 2019, with minor fluctuation. We will focus on improving proficiency rates moving forward.

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 ELA Reading component of the June examination at 100% until 2027.**

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 ELA Writing component of the June examination at 100% until 2027.**

**Additional goal: To increase the average grade of elementary students on the end of Cycle 3 ELA Reading component of the June examination from 72.5% in 2023 to 76.5% in 2027.**

**Additional goal: To increase the average grade of elementary students on the end of Cycle 3 ELA Writing component of the June examination from 78.1% in 2023 to 82.1% in 2027.**

**END OF CYCLE 3 FRENCH SECOND LANGUAGE:**

**EMSB Objective: To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.**

**EMSB Objective: 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: FACE School AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
School Reading Component	91%	NA	96%
School Writing Component	100%	NA	96%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

*Source: Lumix GPI, 2023*

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

**Table 3a: FACE School AND EMSB average grade on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2023
School Reading Component	84.9%
School Writing Component	83.9%
EMSB Reading Component	76.1%
EMSB Writing Component	75.9%

*Source: Lumix GPI, 2023*

Interpretation: FACE School results have been consistently better than the EMSB results since 2019, in both success rates and average grades. The success rate above indicates that all but one student was successful on the end of cycle 3 FSL exam.

**Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 96 % in 2023 to 100 % in 2027.**

**Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 96 % in 2023 to 100 % in 2027.**

**Additional goal: To increase the average grade of elementary students on the end of Cycle 3 French Reading component of the June examination from 84.9% in 2023 to 89% in 2027.**

**Additional goal: To increase the average grade of elementary students on the end of Cycle 3 French Writing component of the June examination from 83.9% in 2023 to 87.9% in 2027.**

## ACADEMIC OBJECTIVES – SECONDARY SCHOOL

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 this report is monitoring the courses that contribute to graduation.

### SECONDARY 4: MATH AND SCIENCE

**EMSB Objective: To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.**

**EMSB Objective: To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.**

**Table 5: FACE School Global Success Rates in Secondary 4 Math and Science Courses (%)**

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	100	73.3	100	61.9	66	69.3
Scientific Math (SN)	93.3	100	100	95.2	92.6	94.8
Science & Technology (ST)	92.3	78.6	92.3	83.9	85.9	88.3

*Source: Charlemagne, 2023*

**Table 5a: FACE School Average grade in Secondary 4 Math and Science Courses (%)**

COURSE	School	EMSB
	2023	2023
Cultural, Social & Technical Math (CST)	82.9%	69.7%
Scientific Math (SN)	85.2%	94.8%
Science & Technology (ST)	92.3%	88.3%



Source: Charlemagne, 2023

**Interpretation:** The data shows that our students performed exceptionally well in both Secondary 4 Math CST and SN, consistently outperforming the EMSB averages. The Math CST as well as the Science & Technology courses had significant decreases in success rate in 2022 but recovered in 2023, perhaps in part due to a more vulnerable cohort. The SN course improved consistently over the targeted years.

**Objective:** To maintain the global success rate of Secondary 4 students on the Math CST course at 100 % until 2027.

**Objective:** To maintain the global success rate of Secondary 4 students on the Math SN course from 100 % until 2027.

**Objective:** To increase the global success rate of Secondary 4 students on the Science & Technology (ST) course from 92.3% in 2023 to 96.3% in 2027.

**Additional goal:** To increase the average grade of Secondary 4 students on the Math CST course from 82.9% in 2023 to 89.9% in 2027.

**Additional goal:** To increase the average grade of Secondary 4 students on the Math SN course from 85.2% in 2023 to 93.2% in 2027.

**Additional goal:** To increase the average grade of Secondary 4 students on the Science & Technology course from 92.3% in 2023 to 96.3% in 2027.

#### SECONDARY 4: HISTORY OF QUEBEC AND CANADA

In 2017, the Secondary 4 History program changed to the History of Quebec and Canada (This also applies to Histoire du Québec et du Canada). To measure improvement, the Board monitors the global success rate in the course as an indicator. Typically, this means that the rate is comprised of the course mark (50%) and the uniform exam mark (50%). Following the program change, the MEQ allowed for two years of complementary exams, so that teachers and students could gradually transition to the new material. Uniform exams in this course were planned for June 2020 but were cancelled due to the pandemic.

Secondary 4 students wrote the provincial complementary exam in 2019 and 2022 as part of the EMSB's formative evaluation strategy. Because the exams were complementary, the results were not moderated by the MEQ. The first uniform exam results available are from June 2023 and will be worth 20% of the overall grade. In subsequent years, the rate will be calculated as 50% for the course mark and 50% of the exam mark. In keeping with the Board's Commitment to Success Plan, History and Histoire will report on the global success rate on the courses.

**EMSB Objective:** To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.

**Table 6: FACE School Global Success Rates on Secondary 4 History of Quebec and Canada (%)**

	FACE School			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada	NA	NA	84%	-	-	78%

Source: Charlemagne, 2023

*\*Please note: the 2019 and 2022 exams were complementary. Uniform exams resumed in 2023.*

**Interpretation:** Our students were more successful in the secondary 4 History of Quebec and Canada course than the EMSB average. Since there is no data for the previous two focus years, we cannot compare the evolution of the data.

**Objective:** To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 84 % in 2023 to 88% by 2027.

## SECONDARY 5: ENGLISH LANGUAGE ARTS

**EMSB Objective:** To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.

**EMSB Objective:** To increase the average grade on the Secondary 5 English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.

**Table 7: FACE School Global Success Rate and Average Grades on English Language Arts Course (%)**

YEAR	FACE School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	100	78.1	96.3	75.4
2022	100	78.6	96.2	78.3
2023	100	81	97.2	78

Source: Charlemagne, 2023

**Interpretation:** Our school has maintained a success rate of 100% since 2019, which is slightly better than the EMSB averages for the same years. Our students' average grades are narrowly greater than the EMSB students' average. We will focus on improving proficiency rates moving forward.

**Objective:** To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam at 100% until 2027.

**Objective:** To increase the average grade on the English Language Arts uniform exam from 81 % in 2023 to 86 % in 2027.

## SECONDARY 5: FRANÇAIS LANGUE SECONDE

The following table shows the success rates of our students and EMSB students in French Second Language Programs. FACE School will report on its French Second Language program (programme de base). For this program, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

**EMSB Objective:** To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.

**EMSB Objective: To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

**Table 8: FACE School Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)**

YEAR	FACE School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	95.5	76.6	94.4	81.5
2022	78.3	71.3	93.4	80.9
2023	78.6	73	90.1	79.3

Source: Charlemagne, 2023

Interpretation: Our success rates have decreased by 16.9% since 2019. Our success rate in 2019 is marginally higher than the EMSB average and lower than the EMSB average in 2022 and 2023. Further, our average grades have also been lower than the EMSB averages since 2019. A possible reason for the difference in success rate since 2019 is the number of secondary 5 students who attend our school as either international student or temporary stay students, whose exposure to the French language was limited prior to arriving at FACE. In 2019, there were 6 such students, in 2022, there were 9, and in 2023 there were 5. In a typical secondary 5 cohort of approximately 25-27 students, the proportion of new students in this scenario is significant. We have progressively offered FSL enrichi courses over the years. As of this year, the school now offers the course at every level of secondary. We will include this data our next EP.

**Objective: To increase our success rate from 78.6% to 82.6% in the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.**

**Objective: To increase the average grade of students from 73% in 2023 to 78.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

## SCHOOL CLIMATE

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 students' 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.

### EMSB's Objectives – ELEMENTARY SCHOOL

**To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% 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 9: FACE School Student Perceptions of Selected School Climate Factors (%)**

Factor	FACE School		EMSB		Canadian Norm
	2019	2022	2019	2022	2022
Bullying and Victimization	NA	46	28	31	29
School Safety	NA	33	60	59	61
Anxiety	NA	33	22	31	30

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

**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 students' 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 student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

We have noted that the data from 2022 for FACE Elementary with respect to bullying and victimization and school safety is not favourable, when compared to the EMSB data and Canadian norms. Several initiatives were implemented, with a focus on anti-bullying and working on teaching our students explicit social-emotional learning skills. Our data for Anxiety, however, is comparable to both EMSB and Canadian norms.

We have observed a significant improvement in the data collected in the Fall of 2023, which will be maintained by ongoing support measures. For example, educating our school community regarding the differences between conflicts and bullying, in order to avoid mislabelling. We aim to implement appropriate interventions based on these differences (see table below).

Factor	FACE School		Canadian Norm	
	2022	2023	2022	2023
Bullying and Victimization	46	22	29	30
School Safety	33	64	61	62
Anxiety	33	31	30	29

**Table 9a: FACE School Student Perceptions of Selected School Climate Factors (%)**

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

**Objective:** To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 64% in 2023 to 68% 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 27% in 2027.

#### EMSB's Objectives – SECONDARY SCHOOL

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

**Table 10: FACE School Student Perceptions of Selected School Climate Factors (%)**

Factor	FACE School		EMSB		Canadian Norm
	2019	2022	2019	2022	2022
Bullying and Victimization	12	29	18	22	21
School Safety	63	33	56	47	56
Anxiety	35	36	28	29	33

Source: OURSCHOOL Survey (The Learning Bar), 2022

Please note: The EMSB's data for School Safety includes student perceptions of feeling safe on the way to school and on the way home. All schools will be reporting on student perceptions of feeling safe during the day. The Board will continue to report on overall perceptions of school safety in its Commitment to Success Plan Annual Report.

#### Interpretation:

We have noted an increase in the data from 2019 to 2022 for FACE Secondary with respect to bullying and victimization, as well as a decrease in school safety perception for the same years. During this time, the pandemic lent itself to difficulties in socialization, and interpersonal relationships, within our school, and in our global community at FACE (including CSSDM partners). However, initiatives were implemented, with a focus on anti-bullying, and working on prevention with our school and community partners. Our data for anxiety, is slightly greater to both EMSB and Canadian norms.

We have observed a significant improvement in the data collected in the Fall of 2023, which will be maintained by ongoing support measures. For example, educating our school community regarding the differences between conflicts and bullying, in order to avoid mislabelling. We aim to implement appropriate interventions based on these differences (see table below).

**Table 10a: FACE School Student Perceptions of Selected School Climate Factors (%)**

Factor	FACE School		Canadian Norm	
	2022	2023	2022	2023
Bullying and Victimization	29	18	21	22
School Safety	33	51	56	57

Anxiety	36	31	33	32
Source: OURSCHOOL Survey (The Learning Bar), 2023				
<p><b>To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 18% in 2023 to 14% in 2027.</b></p> <p><b>To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 51% in 2023 to 55% in 2027.</b></p> <p><b>To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 27% in 2027.</b></p>				

## 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.

**EMSB's Objective: To increase the rate of teachers' and classroom support staff's digital competency as reported by the Digital Competency Survey by 5% from 2023 to 2027.**

FACE School does not currently have a designated TIF teacher, and in recent years, has not undertaken many activities which would support our team's digital competency. This is an area that is in the development; we will be working on formulating an action plan to improve digital competency amongst our staff. Once we initiate this professional development initiative, our common teaching practice will improve, and students will inevitably benefit from the result.
<b>Objective: To increase the rate of FACE teachers' and classroom support staff's digital competency as reported by the Digital Competency Survey by 4% from 2023 to 2027.</b>

## APPENDIX: ELEMENTARY OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<b>To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform math exam (C1) from 67 % in 2023 to 71 % by 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
<b>To maintain the success rate of elementary students on the end of Cycle 3 ELA Reading component of the June examination at 100% until 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
<b>To maintain the success rate of elementary students on the end of Cycle 3 ELA Writing component of the June examination at 100% until 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>

<p>To increase the average grade of elementary students on the end of Cycle 3 ELA Reading component of the June examination from 72.5% in 2023 to 76.5% in 2027.</p>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
<p>To increase the average grade of elementary students on the end of Cycle 3 ELA Writing component of the June examination from 78.1% in 2023 to 82.1% in 2027.</p>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
<p>To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 96 % in 2023 to 100 % in 2027.</p>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
<p>Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 96 % in 2023 to 100 % in 2027.</p>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
<p>To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.</p>	<ul style="list-style-type: none"> <li>• Increase sense of belonging for students through participation in Extra-Curricular Activities (music activities, athletics, social groups, theatre, visual arts)</li> <li>• Ensure supervision of common areas during transitional times</li> <li>• targeted interventions with Behaviour Technicians</li> <li>• Visual reminders of tool kits (how to resolve conflicts)</li> <li>• Superstar Club mentoring (Kindness Brigade)</li> <li>• Empathy reflection activities</li> <li>• Literature available (books)</li> <li>• Alliance club (LGBTQ+)</li> <li>• SCA-led initiatives</li> </ul>
<p>To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 64% in 2023 to 68% in 2027.</p>	<ul style="list-style-type: none"> <li>• Increase sense of belonging for students through participation in Extra-Curricular Activities (music activities, athletics, social groups, theatre, visual arts)</li> <li>• Ensure supervision of common areas during transitional times</li> <li>• targeted interventions with Behaviour Technicians</li> <li>• Visual reminders of tool kits (how to resolve conflicts)</li> <li>• Superstar Club mentoring (Kindness Brigade)</li> <li>• Empathy reflection activities</li> <li>• Literature available (books)</li> <li>• Alliance club (LGBTQ+)</li> </ul>

	<ul style="list-style-type: none"> <li>• SCA-led initiatives</li> </ul>
<b>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 27% in 2027.</b>	<ul style="list-style-type: none"> <li>• targeted interventions with Behaviour Technicians</li> <li>• Literature available (books)</li> <li>• SCA-led initiatives</li> </ul>

## APPENDIX: SECONDARY OBJECTIVES AT A GLANCE

<b>EMSB OBJECTIVE</b>	<b>OBJECTIVE</b>	<b>Specific Initiatives Towards Improvement</b>
To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.		
To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.	<p><b>To maintain the global success rate of Secondary 4 students on the Math CST course at 100 % until 2027.</b></p> <p><b>To maintain the global success rate of Secondary 4 students on the Math SN course from 100 % until 2027.</b></p>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
To increase the global success of our Secondary 4 students in our Math courses.	<p><b>To increase the average grade of Secondary 4 students on the Math CST course from 82.9% in 2023 to 89.9% in 2027.</b></p> <p><b>To increase the average grade of Secondary 4 students on the Math SN course from 85.2% in 2023 to 93.2% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	<b>Objective: To increase the global success rate of Secondary 4 students on the Science &amp; Technology (ST) course from 92.3% in 2023 to 96.3% in 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.	<b>To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 84 % in 2023 to 88% by 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	<b>To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam at 100% until 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> <li>• Resource teacher intervention</li> </ul>
To increase the average grade on the Secondary 5 English Language Arts	<b>To increase the average grade on the English Language Arts uniform exam from 81 % in 2023 to 86 % in 2027.</b>	<ul style="list-style-type: none"> <li>• Homework program</li> <li>• Teacher remediation</li> <li>• Tutoring</li> </ul>



uniform exam from 76.8% in 2023 to 78.0% in 2027.		<ul style="list-style-type: none"> <li>● Resource teacher intervention</li> </ul>
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	<b>To increase our success rate from 78.6% to 82.6% in the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.</b>	<ul style="list-style-type: none"> <li>● Homework program</li> <li>● Teacher remediation</li> <li>● Tutoring</li> <li>● Resource teacher intervention</li> </ul>
To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	<b>To increase the average grade of students from 73% in 2023 to 78.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.</b>	<ul style="list-style-type: none"> <li>● Homework program</li> <li>● Teacher remediation</li> <li>● Tutoring</li> <li>● Resource teacher intervention</li> </ul>
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	<b>To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 18% in 2023 to 14% in 2027.</b>	<ul style="list-style-type: none"> <li>● Increase sense of belonging for students through participation in Extra-Curricular Activities (music activities, athletics, social groups, theatre, visual arts)</li> <li>● Ensure supervision of common areas during transitional times</li> <li>● targeted interventions with Behaviour Technicians</li> <li>● Empathy reflection activities</li> <li>● Literature available (books)</li> <li>● Alliance club (LGBTQ+)</li> <li>● Camp-Lift interventions</li> <li>● Support and mediation with guidance counsellor, administration</li> <li>● SCA-led initiatives</li> </ul>
To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	<b>To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 51% in 2023 to 55% in 2027.</b>	<ul style="list-style-type: none"> <li>● Increase sense of belonging for students through participation in Extra-Curricular Activities (music activities, athletics, social groups, theatre, visual arts)</li> <li>● Ensure supervision of common areas during transitional times</li> <li>● targeted interventions with Behaviour Technicians</li> <li>● Empathy reflection activities</li> <li>● Literature available (books)</li> <li>● Alliance club (LGBTQ+)</li> <li>● Camp-Lift interventions</li> <li>● Support and mediation with guidance counsellor, administration</li> <li>● SCA-led initiatives</li> </ul>

<p>To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.</p>	<p><b>To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 27% in 2027.</b></p>	<ul style="list-style-type: none"> <li>● Increase sense of belonging for students through participation in Extra-Curricular Activities (music activities, athletics, social groups, theatre, visual arts)</li> <li>● Ensure supervision of common areas during transitional times</li> <li>● targeted interventions with Behaviour Technicians</li> <li>● Empathy reflection activities</li> <li>● Literature available (books)</li> <li>● Alliance club (LGBTQ+)</li> <li>● Camp-Lift interventions</li> <li>● Support and mediation with guidance counsellor, administration</li> <li>● SCA-led initiatives</li> </ul>
<p>To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.</p>	<p><b>To increase the rate of FACE teachers' and classroom support staff's digital competency as reported by the Digital Competency Survey by 4% from 2023 to 2027.</b></p>	<ul style="list-style-type: none"> <li>● Professional development with Educational Services Department (EMSB)</li> <li>● Third-party workshops</li> <li>● Promotion of digital tools to facilitate collaboration and communication with teachers and staff</li> </ul>